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Sociology (SOC) 1930
Spanish Language and Literature (SPAN) 1942
Theater (THEA) 1955
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2026-2027 CALENDAR

July	7	Tuesday	Departments are notified to export & review Fall 2026 curriculum
July	7	Tuesday	FYS Summer session begins
July	13	Monday	Deadline to submit GLS Fall 2026 tutorial, capstone & thesis proposals
July	14	Tuesday	Deadline to Drop Summer FYS course
July	20	Monday	GLS Fall registration opens (non-HR benefit recipients)
July	23	Thursday	GLS Fall registration opens (HR benefit recipients)
July	29	Wednesday	Grading mode change deadline for Summer FYS courses
July	30	Thursday	Planning period begins for new or returning BA students who were not eligible to participate in April Pre-Reg. Students create plans for consideration in scheduling. Ends on 8/15/26 at 12PM
July	30	Thursday	Revisions to Fall 2026 curriculum are due to Registrar's Office
August	5	Wednesday	Withdrawal deadline for Summer FYS courses 5pm
August	11	Tuesday	Grade entry opens for Summer FYS courses
August	12	Wednesday	Summer FYS courses end
August	12	Wednesday	Departments should review Fall 2026 room assignments & submit room change requests through Courseleaf: CLSS
August	23	Sunday	GLS Fall orientation for new students
August	25	Tuesday	BLS Fall orientation for new students
September	3	Thursday	GLS Fall registration closes
September	7	Monday	Undergraduate, graduate, and GLS classes begin
September	18	Friday	Add/Drop period ends
September	18	Friday	Last day to drop a GLS fall course with no record on the transcript
October	9	Friday	1st quarter grading mode deadline. For courses in which students have a choice of grading mode, the final choice must be made by 5PM.
October	16	Friday	Last day to withdraw from 1st quarter classes
October	23	Friday	1st quarter classes end
October	28	Wednesday	2nd quarter classes begin. *2nd quarter classes may be added or dropped during the five working days following the first class or meeting.
November	3	Tuesday	Planning period for eligible undergraduate students. Students create plans for consideration in scheduling.
November	9	Monday	Winter Session registration opens
November	16	Monday	Planning period ends for eligible undergraduate students.
November	16	Monday	GLS Spring proposal deadline for theses, capstones and tutorials
November	17	Tuesday	Scheduling period. Eligible undergraduate students review courses scheduled.
November	18	Wednesday	Adjustment period begins for all students eligible for pre-registration. Students can create or make adjustments to their class schedules in real time. Staggered openings.
November	24	Tuesday	For courses in which students have a choice of grading mode, the final choice must be made by 5PM
November	25	Wednesday	Thanksgiving Recess begins
November	29	Sunday	Thanksgiving Recess ends
November	30	Monday	GLS Spring Registration opens (non-HR benefit recipients)
December	3	Thursday	GLS Spring Registration opens (HR benefit recipients)
December	4	Friday	Last day to withdraw from full semester, 2nd quarter & GLS classes and recieve a grade of "W"
December	11	Friday	Winter Session registration closes
December	11	Friday	Undergraduate, Graduate and GLS classes end
December	11	Friday	Undergraduate, Graduate and GLS classes end
December	14 -19	Monday - Saturday	GLS make-up classes, final presentations and examinations.
January	5	Tuesday	All Fall 2026 grades submitted to the Registrar's Office. Grade entry system closes at 11:59PM
January	4	Monday	Last day to drop a course and have no record on the transcript for Winter session
January	5	Tuesday	Winter session classes begin
January	14	Thursday	Deadline to change Winter Session course grading mode (due by 5PM)
January	15	Friday	GLS Spring registration closes
January	15	Friday	Last day to withdraw from Winter Session classes
January	17	Sunday	GLS Spring orientation for new students
January	18	Monday	Most University offices closed in observance of Dr. Martin Luther King, Jr. Day. Winter Session courses will be held as scheduled.
January	18	Monday	Winter Session classes end
January	19	Tuesday	Winter Session reading day
January	20	Wednesday	Adjustment period begins for graduate and BA students who were eligible for planning including newly admitted students and those returning from study abroad or leave who were not eligible to participate in November Pre-Reg. Students can create a schedule in real time.
January	20	Wednesday	Winter Session examinations

January	21	Thursday	Add/Drop period begins
January	21	Thursday	Undergraduate, graduate and GLS classes begin
February	3	Wednesday	Last day to drop a GLS course with no record on transcript
February	3	Wednesday	Add/Drop period ends
February	3	Wednesday	Winter Session grades due
February	19	Friday	3rd quarter grading mode deadline. For courses in which students have a choice of grading mode, the final choice must be made by 5PM.
February	26	Friday	Last day to withdraw from 3rd quarter classes
March	5	Friday	3rd quarter classes end
March	14	Sunday	GLS Summer proposal deadline for theses, capstones, and tutorials.
March	22	Monday	4th quarter classes begin. 4th quarter classes may be added or dropped during the five working days following the first class meeting.
March	24	Wednesday	Summer session registration opens
March	30	Tuesday	Planning period begins for BA students only and those returning from study abroad or a leave. Students create plans for consideration in scheduling.
April	5	Monday	GLS summer registration opens (non-HR benefit recipients)
April	8	Thursday	GLS summer registration opens (HR benefit recipients)
April	12	Monday	Planning period ends for eligible undergraduate students
April	13	Tuesday	Scheduling period. Students review courses scheduled
April	14	Wednesday	Adjustment period begins for all students eligible for pre-registration. Students can create or make adjustments to their class schedules in real time. Staggered openings.
April	20	Tuesday	Adjustment period ends for all students eligible for pre-registration.
April	21	Wednesday	For courses in which students have a choice of grading mode, the final choice must be made by 5PM
April	28	Wednesday	Last day to withdraw from full semester, 4th quarter and GLS classes and revieve a grade of W
May	5	Wednesday	Undergraduate, graduate and GLS classes end
May	6 - 14	Thursday - Friday	GLS make-up classes, final presentations, and exams
May	16	Sunday	GLS summer orientation
May	17	Monday	Spring 2027 grades for all degree candidates submitted to the Registar's Office by noon
May	21	Friday	Summer session 1 registration closes at noon
May	21	Friday	GLS Summer early term registration closes
May	23	Sunday	195th Commencement
May	25	Tuesday	All remaining Spring semester grades submitted to the Registrar's Office. Grade entry system closes at 11:59PM
May	25	Tuesday	Summer session 1 housing opens
May	25	Tuesday	Last day to withdraw from a Summer session 1 or GLS course with no record on transcript
May	26	Wednesday	Summer session 1 and GLS early term classes begin
May	31	Monday	Memorial Day. Most administrative offices closed. Classes will be held as scheduled.
June	16	Wednesday	Summer session 1 for courses in which students have a choice of grading mode, the final choice must be made by 5:00PM
June	18	Friday	Last day to submit requests to withdraw from summer session 1 and GLS early term classes and earn a grade of W
June	22	Tuesday	Summer session 1 and GLS early term classes end
June	23	Wednesday	GLS summer registration closes
June	23	Wednesday	Summer session 2 registration closes at noon
June	23-24	Wednesday-Thursday	Summer session 1 and GLS early term examinations
June	25	Friday	Summer session 1 housing closes
June	27	Sunday	Summer session 2 undergraduate housing opens
June	27	Sunday	Last day to withdraw from session 2 and GLS standard term classes with no record on transcript
June	28	Monday	Summer session 2 and GLS standard term classes begin
July	8	Thursday	Summer session 1 grades due
July	14	Wednesday	Deadline to submit GLS fall 2027 tutorial, capstone and thesis proposals
July	19	Monday	For summer session 2 courses in which students have a choice of grading mode, the final choice must be made by 5:00PM
July	21	Wednesday	Last day to withdraw from summer session 2 and GLS standard term classes and earn a grade of W
July	23	Friday	Summer session 2 and GLS standard term classes end
July	26-27	Monday-Tuesday	Summer session 2 and GLS standard term examinations
July	26	Monday	GLS fall 2027 registration opens (non-HR benefit recipients)
July	28	Wednesday	Summer session 2 University housing closes

July	29	Thursday	GLS fall 2027 registration opens (HR benefit recipients)
August	10	Tuesday	Summer session 2 grades due
August	23	Monday	All GLS grades due

A BRIEF HISTORY

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

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

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

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

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

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

Ties to the Methodist church, which were particularly strong in the earliest years and from the 1870s to the 1890s, waned in the 20th century. Wesleyan became fully independent of the Methodist church in 1937. Under the leadership of Victor L. Butterfield, who served as president from 1943 to 1967, interdisciplinary study flourished. The Center for Advanced Studies (now the Center for the Humanities) brought to campus outstanding scholars and public figures who worked closely with both faculty and students. Graduate Liberal Studies, founded in 1953, is the oldest program of its kind and grants the master of arts in liberal studies (MALS) and the master of philosophy in liberal arts (MPhil) degrees. During this same period, the undergraduate interdisciplinary programs, the College of Letters, the College of Social Studies, and the now-defunct College of Quantitative Studies, were inaugurated. Wesleyan's model program in world music, or ethnomusicology, also dates from this period. Doctoral programs in the sciences and ethnomusicology were instituted in the early 1960s.

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

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

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

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

Michael S. Roth '78 became Wesleyan's 16th president at the beginning of the 2007–08 academic year. He has undertaken a number of initiatives that have energized the curriculum and helped to make a Wesleyan education more affordable for many. He has emphasized a three-year degree program that can save families as much as $50,000; eliminated loans for most students with a family income below $60,000, replacing them with grants; and ensured that other students receiving financial aid are able to graduate without a heavy burden of debt. Allbritton Hall, opened in 2012, has become a hub of civic engagement—encompassing the Patricelli Center for Social Entrepreneurship, the Allbritton Center for the Study of Public Life, and the Jewett Center for Community Partnerships. Four new interdisciplinary colleges also have been launched: the College of the Environment, the College of Film and the Moving Image, the College of East Asian Studies, and the College of Integrative Sciences. Another new initiative, the Shapiro Creative Writing Center, brings together students, faculty, and visiting writers seriously engaged in writing. Since 2011, applications for admission have increased substantially to record levels. During this time Roth oversaw the most successful campaign in Wesleyan's history. The campaign raised a total of $482 million, including more than $270 million in support of one of Wesleyan's highest priorities: new endowment and annual funding for financial aid.

CURRICULUM

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

OPEN CURRICULUM

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

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

With a large variety of majors, minors, and certificates (http://www.wesleyan.edu/academics/), Wesleyan students have the opportunity to work at the highest level, discover what they love to do, and apply their knowledge in meaningful ways.

MAJORS

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

LINKED MAJORS, MINORS, AND CERTIFICATES

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

GENERAL EDUCATION EXPECTATIONS

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

COMPETENCIES

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

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

ACADEMIC ADVISING

An academic advisor is assigned to each first-year student from faculty who teach in a field in which the student has expressed interest. Once a student declares a major, the advisor is assigned from that department or program. Students, with the help of faculty advisors, typically put together an academic itinerary that includes lecture-style courses, smaller seminars, laboratories, and performance courses. Every student is given the opportunity to take a seminar course specially designed for first-year students. These first-year seminars (FYS) vary dramatically—from presenting the work of a specific thinker to introducing

an unfamiliar area of study—but all tend to emphasize the importance of writing at the university level and the methods used to collect, interpret, analyze, and present evidence as part of a scholarly argument. Faculty teaching these classes highlight the type of writing associated with their respective disciplines and help students improve how they develop, compose, organize, and revise their written work.

WESMAPS AND WESPORTAL

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

STUDENT ACADEMIC RESOURCES

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

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

CAREER ADVISING

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

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

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

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

HEALTH PROFESSIONS AND PREMEDICAL ADVISING

Health professions graduate schools welcome students with a liberal arts background. A liberal arts education does not exclude the scientific and quantitative knowledge required to become an outstanding health professional; rather, it includes courses from these disciplines within a larger intellectual context.

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

Students are encouraged to explore and test their interest in a given health profession through internships, summer employment, volunteer positions in a clinical setting, and shadowing health professionals before applying to graduate school. The Gordon Career Center (https://wesleyan.edu/careercenter) and the Office of Community Service (http://www.wesleyan.edu/jccp/) provide information about volunteer opportunities on campus and in the local community for students considering the health professions. Experience in conducting research may also be very useful in learning about a field and developing the skills needed to contribute to the field and to evaluate the work of others. Students with a particular interest in the natural sciences have the opportunity to participate in laboratory research projects under the supervision of Wesleyan faculty who are principal investigators with on-campus research groups that may also include graduate students. In recent years, undergraduates have also participated in public health and clinical research both on and off campus. Some student researchers have been coauthors of papers published in scientific journals or have presented the results of their research at scholarly meetings. Beginning with the first week of the first year and continuing beyond graduation, a specialized health professions advisor is available to assist students and graduates interested in any of the health professions with academic planning, identification of summer opportunities and meaningful post-graduation employment, and preparation for and navigation of the application process to health professions graduate schools. The Wesleyan Health Professions Panel offers current students and those within five years of graduation a letter of institutional sponsorship at the time of application to medical, dental, or veterinary school. The success of Wesleyan's alumni in various health fields attests to the quality of our undergraduate curriculum and our health professions advising. For more information go to our health professions site (https://www.wesleyan.edu/careercenter/students/health/).

PREBUSINESS

Wesleyan alumni are sought after in the business world. A significant number of the organizations that recruit Wesleyan students are business concerns. Recent top employers have included Amazon, Bloomberg, BlackRock, Booz Allen Hamilton, Citi, Facebook, Google, IBM, JPMorgan Chase, and Venture for America. Wesleyan has a reputation among employers for producing students who have well-developed organizational and leadership skills. A Wesleyan

student in almost any major who does well and plans his or her courses with an eye toward meeting entrance requirements for professional study will be well prepared for business school. It is rare for undergraduates to go directly to a top-tier business school without work experience. In fact, many of the top-tier business schools require two to four years of work experience for competitive candidates. Students interested in fields such as banking and consulting should plan to take quantitative courses offered by a number of academic departments to seek an internship in their field of interest as early as sophomore year.

PRELAW

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

ACADEMIC REGULATIONS

- Degree Requirements (p. 14)
- Major (p. 14)
- GenEd Expectations (p. 15)
- Academic Standing (p. 16)
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DEGREE REQUIREMENTS

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

GRADUATION REQUIREMENTS

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

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

All courses taken at Wesleyan will be listed on the student's transcript. However, there are limits on the number of credits students can count toward the total of 32 course credits required for the bachelor of arts. No more than 16 credits in any one subject (i.e., course code) can be counted toward the degree requirements. All course credits posted to a student's academic records will be considered for oversubscription including prematriculant, study-abroad, and/or transfer credits. A course offered in more than one subject designation (i.e., cross-listed) will count in all subjects in which it is offered. A student who exceeds these limits will be considered oversubscribed, and the additional course credits may not count toward the 32 required for the bachelor of arts.

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

- A maximum of four credits in any combination of the following:
  - maximum of one credit in physical education (PHED)
  - maximum of one credit in self-paced language courses
  - (LANG 104), and no more than one-half credit in any one language
  - maximum of two student forum credits (419, 420)
  - maximum of four independent study and education-in-the-field credits (any combination of 467, 468, 469, 470)
  - maximum of one-half internship credit (CSPL493, CSPL493Z)
  - maximum of two teaching apprentice credits (491, 492)
- A maximum of four individual and group tutorial credits (401,402, 403, 404, 411, 412, 421, 422, CSPL480)
- A maximum of four times each of repeatable courses

All prematriculation credits that may be counted toward the 32 credits required for graduation will be listed on the student's transcript. However, the number of prematriculation credits that actually count toward the degree is limited by the policy on Prematriculation Credit (https://catalog.wesleyan.edu/academic-regulations/ap-ib-prematric-credit/).

MAJOR

To satisfy the major requirement, a bachelor of arts student must complete a departmental major, an interdepartmental major, or a collegiate program (College of East Asian Studies (p. 270), College of Education Studies (p. 301), College of Integrative Sciences (p. 335), College of Letters (p. 358) or College of Social Studies (p. 394)). A bachelor of liberal studies student must complete a standard concentration or approved self-designed concentration. A student will graduate if the requirements of one major are fulfilled in conjunction with the completion of other degree requirements.

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

DEPARTMENTAL MAJOR PROGRAMS

The departmental major is an integrated program of advanced study approved by the major department. It consists of a minimum of eight course credits

numbered **201** or higher. No more than four course credits in the departmental major may be elected from other than the major department. Please see Graduation Requirements for the number of credits that may be counted toward the bachelor of arts degree and oversubscription.

COMPREHENSIVE EXAMINATION

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

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

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

INTERDEPARTMENTAL MAJOR PROGRAMS

The University offers two kinds of interdepartmental majors:

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

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

COLLEGIATE PROGRAMS

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

GENERAL EDUCATION EXPECTATIONS

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

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

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

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

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

There may be some instances in which a student must be Stage 1 compliant by the end of their fourth semester (for example, certain majors

(https://www.wesleyan.edu/registrar/majors_information/general-education.html#:~:text=860%2D685%2D2810-,General%20Education,all%20in%20different%20departments%2C%20by%20the%20end%20of%20the%204th%20semester,-Stage%202%C2%A0requires) require this timeframe, e.g. Psychology). Additionally, if they are seeking any form of honors (University Honors (https://www.wesleyan.edu/registrar/honors/university_honors.html), Phi Beta Kappa (https://catalog.wesleyan.edu/academic-regulations/honors/#:~:text=the%20Honors%20Committee-,Phi%20Beta%20Kappa,-The%20oldest%20national), honors in general scholarship, etc.) they should ensure they follow timelines listed for those accolades. Students seeking three programs (majors/minors/certificates), must complete Stage 1 and Stage 2 by their last semester.

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

ACADEMIC STANDING

SEMESTER CREDITS AND COURSE LOAD

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

GRADING SYSTEM

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

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

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

The numerical equivalents of the letter grades are

A+	98.3
A	95.0
A-	91.7
B+	88.3
B	85
B-	81.7
C+	78.3
C	75.0
C-	71.7
D+	68.3
D	65.0
D-	61.7
E+	58.3
E	55.0
E-	51.7
F	45.0

SEQUENCE COURSES

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

HONORS

DEAN'S LIST

Wesleyan acknowledges high academic achievement at the end of each semester. Students who earn a semester GPA of 93.350 or better will be named to the Dean's List and will have a permanent transcript notation of this achievement. To be eligible, a student must have earned the GPA on at least three letter-graded credits at Wesleyan during the semester and have no unsatisfactory or failing grades. Students with incomplete grades or outstanding credit will be evaluated after the grade and/or credit is posted to the Wesleyan transcript and, if eligible then, they will be added retroactively to the appropriate semester's list. The Dean's List is only applicable to current undergraduate Wesleyan Students and does not include visiting students who's host institution is not Wesleyan.

HONORS PROGRAM

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

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

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

University Honors is the highest award Wesleyan bestows. To be eligible, a student must fulfill General Education Expectations, earn high honors (either departmental or in general scholarship), be recommended for University Honors, and qualify in an oral examination administered by the Honors Committee.

PHI BETA KAPPA

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

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

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

In addition to fulfilling the General Education Expectations, students are expected to have a grade point average of 92 or above to be considered for election in the spring. The minimum grade point average for the fall election is 93. Students are nominated by their major departments. Bachelor of Liberal Studies student and University majors can be nominated by their class dean.

ACADEMIC REVIEW AND PROMOTION

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

REQUIREMENTS FOR ACADEMIC GOOD STANDING

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

REQUIREMENTS FOR PROMOTION

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

ACADEMIC DISCIPLINES

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

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

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

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

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

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

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

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

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

Separation. The category of discipline used when the student's academic deficiencies are so serious as to warrant the student's departure from the University without eligibility for readmission. The notation "separated" will be entered on the student's official transcript. Separation is imposed if a student's academic performance warrants required resignation for a second time.

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

PREMATRICULATION CREDIT

At most 4.0 prematriculation credits from college level courses (including dual enrollment courses) and prematriculation tests such as AP and IB tests may be counted toward graduation, and at most 2.0 such credits may be on the basis of prematriculation tests. Prematriculation credit can only be posted before graduating from Wesleyan University.

COLLEGE-LEVEL COURSES

Up to 4.0 credits total from courses that appear on a college transcript prior to matriculation may be counted toward the BA and BLS degrees. Examples of such courses are

- Courses taken at an accredited U.S. or international institution that are not used toward high school graduation.
- Courses taken through "dual enrollment" programs that are used toward high school graduation requirements, such as Wesleyan's High School Scholar program and National Education Equity Lab courses.

Any such course must meet the requirements in the Transfer of Credit section in External Special Study Programs.

There is no limit to the number of prematriculation course credits that a student can post to their academic history. However, at most 4.0 prematriculation course credits total may count toward graduation requirements, and at most 4.0 prematriculation course credits may be used for the purpose of class promotion. Students are not permitted to use this credit to reduce the course load below full-time, to replace failing or unsatisfactory grades in classes, or to count toward fulfillment of the general education expectations. No course that is listed for credit on a student's high school transcript may be used for Wesleyan credit, except in the case of approved college-level courses such as dual enrollment credits.

Use of prematriculation course credits to satisfy course prerequisites or major declaration or completion requirements is at the discretion of the appropriate department.

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

A student who has completed an Advanced Placement (AP) course or its equivalent while in secondary school and has received a score of 4 or 5 in the corresponding AP examination for which there is an equivalent subject area at Wesleyan may be granted one credit per exam toward the Wesleyan BA degree.
A student who has completed the International Baccalaureate (IB) course of study and has received a score of 5, 6, or 7 on a corresponding higher-level IB examination for which there is an equivalent subject area at Wesleyan may be granted one credit per exam toward the Wesleyan BA degree. Students wanting to post any other prematriculation test credit (e.g., A-level, Cambridge International, CAPE, etc.) must consult their class dean. The awarding of these prematriculation test credits is determined in consultation with the relevant department.

There is no limit to the number of prematriculation test credits that a student can post to their academic history. However, at most 2.0 prematriculation test credits total may count toward graduation requirements, and at most 2.0 prematriculation test credits may be used for the purpose of class promotion. Students are not permitted to use this credit to reduce the course load below full-time, to replace failing or unsatisfactory grades in classes, or to count toward fulfillment of the general education expectations.

Use of prematriculation test credits to satisfy course prerequisites or major declaration or completion requirements is at the discretion of the appropriate department.

ACCELERATION

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

NONDEGREE UNDERGRADUATE STUDENTS

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

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

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

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

Center for Prison Education. Wesleyan offers the Center for Prison Education (http://www.wesleyan.edu/cpe/), awarding undergraduate credit to incarcerated students who are admitted to and complete courses in the center. All students in the center are subject to Wesleyan academic and nonacademic policies as well as center policies. Center courses are offered on-site at the correctional institution.

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

Residential Scholars. Admission will be handled by Continuing Studies (http://www.wesleyan.edu/nondegree/); admission of international students will be reviewed by the director of the Office of Study Abroad (http://www.wesleyan.edu/cgs/osa/). Individuals accepted for this category must

enroll full-time, pay full tuition, and live in university housing. Financial aid is not available. For information about becoming a Residential Scholar, please visit wesleyan.edu/nondegree/ (https://wesleyan.edu/nondegree/).

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

TRANSFER STUDENTS

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

It is expected that transfer students will keep pace with the class to which they are officially assigned by the Office of the Deans; that is, the number of Wesleyan semesters available to transfer students to earn the Wesleyan degree will be determined by their class standing on entry. For certain exceptional cases and upon petition to the class dean, students may be granted an additional semester to complete requirements for the bachelor's degree. Please see Degree Requirements (p. 14) for semester-in-residence requirement.

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

Credits approved for transfer from other institutions may be considered by the student's major department for inclusion in the major.

Wesleyan's partnership with Middlesex Community College provides an articulation agreement for the Center for Prison Education Program. Students in this program who complete the associate degree at Middlesex Community College and are admitted to the Bachelor of Liberal Studies program will receive a minimum of 16 Wesleyan credits upon transfer into the BLS program; contingent upon having earned a minimum of 16 (3.00 or 4.00 semester hour) courses with a grade of C- or better.

Transfer students are encouraged to comply with Wesleyan's general education expectations. Transfer credits earned prior to matriculation at Wesleyan may be evaluated for general education equivalency. Please note that grades in courses must be a C- or better to be eligible for transfer of credit. No more than two credits may be transferred from one summer.

STUDY ABROAD

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

- Wesleyan-administered programs
- Wesleyan-approved programs

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

WESLEYAN-ADMINISTERED PROGRAMS

The Wesleyan-administered programs are:

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

One semester of study on these programs does count toward the semester-in-residence requirement.

WESLEYAN-APPROVED PROGRAMS

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

STUDY ABROAD REGULATIONS, GUIDELINES, AND FINANCIAL PROCEDURES

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

Up to four Wesleyan credits are normally allowed for each of two semesters. Permission for up to a fifth credit in any given semester may be granted by the program director in the case of Wesleyan-administered programs and by the Director of Study Abroad for Wesleyan-approved programs. Grades earned will be reported on the Wesleyan transcript and will be counted in GPA calculations. Students have the option of selecting CR/U grading mode for one course per semester for transfer credit. The deadline for this varies by program.

Credit toward graduation is approved by the Office of Study Abroad. For credit toward completion of a major, certificate, or minor, students must consult with the relevant chair or advisor when applying for study abroad. Students must have courses for major, certificate, or minor credit preapproved before departure or, in the event that course information is not available before the program begins, at the point of course registration. Such credit is not granted

retroactively, and students who need to change course selections on arrival abroad must seek approval at the time of registration through their advisor and the Office of Study Abroad. It is the responsibility of the student to check with the class dean concerning progress toward graduation and the possibility of oversubscription. Each course taken abroad and approved will carry the appropriate General Education designation if one can be determined from the available information about the course.

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

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

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

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

INTERNAL SPECIAL STUDY PROGRAMS

WESLEYAN INTERSESSIONS: SUMMER AND WINTER SESSIONS

The University offers two intersessions: Summer Session and Winter Session. Course credit earned through intersessions is eligible to count toward the graduation requirement. Participation in intersessions does not count as a semester in residence. An intersession does not constitute an academic semester at Wesleyan. All students in intersessions are subject to Wesleyan academic and nonacademic policy and are also subject to intersession policies. Courses taken during intersessions are subject to the same academic regulations as courses taken during the regular academic year. Students should consult their class dean about how intersession performance may affect their academic standing or check the Deans' Office website for clarification. Students are not eligible to do independent study or education in the field and take an intersession course simultaneously. (For summer transfer credit, please see External Special Study Programs - Transfer Credit)

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

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

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

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

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

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

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

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

TEACHING APPRENTICE PROGRAM

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

The Teaching Apprentice Program has two main objectives:

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

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

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

TUTORIALS

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

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

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

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

STUDENT FORUMS

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

EXTERNAL SPECIAL STUDY PROGRAMS

TRANSFER OF CREDIT

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

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

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

TWELVE-COLLEGE EXCHANGE PROGRAM

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

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

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

OTHER NONRESIDENT PROGRAMS

A small number of programs considered by the faculty to be of importance in supplementing the Wesleyan curriculum for bachelor of arts students with certain academic interests are treated as approved nonresident study programs. Participants continue to be Wesleyan students, pay regular tuition to the University, and are not placed on leave of absence. Information about these programs can be obtained from the Office of Study Abroad or the faculty member or office listed below. Students planning to participate in these programs should check with their faculty advisor and class dean concerning their progress toward completion of the major and graduation requirements. Participation in these programs does not count as a semester in residence.

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

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

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

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

AFROTC. Qualified Wesleyan students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program hosted by Yale University's AFROTC detachment. Students who wish to transfer credits for courses they successfully complete through this program may do so if (1) the courses have been approved in advance by the relevant Wesleyan department, and (2) the grades in the courses are C- or better. Students who wish to request the transfer of credit to their Wesleyan degree must do so through the same process and under the same guidelines as transfer credit from any other accredited institution. For details on how to transfer credit, please refer to Transfer of Credit from Other Institutions. For general information or assistance with Wesleyan AFROTC participation, please contact your class dean. For more information about Yale's

AFROTC program, please contact Yale AFROTC Detachment 009, 203-432-9431 or airforce@yale.edu.

ADVANCED DEGREES

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

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

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

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

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

MA IN CURATORIAL PRACTICE

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

THE MALS AND MPHIL IN GRADUATE LIBERAL STUDIES

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

GENERAL REGULATIONS

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

UNIT OF CREDIT

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

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

ENROLLMENT

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

MEDICAL REPORT

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

PAYMENT OF BILLS

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

SELECTION OF COURSES

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

CHANGES IN AND WITHDRAWAL FROM COURSES

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

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

An instructor may require a student to withdraw from a course if the student fails to meet the announced conditions of enrollment. The student will be required to submit a withdrawal request to the Office of the Registrar (https://www.wesleyan.edu/registrar/information/incorrect_schedule.html) to make the withdrawal from the course official.

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

AUDITING

Subject to any conditions set by the instructor, a registered Wesleyan student may be permitted to audit a course without charge. The instructor may add to the grade roster the name of any student who has attended with sufficient regularity to have the course listed in the academic record as audited, without credit. Permission to audit does not include permission to have tests, examinations, or papers read or graded. Wesleyan alumni and members of the community, please see Nondegree Undergraduate Students (p. 19).

CLASS ATTENDANCE

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

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

UNSATISFACTORY PROGRESS REPORTS

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

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

SUBMISSION OF GRADES

Under normal circumstances, only the instructor of record can submit a course grade. However, in cases where the instructor is no longer employed by the University or has become unavailable, the department chair, or a faculty member designated by the chair, may, upon review of the student's work, submit a grade. Grades can only be given for work assigned and submitted during the academic term, except in the case where a student has requested an incomplete (please see Incompletes/Completion of Work in Courses).

CHANGE OF SUBMITTED GRADE BY THE INSTRUCTOR

A change of a submitted grade may be made by the instructor on the following grounds:

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

STUDENT GRIEVANCE PROCEDURE INCLUDING APPEAL FOR A GRADE CHANGE

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

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

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

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

INCOMPLETES/COMPLETION OF WORK IN COURSES

All the work of a course must be completed and submitted to the instructor by the last day of classes. The only exceptions to this are final examinations and, in courses without a registrar-scheduled final examination, significant assignments such as final take-home exams, semester-long projects, and term papers, which must be due no sooner than the first day, and no later than the last day, of the exam period, and preferably at the time slot reserved for the registrar-scheduled examination. A student who is unable to meet these deadlines, for the reasons listed below, may request the permission of the instructor to meet the requirement no later than 30 days after the last day of exams. If the instructor grants the extension, a grade of Incomplete (IN) must be submitted to the registrar at the time grades are due. Grades of Incomplete must be accompanied by a provisional grade. If the student does not submit the outstanding work in the course by the deadline, the provisional grade will become the final grade.

All work is due by 5 p.m., 30 days after the last day of exams, unless an earlier date is stipulated by the instructor or if student is planning to participate in winter/summer session. Students must submit all outstanding work for a fall/spring incomplete in order to participate in winter/summer sessions. The work must be submitted before the first day of the session.

Any provisional incomplete grades remaining by the end of the drop/add period of the subsequent semester will automatically be converted to the provisional final grade by the Office of the Registrar (http://www.wesleyan.edu/registrar).

A student may receive up to two incompletes per semester by this method. To receive incompletes in more than two courses, the student must petition his or her class dean. The petition can be granted only on grounds of illness, family crisis, or other extraordinary circumstances. To petition for a brief extension of the Incomplete deadline, based on these same criteria, students must make a request to their class dean. The class dean will make the decision about whether the petition will be granted in consultation with the Vice President for Student Affairs and the course instructor.

Incompletes will not be granted for summer or winter sessions. Rare exceptions to this policy may be made in the case of serious emergencies, by petitioning the class dean. For the impact of incompletes on students' records for the purposes of academic review, students should consult their class dean. Students on strict probation will not be allowed to receive incompletes without the prior approval of their class dean.

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

REPEATABLE COURSES

Courses that may be repeated receive a designation in WesMaps and may be taken twice at most for a letter grade (AF). Please see Graduation Requirements (p. 14) for additional regulations governing repeatable courses.

COURSES RETAKEN FOR LOW GRADE

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

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

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

REGULATIONS GOVERNING THE SCHEDULING OF CLASSES

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

MEETING PATTERNS

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

MORNING CLASSES

On Monday, Wednesday, and Friday, classes are scheduled for three periods of 50 minutes each beginning at 8:50 a.m., 9:50 a.m., or 10:50 a.m. On Tuesday and Thursday, classes are scheduled for two 80-minute periods beginning at 8:50

a.m. and 10:20 a.m.; any combination of two on Monday, Wednesday, or Friday (MW, MF, or WF) may be scheduled at 8:20 a.m. or 10:50 a.m.

AFTERNOON CLASSES

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

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

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

READING PERIOD

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

- Final exams, comprehensive examinations covering materials from the course of the entire semester, are to be given only during the formal exam period established by the faculty.
- Classes can be held only during the class period established by the faculty; make-up classes should be held during that established class period.
- In courses without a registrar-scheduled final examination, significant assignments such as final take-home exams, semester-long projects, and term papers must be due no sooner than the first day, and no later than the last day, of the exam period, and preferably at the time slot reserved for the registrar-scheduled examination.
- Student organizations should not schedule retreats, programs, or meetings that require student attendance during Reading Period.
- Departmental, program, and college activities that require student participation should not be held during Reading Period, with the exception of oral and written examinations covered by alternative exam calendars.
- Sessions or information programs that require student attendance should not be held during Reading Period.
- No required assignments should be due during the Reading Period.

SCHEDULED FINAL EXAMINATIONS

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

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

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

LEAVE, WITHDRAWAL, READMISSION, AND REFUND POLICY

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

Leave of Absence – Undergraduate

Wesleyan permits students to interrupt their college careers for a semester or year to pursue other experiences. A Leave of Absence is limited to one year but may be extended upon request to the faculty advisor and class dean. Students will be reclassified to the appropriate class year at the end of the semester in which they file their leave. Students who have obtained prior approval may earn academic credit while on leave and will be reclassified, if appropriate, once these credits are posted to their transcript. *Students may not go on a leave to study abroad.*

Credits earned while on leave must be processed two weeks prior to the semester in which a student returns for purposes of class-year classification. Students who interrupt their enrollment at Wesleyan by taking a leave for more than four consecutive semesters must apply for readmission.

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

Leave of Absence – Graduate Studies

Students in a Graduate Studies program may temporarily interrupt study due to personal exigencies or for medical reasons. There are two types of graduate leave: Graduate Leave of Absence and Graduate Medical Leave.

Guidelines for Graduate Leave of Absence and Graduate Medical Leave may be found in the Graduate Studies Handbook (https://www.wesleyan.edu/grad/academics/Graduate%20Handbook.html).

Medical Leave

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

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

WITHDRAWAL

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

VOLUNTARY

Withdrew. A student has voluntarily left Wesleyan.

INVOLUNTARY FOR ACADEMIC REASONS

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

INVOLUNTARY FOR NONACADEMIC REASONS

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

READMISSION

Students who have withdrawn or have been required to resign may apply to the Office of the Deans (http://www.wesleyan.edu/studentaffairs/forms.html) for readmission. The readmission application requires a $50 fee and other accompanying materials specified at the time of departure. Students wishing to enter the University for the fall semester must notify the Office of the Deans (http://www.wesleyan.edu/studentaffairs/about) of their intent by May 1 and submit readmission materials by June 1; for the spring semester, notification must by made by November 1 with materials submitted by December 1. Candidates are strongly urged to meet all requirements well in advance of deadlines, since housing assignments and financial aid awards cannot be made until readmission is granted. Credits earned while away are subject to the conditions described in Transfer of Credit (p. 22). Bachelor of arts students who wish to be admitted to the bachelor of liberal studies program upon readmission to the University must have been away from the University for at least three years before they would be allowed to switch degree programs in this manner. Bachelor of liberal studies students who wish to be admitted to the Bachelor of arts program at any point must apply as transfer students to the Admissions Office.

REFUNDS

For guidelines governing refunds to students who terminate enrollment, please visit https://www.wesleyan.edu/studentaccounts/refunds.html.
For guidelines governing VA Pending Payment Compliance, please visit https://www.wesleyan.edu/registrar/enrollment/veteran_certification.html.

STUDENT RECORDS

Wesleyan University maintains strict confidentiality of student records, sharing information internally for legitimate educational purposes only. Legitimate purposes include matters related to the institution's operations, individual student welfare, or the welfare of other students.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review the student's educational records within 45 days of the day Wesleyan University receives a request for access. Students should submit to the registrar written requests that identify the record(s) they wish to inspect. A registrar's office official will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the university to amend a record should write to the Wesleyan official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If Wesleyan decides not to amend the record as requested by the student, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when they are notified of the right to a hearing.
3. The right to provide or not provide written consent before Wesleyan discloses personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Wesleyan University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5920

Public Notice Designating Directory Information:

Wesleyan University designates the following information as public or "Directory Information" under FERPA, that is, information that can be made available to the general public by Wesleyan without the student's prior consent:

- Name
- Local and home addresses
- Local and home telephone number
- Email address
- Major field of study
- Degree sought
- Weight and height of athletic team members
- Expected date of completion of degree requirements and graduation
- Degrees and awards received
- Honor societies
- Dates of attendance
- Full- or part-time enrollment status
- Participation in officially recognized activities and sports

Parent/Family Notification Practices

FERPA regulations assign students the right to release information contained in their education records even when they are under the age of 18. Consistent with Wesleyan's efforts to promote each student's personal growth and autonomy, the University will not release information about a student's education record to parents/guardians without the student's consent, except as described in this policy.

Students wishing to grant access to certain individuals in accordance with FERPA and University Policy may complete and sign the Consent to Release Student Information form:

https://www.wesleyan.edu/generalcounsel/documents/FERPA%20Consent%20Wesleyan%20University1-fillable.pdf

In all cases, any release of student information remains at the discretion of the University.

Wesleyan may notify parents/guardians of their student's status in situations not specifically listed below if the circumstances warrant and with the approval of the vice president for student affairs.

Common examples of when Wesleyan will notify parents/guardians include:

Notice of a Student's Enrollment and Academic Standing

Wesleyan communicates only with students regarding their academic progress and performance unless a student specifically requests in writing to their class dean that such information be released to their parents/guardians. Students are encouraged to share information regarding their academic progress with their parents/guardians but are not mandated to do so.

However, a change of student status (e.g., when a student withdraws or is placed on academic probation, required resignation, academic separation, or a leave) constitutes a change in enrollment status and the class dean will typically notify parents/guardians with or without the student's consent.

Notice of a Student's Disciplinary/Conduct Standing

Wesleyan expects each student to take responsibility for their actions. Each student must agree to abide by the Honor Code and Code of Non-Academic Conduct when they enroll in the University.

Wesleyan will communicate about disciplinary matters directly with the student, and parents/guardians will not be notified unless the student chooses to inform them. However, if a serious disciplinary case results in a change in the student's enrollment status (e.g., probation, suspension, or dismissal), the dean of students office will typically ensure that communication has been made with the student's parents or guardians. Consistent with Federal law, Wesleyan reserves the right to inform parents/guardians of all violations of campus regulations regarding the use or possession of alcohol or illegal drugs.

Notice of a Student's Health/Welfare Standing

Information regarding a student's health and/or psychological welfare is protected by strict policies that protect the student's confidentiality. Students are encouraged to share information regarding their health and/or psychological welfare with their parents/ guardians but the University cannot share this type of information without the student's informed consent (typically in writing).

Situations may arise in which a student is unable to give informed consent. If a student is transported to the hospital for a life or health emergency, the parents/

guardians of the student may be notified by the class dean (or on-call dean if after hours).

If a student is deemed to present a direct threat of harm, Wesleyan may notify parents/guardians without the consent of the student. Wesleyan may also share information with parents/guardians where there is a pressing personal health or public health emergency

DEGREE CONFERRAL & STUDENT RECORDS

The University maintains a single degree conferral date. An academic record is permanently frozen after the final degree conferral, and all subsequent grade change requests or changes to the student record are not permitted.

KEY TO SYMBOLS AND ABBREVIATIONS

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

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

SYMBOLS USED IN COURSE DESCRIPTIONS

GENERAL EDUCATION AREAS

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

GRADING MODES

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

TABLE OF DEPARTMENTS, PROGRAMS, AND COURSE SUBJECT CODES

AFAM	African American Studies
AMST	American Studies
ANTH	Anthropology
ARCP	Archaeology
ART AND ART HISTORY	
ARHA	Art History
ARST	Art Studio
ASTR	Astronomy
BIOL	Biology
CGST	Center for Global Studies
ARAB	Arabic
HIUR	Hindi-Urdu Language
CENTER FOR JEWISH STUDIES	
CJST	Center for Jewish Studies
HEBR	Hebrew
HEST	Hebrew Studies
CHUM	Center for the Humanities
CSPL	Allbritton Center for the Study of Public Life
CHEM	Chemistry
CLASSICAL STUDIES	
CLST	Classical Studies
GRK	Greek
LAT	Latin
COLLEGE OF EAST ASIAN STUDIES	
CEAS	College of East Asian Studies
CHIN	Chinese
JAPN	Japanese
KREA	Korean
CIS	College of Integrative Sciences
COL	College of Letters
CSS	College of Social Studies
DANC	Dance
E&ES	Earth and Environmental Sciences
ECON	Economics
EDST	Education Studies
ENGL	English
ENVS	Environmental Studies
FGSS	Feminist, Gender, and Sexuality Studies
FILM	Film Studies
GERMAN STUDIES	
GELT	German Literature in Translation
GRST	German Studies
GOVT	Government

GSAS	Global South Asian Studies
HIST	History
LANG	Less Commonly Taught Languages
LAST	Latin American Studies
MATHEMATICS	
COMP	Computer Science
MATH	Mathematics
MDST	Medieval Studies
MB&B	Molecular Biology & Biochemistry
MUSC	Music
NS&B	Neuroscience and Behavior
PHIL	Philosophy
PHED	Physical Education
PHYS	Physics
PSYC	Psychology
QAC	Quantitative Analysis Center
RELI	Religion
ROMANCE LANGUAGES AND LITERATURES	
FREN	French
FRST	French Studies
ITAL	Italian Studies
PORT	Portuguese
RL&L	Romance Languages and Literatures in English
RLIT	Romance Literature
SPAN	Spanish
RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES	
REES	Russian, East European, and Eurasian Studies
RULE	Russian Literature in English
RUSS	Russian Language and Literature
SOC	Sociology
STS	Science and Technology Studies
THEA	Theater
WRCT	Writing

DEPARTMENTS

A

- African American Studies (p. 34)
- Allbritton Center for The Study of Public Life (p. 66)
- American Studies (p. 88)
- Anthropology (p. 99)
- Archaeology Program (p. 118)
- Art and Art History (p. 127)
- Astronomy (p. 156)

B

- Biology (p. 164)

C

- Center for Jewish Studies (p. 193)
- Center for the Humanities (p. 203)
- Chemistry (p. 216)
- Classical Studies (p. 231)
- College of Design and Engineering (p. 255)
- College of East Asian Studies (p. 270)
- College of Education Studies (p. 301)
- College of Film and the Moving Image (p. 318)
- College of Integrative Sciences (p. 335)
- College of Letters (p. 358)
- College of Science and Technology Studies (https://catalog.wesleyan.edu/departments/sts/)
- College of Social Studies (p. 394)
- College of the Environment (p. 398)

D

- Dance (p. 428)
- Digital Design Commons (p. 440)

E

- Earth and Environmental Sciences (p. 440)
- Economics (p. 464)
- English (p. 478)

F

- Feminist, Gender, and Sexuality Studies (p. 523)
- Fries Center for Global Studies (p. 552)

G

- German Studies (p. 586)
- Global South Asian Studies (p. 602)
- Government (p. 604)

H

- History (p. 628)

L

- Latin American Studies Program (p. 678)
- Less Commonly Taught Languages (p. 692)

M

- Mathematics and Computer Science (p. 698)
- Medieval Studies Program (p. 720)
- Molecular Biology and Biochemistry (p. 733)
- Music (p. 754)

N

- Neuroscience and Behavior (p. 787)

P

- Philosophy (p. 803)
- Physical Education (p. 823)
- Physics (p. 830)
- Psychology (p. 844)

Q

- Quantitative Analysis Center (p. 868)

R

- Religion (p. 876)
- Romance Languages and Literatures (p. 899)
- Russian, East European, and Eurasian Studies (p. 950)

S

- Sociology (p. 974)

T

- Theater (p. 988)

W

- Writing Program (p. 1012)

AFRICAN AMERICAN STUDIES

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

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

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

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DEPARTMENTAL ADVISING EXPERTS

Professor Ashraf Rushdy, Chair

- Undergraduate African American Studies Major (p. 1031)

AFAM101 Introduction to Africana Studies: Black Radical Thought and Praxis
This course will introduce students to the intellectual history and political economy of Africa and the African diaspora. It will take up important historical issues and questions that continue to animate, even haunt the modern world: race, race relations, and anti-Black racism; the universality of whiteness and white supremacy; the fungibility of the Black body; the vulnerability and precarity of Black life; and the complex and "unthinkable" histories and afterlives of chattel slavery, racial capitalism, settler colonialism, and the Middle Passage.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM112F Reading Black Culture (FYS)
Blackness is the lifeblood of the culture industry. U.S. popular culture--which traverses national boundaries due to the workings of imperialism and global capital--has a predominantly Black face, at the same time that Black people, in the United States and across the globe, are made to live in unrelenting proximity to death and destitution. This introductory course aims to tackle this seemingly contradictory state of things by considering the manifold ways Blackness circulates in the global cultural landscape. With the ultimate aim of increasing cultural literacy, we will engage with key questions such as: What makes a Black text? What, if any, political duty does the Black cultural worker have to the larger "Black community"? How does a critique of capital figure into Black culture? How might we conceptualize intellectual work as central to Black cultural traditions? This course traces these questions through the analytic of "reading"--as a mode of critical engagement that exceeds the textual. We will contend with Blackness in its varying permutations and figurations across the domains of literature, music, film, sport, visual art, and performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL112F**

Prereq: **None**

AFAM115F Freedom School (FYS)
From the point of view of the U.S. nation-state, education has always been a hegemonic means to control knowledge, to calibrate unequal forms of citizenship, and to promote the social reproduction of power. Yet as W.E.B. Du Bois wrote in 1903, "education among all kinds of men [sic] always has had, and always will have, an element of danger and revolution, of dissatisfaction and discontent. Nevertheless, men [sic] strive to know." Drawing inspiration from the 1964 Freedom School Curriculum and spanning from enslavement to emancipation to the long civil rights movement, this course explores how people of African descent in the United States, and black women in particular, have used education to empower themselves, produce social change, and redefine the terms under which change may occur.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM116F The Black Radical Tradition (or Black Radicalism) (FYS)
In a nation that was founded on the liberty of white men and women, and the enslavement of people of African descent, black radical action and movements have steered the history of struggles for freedom, citizenship, equal treatment, social and economic justice, and protection from the state. Figures such as Maria Stewart, Frederick Douglass, W. E. B. Du Bois, Marcus Garvey, Paul Robeson, and Angela Davis constitute part of a long tradition of black radicals. Even as the meaning of "radical" has shifted historically, black radicals are joined by their visions of dismantling existing systems and institutions for a freer and more equitable society. Spanning the periods of black radical abolitionism, black nationalism, Black Power, and the Black Lives Matter movement, this course explores key radical thinkers, activists, and texts in historical perspective.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM141F The Revolutionary Rupture: Slavery, Latifundio & Rev. in Caribbean & Lat. Amer. Lit. & Cinema (FYS)
The word "Revolution" often evokes a vertical and/or eruptive image: a standing militant who was once a "premodern," non-European figure; a bottom-to-top explosion of imperial and colonial disorder and normative violence; a rising and world-overturning wind or "natural event." Does the eruption of an "event" worthy of the name "Revolution" begin on the imagined x-axis, say, of the earth's surface? Or does it point beyond that plane of seemingly commonly shared life? Or to that notion itself--i.e., commonly shared life--as a question? How do configurations of hell, heaven, God, Satan, the dead--what's below, what's above--come to bear in representations of "Revolutions"?

In this course, we will slow down, read, and work through these and other questions and figurations on the verge, in the midst, and/or seemingly on the other side of revolutionary ruptures--ruptures which are also returns. We will read select literatures and cinemas of Haiti, The Dominican Republic, Mexico, Guatemala, Puerto Rico, and Cuba that convey refusals of "given" life and death and that render different imperial, colonial, and neo-liberal systems of oppression and their attendant philosophies of the human, non-human, animal, native, enslaved, and blackened. The Haitian Revolution of the late 18th and early 19th century, insurrections in Chiapas before and after the Mexican Revolution of 1910, and 20th-21st century armed movements against U.S. economic and military invasions of the Caribbean and Central American regions would be the historical "flashpoints" of the course. While de-romanticizing the commercialized Che-t-shirt notion of "Revolution" in the U.S., we will, more importantly, encounter and deconstruct discourses of hetero-masculinity, modernization, mestizaje, whitening, and "development" that sometimes appear radical and/or revolutionary.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL141F**
Prereq: **None**

AFAM152F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL175F, AMST125F, FGSS175F, THEA172F, COL125F**
Prereq: **None**

AFAM171F The Prison State: Race, Law, and Mass Incarceration in U.S. History (FYS)
This first-year seminar course explores the history and effects of the United States' mass incarceration crisis. The U.S. incarcerates more people than any other country in the world. And people of color make up a highly disproportionate number of the over 2 million individuals incarcerated in the U.S. today. Beginning with slavery and continuing through the rise of prisons, debt peonage, Jim Crow, and the Black Lives Matter movement, the course will explore how efforts to police, detain, and control black bodies have been at the center of U.S. law and legal practice since the nation's founding. At the same time, we will compare and contrast how race, gender, and sexual orientation have been policed, controlled, and shaped through incarceration practices throughout U.S. history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM175F The Black Atlantic, A Religious Interpretation (FYS)
The world as we know it is shaped by The Black Atlantic. This phrase centers the forced movement of enslaved Africans from Africa to the Americas and Europe as the center of a set of complex forces: European global expansion, land expropriation, indigenous extermination and, of course African enslavement. But Africans were not solely objects of dehumanizing subjugation and property. Africans co-created this world through material practices, traditions of knowledge, and meaning making summed up in the word religion. This course will both introduce students to the themes of Black religions formed in and through the Black Atlantic, and specific communities, for example, Rastafarianism, Islam, Buddhism, and Pentecostalism. Students will read scholarly articles and engage multi-sensory sources and first-person accounts

of both themes and communities. All resources will be provided in class or via Moodle.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI177F**
Prereq: **None**

AFAM177 Introduction to Black Religions in the Americas
This course will both introduce students to the themes of Black religions formed in and through the Americas, and specific traditions, for example Santería, Islam, Christianity, and Buddhism. The Americas are formed in and through Black Atlantic. The phrase the Black Atlantic centers the forced movement of enslaved Africans from Africa to the Americas and Europe as the center of a set of complex forces: European global expansion, land expropriation, indigenous extermination and, of course African enslavement. The term aptly captures the shifting geographies we call the Americas. Africans were not solely objects of dehumanizing subjugation and property. Africans co-created the new world of the Americas through material practices, traditions of knowledge, and meaning making summed up in religion. Students will read scholarly articles and engage multi-sensory sources and first-person accounts of both themes and traditions. All resources will be provided in class or via Moodle. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI177**
Prereq: **None**

AFAM177F August Wilson (FYS)
During his lifetime, the world-renowned African American playwright August Wilson graced stages with award-winning plays from his "Century Cycle." This course examines the cycle's 10 plays in the order in which the playwright wrote them, from Jitney (1982) to Radio Golf (2005). In all cases, we pay special attention to the playwright's presentation of language, history, memory, religion, visual art, and music within his oeuvre.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL176F, THEA175F**
Prereq: **None**

AFAM179F Not Like Us: Religion, Race, Pop Culture (FYS)
Starting with the work of Pulitzer Prize and Grammy award-winning, Super Bowl-performing artist Kendrick Lamar, this course examines how Black culture, and thus race, is often interpreted through religion. Afro-British theorist and cultural studies pioneer Stuart Hall famously published the article "What is this 'Black' in Black Popular Culture" in the 1990s. In that essay, Hall sought to examine the work of the signifier of race in relationship to the idea of culture. This course, following Hall, will enable students to examine the relationship between structures, practices and ideas of race, with structures, practices and ideas of religion in defining Black people in the modern world. Through Hall's lens of culture, the class will examine people, places and periods, from witches and demons to Blues and Spirituals, Martin Luther King Jr. to Malcolm X, the Black Arts Movement to Black Lives Matter, Beyoncé to Kendrick Lamar, Marlon Riggs to Michaela Coel, by considering questions of authenticity, claims of Africanity, and formations of religiosity all in the word Black. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI179F**
Prereq: **None**

AFAM189F LGBTQ, or LGBT Who? Race, Sexuality, and Community in 20th-century U.S. History (FYS)
Beginning with the early-20th-century construction of the "homosexual" as a distinct identity, this course will explore the evolving, complex, and contested history of the queer community over the past century. The course will especially explore how race and gender frequently shaped marginalized yet resilient social movements for the lives, dignity, and rights of trans and other queer people of color, from the drag balls of a century ago through the Black Lives Matter movement.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM202 Introduction to African American Literature
This course will introduce students to African American literature. It will be divided into two parts. The first will pay particular attention to the experience of enslavement by focusing on several unique primary and secondary textual couplings, including (but not limited to): Frederick Douglass's "Narrative of the Life of Frederick Douglass, an American Slave" (1845) and Saidiya Hartman's "Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America" (1997); and Harriet Jacobs's "Incidents in the Life of a Slave Girl" (1861) together with Hortense Spillers's "Mama's Baby, Papa's Maybe: An American Grammar Book" (1987). In addition to these classic 19th-century slave narratives and contemporary sources, then, the first part will also include supplementary readings by Kenneth Warren, David Blight, Angela Davis, Alexander Weheliye, Spillers, Hartman, Farah Jasmine Griffin, Shelly Eversley, Jennifer Morgan, and Frank Wilderson. The second part will focus on 20th- and 21st-century African American literature and literary criticism. It will bring together a wide range of readings from across genres and disciplines, attempting to sketch out the major aesthetic and political features of the black literary project. Authors here will include W. E. B. Du Bois, Booker T. Washington, Michael Rudolph West, Hazel Carby, Cheryl Townsend Gilkes, Alain Locke, Shane Vogel, Alice Walker, Zora Neale Hurston, Richard Wright, Ralph Ellison, Asia Leeds, Roderick Ferguson, Claude McKay, Amiri Baraka, James Baldwin, Toni Morrison, Samuel Delany, Octavia Butler, Teju Cole, Ta-Nehisi Coates, Cornel West, Claudia Rankine, Warren, and Fred Moten.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **ENGL240**
Prereq: **None**

AFAM203 African American History, 1444-1877
This course examines the historical interactions between peoples on three continents--Africa, Europe, and the Americas--and the consequences of European colonization, trans-Atlantic slavery, and racial capitalism. Focusing on a period from the Antiquity to the late 19th centuries, we will explore how European notions concerning Africa its peoples evolved over millennia in response to shifting political, economic, and demographic circumstances. We will chart how Africans and their descendants in the Americas experienced and responded to colonialism. And we will analyze how debates concerning enslavement and freedom, indigeneity and civilization, and pan-Africanism and national citizenship played out across the African Diaspora and in the United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM204 Introduction to Modern African American History
This course explores the African American struggle for equality, liberation, and justice from Reconstruction through to the present. We will examine how gender, class, sexuality, and ideology, among other factors, have shaped the history of black protest and community. We will visit key periods and themes including Jim Crow/segregation, The Great Migration, World War II, Civil Rights, Black Power, and Black Lives Matter, to understand the intersection of the African American lives and American history. Central to this course are the ways that African Americans have exposed American hypocrisy; have shown their historical patriotism; and have challenged American institutions to live up to their professed ideals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM208 History of African American Art
This course will introduce students to a history of African American artistic production from the late 18th century to the present, in a range of media and styles. While we will focus primarily on the visual arts--looking at sculpture, painting, photography, collage, film, performance, and installation--we will also consider the deeply interdisciplinary nature of Black cultural production, highlighting the important role of music, poetry, dance, and theater.

We will explore how African American artists, both individually and collectively, have negotiated the terms made available to them by cultural institutions, whether by struggling for inclusion, acknowledgement, and validation; actively protesting racist and exclusionary policies; or by forming alternative institutions, communities, and spaces in which to work and share support. From the Harlem Renaissance to the Black Arts Movement and "post-Black" exhibitions, art works will serve as a primary source to ask, is there such a thing as a "Black aesthetic" and if so, how would one define it? Why might an African American artist reject such an idea? Other key questions will include: What is the role of visual representation in political struggle? How have artists mobilized portraiture as a tool of liberation? What does it mean to turn away from figuration, toward abstraction or opacity? How have artists grappled with questions of nationhood, belonging, and diaspora?

Together, we will trace how artistic forms, techniques, and motifs have served both as sites of collective history and as speculative propositions to envision new futures, articulating what Robin D.G. Kelley calls "freedom dreams."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA269**
Prereq: **None**

AFAM209 Digital and Visual Storytelling
During this seminar, we will develop a digital group project that addresses the question of remembering and denying pasts through the historical and critical relationship between carcerality, race, and storytelling in Connecticut. By engaging with contemporary forms of digital and visual storytelling (ArcGIS StoryMaps), this group project will work with the modalities of archival studies and digital humanities, accompanied by readings in critical race studies, visual and literary theory, and decolonial theory. We will first explore "remembering the past" through two post-Civil War Connecticut landmarks: The Church of the Good Shepherd (1867-69), dedicated to Samuel Colt, and the Mark Twain House (1874), now a museum. Both architectures exist as pivotal markers for a new modern American narrative intertwined with legacies of slavery, manufacturing, firearms, and storytelling. We will then consider how to make visible denied "pasts" by conducting archival research on the formative period of the 1860s and 1870s and in respect of the Connecticut context. Centrally, valuable insights for the project development will be provided by the in-class meetings with scholars, artists, and archivists, whose work rethinks and challenges the bond between carcerality, race, and storytelling.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST208**
Prereq: **None**

AFAM210 Black Women and the Sacred
This course examines how Black women engage spiritual practices, in and beyond religious traditions to remake an anti-Black world. Black women have famously been called the "mule of the world." In this role, the Black woman is beast of burden, property, ungendered, enslaved. As such the Black woman constitutes a limit for the normal, the human, and thus the religious. In the study and practice of religions in the modern, western world, Black women are included through exclusion as heretics, demons, and witches. Nevertheless, Black women and their practices across normative formations of nation, race, and religion have cultivated social practices, ideas, and communities which form a counter-poetics, a counter-mythology, and an otherwise possibility of what religion, unbounded and non-normative might be. This course examines typical accounts of Black women in different religious traditions, but more importantly, the course examines how Black women's practices upset normal accounts of nation, race, gender, sexuality, and religion. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI211, FGSS231**
Prereq: **None**

AFAM211 Critical Philosophy of Race
What is race? Can philosophy account for it or describe it? This class will serve as an introduction to the field of philosophy of race, and examine the general crises or problems that race and racism raise for philosophical projects and methods. We will explore topics such as the ontology of race, its relationship to other social formations like class and gender, its foundations in violence, and its fugitive possibilities. We will read work from classical philosophers of race--like Charles Mills, Linda Alcoff, and David Haekwon Kim--and from scholars at the margins of philosophy--like Gloria Anzaldua, Adrian Piper, and Fred Moten.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL211**
Prereq: **None**

AFAM212 Modern Africa
What is African Modernity? We will examine this question as we survey the major historical transformations in Africa since approximately 1800. Important themes include: African political innovations, the abolition of the slave trade and its effects, European colonialism, African adaptation and resistance, nationalism and decolonization, and Africa's role in shaping major global events. We will also study the impacts of religious and social transformations amid rapid economic

and political change. Finally, we will examine African visions for post-colonial development and how to shape the future of the continent.

During the semester we will also cover some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in the continent. For this reason, we approach the study of Modern Africa as comparative history. However, students satisfactorily completing this course will be able to write knowledgeably about African history and will have the foundation necessary to undertake further study about Africa with sensitivity to the complexity of its recent past.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST212**
Prereq: **None**

AFAM213 Abolition Geographies
"Space always matters, and what we make of it in thought and practice determines, and it is determined by, how we mix our creativity with the external word to change it and ourselves in the process. In other words, one need not be a nationalist nor imagine self-determination to be fixed in modern definitions of states and sovereignty, to conclude that at the end of the day, freedom is a place. How do we find the place of freedom? More precisely, how do we make such a place over and over again?" --Ruth Wilson Gilmore, "Abolition Geographies" This course is not only an introduction to the burgeoning field of abolition geographies, introduced through the work of Ruth Wilson Gilmore, but invites students to engage with abolition geography as an intellectual and political practice. In this seminar, we will consider the relationship between freedom and place-making (the production of places) by examining Ruth Wilson Gilmore's analytics and by also engaging in a range of geographic struggles. For example, students will consider the extent to which enslaved rebellions, not limited to the Haitian Revolution, remade what we envision today as the Atlantic. Students will also have the opportunity to apply an abolitionist framework to their own research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **ENVS240**
Prereq: **None**

AFAM214 Postcolonial Religion: Pentecostalism and the Global South
This course examines the concepts and structures of the city and religion throughout the postcolonial global south through traditions and practices of Pentecostalism. The postcolonial marks both a theoretical and a historical break with the structured violence and domination imposed on most of the world through European expansion, land expropriation, indigenous extermination, African enslavement and Christian evangelization. Postcolonial religion, thus marks a reworking of the past, reforging of the present, and otherwise possibilities for communities and their sacred traditions in the future. This seminar will stretch and test this thesis through an examination of global Pentecostalism, a religion, which both marks the colonial, especially Christian evangelization, even as its rapid expansion in the global south among Latin American, sub-Sahara African and Black-descended people in the US and Europe expresses creolization, indigenization and urbanization. Perhaps, rather than a clean break, postcolonial religion, in the form of Pentecostalism indicates ongoing refusals, ruptures and relations between the metropole, and a history of subjugation and imagined utopian cities and futures of abolition. Seminar focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI214**
Prereq: **None**

AFAM216 A Small Place
Inspired by both Jamaica Kincaid and Paule Marshall's notion of a "small place," this seminar examines colonial and imperialist binaries of "large" versus "small" that render the Caribbean, the Pacific, and many other archipelagos as existing outside of the "world." How do islands become microsomes of a shared but contested global reality? This one of many questions students will be asked to consider throughout the seminar.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM217 Empires, Slavery, and Revolution: Africa to 1800
In this course we will examine the dynamic political and social histories of precolonial Africa. We will study the rise of kingdoms and empires such as Mali and Kongo, as well as revolutions in society from the technological development of iron production, to the emergence of trade networks, the development of ancient cities, the spread of religious healing and reform movements such as Cwezi spirit possession, and the role of gender in early African societies. Over the course of the semester we will also consider the impact of slavery and the first African encounters with Europeans. The methods for studying the early African past are interdisciplinary. You will have the opportunity to explore how ancient Africa has been imagined in the past by Africans and early Arabic and European observers, and how contemporary scholars write these histories. As we trace a history of early Africa in the world, we will consider several methods: the study of myths and oral traditions, linguistic and archaeological data, as well as ecological and archival records.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST217**
Prereq: **None**

AFAM218 Literary Genres of Black History
This class proposes that literature has long been integral to the historical record of African American life. Black people have been denied the ability and means to create institutions for archiving, preserving, and memorializing their pasts -- from the days of chattel slavery when literacy was illegal, to the Dunning School of history that undergirded Jim Crow, up to the recent attacks on the teaching of African American history in primary education. Despite this deeply entrenched suppression, Black writers have found ways to ensure their lives were part of the written record. How do we write history when doing so is prohibited? What creative forms arise to tell the stories of Black life when the written word is so heavily policed? Through poetry, fiction, and drama, Black writers have done the deep archeological work to recover their own history and create counternarratives. Our class will develop a vocabulary for the written works of this counter-narrative tradition. We will read texts by Martin Delany, Harriet Jacobs, William Wells Brown, Zora Neale Hurston, Margaret Walker, Gwendolyn Brooks, Melvin Tolson, Robert Hayden, Toni Morrison, Claudia Rankine, M. NourbeSe Philip, and Tyehimba Jess. We will trace the aesthetic practices of writing history at various moments of its making, from the antebellum era to the present day. Along the way, we will read occasional examples of Black history writing that share methods with Black literature, such as works by Harriet Jacobs, Ida B. Wells, C.L.R. James, and Saidiya Hartman. Throughout, we will ask what

these literary experiments with history allow us to envision for a more just future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM219 "The History that Hurts": Reading Saidiya Hartman
This course will introduce students to the major works of the Black literary theorist and cultural historian Saidiya Valarie Hartman (b. June 25, 1961), who was named a 2019 MacArthur "Genius" Fellow in Literary History and Criticism and American History. After graduating from Wesleyan in 1984, Hartman earned her PhD in American Studies from Yale in 1992; she is currently a professor in the Department of English and Comparative Literature at Columbia University. Students enrolled in this course will read and write about Hartman's trilogy of scholarly monographs: "Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America" (Oxford University Press, 1997); "Lose Your Mother: A Journey Along the Atlantic Slave Route" (Farrar, Straus and Giroux, 2007); and "Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals" (W. W. Norton, 2019). Finally, if her new book project is published before the syllabus is finalized, then students enrolled in this course will also read and write about Hartman's fourth scholarly monograph (tentatively titled "N Folio: An Essay on Slavery and the Archive"").
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **ENGL218, FGSS219**
Prereq: **None**

AFAM220 Poetics of Blackness
This course brings together Black critical theory and contemporary Black poetry in order to think through key sites of conflict in the theorization of Blackness. Rather than offer a literary history of Black poetry, this course is interested in approaching poetry as a crucial node of Black critical thought. Throughout this course we will pay particular attention to questions of form, genre, archive, queerness, gender, affect, visuality, ontology, and temporality as they approach and are undone by Blackness.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL222**
Prereq: **None**

AFAM221 The African Novel
This class considers several canonical novels from sub-Saharan Africa. Our focus will be on their aesthetic and thematic properties; the novels are not meant as introductions to African histories, cultures, peoples, or practices. We will explore instead the specific subjects and styles of each work in the context of wider debates about orality, language, colonialism, gender, and the novel. To fathom the political and aesthetic stakes of African literary canon formation, we will also attempt to identify what makes a work canonical.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL221**
Prereq: **None**

AFAM222 Literature and Black Feminism: The Dramas of Black Capital
This class explores Black women's fiction as a mode of critique and intervention into Black Americans' complicated relationships with social and economic capital in the wake of US chattel slavery. How do Black people negotiate the transition from being to owning property? How does the persistence of capital, even in the absence of the system of racial slavery that ushered it into being, continue to shape Black institutional access and Black intramural relations? How are white, Western regimes of value--constructed as they are through the production of racial-sexual difference in dominant habits of thought and representation--contested and, at times, recapitulated in Black social life? How does Black women's literature take up these questions, and what about Black women's literature uniquely equips it to meet this challenge? Ultimately, the course takes seriously Black women's literature as Black feminist thought, exploring how it indicts and imagines beyond the violence of modern racial capitalism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS220, ENGL213**
Prereq: **None**

AFAM223 Anthropology and (Anti)-Blackness
This course considers the intellectual and institutional developments of psychoanalysis and anthropology in the 19th and 20th centuries and the ways in which these disciplines defined a figure of the human that excluded the "African," the "Black," "the Negro" from the capacity to signify the universal. By examining these constitutive occlusions of race, the course considers the ways in which the "unthought" status of racial blackness, in particular, animates and aggravates the discipline of anthropology. The course will move from introductory readings in classical anthropology and psychoanalysis and a selection of works in Black critical thought towards contemporary scholarship that reappraises these fraught questions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH220**
Prereq: **None**

AFAM228Z Thinking with Octavia Butler's "Wild Seed"
Blend: Monday and Thursday class time synchronous; additional class hours asynchronous.

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

The seminar unfolds part-synchronously (via Zoom) and part-asynchronously (via writing assignments, screenings, and research project check-ins). Twice-weekly virtual meetings will be centered on presentations of research projects that students will develop over the course of the month, engaging a particular theme or question that they will identify in Butler's work. As such, the syllabus texts are subject to change. Students will be expected to read "Wild Seed" in its entirety in advance of the first class and to have begun thinking about topics they might explore for their presentation and research project (the former being preparation for the latter). The seminar's asynchronous component will consist primarily of weekly writing exercises asking students to reflect on how the assigned texts converse with Butler's novel and vice versa and to comment on one another's analyses. Shared annotatable pdfs will be used to generate conversations about the readings outside of class and to identify questions and topics for discussion. The professor will consider proposals for a creative final project, but it, too, will require substantive research.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS229Z**
Prereq: **None**

AFAM229 Reading Toni Morrison: Blackness and the Literary Imagination
This course will introduce students to the major works of the late Nobel laureate Toni Morrison (1931-2019). In addition to the trilogy--"Beloved" (1987), "Jazz" (1992), and "Paradise" (1997)--and "Playing in the Dark: Whiteness and the Literary Imagination" (1992; originally delivered as the William E. Massey, Sr. Lectures in the History of American Civilization at Harvard University in 1990), readings may also include the following novels (in chronological order): "The Bluest Eye" (1970); "Sula" (1973); "Song of Solomon" (1977); "Tar Baby" (1981); "Love" (2003); "A Mercy" (2008); "Home" (2012); and "God Help the Child" (2015).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **ENGL241**
Prereq: **None**

AFAM230F Marxism and Abolitionism (FYS)
This course explores the historical encounter of Marxist revolutionary theory, with its roots in German idealism (Kant, Schiller, Fichte, Hegel), and abolitionist causes. How have abolitionist movements historically informed, expanded, and challenged Marxist theory and its tactical playbook? What made Marx a touchstone for so many black revolutionary thinkers, including W.E.B. du Bois, Franz Fanon, C.L.R. James, and Angela Davis? How have anticommunist, racist, security-statist ideologies been mobilized to undermine and defeat transformative social movements? We will begin with the Haitian Revolution and work our way through the abolition of slavery in the US and the anticolonial and civil rights struggles of the mid-20th century to the prison abolition movement today. In addition to the above mentioned authors, readings will include Toussaint L'Ouverture, Frederick Douglass, Ottilie Assing, V.I. Lenin, Rosa Luxemburg, Georg Lukács, Max Weber, Martin Luther King, Jr., Herbert Marcuse, and the Combahee River Collective.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST232F**
Prereq: **None**

AFAM232 Black and Indigenous Foundations of U.S. Society
The United States of America rests upon the historic dispossession of indigenous lands and the enslavement of bodies. Our course will chart how these two forces created enduring logics--elimination and alienation--that continue to structure U.S. society. Discussion topics will include whiteness, indigenous slavery, structural racism, settler colonialism, strategies of resistance, and alternative models of belonging and kinship.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM233 All Ah We: Contemporary Afro-Caribbean Drama & Performance
What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present "Caribbean" and/or "West Indian" subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL233, THEA233, CHUM233**
Prereq: **None**

AFAM234 Black Labor and Working-Class History
This course examines the history of Black people's work experiences, labor activism, and working-class life in the United States. Topics will include wage labor in the emerging market economy of the late 18th century; the many forms of enslaved labor; labor activism and radicalism in the late 19th and early 20th centuries; racial exclusion from the New Deal order; Black socialist and communist politics; changes and continuities in Black women's labor during the 20th century; the "surplus labor" to prisoner pipeline in the late 20th century; and the rise of gig labor and new worker movements (particularly in health care and e-commerce) during the 21st century. Using historical scholarship, novels, films, theory, and music, alongside a wide variety of primary sources, we will consider the changing ideas and practices of workers, their families and communities, and employers. We will highlight persistent themes that challenge the typical (white-centric) narrative of working-class history in the United States, such as the ways in which anti-Black racism has shaped labor politics. We will also discuss the flourishing of creative thought and practice that often happens alongside, or in response to, the seemingly endless demand for Black labor in American society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM235 Activism and Theories of Change
In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. We will apply concepts and lessons from past movements to explore organized actions intended to protect communities and resist authoritarianism in our current climate. What strategic, ethical, or moral questions are raised by various types

of protest and communications? What do history, research, and current events teach us about what causes social change? How do we measure whether various strategies and tactics work? The instructors will draw on their own experiences as activists for women's rights, queer rights, and social and economic justice. The course will be co-taught by Distinguished Visiting Professor of Public Policy Leslie Gabel-Brett and guest instructor Beverly Tillery, former Executive Director of the Anti-Violence project in New York City, who will focus on the ways BIPOC and Queer BIPOC communities are reshaping the social justice landscape by addressing the safety of trans people, challenging the gender binary, and rethinking accountability and the carceral legal system. We will allow time to apply the course concepts to events occurring in real time during the semester. The instructors are deeply committed to maintaining a safe space for inquiry and learning where divergent opinions are welcome and respected. This course will be relevant to students interested in public policy, feminism, racial justice, gender and sexuality studies, and other social sciences, and will provide useful insight for current and future organizers and activists, lawyers, and public policy advocates.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL235, FGSS236, IDEA235**
Prereq: **None**

AFAM236 Introduction to Postcolonial Theory
The 1978 publication of Edward Said's Orientalism signaled the presence of postcolonial studies, a field of intellectual inquiry that proved influential in the humanities and social sciences. How, from our vantage point, do we understand both the age of imperialism/colonialism, and what happens afterwards? What are the conditions of decolonization and national independences? How do the cultures of the formerly colonized countries use and modify imperial vestiges, and invent themselves anew? Central to our course will be the work of three major theorists in the field of postcolonial studies: Edward Said, Gayatri Spivak, and Homi Bhabha. Among other important ideas, we will discuss Orientalism, subalternity, and mimicry.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS233, ENGL234, COL207**
Prereq: **None**

AFAM237 Technologies of the Self
Where does the idea of an authentic self come from? The desire to represent the authentic self informs the narrative genres of the confession and memoir and visual ones of the selfie and self-portrait alike. Yet both the memoir and the selfie "self" are mediated, first, via the technologies of print and screen, and second, via the conventions of particular genres that make these legible as a memoir and selfie, as opposed to, for example, an interview or a portrait. In this course, we will examine how different technologies not only represent but produce the self. These technologies include "writing" technologies: print and digital; genre and medium (autobiography, the slave narrative, memoir, self-portraits, and selfies); and technologies of the state, which produce citizens, subjects, and humans.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL250**
Prereq: **None**

AFAM238 Imperial Education: Colonial Template
Where, how, and for what reasons did our modern structures of education originate? Beginning with the sketching out of an educational model in the British Raj, we will examine the dissemination of that model globally, in the British and French colonies of Asia, Africa, the Americas, and among immigrants and the proletariat. How and where does that model change, and to what effect? History will provide the context for our major subject matter: literature focussing on the educational experience. Among our historical and theoretical readings will be Macaulay's Minute on Indian Education, Viswanathan's The Beginnings of English literary study in British India, Wa Thiong'o's Decolonizing the Mind, Freire's Pedagogy of the Oppressed, and José Marti's On Education. We will also analyze literary texts and films, including Narayan's The English Teacher, Beti's Mission to Kala, Dangarembga's Nervous Conditions, Adichie's Purple Hibiscus, the film Sugar Cane Alley, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST237, GSAS237, ENGL247**
Prereq: **None**

AFAM240 From the Banjo to Dembow: Afro-Caribbean Music in Motion
This course analyzes the global circulation of Afro-Caribbean musicians, dancers, audiences, musical styles, and even musical instruments from the beginning of European colonialism to the present day. We will seek to understand the political interconnections between the Caribbean and the wider world by focusing our attention on specific "musical itineraries." These will include, among others, the creation of the banjo by enslaved people in the Caribbean and the instrument's role in black resistance in North and South America, the musical aftershocks of the Haitian Revolution in Cuba and Louisiana, the production of black internationalist politics at weekly "regge" dances led by Jamaicans in early 20th-century Costa Rica, and the rise of reggaetón between Panama, Puerto Rico, Cuba, the Dominican Republic, and the United States.

We will question how these musical itineraries propelled black political movements and shaped larger ideas about race, nation, diaspora, and the meaning of "the Caribbean" itself. No prior musical knowledge is required for this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Identical With: **LAST240**
Prereq: **None**

AFAM241 Ebony Singers: Gospel Music
This course will be a study of African American religious music through the medium of performance. The areas of study will consist of traditional gospel, contemporary gospel, spirituals, and hymns in the African American tradition. The members of the group will be chosen through a rigorous audition (with certain voice qualities and characteristics).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC448**
Prereq: **None**

AFAM242 Intimate Histories: Black Women's Sexuality
Black feminist theory teaches us that African American women have historically confronted racism and sexism in addition to other forms of oppression. How has this experience shaped the sexual lives of everyday black women and famous figures? This course places the sexual at the center of African American women's history. It will examine how regimes of violence have intervened in

black women's sexual freedom, from intimate bonds to reproduction to same-sex desire. It will cover black women's resistance to these regimes; to their sexual agency in diverse spaces from the plantation to the porn industry. This course will also tackle the enduring impact of the Jezebel stereotype in the history of black women's sexuality. Using primary and secondary sources, this class will fundamentally investigate the significance of African American women's sexual history in the histories of American sexual, racial, gender, and class politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **FGSS242, HIST258**
Prereq: **None**

AFAM243 Caribbean Writers in the U.S. Diaspora
The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **GSAS247, ENGL243, LAST247**
Prereq: **None**

AFAM244 Girlfriend, Sister, Self: 20th-c. Black Women's Writing
This course will examine textual and visual constructions of the girlfriend, sister, cousin, and daughter in 20th-century black women's writing. We will read works by Toni Morrison, Alice Walker, Veronica Chambers, and Marita Golden as narratives of women loving women (sexually and not) and as sites through which to engage black women's subjectivity more generally. In this course we will attend to the interior landscapes of individual black female subjects as well as the social landscapes that produce and/or complicate notions of love, kinship, friendship, and self. We will draw on African American literary theory, queer and affect theory, and black cultural memory as well as turn to influential works by bell hooks, Deborah McDowell, Kevin Quashie, and Valerie Smith, among others. How do writers of the period imagine and articulate the relationship between black women and their others?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **FGSS246**
Prereq: **None**

AFAM248 Race, Ethnicity, and Popular Music
This course explores race and ethnicity in the United States through sound and song. By studying diverse topics--from the Boston Tea Party, blackface minstrelsy, and the rise of Jim Crow, to Native Hawaiian influences on the Mississippi Delta blues, to the unexpected connection between elevator music and the Spanish American War--we will learn about the history of settler colonialism, anti-black racism, U.S. imperialism, global capitalism, and hetero-patriarchy. We will also remain attentive to music as a transgressive and revolutionary force, one that facilitates hybrid identities and movements that celebrate difference, offering alternate visions for what it means to be and sound free. Investigating primary sources will demonstrate how musical genres may act as reservoirs of shared history and collective identity. As Ronald Radano has argued, discussions about music can have tangible influences because debates about music are a proxy for larger social issues with real-life consequences. Can music make (or unmake) race? Can a song change the world?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM249 Sacred and Secular African American Musics
A fluid, multiconceptual approach to musicology will be introduced to view African American sacred and secular music traditions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC269**
Prereq: **None**

AFAM250 Integrative Learning Project 1: Crafting Your Digital Identity
Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you! Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT200, RL&L250, CSPL200, IDEA200**
Prereq: **None**

AFAM252 Not Like Us: Religion, Race, Pop Culture
Starting with the work of Pulitzer Prize and Grammy award-winning, Super Bowl-performing artist Kendrick Lamar, this course examines how Black culture, and thus race, is often interpreted through religion. Afro-British theorist and cultural studies pioneer Stuart Hall famously published the article "What Is This 'Black' in Black Popular Culture" in the 1990s. In that essay, Hall sought to examine the work of the signifier of race in relationship to the idea of culture. This course, following Hall, will enable students to examine the relationship between structures, practices and ideas of race, with structures, practices and ideas of religion in defining Black people in the modern world. Through Hall's lens of culture, the class will examine people, places and periods, from witches and demons to Blues and Spirituals, Martin Luther King Jr to Malcolm X, the Black Arts Movement to Black Lives Matter, Beyoncé to Kendrick Lamar, Marlon Riggs to Michaela Coel, by considering questions of authenticity, claims of Africanity and formations of religiosity all in the word Black. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI251**
Prereq: **None**

AFAM253 Lift Every Voice and Sing: A History of Gospel Music and African American Musical Traditions
This course will look at the cultural and historical background of Gospel Music, tracing it back to the pre-slavery era, and working our way up until the gospel music of today. This course is for students who are interested in why gospel music is such a universally beloved genre and tradition. While the course will

focus on the formation of Gospel music, a diversity of other African American musical genres will be covered in this course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC267**
Prereq: **None**

AFAM254 The History of Race and Sex in America
Everything in our contemporary moment has a historical precedent. This course explores the ways that race, class, gender, ethnicity, and sexual orientation have intersected to shape American lives and group identities. Focusing on the concept of intersectionality, this course looks at the relationship between power, rights, and citizenship; namely who is included and who is excluded at a given time and why. Thinking about how sex has factored into these dynamics, we'll be covering topics such as sexual coercion and consent, interracial marriage, and civil rights in historical perspective. Spanning the early American period through to the present, we will focus specifically on how the understanding of blackness and whiteness, manhood and womanhood, and heterosexuality and homosexuality changed over time.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM255 The Black Feminist Fantastic: Afrofuturism, Afro-Gothicism, and Afro-Speculative Fiction
This course looks at the specifically feminist literature of the Black cultural tradition that, variously, has been called Afrofuturism, Afro-Gothicism, and Afro-Speculative Fiction. This tradition combines science-fiction, history, fantasy, and horror in order emphasize processes of racialization, legacies of colonialism, theories of science and technology, and the general makings of the modern world. In helping to make this world, central Enlightenment thinkers (e.g., Burke and Kant) posited that the figure of the Black female induced a sublime terror that justified aesthetic and scientific racial hierarchies. In this class, we will examine how Black feminist fantastic literature does not simply rebuke this modern world order; it imagines a world otherwise. We will read Black female authors to study how their aesthetics accrued a Black feminist politics. We will trace the relationships of power that inhere in this tradition's tropes and formal conventions, and we will explore how authorial manipulations of such tropes and conventions seek to dismantle gendered and racialized power structures. While our course will predominantly focus on literature, we will also develop our understanding of this tradition's aesthetics through music, Black feminist theory, and visual art. Texts will include Pauline Hopkins's Of One Blood, Octavia Butler's Kindred, Toni Morrison's Beloved, Chimamanda Ngozi Adichie's Purple Hibiscus, and Tracy K. Smith's Life on Mars. We will interpret and build on Janelle Monae's Dirty Computer, Erykah Badu's Baduzim, Jennifer Nash's assertion of Black feminist theory's "visionary world-making abilities," Hortense Spiller's grammars of "ungendering," Jackie Ormes's comics, and Wangechi Mutu's mixed-media collage and film.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM256 A Celebration of Women in Jazz: A Critical Analysis of Gender
How can we take the lessons of Jazz with us into other spaces? In this course, students will study Women in Jazz and examine the broad impact of our social structures and power systems to consider how the lessons of Jazz can help us navigate our future. How can we take the values of Jazz, such as improvisation, listening skills, democracy, a celebration of diversity, and equity work, and use our agency to effect change for the better in our communities? This course will examine the traditionally male-dominated nature of Jazz, its history of misogyny, and underrepresentation of women and other gender expressions. Students will learn in general about the musical art form of Jazz, its history as Black American music, and its unique qualities including improvisation, the blues, and swing. There will be a strong focus on listening to music from women musicians, and students will learn how to actively listen to jazz and all music. Together, we will look at case studies of successful women musicians and composers from the history of Jazz through the present, reading biographical information and reviewing their performance and compositional contributions. Musicians may include Mary Lou Williams, Carla Bley, Terri Lynn Carrington, esperanza spalding, Nina Simone, Billie Holiday, Ella Fitzgerald, Melba Liston, Lil' Hardin Armstrong, Dinah Washington, Abbey Lincoln, Toshiko Akiyoshi, and Marian McPartland.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **ENVS256, MUSC256, FGSS258**
Prereq: **None**

AFAM257 System Mapping for Social and Environmental Impact
In recent years, growing interest in social entrepreneurship has pushed students to "solve" complex social and environmental problems with new ventures of their own design. Unfortunately, this approach often overlooks a critical foundation of social change: understanding the root causes of problems and the contexts that surround them before seeking solutions.

In this six-week, half-credit class, students will study a problem and the systems that surround it. By the end of the course, students will create a "systems map" that documents the economic, political, and cultural factors behind their problem, as well as the current "solutions landscape."
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL257, ENVS208**
Prereq: **None**

AFAM258 The Literature of Black History
This class proposes that literature has long been integral to the historical record of African American life. Black people have been denied the ability and means to create institutions for archiving, preserving, and memorializing their pasts -- from the days of chattel slavery when literacy was illegal, to the Dunning School of history that undergirded Jim Crow, up to the recent attacks on the teaching of African American history in primary education. Despite this deeply entrenched suppression, Black writers have found ways to ensure their lives were part of the written record. How do we write history when doing so is prohibited? What creative forms arise to tell the stories of Black life when the written word is so heavily policed? Through poetry, fiction, and drama, Black writers have done the deep archeological work to recover their own history and create counter-narratives. Our class will develop a vocabulary for the written works of this tradition. We will read texts by Martin Delany, William Wells Brown, Harriet Wilson, Charles Chestnutt, Zora Neale Hurston, Margaret Walker, Gwendolyn Brooks, Melvin Tolson, Robert Hayden, Toni Morrison, M. NourbeSe Philip, and Tyehimba Jess. We will trace the aesthetic practices of writing history at various moments of its making, from the antebellum era to the present day. Along the way, we will read occasional examples of Black history writing that share methods with Black literature, such as works by Harriet Jacobs, Ida B. Wells, C.L.R. James, and Saidiya Hartman. Throughout, we will ask what these literary experiments with history allow us to envision for a more just future.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Prereq: **None**

AFAM259 Queer of Color Critique
This course will serve as an introduction to the debates, theoretical interventions, and methodological concerns that frame and inform a "queer of color critique." In this course we will observe how the scholarly contributions of LGBTQ people of color complicate, revise and/or reimagine the fundamental presumptions of queer theory. We will be exploring the emergence and development of "queer of color" knowledge production and activism in relation to the field(s) of black studies, film studies, queer theory, and African American literary production. This course will cover specific topics like gender, sexuality, culture, diaspora, and mutuality, paying special attention to the politics, ethics, and aesthetics of race and racial difference.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM260 On Evidence: Archives, Museums, and Prisons
This course introduces an interdisciplinary study of the idea of evidence in connection to the modern development of archives, museums, and prisons, by setting this in a contemporary dialog with the discourses on state violence, incarceration, and refugeetude. This course will firstly establish historical and theoretical connections between carcerality, Western archival record-keeping practices (e.g., scientific grids, mugshots, taxonomies, and forms of surveillance), and museological frameworks developed during the transition from the 19th to the 20th century.

Furthermore, it considers how records, artifacts, digital data, bones, sites of "memories," oral traditions, embodied knowledge, or intergenerational trauma can become evidentiary material. Such inquiries are central to decolonial archival studies as they are critical for historically marginalized, racialized, and gendered subjects, whose claims to social justice, human rights, and cultural heritage are tied to the aftermaths of slavery, genocides, and colonialism. Our readings and discussions will specifically draw upon decolonial archival studies, digital humanities, visual studies, human rights discourse, Asian American studies, Black studies, and Indigenous studies, which have continuously challenged what constitutes evidence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST270**
Prereq: **None**

AFAM261 Beyond the Talking Book: Reading African American Literature in the Newspapers
The majority of late-nineteenth and early twentieth century African American writers, such as Frances Harper, Martin Delany, Pauline Hopkins, W.E.B. Du Bois, and Langston Hughes, published their work in African American periodicals. In this course, we will examine the works of these canonical authors (as well as some lesser known ones) in their original publication context, the magazine archives of The Christian Recorder; The Anglo-African Magazine; The Colored American Magazine; The Crisis; Opportunity; and Fire!! The guiding question in our readings is this: how does our understanding of African American Literary History change when we spotlight the original magazine and newspaper contexts of its key texts? We will thus examine the serial installments of novels like Blake and Hagar's Daughter in relation to the various texts and images alongside which they were published and read. In addition to honing students' literary close-readings skills, this course aims to teach students how to do original research and critically engage with multi-genre, mixed forms like the magazine. Learning how to read a newspaper as both a historical document and a literary one will require you to navigate between multiple different texts on the same page, in the process of which you will acquire a new reading practice. Students will write five (5) 200-250-word blog posts and four (4) short papers, including a creative assignment, a paper on reading literature in newspaper formats, an essay on illustrations and visual culture in African American Magazines, and an essay that tells the story a literary text's significance through a discussion of its different reprints and editions.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL262**
Prereq: **None**

AFAM262 Jazz Technique
This course is an introduction to the African American jazz dance vernacular through the embodied practice of Simonson jazz. It will cover basic principles of alignment, centering, and technique through the context of jazz's African roots. Class sessions will principally consist of movement exploration including a comprehensive warm-up and will be supplemented by online discussions and media to better understand the place of jazz dance in society and culture at large.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Identical With: **DANC213**
Prereq: **None**

AFAM263 Critical Race and Art History: Theories and Methods
How does the study of art shift if we begin with questions of race, power, and colonialism, rather than treating them as secondary? Concepts such as mastery, familiarity, strangeness, taste, and beauty are formed by conditions of domination and subjugation. Moreover, the histories of material production and cultural expression are fundamentally entwined with the circuits of enslavement, forced migration, and the extraction of resources, people, goods, and "styles."

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

Throughout, works of art are primary sources with which to study the specificities of periods, places, and their social arrangements. While we will emphasize difference and historical contingency, our longue durée approach

will enable us to draw connections about art's role in processes of primitive accumulation, dispossession, and racial capitalism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA295**
Prereq: **None**

AFAM264 "Before the 'Body' there is the 'Flesh'": Reading Hortense Spillers
This course will introduce students to the major works of the black feminist theorist and literary critic Hortense J. Spillers (b. April 24, 1942), one of the greatest essayists and most gifted intellectuals of our times. While her published writings are legion, Spillers is perhaps best known for her scholarly article titled "Mama's Baby, Papa's Maybe: An American Grammar Book" (originally published by Diacritics in 1987). In addition to "Mama's Baby," then, together we will read and engage at close range with the essays collected in "Black, White, and in Color" (published by the University of Chicago Press in 2003) in order to reveal the extraordinary complexity and clarity of her thought.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **ENGL261, FGSS262**
Prereq: **None**

AFAM265 Music and Downtown New York
This course will explore the history and flourishing of four distinct music communities that inhabited and shaped downtown New York City during two especially rich decades (the 1950s and 60s): urban blues and folk revivalists; an African American jazz-based avant-garde; Euro-American experimentalists; and Lower East Side rock groups. These four vanguard musical movements--at the heart of major cultural shifts at the time, with reverberations and legacies that remain relevant up to the present day--are an essential part of U.S. history. We will uncover their points of convergence and divergence, especially in conversation with broader contemporaneous currents, including the Civil Rights Movement and related notions of freedom, shifting youth cultures, music and politics, and avant-garde aesthetics. Drawing from primary sources, we will read about and discuss recordings of a wide variety of musicians, view a broad cross-section of film, identify aesthetic and cultural trends, and study the local industry that supported them. A key theme will be the importance of a place. Projects throughout the semester can include written papers, recordings, artwork, culture mapping, or other creative endeavors somehow related to each of the four topics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC275**
Prereq: **None**

AFAM266 Black Performance Theory
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheilye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA266, ENGL263, FGSS276**
Prereq: **None**

AFAM267 The Caribbean in Relation
"For through this experience made you, original victim floating toward the sea's abysses, an exception, it became something shared and made us, the descendants, one people among others. Peoples do not live on exception. Relation is not made up of things that are foreign but of shared knowledge. This experience of the abyss can now be said to be the best element of exchange." --Glissant, 1997

In this seminar, we will think with Glissant as well as others on how the Caribbean is a space of "relation." One of the main questions that we will address throughout the course is what are the historical, social, and physical mechanisms that define the Caribbean and its relationship to other geographies produced through slavery and colonialism? To answer this question we will engage the work of geographers, historians, and anthropologists, interested in the formation of political, cultural, and economic life in the Caribbean.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM268 Caribbean Geographies
This course will explore how human and non-human encounters induced through slavery, indentureship and colonialism have been imagined and contested by Caribbean geographers, ecologists, artists, and poets. Students will gain an immense understanding of how Caribbean communities have experienced and countered geographic problems like uneven development, vaccine apartheid and gender-based violence. Students will think through concepts that define Caribbean geographies, such as 'the plot,' 'the bounty,' 'black land,' and the 'kala pani.'
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **LAST267**
Prereq: **None**

AFAM269 Pessimism, Nihilism, and Black Literature
This course considers Black literature's interventions into philosophical discourses of pessimism and nihilism. In contrast to the pathologization and dismissal with which they are often met, we will take both seriously as schools of thought. How are pessimism and nihilism distinct from each other? What do they offer as interpretative lenses for and approaches to Black art and Black existence? How are they reflected in literary form? We will closely consider these, and related, questions, looking to the work of authors such as Percival Everett, Jesmyn Ward, Dambudzo Marechera, Frank B. Wilderson III, and Gayl Jones.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL267**

Prereq: **None**

AFAM270 Carceral Connecticut: Policing Race, Gender, and Sexuality in the "Land of Steady Habits"
Often considered a progressive bastion, Connecticut in fact has been at the forefront of carceral practices since the eighteenth century. In 1773, the colony converted a copper mine into the below-ground Newgate Prison. Half a century later, the state constructed one of the nation's first penitentiaries, in operation in Wethersfield, Connecticut, until its demolition in the 1960s. In each of its iterations, Connecticut's carceral system has policed, shaped, and disciplined its subjects along lines of race, class, and gender, constructing the normative and punishing deviation. Through engagement with rich state and local archives, this course will use several case studies to examine how Connecticut's carceral practices have made and re-made the state's legacy of slavery and policed the borders of accepted gender and sexuality in this place nicknamed "the land of steady habits."

The Middlesex County Historical Society's rich collection of late-19th and early-20th-century Middletown police logs, county jail records, and police court proceedings will enable students to analyze on-the-ground carceral practices in Connecticut. The Connecticut State Archives's extensive state penitentiary records, pardon petitions, and other state-level records will enrich and contextualize the local picture in Middletown. In this service learning course, students will share their research with the community through public presentations, online, and by planning exhibits at the historical society and on campus. This course, and students' public-facing research in this course, is part of the Carceral Connecticut Project based at Wesleyan University. See: https://carceralconnecticut.com
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM271 The Prison State: Race, Law, and Mass Incarceration in U.S. History
This course explores the history and effects of the United States' mass incarceration crisis. The U.S. incarcerates more people than any other country in the world. And people of color make up a highly disproportionate number of the over 2 million individuals incarcerated in the U.S. today. Beginning with slavery and continuing through the rise of prisons, debt peonage, Jim Crow, and the Black Lives Matter movement, the course will explore how efforts to police, detain, and control black bodies have been at the center of U.S. law and legal practice since the nation's founding. At the same time, we will compare and contrast how race, gender, and sexual orientation have been policed, controlled, and shaped through incarceration practices throughout U.S. history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM272 History of Jazz in American Culture
Jazz, has been a staging ground for working out some of the most defining issues and aspects of American culture. These include the dynamics of race relations, the articulation of gender roles and class distinctions, artistic expressions of freedom and democracy, the creative possibilities of the encounter of European- and African-based cultures on American soil, and an extraordinarily influential aesthetic of cool. Jazz was the dance and listening music of choice for most Americans from the 1920s-40s, until it was displaced and pushed to the margins by R&B and rock in the 1950s. But it has remained an inspiration for many artists up to the present day, including Kendrick Lamar's jazz-drenched To Pimp A Butterfly and Janelle Monae's 21st-century Afrofuturism deeply indebted to Sun Ra.

This course will provide students with a broad-based literacy in the history of jazz, while examining its significance and impact within American culture. We will explore its early 20th-century origins in New Orleans, its rise as America's popular dance music in the 1920-30s, a shift to a more concert art-oriented form in the 1940s-50 (representing the epitome of cool and hipness), avant garde expressions of the 1960s (representing a new kind of universal spirituality), its move into rock and the growth of artist-based collectives of the 1970s, and its emergence in hip hop samples in the 1990s. We will learn about major artists and their classic recordings, including Billie Holiday, Thelonious Monk, John Coltrane, and Miles Davis, as well as new directions from recent generations. We will immerse ourselves in a combination of listening to recordings, viewing videos, reading, discussion, and in-class performances. Throughout the semester we will pursue the parallel goals of using jazz history to understand American history and vice versa. This is a jazz history course with a difference, able to accommodate curious newcomers as well as aficionados, and those interested in the social and cultural dynamics as well as the musical materials.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC272**
Prereq: **None**

AFAM274 Feeling Black Feminism
In this course we will explore the connected histories of the "felt life of black feminism" (Nash 2019) and Black feminist contributions to empowerment movements both inside and outside of the academy. Our class proceeds by reading some of the seminal texts that circulate as theory in US academic Black feminism alongside 20th and 21st century memoirs and poetry to explore how Black feminists articulate the relationship between their politics and the everyday psychic negotiations that comprise moments of rage, anxiety, melancholy, tenderness, joy, etc. This course engages in the study of collective minoritarian affect, feelings, and emotions as well as outlines their relationship to Black and/or women's liberation movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS275**
Prereq: **None**

AFAM275 Feeling Black Feminism
In this course we will explore the connected histories of the "felt life of [B]lack feminism" (Nash 2019) and Black feminist contributions to empowerment movements both inside and outside of the academy. Our class proceeds by reading some of the seminal texts that circulate as theory in US academic Black feminism alongside 20th and 21st century memoirs and poetry to explore how Black feminists articulate the relationship between their politics and the everyday psychic negotiations that comprise moments of rage, anxiety, melancholy, tenderness, joy, etc. This course engages in the study of collective minoritarian affect, feelings, and emotions as well as outlines their relationship to Black women's liberation movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **FGSS275**

Prereq: **None**

AFAM277 Defining Black Repair
Black Reparations is a concept that refers to claims for reparations made by African descendants in the United States as defined in Boris Bittker's (1973) "The Case for Black Reparations." However, the term is not exclusive to the experiences of slavery and other forms of racial violence in the U.S. As demonstrated by reparation activists of the African diaspora, the concept unifies the experiences of all African descendants. In this seminar students will explore both national and regional movements for reparations, primarily in the context of the Caribbean and the U.S. Students will compare the formation of reparatory struggles in both geographies, from post-emancipation to the present, which is instrumental to understanding the concept of Black Reparations. What constitutes Black Reparations? What are the frictions and connections between reparative struggles in the Caribbean and the U.S.? These are the questions that students will be asked to consider throughout the course. Building on scholarship on Black Reparations and reparation policies, students will be asked to design their own proposals for how Middlesex County could implement practices of Black repair.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM278 Race & Slavery in New England
This course examines struggles over black and Native American slavery, freedom, and community formation in New England. We will explore the lived experiences and freedom struggles of people of color from the beginning of European colonization through the national abolition of slavery in 1865. The course, which satisfies the Early AFAM History requirement for the major, will particularly grapple with Wesleyan's and Middletown's complex relationships to slavery and emancipation. As we will learn, slavery and the slave trade played central roles in New England's culture and economy, especially here in Middletown. Like in other New England ports, Middletown merchants made a fortune from the trans-Atlantic slave trade and the plantation economy that supported it, even selling enslaved people of African and Native American descent on Middletown's Main Street. And southern slaveholders were among the first Wesleyan students in the 1830s. At the same time, free African Americans and their allies made Middletown a stop on the Underground Railroad and a center of the antislavery movement, laying the groundwork for Connecticut's eventual abolition of slavery and for high-profile court cases like the Amistad trial. Complicating popular images of the "free North," this course will examine the central roles of slavery and settler colonialism in New England history, while also exploring how the Connecticut River tied Connecticut to regional and even global currents of slavery and antislavery movements.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM278F Race & Slavery in New England (FYS)
This course examines struggles over black and Native American slavery, freedom, and community formation in New England. We will explore the lived experiences and freedom struggles of people of color from the beginning of European colonization through the national abolition of slavery in 1865. The course, which satisfies the Early AFAM History requirement for the major, will particularly grapple with Wesleyan's and Middletown's complex relationships to slavery and emancipation. As we will learn, slavery and the slave trade played central roles in New England's culture and economy, especially here in Middletown. Like in other New England ports, Middletown merchants made a fortune from the trans-Atlantic slave trade and the plantation economy that supported it, even selling enslaved people of African and Native American descent on Middletown's Main Street. And southern slaveholders were among the first Wesleyan students in the 1830s. At the same time, free African Americans and their allies made Middletown a stop on the Underground Railroad and a center of the antislavery movement, laying the groundwork for Connecticut's eventual abolition of slavery and for high-profile court cases like the Amistad trial. Complicating popular images of the "free North," this course will examine the central roles of slavery and settler colonialism in New England history, while also exploring how the Connecticut River tied Connecticut to regional and even global currents of slavery and antislavery movements.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM279 Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL281, THEA280**
Prereq: **None**

AFAM279Z Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first third of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL281Z, THEA280Z**
Prereq: **None**

AFAM280 Religion and the Social Construction of Race
In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) the means through which communities form collective identities. We will read a range of historical analysis and primary source materials from the U.S. and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Father Divine, the Nation of Islam, Rastafari, Haitian Vodou, Jonestown, the Christian

White Supremacy movement, as well as the contemporary U.S. relationship to the Middle East.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI391**
Prereq: **None**

AFAM281 Writing Fiction
Chinua Achebe was famous for his quote "If you don't like another person's story, write your own." Although disliking another's story could inspire creative writing, there are various reasons why people write, ranging from the basic human desire to understand the world through storytelling down to the desire to respond to the issues of the day--be it moral, political, religious--through fiction. The course is designed to help students gain skills in writing fiction; recognizing the literary conventions of fiction; reading and critiquing published work from a writer's perspective; making deliberate creative choices; engaging the work of others in a workshop setting; and revising their work using feedback from their peers and other writing strategies. As such, our reading list will be diverse in scope, cutting across various continents, races, and creeds. We will hope to use the work on the reading list as stepping points for creating our own stories whether in response to various prompts or as original stories to be discussed in workshops. At the end of the semester, you will not only have read a good chunk of fiction and have a good sense of how fiction works, you will also have produced--and substantially revised--some of that writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT270, COL370, ENGL277**
Prereq: **None**

AFAM282 Mixed in America: Race, Religion, and Memoir
This course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI280**
Prereq: **None**

AFAM282F Mixed in America: Race, Religion, and Memoir (FYS)
This first-year seminar course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI280F**
Prereq: **None**

AFAM283 Reading Against "The Propaganda of History": Reading W. E. B. Du Bois
This course will introduce students to the major works of the Black intellectual W. E. B. Du Bois (1868-1963), one of the most profound thinkers and prolific writers in American history. While his published writings are legion, Du Bois is perhaps best known for his early collection of essays titled The Souls of Black Folk (originally published by A. C. McClurg and Company of Chicago in 1903). In addition to Souls, we will read across Du Bois's oeuvre in order to reveal the extraordinary profundity and historical evolution of his thought. Readings will include (in order): (i) The Philadelphia Negro (1899); (ii) The Souls of Black Folk (1903); (iii) Black Reconstruction (1935); (iv) Color and Democracy (1945); and (v) The World and Africa (1947).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM284 The Sociology of Reality TV: Race, Colorism, and Xenophobia
The course will explore the ways in which reality television can help us reflect on how different social identifiers such as race, skin complexion, and ethnicity operate within American culture. For many, reality TV can be easily dismissed as a guilty pleasure, escapism, or "trashy" (e.g., Dehnart, n.d.). While reality television can be labeled as an innocuous pastime, its importance and impact in American culture cannot be overlooked or denied. Moreover, the way this form of entertainment reflects American behaviors and shapes or reaffirms thinking within our society around sociological descriptors like race and culture should be studied. Through a critical lens, we will delve into the ways this genre of television portrays women of color, the audiences who watch reality TV, and whether responsibility exists on the networks who help create these shows.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC285, CSPL285**
Prereq: **None**

AFAM285 Gender and Slavery in the Atlantic World
For most of the 20th century, historians of slavery in the Atlantic world overlooked the critical role of gender in shaping the marketplace, culture, and experience of the institution. Slaveholding and its attendant violence were presumed to be the domain of men. With a tragically limited archive, the popularity of slave narratives such as Frederick Douglass's "Narrative of the Life of Frederick Douglass, an American Slave" (1845) reveal how the voices and perspectives of men have dominated our understanding of the enslaved experience. Since the 1980s, the work of black feminist historians such as Deborah Gray White's, "Ar'n't I a Woman?: Female Slaves in the Plantation South" (1985) have unpacked the profoundly gendered nature of slavery in colonial America, the United States, and the Caribbean. This course embarks on an exploration of this important intervention. We will engage primary sources to illuminate the voices of enslaved women and debunk some of the historical myths of slavery and slaveholding. We will also visit classic and fresh secondary literature to understand the evolution of the field. Major themes include but are not limited to the Middle Passage experience, gendered violence, fertility, reproduction and motherhood, the Southern Belle archetype and slaveholding mistresses, notions of beauty and purity in black and white, and fugitivity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **FGSS285**

Prereq: **None**

AFAM286 Harlem Renaissance Literature
During this course, students will read canonical and popular literary works by early 20th-century African American authors in tandem with the vibrant body of literary criticism that emerged from this cultural moment in order to arrive at a richer understanding of how the early 20th-century African American canon was curated and proliferated. To this end, we will pay special attention to the role of anthologies and literary magazines (such as "The Crisis," "Opportunity," and "Fire!!") in collating an emergent modern African American literary tradition. At the end of this course, students will be familiar with not only the key authors and works of the Harlem Renaissance, but also with the central debates about the direction and uses of African American literature in the early 20th century. These discussions of the uses and selection criteria of the book-form anthology on the one hand, and the serial literary magazine on the other will prepare students for one of the main assignments: curating a new syllabus entry for future versions of this course. The aim of this assignment is to alert students to the politics of knowledge production that determine which texts get taught, anthologized, and studied. Finally, the differing lengths and types of course assignments will require students to learn how to present their ideas across a variety of genres (syllabus proposal, annotated bibliography, research paper, short close-reading paper).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL286**
Prereq: **None**

AFAM287 Psychology and the Law
This course will offer an introduction to the range of topics that are of concern both to psychologists and to members of the legal profession. We will investigate how psychologists may enter the legal arena as social scientists, consultants, and expert witnesses, as well as how the theory, data, and methods of the social sciences can enhance and contribute to our understanding of the judicial system. We will focus on what social psychology can offer the legal system in terms of its research and expertise with an examination of the state of the social science research on topics such as juries and decision making, eyewitness testimony, mental illness, the nature of voluntary confession, competency/insanity, child testimony, repressed memory, and sentencing guidelines. In addition, this course will look at the new and exciting ways legal scholars and psychologists/social scientists are now collaborating on research that looks at topics such as the role of education in prison, cultural definitions of responsibility, media accounts and social representations of crime and criminals, death penalty mitigation, and gender/race discrimination within the criminal justice system. This course will introduce students to this field, especially to the growing body of applied and theoretical work and resources available for study and review. Students will be encouraged to explore the connections between issues of social science and the law, translating legal issues into social scientific research questions that can then be examined more closely in the literature. This course counts as an elective or column 3 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC277**
Prereq: **PSYC105**

AFAM288 Aesthetics and Race
This course explores what philosophers have termed the "race-aesthetics nexus": the entanglements of race and aesthetic experience in our discourse, politics, and experience. Specifically, we will consider both how aesthetic phenomena like artworks and landscapes can be racialized, and the ways in which race is an aesthetic phenomenon. Texts include Paul Taylor's Black is Beautiful, Monique Roelof's The Cultural Promise of the Aesthetic, and Angela Davis' Blues Legacies and Black Feminism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL285**
Prereq: **None**

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

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

This is not a theory course, either social or literary. While our supplementary material will place Baldwin's essays within their historical and social context, our focus will be on the narrative nonfiction techniques Baldwin used to such startling and timeless effect. We will read Baldwin's most famous essays, and some that are less well known. Our supplementary readings and viewings will explore his continuing influence, and the influence of Black music on Baldwin.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL286Z**
Prereq: **None**

AFAM289 Eating the Other: Critical Perspectives on Difference and Desire
How does difference (race, class, sex) engender or attenuate desire? How does desire manifest as a wish to commodify, enjoy, or transcend racial difference? In this course we will study difference and desire as terms which inform one another and as sites through which discourses on race, sexuality, and power converge. We will explore these terms in relation to African American literary production, gender and sexuality studies, and film and queer theory. We will also take them up as they emerge as themes in the narrative fiction of James Baldwin and Marci Blackman as well as in essays by bell hooks, Jennifer Nash, Hortense Spillers, Aliyyah Abdur-Rahman, and Audre Lorde, among others. How do these key terms, alone and together, elucidate the contours of Black social and psychic life?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM291 Afro-Asian Intersections in the Americas
This course explores a range of historical, cultural, and political intersections between African and Asian diasporic people in the Americas from the late 19th century to the present. Taking an interdisciplinary approach, we will examine key moments in the history of Afro-Asian encounters in the Americas, including the importation of slave and coolie labor in the 19th century, the formation of anticolonial and antiracist "Third World" movements in the United States and abroad, and the 1992 Los Angeles uprising. We will also study forms of cultural interracialism, from African Americans' mania for kung fu in the 1970s, to interracial buddy films like Rush Hour (1998), to the contemporary fiction of writers such as Patricia Powell and Charles Johnson.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ENGL293**
Prereq: **None**

AFAM299 Medicine and Healing in the Black Atlantic
This course examines the ways in which Black people have conceived of health, healing, and the body since 1500. Readings, lectures, and documentary films will focus on historical case studies in Western Africa, South America, the Caribbean, and North America. We will cover topics such as herbal and environmental medicine; the intersections of religion and healing; gendered medical knowledge and labor; medical racism and exploitation; health disparities; and health activism. To help us situate these topics in the lived experiences of historical actors, we will use a variety of primary sources, including narratives of formerly enslaved people, court cases, correspondence, interviews, and print culture. The goal of this course is not simply to show how Black people have used healing practices to endure racism, slavery, imperialism, and racial capitalism: We will also emphasize how medicine and healing have been sources of joy, conflict, knowledge production, and entrepreneurship within Black communities. Lastly, we will consider the present and future of Black health and think about what it would take to make medicine and health care for all.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **STS299**
Prereq: **None**

AFAM300 Black Phoenix Rising: Death and Resurrection of Black Lives
The Black Lives Matter Movement has renewed our collective need to theorize the value of black lives within a deluge of death and disappearance in black communities. This movement is part of a deep transnational tradition in black radical praxis that aims to transform scholarly, activist, and public discourse and public policies concerning the systemic and epistemic effects of institutional racisms and the prospects for antiracist futures. How might we envision a black radical praxis that simultaneously recognizes the vitality of black lives and challenges the cultural ideas and social practices that generate and justify black people's death and suffering? This seminar traces a genealogy of black radical praxis that interrogates the necropolitics of race and positions this system of power against the prospect of thriving black people. In doing so, the course erects an interdisciplinary theoretical framework that features scholarship in critical race science studies, intersectionality, and transnational cultural studies as they inform how a black radical praxis can contribute to the uprising and raising up of black communities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **SISP300**
Prereq: **None**

AFAM301 Junior Colloquium: Defining African American Studies
Between 1896 and 1914, W.E.B. Du Bois organized an annual conference at Atlanta University devoted to documenting and analyzing the oppressive structural conditions shaping Black life in the United States. Though arguably the genesis of African American studies as a systematic academic endeavor, these sociological conferences also joined a long intellectual tradition that has always exceeded and often resisted the Western academy. This colloquium examines how the African diaspora has generated knowledge both within and beyond the ivory tower -- from cargo holds to quilombos, prisons to abortion clinics, newsrooms to classrooms, from music studios to dancehalls and soundstages. Students will engage closely with several defining texts, methods, movements, and moments concerning Black life in the Americas. Ultimately, we seek possibilities toward defining an African American studies program and praxis that addresses the political, social, intellectual, and epistemic needs of the 21st century.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM303 1492: States of War
This course approaches 1492 as a signifier and time-stamp of modernity. It signifies an ongoing "war" against people of African descent -- one that goes beyond the terrestrial plane. It anchors systems of representation, racialization, colonization, and religion with which we must reckon -- ones that preceded it and that we continue to inherit. The course uses the specific historical frame of 1440 into the late 18th century. This frame holds with reference to Frank B. Wilderson III's notion of when the "gratuitous violence" of the Middle Ages begins "to mark the Black ontologically" and Sara E. Johnson's notion of "slavery in the plantation Americas as a 'veritable state of war.'" Thus, we will read symptomatic, primary historical documents and fiction about "blood," race, African slavery, and geography and being (including 15th and 16th century Castilian law, sundry genres that represent early Spanish colonial Mexico, Santo Domingo (contemporary Dominican Republic), Cuba, and French Saint Domingue (contemporary Haiti)), as well as contemporary fiction, cinema, and theory that configure historicity via the Caribbean. We will read sometimes for imperial notions of sovereignty, selfhood, force, indigeneity, (anti)blackness, property, labor, and the relation between conceptions of the heavens and "just wars" on earth, and other times for Caribbean notions and narratives that are at war with said Western theological and onto-epistemological schemata. Conceptually, the course thinks from and/or about Caribbean literary studies, black critical theory, demonology, scholasticism, mysticism, the functions and tropes of (anti)blackness in the discursive formation of the New World, Vodou(n) in the Haitian Revolution, colonialism and international law, and deconstruction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL301**
Prereq: **None**

AFAM304 Black Feminist and Trans Theories of the Hu/Man
This seminar provides an introduction to Black feminist and trans theories' interventions into the modern Western category of the human and its violent exclusions. Since their inception, Black feminist and trans theories have brought attention to the violence of what Sylvia Wynter has called our "genres of the human," and in so doing, have laid bare the very preoccupations of power that condemn the non-white, non-cisgender being to sub-Human status and death in the material and discursive economies of racial capitalism. Students will develop broad knowledge of Black feminist and trans theories' provocations regarding the intersecting identity categories that organize our world, and will be encouraged

to develop their own critical approaches that are attentive to the hegemony of racialized gender and its attendant violences.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS306**
Prereq: **None**

AFAM305 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice
Lyric poetry may be the most musical of literary forms. In one of its basic definitions, the lyric poem begins after the overhearing of a sound. This sound may be familiar and pleasant, like the timbre and cadence of a lover's voice. Or it may be unrecognizable and terrifying. It may be imbricated with other senses and feelings, provoking a memory that stimulates a sense of touch or smell. Or it may stimulate a sense of horror at the inevitability of death. In any of these cases, sound is thought to reveal an attachment, a memory, and to give rise to composition in the poet's effort to reshape memory and feeling in lyric form. But such articulations do not always come out as evenly as this description may imply. Indeed, moans, screams, stutters, cries, and the madness of possession by the Muses are part of lyric's history and practice. In this course, we will read from African American, African diasporic, Caribbean, Latina/o/x, and Indigenous poetics, and we will consider their relation to myth and musical forms, such as the blues, son, bomba, biguine, jazz, reggae, hip-hop, salsa, among others. The dynamics between lyric speakers and musicians, sound and story, seen and voiced language will play out.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL304**
Prereq: **None**

AFAM307 Black Middletown Lives: The Future of Middletown's African American Past
In this service learning course, students will do hands-on history by uncovering, preserving, and sharing Middletown's rich African American past. We will focus on the history of the Beman Triangle. This African American neighborhood, now part of Wesleyan's campus, served as a regional and national antislavery and Underground Railroad center and home to one of the nation's first handful of independent Black churches. Students will partner with local archives, libraries, and museums to help preserve and share this neighborhood's remarkable history. Our projects will include building a website and an exhibit to share this history with the Wesleyan and Middletown communities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM309 Indentured Spatialities
Inspired by many political and intellectual traditions, such as Caribbean Studies and Black Feminism, Indo-Caribbean scholars, activists, and artists have long grappled with the spatial entanglements of indentureship, slavery, and colonialism both in and beyond the Caribbean (Persadie, 2022; Hosein, 2016; Goesine, 2016). However, this canon of thought and practice needs more visibility. So, in this course, students will explore the spatial identities and experiences of "Indo-Caribbeans," descendants of "Coolie" indentureship, but IN RELATION to Black and Indigenous spatial realities that constitute the Indo-Caribbean. Through guest lectures and formal and informal written assignments, students will engage intellectually and creatively, fostering a deeper understanding of indentured spatialities. This course will require students to ground their contributions in the work of Indo-Caribbean thinkers like Patricia Mohammed and Andil Gosine and the activism of organizations such as the Caribbean Equality Project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM311 Vitalism and Black Aesthetics
What is the relationship between Black art and Black life? Does Black art, broadly construed, serve a mimetic function-merely re-presenting reality-or is it a vital expression of the essence of Blackness? These questions are at the root of Black Cultural Studies' engagements with the problem of the aesthetic. In the current conjuncture, reacting to the theorization of Black social death, many theorists have (re)turned to the aesthetic as "proof" of the mattering of Black life and "evidence" of a vibrant sociality. This course will consider the connection between (the theorization of) Black aesthetics and (the affirmation of) Black life. In so doing, we will question the political stakes of Black aesthetics, as well as the value placed upon the concept of life as such, in and through the aesthetic encounter. Additionally, we will explore ways of thinking of the aesthetic that challenge presumptions of its innate liveliness. Readings will include canonical texts in aesthetic theory and vitalist philosophy, as well as more contemporary engagements with these questions from the perspective of Black performance theory, literary theory, and Afro-pessimism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL312**
Prereq: **None**

AFAM312 Black Speculative Fictions and the Anthropocene
The genre of black speculative fiction--in the form of literature, art, music, and theory--provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the "future," black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term "Anthropocene" first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which "humans" had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a "species"? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human? Further, how does artificial intelligence complicate definitions of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **E&ES125, FGSS301**
Prereq: **None**

AFAM314 The Black Charismatic
In this course we will explore the interplay between black politics and popular culture in the post-civil rights era. More specifically, we will examine the aesthetics of affective (commonly called "charismatic") black political leadership by attending to Tavis Smiley's yearly "State of the Black Union" address, 2000-2010. We will rely almost entirely on film, video, and digital archives in order to trace the eleven-year-long evolution of Smiley's annual event, while focusing our hermeneutic attention on the racialized and gendered performances of Louis Farrakhan, Michael Eric Dyson, Cornel West, and others. Through close readings of their televised performances, then, this course will require students to think and write about the practice and rhetoric of the black charismatic. How might the black charismatic threaten to undermine the political opportunities afforded by the success of the modern civil rights movement? How did Smiley's yearly event create the illusion of a black public sphere? What are the unintended consequences of substituting affect for political action? Similarly, what are the potential perils of a politics that results in ephemeral catharsis without dangerous political consequences? While participating in the general discussion across the semester, students will be searching out specific research topics of their own, topics relating the seminar conversation to original research questions about: the new liberalism of black politics; the crisis of the black public intellectual; the importance of technology (particularly the ways in which new media have changed, even upended the political habitus itself); and the relationship between gender (particularly black masculinity), charismatic leadership, and respectability politics. Authors will include (in no particular order): Adolph Reed, Richard Iton, Hazel Carby, Hortense Spillers, Houston Baker, Erica Edwards, Melissa Harris-Perry, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS313, RELI323**
Prereq: **None**

AFAM315 Black Literary Theory
This course will bring together readings both literary and critical/theoretical, beginning with Frantz Fanon's "Black Skin, White Masks" (1952). Taking Fanon as its point of departure, then, this course will necessarily turn to a discussion of the recent discourse on Afro-pessimism and Black optimism, attempting to introduce students to important issues and questions of race, race relations, anti-Black racism, Black sociality, the universality of whiteness and white supremacy, the fungibility of the Black body, and the vulnerability and precarity of Black life; and together we will think more closely about how the complex and "unthinkable" histories and afterlives of chattel slavery, racial capitalism, settler colonialism, and the Middle Passage, for examples, continue to challenge the representational limits and potentialities of traditional literary genres and modes of emplotment. In addition to Fanon, authors will include Orlando Patterson, Toni Morrison, Hortense Spillers, Saidiya Hartman, Achille Mbembe, Frank Wilderson, Jared Sexton, Fred Moten, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **ENGL318**
Prereq: **None**

AFAM316 Carceral Connecticut: Middletown Stories of Race and Redevelopment
In the 1970s, during nationwide "urban renewal" or Redevelopment, the city of Middletown demolished an entire African American neighborhood to make parking lots and Route 9 on-ramps. Called the South End, this neighborhood had been Middletown's Black business and community center for decades. Why did city officials see this neighborhood as disposable and its residents as displaceable? When, why, and how did this Black neighborhood form, and how did its residents experience, respond to, and navigate the displacement of urban renewal? What can this lost neighborhood--less than half a mile from Wesleyan University's campus--teach us about the history of race, inequality, housing, carcerality, segregation, and Black community and community resilience and resistance in the 20th century, and what lessons can this history teach us today?

In this Community-Engaged Learning course, you will not only read assigned primary and secondary sources. You will also conduct your own archival research and interview former South End residents to record, preserve, and share the largely undocumented history of this neighborhood and its legacies.

Although this course is entitled Carceral Connecticut and is one of the courses associated with the Carceral Connecticut Project (carceralconnecticut.com), of which Prof. Nasta is one of four Wesleyan faculty investigators, we will not focus primarily on prisons or incarceration. Rather, we will explore carcerality as a broader set of practices and policies that have structured the world--including 20th-century Middletown--in ways that reinforce racism and racial inequality, including policing, segregation, and displacement. At the same time, we will pay equal attention to how Middletown's Black community has created institutions and neighborhoods that have resisted and responded to displacement, containment, and other carceral practices.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM317 Black Connecticut Revolutionaries: Making Freedom in Revolutionary-Era New England
What did the American Revolution mean to people of African descent, in Connecticut and throughout North America? More than you might think. Enslaved people seized upon the war to strike for freedom, some fighting with the colonists and others siding with the British in hopes of emancipation. Here in Connecticut, where several thousand people of African descent remained enslaved at the revolution's outbreak in 1775, hundreds fought for freedom by joining the Continental Army, escaping, or purchasing their freedom. In the aftermath, they forged New England's first free Black churches, antislavery movements, and communities, including the Beman Triangle here in Middletown. In this course, you will read a range of primary and secondary sources by and about Connecticut's earliest enslaved and free Black communities. As the nation marks the 250th anniversary of the American Revolution this year, we will reflect on the meanings of freedom in a nation built on slavery, and the role of Black Americans as freedom and democracy's champions since the nation's founding. For your final project, you will use local archival and secondary sources to reconstruct and share the life stories of early enslaved and free Black Middletown residents, drawing on sources at the Middlesex County Historical Society, Wesleyan University's Special Collections & Archives, and digitized documents. The ability to read 18th-century handwriting is helpful but not required, but an interest in "doing history" through archival exploration and discovery is important.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM320 Integrative Learning Project 2: Website Incubator
Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you! Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT300, RL&L350, CSPL300, IDEA300**
Prereq: **None**

AFAM322 Black Girl Magic?: Survival and Speculative Fiction in the Social World
"Black Girl Magic?" explores and examines the sociological origins, usages, and deployments of the now-popular hashtag. Shortened from "#BlackGirlsAreMagic," coined by CaShawn Thompson in 2013, #BlackGirlMagic has seen its share of celebration and controversy. Used by and for figures such as former First Lady Michelle Obama and Janelle Monae, the hashtag appears almost everywhere to provide exemplars for the resilience of Black women and girls. However, some critics have questioned trending characteristics among those who have been branded with the hashtag -- cisgender, well-to-do, fit/thin, non-disabled, and/or famous -- and have asked since the beginning: To whom exactly does this phrase belong? Who does it include? And why should we use it? This course aims to survey all those questions and more. It will highlight Black women, trans and gender non-conforming writers, as well as sociologists and those not officially affiliated with the field, to deepen our understanding of Black life experiences in a global social world. We will dive into and deconstruct what we know about concepts such as "survival," "joy," "imagination," and "community" via Black feminist thought, queer/quare studies, popular culture, political science, speculative fiction, and cultural sociology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **SOC324**
Prereq: **SOC151 OR AFAM151**

AFAM323 Staging Blackness: African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. We begin with a deep historical examination of 19th century blackface minstrelsy that then progresses into a long-view of how black American dramatists and theater-makers have self-fashioned black dramatic narratives, black aesthetics, and black representations into the twenty-first century. In all cases, we are interested in surveying the ways in which these artists work within varying modes of dramatic expression and focus their plays and performances on such topics as class, ethnicity, era, fragmentation, gender, history, region, revolution, nationality, race, sexuality, and spectatorship.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL385, THEA323, FGSS323**
Prereq: **None**

AFAM324 Black Power and the Modern Narrative of Slavery
The historical moment immediately after the Civil Rights and Black Power movements saw an explosion of African American writing about slavery. In the past half-century, black writers wrote award-winning novels that gave unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers--the slave narrative--into a fictional form that has served them as they dissect their own cultural moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL324**
Prereq: **None**

AFAM324Z Black Power and the Modern Narrative of Slavery
The historical moment immediately after the Civil Rights and Black Power movements saw an explosion of African American writing about slavery. In the past half-century, black writers wrote award-winning novels that gave unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers -- the slave narrative -- into a fictional form that has served them as they dissect their own cultural moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL324Z**
Prereq: **None**

AFAM325 Blackness and Affect
Critical theory and the humanities are in the throes of what has been termed "the affective turn," wherein scholars theorize affect--broadly construed as social feeling or bodily intensity--as central to understanding (post/human) relationality, the social, ethics, and the political. Haunting this field of inquiry is a series of questions: Can a turn to affect account for the figure of the Slave? Can an embrace of affectivity, as potential, bring Blackness into the realm of our understanding "without trying to fill in the void" (Hartman)? Rather than conceptualizing affect as the connective thread between bodies and worlds, or as a purely relational force, how might we think about affect and non-relationality; affect outside of and against the world; affect without the body? This seminar will engage these, and related, questions through extended explorations of the relationship between affect theory and Blackness. Readings will include: Frantz Fanon, Lauren Berlant, Brian Massumi, Sarah Ahmed, Rizvana Bradley, Xine Yao, Sianne Ngai, and Darieck Scott, among others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL389**
Prereq: **None**

AFAM326 Litanies for Survival, Plots for Revolution
This seminar centers black-feminist and queer-of-color theory, literature, and art from the 1970s to the present in order to interrogate and reimagine revolution and revolutionary praxes. We will examine the interrelatedness of art and activism, hope and despair, collaboration and erotics. Key questions include: How does "survival" put pressure on "revolution," and vice versa, particularly

in light of contemporary and imminent catastrophes, local and planetary? How does a joint consideration of survival and revolution affect interpretations of the past, understandings of the present, and imaginings of the future? What political work might intellectual and creative labor perform? Is revolution an event, a practice, or both? A useful term or a ruse?

This seminar is offered in conjunction with the Center for the Humanities' Fall 2018-Spring 2019 theme, "Revolutions: Material Forms, Mobile Futures." Assigned readings will include the work of scholars participating in the Center's Monday night lecture series, and students will be required to attend several lectures over the course of the semester.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS327**
Prereq: **None**

AFAM327 Biopolitics, Blackness and Spirit Baptism: The Birth of American Pentecostalism
American Pentecostalism is a conservative, Protestant, Evangelical revival movement that emerges in and through Black practices that constitute an exclusion in the racialized religious, social, cultural, and political formations of early 20th-century United States. Rather than examining Pentecostalism through a single lens called "religion," this course will use the themes of Biopolitics and Blackness to examine Pentecostalism through its most commonly known feature--an experience called the baptism of the Holy Spirit. Pentecostals were narrated in popular and critical accounts in the late 19th and early 20th century as exhibiting criminality, insanity, and raced, gendered, and sexed Black pathology. These marks of abnormality were all part of a formation of power in America known as biopolitics. As an idea, biopolitics is popularized by French historian/philosopher Michel Foucault. Foucault's concept attempts to explain how different intellectual and professional disciplines emerge in nations during the late 19th and early 20th centuries to best create a thriving population, which could be made to live. The power of the nation-state had traditionally been expressed in and through the power to kill. As a revival movement, Pentecostalism rehearses these themes, as early adherents fight over what it means to be made alive when racial Blackness is almost often seen as a mark of and for death. The course will study original accounts and sources from the historical period, read critical, interpretive accounts, and use a variety of media. All resources will be provided in class or via Moodle.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI324**
Prereq: **None**

AFAM328 The Black Soul: DuBois and the Practice and Grammar of Religion
W.E.B. DuBois is a foreparent in modern sociology, history, poetics, and aesthetics. DuBois was no less formidable and foundational for understanding religion in general, and Black religions in particular. This course seeks to read several of the great works of DuBois, interpreting them in light of their relevance for the study of religion. The course will also give extensive consideration to how DuBois both studied and used religious grammar and practices to build his intellectual program. The course will examine DuBois's impact on the study of religion globally in the aftermath of his work. DuBois's works will be considered, along with interpretations from Edward Blum, Hazel Carby, David Chidester, Gary Dorrien, Cheryl Sanders, Theodore Vial, Stephanie Shaw, Victor Anderson, and Rebecka Rutledge Fisher.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI325**
Prereq: **None**

AFAM329 Race and Reproduction
This interdisciplinary course explores the intimacy of race and reproduction against the backdrop of capitalist modernity. We scrutinize the policies, priorities, and perversions of slave owners, the racially differentiated family planning programs under apartheid, the eugenicist movements and the criminalization of poverty in the United States to interrogate what is generated by the incapacitation of blackness across scales of time and space. We examine the Marxist feminist elaboration of the concept of social reproduction and then consider black feminist rejoinders that center the reproductive labor of black women -- as slaves, as domestic workers -- that implicate violence and ownership in the mediation of biological and social reproduction as a set of racializing practices in which value is generated, accumulated, and expropriated. Finally, the course considers the proliferation of assisted reproductive technology (ART) in the 20th century, the recourse to surrogacy, and family abolition to interrogate the extent to which the "race-reproduction bind" is disaggregated or reanimated in the present.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH325, FGSS444**
Prereq: **None**

AFAM331 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course's animating (and unfixable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as "queer" or "trans"? What constitutes a "queer" or "trans" reading of visual culture? How might various formulations of "queer" and "trans" relate to, put pressure on, and/or resist "aesthetics"? What is the relationship between an artist's self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences' efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist's "identity" (asserted and/or imposed) have to do with their art? And what does a viewer's "identity" (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS331, THEA311, SOC300**
Prereq: **None**

AFAM335 Fugitives and Freedman: The Politics of Slavery in the Civil War Era
The actions of fugitive slaves and newly-freed people turned the crisis of American union into a war for emancipation. Questions of slavery's expansion, permanence, and end dominated the political discourse of the United States from 1848 through 1877. This course will examine the ways in which political actors, especially African Americans, kept the twin issues of slavery and emancipation in the public sphere to restructure American society in the middle of the 19th century.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST325**
Prereq: **None**

AFAM336 Black Texts, Lost and Found
This course examines histories of loss and recovery of black texts in the US and the Atlantic world more broadly. We will bring a three-pronged approach to our subject matter. We will analyze first the constitutive silences of the archive: epistemic and material neglect, or what Michel Trouillot has termed the "silencing of the past"; second, the preservation efforts of black newspaper editors, librarians, and bibliophiles; and third, the "counter-archiving" work of Afro-diasporic historical and speculative fiction. As we traverse different periods and empires we will consider what the concepts of the "black archive" and "black ephemera" mean to different disciplines. We will study the repressions of black Arabic writing practices in the US South and our fragmentary recovery of them in the late 20th century, unfinished novels about Black Atlantic revolutions such as Martin Delany's "Blake," incomplete runs of historic black newspapers, debates about the illusions and desires of "recovery," and the criteria that determine what counts as ephemeral and when.

We will move across different media, from print--"I, Tituba," "M Archive," "Blake," "(Dis)forming the American Canon: African-Arabic Slave Narratives and the Vernacular"--to films--"The Watermelon Woman," "Looking for Langston," "The Last Angel of History"--and from digitized databases of photographs at the ongoing archiving project The Missing Chapter: Black Chronicles to digitized newspaper archives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL357, CHUM336**
Prereq: **None**

AFAM343 Empires of Captivity: The Resurgence of Atlantic Slavery in the Age of Emancipations
The dawn of the 19th century was marked by a series of challenges to Atlantic slavery, epitomized first by the unprecedented victories of the Haitian Revolution and then by the implementation of municipal bans and bilateral treaties that sought to limit the international trade in African captives. Yet seemingly paradoxically, this same period saw the rapid expansion of new zones of enslavement stretching from the U.S. South to Cuba, Brazil, and beyond. Proslavery forces mobilized across these jurisdictions in order to reverse the tide of abolition and to participate in (or simply to profit from) a burgeoning illegal trade in captives. Meanwhile, people of African descent who were enslaved or re-enslaved during this period built upon the precedent of emancipation in Haiti and other antislavery jurisdictions as they mounted claims to freedom for themselves, their families, and their communities. They continuously pushed forward the halting pace of general emancipation, laying the foundations for struggles for recognition and restitution that continue to the present day.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LAST, SBS-LAST**
Identical With: **LAST343**
Prereq: **None**

AFAM344 The Haitian Revolution Beyond Borders
In 1791, enslaved people rose up against their masters in the French colony of Saint-Domingue, at the time the most profitable plantation society in the world. Thirteen years later, their efforts would culminate in the declaration of independence of Haiti, a nation founded on the pillars of antislavery, anticolonialism, and racial equality. This course investigates the regional and global significance of this revolution through its interconnections with Haiti's neighbors in the Caribbean and across Latin America. First, we will look at the immediate implications of Haiti's founding for the fate of New World slavery during the Age of Revolutions. Next, we will consider Haiti's long-term impact on national identities, racial formations, and future revolutionary struggles in the Americas over the course of the 19th and 20th centuries.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Identical With: **LAST344**
Prereq: **None**

AFAM346 America's First Civil Rights Movement: Black Activism in the U.S. from the Founding to Reconstructio
Historians long described free African Americans in the early United States as occupying an "in-between" legal status, neither enslaved property nor entirely legal persons. This class would explore how free Black people rejected that status, seeking liberation, protection, and equality in the early United States. In so doing, they participated in, and meaningfully shaped, debates over the contours and privileges of American citizenship. Through this subject lens, students will be introduced to the methods of political, social, and legal history, and will have the chance to use contemporary social theories on activism, inclusion, and liberation as a critical lens.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST343**
Prereq: **None**

AFAM347 Black Grammars
In her text In the Wake: On Blackness and Being, Christina Sharpe argues that Blackness, due its rearrangement of and resistance to hegemonic modes of meaning making, is "anagrammatical." As a concept, anagrammatical Blackness points to "the failure of words and concepts to hold in and on Black flesh." Taking this provocation as a point of departure, this course will consider the relationship between Blackness and the grammatical, with a particular focus on rhetoric and poetics. Each week will focus on a particular rhetorical figure or grammatical concept: subject, metaphor, metonymy, apostrophe, tense, irony, catachresis, parataxis, etc., considering how Blackness shifts our understandings of their operations. Readings will include Ronald Judy, Barbara Johnson, Jacques Derrida, Zakiyyah Iman Jackson, Fred Moten, and Paul de Man, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL347**
Prereq: **None**

AFAM348 The Problem of the Negro as a Problem for Thought
Philosophical inquiries into the "the Negro problem" -- the question of what blackness is and how we socially reckon with its existence -- have historically flourished outside of the academic mainstream, weaving through a myriad of forms -- art, criticism, sociology, autobiography, oral traditions, etc. -- that are typically not counted as philosophy. This class will challenge our assumptions about where good and rigorous philosophy happens by attempting to track the metaphilosophical challenges that the study of blackness produces. We will read a survey of black studies texts from writers including Nahum Chandler, Marquis Bey, Christina Sharpe, and Fred Moten.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL345**
Prereq: **None**

AFAM350 The Law, the Citizen, and the Literary and Cinematic Imaginations
What gives the law its authority? (Can it remember?) Does it have rational or mystical foundations? What are the functions of the categories of slave, savage, scapegoat, stranger, other, family, and citizen in and for the law? How do we apprehend the relationship between the extensively legalized violations of the earth, the black, and the feminine? What gives the ongoing event of the Middle Passage so much force, and on a planetary scale? If laws of hospitality are sacred, then what are the implications of their prolific sacrilege? And what, for we can trace it, do such laws' selective "application" have buried within them? This course will attune us to who/what may be incorporated into the body politic and who/what cannot be borne in the letter, by design, and on safeguarded, terrorizing terms -- legal, historical, and metaphysical, yes, and harboring those, ontological. We will read and analyze how literary and cinematic texts represent, critique, as well as reproduce the rhetorical and psychic effects of the law.
To echo Calvin Warren, "[Our] concern is not a particular law, but that all the laws are subordinate to a Law." Thus, while we will look at the language and aesthetic configurations of specific legal events and echoes -- the Zong Case, partus sequitir ventrem, Jim Crow, Nuremberg Laws, The Code of Native Status (in French-occupied Algeria), and so on -- we will not do so "comparatively" nor to inadvertently idolize encoded violence, but to apprehend what is buried and stirs beneath the law's foundations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL350**
Prereq: **None**

AFAM351 Queer of Color Critique
This course will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions--religious, legal, and scientific--shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and, also, how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, and class, shape the ways in which we understand expressions of race and queerness?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST351, FGSS351**
Prereq: **None**

AFAM352 Black Thought and Critical Theory
This course follows Stuart Hall's insistence in "What is this 'Black' in Black Popular Culture?" that the theoretical articulations of "blackness" are always "conjunctural." We will investigate how black thought has been conjoined with critical theory through phenomenology, pragmatism, Marxism, semiotics, and psychoanalysis. In our readings of a variety of 20th- and 21st-century thinkers, we will elaborate the philosophical richness and contradictory tensions embedded in the notion of "blackness" at specific historical and theoretical conjunctions. How is "blackness" useful for social theory? Must we assume there is a transhistorical identity to "blackness"? In what ways does "blackness" conjoin with the conceptualizations of gender, sexuality, class, and religion? Black thought and critical theory is the provocation that we attend to the tensions these questions raise. In this course, we will read the works of James H. Cone, Cornel West, Hortense Spillers, Saidiya Hartman, Sylvia Wynter, Denise Ferreira da Silva, Frank Wilderson, Calvin Warren, Tommy J. Curry, Stuart Hall, and Frantz Fanon.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL352, FGSS352**
Prereq: **None**

AFAM353 Blackness in the Anthropocene
To deny the "unprecedented" geological impact of humans' force on nature is now practically untenable. Theorists in the humanities, nonetheless, remain unimpressed with what this "new era" has afforded us in terms of critical potential. From accusations that what we now call the "Anthropocene" has merely established a hegemony of brute facts at the expense of critique, to concerns about the multiple ways in which the term continues to obscure catastrophic socio-ecological relations, it is fair to say that the scenes of the "Anthropocene" are still contested terrains. The aim of this course is to investigate the Anthropecene's many forms of socio-political erasures and theoretical "blind-sights." We will examine the ways in which Anthropocenean discourses have been powerful at disavowing racial antagonism in our current ecological crisis. More specifically, in this course, will study the ecological negative effects on black communities around the globe with the aim to questions the shortcomings of ethics in Anthropocenean times. We will explore questions like "who are 'recognizable/legitimate' victims in environmental disasters," "do events like hurricane Katrina or the migration crisis teach us anything about our human condition," and "what is the 'post' in post-humanism." We will read philosophical works ranging from Immanuel Kant and Baruch Spinoza to Rosi Braidotti and Karen Barad.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL353**
Prereq: **None**

AFAM354 Social Science, Black Life: Wells-Barnett, Du Bois, and Hurston's Empirical Experiments
This class has two interrelated areas of focus: first, the racist habits of imag(in)ing blackness's presumed racial-sexual difference that preoccupied social science in the late 19th and early 20th centuries; and second, the formative role that social scientific research and methods played in black people's quests for institutional inclusion during this same period. In their early years, canonical sociology and anthropology consistently proved unable to capture the beauty and complexity in black life, instead lending empirical authority to cultural ways of seeing blackness as inherently pathological. A counter-discourse of black expression took shape, attempting to overcome the negative impact that dominant empirical thought might have on black peoples' struggle for normative citizenship. Focusing particularly on the careers of Ida B. Wells-Barnett, W.E.B. Du Bois, and Zora Neale Hurston, we will explore the contradictory relationship that subsequently emerged between blackness and institutional power--discernible in empiricism's primacy during the long era of postbellum black inclusion. Rather than seeking evidence of black intellectuals' departure from

empiricism and its attendant violences, we will explore the messiness of their efforts to experiment with and imagine beyond their misrepresentation and erasure in dominant empirical discourses. Indeed, black artists and intellectuals sometimes recapitulated the violence of empiricist paradigms and their enabling truth claims despite their sound political intentions. In considering the nexus of social science and black life in this period, then, we will also consider the intramural politics of racialized gender, the myriad costs of institutional incorporation, and the stubborn durability of epistemological authority. Secondary texts include works by Hazel Carby, Roderick Ferguson, Kevin Gaines, Julian Go, Avery Gordon, Saidiya Hartman, Katherine McKittrick, Reiland Rabaka, Michel-Rolph Truillot, Autumn Womack, Alexander Weheliye, Sylvia Wynter, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS354, SOC318**
Prereq: **None**

AFAM355 Slavery and the American Legal System
This class will uncover the deep, foundational relationships between American slavery and the nation's legal, constitutional, and judicial traditions. It will, in turn, consider the historical and structural tensions between democratic state-building and the social, economic, and security imperatives of a slave society. It will begin with a historical analysis of how, starting in the seventeenth-century British empire, slaveholder sought to shape the construction of what would become the foundations of American law. After considering the historical foundations of American slavery, the class will turn toward an examination of how slavery's legal foundations shaped American legal, constitutional, and jurisprudential practices after its abolition. Students will complete final projects that work to uncover the extent of slavery's continued presence in the precedents and traditions that shape the modern American judiciary.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST354**
Prereq: **None**

AFAM358 Fugitive Perspectives on Education and Civil Society
In 1946, the African American novelist Ann Petry imagined what a white schoolteacher might think about working with black students in Harlem, New York: "Working in this school was like being in a jungle. It was filled with the smell of the jungle, she thought: tainted food, rank, unwashed bodies." Petry had herself worked in Harlem schools. She also held credentials from well-heeled white schools in Connecticut. Despite her own academic success, she questioned the inherent value of schools that regarded black children as if they were untamed savages. Challenging prevailing narratives of excellence and achievement, this course examines fugitive perspectives of black, Indigenous, LBGTQ, and poor folks who resisted compulsory schooling and avoided conscription into so-called civilized society. If, as historian Michael B. Katz has argued, US schools "are imperial institutions designed to civilize the natives; they exist to do something to poor children, especially, now, children who are black or brown," then why should any self-respecting black or brown child endure such schooling? What might so-called truants, illiterates, failures, burnouts, dropouts, and delinquents teach us about education and civil society? The history of education, however, has largely been interpreted from a biased perspective--namely, those who have been successfully schooled. We will therefore search for contrary voices in fragments of oral culture, ranging from slave narratives to folktales and recorded music. Contemporary scholarship will inform our analysis. Interdisciplinary scholars such as James Scott, Eric Hobsbawm, Tera Hunter, Saidiya Hartman, Lisa Brooks, and Audra Simpson will illustrate how to read against the grain and unearth hidden transcripts from classic authors such as W.E.B. Du Bois, Carter G. Woodson, Anna Julia Cooper, and Gertrude Simmons Bonin.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **EDST358**
Prereq: **None**

AFAM361 The Psychology of Prejudice and Discrimination
This seminar offers a social psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and control of indigenous peoples, animals, and the natural environment.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC361**
Prereq: **PSYC260**

AFAM369 Performance Remains: Slavery in the Black Dramatic Imagination
As sociologist Orlando Patterson notes, "In the absence of historical records, one way to explore the inner lives of slaves is to exercise one's literary imagination" (Slavery and Social Death, 2018). Taking direction from Patterson, this course is interested in mining the literary imagination of contemporary Black playwrights who are interested in recovering, reconstructing, rewriting, repairing and, in some cases, revolting against the fragmented and muted histories of the African slave trade and the lost experiences of the Black lives therein. From Aimé Césaire's A Tempest (1969), a bold postcolonial adaptation of Shakespeare's Tempest, to Winsome Pinnock's Rockets and Blue Lights (2020), an examination of British history inspired by two 19th-century paintings by the English romantic painter J.M.W. Turner, our plays originate from the Caribbean, England, and the United States. As African diasporic texts, these plays are exercises in the dramatic power of Sankofa, a principle derived from the Akan people of Ghana, meaning that the plays become the vessels through which audiences, readers, and characters return to the past in order to better understand and move forward in the present. We will engage in a thorough exploration of form, region, dialect, adaptation, and aesthetics, among other aspects, as we align lost and documented histories with dramatic conjuring.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL369, THEA369**
Prereq: **None**

AFAM371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-ENGL**
Identical With: **ENGL371, FGSS371, THEA371**
Prereq: **None**

AFAM372 Negativity in Black Critical Thought
Lack, nothingness, negation, the void, the abyssal, absence, wretchedness these and other corollary terms are omnipresent grammars within Black critical thought's attempts to explicate the singularity of Blackness. Conversant with philosophical genealogies of pessimism, nihilism, and negativity, this course will examine various theorizations of the relationship between Blackness and the negative. Rather than framing negativity as essentially apolitical or unproductive, this course will consider what a fidelity to the negative portends for questions of Black politics, Black theorizing, and revolutionary action. In so doing we will pay particular attention to questions of affect, gender, sexuality, aesthetics, and psycho-politics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL376**
Prereq: **None**

AFAM375 Black Global Cities
In this course, we will analyze representations of cities and Black urban modernity in Afro- diasporic literature of the twentieth and twenty-first century. Placing special emphasis on the global hubs of London, Cape Town, Kinshasa Lagos, New York, Marseilles, and Kingston, we will ask what makes these former imperial sites Black global cities? We will read literary works on and from Black Global Cities alongside sociological texts on urbanization, globalization and discuss the extent to which literary representations either collude with or challenge dominant national and transnational narratives about Black urban modernity. Although each week's readings will focus on a different location, we will approach these locales as nodes in larger global networks of people, texts, and goods rather than as discreet, bounded places. To this end, we will trace how histories of racial formation move across borders and are transposed onto different spaces, and to what effect. Authors we will read include: Claude McKay, James Baldwin, Gabeba Baderoon, Petina Gappah, Kei Miller, and Teju Cole. We will also watch films such as Girlhood (2014), Black Panther (2018), The Harder They Come (1972), Bad Friday: Rastafari After Coral Gardens (2011), Welcome to Nollywood (2007).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL375**
Prereq: **None**

AFAM379 The Fire Next Time: The Modern Black Freedom Struggle
The Fire Next Time explores the spectrum of African American politics in the mid-20th century United States. It will examine not only the nonviolent social movement against the Jim Crow South but will scrutinize expanding notions of black militancy against racial oppression in modern America. We will complete and discuss readings on the "short" and "long" civil rights movements; the position of women in movements for black equality; the leadership of Martin Luther King, Jr. and Malcolm X; the work of civil rights activists in the urban North; and the movement for Black Power. This course seeks to provide students with an understanding of the major themes and contexts of the most important social movement of the 20th-century United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST379**
Prereq: **None**

AFAM386 Theory of Jazz Improvisation
This course concentrates on the vocabulary of improvisation in the African American classical tradition. Rhythmic, melodic, and harmonic knowledge will be approached through the study of scales, chords, modes, ear training, and transcription. Theoretical information will be applied to instruments in a workshop setting. Intensive practice and listening are required. This course may not be repeated for credit.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC210**
Prereq: **MUSC103**

AFAM387 Black Religions in the Americas
This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santeria) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, "authenticity," commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI268, LAST268, ANTH267**
Prereq: **None**

AFAM390 Jazz Improvisation Performance
In this extension of MUSC210, Theory of Jazz Improvisation, all materials previously explored will be applied to instruments in a workshop setting. Intensive practice and listening are required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC456**
Prereq: **None**

AFAM391 Unsovereign Elements, Caribbean Poetics
This course aims to study and question sovereignty, begin to theorize "unsovereignty," and stake out what may be meant by "anticolonial imagination" in literary and other aesthetic forms, as well in the theories of history that it arranges under its name, "Unsovereign, Caribbean." Unsovereignty and the anticolonial will not be imagined as exact and liberated opposites of sovereignty and colonialism, but rather as epistemically and linguistically entangled therewith, and inviting further thought from Afro-Caribbean historical and deconstructive vantages. By reading richly symptomatic, primary, historical documents about race, geography, and slavery in San Domingue/Santo Domingo, as well as contemporary fiction, art, and criticism that re-narrate and theorize Caribbean history, we will focus on the historical frame of ~1492 into the 19th century. This frame holds with specific reference to Sara E. Johnson's notion of a foundational "state of war" against black people in the Americas and Frank B. Wilderson III's notion of when the "gratuitous violence" of the Middle Ages begins "to mark the Black ontologically." The 19th century will be studied comparatively, and not as the era of heralded "emancipation," but of abduction, re-enslavement, "travestied freedom" (Hartman), anti-emancipation (Eller), and white psychosis. We will read sometimes for imperial notions of sovereignty, force, race, property, and labor, and other times for Caribbean notions and narratives that are sometimes at war with and sometimes in bed with said

imperial schema and this episteme. In the face of some contemporary critical theoretical tendencies to use terms like "fugitivity," "resistance," "freedom," "abolition," "the commons," etc., as ones that are equally at stake for all, or that signify one shared known, fixed, and agreed-upon meaning, we will, rather (and especially), attend to the historical specificity and signifying work of marronage in the Caribbean region and the complex tropology of unsovereignty and "unruliness" in the Caribbean. Conceptually, the course thinks from and about Caribbean studies, Black critical theory, Black studies, Enlightenment thought, and Deconstruction. Students who want to nerd-out on critical theory, history, and Caribbean aesthetics are encouraged to apply.

We will study digitized versions of imperial naval and commercial maps held at the John Carter Brown Library, Archivo de Indias, and in other archives, as well as primary texts of different genres (e.g., pilotes, ledgers, letters, legal documents), including the writing and thinking of Christopher Columbus, Moreau de Saint Mery, Baudry des Lozieres, María de las Mercedes Santa Cruz, Immanuel Kant, and G.W.F. Hegel. We will also read selections from some of the following scholars, artists, writers: Colin Dayan, Sara E. Johnson, Evelynne Trouillot, Jacques Derrida, Robin Derby, Maryse Conde, Alejo Carpentier, Demetrius Eudell, Anne Eller, Dixa Ramírez D'Oleo, Ronald Mendoza de Jesús, Frank Wilderson III, Walter Benjamin, Gayatri Spivak, Aimé Césaire, Beatriz Santiago Munoz, Joiri Minaya, Jean Rhys, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL391**
Prereq: **None**

AFAM392 Black Grief Geographies
This course introduces students to literature and practices centered on post-slavery and post-colonial bereavement. Employing an interdisciplinary framework of Black Geography, Feminist geography, and post-colonial thought, students will examine the spatial orientations of Black grief and mourning. Here students will also evaluate the connections and frictions between queries on emotional geographies and Black grief. What are the affective and material forces of Black grief and mourning, and do they vary by place? How can we read Black grief and mourning beyond narratives of dispossession? What are the human and non-human assemblages that constitute Black grief and mourning? Is it possible to repair infrastructures that mark Black death? This course invites students to meditate on the above questions as well as to apply Black framings on grief to their own research by developing a 15-page visual essay or a 30-minute in-class lecture that draws on any of these questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS392, ENGL397**
Prereq: **None**

AFAM393 The Library: Its Past, Present, and Future
The library is both a repository and a site for disciplining information. It is, at once, a space for democratizing knowledge and a locus of exclusion. A lifeline and a tomb. A place of radicalization and community, but also the handmaiden of state power. Indeed, the library's vexed role in the history of Western colonization has prompted scholars of African and postcolonial literature like Simon Gikandi to ask whether one can be a revolutionary in the library. This question has shaped the archiving sensibilities of African American collectors and librarians like Arthur Schomburg and Dorothy Porter Wesley as well as those of contemporary Black librarians and artists. This will be one of the central questions we explore in this course, too. We will examine artistic and literary representations of libraries, archives, and museums ("The Library of Babel," The Shadow Book, Lote, The Name of the Rose, Voyage of the Sable Venus, Yinka Shonibare's "The British Museum"), paying special attention to the fantasies, nightmares, and cultural narratives that cohere around the idea of the library. We will pay special attention to the place of the library in the Black literary imagination and to the theoretical and political interventions that Black librarians and bibliophiles brought into systems for categorizing and recovering knowledge.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL343**
Prereq: **None**

AFAM394 Afrofuturist Cinema
In Space is the Place, jazz musician and cosmic philosopher Sun Ra states that "the first thing to do is to consider time as officially ended. We work on the other side of time." Afrofuturist narratives tend to unfold in this inverted time, or "after the end of the world." In this class, we will begin our research in the loop of Sun Ra's speculative refrain. We will examine cinematic depictions of hauntings, dystopias, aliens, the surreal, and space travel. We will discuss works by Anisia Uzeyman, Ryan Coogler, Wanuri Kahui, Ngozi Onwurah, Terrance Nance, Jordan Peele, Mati Diop and more.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM394**
Prereq: **FILM304 OR FILM307**

AFAM395 Black American Cinema
What is Black Cinema? Is it, as Tommy Lott has claimed, a critical form of filmmaking that resists the "Hollywood master narrative"? Or, as Michael Gillespie claims, does it elaborate Black visual and expressive culture without any pressuposed commitment to a "real" Black lifeworld? While these are critical questions that we will encounter in this class, we will not attempt to answer them. The class surveys a wide range of films to tell a conceptual story about the complex relationship between Blackness and cinema. We will discuss works by filmmakers such as Melvin Van Peebles, Oscar Micheaux, Spencer Williams, Kathleen Collins, Charles Burnett, Julie Dash, Ayoka Chenzira, and more.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM396**
Prereq: **FILM304 OR FILM307**

AFAM396 Jazz Orchestra I
This course is for those with commitment to the American musical tradition called jazz. Skill and experience are highly desirable but, consistent practice is the biggest prerequisite. Small and large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Thelonious Monk, Charlie Parker, Fletcher Henderson, John Coltrane and many other composers will be deeply engaged. Intensive practice and rehearsal of the compositions, as well as class presentations of readings, will lead to development of ensemble and solo skill. The commitment to rehearsal of the compositions, as well as listening and reading assignments, will culminate in an end of semester public concert.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC457**

Prereq: **None**

AFAM397 Jazz Orchestra II
A continuation of MUSC 457, this course is for those with commitment to the American musical tradition called jazz. Skill and experience are highly desirable but, consistent practice is the biggest prerequisite. Small and large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Thelonious Monk, Charlie Parker, Fletcher Henderson, John Coltrane, and many other composers will be deeply engaged. Intensive practice and rehearsal of the compositions, as well as class presentations of readings, will lead to development of ensemble and solo skill. The commitment to rehearsal of the compositions, as well as listening and reading assignments, will culminate in an end of semester public concert.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC458**
Prereq: **None**

AFAM401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

AFAM404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

AFAM407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

AFAM408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

AFAM409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AFAM420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AFAM420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AFAM420B Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AFAM450 Steelband
This is an ensemble course in the musical arts of the Trinidadian steelband. Students learn to perform on steelband instruments and study the social, historical, and cultural context of the ensemble. We also address issues of theory, acoustics, arranging, and composing. Readings, recordings, and video viewings supplement in-class instruction. The ensemble will present public performances.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC450**
Prereq: **None**

AFAM469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

AFAM470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

AFAM491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

AFAM492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ALLBRITTON CENTER FOR THE STUDY OF PUBLIC LIFE

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

CSPL115F Diffusion of Innovation (FYS)
Most inventions never make it out of the laboratory. Few reach the public. Why? Innovations and great ideas are not self-evident. Rather, inventors must persuade their fellow citizens that their ideas have merit and are worth adopting. This course will survey the broad field of "Diffusion of Innovations." Through case studies from around the globe and discussions of diffusion theory, students will learn how innovations ranging from vaccines to the world's largest particle accelerator gained acceptance through analog and digital communication. Students will also learn about diffusion failures ranging from water boiling to the DVORAK keyboard. They will then design a strategy for disseminating an existing but underappreciated scientific or technological innovation to United States adopters. The strategy will demonstrate a keen appreciation of scientific merit, diffusion of innovation theory, and the nuances of U.S. culture. This first year seminar course will also familiarize students with the methods used to collect, interpret, analyze, and present evidence in the social sciences, particularly in the field of communication.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT115F**
Prereq: **None**

CSPL116F Good Books on Bad Wars (FYS)
This course explores war through some of the best books of theory, fiction, and nonfiction. The purpose of war is to achieve a policy that leads to a better peace after the war's end than the peace that existed before the war began. But the nature of war is to serve itself if policy does not guide and constrain war. This course begins with discussion of the best foundational works of theory to build an understanding of the epistemology of war. The students will subsequently read, analyze, and discuss some of the best works of nonfiction and fiction on bad wars when judged by quality of strategy, magnitude of losses, or duration of fighting. The book subjects range from the American Civil War to the post-9/11 wars. The readings and seminar discussions vary from the reasons why the wars began to the conduct and outcomes of the wars. This course lies at the intersection of international relations, history, and conflict studies. It will increase the students' understanding of how policy, strategy, and war interact. A central aim of this seminar is to improve critical thinking and writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT116F**
Prereq: **None**

CSPL120 Civic and Community Engagement Practice
Wesleyan has a long tradition of supporting student civic engagement. CSPL 120 plays a critical role in helping continue this tradition. This quarter credit experience provides space for students to build community with peers, faculty, staff, and community partners while bolstering their civic and content knowledge (around issues related to education, mass incarceration, sustainability, and the arts), and skill development. (more about the course's learning objectives here: https://engageduniversity.blogs.wesleyan.edu/2023/02/06/cspl-120-quarter-credit-course/). All student interested in enrolling in CSPL 120 must request permission of instruction to and complete the CSPL 120 Enrollment form found here: https://forms.gle/PdJHmh3sFV45owvK8 This course may be repeated for credit.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL123 Organizations in Society: Case Studies
Organizations in Society (OIS) examines organizational forms designed to produce and deliver goods and services, commonly called "businesses." OIS will examine all types of such institutions including for-profits, nonprofits, civic associations, membership organizations, and others, and examine their relationship to the world at large.

This case study course aims to introduce students to how alumni practitioners, in a range of industries, deal with common business issues revolving around the current semester's theme. The fall 2023 theme is expected to be "Beauty," and the spring 2024 theme will likely be "Transformation." Future semester themes will be chosen and announced later.

The objective is to eliminate the artificial divide between academic and professional practices, and enable students to better understand how liberal arts is the foundation of all business careers. Students will have weekly readings that draw on multiple divisions spanning all three academic divisions. Note: this course may be repeated for credit one time (i.e., total of two enrollments).
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL127 Introduction to Financial Accounting
In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and

where those items appear in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting choices allowed to firms for reporting to stockholders and creditors and learn how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON127**
Prereq: **ECON101 OR ECON110**

CSPL127Z Introduction to Financial Accounting
In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting choices allowed to firms for reporting to stockholders and creditors and learn how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON127Z**
Prereq: **ECON101 OR ECON110**

CSPL128 Introduction to Human Rights Standards
The course provides an introduction to the philosophical, legal and practice bases of human rights. Sessions will consider the norms, treaties, and other international instruments, oversight institutions, and political dimensions of human rights. This course serves as a mandatory pre-requisite for both the Human Rights Advocacy Seminar and the Human Rights Advocacy Minor, and is open to all Wesleyan students.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL130 Frontiers of Leadership
Frontiers of Leadership will focus on the basic principles of personal and interpersonal leadership that can be used in any life arena. The course will explore variables that affect productivity, effectiveness, and efficiency, and a variety of interpersonal skill sets. Emphasis will be placed on vision, decision-making, time management, career development, team building, conflict, ethics, identity, communication skills, and diversity issues. In addition, we will explore a variety of other topics including developing students' personal leadership styles. Classroom teaching methods will include class discussion, group exercises, videos, oral presentations, written assignments, and a group project. By the end of the course, students will have increased their personal and interpersonal awareness, sharpened their analytical skills, and gained a greater understanding of the complex issues facing today's leaders. This quarter-credit course will take place over eight weeks and will meet on a weekly basis.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL135 Mindfulness
During this course, students will be introduced to various techniques of mindfulness practice and awareness, including sitting meditation and yoga. These modalities are designed to aid in stress and anxiety reduction and, when practiced diligently, may also offer opportunities for greater self-awareness and personal development. The goal is to give students not only a peer community but also a contemplative and metacognative toolbox that is portable, replicable, and sustainable. Students will gain an understanding of the roles these practices can play in leading a happier, healthier, and more fulfilling life.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CIS**
Identical With: **CIS135**
Prereq: **None**

CSPL135Z Introduction to Mindfulness
In this retreat-style, experiential course, students delve into a set of practices meant to cultivate self-awareness, alleviate the impact of the stress response, and move attention to the present moment. During this 10-day class on contemplative practices, students will be introduced to various individual and relational techniques developed to cultivate non-judgemental attention and self-awareness in the present moment, as well as metacognitve learning strategies.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CIS**
Identical With: **CIS135Z**
Prereq: **None**

CSPL140F Thinking with Things (FYS)
This course explores the ways in which we think and act in relation to things. At times provocations for thought, at times emotional companions or functional collaborators, things are not only symbolic carriers of the values and meanings that we assign, but are also actors with agency and subjectivity. We critically consider the implications of this and the role of things in a variety of contexts from the historical to the emotional to the sociocultural to the sacred. The course considers how we make, use, and consume things and how, in turn, things make, use, and consume us. Transdisciplinary in its orientation, this course draws insight from anthropology, cultural studies, philosophy, material studies, art, and design. We will examine a number of projects dealing with objects and these will serve as inspirational, theoretical, and methodological models for the projects students will develop over the course of the semester.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL150 Demystifying Finance
Finance is a widely spoken language, be it in newspapers, nonprofit boardrooms, investment banking, or personal finance. It sounds complicated, but many of the concepts are easily graspable. In this class, we will be exploring the following questions: What is finance? How do companies make money? What do "equity" and "debt" mean, and how do companies use them? What do investment banks actually do? What makes companies increase or decrease in value, and what determines the price of stocks? This course is designed to be a basic introductory course, and no prior knowledge of financial concepts is required. Guest lecturers will help bring financial concepts to life. Please submit a short (max two paragraphs) email to amartin@wesleyan.edu describing any

background you may have (none required) in finance and stating your reasons for wanting to take the course. Please note that priority is given to first years and sophomores.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL184 Let's Talk: Civil Disagreement and Dialogue
This class is designed to help students improve their communication and dialogue skills through character development. We will consider ways to build community and trust in order to productively engage in and facilitate difficult conversations across political and social differences. Rooted in a philosophical framework for the study of values and virtue, we will reflect upon and incorporate the moral and intellectual features of good dialogues into our everyday lives. Our goal is to become the sort of people who can communicate effectively across differences in careful, constructive, open dialogues aimed at truth and justice.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **PHIL185, RELI184, SOC276**
Prereq: **None**

CSPL184Z Let's Talk: Civil Disagreement and Dialogue
This class is designed as a deep-dive into helping improve communication and dialogue skills through character development. We will consider ways to build community and trust in order to productively engage in and facilitate difficult conversations across political and social differences. Rooted in a philosophical framework for the study of values and virtue, we will reflect upon and incorporate the moral and intellectual features of good dialogues into our everyday lives while exploring some of the fundamental philosophical origins of many moral, religious, political, and interpersonal disagreements. Our goal is to become the sort of people who can communicate effectively across differences in careful, constructive, open dialogues aimed at truth and justice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL185F Reasonable Disagreements: Science, Philosophy, Magic, & Society (FYS)
Much of contemporary social and political discourse revolves around science--with many assuming that science is rational, objective, true, and the ultimate source of knowledge. As a result, it would seem unreasonable to believe in things like astrology, magic, alchemy, and other non-scientific ideals, or even to suggest that science might not be as objective, rational, or true as we might think. In this class we will explore different historical and philosophical approaches to distinguishing "legitimate" forms of inquiry and knowledge, considering the ways that our contemporary perspectives on science have been shaped by a long history of philosophy, "natural" philosophy, magic, theology, and "pseudosciences." We will investigate issues and concepts within and about science, including topics such as the nature of theories, the nature of scientific progress, and the relations among science, values, and society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **RELI185F, PHIL185F, STS185F**
Prereq: **None**

CSPL187 From Shirtwaists to Hoodies: Fashion and Public Life
Pictured prevalently and worn close to the body, fashion is a powerful and personal means of expression and documenting public life. With a focus on the United States, this course presents a loose chronology of fashion, from the late nineteenth century to today, through a selection of themes that will allow students to consider it in terms of its social, political, economic and aesthetic impact. Through the interplay of image, clothing, and text, each week, we will explore the fashion industry from various perspectives, examining the key role makers and consumers play in constructing fashion both historically and today. Guest speakers and museum visits will enhance these perspectives. Specifically, we will question the ways we deploy dress and style to document public life, from the personal to the political, and how it informs our material and visual relationships with the world. In addition to lectures and readings discussion, class time will be allotted to students' fashion documentation projects. Fashion theory will also be introduced to ground our explorations of fashion, variously as a pictured and cultural entity, embodied practice, site of technological innovation, and tool for shaping one's identity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **FGSS187, IDEA187, SOC265**
Prereq: **None**

CSPL200 Integrative Learning Project 1: Crafting Your Digital Identity
Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you! Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT200, RL&L250, AFAM250, IDEA200**
Prereq: **None**

CSPL202 Introduction to Design Thinking: Liberal Arts to Epic Challenges
Human-centered design or design thinking taps the creativity and diversity of a team to develop solutions to complex problems, following careful observation to gain the human perspective of a problem. Increasingly, this methodology is at the center of innovative practices in business, nonprofits, and governments. It can be particularly effective in addressing the human needs that are the focus of social enterprise and policy. Many of the disciplines that comprise the liberal arts education are valued sources of perspective and ideas contributing to solutions.

The most progressive and effective solutions to many problems are those that emerge from closely observing human patterns and then encouraging diverse imaginations to create rapid prototypes of solutions that can be tested and refined. The result is human-centered, rather than high-level policy influences for social change. Although the methodology is called "design thinking," the approach is used in designing experiences, services, and organizations, as well as objects. No design background is required.

The class sessions will consist of (1) the presentation of methods and theories, (2) case studies to be worked on in teams either in the session or between sessions, and (3) discussions with faculty members from other disciplines and designers who have worked on significant engagements for social change. Design thinking can be a purposeful link to the application of other disciplines to real-world problems, including anthropology, and behavioral economics.

An optional field trip is planned to work through a problem in the IBM Design Studio in New York City.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL205F Success and Failure (FYS)
Students who get into colleges like Wesleyan are typically high achievers who are planning for successful futures. But success and failure are highly subjective concepts and often reflect unconscious beliefs about personal identities, what is expected of us by families, peers, and cultures, and our perceptions, right or wrong, of different occupations. Some of our most firmly rooted concepts of success and failure are based on where we come from, what our parents do, their level of education, and what our peers choose to pursue. Society also sends us strong messages about our identities, including gender, race, religion, and socioeconomic status. What is particularly tricky is understanding what identities and cultural influences may motivate us at any given time. While rooted in developmental psychology, this course will take an interdisciplinary approach to help students define success and failure for themselves, drawing from organizational behavior, sociology, American studies, education studies, film and more. We will ask: What does American culture tell us about the definitions of success and failure? Are those definitions changing in today's dynamic economic environment? Is it inevitable to feel anxious and overwhelmed? What is the role of luck and merit in success and failure? How important is it to find meaning and purpose in work? Can you flourish in life if you don't? What is the role of work in a life worth living?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL206 Group Psychology in Politics: Local, State, and National Perspectives
This course is an introduction to the use of group dynamics to understand the deep personal and systems-level issues at play in the body politic. This framework is applicable at the local, state, national, and international levels. Often, if not most of the time, these issues play an outsized role in any public policy initiative, debate, vote, action, deliberation, and discourse--though they are rarely acknowledged. This class will examine group dynamics as it is practiced in the field of organizational development (OD), a branch of organizational psychology used to implement cultural changes across social systems. The application of OD to politics is not widespread, but its tools are useful in understanding the dynamics in political situations and in the understanding of how power is exercised. The course will introduce concepts in open systems theory and will introduce three models to "hold the data" in our case studies: the Burke-Litwin Model, BART, and GRPI.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL207 Spiritual Autobiography: Building Community Through Interfaith Literacy
This course will invite students to learn about the art of spiritual autobiography (SAB) and consider the impact of one's spiritual, religious, and cultural identities and beliefs, and how they are influenced by, and influence, their context, communities, and experiences. This course carefully blends intellectual curiosity and learning with self-reflection, self-integration, and civic engagement.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **ENGL268, RELI207**
Prereq: **None**

CSPL208 Experiments in Public Life: Creating and Presenting Socially Conscious Music
This course will revolve around examining and participating in this realm of music-making through different lenses. We will examine varied relationships a creator can have to the issue/stance to which the art relates, varied ways the art can be presented, varied ways of identifying and reaching different target audiences, and varied potential outcomes. Students will create work in response to a diverse set of prompts designed both to refine their individual goals of artistic and community engagement and to challenge them to create outside of those zones. In addition to individual and collaborative creative work, there will be readings and listening assignments encompassing a genre-diverse array of music (ranging from Olivier Messiaen to Charles Mingus to Nina Simone to Public Enemy, to name just a few) accompanied by some brief reflective writing assignments. Work created in the course will be shared with the community (defined multifacetedly) in a variety of ways online and in person, with the students bearing much of that organizational and curatorial responsibility.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CSPL**
Identical With: **SOC328**
Prereq: **None**

CSPL209 Experiments in Public Life: Introduction to Effective Local Political Action
This course serves as an introduction to local political engagement. With a focus on the City of Middletown as a key case study, students will learn how they can "think global, act local" on political issues that they care about. The course will begin by studying theories about how political power is organized and exercised, and we will learn how well these theories explain how policy is made and implemented in local communities. We will study how local government works and how non-governmental actors, such as grassroots organizations and the business community, are involved in making change.

Members of this class will not just study how politics works in theory, we will learn how it operates in real life in our city. We will participate in city meetings, meet with local officials and advocates, and learn how regular citizens -- even university students -- can become effective political actors in their communities. Throughout the semester each student will research a local political issue that they care about, and by the end of the semester they will contribute a positive case study to a public-facing "Positive Local Action" website that we will be developing as a class.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **GOVT209**
Prereq: **None**

CSPL210 Money and Social Change: Innovative Paradigms and Strategies
How do people make decisions about using their money for social change? Where will it have the most impact? When do shifts in the rules or the use of capital create systemic change and address structural inequities? This course will explore the role of capital in social change. If we rethink how social change happens--analyzing the nonprofit and public sectors, but also new sector-blending approaches and concepts like collective impact--how does our perspective on capital shift? As a part of this unique course, students will work through an active process of selecting a set of nonprofits in and around Middletown to which, as a class, they will actually grant a total of $10,000.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL211 Calderwood Seminar in Public Writing: Legal Advocacy for Disabled Veterans
The public rarely understands what it takes to fight for one's legal rights or benefits. Good writers can translate those battles in ways that teach, empower, and (re)build community support for struggling individuals. This course is a study in the translation of legal challenges into civic advocacy.

In this course, students will write about real plaintiffs and legal cases for public audiences. As part of their journey, students will delve into the military and medical files of a disabled veteran applying for a discharge upgrade from the military. Most discharge upgrade applicants suffer from addiction and/or mental health issues, the same issues that cut short the veterans' military careers. Using academic legal writing, news sources, and confidential personnel and medical files, students will describe issues facing veterans in general, and our veteran client specifically. Students will write for a disability blog, a legal services organization (LSO) website, a middle school social studies magazine, a podcast, and a newspaper. Students' writings will inform the instructor's writing--as the veteran's pro bono legal counsel--of a discharge upgrade brief.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT211**
Prereq: **None**

CSPL212 Language and Politics: Making and Unmaking of Nations
This course explores the key topics at the intersection of language and politics, including language choice; linguistic correctness; (self-)censorship and hate speech; the performance of ethnic and national identity in language; gender politics and "powerful" language; rhetoric and propaganda; and changing conceptions of written language, driven in part by technological advances. One of the examples of such topics is Tweet politics or incivility on the web around the globe. This course consists of three modules. In the first two modules the above-mentioned topics will be discussed in general, while in the last module we will see how preferences in language policies and politics played a significant role in making and unmaking of nations in different parts of the world, from South Asia to East Asia to North America.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS210, CGST229**
Prereq: **None**

CSPL215 Human-Centered Design for Social Change
Design thinking is the way the creative mind approaches complex problem solving. Increasingly, it is at the center of innovative practices in business. Yet it can be particularly effective in addressing the human needs that are the focus of social enterprise and policy. This course will introduce a number of ways to understand how to use this method and will apply it to a number of real-world examples as team work in class. Invited designers who have worked in the field in the United States and in other countries will lead several sessions. An individual project will require fieldwork and will constitute the demonstration of mastery.

This course explores the techniques of human-centered design and design thinking for approaching social challenges ranging from election processes to subsistence challenges in impoverished rural populations. The most progressive and effective solutions to many problems are those that emerge from closely observing human patterns and then using creativity to make rapid prototypes of solutions that can be tested and refined. The result is human-centered, rather than high-level policy influences for social change. The class session will consist of (1) the presentation of methods and theories, (2) case studies to be worked on in teams either in the session or between sessions, and (3) discussions with designers who have worked on significant engagements for social change.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL217 Civil Rights Litigation Since 1978: A Practitioner's Perspective
This course will examine major themes in modern civil rights litigation in the United States between 1978 and 2020. The course will review major cases challenging police misconduct, school segregation and housing segregation, including exclusionary land use policies, sexual harassment, and bullying, as well as cases supporting voting and gay rights.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL218 Accessible Writing: Disability, Language, and Media
Journalists (and indeed most writers who want a wide readership) must take the messy, complicated situations and systems the world presents us with -- an economic downturn, a yearslong war, a rapper's career, a new field of science -- and explain them in terms that are faithful to the facts of the situation, rendered in language that remains understandable to a reader who may not have considered the subject before. Writers from Aristotle to the editors of Wesleyan's new website (where all text is now required to be written at a seventh-grade reading level) have worked to apprehend the mechanisms that make a text understandable. But there is one group of thinkers that is perhaps more invested in the problem of "accessibility" than any other: people with disabilities. We tend to think of disability access -- such as captions on a film, or image descriptions for the blind -- in terms of legal compliance: you'd better make your project accessible or you'll get sued. But in recent years, a range of disabled artists, thinkers, and activists have expanded the field of accessibility beyond compliance into the realm of imagination and interpretation. This course adopts these emerging practices as creative-writing prompts, exploring them with a view toward sharpening our own practice as writers (and journalists, screenwriters, artists, and poets). Course materials will include work by writers

engaged in the problem of literary accessibility (Strunk & White, Dr. Seuss, Garielle Lutz), disability-studies scholars (Mara Mills, Mel Y. Chen), activists (Alice Wong, Leah Lakshmi Piepzna-Samarasinha), artists (Christine Sun Kim, Finnegan Shannon, Joseph Grigley), poets (Jjjjjerome Ellis, Latif Askia Ba), and institutions (ProPublica, the New York Times, Harvard's Digital Accessibility initiative). The course will encourage students to pull their writing out of the classroom, with an emphasis on publication, from newspapers and magazines to collaborative projects with Wesleyan's College of Film and Moving Image, Digital Design Commons, Davidson Art Center, and elsewhere.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT218, SOC274, STS218, COL208**
Prereq: **None**

CSPL220 Participatory Design: From Helping to Solidarity
As artists and designers increasingly turn their efforts to altering conditions for the vulnerable and oppressed, stubborn questions arise around the ethics of engagement. Socially engaged projects seek meaningful change, yet often discourage dissent, reify privilege, remain agnostic about outcomes, and do little to alter larger, structural inequalities. Artists and designers can easily exit projects deemed failures and write these off as learning experiences. Moving from one social injustice to the next, crises and suffering become "sites" from which to develop serialized projects. Armed with empathy and expertise, but with little local knowledge, these practitioners struggle to form equitable relationships with partners and collaborators. This course will examine a range of projects initiated by artists and designers and will challenge the idea that helping is beyond reproach. The course asks how artists and designers might better situate themselves as allies through developing practices that foster solidarity, exercise humility, and distribute agency.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL222 Disability Advocacy: Communicating the Legal Challenges of Disabled Plaintiffs to the Public
The public rarely understands what it takes to fight for one's legal rights or benefits. Good writers can translate those battles in ways that teach, empower, and (re)build community support for struggling individuals. This course is a study in the translation of legal challenges into civic advocacy.

In this course, students will write about real plaintiffs and legal cases for public audiences. In the first half of the course, students will read the military and medical files of a disabled veteran applying for a discharge upgrade from the military. Most discharge upgrade applicants suffer from addiction and/or mental health issues, the same issues that cut short the veterans' military careers. Using academic legal writing, news sources, and confidential personnel and medical files, students will describe issues facing veterans in general, and our veteran client, specifically. Students will write for a nonprofit website, a print newspaper, and a podcast, which the class will produce. These writings will inform the instructor's writing--as the veteran's pro bono legal counsel--of our client's discharge upgrade brief.

In the second half of the course, students will digest and synthesize legal pleadings from transgender disability suits (e.g., employment/Title VII, prison abuse). From these case files, students will write short pieces that educate the public about the lives and legal issues of transgender plaintiffs. Students will write for a nonprofit website, the six o'clock news, and a local online news or social media outlet.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL224 Public Health, Migration, and Human Rights
How do human rights principles apply to the public health challenges faced by migrant populations? What is the situation of migrants arriving at the southern border of the United States? Crossing the Mediterranean Sea or the Darien Gap? What does human rights as a frame have to say about immigrants who are fleeing extreme poverty or are forcibly displaced by the climate crisis? This course seeks to address these and other related questions by examining the intersection of public health, migration policy, and human rights standards. We do so by examining a series of case studies that consider the underlying issues from a variety of disciplines including economics, sociology, law, policy analysis, public health, and political science. Through this course, students will develop a critical understanding of the contemporary landscape and potential policy responses to promote public health and human rights in the international migration space.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL225 Critical Design Fictions
Design fiction involves the deliberate use of diegetic prototypes to suspend disbelief about change. Through practices of estrangement and defamiliarization, and through the use of carefully chosen design methods, this course experiments with the creation of provocative scenarios and imaginative artifacts that can help us envision different ways of inhabiting the world. The choices made by designers are ultimately choices about the kind of world in which we want to live--expressions of our dreams, fantasies, desires, and fears. As an integrated mode of thought and action, design is intrinsically social and deeply political. In conversation with science fiction, queer and feminist theories, indigenous discourses, drag and other performative interventions, this course explores speculative and critical approaches to design as catalysts for imagining alternate presents and possible futures. We examine a number of environmental and social issues related to climate change, incarceration, gender and reproductive rights, surveillance, emerging technologies, and labor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **STS224**
Prereq: **None**

CSPL228 Human Rights Standards
The course is replacing CSPL128 (Intro to HR Standards) as the prerequisite within the Human Rights Advocacy Minor. It provides an overview of the philosophical, legal, and institutional architecture in the field of human rights. Sessions will consider the norms, treaties, and other international instruments, oversight mechanisms, and political dimensions of human rights. This course serves as a mandatory pre-requisite for both the Human Rights Advocacy Seminar and the Human Rights Advocacy Minor, and is open to all Wesleyan students.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL230 State and Local Government
This course will cover the history of state and local government in America, the roles and functions of the executive, legislative, and judicial branches in state government, the interaction between federal, state, and local government institutions, state and local taxation and budget policies, the legislative process and how a bill becomes law in a state legislature, participation of the public in state and local government, as well as pertinent issues arising in state and local governments, with a focus on the Connecticut General Assembly.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL235 Activism and Theories of Change
In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. We will apply concepts and lessons from past movements to explore organized actions intended to protect communities and resist authoritarianism in our current climate. What strategic, ethical, or moral questions are raised by various types of protest and communications? What do history, research, and current events teach us about what causes social change? How do we measure whether various strategies and tactics work? The instructors will draw on their own experiences as activists for women's rights, queer rights, and social and economic justice. The course will be co-taught by Distinguished Visiting Professor of Public Policy Leslie Gabel-Brett and guest instructor Beverly Tillery, former Executive Director of the Anti-Violence project in New York City, who will focus on the ways BIPOC and Queer BIPOC communities are reshaping the social justice landscape by addressing the safety of trans people, challenging the gender binary, and rethinking accountability and the carceral legal system. We will allow time to apply the course concepts to events occurring in real time during the semester. The instructors are deeply committed to maintaining a safe space for inquiry and learning where divergent opinions are welcome and respected. This course will be relevant to students interested in public policy, feminism, racial justice, gender and sexuality studies, and other social sciences, and will provide useful insight for current and future organizers and activists, lawyers, and public policy advocates.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **FGSS236, AFAM235, IDEA235**
Prereq: **None**

CSPL237 Communicate for Good: Public Speaking and Persuasion for Social Mobilization and Change
The world needs more...democracy, justice, equality, civility, love. Diagnosing that need is only the first step in changing society. To achieve social good, you must persuade your fellow citizens that the change is worthwhile and the path to change is worth it. In this public speaking and persuasion seminar, you will learn how to communicate for good. In the first half of the seminar, you will adopt the persona of a public organizer and develop mass media messages and public speeches to promote your public good. In the second half of the seminar, you will assume the mantel of leadership and produce a short speech and video storyboard for the leader of a nonprofit organization closely associated with your public good. In both halves of the course, you will be graded on your speech preparation and implementation (i.e., writing and speech).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT237**
Prereq: **None**

CSPL239 Startup Incubator: The Art and Science of Launching Your Idea
The Startup Incubator is a one-semester, experiential learning program designed to teach and enable student entrepreneurs to develop sustainable business models from their ideas. The program will bring together an ambitious, committed, and diverse group of individuals from all classes and majors who are passionate about developing successful solutions to challenges; identify as entrepreneurs, disruptors, and thought leaders; and have the tenacity, work ethic, and ability to succeed. All participating students should have a promising business idea and take the course with the intention of launching or running their own venture. Student Incubator students actively participate in one cohort meeting a week: most are "classes" that take the form of lectures or workshops, and some are "practice days" that provide time to practice theories and methods necessary for success. Students also dedicate at least 10 additional hours per week to assignments, self-directed work, customer discovery, networking, and mentoring sessions. This course will feel like a combination of a college class and a rigorous startup incubator program. Success is a student using theories learned in class to validate their ideas by developing and accurately testing business assumptions, identifying and researching their target market, and pivoting to develop a sustainable business model. By enrolling, students make a commitment to themselves, the instructor, and the other members of the class. Note: This course is offered by the Patricelli Center for Social Entrepreneurship (wesleyan.edu/patricelli/) in partnership with the MEWS+ (themewsplus.co/).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **ENVS230**
Prereq: **None**

CSPL240 Nonprofits and Social Change
This course explores the world of nonprofits and how they help (or don't help) the process of social change. As nonprofits increasingly address issues and concerns that governments have previously addressed, a critical analysis of how and why they carry out their work is central to the Allbritton Center's concern with public life. Each class session will include (1) background on a particular social issue (including global health, inner-city education, clean water, hunger, refugees, and national borders); (2) a case study of a nonprofit addressing that issue; and (3) discussion with leaders of that nonprofit.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

CSPL242 The Sociological Imagination: Poverty, Inequality, and Ethnography
In this course, we will examine the history of poverty, incarceration, racial and economic inequality, and other issues in the United States through critical works of ethnography and narrative journalism. Drawing on readings from Charles Wright Mills, Alex Kotlowitz, Katherine Boo, Alice Goffman, Matthew Desmond, Victor Rios, and other scholars and journalists, we will examine sociological concepts, public policies, and ethnographic methodologies and understand how social structure shapes agency and the dramas of everyday life.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT242**
Prereq: **None**

CSPL244 From Litigation to Restorative Justice: Conflict Resolution in Practice
Litigation, mediation, reconciliation, and consciousness-raising. These and other techniques can help us solve seemingly intractable conflicts. But how does a litigator, mediator, reconciler, or consciousness-raiser select an appropriate strategy for a given conflict? And once a strategy is selected, how does a conflict resolution specialist lead the parties to resolution? This course will show you the way...

In the first part of this course, we will study and practice traditional dispute resolution techniques. Each student will participate in two-person and multi-party quasi-judicial role-playing exercises and arbitrations. In the second part of the course, we will study and practice mediation, reconciliation, feminist consciousness-raising, and community-building.

We will then draw upon theory and practice readings, and our experiences, to answer questions such as: Should we match dispute resolution strategies to parties' personalities or desired outcomes? Whose conception of fairness and social good should guide our negotiation practices? Are dispute resolution techniques gendered, raced, aged, abled, etc.? We will answer some of these questions with the help of other Wesleyan students at a conflict resolution teach-in led by members of the class.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL245 Ethnography and Design
Exercising humility and developing methods of meaningful engagement are essential to becoming an effective ethnographer and designer. Collaboration with users provides knowledge that allows designers to imagine artifacts, places, and systems that are thoughtfully enhanced or radically new. This course rethinks power dynamics to better understand how to design both for and with other people. With successful completion of this course students will be able to demonstrate competence in developing, refining, and communicating research interests in a committed, reflexive manner. They will gain an understanding of the strategic and tactical value of design and a sense of the practical problems involved in realizing design solutions and responses that are attuned to the needs of both an institution and individual users. Students will gain experience not only in theoretically framing social and political issues as these are expressed through design, but also in understanding the methodological tools needed to translate problems into creative interventions that are user-centered and compassionate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP245**
Prereq: **None**

CSPL246 Organizations in Society: Capitalism & Its Criticisms
In this course we will explore the concept of capitalism and how it carries variegated meanings, which spans a wide range of societies and differing relationships between economic, political, and civic institutions within them. Students will have the opportunity to examine various forms and perspectives of capitalism which include contraband capitalism, racial capitalism, gendered capitalism, and scientific capitalism. We will also track how conceptions of capitalism have changed over time and globally. Primary and secondary works from the field of history, law, economics, philosophy, religion, and sociology will be incorporated to carry out the goal of the course which is to provide tools and perspectives that help students engage thoughtfully in these debates and to extend them into application in their own roles as engaged citizen, corporate, nonprofit, public, and entrepreneurial leaders.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL247 Organizations in Society: Big Business, Big Data, & Big Obligations
In this course we will examine the cultural, economic, ethical, and legal implications of analytics, big data, and computation. Drawing on various disciplines in the humanities and the social sciences, students will read works relating to the science of data collection, aggregation, and analysis. Students will learn that with opportunities for both financial gain and social good (which big data brings) come various perils, including privacy violations, disability/gender/racial discrimination, economic disruption, negative environmental spillovers, and political destabilization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL248 Organizations in Society: Business Ethics
Capitalism and competitive markets are often considered the most efficient system of simultaneously maximizing private wealth and public good. In the real world, however, truly competitive markets do not exist. Imperfect markets have been made to work efficiently while protecting public good through systems of public intervention, i.e., laws and regulations, and voluntary self-restraint by business organizations in response to societal expectations. In this class we will consider the role of ethics in business, with students analyzing the process by which ethical norms and strongly held moral beliefs guide the conduct of economically driven business organizations. Students will reflect on business managers' responsibility to their owners, i.e., shareholders, other stakeholders, and society at large.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL249 Startup Accelerator: The Art and Science of Growing Your Idea
The Startup Accelerator is a one-semester, experiential learning program designed to build upon the foundation of CSPL 239 Startup Incubator. The program will bring together an ambitious, committed, and diverse group of individuals who are passionate about growing their social venture. The group will explore core topics such as: 1) developing a product or service beyond an MVP, 2) marketing, and 3) pitching an idea. Each founder will create and work towards specific goals for their own social venture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **ENVS241**
Prereq: **CSPL239**

CSPL250 An Introduction to Data Journalism
This course is designed to familiarize students with the basic principles and tools of data journalism and to provide a wider understanding of the role of basic data analysis in society. To that end, the course will focus on developing a solid familiarity with basic data analysis and visualization software. It will also focus on developing the tools of journalism: retrieving public data, interviewing people

and databases, and the basic principles of journalistic writing. By the end of the course, students will be able to analyze data, identify stories within the data, and create a news story complete with data visualizations of publishable quality--a skill transferable to many fields and disciplines. Both online and traditional print platforms will be covered.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **QAC250, WRCT250**
Prereq: **None**

CSPL250M Science Journalism: Why Animals Matter
This is a writing intensive course on journalistic and nonfiction writing about animals. The reading will cover the importance of animals in the study of climate change, disease and environmental degradation, and the evolution of human nature. It will also consider animals as independent beings worth attention as subjects in their own right. Writing projects will emphasize basic journalistic skills and the techniques needed to translate technical material on science and public health to make it accessible and appealing to the public.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT250M**
Prereq: **None**

CSPL250N Writing Reality: Journalism in an Era of Polarization and "Fake News"
How should the news media cover Donald Trump? How did the Internet, the 24-hour news cycle, and rising polarization help change the nature of journalism itself, but also lead to an era of "Fake News" accusations in which Americans exposed to different sources of information come away with completely different sets of facts? This class will explore our new digital and highly partisan media landscape, grounded in a close study of current events. We will study the impact and consequences of today's media -- both how to consume it, and how to write for it.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT250N**
Prereq: **None**

CSPL250P "It's a Mess": An Academic and Practical Look at Digital Media in the Late 2010s
Hot mess. Dumpster fire. Steaming turd pile. Commentators, journalists, and the public have all used these terms to describe the state of American digital media in 2018. While the profession of journalism is more noble in this era than in previous decades, the world of media creation and consumption is far more complicated than ever before. For young people hoping to get their start in the world of digital media in the late 2010s, catching a break is even harder.

The purpose of this class is twofold: It will introduce students to the larger issues spanning digital media--from a lack of diversity and inclusion to problems with monetization and "Fake News"--while also giving them the chance to walk through what it's actually like to pitch, write, and edit for an internet publication. Students will have the opportunity to write for a class blog using strategies that the digital media world uses today, and they'll spend time giving and receiving feedback on writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT250P**
Prereq: **None**

CSPL250R First Person Singular
This course will examine the techniques and skills of first person reportage, where the writer is present and part of the story. We will find and hone your own voices and points of view. We will examine the myth of objectivity; issues of fairness, accuracy, and moral relativity; the perils of cultural appropriation; the savior complex; and exoticism.

The course will include several short essays and one longer final project. It will draw on readings from The London Review of Books, The New York Times magazine, National Geographic magazine, Granta, Paris Review, The New Yorker, and the following authors: Lyn Freed, Rian Malan, Jonny Steinberg, Doris Lessing, Ryszard Kapuscinski, W.G. Sebold, Bruce Chatwin, VS Naipaul, Justice Malala, George Orwell, Zawe Ashton, Julian Sayararer, Cathy Renzenbrink, Sisonke Msimang, Thomas Paige McBee, Ahmet Altan, and Peter Godwin.

This course is offered by 2019 Koeppel Journalism Fellow, Peter Godwin. He is the author of five nonfiction books and is an award-winning journalist, war correspondent, and documentary filmmaker. Godwin's bio can be found here: https://petergodwin.com/about/
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **WRCT250R**
Prereq: **None**

CSPL250W Topics in Journalism: The Art and Craft of Journalistic Nonfiction
Journalistic nonfiction uses the tools of the newsroom to create long-form stories that read like novels. Students will learn the skills to ensnare readers in any medium of narrative nonfiction writing, from articles and books to screenplays and teleplays. Journalists excel in conducting interviews and marshaling facts. But few journos ever master the art of narrative storytelling. Nonfiction book writers can wield a narrative arc to tell a story. But many book writers are weak on basic reporting. We will read the work of newspaper reporters who learned to write long-form narratives, and magazine writers who learned the skills of the newsroom. By semester's end, students will know tools of both trades. We will hear from some of the writers about their work. To keep the focus on journalism, we will mostly skirt the genres of history and memoir. Students will write mostly in the third person, and primarily about events in living memory.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT250W**
Prereq: **None**

CSPL252 Leadership & Social Innovation: Patricelli Center Impact Fellowship
In this cohort-style class, student Fellows will be introduced to a select, intergenerational group of global leaders working at various levels of government, academia, media, and the arts--and across subject areas like storytelling, climate action, social justice, youth representation, museums, and more. Fellows will engage with leading CEOs, journalists, diplomats, and artists, and directly explore their work and lived experiences across scales of impact, personal growth, and institutional transformation. Course content will

be delivered via the case-method and will feature facilitated conversations, live simulations, and direct engagement between global leaders and student Fellows. Assessment will be via discussion/case preparation (reviewing background content and drafting 3-5 questions per week), in-class contribution (engaging with guests and peers), attendance (all sessions are mandatory), weekly reflections (350 words, or audio/video recording), and a final 10-15-page Personal Social Impact Plan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL257 System Mapping for Social and Environmental Impact
In recent years, growing interest in social entrepreneurship has pushed students to "solve" complex social and environmental problems with new ventures of their own design. Unfortunately, this approach often overlooks a critical foundation of social change: understanding the root causes of problems and the contexts that surround them before seeking solutions.

In this six-week, half-credit class, students will study a problem and the systems that surround it. By the end of the course, students will create a "systems map" that documents the economic, political, and cultural factors behind their problem, as well as the current "solutions landscape."
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **AFAM257, ENVS208**
Prereq: **None**

CSPL262 Patricelli Center for Social Entrepreneurship Fellowship
In this project-based, cohort-style class, students will learn strategies for understanding social and environmental problems, and they will design interventions to create impact. Each student will select a topic to work on individually or as part of a team throughout the semester. Course material will include root cause analysis, ecosystem mapping, theory of change, human-centered design, business models, leadership and teamwork, impact metrics, storytelling, and more. Some students will develop entrepreneurial projects and ventures while others will find pathways to impact as activists, community organizers, coalition builders, artists, policy-makers, or researchers.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL262Z Introduction to Social Entrepreneurship
In this project-based class, students will learn strategies for understanding social and environmental problems, and they will design interventions to create impact. Each student will select a topic to work on individually or as part of a team. Course content will include root cause analysis, ecosystem mapping, theory of change, human-centered design, business models, metrics and evaluation, philanthropy, pitching, and more. Some students will develop real or hypothetical entrepreneurial projects and ventures while others will design pathways to impact as activists, community organizers, strategists, coalition builders, artists, researchers, or other roles. Guest speakers will be invited in to share their own work as social entrepreneurs and changemakers.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL263 Refugees in World Politics
The primary objective of this course is to provide students with i) an introductory overview of the political, economic, social, and security determinants of refugee flows; and ii) the political and social responses of receiving governments and societies to them. Using both historical and contemporary case studies, this course will highlight security concerns engendered by internal displacement and transnational migration. These include armed conflict, smuggling, trafficking, and terrorism. This course will also highlight the concepts of citizenship in receiving states, and the roles played by the international institutions in influencing state policies towards refugees.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT323**
Prereq: **None**

CSPL264 Patricelli Center Fellowship I
The Patricelli Center Fellowship is a one-year, project-based, cohort-style learning experience. Fellows are a self-selected, committed, and diverse cohort of individuals or teams from all classes and majors who are passionate about innovation, creativity, and problem-solving; identify as entrepreneurs, intrapreneurs, changemakers, activists, disruptors, designers, inventors, and/or thought leaders; and have tenacity, empathy, interdisciplinary thinking, strong work ethic, and the ability to work independently. Some Fellows will launch or run their own project or venture, while others will not.

Patricelli Center Fellows actively participate in two cohort meetings per week: some are "classes" that take the form of lectures or workshops, and some are "labs" that serve as working or discussion sessions. Fellows also dedicate 10+ additional hours per week to assignments, self-directed work, portfolio-building, and engaging other members of the Wesleyan community.

This course will feel like a combination of a Wesleyan class, a C-level position on a startup team, and an extra-curricular leadership activity. By enrolling, Fellows make a commitment to themselves, the instructor, and the other members of their cohort.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL265 Patricelli Center Fellowship II
The Patricelli Center Fellowship is a one-year, project-based, cohort-style learning experience. Fellows are a self-selected, committed, and diverse cohort of individuals or teams from all classes and majors who are passionate about innovation, creativity, and problem-solving; identify as entrepreneurs, intrapreneurs, changemakers, activists, disruptors, designers, inventors, and/or thought leaders; and have tenacity, empathy, interdisciplinary thinking, strong work ethic, and the ability to work independently. Some Fellows will launch or run their own project or venture, while others will not.

Patricelli Center Fellows actively participate in two cohort meetings per week: some are "classes" that take the form of lectures or workshops, and some are "labs" that serve as working or discussion sessions. Fellows also dedicate 10+ additional hours per week to assignments, self-directed work, portfolio-building, and engaging other members of the Wesleyan community.

This course will feel like a combination of a Wesleyan class, a C-level position on a startup team, and an extra-curricular leadership activity. By enrolling, Fellows make a commitment to themselves, the instructor, and the other members of their cohort.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **CSPL264**

CSPL266 Youth, Power, and Social Change
While young people have been at the helm of movements for social and racial justice throughout history, the 1990s saw the rise of youth organizing as an intentional strategy for transforming youth, communities, and the broader social and political structures and institutions that shape their lives. This course will examine the evolution of youth organizing and the ways in which it has disrupted the dominant narratives and traditional methods of youth learning and engagement at play in schools and youth service organizations. The course will explore the politics of power and identity in youth work, and the role and impact of current youth-led social change movements - from #blacklivesmatter to the work of Dreamers - in today's political climate. Please note that this course will require students to reflect on and contextualize readings and class discussion with their own lived experience and is therefore especially relevant for students that are engaged in community service, organizing and/or youth work.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL267 Project-Based Learning Lab
In this course, students will bring ideas to life through project-based learning, translating theory to practice and developing a more sophisticated understanding of subjects they are studying in their other courses.

Students will enroll in the Project-Based Learning Lab with a problem they want to address or an idea they want to build. Throughout the semester, we will build a toolbox for studying problems and designing solutions. Themes will include systems thinking, root cause analysis, ethical community research, human-centered design, lean prototyping, and data-driven evaluation. There will be an emphasis on humility, teamwork, oral communication, responsible partnership, and lean experimentation. Most students will complete the semester having launched a basic MVP (minimum viable product) and a road map for continuing to pursue their idea after the conclusion of the semester.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL268 Reporting on Global Issues: International Journalism in Action
This course is designed to introduce students to various mediums of international reporting beyond the traditional print format, like video and podcasting. Visual and auditory formats have gained widespread prominence, making journalism more accessible to diverse audiences. After delving into sourcing, research, and reporting techniques, students will engage in discussions with accomplished innovative journalists, hosts, and reporters who possess extensive experience in covering international issues. Throughout the semester, students will gain valuable insights from these conversations and collaborate in teams to produce a podcast episode for a class series focused on migration.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CGST261, WRCT267**
Prereq: **None**

CSPL275 Action: Art, Politics, Counterpublics
In this interdisciplinary studio course, we explore action as a category of art practice. What does it mean to take action, either individually or collectively? What does it mean to refuse to take action? Through a series of projects, assignments, and discussions, we work through various possibilities, drawing on methods from public interventions, performance, institutional critique, social practice, experimental film, and work by non-art practitioners. The course is organized around the production of student projects and research, culminating in a self-directed capstone work. In the initial stages, students will be asked to work through three distinct modalities (performance, site-specific intervention, and collaborative practice) while developing their ideas. Time will be devoted to discussion of historic and contemporary examples, including European avant-gardes (Dada, Productivism), feminist film and performance, Happenings, Indigenous performance art, and work connected to political organizing, such as the Black Panther Party, United Farm Workers, Young Lords, ACT-UP, Art Workers' Coalition, and EZLN, among others. Students will be exposed to a variety of techniques and will gain access a range of facilities, including the woodshop, digital technologies through the Digital Design Studio, etc. Depending on Covid restrictions, trips to contemporary exhibitions will provide a theoretical framework. Work in this class can be created individually or collaboratively. Depending on interest, we may also organize an end-of-semester exhibit.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST265**
Prereq: **None**

CSPL277 Community Impact: Building Capacity to Support Educational Enrichment and Socioemotional Development
In this half-credit course, students will build an intellectual and practical framework to guide their work in volunteer settings in the local community. What does it mean to "help?" How do we assess the needs of community partners and build the knowledge and skills that will allow us to address those needs? What do we need to know and understand about the people with whom we work? What does research have to say about effective tutoring techniques and practices? How can we design meaningful learning experiences? How can we maximize not only our impact in the community, but our own growth and learning?

Note: students taking this course must be engaged in at least 80 minutes per week of community service in an educational setting throughout the semester and must complete this questionnaire (https://forms.gle/ay9xaXGn1wbxriHJ7) before enrolling
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**

Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL285 The Sociology of Reality TV: Race, Colorism, and Xenophobia
The course will explore the ways in which reality television can help us reflect on how different social identifiers such as race, skin complexion, and ethnicity operate within American culture. For many, reality TV can be easily dismissed as a guilty pleasure, escapism, or "trashy" (e.g., Dehnart, n.d.). While reality television can be labeled as an innocuous pastime, its importance and impact in American culture cannot be overlooked or denied. Moreover, the way this form of entertainment reflects American behaviors and shapes or reaffirms thinking within our society around sociological descriptors like race and culture should be studied. Through a critical lens, we will delve into the ways this genre of television portrays women of color, the audiences who watch reality TV, and whether responsibility exists on the networks who help create these shows.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC285, AFAM284**
Prereq: **None**

CSPL286 Ukraine at War
This course will survey Ukraine's contentious history with its Russian neighbors and then track the origins and course of the current war. Each week we will have one meeting devoted to discussion of assigned readings and one meeting led by a Ukrainian lecturer speaking on Zoom. Topics to be covered include history and politics but also economics, social impacts, the plight of refugees, and cultural life.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **GOVT286, REES286**
Prereq: **None**

CSPL288 Introduction to Journalism: Constructing the News
Champions of journalism are fond of talking about bedrock values: fairness, objectivity, transparency. But like any idea -- or ideology -- these keywords have their own genealogies, and their own constructed natures; in other words, they came from somewhere. This course aims to pull apart our received notions of facticity, objectivity, and transparency in news/journalism/nonfiction, tracing their roots, understanding their historical context, and considering how we deploy them in our own work.

Students will learn the fundamentals of reporting in hands-on assignments that pull them out into the world to gather stories. This journalistic work will occur alongside class discussions of canonical (and neglected) strands of journalism history, drawn in part from Bruce Shapiro¿s anthology Shaking the Foundations: 200 Years of Investigative Journalism in America. These include readings from early Black press pioneers (Ida B. Wells; Marvel Cooke); muckrakers and investigative journalists (Lincoln Steffens; Vera Connolly); and pathbreaking science journalism (Rachel Carson¿s Silent Spring). Readings will also include criticism that examines our present media situation, including selections from Raven Lewis Wallace¿s The View from Somewhere: Undoing the Myth of Journalistic Objectivity and Ben Smith¿s, Traffic: Genius, Rivalry, and the Billion-Dollar Race to Go Viral.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT288, COL288, SOC206**
Prereq: **None**

CSPL289 Displaying Clothes: Fashion in the Museum
What are clothes doing in the museum and why do they attract so much public attention? This course explores fashion exhibitions in history and the practice of fashion curation today, a key component of critical cultural analysis. Part curatorial workshop, part seminar, in this class students consider issues that influence professional curatorial practices through readings, discussions, and site visits. Topics include the origins of museums, museum architecture, the ethics and cultural impact of collecting and display practices, the role of dress and textile objects in art, history, and science museums, visitor experience research, and the challenges facing museums in the twenty-first century. As a group the students will work on an exhibition project, developing its organization and design, object selection and research, and accompanying texts and label writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **IDEA289, FGSS284, SOC279**
Prereq: **None**

CSPL290 Community Impact Residency I
The Community Impact Residency brings together Wesleyan students interested in the practice of civic engagement and a cross-section of community stakeholders -- local leaders, resident-led groups, nonprofits, and municipal government -- committed to creating just, equitable, and sustainable communities. Student participants of this program enroll in two 1.0 credit courses (CSPL290 and CSPL291) and are assigned a project which they support for the duration of the academic year. Students must commit to the entire year. Interested students must complete an application to be considered for the course which can be found here: https://forms.gle/T26LkbDQKeFtb9TG7
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL291 Community Impact Residency II
The Community Impact Residency brings together Wesleyan students interested in the practice of civic and community engagement. Enrollees engage a cross-section of community stakeholders -- local and nonprofit leaders, resident-led groups, and municipal governments -- as they support work that engages communities around the Jewett Center's focus areas and enlist student volunteers on behalf of this work. Enrollees must be hosted by a preapproved community partner, attend bi-weekly check-in with a JCCP advisory, attend monthly resident meetings, and submit reporting data at the end of the semester.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **CSPL290**

CSPL297 Environmental Art: Research through Art/Art through Research
How can communities understand the conditions wrought by fossil fuel infrastructure and anthropogenic climate change? How should they confront environmental crisis and imagine ecological futures? What can we know about our environment, and what eludes us? Co-taught with visiting artist-composer Ari Benjamin Meyers, this class is a practical experiment in "Research through Art," and "Art through Research" (Dombois, 2009) focusing on the site of coal and oil-fired power plant shuttered amid heavy flooding during Hurricane Sandy. The landscapes of Manresa Island (South Norwalk, CT) include an abandoned turbine hall, a birch forest on a coal ash dump, and an array of wetland and

coastal habitats. Participants will use practice-based research methods to develop works of art engaging with the site in its past, present, and future conditions. The course models artistic research methods with reference to a specific site and set of environmental conditions, bringing together students from arts/performance, sciences, humanities, and social sciences to produce site-specific works in a coastal ecosystem transformed by fossil fuel infrastructure.

At the heart of this course is a concern with what it means to be uncertain. The sciences provide tools to address problems of uncertainty. Practices of research, within and beyond the sciences, gather varied approaches to not knowing. Artists employ methods drawn from multiple academic disciplines (ethnography, sociology, history, the sciences), media (technoscience, video, audio, installation, multimedia), and sites of research (archive, laboratory, biome, habitat). While artists may engage many of the same practices as academic researchers, their works break the analytic frame. Art may be prescriptive or descriptive, didactic or agnostic, pointed or indeterminate; it may delight, frustrate, provoke, agitate, or inspire. Art may be curious or inquire; it may also make space for the experience of uncertainty. How does uncertainty make us feel? How should we respond?

Students across disciplines -- performance, visual arts, music, ecology, biology, geochemistry, history, religion, sociology, psychology, anthropology, economics, government, etc. -- are encouraged to submit a statement of interest for permission of instructor (POI). The purpose of the POI is to secure a collaborative balance of students across disciplines, toward the production of environmental art that engages a broad public.

This course will require 4-6 scheduled site visits to Manresa Island in South Norwalk, CT, requiring students to leave campus by 12 p.m. Friday and return by 5 p.m. Transportation will be provided.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST297, ENVS296, STS297**
Prereq: **None**

CSPL299 The Rest of the Story: Techniques for Investigative Reporting
Students will learn how to find out what public records exist on various topics, how to get their hands on those records, and how to use those records while reporting. Students will also learn key techniques to source development and how to engage communities that you are reporting about. Students will be teamed up to investigate a topic themselves during this semester. Students will also learn the fundamentals of journalism and the legal history of key cases. Each class will focus on a specific area of investigative journalism, including the history, the law, accessing public documents, research, narrative writing, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL300 Integrative Learning Project 2: Website Incubator
Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you! Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT300, RL&L350, AFAM320, IDEA300**
Prereq: **None**

CSPL302 Senior Seminar for Civic Engagement Minor
In this partial-credit seminar, the candidates for the Civic Engagement Minor will acquaint each other with their particular interests in and commitments to civic engagement. Under close faculty supervision, the participants will organize the course as a collaborative undertaking. Meeting biweekly, they will revisit the readings from their Practice of Democracy course, discussing them in light of their subsequent course work and practical experiences in engagement. At the end of the semester, each student will make a capstone presentation to the group.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL305 Teaching Fellowship for National Education Leaders
This course is for students to serve as Teaching Fellows for a course with the National Education Opportunity Network (neonopportunity.org), which provides college courses to Title I and Title I-eligible high schools nationwide. Please inquire with the instructor for information on course topics available this semester. Students will: -Host weekly 45-minute synchronous discussion sessions with 15-25 high school scholars via Zoom to enhance their engagement with course content, expose them to college-level seminar-style discussions, and help improve their analytical and metacognitive skills. -Evaluate and provide feedback on student work. Specific time assignments for sessions with high school students and required Teaching Fellow group meetings will be scheduled at the same time every week based on availability. This course counts for 10 hours toward the 20-hour practicum requirement in the EDST major or minor. The other 10 hours can be completed by repeating this class or through an independent practicum.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST405, QAC302, PHIL208**
Prereq: **None**

CSPL306 Community-Engaged Qualitative Research: Teacher Voices
This course will focus on context-specific community based participatory research methods. The research project undertaken in fall 2025 will be investigating the experiences of local public school teachers. The goal of the project is to elevate the voices of public school teachers as they navigate the changing educational landscape and to explore the space between public perceptions/depictions of teachers and the reality of their work by creating textured portraits of individual teachers and their classrooms. Students will learn theories and methods of community-engaged research through scholarly study and hands-on experience gathering and analyzing qualitative and ethnographic

data, primarily interviews and observations, with a focus on Lightfoot's methods of Portraiture in social science research. Students should be prepared to engage deeply with community members. Some travel within Connecticut will be required. Previous coursework in Education Studies preferred.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL307 Religious Subjects to Ethnic Minorities: Armenians in Turkey Between Empire and Republic
After World War I, Woodrow Wilson's Fourteen Points articulated a new vision for an international order based not on imperial ambition but on the self-determination of nations. Though empire persisted as a viable political form through the Second World War, the interwar years saw the breakup of some of the world's oldest dynastic empires into the much newer nation-state: the Austro-Hungarian Hapsburg Empire, the Ottoman Empire, and Imperial Russia all gave way to new political entities. At the same time, a transformation in the idea of political belonging occurred: citizenship now dominated the older concept of imperial subjects, and an idea of a national minority protected by an international regime of minority rights emerged. These ideas profoundly reshaped national and international politics.

This course focuses on the Armenians of Turkey across the transition from the Ottoman Empire to the Republic of Turkey, established in 1923. It uses the Armenians of Turkey as a case study in the emergence of secular nationalism as the dominant political ideal of the 20th century. Students will not only learn the history of the late Ottoman Empire, the Republic of Turkey, and the history of the Armenian minority in the Middle East, but will explore the transition from empire to republic at the end of the 19th century through the twin lenses of secularism and nationalism. Drawing on Ottoman and Turkish history, Armenian history, political science, and anthropology, the course introduces debates about nationalism, secularism, minority rights, and political belonging through the emphasis on Armenians in Turkey.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL308 Trump-Evangelicals: the History of Fundamentalism and Evangelicalism in America
This course examines the history of American evangelicalism and fundamentalism, beginning with a brief overview of Protestantism in the colonial and revolutionary eras. Then, the course examines revivalism, slavery, and the emergence of fundamentalism during the 19th century. Special attention is paid to the re-emergence of evangelicalism after World War II, the establishment of the religious right, global evangelicalism, and subcultures (such as Christian music). The course concludes by investigating the core evangelical support for the candidacy and presidency of Donald Trump. Students will be challenged to consider the ways issues of gender, race, and economics have shaped fundamentalism and evangelicalism, and reflect on how these movements' views of American history contribute to their own sense of identity and purpose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST308, RELI308**
Prereq: **None**

CSPL309Z Environmental Justice Advocacy: Assessing Law, Community-Based Engagement, and More
ONLINE COURSE: Synchronous class meetings via Zoom,10am-noon and 2-5pm. Classes held Jan 4, 6, 8, 10, 12, 14, 16, 18. (Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings.) The concept of "environmental justice" focuses on the equitable distribution of pollution and health burdens--such as the siting of fossil fuel infrastructure and pollution-emitting facilities--as well as benefits such as clean air and clean water. Procedural justice and restorative justice are also key demands of the environmental justice movement. In addition, as communities of color and low-income communities disproportionately bear the burdens of climate change and resulting "climate gentrification," the overlap between environmental injustice and climate change is becoming increasingly apparent. After a brief introduction to the concept of environmental justice, this course will focus on advocacy efforts to promote environmental justice and, in particular, the benefits and limitations of various tools including the law, grassroots organizing, and policy work. For their final project, students will use what they learn in the course to design and propose their own environmental justice intervention. By the end of the course, students will understand the history, foundational theory, and key case studies of environmental justice as well as the tools and strategies that environmental justice advocates use. Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **ENVS268Z**
Prereq: **None**

CSPL310 Community-Engaged Philosophy: Teaching the Search for a Good Life
In this half-credit course, students who have successfully served as discussion facilitators for PHIL210: Living a Good Life will learn how to teach an abbreviated version of the course to local high school students in a nine-week voluntary after-school program. Having been trained in this special approach to discussion facilitation for their fall semester work in PHIL210, students will be able to deepen their knowledge of both course content (philosophy) and their facilitation skills through guided experiential learning. Course topics will focus on the skills of learning through close observation and reflection on one's teaching (reflective practice), understanding one's students (adolescent development, cultural consciousness), and pedagogical knowledge regarding lesson planning, student engagement, developing productive classroom climate, promoting self-directed learning, and authentic assessment. Students must have served as discussion facilitators/leaders for PHIL210.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **PHIL206**
Prereq: **None**

CSPL311 Community Impact Practicum: Building Capacity to Support Educational Enrichment
In this practicum course, students will build an intellectual and practical framework to guide their volunteer work in educational settings in the local community. What does it mean to "help"? How do we assess the needs of community partners and build the knowledge and skills that will allow us to address those needs? What do we need to know and understand about the people with whom we work? What does research have to say about effective tutoring techniques and practices? How can we design meaningful learning experiences? How can we maximize not only our impact in the community, but also our own growth and learning? Through reflection on experiential learning and the study of scholarship addressing these questions, students

will develop knowledge and skills to improve their effectiveness in supporting educational enrichment. Students taking this course must be engaged in at least 90 minutes per week of community service in an educational setting throughout the semester. Please note: If you are looking for a practicum that is more focused on the K-12 classroom experience, please see EDST310: Practicum in Education Studies. In that practicum seminar, students carry out their own independent study related to their classroom placement.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST311**
Prereq: **None**

CSPL312 The United Nations and Human Rights: Advocacy, Institutional Reforms, and Change in Turbulent Times
Human rights advocacy efforts frequently involve the United Nations in some capacity. Human rights activists frequently seek to raise awareness about a human rights issue before one of several UN institutions, or they might draw on norms or concepts that emerged from the United Nations. They might also wish to contribute to ongoing discussions at the international level, harnessing the perspectives of their constituencies and their field experience to influence the shape of normative development at the global level. Despite the importance of the UN for human rights as a field, only a small circle of UN-specialists, insiders, and scholars understand and know to maneuver the institutional human rights machinery of the UN. This "black box" phenomenon is even more daunting for many of the communities and social activists meant to benefit most from the UN's human rights mechanisms. This course is an attempt to pierce that "black box," and to allow at least the graduates of this course to serve as effective "interpreters" of the UN human rights institutional landscape for the benefit of vulnerable individuals and communities. Students will contribute directly to human rights initiatives targeting the UN (or UN-adjacent institutions) as part of their human rights as part of their advocacy agenda. These projects will focus on a range of human rights issues (ex: climate change & migration, transitional justice, and the development of a human rights based governance approach to new and emerging technologies). Students will be active participants in the design of the course curriculum, directing their (our) collective learning around those issues most relevant to our advocacy projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **CSPL128**

CSPL314 The Health of Communities
Our focus will be on understanding the role of social factors (e.g., income, work environment, social cohesion, food, transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the contemporary community health center model of care in response to the needs of vulnerable populations. In this overview, we explore the history of social medicine, the importance of language in public health efforts to conceptualize and frame health concerns, the complexity of any categorization of persons in discussions of health and illness, ethical issues related to the generation and utilization of community-based research, the role of place and the importance of administrative and cultural boundaries in the variability of health risk, and the idea of just health care. Enrolled students serve as research assistants to preceptors at Middletown's Community Health Center (CHC) & Moses Weitzman Research Institute.
Offering: **Host**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **SBS-SOC**
Identical With: **STS315, SOC315**
Prereq: **None**

CSPL315 Policy and War through Film
This course explores how America's policies and wars interact with culture and identity. It combines films and readings to gain a deeper understanding of film as an artifact of culture, war, and identity. The course begins with a discussion of key foundational works to frame a common understanding about strategy, war, and American strategic culture. It then combines film viewings and critical scholarship to discover how the interpretations of America's wars through film shape American citizens' perceptions of war and their military. The films, readings, and seminar discussions will help students develop a better understanding of the differences between the realities and the perceptions of policy and war. This course lies at the intersection of international relations, history, and conflict studies. Participation in this course will increase the students' understanding of how U.S. policy, war, culture, and identity interact. It will also sharpen critical thinking and writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT315**
Prereq: **None**

CSPL316 Intro to Human Rights Advocacy Seminar
This course is limited to students already admitted into the Human Rights Advocacy Minor (HRAD-MN).

Fresh from having completed the Human Rights Standards Course (CSPL-228), you will already have a good understanding of how global and domestic human rights institutions should (in principle) function to respect, protect, and fulfill human rights norms. In this 1.5 credit seminar we turn our attention towards the specific methods of human rights activism. The seminar is structured as an intensive workshop where we practice and refine skills, challenge ourselves and our classmates to reflect deeply about our emerging identities as aspiring human rights activists, eat lunch together, and prepare actively for our human rights fact-finding practicum (which will take place during the summer break).

The course continues some of the themes raised during the Human Rights Standards course. We will discuss what others have written about the ethics of "doing" human rights, but we will also develop our own personal ethical framework in anticipation of our own field research. Likewise, we will read what others have written about the process of effectuating attitudinal change about human rights, but we will also refine our own theories of change in the real-world contexts in which we will soon be working. Much of our learning will come about experientially and through thoughtful discussion, so please come to class prepared to engage.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT396**
Prereq: **CSPL128 OR CSPL228**

CSPL317 Social and Political Perspectives on Digital Media
This course examines the intersection between social media, politics, and society, analyzing platforms like Facebook, Twitter, YouTube, and Instagram to understand their role in our lives, in our political discourse and in shaping our culture. We examine the positives of social media including social activism,

the democratization of news, and heightened capacities for community, communication, and connectivity. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks, and gendered issues including trolling and cyber harassment. This is an interdisciplinary course and in it we will draw upon a broad range of social theories including science and technology studies, communication theory, linguistics, cultural studies, and media studies to understand the complex role of digital media in contemporary society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL317Z Social and Political Perspectives on Social and Digital Media
This course examines the intersection between social media, politics, and society, analyzing platforms like Facebook, Twitter, YouTube, and Instagram to understand their role in our lives, in our political discourse and in shaping our culture. We examine the positives of social media including social activism, the democratization of news, and heightened capacities for community, communication, and connectivity. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks, and gendered issues including trolling and cyber harassment. This is an interdisciplinary course and in it we will draw upon a broad range of social theories including science and technology studies, communication theory, linguistics, cultural studies, and media studies to understand the complex role of digital media in contemporary society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL318 Global Populism and the US Election. Are we witnessing a populism uprising?
In this course, we will unpack the factors pushing communities worldwide toward these political ideologies as well as the impact it has on global politics and international relations. We'll take a deep dive into the 2020 campaign cycle in the age of digital campaigning and online voting and analyze how Donald Trump and Senator Bernie Sanders are shaping our political discourse and how they fit into the global trend of populism. We'll study the defeat of democratic movements like the Arab Spring and the rise of authoritarian regimes in the region. Additionally, we'll break down how the failure of democratic movements in the MENA region led to the refugee crisis, which in turn inspired right-wing radicalization within Europe and the United States. This course provides an overview of the political landscape of the populism movements in the U.S. and around the world, focusing on the collapse of democratic movements and the rise of populist leaders like Donald Trump, Boris Johnson, Narendra Modi, Jair Bolsonaro, and Marine Le Pen, among others. We'll begin with a brief overview of the history of populism and the theory behind it, before breaking down modern applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL318Z Global Populism and the U.S. Election
In this course we will unpack the factors pushing communities worldwide toward these political ideologies, as well as the impact they have on global politics and international relations. We'll take a deep dive into the 2020 campaign cycle in the age of digital campaigning and online voting and analyze how Donald Trump and Senator Bernie Sanders are shaping our political discourse and how they fit into the global trend of populism. We'll study the defeat of democratic movements like the Arab Spring and the rise of authoritarian regimes in the region. Additionally, we'll break down how the failure of democratic movements in the MENA region led to the refugee crisis, which in turn inspired right-wing radicalization within Europe and the United States. This course provides an overview of the political landscape of the populism movements in the U.S. and around the world, focusing on the collapse of democratic movements and the rise of populist leaders like Donald Trump, Boris Johnson, Narendra Modi, Jair Bolsonaro, and Marine Le Pen, among others. We'll begin with a brief overview of the history of populism and the theory behind it, before breaking down modern applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL319 The Voice(s) of Expertise: How Podcasting Is Changing the Way We Listen and Learn
In this course, students will examine the changing nature of audio news and storytelling, and the extent to which traditional understanding of the voice of expertise is being disrupted by the rise of podcasting and other on-demand audio forms. The evolving digital media landscape has brought about an historic shift in the delivery of news and information. The shift has been celebrated--"the media has been democratized"--and reviled--"the media is too fractured and people are living in information bubbles." The shift is, at the very least, unsettling, in particular for journalists who find themselves working in an environment where the old rules and training seem outdated. But it also presents significant opportunities, especially in audio and broadcast journalism. The rise of podcasting, in particular, may challenge norms on how journalists explore and explain complex issues, and on who we hear as voices of expertise. This course will be a combination of media criticism, a study of best practices in journalism, and design thinking. As students examine the impact of new media on news and journalism, they will also develop their own ideas for on-demand audio (including podcast design) throughout the semester, working on an individual project, and in collaboration with other students.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT250V**
Prereq: **None**

CSPL320 Collaborative Cluster Initiative Research Seminar I
This course will supplement the seminars providing historical and cultural background of the prison system in the United States. The emphasis will be on the practical application of topics engaged in the other seminars and contemporary concerns related to the prison system in the United States. We will follow current debates at both the national and state level, including legislation, media, and university initiatives. Students will also visit local sites. Speakers will visit the class to share their experiences and expertise. Students will conduct individual research projects and present them in workshop fashion.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL321 Collaborative Cluster Initiative Research Seminar II
Students participating in the Collaborative Cluster Initiative will take this course in the spring semester. They will continue with projects started in the fall semester. This is a continuation of CSPL320.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**

Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL322 Methods and Frameworks for Understanding and Overcoming Health Disparities
In recent years especially, the need for both interdisciplinary and mixed approaches to inquiries in public health research has become apparent in health promotion, policy formation and evaluation, service needs assessment, the social determinants of health, and program evaluation and outcomes measurement more generally. This course is intended to provide an overview of methodologies and frameworks used to examine and overcome disparities in health through research. A range of quantitative and qualitative research designs and methods will be introduced, and strategies to address challenges in real world program settings will be emphasized. This course will discuss approaches commonly used in public health and health services research, such as mixed methods, implementation science, community-based participatory research, and their strengths and limitations. Additionally, this course will examine how critical race theory and intersectionality, and additional theories and frameworks from ethnic studies, psychology, and sociology, can further advance public health's capacity and effectiveness in promoting health equity. The course will incorporate examples of applied research and opportunities to learn from the direct experiences of the instructor. There will be a mixture of discussion and lecture depending on the topic, with student participation and questions strongly encouraged. Preference will be given to students who have taken SOC/SISP 315 Health of Communities or SISP 262/SOC 259 Cultural Studies of Health.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **STS322**
Prereq: **None**

CSPL323 Human Rights: Contemporary Challenges
This course will examine various pressing challenges to human rights in the US and around the world, based around a series of talks by visitors who are practitioners in the field. Topics covered range from refugees and war crimes to housing and educational access.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT283**
Prereq: **None**

CSPL328 Advanced Human Rights Advocacy
This course will enable students admitted into the Human Rights Advocacy Minor (HRAM) to engage in critical assessment of human rights advocacy after having participated in field work. To be eligible for this course, students must already have taken CSPL 316 (Intro Human Rights Advocacy). The course will involve seminar discussions and readings that assess the strengths, weaknesses, and challenges facing the human rights movement domestically and internationally. In addition, students will be responsible for project-based work guided by Professor Sonnenberg.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **CSPL316**

CSPL329 Wars of Resistance in Scholarship and Film
This course explores the theory, practice, and interpretation of wars that see ostensibly stronger powers wage wars against relatively weaker resistance movements. It combines scholarly readings and interpretive films to gain a deeper understanding of how and why resistance and insurgency can prevail when confronting adversaries who are numerically superior. Students will analyze the inescapable paradoxes that can make wars of asymmetry difficult for stronger states. The seminar discussions will develop a keener grasp of the logic that permeates wars where the weak resist invasion and occupation. This course intersects international security studies, history, and conflict studies. This course will improve knowledge about asymmetric wars and for critical analysis. Though there are no prerequisites, it is desirable that students have previously taken a course in conflict studies or war.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT316**
Prereq: **None**

CSPL330 Policy and Strategy in War and Peace
This course explores how the relations, relationships, and discourse between senior national civilian and military leaders influence the development and execution of policy and strategy in war and peace. In theory, the purpose of war is to achieve a political end that sees a better peace. In practice, the nature of war is to serve itself if it is not influenced and constrained by continuous discourse and analysis associated with good civil-military relations between senior leaders. This course begins with discussion of the key foundational works to build a common understanding. It then explores how civil-military interaction influenced strategy in war and peace for each decade from the Vietnam War to the present. The readings and seminar discussions also examine how the outcomes of wars influenced civil-military relations and the subsequent peace or wars. This course lies at the intersection of international relations, history, and conflict studies. Students will gain greater understanding of how U.S. policy makers, strategy, and war interact, while honing their critical thinking and writing skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **GOVT330**
Prereq: **None**

CSPL332 Just Cities: Architectures of Public Encounter
What is "the public," and how has it been conceived, relative to notions of the urban--to the web of ideas, forms, and fantasies constituting "the city"? Can art and architecture play a role in defining the public, or does the public's political and social construction place it outside the scope of specifically aesthetic concerns? This course addresses these and other related questions, positioning art and architecture in their broader cultural and historical contexts. It explores a range of socially charged, experiential, and participatory aesthetic and political practices, characterized by their distinctly public character and decidedly architectural and urban settings. At its core, it is concerned with issues of social justice as they relate to the material spaces of the modern city, and the manner in which those spaces are identified, codified, and made operative in the service of aesthetic, social, and political experience.

This course will be taught by M. Surry Schlabs, Yale School of Architecture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **ARHA257**
Prereq: **None**

CSPL333 Music Movements in a Capitalist Democracy
This course will focus on music movements that have used the presentation, expression, and production of music and music events to facilitate sociopolitico transitions. The vital context of these movements is the United States in particular, where the speed and power of commerce, as well as the concentration of capital, present unique opportunities for progressive values and goals in music.

We will look at huge events such as the Newport festivals, Woodstock, Michigan Womyn's Music Festival, Lillith Fair, and Bonaroo, and examine how these movements have both evolved and spread their tendrils into the world (if they have). We will also spend some time on smaller, grassroots venues and music series in Chicago, Boston, San Francisco, and New York and see how blues, folk, punk, and "Americana" venues have affected and interacted with their communities. We will look at how music scenes evolved and grew and sometimes became institutions, like the Chicago Old Town School of Music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL337 Practicing Democracy
Organizing can make a difference in addressing major public challenges that require civic action, especially by those whose voices will lead, by identifying, recruiting, and developing more leadership; building community around that leadership; and building power from the resources of that community. In this course, each student accepts responsibility for organizing constituents to achieve an outcome by the end of the semester. As reflective practitioners, students learn from critical analysis of their leadership of this campaign. We focus on five key practices: turning values into motivated action through narrative; building relationships committed to common purpose; structuring leadership collaboratively; strategizing to turn resources into the power to achieve outcomes; and turning commitments into measurable action enabling learning, accountability, and adaption.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL338 Writing for Advocacy
This course will provide practical and conceptual training in writing that advances human rights. Students will read and create advocacy in a variety of forms, including op-eds and investigative journalism, legal briefs, historical essays, public letters, screenplays, poems, and social-media campaigns. They will examine the role writing can play in advancing human rights as well as its unintended consequences; debate the ethics of bearing witness, especially in the Global South; and analyze what makes written advocacy successful, or not, and why. Students will also consider advocacy strategies in an age of social media, disinformation, and the rise of AI. The course includes a two-week case study on Haiti-related advocacy. Throughout, students will practice elements of written advocacy, including citation, analysis, and evidence-based argument. Once students receive their UNHR project assignments, they will apply the skills learned in the class to create project-based advocacy packages.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **CSPL128 OR CSPL228**

CSPL341 Topics in Education, Innovation, and Entrepreneurship: Transformative Practices in School Reforms
This seminar provides students the opportunity to explore critical topics within the school reform movement; be introduced to perspectives from a diverse group of stakeholders (e.g., CEOs, administrators, lawyers, parents, students, authors, scholars); work closely with the professor to further investigate one of the course topics in-depth, and present/disseminate their own conclusions and recommendations to an external audience.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL341B Topics in Education, Innovation, and Entrepreneurship: Social Entreprenurship in Education
This seminar focuses upon educational innovation and entrepreneurship as a form of social entrepreneurship, some of society's greatest challenges in education. Students will survey critical issues in contemporary education and explore innovative and entrepreneurial efforts to address these issues. Learners will explore how diverse education startups, non-profit organizations, and non-governmental organizations, individuals and grassroots groups, K-12 schools, universities, foundations, professional associations and others are responding to these issues in innovative ways. As the course progresses, students will explore the roles of foundations, corporations, and government policies and regulations upon educational innovation and entrepreneurship. As part of this course, learners will work individually or in groups to research solutions to a pressing contemporary educational challenge and propose or pitch a means of addressing that challenge through social entrepreneurship.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL341C Entrepreneurship in Education: Past, Present, and Future
Entrepreneurship plays an increasingly important role in the American public education system. This course examines the historic roots of entrepreneurship in education, looking at both the business side of entrepreneurism and the more recent emergence of social entrepreneurship. Furthermore, the course examines the current debates in the United States about the engagement of business with education, addressing such concerns as the proper role of risk, profit motives, privatization, and neoliberalism. The New Orleans public school system will serve as a case study for investigation in this discussion. Students will better understand the entrepreneurial personality, the sources of innovation, and the promise and pitfalls of entrepreneurism in public K-12 schooling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL341D Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective
Entrepreneurial ideas in education invariably raise rich questions of policy and law. Innovations in the public schools, such as charter schools, the use of student test scores (e.g., value added modeling) to evaluate teachers, and alternative pathways to the profession (e.g., Teach for America) engender deep debate and discussion in policy and legal circles. This course will explore (from both a law and policy lens) the various education reform ideas that have been instituted or debated and characterized as innovative or entrepreneurial. The course material will be framed in a way to be accessible to those with a general interest in the area of education but without a background in law and policy per se. The course will draw heavily from guest lecturers and entrepreneurs working in the field.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL341E Topics in Education: Introduction to Educational Law, Policy, and Educational Reform
This seminar examines how constitutions, statutes, and court cases impact the rights of students and faculty in K-12 education. It also examines how parents and students have used the law to advocate for equal educational opportunity. Finally, this seminar discusses the legal dimension of education reform measures, such as charter schools and school vouchers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL341G Applied Entrepreneurship: From Idea to Exit
Applied Entrepreneurship: From Idea to Exit provides students with a practical, hands-on introduction to the entrepreneurial journey. Drawing on the perspective of a female founder and CEO with experience building and leading a digital health company through to acquisition, students will explore the full venture lifecycle -- from identifying opportunities and shaping ideas, to launching, scaling, and ultimately exiting a business. The course emphasizes entrepreneurial thinking, problem-solving, and resilience while equipping students with real-world tools such as customer discovery, business model design, fundraising, growth strategies, and exit planning. Combining interactive discussions, case studies, and experiential projects, this course offers students both the mindset and skillset not only to build ventures, but also to bring entrepreneurial approaches to established businesses, nonprofits, and beyond.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL357 Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT357, GOVT357**
Prereq: **None**

CSPL357Z Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT357Z, GOVT357Z**
Prereq: **None**

CSPL360 Community-Engaged Qualitative Research: Teacher Voices
This course will focus on context-specific community based participatory research methods. The research project undertaken in fall 2025 will be investigating the experiences of local public school teachers. The goal of the project is to elevate the voices of public school teachers as they navigate the changing educational landscape and to explore the space between public perceptions/depictions of teachers and the reality of their work by creating textured portraits of individual teachers and their classrooms. Students will learn theories and methods of community-engaged research through scholarly study and hands-on experience gathering and analyzing qualitative and ethnographic data, primarily interviews and observations, with a focus on Lightfoot's methods of Portraiture in social science research. Students should be prepared to engage deeply with community members. Some travel within Connecticut will be required. Previous coursework in Education Studies preferred.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL366 A History of Incarceration in the United States
This course examines the history of incarceration in the United States from the 18th century to the late 20th century. It begins with history of indentured servitude in the colonial era and then considers the intensification of the enslavement of blacks in the 19th century as well as the expansion of prisons in the 20th century. The course seeks to engage how systems of confinement accompanied the development of a political system based on the languages of liberty.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST366**

Prereq: **None**

CSPL374 Censorship, Culture Wars, and Controversy in Art
Art history is marked by various forms of state, community, or institutional censorship. Such events can be flash points in culture wars, as in the United States in 1989, when four artists--most of them queer--were denied funding from the National Endowment for the Arts after their work was deemed "obscene." Sometimes art that unearths sensitive cultural histories can lead to calls for destruction, as in Sam Durant's 2012 work Scaffold, which referenced state violence against the Dakota people, leading tribe members to protest what they felt was Durant's insensitive handling of the subject. Events like these raise key questions within art and broader society: Who should have the authority to decide which art should be exhibited, and to what audiences? What constitutes censorship? When might censorship, or the curtailing of speech, be justified?

This course will examine these questions focusing on the 20th and 21st centuries in the United States, but also global contemporary art. We will consider such issues in the wake of a recent spate of museum exhibitions canceled due to controversial content, the dismantling of monuments to colonialism and the transatlantic slave trade, as well as today's culture wars as conservative book bans make headlines and hate speech abounds. We will also explore new channels for arts funding, exhibition, and publishing that emerge in response to censorship. In addition to important texts by art historians including Sarah Parsons, Aruna D'Souza, and Rosalyn Deutsche, among others, we will also read interdisciplinary legal scholars like Sonya Katyal and Amy Adler who write from the perspective of law and policy. We will also read the landmark Supreme Court case NEA v. Finley. Assignments include an in-depth case study of a canceled exhibition.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM375, ARHA262**
Prereq: **None**

CSPL375 Veteran Scholars Introduction to Student Life and Community: First-Year I
The purpose of this seminar is to help integrate Veteran Scholars into Wesleyan student life and to familiarize students with the range of academic programs, resources and community engagement opportunities at Wesleyan. It will include topics presented by students, faculty and staff to stimulate discourse and improve veteran student knowledge of the opportunities, services, and resources available.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CSPL376 Veteran Scholars Introduction to Student Life and Community: First-Year II
Purpose of this seminar is to develop presentation and group discussion skills: to integrate students into Wesleyan student life; and to familiarize students with the range of study programs and community programs at Wesleyan. It will introduce a host of topics and staff to stimulate discourse and improve veteran student knowledge of the full gamut of opportunities, service, and resources available at Wesleyan. It meets one/week for an hour.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CSPL377 Posse Veterans Introduction to Student Life and Community: Sophomore I
Purpose of this seminar is to develop presentation and group discussion skills: to integrate students into Wesleyan student life; and to familiarize students with the range of study programs and community programs at Wesleyan. It will introduce a host of topics and staff to stimulate discourse and improve veteran student knowledge of the full gamut of opportunities, service, and resources available at Wesleyan. It meets one/week for an hour.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CSPL378 Posse Veterans Introduction to Student Life and Community: Sophomore II
Purpose of this seminar is to develop presentation and group discussion skills: to integrate students into Wesleyan student life; and to familiarize students with the range of study programs and community programs at Wesleyan. It will introduce a host of topics and staff to stimulate discourse and improve veteran student knowledge of the full gamut of opportunities, service, and resources available at Wesleyan. It meets one/week for an hour.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CSPL381 Intermediate Public Practice
What are the possibilities and challenges of making work in the public domain? This intermediate studio course provides students with the framework, conceptual language, and technical means to develop ambitious projects in public space. Over the course of the semester, students will be introduced to a range of working methods, including new genre public art, research-based practices, site-specific projects, and collaborative practices. While the course focuses on contemporary issues and debates, it situates these topics within a set of broader global and historical traditions. Through group discussions, critiques, site visits, and presentations, the course will assist students in developing a series of works that build towards a self-directed final project. We look thematically at a range of sites as spaces of memory and belonging, sociality and resistance. We explore the manifold ways in which people have engaged with place through a range of forms, including roadside monuments, site-specific sculptures, landscape films, community-based performances, architectural interventions, collective rituals, and political protests. Attention will be placed on sites around Middletown in order to situate our research and practice. These may include Harbor Park, Middlesex Historical Society, Beman Triangle, Connecticut Valley Hospital, Colt Armory, Portland Brownstone Quarries, among others. Support will be provided to students along the way in negotiating relationships with local institutions and stakeholders. Supplementary readings will introduce students to questions related to spatial theory and practice, agonism and democracy, monuments and counter-monuments. Successful completion of the course will prepare students for advanced work in the public domain. Course is open to all students. Preference given to students who have taken ARST131 and ARST235 or ARST238 or ARST239 or ARST245 or ARST 251 or ARST286 or other course in a related discipline.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST381**
Prereq: **None**

CSPL390Z Connecticut's Industrial Heritage
The aim of this course is to give students a better understanding of the historical industrial merits and legacy of Connecticut while considering the value and challenges of its physical and interpretive remains. While focusing on New Haven, students will be challenged to discover and synthesize Middletown's historically chief industries, industrialists, inventions, workforce, and remaining factory sites. Professor Caplan brings his experience as a historical architect, historian, genealogist, author, National Register consultant, and tour operator to provide students with a well-rounded understanding of how history, preservation, architecture, social science, and environmental justice come together in actual projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL397 Human Rights and the 2020 Elections
This seminar will examine the principal candidates for the presidency (and selected candidates for other major electoral positions) from the perspective of human rights. To begin, we will spend the first several weeks studying basic human rights standards, as well as the challenges to the promotion of international human rights standards in the United States. We will then turn to particular rights and clusters of rights, considering the policies proposed by various candidates and their implications for human rights. After review of the particular right or cluster of rights, students will work in small groups to research and present the proposals of the various candidates to the class. In addition, representatives of the candidates will be invited to engage with the class (as well as in broader fora on campus).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL399 Understanding the 2020 Presidential Election
In understanding the 2020 Presidential Election, students will learn how to read skeptically the political press and how to write critically about presidential campaign politics. Along the way, the course will touch on electoral history, political and social thought, public policy, media criticism, and much more. Students will read past examples of thought-provoking and influential commentary. They will read current coverage in the legacy press of the 2020 presidential election and come to class prepared to discuss the most important stories and issues of the week. Students will have the opportunity to learn about electoral politics and political writing alongside a veteran journalist. Students who have experience working for political campaigns will have a chance to share their knowledge and help the class incorporate their experience in a larger historical framework. They will have a chance to see their work published in the Editorial Board, the lecturer's daily politics newsletter. Students will attempt to do what political writers do in real-time: explain what's happening from a unique, particular, and informed point of view for the benefit of like-minded citizens seeking to achieve the ideal of self-government. In the end, the hope is that students see that campaign politics is simpler and more complex than it appears, but that neither is obvious without study, focus, and understanding.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL399Z Understanding the 2020 Presidential Election
In understanding the 2020 Presidential Election, students will learn how to read skeptically the political press and how to write critically about presidential campaign politics. Along the way, the course will touch on electoral history, political and social thought, public policy, media criticism, and much more. Students will read past examples of thought-provoking and influential commentary. They will read current coverage in the legacy press of the 2020 presidential election and come to class prepared to discuss the most important stories and issues of the week. Students will have the opportunity to learn about electoral politics and political writing alongside a veteran journalist. Students who have experience working for political campaigns will have a chance to share their knowledge and help the class incorporate their experience in a larger historical framework. They will have a chance to see their work published in the Editorial Board, the lecturer's daily politics newsletter. Students will attempt to do what political writers do in real-time: explain what's happening from a unique, particular, and informed point of view for the benefit of like-minded citizens seeking to achieve the ideal of self-government. In the end, the hope is that students see that campaign politics is simpler and more complex than it appears, but that neither is obvious without study, focus, and understanding.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSPL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSPL404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSPL405 Ideals into Practice
Through this course, students gain access to an e-portfolio to make connections between their academic curriculum and the practical experience they gain through campus employment, off-campus internships, community service, and extracurricular activities. By engaging in deep reflection about the skills they are gaining throughout their time at Wesleyan, students will be able to understand and explain to others how their liberal education prepares them for life after college. Permission of the instructor is required. Students must also obtain permission from their campus employer; when enrolling, students should register for the course and ask their supervisors to e-mail the instructor with their permission. Information for supervisors may be found on the Ideals into Practice website (idealsintopractice.site.wesleyan.edu). This course may be repeated for credit, but you may only count one full credit toward your degree.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSPL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSPL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CSPL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CSPL470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CSPL480 Engaged Projects
Engaged Projects (EPs) are rigorous, self-designed endeavors in which a student studies a topic of their choice and completes a final project intended for a non-academic audience. Students are encouraged but not required to select a topic that is connected to another class or their major. Final projects can take the form of blogs, videos, a website, or other media; a work of art, an event, a workshop, a presentation, or panel; a policy proposal or analysis; a white paper or op-ed series; a business plan; and/or any other piece(s) thoughtfully designed for the public.

EP students will develop a self-directed research and project plan. They must enlist an EP Sponsor who will serve in an advisory/mentor role; Sponsors can be Wesleyan faculty, staff, alumni, or community partners; family members or friends; or other experts or professionals willing to play this role. Seeking and enlisting an appropriate Sponsor is a component of the EP learning experience.

In addition to conducting their own extensive research and producing a summative project by the end of the semester, students will write a series of reflections to document their progress and their learning.

For more information, visit https://www.wesleyan.edu/patricelli/engaged-projects.html.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **CGST480**
Prereq: **None**

CSPL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CSPL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CSPL493 Internship
This course may be taken up to two times for credit. Wesleyan has established a credit/uncredit internship course, CSPL 493, for students to receive 0.25 credits upon successful completion of an internship (paid or unpaid) and reflective coursework and documentation. The internship must include at least 40 total hours of work during the semester in which the student is taking this course. Credit cannot be awarded for past internships. Students must apply for enrollment via Handshake. Access the CSPL 493 information page on the Gordon Career Center website for application instructions and comprehensive course details: https://careercenter.wesleyan.edu/channels/internship-for-credit/
Please feel free to email internship_credit@wesleyan.edu if you have questions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CSPL494 Internship: Elections
This course may be repeated for credit.

Through this course, students can earn academic credit for an internship, whether paid or unpaid, that involves learning about or participating in the electoral process. This course is part of Wesleyan's E2020 initiative. Students must apply through the instructor; if approved, they will need to register the internship through the Gordon Career Center. The internship must include at least 40 hours of work. In addition to completing the internship satisfactorily, students must comply with the learning requirements and deadlines laid out by the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL494Z Internship: Elections
This course may be repeated for credit.

Through this course, students can earn academic credit for an internship, whether paid or unpaid, that involves learning about or participating in the electoral process. This course is part of Wesleyan's E2020 initiative. Students must apply through the instructor; if approved, they will need to register the internship through the Gordon Career Center. The internship must include at least 40 hours of work. In addition to completing the internship satisfactorily, students must comply with the learning requirements and deadlines laid out by the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

AMERICAN STUDIES

American Studies is a dynamic, interdisciplinary field dedicated to the rigorous examination of the United States' culture, history, and society through a synthesis of methodologies from history, literature, sociology, anthropology, cultural studies, and other disciplines. It explores the complexities of American experience, focusing on themes like national identity, race, ethnicity, gender, sexuality, class, and power dynamics. The field engages with diverse voices, cultural artifacts, and historical narratives, situating the U.S. within broader hemispheric and global contexts. By challenging simplistic or monolithic narratives, American Studies interrogates the nation's central myths, values, and contradictions, fostering scholarship that is both inclusive and critically balanced. The field's scope is expansive, encompassing the study of texts, media, social movements, institutions, material and visual culture, and more, exploring how U.S. identities are constructed, contested, and represented over time.

AFFILIATED FACULTY

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

Claire Grace
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Associate Professor of Art History; Associate Professor, American Studies

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Associate Professor of Feminist, Gender, and Sexuality Studies; Tutor, College of Social Studies; Associate Professor, American Studies

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Director of Academic Writing; Professor of Religion; Professor, African American Studies; Professor, American Studies; Professor, Feminisit, Gender, and Sexuality Studies

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

Richard S. Slotkin
BA, Brooklyn College; PHD, Brown University; MAA, Wesleyan University
Olin Professor of English, Emeritus; Professor of English, Emeritus

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

Joseph Weiss
BA, University British Columbia; MA, University of Chicago; PHD, University of Chicago
Chair, Anthropology; Associate Professor of Anthropology; Associate Professor, American Studies; Associate Professor, Science and Technology Studies

CHAIR

Megan H. Glick
BA, Northwestern University; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Chair, American Studies; Coordinator, Disability Studies; Associate Professor of American Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Science and Technology Studies; Faculty Ambassador

EMERITI

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FACULTY

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DEPARTMENTAL ADVISING EXPERTS

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

- Undergraduate American Studies Major (p. 1033)

AMST115F Reproductive Politics (FYS)
This course explores the history and current status of reproductive politics in the United States. Particular attention will be given to the intersection of scientific and bioethical concerns with matters of social difference and cultural meaning. Issues covered will include: the history and legacy of the birth control movement; the ideological construction of "infancy" and "childhood"; changing attitudes towards pregnancy and childbirth; conceptions of parenthood; abortion rights; the fetal personhood debates; the regulation of pregnancy within institutionalized settings; disability, selective abortion, and genetic engineering; race, gender, and reproductive justice; and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **FGSS113F**
Prereq: **None**

AMST117F Social Norms / Social Power: Queer Readings of "Difference" in America (FYS)
This American Studies First Year Seminar is an interdisciplinary exploration of the privileges and penalties associated with "the normal" in the United States. We'll be centrally concerned with the ways bodily difference and social identity interarticulate with "normalness," locating individuals within hierarchical power structures. What is "normativity," if not a statistical norm? How are regimes of normativity produced, reproduced, and challenged?

Our focus is on queer studies, which we will approach through an intersectional lens, paying careful attention to the ways race, ethnicity, indigeneity, class, disability, gender, and sexuality intersect in social terrains of power. We will unpack and explore key concepts in American studies, including settler colonialism, compulsory ablebodiness, heteronormativity, biopolitics, neoliberalism, and ideology, drawing on a range of genres and disciplines, including memoir, ethnography, film, and theory in disability studies, queer theory, critical race studies, Marxist feminism, Native American studies, and trans studies. Along the way, we will encounter problematics ranging from disability and the "normal" to the American Dream, the "wedding-industrial complex," sexual "deviance" and desire, racialized state violence, the privatization of the public space, and the politics of queer/LGBT activism.

As a First Year Seminar, this course is writing-intensive and is structured to give you ample practice in core writing, reading, and presentation skills needed at Wesleyan.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST125F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL175F, AFAM152F, FGSS175F, THEA172F, COL125F**
Prereq: **None**

AMST130F Wilderness or Paradise? The Colonial World in the Western Imagination (FYS)
What do William Shakespeare's Tempest, Karl Marx's Capital, Georgia O'Keefe's Ram's Head, Bob Marley's Redemption Song, and Sterlin Harjo's Reservation Dogs have in common? What about Jean Jacques Rousseau's Discourse on Inequality, Mary Shelley's Frankenstein, Frida Kahlo's Two Fridas, Nina Simone's Mississippi Goddam, and George Lucas's Star Wars? All these works offer critical reflections on the process of European colonialization of the Americas that started in the late fifteenth century and extends to our days. They all grapple with the question of whether the New World was (and still is) an Edenic utopia or a hellish dystopia. And they all offer provocative answers and difficult new questions.

This first year seminar will explore how different thinkers and artists have imagined and reimagined colonialism in the Americas, from Alaska to Tierra del Fuego. We will also investigate how the representations they created have contributed to reinforcing or upending colonial relations. We will study cultural creators belonging to different groups, including indigenous peoples, enslaved and free Africans and African Americans, metropolitan and colonial elites, and Asian and European immigrants.

This course will introduce students to different forms of intellectual expression in the Western world--from philosophical treatises to movie series, passing through novels, paintings, and songs. To better understand these works, we will read academic texts and address the practical and theoretical foundations

of academic thinking. As we engage with primary and secondary sources on colonialism, the students will also learn practical skills ranging from formatting texts and citations to finding books in the library and articles on the internet to making a compelling argument in an essay or a research paper.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST170 Solidarity Forever: An Introduction to American Studies
This course is an introduction to the interdisciplinary field of American Studies. We will explore how American Studies scholarship engages "solidarity" as a subject of study and as a practice. We will consider how conversations in the field relate to resistance and activist movements across time and space, from the US/Indian Country to the transnational and the global. By covering vast topics and themes such as settler colonialism, carceral politics, labor organizing, the war on terror, and more, we will examine the questions, methods, and frameworks that animate and shape American Studies. We will reflect on the role of knowledge production in movements and struggles for justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST174 Popular Culture and Social Justice: An Introduction to American Studies
This course explores the interlocking histories of popular culture and social justice in the 20th- and 21st-century United States, with particular focus from mid-century to the current moment. By focusing on the ways in which social justice movements and ideologies have utilized and been informed by trends in art, film, television, music, and commercialism, we will interrogate critical concepts in the field of American studies, such as citizenship, belonging, difference, and equality. Topics covered will include feminism(s), antilynching, civil rights, labor and poverty, pro-choice, disability rights, queer liberation, leftism and countercultures, environmentalism, and animal rights.

Questions addressed will include, How has popular culture both advanced and hindered the progress of social justice movements? How has the idea of "social justice" changed over time? Which groups are included? What aims are articulated? How has the media portrayed and influenced social and political problems, and how has the rise of new media (from radio to television to the Internet and beyond) created new spaces for debating power and inequality?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST177 American Movies as American Studies: An Introduction to American Studies
Our aim is to see how movies from the 1930s to the present can help us grow as critical (and self-critical) American studies thinkers (and have fun--even as we question the effects and implications of this fun--doing it). Talkies appeared as a complex mass-cultural form of American studies, exported all over the world, precisely when the academic field of American studies emerged in the early 1930s. From the get-go, movies involved in mass-disseminating America's inventions of power have made available, in very entertaining ways, critical insight that can blow the whistle on how the reproduction of Americans and American ideologies are pulled off. Together we will explore the modern Americanization of power (hard power, soft power) and focus our exchanges on four intersecting concerns that movies can be particularly good at illuminating: (1) how culture industries (including movies) shape consciousness, needs, desires, incentives, values, and sense of belonging, and frame--limit--our vision of what constitutes problems and solutions; (2) how social critique (even movie critiques of movies) can be mass-popularized; (3) how America makes Americans, especially, into workers (even if they hate what they do and wonder about what and who they are working for) and weapons of various sorts (even if they are frightened and wonder about what and who they are fighting for and against); and (4) how and why America constructs difference (e.g., class, gender, race, individuality, national identity). This lecture/discussion course is a thinking-intensive and imagination-intensive critical project designed to engage compelling big-picture concerns--systemic matters--vital to American studies critiques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST179 Contemporary U.S. Politics: An Introduction to American Studies
This course will focus on contemporary politics in the United States. We will cover topics such as populism and the Trump presidency, current political narratives concerning immigration, the rise of the "alt-right," debates over free speech, race and civil rights, state violence and the prison system, sexual assault and the abuse of power, religious freedom and freedom from religion, the workings of late capitalism, and the possibilities of environmental justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST180 Entertaining the Masses: An Introduction to American Studies
This course will explore the ways in which people living in the United States entertained themselves from colonial times to the present. From the circus to movie theaters, from pubs to video games, from hunting expeditions to football matches, from church choirs to hip hop battles, we will use mass entertainment as a window into American culture. We will question what American society has considered fun, how leisure became separate from labor, how capitalists have commodified and authorities have disciplined entertainment, how different groups created and/or appropriated different forms of entertainment. Through these questions, we will study classic and new topics of and approaches to American Studies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST200 Colonialism and Resistance
Why does colonialism matter to the fields of American Studies, Latin American Studies, and Caribbean Studies? What have been the consequences of colonialism for peoples of the Western Hemisphere? This course offers a transnational approach to the study of colonial modernity through a comparative analysis of colonial ventures and their far-reaching consequences. With a focus on the interactions of Indigenous, European, and African peoples, the course introduces a diverse range of issues and topics, such as the organization of production, including chattel slavery, indenture, and free labor; imperial competition and state formation; emancipation struggles; and Indigenous sovereignty.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST201 Queer Theories
This seminar will give you a solid foundation in queer studies. Although "queer" is a contested term, it describes -- at least potentially -- sexualities and genders that fall outside normative constellations. This theory-based, reading-intensive seminar considers multiple genealogies of queer theory, from foundational texts and authors in queer theory, queer of color critique, trans theory, and crip theory, to lesser-known but critically important interventions. Structured as a series of conversations, we explore multiple locations of theory and notions of "queer." Rather than understanding queer studies as a singular school of thought, we will continuously problematize queer studies as a mode of analysis, asking: What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its failures? What is the future of queer? This course is excellent preparation for a queer studies concentration in American studies. Students should expect to end the semester confident of their ability to read and draw on a range of queer theories.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **FGSS201**
Prereq: **None**

AMST203 Biopolitics, Animality, and Posthumanism: Junior Colloquium
This course asks what it would mean for the field of cultural studies to begin to include the category of the "human" within investigations of more traditional categories of social difference (including race, gender, sexuality, and so on). Historically, the category of the human has been taken for granted, as a biological marker imbued with particular intellectual and physical capabilities. Relatedly, the discourse of the human is often invoked in movements for political equality, inclusion, and enfranchisement (i.e., the call to "human rights"). Yet recent literature within the field of American studies broadly, and, more specifically, within the area of critical animal studies, has called these assumptions into question. In this junior colloquium, we will explore these critical turns in the field by considering the boundaries between the animal, human, and technological realms.

Important concepts addressed will include the utilization of animals as research subjects, food, and labor; the "nonhuman personhood" movement; intersectionalities between ideas of social difference and the posthuman; concepts of disability, debility, and capacity; technological enhancements of the human body; and cybercultural identities. Students will have the opportunity to engage with a wide variety of materials, including writing from the areas of critical race studies, feminist theory, and postcolonial theory. (Note: Students need not have familiarity with biopolitical theory; rather, the course will provide a primer in this area during the beginning weeks of the semester.)
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST204 Saving America from Itself? Movie Interventions (Moore, Lee, DuVernay, Kopple): Junior Colloquium
We will convene four interventionist filmmakers--Michael Moore, Spike Lee, Ava DuVernay, Barbara Kopple--in a strategic dialogue to consider the American studies whistleblowing and anti-bamboozling potential of movies. Their movies have tried to sway elections, empower social movements, inspire protest, popularize national self-critique, study the tactics of top-down power (including scapegoating) and bottom-up resistance, and, perhaps, save America from itself. The many cultural-theoretical payoffs of their movies include moving us beyond any oversimple checklist tendency simply to observe representations of gender, race, and class. They help us question why these categories were produced in particular ways and help us interrogate (intersectionally and dialectically) how they interact with, rely on, and sometimes mask one another. Our four independent filmmakers--in trying to be changemakers--dare us not only to take a hard look at what kind of an America we have had and now have, but prod us, at times seduce us, to imagine more expansively what kind of America we might want to create. We will also put their movies in dialogue with related movies by D. W. Griffith, Boots Riley, Robert Reich, and others. And to establish a longue durée historical perspective, we will read Howard Zinn's epic classic A People's History of the United States. In terms of fields, our colloquium integrates movie studies, cultural studies, premises studies, resistance studies, and social transformation studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST205 Interdisciplinary Research Methods: Jr. Colloquium
This course will introduce students to interdisciplinary research methodologies and practices, with particular attention to critical themes within the field of American studies, including race, gender, and sexuality. Methods and practices covered will include (but are not limited to): close textual analysis, archival research, quantitative data procurement, interviewing tactics, ethnographic observation, the application of diverse theoretical frameworks, the Institutional Review Board, research ethics, and so on. Students will complete a variety of short assignments throughout the course of the term that will culminate in a final research paper. The class will be held in a seminar format that requires weekly reading, writing, and discussion.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST207 Primitive Accumulation: The Beginnings of Capitalism
Karl Marx wrote in Capital, Volume I, "The discovery of gold and silver in America, the extirpation, enslavement and entombment in mines of the aboriginal population, the beginning of the conquest and looting of the East Indies, the turning of Africa into a warren for the commercial hunting of black-skins, signaled the rosy dawn of the era of capitalist production." This course will address the violent beginnings of capitalism from the perspective of the Americas and their connections to other parts of the world. By addressing class struggle, imperial expansion, and environmental degradation, we will analyze the emergence of an unprecedented mode of production that now dominates the world and threatens human existence. But this will not be a simplistic history of good and evil, a moralizing tale. We will unpack the complex historical process and the overwhelming historical forces that go beyond the moral choices of individual human beings. We will look into the interactions between society and nature to reflect on how capital has made an indelible mark in human lives and the rest of living beings on our planet. We will study primary and secondary sources to reconstruct the history of extraction and exploitation that gave birth to the modern era.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST208 Visual Culture Studies and Violence
In this course, students will gain important foundational knowledge of the field of visual cultural studies. We will cover theories of the gaze, photographic sight, film and media, spectatorship and witnessing, museums and exhibitions, and trauma and memory, among others. Particular attention will be paid to issues of power, complicity, and resistance as we consider what it means to be "visual subjects" in historical and contemporary contexts. We will address how different media -- from photography, to television, to film, to the Internet -- transform our understanding of images and what it means to both "look" and "be seen." As a primary case study, this course will interrogate the politics of violence, focusing on the relationship between the production of visual culture(s) and acts of individual, collective, and state aggression. We will ask: How have images served to propagate climates of violence against marginalized persons? What are the ethics of looking at pain, torture, and exploitation? Do such images help us to work toward social change or create attitudes of indifference? How do images of war, prisons, pornography, death, crime, famine, and disease shape our understandings of citizenship, nationality, and identity? Finally, how do representations of social difference inform conceptions of violence and their place in the visual field?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-AMST, SBS-AMST**
Identical With: **STS207**
Prereq: **None**

AMST209 Cultural Theory and Analysis: Junior Colloquium
In this course, we will interrogate the ways in which we come to understand cultural representation and theories of social and political power within the field of American studies. We will analyze forms of representation using an array of theoretical and textual methods, from economic and class theories, to visual theory to feminist studies and critical race analysis, to theories of virtuality and freakery. We will engage with highly dense theoretical pieces as well as more popular cultural texts, such as film, documentaries, and websites.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST217 Carceral Landscapes: From Colonial Invasion to the Prison Economy
This course explores the expansive history of surveillance, policing, and incarceration in the territory now known as California. Engaging Indigenous critiques of settler colonial power, we begin in the late 18th century when Spanish Franciscan priests and imperial soldiers enslaved Native people in missions along the Alta California coast. We will move through crucial sites, such as the first California legislature's 1850 Act for the Government and Protection of Indians, to the establishment of the US border patrol in the early 20th century, and the criminalization of mobility of Indigenous, Latinx, and mixed-race people from both sides of the US-Mexican border, considering how these cases illuminate Kelly Lytle-Hernández's insight that "mass incarceration is mass elimination." Reading across scholarship, archival sources, activism, and news coverage, we will discuss the relationship between militarization and carcerality locally and globally, from the American occupation of California during the Gold Rush (1849), to post-WWII racialized urban policing, to the current construction of the "security fence" along the US-Mexico border that cuts through Kumeyaay lands.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST218 Introduction to Queer Studies
This course will examine major ideas in the field of queer studies. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based identities as they have been formed within the contemporary United States. We will explore the idea of sexuality as a category of social identity, probing the identities of lesbian, gay, bisexual, and transgender to try to understand what they really mean in various cultural, social, legal, and political milieus. In doing so, we will ask, What does it mean to study queerness? What do we mean by "queer studies"? How do institutions--religious, legal, and scientific--shape our understandings of queer identities? In what ways do sexuality and gender interact, and how does this interaction inform the meanings of each of these identity categories? How do other social categories of identification--race, ethnicity, and class--affect the ways in which we understand expressions of queerness? Moreover, what does studying queerness tell us about the workings of contemporary political, cultural, and social life?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **FGSS218**
Prereq: **None**

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

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

AMST225 Latinidad: Introduction to Latina/o Studies
This course will introduce major themes within the field of Latinx studies, using an interdisciplinary approach to analyze the experiences of Latinx people within the United States and throughout the Americas. Employing a range of historical, theoretical, political, and cultural texts, this class will ask students to think about a number of issues central to the field of Latinx studies, including migration, language, nationalism, indigeneity, education, labor, assimilation, and cultural imperialism. This course will also look at the ways in which intersectional identifications, including race, sexuality, and gender, operate within frameworks of Latinidad.

Methodologically, this course will draw from such diverse fields as ethnic studies, history, political science, border studies, gender theory, sexuality studies, critical race theory, and urban studies. As we utilize a broad range of texts and synthesize diverse perspectives and ideas, students will be asked to interrogate formative concepts, such as the border, America(s), and the nation. Central class queries will probe the boundaries of Latina/o identity, the working of intersectional identities, patterns of migration, and the ways in which institutional power shapes the contemporary Latinx experience.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST226 High-Tech Imperialists: Technology and America's Rise to World Power
How did Americans use technologies such as the railroad, photography, the machine gun, and electricity to advance their interests abroad? In this course, we will study the interconnected histories of technology and empire from the American Civil War to the First World War, the period encompassing a techno-scientific revolution that transformed human lives and power relations all over the world. This course adopts a broad definition of imperialism, reflecting on formal and informal strategies of expansion. It goes beyond US colonies and territories to inquire into how Americans engaged with other imperial powers and their colonial populations, advancing profitable -- and often destructive -- enterprises. It further asks how processes of internal colonialism influenced US power abroad and vice versa. Attentive to material reality, it examines the environmental impact of new technologies in colonial settings and how environmental changes disrupted local communities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST228 Cancelled, Blocked, Banned
This seminar focuses on ideas, texts, and debates that have come to be considered politically and culturally provocative, perilous, or particularly acrimonious. We will read, think about, and discuss a host of issues that inspire discord, passionate debates, and a range of complex perspectives. Students will be asked to consider multiple -- often conflicting -- arguments and come to class ready to engage in good faith discussion. The class focuses on diverse topics and examines multiple perspectives surrounding each issue. Course discussions will include debates over reproductive healthcare, the legalization or prohibition of sex work, carceral politics and the drug war, nature versus nurture narratives and sex differentiation, challenges to free speech, diverse perspectives on best practice education policies (including affirmative action and standardized testing), as well as arguments as how to best achieve racial equity, equality, and justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST233 Global Queer Studies
This course explores global experiences of LGBT/Q life, bringing an explicitly transnational lens to a field too often dominated by U.S.-centered perspectives. Drawing on queer ethnography and film, we will explore the contours of queer and trans life around the globe, from the lives of gay men in Indonesia to Muslim yan daudu in Nigeria, gay tourism in post-Revolutionary Cuba, queer mati work among working-class Afro-Surinamese women, lesbian activism in India, LGBT asylum claims in Canada, the queer art of Carnival in Trinidad and Tobago, the everyday lives of lalas (lesbians) in China, and and the transnational lives of Filipino gay men in New York. Our aim is to challenge and expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative) and to center the ways sexual/gendered identities, cultures, and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ANTH233, FGSS233**
Prereq: **None**

AMST235 American Literature, 1865-1945: The Americanization of Power
Together we'll explore not only the complexities of American literature from the 1860s to 1940s, but also how this literature is usable today and excels as critical equipment that can advance our understanding of the modern Americanization of power (put narrowly, we'll develop insights into a "democratic" capitalism, what some called a "Robber Baron" plutocracy, that pulled off and contrived to maintain systemic class, gender, and ethnoracial hierarchies to reproduce its power). As we unpack the relationship of literary form and social form, we'll trace connections between historical developments such as the gothic genre and gender ideologies, domestic romance and the social reproduction of labor, realism and mass-urbanism, naturalism and immigration, modernism and imperialism, and narrative experimentation and anti-racism. The creative works of Emily Dickinson, Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnutt, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Eugene O'Neill, Nathanael West, William Faulkner, Richard Wright, and Zora Neale Hurston will help teach us to be more imaginative readers of literature, ourselves, and what America was, is, and might be. While pooling ideas about this, we'll savor the pleasures of reading inspiring and transformative writing. This is very much a thinking-intensive course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL204**
Prereq: **None**

AMST240 Work to Rule: American Labor between Emancipation and Empire
Why have workers in the US fought to join labor unions and participate in collective workplace action when the boss invariably responds with intimidation, repression, and even violence? And how has collective worker power been leveraged both for and against American colonialism and imperialism? In this course we will explore the conflict between capital and labor in the US across diverse sites of struggle, including Southern slaves' "General Strike" during the Civil War, autoworkers' shop floor militancy during the Great Depression, challenges to organizing agricultural, domestic, and service labor, and recent union campaigns of athletes and academics. What does American labor's victories and defeats reveal about the relationship between capitalism, settler colonialism, neoliberalism, and empire? Considering the divisions of race, gender, and class, how have workers in the US enacted or failed to enact the famous International Workers of the World slogan "an injury to one is an injury to all"?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST243 American Literature to 1865
This lecture course charts a selective path through the English-language literatures of conflict in North America. Our optic will be double: one eye on history, the other on literary form, and we will experiment with ways of dialectically combining these two lines of vision. The scope of the course is wide, but we will proceed in the style of an anti-survey. Rather than unifying America through a gathering of textual parts, we will attempt to understand how literary forms supply an important index of historical evidence even as their pleasures and contradictions refuse the stabilities of the evidentiary.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL203**
Prereq: **None**

AMST243A American Literature on Fire: Conquest, Capitalism, Resistance: 1492-1865
We begin with a 1938 Langston Hughes poem, a north star shining light on American unexceptionalism and then move back in time: from Columbus's dismemberment and enslavement of the Arawaks when demanding gold; to Cabeza de Vaca's feel-good handbook for the conquest of indigenous peoples; to Puritan inventions of a "God" that pulls the trigger; to Franklin's blowing the whistle on a mercantile capitalism he supercharged with a secular work ethic; to a Declaration of "Independence" in 1776 that provoked alternative declarations written by workers, women, and formerly enslaved persons in the 19th century; to Poe's readings of a Divided States of America (race, gender, domesticity) as gothic; to Douglass's representations of the tactical artfulness and subversions of "slave" culture; to Hawthorne's deconstruction of the Americanization of power; to Thoreau's entwining of collective protest and what he hoped would be an individualized escape route; to Melville's attacks on imperialism, racism, and class domination; to Elizabeth Stuart Phelps's critique of domestic slavery; to Stowe's socially transformative antislavery novel (whose sentimentalization recirculated stereotypes). Along the way, we will draw on Howard Zinn's classic A PEOPLE'S HISTORY OF THE UNITED STATES to help historicize the Americanization of inequality. During our literary-intellectual time travel, we will engage some of America's most "on fire" writers who make possible insights into the ideological foundations of American cultures, identities, and hegemonies that provocatively illuminate America's situation today (and offer some lessons for how to change it). And, not least of all, we will have critical fun throughout.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL203A**
Prereq: **None**

AMST244Z Imagining the End: Neoliberalism and the Arts
Many of us now like to paraphrase the philosopher Frederic Jameson when he argued that it has become "easier to imagine the end of the world than the end of capitalism." As the recent deluge of post-apocalyptic movies and documentaries about melting glaciers makes clear, this is an accurate statement. Yet while most of us imagine how neoliberal capitalism will bring about the end of the world, others try to imagine the end of the status quo. Since neoliberalism became the global hegemonic system, artists of all kinds have been imagining ways we can survive and (perhaps) overcome it: think about the songs of Tracy Chapman or Residente, the street art of Keith Haring or Lady Pink, the movies of Chloe Zhao or Alejandro González Iñárritu, or the writings of Ursula Le Guin or Roberto Bolaño. This course explores how engaged art from the 1970s to the present has responded to -- and fought against -- neoliberal hegemony in the United States, Latin America, and beyond. Through the arts, we will explore the nightmares of global collapse and the dreams of a new egalitarian and sustainable society. In addition to analyzing movies, poems, short stories, songs, and street art, we will read theoretical and historical studies that help us understand how neoliberalism shapes contemporary culture and makes art into one of the few areas in which dissent can be expressed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **HIST244Z, LAST244Z**
Prereq: **None**

AMST250 Incorporation of America: Corporate Capitalism and the American Way of Life
This course will examine how corporations have shaped and continue to shape American society and culture. Moreover, we will investigate how corporate capitalism has influenced U.S. relations with other countries. The course will extend from the mid-nineteenth century, when corporate capitalism clashed with alternative ways to organize the economy, to the present, when the neoliberal project faces a major crisis. We will read academic and fictional works, watch movies and TV shows, and analyze works of art that illuminate the history of corporate capitalism. We will explore how corporations have fostered class conflict, imperial expansion, technological change, structural racism, environmental degradation, ideological fundamentalism, among other things. In addition to writing individual papers, we will engage in collaborative and creative works to reflect on how corporations impact our lives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST256 Race and Medicine in America
This course will trace ideas of race in American medical science and its cultural contexts, from the late 19th century to the present. We will explore how configurations of racial difference have changed over time and how medical knowledge about the body has both influenced and helped to shape social, political, and popular cultural forces. We will interrogate the idea of medical knowledge as a "naturalizing" discourse that produces racial classifications as essential, and biologically based.

We will treat medical sources as primary documents, imagining them as but one interpretation of the meaning of racial difference, alongside alternate sources that will include political tracts, advertisements, photographs, and newspaper articles. Key concepts explored will include slavery's medical legacy, theories of racial hierarchy and evolution, the eugenics movement, "race-specific" medications and diseases, public health politics and movements, genetics and modern "roots" projects, immigration and new technologies of identification, and intersections of race and disability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **STS256**
Prereq: **None**

AMST260 Bioethics and the Animal/Human Boundary
In this course, we will explore the construction of the animal/human boundary through the lens of bioethics. We will define bioethics as the study of the ethical consideration of medical, scientific, and technological advances and their effects on living beings. At the same time, we will pay close attention to the cultural contexts in which these advances emerge, imagining the realms of scientific

progress and popular culture as mutually constitutive. We will consider topics such as cloning, organ transplantation, pharmaceutical testing, and gestational surrogacy, with a focus on the late 20th and early 21st centuries. We will begin by interrogating how ideas of the "animal" and the "human" are constructed through biomedical and cultural discourses. We will ask, How is the human defined? By intelligence or consciousness levels? By physical capabilities or esoteric qualities? Similarly, how has the human been defined against ideas of the animal? Or, what ethical justifications have been cited in the use of animals in biomedicine? What makes certain species "proper" research subjects and others not? What do these formulations tell us about our valuation of animal and human life, and what kinds of relationships exist between the two? To answer these questions, we will consult a wide range of interdisciplinary scholarship, from authors in the fields of animal/ity studies, bioethics and medicine/science history, sociology, anthropology, and philosophy. Students will also be exposed to the basics of biopolitical theory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **STS260, ENVS238**
Prereq: **None**

AMST269 New World Poetics
God and money, love and beauty, slavery and freedom, war and death, nation and empire: The themes of early American poetry will carry us from London coffeehouses to Quaker meetinghouses, from Philadelphia drawing rooms to Caribbean plantation fields. Our texts will range from pristine salon couplets to mud-bespattered street ballads, from sweetest love poems to bitterest satire. Digging deeply into the English-language poetry written, read, and circulated after the first English settlement in North America, we will trace the sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature in our own time. Our poets ignored false divisions between art and society, and so will we.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL258**
Prereq: **None**

AMST270 Criminalization, Regulation, and Resistance: Introduction to Native North American History
This course explores Indigenous politics and US settler colonialism across the long 19th century, from the Constitution's Commerce Clause to the 1924 Indian Citizenship Act. We will examine how the US state relied on both criminalization and regulation of Native peoples' gender, sexuality, religion, social relations, and cultural and economic practices to expand and consolidate power on the continent. Readings will address how Native nations sustained their sovereignty and negotiated settler encroachment, covering conflicts around the liquor trade, allotment policy, the Ghost Dance, conservation's consequences, salvage anthropology, Progressive-era activism, and American citizenship.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice
This course explores the relationship between scholarship and activism, with a focus on intersectional radical queer scholarship and activism--queer left, black radical, trans, immigration, prison abolition, and sex work--in the United States. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making in and outside the so-called "ivory tower," explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, and community archive), and gain insight into the histories and current realities of social justice movements, campus activisms, the work of a radical imagination, art and activism, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization--past or present--of their choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **FGSS286, ANTH286**
Prereq: **None**

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

In addition to a comparative approach, we will look into how Southerners engaged with people from the Global South. We will study primary and secondary sources that illuminate encounters between Southerners and foreigners. International trade, religious missions, infrastructural enterprises, political activism, and military operations, among many other events, put the American South in touch with the Global South. These encounters remade modernity, placing questions of racism, regionalism, and colonialism at the forefront of political and intellectual debates.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST298 From Seduction to Civil War: The Early U.S. Novel
This course examines the relationship between nation and narrative: the collective fantasies that incited reading and writing into the 19th century. We will study the novel as a field of literary production both in dialogue with European models and expressive of changes in national culture, a form that both undermined and reinforced dominant ideologies of racial, gender, and class inequality during this turbulent period of national formation and imperial expansion. We will consider the ways the pleasure of novel-reading depends upon, even as it often disavows, the world outside the story. Throughout our reading, we will trace the ways these novels both reflect and participate in the historical development of the United States during a period that spans national founding, the consolidation of northern capitalism and an exacerbated North/South division, expansion into Mexico and the Pacific, and civil war. Through close attention to literary form, we will continually pose the question, What is the relationship between literary culture and historical change? We will examine who was writing, for whom they wrote, and the situation--political, commercial--in which the American novel was produced and consumed. We will begin with

the novel of sentiment and seduction and conclude with reflections on slavery and racial revolution on the eve of the Civil War, all the time asking about the ways the novel might seduce us into either tolerating or resisting the way of the world.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL209**
Prereq: **None**

AMST300 The American West in the Age of Capitalist Transformation
This course examines the transregional and transnational forces that converged into the locations that, throughout history, American society has called "the West." It also explores how the occupation and development of the American West inspired similar expansionist projects in other parts of world. We will investigate the transformation of vast territories previously inhabited by Native groups into a booming agro-industrial empire controlled by white men. Within this context, we will study the cultures that developed and clashed in the West. We will use academic texts and primary-source material such as travel narratives, letters, ethnographies, novels, drawings, photographs, and film. We will delve into the lived experience in the West and the images, myths, and visions that different groups produced about it. During the semester, students will write a research paper on a topic of their choice related to the American West in global perspective.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST301 Immigration and the Politics of Fear
This course will examine the role of fear in shaping ideas about immigrants. We start from the notion that emotions are social formations with particular histories and political significance. Therefore, we will refrain from assuming that fear is nothing more than a feeling or an automatic response and instead take it as a site that allows us to examine how psychological and legal discourses together define and dispute what is normal, reasonable, credible, plausible, real, appropriate, and timely. The seminar will cover themes such as risk and threat, race and origin, pain and injury, confession and testimony, fiction and figuration, and personhood and representation. We will look at newspaper articles, social media content, legal opinions, case law, court transcripts, and psychological evaluations, as well as texts in politics, anthropology, sociology, philosophy, literature, comics, and films. Students will write a short essay on the politics of fear. Throughout the course, they will develop their toolkit to critically reflect on an emotion of their choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ANTH301, STS308**
Prereq: **None**

AMST301Z Immigration and the Politics of Fear
This course will examine the role of fear in shaping ideas about immigrants. We start from the notion that emotions are social formations with particular histories and political significance. Therefore, we will refrain from assuming that fear is nothing more than a feeling or an automatic response and instead take it as a site that allows us to examine how psychological and legal discourses together define and dispute what is normal, reasonable, credible, plausible, real, appropriate, and timely. The seminar will cover themes such as risk and threat, race and origin, pain and injury, confession and testimony, fiction and figuration, and personhood and representation. We will look at newspaper articles, social media content, legal opinions, case law, court transcripts, and psychological evaluations, as well as texts in politics, anthropology, sociology, philosophy, literature, comics, and films. Students will write a short essay on the politics of fear. Throughout the course, they will develop their toolkit to critically reflect on an emotion of their choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ANTH301Z, STS308Z**
Prereq: **None**

AMST305 On Monsters: Race, Sex, Gender and the Other
The class will consider the category of the monster as a cultural site of meaning. We will explore narratives of the monstrous both literally and metaphorically, working from Jeffery Jerome Cohen's understanding of a monster as "as an embodiment of a certain cultural moment--of a time, a feeling, and a place." In situating the monstrous, we will consider Derrida's reminder that monstrosity is, at its heart, concerned with hybridity, border crossing, and miscegenation. In resisting clear categorization, the monstrous becomes terrifying, improper, and disorienting. As such, we will look at contested sites of American life, such as migration and the US/Mexican border, forms of racial hierarchy and social control, manifestations of postcolonial despair, the violence surrounding gender and sexual difference, as well as biopolitical and technological fears regarding the almost-human. The course will ask students to consider monstrosity as always already interwoven with cultural notions of racial and sexual deviance, which then contend with otherness through the guise of the supernatural. The course will also explore more literal manifestations of the monstrous, including the zombie, the doppleganger, the vampire, and the witch. In doing so, the monstrous takes shape as a way of facing what Cedric Robinson calls the "recovery of human life from the spoilage of degradation," or the idea that monstrosity centers on a politics of purity, a mode of analysis that thinks through the vulnerability of the corporeal self, the ravages of contamination, and the horror of existence despite, and in defiance of, necropolitical state praxis. This course requires students to watch weekly films in the horror/monster genre.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST306 The Politics of Emotions
This course treats emotions as social expressions that both shape and are shaped by the world. Drawing on ethnographic case studies, we examine the social life of sentiments and trace how emotions function as a medium through which narratives of American citizenship are formed. We begin with interdisciplinary scholarship on affect, emotions, feelings, and moods to establish a shared analytical framework for our case studies. Each week, we focus on the social formation of a specific emotion, including hate, anger, horror, terror, love, shame, resentment, and compassion. The course will be grounded in a critique of liberal concepts such as freedom, rights, autonomy, and human rights.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST312 Americans Abroad: Mapping Nineteenth-Century Travel Narratives
In this course, we will explore international travel in the long 19th century. We will focus on narratives published by Americans who had the opportunity to travel beyond the United States. Through individual and collective activities, we will survey the trajectories of activists, diplomats, doctors, entertainers, entrepreneurs, journalists, missionaries, sailors, scientists, soldiers, students, teachers, tourists, and many others who engaged with foreign societies.

By analyzing travel narratives, we will delve into a globalizing new order of expanding empires and integrating capitalist economies.

The main product of this course will be digital humanities projects. Throughout the semester, we will conceptualize, design, build, and improve StoryMaps. Each student will develop their own individual project focusing on a set of travel narratives. Classes will alternate between historical and conceptual discussions about travel in the 19th century and technical matters related to digital humanities. Our goal is to reflect on the broad history of American foreign relations and the use of new technology to produce and communicate knowledge about the past.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST315 Entertaining Social Change
"Our problem," Tom Frank writes, "is that we have a fixed idea of what power is, of how power works, and of how power is to be resisted." This is especially true of "entertainment." Power that may not seem like power -- only, say, like "fun" or "amusement" -- can be especially powerful. A thread that connects all of our texts will be: how has the systemic critique of social contradictions been popularized as compelling and fascinating in modern times? A related concern: what are the seductions and violence built into "enjoyment" -- "enjoyment" that reproduces "Americans"? We will "entertain" the diverse strategies that progressive moviemakers have developed to entertain Americans -- to teach, persuade, seduce, provoke, upset, anger, and move them through laughter, tears, and, not least of all, ideas -- so that Americans will be more inclined to "entertain" social critique that inspires and envisions social change. Our critical focus will be on the popularizing (and sometimes the selling) of social critique in movies including Straight Outta Compton, Malcolm X, Medium Cool, Network, El Norte, Smoke Signals, Before the Flood, The Black Panthers: Vanguard of the Revolution, Salt of the Earth, Matewan, and The Big Short. We will place special emphasis on self-reflexive movies about "entertainment" and about labor/social movement organizing. Entertainment, we will see, plays a key role in organizing and reorganizing Americans. In doing so, it can place limits on our vision of what -- and who -- needs to be changed. By putting our movies in conceptual dialogue and making these limits more visible, we will help one another think, see, and feel beyond these limits. As we are "entertained" (and we will be) we will consider the stakes of being "entertained."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ENGL309, FGSS315**
Prereq: **None**

AMST321 Migrant Personhood: Against Tales of Witches, Aliens, Beasts, and Pests
The contagious animal, the irrational woman, the foreign threat, the mentally incompetent -- this course follows the circulation of these portrayals of immigrants beyond rhetorical injury. Drawing on what Colin Dayan calls "negative personhood," we will focus on the symbolic, narrative, and representational violence of immigration law. We start with readings and films that look into the history of the idea of the "reasonable man" in immigration policy, the truth-making effect of courtroom hearings, and the figures of speech that give shape to stories about what it is to be an American in the eyes of the law. We then explore forms of alternative representation that elude legal containment and instead seek cultural membership and political participation. We finish the course by examining poetic testimonials, psychotic narrations, dirty protests, escapes from ideological frames of address, collective autobiography, imaginative refusals, and radical Latinx utopias. We will draw from interdisciplinary material in anthropology, literary theory, performance studies, philosophy, legal theory, and feminist studies, among other fields.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ANTH321, STS336**
Prereq: **None**

AMST322 Visions of the Future: Capitalism and Colonialism in the World's Fairs
This course will explore the history of the world's fairs from the 1851 Great Exhibition in London to the 1939 New York World's Fair. These events showcased the newest technologies that would revolutionize life and labor for millions of human beings around the world. They also presented to the public new consumer goods and forms of entertainment such as music, dances, and sports. Moreover, they were sites of competition for rising nations and empires. Each participant country brought artifacts that demonstrated their (often idealized) national characteristics and development. Western powers displayed colonial products and peoples to show how they had been advancing in their expansionist enterprises. The students will read works on the humanities and social sciences that delve into the meanings of the world's fairs. They will also analyze primary sources (texts, paintings, film, songs, cartoons, and more) which will allow them to ask their own questions about these events.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM322, HIST398**
Prereq: **None**

AMST329 Issues in Latina/o Politics and Culture
This course explores the ways in which Latinas/os become legible as subjects in contemporary U.S. political thought and cultural life. We will consider struggles for Latina/o legal rights, the relationships between the Latina/o workforce and issues of global labor patterns, the workings of transnational economies and power, and popular cultural narratives depicting Latinas/os and U.S.-Latin America relations. This course offers the opportunity to explore, analyze, and decipher the ways in which Latinas/os inhabit a global world, built from a legacy of a colonial past and heading toward a neoliberal, globalized future. We will use an interdisciplinary approach, addressing a range of texts from various scholarly disciplines, including history, cultural studies, postcolonial theory, American studies, and political science, as well as popular cultural texts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST347 Absences, Archives, and Adjudicating Criminalities in Settler Colonial States
Absence can refer to either distance or nonexistence. Archival inquiry embodies the former and can yield the latter. Both positions pose ethical, interpretive, and political problems. In this course, we will critically approach the archive to ask questions about how its evidentiary forms are used to narrate social relations of power, territorial claims, criminality, and adjudicate past wrongs. What genres of proof do archives produce and naturalize, and how do historical claims corroborate, refuse, or reinterpret "truth" and "knowing"? Readings span Native and Indigenous Studies, American Studies, History, Anthropology, and Postcolonial and Literary Studies, exploring how these approaches address the adjudication of individual and state crimes. The course focuses on settler colonialism and Indigenous politics in North America but engages other global examples.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM346**
Prereq: **None**

AMST351 Queer of Color Critique
This course will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions--religious, legal, and scientific--shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and, also, how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, and class, shape the ways in which we understand expressions of race and queerness?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **FGSS351, AFAM351**
Prereq: **None**

AMST352 Settler and Native Ecologies of Power in North America
This course examines how settler colonial dis/possession, resource extraction, and spatial domination have generated ecological catastrophes in North America while at the same time shaping discourses of environmental "protection" and "preservation." Reading the work of historians, anthropologists, critical theorists, knowledge-keepers, and activists and examining sites such as national parks and infrastructure projects in the 19th, 20th, and 21st centuries, we will learn how efforts to define, manage, regulate, and exploit "natural" resources occur/red simultaneously with assaults on Native nations' sovereignty. We will explore how Indigenous people(s), in spite of continuous settler state violence and violations, have cared for and defended their lands and human and nonhuman relatives, drawing from a wealth of traditional knowledges and tribal political practices. We will end the course by bringing these critiques to current "environmental issues" such as wildfires, toxic contamination, and pipelines.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST353 Health, Illness, and Power in America
In this class, we will explore the interlocking histories of health, illness, and power in America. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been imagined through the lenses of social difference, including race, gender, sexuality, and class. We will address civil institutions designed to manage individual and population health, and we will consider theories of political power in the making of the "modern" body. Sample topics covered will include immigration policies and contagious disease scares; STDs and the politics of public health campaigns; physical fitness and the value of bodily labor under capitalism; the management of diseases that are symptomatic and those that are not; individualized approaches to medicine and medical difference; clinical trials and the ethics of human experimentation; pregnancy and childbirth; regulations surrounding blood and organ donation; changing rituals of bodily hygiene; preventative medicine and the call to personal responsibility; mental health policies and institutions; and pride movements surrounding the "unhealthy" body.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **STS353**
Prereq: **None**

AMST353Z Health, Illness, and Power in America
In this class, we will explore the interlocking histories of health, illness, and power in America. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been imagined through the lenses of social difference, including race, gender, sexuality, and class. We will address civil institutions designed to manage individual and population health, and we will consider theories of political power in the making of the "modern" body. Sample topics covered will include immigration policies and contagious disease scares; STDs and the politics of public health campaigns; physical fitness and the value of bodily labor under capitalism; the management of diseases that are symptomatic and those that are not; race- and gender-based approaches to medicine and medical difference; clinical trials and the ethics of human experimentation; regulations surrounding blood and organ donation; changing rituals of bodily hygiene; preventative medicine and the call to personal responsibility; mental health policies and institutions; and pride movements surrounding the "unhealthy" body.

In its iteration as a Summer Session course, class instruction will be provided as a combination of interactive lecture, discussion, and small group work. On a daily basis, students will be asked to complete and discuss reading assignments, short research activities, and written responses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **STS353Z**
Prereq: **None**

AMST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

AMST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **A-F**

AMST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

AMST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

AMST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AMST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AMST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

AMST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

AMST469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

AMST470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

AMST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

AMST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ANTHROPOLOGY

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

AFFILIATED FACULTY

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Chair, Anthropology; Associate Professor of Anthropology; Associate Professor, American Studies; Associate Professor, Science and Technology Studies

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VISITING FACULTY

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Provost's Postdoctoral Fellow of Anthropology; Provost¿s Postdoctoral Fellow of Anthropology

Daniel Schniedewind
BA, Wesleyan University; MA, University of California-Santa Cruz; PhD, University of California-Santa Cruz
Visiting Professor of Anthropology

DEPARTMENTAL ADVISING EXPERT

Margot Weiss

- Undergraduate Anthropology Major (p. 1034)

ANTH101 Introduction to Cultural Anthropology
This course introduces students to concepts, theories, and methods of cultural anthropology. Lectures, readings, and audiovisual materials invite critical analysis of broader themes in contemporary anthropology, such as the nature of culture, the problematic notions of social evolution and progress, and the negotiation of power within and among diverse peoples.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH101Z Introduction to Cultural Anthropology
This course introduces students to concepts, theories, and methods of cultural anthropology. Lectures, readings, and audiovisual materials invite critical analysis of broader themes in contemporary anthropology, such as the nature of culture, the problematic notions of social evolution and progress, and the negotiation of power within and among diverse peoples.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH103F Anthropology of Gifts and Giving (FYS)
What is a gift? A commonplace understanding is that a gift is something given gratuitously, selflessly, and without the expectation of a return (just look the word up in any dictionary). Why, then, upon receiving a gift, do we feel indebted to the giver? And rather than free and gratuitous, isn't most gift giving compelled by socially significant events and regulated by relatively rigid rules? This FYS is an in-depth examination of gift giving as one of the most powerful forces binding individuals and groups in society into relationships of reciprocity. Students become familiar with critical anthropological and philosophical debates about the gift and consider their application to contemporary forms of giving, including traditional gift-giving events, sacrifice, philanthropy, volunteering and voluntourism, international aid, and types of giving made possible by advances in technology, such as organ donation and surrogacy. We attend to the economic, political, ethical, cultural, gender, and personal dimensions of gift giving in their remarkable power to make and break social bonds and undo or reinforce hierarchical relations at all levels of local and global society. Students draw a deeper understanding of the connection between generosity and power to inform their own ethics of gift giving, sharing of wealth, and sense of responsibility, wellbeing, and place in the world.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH111F Anthropology of Conspiracy (FYS)
This first year seminar explores the relationship between conspiracy theory and contemporary life through the discipline of anthropology. We learn how to read, discuss, and write about anthropological texts using conspiracy as a starting point. We trace the history of conspiracy theory, read ethnographies of conspiracy, and extend the concept of what counts as conspiracy to anthropological topics such as culture, class, ideology, myth, virtuality, race, affect, gender, and sexuality. We ask what the utility of conspiracy is in world-building, ritual, and belief structure inherent in both cultural cohesion and conflict.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH112F The Anthropology of Godzilla: Unconventional and Monstruous Perspectives on the Anthropocene (FYS)
In this First Year Seminar, we will use anthropology--the study of how humans make cultural, social, and political meaning in the world--in order to better understand contemporary global, ecological conditions through the lens of giant monster movies. It begins from the argument that "monstruous media" reflects our cultural worlds back at us in productive and insightful ways, and that Godzilla, in particular, helps us better understand the ways the Anthropocene is at once a product of human action and seems at the same time to totally exceed human capacities. We will combine some traditional readings with extensive film viewing in order to help students develop their academic writing and analytical skills.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **STS112**
Prereq: **None**

ANTH113F Anthropology of Gender & Sexuality (FYS)
This first year seminar explores the concepts of gender and sexuality through an anthropological lens, engaging with both theoretical and ethnographic material in order to fully immerse students in the experiences of the cultures being analyzed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH120F Indigenous Environmental Justice (FYS)
Environmental justice--as both a social movement and an area of scholarship--emphasizes the disproportionate impact of environmental harm on human communities already marginalized because of factors like race, class, and indigeneity. While Indigenous activists and scholars have strategically mobilized under the banner of environmental justice, conventional U.S. environmental justice frameworks have not always acknowledged the status of Indigenous nations as sovereign political and legal entities or their distinctive articulations of justice and environment. Focusing primarily on North America, this First Year Seminar will explore how Indigenous land and water protectors have long put forward visions for collective futures that diverge from intertwined histories of social and ecological violence, including through multiracial collaborations and campaigns. We will engage texts from a wide range of disciplines, as well as non-academic materials and films.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH135F Entangled Sounding Objects: The Social Life of Musical Instruments (FYS)
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC135F, ARCP135F, COL136F, MDST135F**
Prereq: **None**

ANTH201 Key Issues in Black Feminism (FGSS Gateway)
This course surveys key issues in the historical development of black feminist thoughts and practices through readings of canonical works especially from the 1980s and '90s that contribute to this extensive body of knowledge. Our aim is to engage black feminist and womanist theorists, activists and artists from the diaspora who are exploring intersections of race, class, sexuality, religion, and other indices of identity affecting their daily lives. To that end, we will take an interdisciplinary approach to unpacking the historical tensions and politics and poetics in theory/practice, representation/self-making and expression/performance. We will also examine more recent turns in #BlackLivesMatter, #SayHerName and #BlackGirlMagic and conclude with Post-Zora Interventions--feminist interrogations on the borders anthropology, art, and activism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **FGSS217**
Prereq: **None**

ANTH202 Anthropology and/of Islam
This course examines the relationship between the discipline of Anthropology and Islam while also surveying the development of the Anthropology of Islam. Until the middle of the 20th century, Western study of Islam was dominated by Orientalists and colonial social scientists. As the study of Islam and its social worlds entered into the field of modern anthropology alongside decolonizing processes worldwide, the anthropological study of Islam was caught up in, and crucial to, the various critical turns in the discipline that faced as it attempted to decoupled itself from colonialism. With this as the backdrop, "Anthropology and/of Islam" takes on the rich and varied, often complicated, canon of the "Anthropology of Islam" with a particular focus on the Middle East and North Africa primarily between 1975 and 2025 but with an eye to the field globally. It also also attends to the ways in which this field has been responsible for paradigmatic shifts in the Anthropology itself.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **RELI209**
Prereq: **None**

ANTH203 Sex, Money, and Power: Anthropology of Intimacy and Exchange
Sex and money--intimacy and economy--are often imagined to occupy distinct and separate spheres. Sex and intimacy are located in the private or domestic realm, in spaces of leisure, feelings, care, and personal connections. Money and economy, on the other hand, are purportedly public, located in the market and tied to labor, rationality, and impersonal (non)-relations. This course brings these spheres together, focusing on the links, exchanges, and circuits between the intimate and the economic in diverse cultural contexts.

Drawing on anthropological, feminist, Marxist, queer, and critical race theory, we will build

working definitions of key concepts: intimacy, division of labor, domestic labor, sexual labor, exchange, commodity, value, neoliberalism, consumer culture, and more. We'll test, apply, critique, and expand these concepts as we work through ethnographic case studies on contemporary sex work and tourism, marketing and pornography, reproduction and domestic labor, marriage, class and sexual lifestyle, labor and care work, and sex stores and commodities. We will connect economic, cultural, and political formations with race, ethnicity, nation, sexuality, class, and gender, scaling up to consider global and transnational exchanges and down to consider how these circuits impact families and communities. Throughout, we will ask: Whose labor is valued and recognized, and why? How do bodies accrue value, and in what kinds of marketplaces? When are intimacies--sexual and social--commoditized? How is race, gender, and sexuality central to these exchanges? How do new transnational circuits constrain and/or empower people? And finally, who benefits from these relations, and who does not?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **FGSS223**
Prereq: **None**

ANTH205 Borderlands in the African Mediterranean and Beyond
The past decade has seen one of the largest mobilizations of human migration in recent history. This migratory flow is usually discussed within spatial frames such as movement across borders, between countries, and across the sea. This course departs from those narratives by bringing into focus the routes, social worlds, and systems of exchange that emerge during time spent between borders, a time often eclipsed as "just waiting." The beginning of the course sets the theoretical tone for our readings and discussions by revisiting how anthropology has questioned the stability of the linkage between culture and space, and placing this into the context of scholarship on liminality and borderlands. Subsequently, we will examine ethnographic studies, as well as some literary texts, that focus on migration and immigration primarily across the African Mediterranean, with comparative examples drawn from South and North America and Western Asia. The course's goal is to trace the communal sentiments enmeshed in these routes and worlds and to inquire what they may imply for political and subjective belonging, beyond narratives centered on the anxieties that emerge once "migrants" enter into European and North American territories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH206 Ethnography of the American Rural
The rural stands as a fraught American symbol, positioned in stark contrast to its corollary: the urban and its cosmopolitan subjects. The American rural is variously represented as vulnerable, disappearing, backwards, regressive, slow. In this course, we elucidate the texture of the American Rural by engaging with ethnographic writing from the early 20th century into the contemporary. In exploring the rural as a meeting place of working-class expressive cultures, an atmosphere of slow or strange time, a dramatic history of industry and agriculture, a notoriously tense racial zone, an icon of severity, and a place of exuberant stories and poetics, we uncover the vital ideological function of the rural as the urban's dark twin in American myth throughout history and today.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH208 Crafting Ethnography
This course is an introduction to the craft of ethnographic research and writing. In the first half, we will explore some of the research methodologies anthropologists use to understand, interpret, and analyze culture. Each student will choose an ethnographic field project for the semester and practice ethnographic methods (participant observation, interviewing, virtual ethnography, auto-ethnography, visual representation, and more). In the second half of the course, students will begin to write their ethnography, practicing writing in a variety of styles and genres (including realist, reflexive, dialogic, engaged, and experimental). Guided, weekly peer workshops throughout the semester will give students a chance to hash out and talk through questions of ethics, positionality, representational politics, and the improvisational felicities and challenges that arise during fieldwork and writing. This course will give students a solid grasp of ethnographic methods and how anthropologists construct ethnographies. It is ideal preparation for ethnographic theses and essays during senior year.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH209 Tradition & Testimony: Protecting Native American Sacred Lands, Ancestral Remains, & Cultural Items
This course will explore the historic genesis of present-day U.S. and international policies toward Native American peoples and other indigenous communities. In addition, studies will include traditional indigenous and tribal perspectives, investigate indigenous-specific origin stories and the connections these stories have with historic events and places, and take a hard look at repatriation policies. Students will investigate several case studies involving current issues Native American communities are facing in repatriation and protecting sacred places, both local and national.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ARCP209**
Prereq: **None**

ANTH210 The Technological Primate: Archaeological Approaches to Ancient Technology
Humans are reliant on technology, in one form or another, for our survival. This obligate use of technology has been a characteristic of our evolutionary

history for over 2.5 million years. This course will explore how technology became central to the human way of life. We will discuss both how and why our use of technology has changed through time. This includes considerations of the adaptive roles that technology plays in our evolution, how technology is shared between individuals and cultures, and the role of technology beyond the purely utilitarian. Students will learn about the ways archaeologists analyze and think about ancient technologies. This includes a wide variety of material types, including stone, ceramic, botanicals, bone, metal, and more. In this course students will have an opportunity to handle both actual archaeological materials and replicas.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP210, IDEA205, STS211**
Prereq: **None**

ANTH211 The Politics of Place
How do we come to a know a place? How are senses of place enacted and with what consequences? This course will focus on "place-making" as a historical, emergent, and contested process. Through course texts, films, and ethnographic exercises, we will explore places as sites of individual and collective self-making, power consolidation, not-only-human-collaboration, and the provisioning of specific futures. While anthropologists will be our primary guides, we will also engage scholarship from Black studies, Indigenous studies, history, and ecology. Although we will consider examples of place-making from around the world, our primary focus will be on the U.S. with a particular focus on Middletown/ Mattabesset. Taking settler colonialism and racial slavery to be foundational to local and national projects of place-making in the U.S., we will explore how memory, landscape, affect, political economy, and history interact in more-than-human social worlds.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH212 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology
New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP203, ENVS203, STS203, IDEA203**
Prereq: **None**

ANTH213 Indigenous Anthropology
In this course, we will explore what anthropology looks like from an indigenous perspective. Focusing on four significant texts by indigenous anthropologists, we will explore concepts of indigeneity, mobility, gender, DNA, and indigenous rights and sovereignty as they are articulated between anthropology and indigenous studies. At the same time, we will examine how anthropological research and writing can be conducted from the perspective of the historically colonized as opposed to the colonizers, navigating the ambiguities of anthropology's own legacy as it is rearticulated by scholars from diverse positionalities and perspectives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH214 Introduction to Archaeology
What can fragments of pottery, stones, and bones reveal about the lives of people who lived thousands or even millions of years ago? What does the archaeological record reveal about human evolution, past human diets and health, ancient socioeconomic systems, and the emergence of early cities? And how can we preserve archaeological sites and artifacts for future generations? This course will introduce students to the interdisciplinary field of archaeology. We will discuss key methods and principles that archaeologists use to study the human past while covering a survey of world prehistory from the earliest stone tools to the archaeology of contemporary material culture. Students will have the opportunity to examine real archaeological artifacts -- including artifacts excavated from historic Middletown -- and will be encouraged to think critically about the ways that archaeology informs our understanding of both the past and the present.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP204, ENVS207, IDEA204**
Prereq: **None**

ANTH215 Nature/Culture
In this course, we are going to explore--and problematize--the boundary between the so-called "natural" world and human social and cultural life. Rather than assuming that "nature" is something that already exists in the world that humans have systematically excoriated and transformed, we consider instead the idea that nature and culture are fundamentally co-constitutive concepts--that is to say, that one cannot exist without the other. As we go, we will explore pressing concerns such as the boundaries between human and non-human, the nature of the Anthropocene, the question of what it means to be "modern," and the power of ecological politics in our contemporary orders of global capitalism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ENVS218, STS255**
Prereq: **None**

ANTH217 Anthropology of Science
What are scientific facts? How do we know what we know? In this course, students will gain an introduction to thinking about science and technology as cultural practices shaped by power, politics, race, indigeneity, gender, and sexuality. Students will explore how anthropologists, long interested in how "culture" works, have recently turned their gaze toward critically examining the cultures of people in positions of technoscientific power, including nuclear scientists, Wall Street analysts, drone weapon designers, climate scientists, molecular biologists, and more. Students will also be trained in conducting ethnographic fieldwork on a group of experts in their own communities in order to ask questions about scientific rituals, truth-making, and distributions of power and privilege. Students who received credit for SISP 265---Introduction to Science as Culture may NOT enroll in this course for credit
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**

Identical With: **STS265**
Prereq: **None**

ANTH220 Anthropology and (Anti)-Blackness
This course considers the intellectual and institutional developments of psychoanalysis and anthropology in the 19th and 20th centuries and the ways in which these disciplines defined a figure of the human that excluded the "African," the "Black," "the Negro" from the capacity to signify the universal. By examining these constitutive occlusions of race, the course considers the ways in which the "unthought" status of racial blackness, in particular, animates and aggravates the discipline of anthropology. The course will move from introductory readings in classical anthropology and psychoanalysis and a selection of works in Black critical thought towards contemporary scholarship that reappraises these fraught questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **AFAM223**
Prereq: **None**

ANTH221 Multispecies Ethnography
Human life is forged through constitutive relationships with a vast array of nonhuman actors. While anthropologists have always recognized this, escalating concerns about the nature of these relationships in a moment of great ecological precarity has led to a profusion of ethnographic attention to the human/nonhuman interface. In this course, we will engage multispecies ethnographies from around the world and consider how multispecies approaches connect to the analysis of subjects like race, gender, and nationality. We will also explore how grappling with the representational challenges posed by species difference can sharpen ethnographic attunement in all research contexts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **STS228**
Prereq: **None**

ANTH222 Magic of Despair: Terror, Colonialism and Healing
This course proceeds through the haunted lens of colonial medicine and its afterlives. The course investigates both the ways in which madness, sorcery, and healing became entangled in the racial logics of empire. Drawing on anthropological theory, historical texts, and critical insights from black critical thought, the course investigates the production of subjectivities that emerge from encounters between colonizer and colonize, doctor and patient, body and world. Tracking the appearance of ancestors, witchcraft, possession, and cults of affliction across colonial and contemporary ethnographies, we consider how constructions of health and pathology were means of colonial governmentality and came to constitute the ethical terrain of colonial capitalist modernity. The course concludes with reflections that trace connections between the concepts of neurodiversity, disability and decolonization. The course is especially focused on Africa and its diaspora.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH227 Ethnographies in Medicine
Biomedicine looks different in different places. Biotechnologies change under new moral frameworks. The same pharmaceutical pill can offer freedom to some and evoke colonialism in others. And in some contexts hunger is more pressing than curing a specific disease. How do we go about challenging our biomedical assumptions and understanding medicine in context? Medical anthropologists have relied on the art and science of ethnography to provide cross-cultural accounts of health and healing that are accessible, provocative, and timely. In this writing-intensive course, we will read exemplary ethnographies in medical anthropology to explore the intersection of medicine, culture, and narrative text. We will explore four themes that cover provocative discourses in the field: the challenges of participant observation during vulnerable encounters with sickness and disease; regimes of power; local-global encounters; and food, eating, and the gendered body.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT226**
Prereq: **None**

ANTH230 Anthropology of Cities
This course is an introduction to the practice of urban anthropology. Attention is placed on the intellectual challenges recent local and global urbanization trends present to us in our attempts to think and write about cities today. We will reflect upon the production of space and place, the creation of "other spaces" through borders and limits, and the making of meaning through everyday practices and experiences in the city. We will consider how cities become foremost spaces for the exercise and contestation of power, for social cohabitation and conflict, and for cultural creation and repression. Class discussions will also focus on fieldwork methods and problems of ethnographic representation and writing in preparation for a research project that will culminate in an urban mini-ethnography.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH233 Global Queer Studies
This course explores global experiences of LGBT/Q life, bringing an explicitly transnational lens to a field too often dominated by U.S.-centered perspectives.

Drawing on queer ethnography and film, we will explore the contours of queer and trans life around the globe, from the lives of gay men in Indonesia to Muslim yan daudu in Nigeria, gay tourism in post-Revolutionary Cuba, queer mati work among working-class Afro-Surinamese women, lesbian activism in India, LGBT asylum claims in Canada, the queer art of Carnival in Trinidad and Tobago, the everyday lives of lalas (lesbians) in China, and and the transnational lives of Filipino gay men in New York. Our aim is to challenge and expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative) and to center the ways sexual/gendered identities, cultures, and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST233, FGSS233**
Prereq: **None**

ANTH241 Critical Interculturality and the Pedagogy of Unlearning
This course is offered by our study abroad partner, Pachaysana, online from their site in Ecuador, with local educators.

An ever-growing number of students, scholars, and activists criticize our educational institutions for upholding colonial structures, and via numerous movements are calling for "decolonization." Any effort to decolonize our education must go well beyond the content of what we teach in the classroom. In addition to what we are learning, we must explore how we learn, where we learn, and with whom we learn. We also must think about what "decolonization" means, taking into consideration the lands on which our campuses and communities are located. This course addresses decolonization through the lens of critical interculturality, referring to Catherine Walsh's critique of multiculturalism as functional or relational interculturality. Bringing in readings from Indigenous and Latin American scholars and taking part in workshops facilitated by local Ecuadorian community members, we will use interactive methods to explore some of the most challenging concepts related to decolonization, including "decolonization is not a metaphor," epistemic justice, border thinking, and embodied methodologies. Those concepts will then be examined with regards to the realities on our college campuses and our communities, and we will begin to dream about moving from the "functional" to the "critical." By the end of the course, informed by the readings and interactions with community-based educators in Ecuador, students will formulate clear questions and identify potential strategies for applying critical interculturality at their college campuses.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST341**
Prereq: **None**

ANTH242 Other Worlds Are Possible: Life Against and Beyond Neoliberal Logics
This four-week intensive course examines radical challenges, in theory and on the ground, to mainstream neoliberal capitalism and development strategies promoted by international organizations such as World Bank and the IMF. After the 1980s, considered by many as "the lost decade" of development, some scholars and practitioners declared the development enterprise as fundamentally wrong: It was a misguided and violent neocolonial project that could never provide the answer to inequality and poverty. These radical critics argued for building a "post-development" era. In this course, we look at the conceptual history of the term "post-development" and also examine what post-development life looks like on the ground, among dispossessed communities. We will focus on lived and imagined challenges to neoliberal capitalism. We spend the first week at Wesleyan, brushing up on the critical ideas and movements that have emerged out of Mexico (and Latin America, broadly) over the past four decades in reaction to mainstream development discourse. We will then explore these ideas and lived alternatives in Oaxaca, Mexico. We will spend three weeks learning about and working with marginalized communities that are rejecting capitalist development and building and experimenting with living a "good life" (buen vivir) on their own terms.
Offering: **Host**
Grading: **OPT**
Credits: **2.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH243 Medical Anthropology
Situated at the intersection of the clinical and social sciences, medical anthropology seeks to understand bodies, afflictions, healing, and care in cross-cultural contexts. This course serves as an introduction to the exciting field of medical anthropology. Students will begin by mastering dominant approaches within medical anthropology for studying the body as a site of meaning, a moral battleground, a biosocial entity, an object of regulation and control, and a tool of resistance and change. We will then turn our attention to different kinds of bodies in distress and to the therapeutic responses they invoke (or fail to invoke) from healers, doctors, kin groups, aid workers, and state actors. Of particular concern will be those aspects of healing that challenge commonsense notions of how therapies work and where they may fall short. Specific concepts and topics to be covered include illness narratives, idioms of distress, structural and symbolic violence, culture-bound syndromes, nature/nurture debates, ritual healing, high-tech medicine, and humanitarianism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH244 Television: The Domestic Medium
Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **FILM349, FGSS243**
Prereq: **None**

ANTH249 From Metropolis to Megalopolis
What is the urban experience today? Are the old European metropolises, the global cities of New York or Tokyo, and the new megalopolises of the Global South commensurate entities? What are the theoretical and methodological challenges we face in thinking about "the urban" today, given the vastly different histories, trajectories, and physical and social realities of cities around the world? This course is an introductory and interdisciplinary survey of urban theory. We will critically examine "the city" as a transhistorical category of analysis and focus on issues of anthropological concern regarding the experience and epistemology of urbanization and urban life. No prior background in urban studies is expected, but an interest in theory is a must.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH250 Identity and "Pacha" (Land-Based Knowledge and Re-imagining Community) - Taught from Ecuador
This course is taught from Ecuador by our study abroad partner, Pachaysana.

According to indigenous Andean scholars, Pacha refers to the time-space continuum, or as the "everything around and inside us." This course asks students to challenge their identities by broadening their epistemological and ontological lenses to see their individual and collective lives as they relate to

Pacha. To synthesize this complicated process, we ask participants to examine who they are as related to the ever-changing ecology in which they live. For this course, ecology is approached broadly, referring to the Greek origin on the word oikos, meaning home. We take advantage of our virtual exchange and examine home as an interconnection of how we relate to "place and space," exploring our ecology as the triad of our immediate territory (llakta in Kichwa), our surrounding natural environment (allpa in Kichwa), and our global and pluriversal space (pacha). Throughout the course, we use an interdisciplinary lens to examine "who we are" as related to this diverse understanding of ecology, taking into consideration that our ever-changing environment includes an ever-changing human story. Readings are transdisciplinary, coming from the fields of anthropology, sociology, human geography, gender studies, ethnic studies, history, the arts, and development studies. Toward the end of the course, after examining certain theories and case studies, we will imagine the reconstruction of our identities contextualized to pacha, space, place, ecology, oikos, and home.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST340**
Prereq: **None**

ANTH254 Self and Other in Cross-Cultural Encounters (CLAC.50)
This course is open to students currently enrolled in ANTH101: Introduction to Cultural Anthropology or in ANTH103: Gifts and Giving. It is intended for students with an interest in improving their spoken and written Spanish through an exploration of the problems and possibilities of cultural anthropological practice. This exploration will happen via class discussion and short ethnographic research assignments. The course will be conducted in Spanish and is open to students with some level of proficiency: from intermediate to advanced and to heritage speakers of the language. Students are expected to be currently enrolled in, or to have previously taken, ANTH101 or ANTH103. Email the instructor for information about alternatives to this requirement.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-ANTH**
Identical With: **CGST254**
Prereq: **None**

ANTH256 Anthropology of the Senses
How do we know what we know? Is seeing really believing? And what about hearing, smelling, tasting, and feeling? This course explores Anna Tsing's provocation to "look around instead of ahead," asking: what kinds of participatory observation of the senses help us identify what we know about the world? Through readings, lectures, short form writing, and field trips, we examine the role of the senses in forming what we know about ourselves and others. Writing and research assignments develop tools for documenting, analyzing, and communicating our senses and work towards a critical acknowledgment of sensory hierarchies. Our course readings consist of selections from theories of affect, sound studies, and food studies, as well as key texts in cultural anthropology in order to build an appreciation of the range of sensory information available to us and the strategies we use to communicate our sensory worlds. Our goal is to probe how ethnographic work sensitive to the multidimensionality of the human sensorium can discover and propose real strategies for human vitality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH257 Environmental Archaeology
Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the "collapse" of civilizations such as the ancient Maya. The course will involve hands-on preparation and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ARCP257, ENVS257, E&ES257**
Prereq: **None**

ANTH259 Development, Disasters, and Beyond: The Global Politics of Aid
Development is one of the most important ideas of our times. It is a powerful way of reorganizing the world into the Global South and the Global North (or the Third and First Worlds) and promising modernity to "backward" places and people. It is an equally powerful way of intervening in "underdeveloped" regions in the name of progress and beneficence through aid programs. Our purpose in this course is to use the spy lens of anthropology to critically examine the global politics of development aid, whether given for poverty alleviation, infrastructure projects, disease and healthcare, or disaster relief. While development aid is certainly a potent way to exert power over and regulate Third World Others, it is also a fiercely contested space of struggle. This course approaches it as a "problematic"--an unsettled, contentious, and unpredictable formation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ENVS259**
Prereq: **None**

ANTH260 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC260, ARCP270, COL255, MDST260, REES206**
Prereq: **None**

ANTH267 Black Religions in the Americas
This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santeria) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, "authenticity," commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI268, AFAM387, LAST268**
Prereq: **None**

ANTH274 Self & Social Transformation
Racism, sexism, and classism are deeply ingrained in our habits and feelings. It seems that in order to change objective conditions we need to change ourselves and our communities. But given that our habits and feelings are often unconscious and resistant to change, how do we philosophically go about doing this? This class tries to answer this question. It starts theoretically with ancient Greek and ancient Chinese virtue ethics as well as Foucault's later work on self-transformation. It then takes these concepts/theories and sees them in action in contemporary movements of self/community transformation. We start with a paradigmatic political activist movement of self-transformation: the Black feminist transformative justice movement with the goal of prison abolition. But as we progress, we will explore less obvious and seemingly more mundane movements of self- and community transformation such as Saba Mahmood's dawa movement from Egypt, Weight Watchers, and finally "ballroom" culture from Detroit. Anthropological ethnographies of these movements will help show how we can self-reflexively shape our own habits and transform ourselves.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL274, FGSS274**
Prereq: **None**

ANTH275 Introduction to Archaeological Science: Natural Science Approaches to the Human Past
While archaeology is considered by many to be a social science, natural science approaches are increasingly utilized by archaeologists to explore past environments and behaviors. Archaeological science is defined as the application of scientific techniques from biology, chemistry, geology, and other natural sciences to archaeological materials. This course will survey the different scientific techniques employed by archaeologists and highlight their utility for exploring the human past through archaeological case studies. Students will consider how the integration of natural and social science approaches produces a more complete understanding of the archaeological record. This includes the reconstruction of climates, landscapes, diets, migrations, population interactions, production behaviors, chronologies, and more. Students will learn the basics of the archaeological applications of ancient DNA, stable isotopes, sedimentology, geochemistry, chronometric dating, 3D scanning, morphometrics, botany, zoology, and other scientific methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **ARCP275, IDEA275, STS275**
Prereq: **None**

ANTH276 Museum Collections: Ethical Considerations and Practical Applications
Serving as a broad overview of museology, this course introduces students to the principles underlying the foundations of museum work and collections stewardship. Topics covered will include the origins of museums and collecting, the rationale behind museum policies, and the legal frameworks and professional standards that guide collections management. Ethical considerations surrounding issues such as NAGPRA/repatriation, decolonization, accessibility, looted artifacts, and cultural patrimony will also be covered. Finally, students will explore the practical aspects of preventive conservation, museum documentation, and exhibition development. Although topics covered in this course will apply to a variety of museums, the primary focus will be on cultural heritage collections. Readings and class discussions will be supplemented with hands-on exercises using the Wesleyan University Archaeology & Anthropology Collection.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP267**
Prereq: **None**

ANTH279 Eating Others: Histories and Cultures of Animal Edibility
For many people, animals form a significant and cherished part of their diet. Indeed, humans have used other animals as sources of nutrients for hundreds of thousands of years. What can these animal-based dietary practices tell us about humans and their relationships with other animals? Of course, these inter-species relationships have varied as radically across time and cultures as the dietary practices that have shaped them. To better understand some of these practices and the relationships they generate, this course will explore the following questions: How did animal-based food practices develop from pre-domestication to the contemporary era of industrialized animal agriculture? How have cultural categories of "edibility" developed in different cultural contexts? What is meat, and how does it differ from inedible flesh? How have gender, class, race, sexuality, and other categories of difference intersected with and shaped animal consumption practices in different times and contexts? How has animal consumption shaped and been shaped by animal ethics, philosophy, and scientific knowledge production? How has large-scale animal consumption contributed to the ecological crises of the Anthropocene, and how have these in turn affected animal consumption practices? What is the future of animal-based food? This course will use ethnographies, historical and legal analyses, and philosophical inquiries to examine the histories and cultures of animal edibility. Specifically, it will focus on topics including human evolution, animal domestication, slaughter practices, industrialized animal agriculture, indigenous ecological ontologies, hunting, dairy and egg consumption, cannibalism, cultural conflicts over the edibility of specific species, and recent technological innovations that can produce animal products without animals.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS266, ENVS279**
Prereq: **None**

ANTH285 Film and Anthropology
Film & Anthropology is an exploration of the cross-pollinating relationship between ethnographic and filmmaking methods and styles. This is, in part, an effort to understand the contributions of both to the observed and documented experience of cultural life. We will watch films weekly and discuss them, as well as respond to them individually in weekly critical précis. We will, in the course of these viewings, come to some consensus as to what we mean by ethnographic and cinematic elements. The films themselves will cross genre boundaries, running the gamut from "traditional" ethnographic films to various

forms of documentary and experimental film that in some way address or explore what I consider ethnographic elements. We will cover canonical early ethnographic work (Gardner, Asch, Marshall), feminist experimental interventions in ethnographic film (Minh-Ha, Varda, Deren), and contemporary work that experiments with ethnographic elements, and we will synthesize various genres into new forms of long-form documentary, ethnofiction, and trance film (Marker, Oppenheimer, Sensory Ethnography Lab, Gonzalez, Rosi, Minervini, Kuchar). We will observe the progression of style through the 20th century into the 21st, with the various intellectual threads of post-structuralism, creating modifications of centering the experience and voice of the oppressed, narrative reflexivity/abstraction/unreliability, formal experimental editing styles, the decolonial method as filmmaking practice, and the historicization and interrogation of anthropology as a fraught discipline.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **FILM323**
Prereq: **None**

ANTH286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice
This course explores the relationship between scholarship and activism, with a focus on intersectional radical queer scholarship and activism--queer left, black radical, trans, immigration, prison abolition, and sex work--in the United States. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making in and outside the so-called "ivory tower," explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, and community archive), and gain insight into the histories and current realities of social justice movements, campus activisms, the work of a radical imagination, art and activism, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization--past or present--of their choice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST286, FGSS286**
Prereq: **None**

ANTH290 Style and Identity in Youth Cultures
This course focuses on young people's engagements with commercially provided culture and their implications for identity formation. We begin in the postwar United States, when producers of symbolic goods, such as movies, music, and clothes, began aggressively tailoring products for young people; over the rest of the 20th century and into the 21st, new youth-oriented cultural commodities and sites of consumption have been used by young people in diverse ways to define themselves in relationships to adult society and to other young people. We will examine young people's intensifying involvement with the cultural market, with attention to both the diversity of youth-cultural formations that have emerged within the United States and to the global circulation of Euro-American youth culture. Using case studies, we will consider the ways in which young people's consumption practices have both reinforced and transgressed intersecting boundaries of class, race, gender, and nationality. An overarching concern in the course will be to assess whether or to what extent particular cultural practices may help prepare young people for positions of privilege, reconcile them to structural disadvantages, or provide them with resources to challenge the dominant society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH290Z Style and Identity in Youth Cultures
This course focuses on young people's engagements with commercially provided culture and their implications for identity formation. We begin in the postwar United States, when producers of symbolic goods, such as movies, music, and clothes, began aggressively tailoring products for young people; over the rest of the 20th century and into the 21st, new youth-oriented cultural commodities and sites of consumption have been used by young people in diverse ways to define themselves in relationships to adult society and to other young people. We will examine young people's intensifying involvement with the cultural market, with attention to both the diversity of youth-cultural formations that have emerged within the United States and to the global circulation of Euro-American youth culture. Using case studies, we will consider the ways in which young people's consumption practices have both reinforced and transgressed intersecting boundaries of class, race, gender, and nationality. An overarching concern in the course will be to assess whether or to what extent particular cultural practices may help prepare young people for positions of privilege, reconcile them to structural disadvantages, or provide them with resources to challenge the dominant society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH291 East Asian Archaeology
This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with "Peking Man" and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th-century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP291, CEAS291, ENVS291, IDEA291**
Prereq: **None**

ANTH295A Theory in Anthropology: Anthropology and the Experience of Limits
Theory in Anthropology courses are core courses for the major, designed to elucidate historical influences on contemporary anthropological theory. While precise topics may vary from year to year, the overall goal of the courses remains the same: to familiarize students with the main traditions from which the discipline of anthropology emerged and to explore the diverse ways in which contemporary anthropological practice defines itself both with and against them.

This course considers the possibilities of an anthropology of transgression, excess, and unreason. This is an anthropology of all things cultural that work outside the logic of function and utility--that is, of actions and events that, while being eminently social, exceed reason and rational explanation. We will take as our point of departure an understanding of political economy that no longer has production and rationality as its core principles but rather consumption and waste. For this "general economy," as Georges Bataille called it in opposition to a "restricted economy" focused on utility, he drew from the anthropology of his

time and its study of societies organized around complex systems of gift-giving, collective ritual, and periods of wasteful consumption (through festivals, for example). Ultimately, Bataille sought to formulate a critique of the early-20th-century European political and economic order, which emphasized individualism, rationality, and profit and which, he believed, fostered disenchantment with liberal democracy, totalitarian impulses, and war and calamity.

Class readings and discussions will be organized around topics such as profitless expenditure and the festival; gift-giving and sacrifice; taboo and transgression; formlessness and abjection; sex and erotism; and subjectivity, excess, and the experience of limits. Students will develop research projects on these and other topics of their interest, which could include theoretical and ethnographic explorations of, for example, particular festivals, games of chance, religious experience, the writing of poetry, nonreciprocal giving (organ donation, surrogate motherhood), and the experience of extreme sports and high-risk tourism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295B Theory in Anthropology: Anthropology of Affect
Theory in Anthropology courses are core courses for the major, designed to elucidate historical influences on contemporary anthropological theory. While precise topics may vary from year to year, the overall goal of the courses remains the same: to familiarize students with the main traditions from which the discipline of anthropology emerged and to explore the diverse ways in which contemporary anthropological practice defines itself both with and against them.

This semester, our topic is the anthropology of affect. Affect: to affect and be affected. Anthropologists and other social theorists from Durkheim onward have considered questions of bodies, sensation, emotion, and social change. In recent years, the "affective turn" in the humanities and humanistic social sciences has brought renewed attention to these dynamics. For some, affect is contrasted with emotion; it is potential or capacity, not set cultural meaning. For others, affect is contrasted with structure or form; it is bodily sensation or intensity--dynamic, energetic, mobile. And for others still, affect might enable us to grasp how it feels to inhabit a life world, a particular atmosphere, texture, sensuality, the feel of things.

This course explores the genealogy and range of theories of affect, foregrounding anthropology's distinctive contributions to and critiques of the study of affect. We'll discuss ways that centralizing affect might disrupt dichotomies of structure/agency, opening up modes of analysis that are not centered on cultural meaning-making, and enabling us to explore forms of life that exceed human subjects and socialities. Readings will tack between more theoretical essays and ethnographic representations of affect, sensuality, mobility, and emotion. Weekly experimental sensoriums, designed to attune us to the world, are a central component of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295C Theory in Anthropology: Anthropology of Conspiracy
This course explores the relationship between conspiracy theory and contemporary life through the discipline of anthropology. We trace the history of conspiracy theory, read ethnographies of conspiracy, and extend the concept of what counts as conspiracy to anthropological topics such as culture, class, ideology, myth, virtuality, race, affect, gender, and sexuality. We ask what the utility of conspiracy is in world-building, ritual, and belief structure inherent in both cultural cohesion and conflict.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295D Theory in Anthropology: Anthropology and the Modern Media
This course considers the relations among symbolic representations, modern media, and social practices of imagination. Taking the Durkheimian theory of collective representation as a point of departure, we will first look at the role of rituals and myths in oral cultures, with emphasis on the notion that human beings add to the world through representation and inhabit the worlds they imagine. We will go on to interrogate the ways in which the formation of media industries in capitalist societies has transformed the role of imagination in social life, both within and beyond the societies where those industries emerged. Cultural forms may have always had extrinsic as well as intrinsic origins, but in a world where the products of large, centralized media industries circulate nationally and globally, the resources of imagination increasingly come from outside of local communities, from urban centers and other nations. The consequences of such national and global flows, however, are neither uniform nor predictable, as images and narratives are locally received and negotiated. In exploring the relations between media production and reception, we will look at critical theories of media in Euro-American societies, as well as ethnographic studies of the reception of Western media forms in other parts of the world, the role of media from both the host country and the home country in immigration, and the production of indigenous media. Methodologically, we will consider the relationship between anthropology and the interdisciplinary fields of cultural and media studies. Class readings and discussions will be organized around topics such as media technologies and modern societies, the role of the media in the transformation of time and space, media and modern subjectivities, broadcasting and national identities, the organization of particular mediascapes, taste, identity, and popular media, mediated citizenship, media and cosmopolitanism, movie-going as public experience, the formation of hybrid identities through media consumption, soap opera, melodrama, and gendered subjects. Readings by Emile Durkheim, Claude Lévi-Strauss, Jean-Pierre Vernant, Pierre Bourdieu, Marshall Sahlins, Raymond Williams, Stuart Hall, John Thompson, John Frow, Arjun Appadurai; as well as ethnographic studies of media consumption and production by Brian Larkin, Lila Abu-Lughod, Faye Ginsberg, Sunaina Maira, Purnima Mankekar, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295E Theory in Anthropology: Anthropology of Time
In this course, we will examine anthropology's integral (and often fraught) relationship with time. The course is divided into two major segments. In our first half, we explore the philosophical backstory as a particular--and, perhaps, foundational--category of human perception and experience. We will then trace how classic anthropology attempted to pick up these debates via core anthropological concerns with relativism, with cultural particularity, and with the social origins of perception.

With these canonical foundations in place, we will turn in our second segment to the myriad ways in which the concern with time infuses contemporary anthropology. Here we will move from questions of anthropological representation--especially the notorious critique of the "ethnographic present"--to recent anthropological attempts to discuss the cultural, social, and political work inherent in the production of different pasts, presents, and futures. As we will explore, though it may seem intimate and inherent, the production of time cannot be separated from ongoing histories of colonial domination, violence, resilience, innovation, and transformation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295G Theory in Anthropology: Anthropology of Semiosis
This course inquiries into the process of semiosis and traces the parallel developments of anthropology and the study of signs, symbols, and how we use language--or language uses us--to make sense of the world. As we move through the foundations of North American anthropology and the then-nascent interest in languages of Turtle Island, and the problematic invention of the category of the primitive, we will also begin to understand the development of structural linguistics around the same time and what led to the differential emergence of social and eventually symbolic and structural anthropology across the Atlantic. As anthropology began to take an interest in the language of the unconscious, social and otherwise, we will look toward how a post-structural approach to anthropology offered a radical new turn in the discipline. We will conclude by questioning if semiosis still poses a radical horizon here not there, now not then.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295H Theory in Anthropology: The Anthropology of Capitalist Life/Worlds
This course charts a genealogy of anthropology's long and critical engagement with capitalism as a transnational political, cultural, and economic force. We begin with classic theories and debates about capitalism, social change, and globalization. We then turn to how anthropologists have built on, extended, and tweaked these insights to illuminate capitalist world making and lifeworlds. Reading ethnographies that take us from factory floors to gig work; from logos to brands and knock offs; from wall street to occupy wall street; from extractivism to regeneration of life in devastated landscapes, and more, we delve into fundamental questions about power and resistance, human nature and sociality, production and labor, consumption and taste, struggle and justice, and radical reimaginations of life under and beyond capitalism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH301 Immigration and the Politics of Fear
This course will examine the role of fear in shaping ideas about immigrants. We start from the notion that emotions are social formations with particular histories and political significance. Therefore, we will refrain from assuming that fear is nothing more than a feeling or an automatic response and instead take it as a site that allows us to examine how psychological and legal discourses together define and dispute what is normal, reasonable, credible, plausible, real, appropriate, and timely. The seminar will cover themes such as risk and threat, race and origin, pain and injury, confession and testimony, fiction and figuration, and personhood and representation. We will look at newspaper articles, social media content, legal opinions, case law, court transcripts, and psychological evaluations, as well as texts in politics, anthropology, sociology, philosophy, literature, comics, and films. Students will write a short essay on the politics of fear. Throughout the course, they will develop their toolkit to critically reflect on an emotion of their choice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST301, STS308**
Prereq: **None**

ANTH301Z Immigration and the Politics of Fear
This course will examine the role of fear in shaping ideas about immigrants. We start from the notion that emotions are social formations with particular histories and political significance. Therefore, we will refrain from assuming that fear is nothing more than a feeling or an automatic response and instead take it as a site that allows us to examine how psychological and legal discourses together define and dispute what is normal, reasonable, credible, plausible, real, appropriate, and timely. The seminar will cover themes such as risk and threat, race and origin, pain and injury, confession and testimony, fiction and figuration, and personhood and representation. We will look at newspaper articles, social media content, legal opinions, case law, court transcripts, and psychological evaluations, as well as texts in politics, anthropology, sociology, philosophy, literature, comics, and films. Students will write a short essay on the politics of fear. Throughout the course, they will develop their toolkit to critically reflect on an emotion of their choice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST301Z, STS308Z**
Prereq: **None**

ANTH302 Critical Perspectives on the State
This course builds on Marxist, poststrucuturalist, feminist, anarchist, and cultural analyses to take a critical approach to the state--what it is and what it does. We will examine how the state is imagined by those who write about it and struggle against it. Where does the state begin? How do states act, and what are the consequences of these acts? How is rule consolidated and how are individuals and communities annexed to the project of rule? How do people engage with state acts and ideologies? We will read texts drawn from a variety of disciplines, including anthropology, feminist theory, political theory, philosophy, sociology, and geography, that examine the nature, everyday workings, and effects of state power. Drawing upon ethnographic examples from around the world, we will analyze how states are cultural artifacts that produce and regulate people's identities and bodies, reproduce social inequalities, and engender resistances of all sorts. Some of the topics we will discuss include bureaucracy, governmentality, the security state, the prison industrial complex, terror and militarism, law and justice, citizenship, democracy, refugees, anti-state movements, the "man" in the state, and welfare and post-welfare politics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS302**
Prereq: **None**

ANTH303 Ritual
Religion can be defined through beliefs or traditions or texts, but it always takes physical form through ritual. Ritual is the one universal in religion, but the question of how to understand ritual is possibly the most contested question in the study of religion, and not all rituals are religious. Can a ritual be read like a text? How do symbols produce effects, and how should we understand these effects? What is performative speech and how does it work? How does ritual

behavior reflect and shape social relationships? This course introduces students to the major approaches to the study of ritual. The readings draw heavily, but not exclusively, on anthropological approaches to ritual, both classic texts and recent innovative approaches focusing on language and embodiment. Students will pick a ritual that they are interested in and will attend that ritual several times over the semester, conducting practical fieldwork exercises and applying the theories we read in class. The assignments culminate in a paper in which students will be required to analyze "their" ritual using the theory we read together in class. For these assignments, students are encouraged to define ritual broadly and creatively. The goal of the class is to gain an understanding of theoretical approaches to ritual by applying these theories to the social world around them.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI307**
Prereq: **None**

ANTH304 Entangled Sounding Objects: Musical Instruments of Central Asia
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they are at once tangible and symbolic sounding objects that hold significant meanings for the communities they serve. This course will explore the social roles and cultural meanings of musical instruments in Central Asia, a region once traversed by the Silk Road, which extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south.

Drawing on theories and ideas derived from interdisciplinary studies of material and sound culture, the course will examine how instrument making and performance are shaped by and entangled with social systems of value and cosmology, political ideology, ecology, and economy. Class meetings will focus on case studies of bowed and plucked lutes, zithers, mouth harps, end-blown flutes, and frame drums among historically nomadic and sedentary peoples of Central Asia. Through these case studies, students will learn about the origins and historical trajectories of individual musical instruments from the pre-modern period to the Soviet and post-Soviet eras; consider the social and political connotations of various performance configurations and repertoires; discuss the status of instruments in Islam and indigenous spiritual belief-systems, and the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM304, REES204, FGSS346**
Prereq: **None**

ANTH305 Semiotics of al-Barzakh: The Grammars of the End of Days and Horizons of Possibility
This course builds from the Islamic eschatological concept of "al-Barzakh" as it has been taken up in anthropological theories, as well as in Islamic thought more generally, with careful attention to the term's semiotic transformations and significations. It does so in order to explore both how the term describes an earthly place and an eschatological hereafter as well as a theoretical and practical alternative to the notion of the liminal personhood.

Since at least the 12th century, thinkers have explored the Islamic concept of al-Barzakh to explore the connection between the earthly present and the heavenly hereafter and the scales of judgment in between. This term, somewhat akin to Christian notion of purgatory or limbo, appears only three times in the Qur'an. It is explained as being like the productive firmament that separates salt and sweet water. In places like Morocco, this is commonly interpreted as referring to the Strait of Gibraltar and the underwater isthmus that separates and produces the waters of the Atlantic Ocean and the Strait of Gibraltar.

We will read both contemporary scholarly apprehensions of this term and its various applications in Muslim-majority contexts such as Morocco, Egypt, Sudan, and Iran--often ethnographic--as well as Islamic philosophy that attempts to bring the concept into relation with earthly personhood. In our approach, we will move through a variety of scholarly genres and epochs in order to trace the genealogies of present-day popular invocations of the term as we contrast it with other apprehensions of the eschatological and the liminal.

We will work to understand how this term contains space for both an imagination of everyday life as well as the boundary-generating difference marking here and there, then and now, by looking at how the term is evoked by artists, scholars, religious adherents, psychoanalysts, and border crossers. As we go along, we will pay special attention to the languages of belonging and difference evoked by this term and attend to how an anthropological approach to semiotics might elucidate new grammars of community and horizons of possibility that exist alongside notions of the liminal, uncanny, dreaming, the hereafter, and the imagination of the end of days.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **RELI300**
Prereq: **None**

ANTH306 Mobilizing Dance: Cinema, the Body, and Culture in South Asia
This course focuses on questions of "mobility"--cultural, social, and political--as embodied in two major cultural forms of South Asia, namely "classical" dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of "flows of culture" at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years.

The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC307, FGSS307, GSAS307**
Prereq: **None**

ANTH308 Television Storytelling: The Conditions of Narrative Complexity
This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television. Narrative complexity is a cross-generic phenomenon that emerged over the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural tastes and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **FILM319**
Prereq: **None**

ANTH309 Reading Ethnography: Toward an Otherwise Anthropology
In this reading-centered seminar, we will consider the potential of ethnography as a way of knowing, form of argument, and genre of writing. We will take up contemporary interventions and critical turns including decolonizing and abolitionist anthropology, the politics of witnessing and ethnographic refusal, approaches to more-than-human anthropologies, queer/ing anthropology, and the craft of ethnographic storytelling and experiments in ethnographic poetry, prose, and fiction. Our seminar emphasizes collaborative close reading and discussion of a range of cutting-edge ethnographies that challenge the boundaries of disciplinary practice and seek to open up an anthropology that might enable us to think and know otherwise.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH310 Un/Settled: The Anthropology of Displacement, Migration, Borders, and Refuge
How does one account for the ever-present and growing phenomenon of displaced people on the move in a world of bounded nation-states and citizens? How does one make sense of temporary encampments and refuge in a world of stable home/lands, and exile and fugitivity in a world of legal belonging?

As key political figures, refugees and migrants contest and transect our normative ideas about the national and the global. They force us to reckon with the hardened and profoundly consequential legal categories of borders and citizenship around which our world is organized. This course takes a deep dive into the modern experience of displaced people to understand their predicament and how it unsettles our fundamental notions of the political, nation-states, freedom, home, crises, violence, human rights, and humanitarian care.

Texts: Hannah Arendt, Zora Neale Hurston, Lori Allen, Julie Peteet, Urvashi Butalia, Giorgio Agamben, Amitav Ghosh, Saida Hodzic, Miriam Ticktin, Liisa Malkki, Judith Butler, Justin Hoseby, Simone Browne, Neil Roberts, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH311 Migration and Movement in/between Muslim Worlds
The spectacular migrant crisis across the Mediterranean Sea since 2014 has frozen a particular racialized understanding of migration and flight out of the Middle East and North Africa. This course looks to trouble this singular narrative of movement out of the Middle East and Africa by looking at the multiethnic and transnational flows of workers, capital, fighters, and aid workers in and out of the region since the late 1990s. We read ethnographies of development, war, exile, investment, and activism in order to better understand exchange, change, and fluid continuities in overlapping theaters between Africa, Europe, Asia, and the Middle East.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH312 Eat, Grow, Heal: The Anthropology of Food and Justice
This course uses the lens of justice to examine the politics of food. We will look at the cultural and political-economic dynamics of food production and consumption, considering questions of taste, class, labor, marketing, and food sovereignty. We will also examine the environmental and social impact of food production and the consumption choices we make, from organic, to vegan, to animal proteins, to foraging and hunting. We will use a range of texts, including ethnographies, theory, film/documentary/TV shows, creative nonfiction, fiction, cookbooks, blogs, and magazine articles.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ENVS315**
Prereq: **None**

ANTH313 Producing and Performing Anthropology
This course examines the various modes through which anthropology can and has been performed and produced. Partially exploring the historical relationship between film, museum curation, and ethnography, while also looking toward how anthropology has verged into other media such as the audiovisual and digital, this class pairs reading ethnographies with practical projects, which could take performance, written, audiovisual, or even web forms. What does it mean to make an ethnographic website, for instance, or write a performative ethnographic text? How does this differ from a museum, and how are the history and practices of curation related to anthropology? This course draws from theoretical positions in the discipline as well as performance and artistic production, and includes in-class/virtual visits from figures in this field across the U.S., Europe, North Africa, and the Middle East, aimed at fostering opportunities for more long-term mentorship and collaborations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH314 Curating Religion: Museums, Monuments, and Memorials
Museums, monuments, and memorial sites have long been important sites for public reckoning with the past. But they are not only about the past, they represent present struggles about the meaning of history and the possibility of imagining different futures. In this multidisciplinary class, we will work as a group to examine diverse case studies in which religion and memorial culture intersect in acts such as curation, representation, conservation, and repatriation. Visiting exhibitions and working with Wesleyan's collections, some of the questions we will ask include: What are the ethics of the treatment of objects in museums and of repatriation? How does space shape religious experience in an arguably secular setting? How do monuments invoke religious imagery and symbolism in their construction of history? In what ways does placing something behind a

glass case give it a religious aura, and in what ways does it drain an object of its sacrality?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI313, CJST314**
Prereq: **None**

ANTH315 Cultural Politics of the Body
In this course, we will consider 'the body' as both material and symbolic, imbued with meaning, politicized and expansive. We will ask ourselves: what is a body, where does it begin and end, what does it do? Recognizing the ongoing relations of power that seek to control and exploit different types of bodies (both human and nonhuman), it is critical that we ask ourselves how the body comes into being and how it subverts colonial domination. Accordingly, we will read and discuss texts that examine these themes through many different lenses, including science and technology studies, medical anthropology, environmental studies, disability studies, posthumanism and multispecies ethnography, queer studies, and Black studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH316 Critical Global Health
What does it mean to approach global health as not an applied science but an ethnographic object? This course will explore this question by bringing critical, social science perspectives to bear on global health issues and interventions. This course covers three areas of scholarship. First, we will examine the processes by which social inequalities produce patterns of health and disease in globalizing contexts. This will be followed by an interrogation of the term "global health," in which we will trace its emergence as a discourse and enterprise and unpack its contested meanings. While some view global health as a clinical practice, others conceptualize it as a business, security concern, charitable duty, or human right; yet another camp probes the term's ideological construction. We will consider how such vantage points are underpinned by cultural assumptions and ethical agendas that, in turn, can determine how, and to whom, care is delivered. As a third area of inquiry, we will investigate the implications and unintended effects of doing global health by probing such questions as, When are good intentions not good enough? How useful is biomedicine for alleviating locally defined problems? Under what conditions does global health exacerbate the social inequalities it seeks to overcome?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **STS318**
Prereq: **None**

ANTH317 Culture and Consumption
This seminar examines the formation, development, and contemporary forms of cultures of consumption in EuroAmerican societies and their gobal exportation and adaptation to diverse local situations. The course is premised on the idea that the spectacular and continuous rise of commodity consumption that began in the late 17th century is as much a cultural as an economic process, one that both shaped and was shaped by shifts in ideas about personal and social development. Once associated with negative meanings of waste, excess, and depletion, consuming, especially of clothes, domestic goods, new foods and beverages, and artistic forms, came to be seen as a critical dimension of self-fashioning and sociability. While the course situates these developments in the context of expanding markets and new modes of distribution, it will emphasize the post-purchase moments of consumption, that is, the ways in which consumers incorporate goods into their everyday lives. Among the themes we will consider are the gendering of consumption, the social dynamics of taste, commodity consumption and ideologies of authenticity, consumption and social inequality, the consequences of consumption, and the emergence of the ethical consumer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH318 Global Indigeneities
This course focuses on theories of indigeneity in examining indigenous peoples' lives, cultural practices, resistance and activism. The term "indigenous" has had varied and contested genealogies across time, geography, political contexts, and fields of study. Although dominant societies tend to claim that indigenous peoples are either entirely extinct due to genocide or diluted due to racial and cultural mixing, indigenous refers to the wide range of relations to region and nation of the more than 370 million indigenous people who are spread across 70 countries worldwide. Some indigenous peoples define themselves by their historical continuity with precolonial and presettler societies; others by ties to territories and surrounding natural resources; others in relation to distinct social, economic, or political systems; and still others by their distinct languages, cultures, and beliefs. Attempts at the historical erasure and subsequent memorialization of indigenous peoples serve the colonial goals of refuting indigenous claims to land and rights and have been the primary means by which dominant populations asserted their own modernity while denying it to putatively "primitive" indigenous peoples. Today, nation-states continue to impose this notion of the "pre-modern" savage as a mechanism of control in their negotiations with indigenous peoples' legal status and land rights. This course will focus on a range of cases studies including indigenous peoples in North America contending with the states of Canada, the United States, and Mexico; Indigenas encompassed by select countries in South America; Aboriginal peoples in Australia, the Sami (across various countries in Scandinavia), the Ainu (Japan), the Maori (New Zealand), and Palestinians (Israel-Palestine). Topics will include indigenous peoples' struggles for autonomy and survival; self-determination and political status under international law; the UN Declaration on the Rights of Indigenous Peoples; the UN Permanent Forum on Indigenous Issues; land struggles and the protection of natural resources; cultural resurgence and revival of select traditions; and varied forms of political resistance and decolonization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH319 Toxic Sovereignties: Life after Environmental Collapse
What politics emerge at the borders of life and nonlife? Representations of the human species as being on the brink of environmental collapse have become increasingly common, as the specters of climate change and cataclysmic environmental disaster seem to bear down ever more heavily upon us. At the same time, the increasing entanglement of human bodies with various forms of chemical and otherwise man-made pollutants presage a slightly different future, one in which, if the human species does not outright disappear, it will be fundamentally transformed. This course explores different forms of political and social action that have emerged in response to these seemingly epochal shifts with a particular emphasis on the ever-mutating concept of sovereignty. Our goal is to explore the ways in which the shifting borders between human life and its artificially produced absence can serve as productive sites of new political forms and transformations of older ones, even as they also generate tremendous social and cultural anxiety.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **STS319**
Prereq: **None**

ANTH320 The Idea of Palestine
This course traces contestations over the idea of Palestine, beginning in the late 19th century. In its approach to an archaeology of the idea of Palestine and its discursive circulation, it draws from the disciplines of history and anthropology while also incorporating primary texts. Its goal is to provide a rigorous foundation in the origins of the debates that shape discussions of Palestine today while also outlining the history of the land and its peoples, from before the imposition of the Sykes-Picot partition plan and the violence that followed it through today. Permission of instructor required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH321 Migrant Personhood: Against Tales of Witches, Aliens, Beasts, and Pests
The contagious animal, the irrational woman, the foreign threat, the mentally incompetent -- this course follows the circulation of these portrayals of immigrants beyond rhetorical injury. Drawing on what Colin Dayan calls "negative personhood," we will focus on the symbolic, narrative, and representational violence of immigration law. We start with readings and films that look into the history of the idea of the "reasonable man" in immigration policy, the truth-making effect of courtroom hearings, and the figures of speech that give shape to stories about what it is to be an American in the eyes of the law. We then explore forms of alternative representation that elude legal containment and instead seek cultural membership and political participation. We finish the course by examining poetic testimonials, psychotic narrations, dirty protests, escapes from ideological frames of address, collective autobiography, imaginative refusals, and radical Latinx utopias. We will draw from interdisciplinary material in anthropology, literary theory, performance studies, philosophy, legal theory, and feminist studies, among other fields.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST321, STS336**
Prereq: **None**

ANTH322 The Agent
A curious feature of contemporary North Atlantic culture is its concern to discover, describe, obtain, and distribute something called "agency." In tandem with with CHUM's Spring 2026 theme, Doing Nothing / Nothing Doing, this course critically re-examines the cultural metaphysics of agency and action that captivates modernity in general and liberalism in particular. Reading widely across anthropology, STS, philosophy, literary studies, political theory, religious studies, and aesthetics, we will critically explore the peculiar form of life whose protagonists and critics alike are transfixed by the figure of the Agent.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM310**
Prereq: **None**

ANTH323 Biocapital and the Commodification of Life
Karl Marx described capital as "dead labour, that, vampire-like, only lives by sucking living labour." But what happens when capital itself is alive? Biotechnological and scientific advancements have enabled the commodification and exploitation of living organisms and tissue at a scale barely imaginable in Marx's time, opening new global markets for the circulation of "biocapital." What is biocapital, and how might it transform our understandings of labor, value, property, and even life itself? Drawing on a variety of course material -- including critical theory, ethnography, literature, and films -- the seminar seeks to answer these questions by exploring the historical, socio-cultural, and political-economic dimensions of biocapital and the technoscientific processes employed to extract value from living things.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS323, ENVS325**
Prereq: **None**

ANTH324 Politics of Reproduction
This course will examine the landscape of fertility through the lenses of pregnancy, fetal and embryonic personhood, genetic testing, surrogacy, adoption, abortion, assisted reproductive technology, and reproductive justice. We will consider how the pregnant and in/fertile body is politicized and enmeshed in transnational circuits of labor and capital. We will consider these themes by bringing together perspectives in medical anthropology, science and technology studies, sociology of medicine, disability studies, gender studies, Black studies, Latinx studies, Indigenous studies, and environmental studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **STS324**
Prereq: **None**

ANTH325 Race and Reproduction
This interdisciplinary course explores the intimacy of race and reproduction against the backdrop of capitalist modernity. We scrutinize the policies, priorities, and perversions of slave owners, the racially differentiated family planning programs under apartheid, the eugenicist movements and the criminalization of poverty in the United States to interrogate what is generated by the incapacitation of blackness across scales of time and space. We examine the Marxist feminist elaboration of the concept of social reproduction and then consider black feminist rejoinders that center the reproductive labor of black women -- as slaves, as domestic workers -- that implicate violence and ownership in the mediation of biological and social reproduction as a set of racializing practices in which value is generated, accumulated, and expropriated. Finally, the course considers the proliferation of assisted reproductive technology (ART) in the 20th century, the recourse to surrogacy, and family abolition to interrogate the extent to which the "race-reproduction bind" is disaggregated or reanimated in the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **FGSS444, AFAM329**
Prereq: **None**

ANTH330 Economies of Erasure: Exploring the Violence Concealed by the Liberal Promise of Care
This course will aid students in understanding and recognizing the processes of erasure that maintain ongoing regimes of domination. In particular, we will attempt to understand how the twinned promises of equity and tolerance made by seemingly liberal, multicultural democracies work to conceal the ongoing -- and specifically targeted -- violence that in fact constitute and continue to subtend these nation-states. How, we will ask, do these regimes make violence disappear through the promise to "care" for their citizens, even as they wield

spectacular violence to maintain domination? How are we as subjects of these regimes conditioned to pay attention to certain events, ideas, and systems, and what is made to disappear through such selective forms of attention? What communities, bodies, and individuals are sacrificed by the liberal promise of care? To answer these questions, the course will juxtapose readings in philosophy and social theory with ethnographic and historical case studies, giving students both the conceptual tools to analyze erasure and a set of examples through which to understand how these forms of erasure operate in the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH331 Race, Colonialism, and the Nonhuman
This course responds to growing scholarly attention to the entwinement of racial slavery and settler colonialism as foundational forces in U.S. society as well as to the relationships between colonial, racial, and ecological violence. Through materials from anthropology, Black studies, Indigenous studies, environmental history, and critical animal studies, this class will explore the entanglement of human and nonhuman difference--primarily in North America--both historically and in the present. Students will become familiar with conversations about racialization, settler colonialism, and the figures of the human/nonhuman that are increasingly prominent in anthropology as well as adjacent fields in the humanities and humanistic social sciences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **ENVS331**
Prereq: **None**

ANTH332 The Native Northeast
The Indigenous peoples of northeastern North America have been on the frontlines of settler colonialism for over four hundred years. Nevertheless, numerous sovereign Indigenous nations resolutely persist in their homelands despite conditions of intense constraint, their members enacting trajectories for regional thriving that often diverge from those of the colonial mainstream. Guided by materials from Indigenous studies, anthropology, and history, this course will foreground the work of Indigenous scholars, activists, and artists who engage the northeast as a decidedly -- although not exclusively -- Indigenous space. Focusing primarily on Indigenous peoples living south of the U.S.-Canada border in the present and recent past, the course will center topics including the politics of Indigenous sovereignty, enduring relations with the more-than-human world, land return, and the contestation of regional Indigenous erasure.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH333 The Problems of the Fetish
This course traces the vicissitudes of the concept of the fetish, a term foundational to the theorization of value, desire, and belief across multiple intellectual traditions. The course begins with the term's first systematic formulation in Charles de Brosses's 1760 publication On the Worship of Fetish Gods, which introduced fetishism to describe forms of "direct worship, rendered without figuration." The concept brought into focus a set of pressing questions concerning representationalism, materiality, mediation, and magical thinking that troubled Enlightenment rationality. Spanning geographies, histories, and disciplines, the course examines fetishism in relation to the anthropological study of religion, Portuguese colonization in West Africa, and the rise of mercantile capitalism. We then track the term's uptake and transformation in philosophy, political economy, and psychoanalysis, focusing on key figures including Kant, Hegel, Marx, Freud, and Lacan. The course concludes by examining contemporary engagements with fetishism in film theory, new materialism, Women's, Gender, and Gexuality Studies, and Black studies to trace connections between power and embodiment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH337 Missionary Mysteries: the Objects and Archives of Wesleyan's Missionary Past
This course examines the history of Wesleyan University's connections to missionary work in the nineteenth and early twentieth centuries, as seen through the university's archival and object collections. Students will spend the bulk of classroom time in hands-on learning as they engage with the archives of the Wesleyan Missionary Lyceum and cultural heritage collections obtained by missionaries and brought back to the University. Beginning with an overview of historical, archival, and museum methods, the course then will examine objects and written records from the Americas, West Africa, East Asia and the South Pacific. Students will be challenged to consider the ways in which Wesleyan has been engaged in colonialism, imperialism, and global evangelism. Topics of investigation will include: gender, linguistics, museum ethics and repatriation, the use of objects as educational tools.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST337, RELI337**
Prereq: **None**

ANTH355 Social Movements Lab
What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge? This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We'll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S. The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles, and contexts of the movements under study. Our goal is to understand a range of social justice activisms in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change. The activism you research can be contemporary or historical; local, national, or global; and can take any shape: direct action, community organizing, activist philanthropy, art as activism, etc. You do not need previous experience or activist contacts for this course--just passion and the desire to learn collaboratively!
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **CHUM355, FGSS355**
Prereq: **None**

ANTH356 Decoding the Stone Age: Analysis of Lithic Technology
Lithic (stone) tools are the oldest known type of human technology. They represent the most abundant and by extension one of the most informative components of the archaeological record for reconstructing ancient human behavior over the last 3.3 million years. In this course, students will learn the

methodological and theoretical basics used by archaeologists working on the Stone Age. The course includes hands-on training in how to identify and analyze stone tools, qualitative and quantitative approaches, and interpretive frameworks that allow archaeologists to use stone tools to understand broader anthropological questions about the evolution and diversity of human behavior. Students will analyze actual archaeological assemblages from important Stone Age sites stored in the Wesleyan University Archaeology and Anthropology Collections. Through this, students will be exposed to elements of data collection protocols and research design in a collections setting. Further, students will design exhibits for the campus community that incorporate the collections and the data they produce.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP355**
Prereq: **None**

ANTH360 Experimental Archaeology: Material Science and Past Behaviors
The field of archaeology requires practical ways to move beyond modern observations of materials to the invisible behaviors that produced them in the past. Experimental archaeology generates analogical models for archaeological processes by manipulating modern materials under controlled conditions. The principles established during experiments are applied to archaeological data to reconstruct the behaviors that produced the material record. This course will consider experimental design and practice to address issues relevant at different stages of the archaeological process. This is inclusive of replication of past technologies, experimenting with natural and cultural formation processes, and addressing biases inherent in the methods used by archaeologists. The course includes hands on experimental labs with different types of material culture and critical discussions of published experiments. Students will also be tasked with designing, executing, and reporting on an archaeological experiment.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **ARCP360, IDEA206, STS363**
Prereq: **None**

ANTH361 Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling
This course, offered in association with the Calderwood Seminars in Public Writing, examines a certain tendency in contemporary television storytelling. Taking the debut of "The Sopranos" in 1999 as a benchmark, we will explore the emergence in dramas and comedies of a dark, uncertain, pessimistic, or disillusioned address within a medium long known for its reassuring tone. We will consider the industrial and social conditions for this tonal shift, as well as the role it has played in elevating public perceptions of television's cultural value.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM362**
Prereq: **None**

ANTH392 Sacrifice
Sacrifice entails the surrender, destruction, or self-denial of something precious or desired in exchange for peace, power, prosperity, freedom, or edification. Destruction by sacrifice, says anthropologist E. E. Evans-Pritchard, is an act of giving of the self that must be costly and "necessarily reciprocated." In sacrifice, humans come face-to-face with death without dying. Through a collection of interdisciplinary readings, this seminar examines the implications of this ruse through the themes of war, animal and human sacrifice, asceticism, acts of political immolation, big-game hunting, high-altitude mountaineering and extreme sports, and the experience of excess in festivals such as Burning Man.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH395 The Anthropology of Religion
What do we study when we study religion? We can observe practices, record speech, examine objects and actions--but what do these things tell us? If religion is about belief, what can we say about belief from documenting actions? Perhaps we must conclude that religion is not about belief, but if so, are in danger of "explaining away" the very phenomena we seek to understand? This course will introduce students to a cross-cultural, comparative perspective on religious practice and belief in order to critically reflect on the role of methodology and research design in the study of religion and the social sciences more broadly. How do we know what we know? How do we plan research in order to find out what we want to know? The course has a significant methods component. Students will be expected to do field research exercises in a local religious community and prepare a methodology research proposal for a fictional or real project as a final assignment. Methodological exercises will be interspersed with ethnographic texts that allow us to reflect on how religion is studied, experienced, and explained. Students planning theses or other research projects with an ethnographic component, in any social science field, may use the class and the final assignment to conceptualize and plan their projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI395**
Prereq: **None**

ANTH397 Difficult Women: Post/Feminism in Television Comedies and Dramedies
Although postwar family sitcoms represented women as homemakers, one of the first and most popular sitcom wives also articulated discontent with domestic femininity. Lucy Ricardo became the prototype of the "unruly woman," a figure with feminist potential whose desires exceed and disrupt dominant gender norms. As those norms have shifted, so have TV's unruly women. Second-wave feminism, anticipated in I Love Lucy, was incorporated into a 1970s cycle of comedies centered on single working women whose career aspirations were rewarded. Over the following decades, a postfeminist sensibility dominated television comedies and dramas and became central to a gendered neoliberalism in which energetic individuals "empower" themselves. In recent years, a new type of female protagonist has emerged. Alongside the can-do optimism of single-women comedies from The Mary Tyler Moore Show to Sex and the City to 30 Rock and Parks and Rec, a stream of comedies and dramedies, made largely by and for women, have depicted a variety of flawed, difficult, unruly women coming of age under conditions of socioeconomic precarity, whose less focused energies seem to articulate a more uncertain, downbeat, post-recessional mood. In this course we will situate the latter cycle in relation to both the longer history of televisual representations of women and to the current state of feminist politics. Among the shows we will look at are: I Love Lucy, Bewitched, The Mary Tyler Moore Show, Sex and the City, Ally McBeal, Girlfriends, The Mindy Project, 30 Rock, Parks and Rec, Girls, Insecure, Broad City, Better Things, Two Broke Girls, New Girl, Crazy Ex-Girlfriend, Jane the Virgin, Unreal, Abbott Elementary, Fleabag, Dear White People, and Somebody Somewhere.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS397, FILM202**

Prereq: **None**

ANTH398 Queer/Anthropology: Ethnographic Approaches to Queer Studies
What are the many ways in which queerness obtains meaning across cultures? What does it mean to have a queer relationship to one's world? Queer/Anthropology traces the history and present state of ethnographic studies of queerness, defined here as non-heteronormative sexualities and gender embodiments. We examine the way in which heteronormativity is established as integral to hegemonic order and the manner in which it functions within Western armchair ethnographic studies and sexology of the early 20th century. We look at the binary system as a mode of organization and the way in which anthropological studies of sexuality and gender have nearly always challenged the presumed universality of these modes. We read contemporary ethnographic work in order to compare and contrast different cultures' usage of sexuality and gendered categories in relation to various contexts, such as colonialism, race/racism, capitalist and non-capitalist economic and political systems, cosmology/religion, and regionality/place.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH400 Cultural Analysis: Senior Capstone Seminar
This seminar is for all senior anthropology majors who intend to write honors theses or senior essays. It is designed to enable students to pursue individual research projects in a group context, with attention to debates on the nature of anthropological interpretation. The seminar is structured as a workshop: each student gives a series of presentations on their own research project to the group; equally important is engaging with and offering constructive criticism of the projects presented by others.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH208 AND (ANTH295A OR ANTH295B OR ANTH295C OR ANTH295D OR ANTH295E OR ANTH295G)**

ANTH401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ANTH404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ANTH407 Senior Tutorial (downgrade thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ANTH408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ANTH409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ANTH420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ANTH465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ANTH466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ANTH467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ANTH468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **Cr/U**

ANTH469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ANTH470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

ANTH491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ANTH492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ANTH496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

ANTH502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ANTH511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH561 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **OPT**

ANTH562 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **OPT**

ANTH591 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

ANTH592 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

ARCHAEOLOGY PROGRAM

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

AFFILIATED FACULTY

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

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

CHAIR

Katherine Brunson
BA, Harvard University; MA, University of California, Los Angeles; PHD, University of California, Los Angeles
Chair, Archaeology; Associate Professor of Archaeology; Associate Professor, Environmental Studies; Associate Professor, East Asian Studies

FACULTY

Katherine Brunson
BA, Harvard University; MA, University of California, Los Angeles; PHD, University of California, Los Angeles
Chair, Archaeology; Associate Professor of Archaeology; Associate Professor, Environmental Studies; Associate Professor, East Asian Studies

VISITING FACULTY

Jayson Peter Gill
BA, Metropolitan State University; MA, University of Connecticut; PhD, University of Connecticut
Visiting Professor of Archaeology

Christy Schirmer
BA, University of Washington-Seattle Campus; MA, San Francisco State University; PhD, The University of Texas at Austin
Visiting Professor of Archaeology

DEPARTMENTAL ADVISING EXPERTS

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

- Undergraduate Archaeology Major (p. 1036)
- Undergraduate Archaeology Minor (p. 1118)

ARCP135F Entangled Sounding Objects: The Social Life of Musical Instruments (FYS)
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC135F, ANTH135F, COL136F, MDST135F**
Prereq: **None**

ARCP150F Myths, Martians, and Monsters: Archaeology and Pseudoscience (FYS)
This FYS will explore fantastic claims about the human past by critically examining pseudoarchaeological claims and comparing them with the actual archaeological record. Emphasis will be placed on the scientific method, critical thinking, and media literacy. We will discuss well known myths, frauds, and misinformation, both past and present, including Atlantis, Ancient Aliens, Piltdown Man, Ancient Apocalypse, the Moundbuilder Myth, and their use and misuse. By the end of the course, students will be able to differentiate reproducible scientific data from the fictitious and fabricated. Additionally, we will discuss the motivations, ethics, and consequences of sensationalized accounts of the human past.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Prereq: **None**

ARCP153F Single Combat in the Ancient World (FYS)
This course celebrates the clash of warriors in warfare, sport, and spectacle in the classical world. Using primary sources and archaeological evidence, the class will survey traditions of combat in ancient art, literature, and society, beginning with Greek and Near Eastern epic; the modes of warfare in Greek society; ancient Olympic combat sports; and, finally, Roman gladiator spectacle. We will examine the role of violent sport in Greek and Roman society, the reception of the competitors, and the use of these events for political or nationalistic ends. Throughout the course we will explore the flexibility of concepts such as military ethics, "western" warfare, violence, honor, and excellence, both in the classical world and in our modern lives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST153F**
Prereq: **None**

ARCP201 Art and Archaeology of the Bronze Age Mediterranean
This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we will explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we will survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST201, ARHA202**
Prereq: **None**

ARCP203 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology
New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ENVS203, ANTH212, STS203, IDEA203**
Prereq: **None**

ARCP204 Introduction to Archaeology
What can fragments of pottery, stones, and bones reveal about the lives of people who lived thousands or even millions of years ago? What does the archaeological record reveal about human evolution, past human diets and health, ancient socioeconomic systems, and the emergence of early cities? And how can we preserve archaeological sites and artifacts for future generations? This course will introduce students to the interdisciplinary field of archaeology. We will discuss key methods and principles that archaeologists use to study the human past while covering a survey of world prehistory from the earliest stone tools to the archaeology of contemporary material culture. Students will have the opportunity to examine real archaeological artifacts -- including artifacts excavated from historic Middletown -- and will be encouraged to think critically about the ways that archaeology informs our understanding of both the past and the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**

Identical With: **ANTH214, ENVS207, IDEA204**
Prereq: **None**

ARCP209 Tradition & Testimony: Protecting Native American Sacred Lands, Ancestral Remains, & Cultural Items
This course will explore the historic genesis of present-day U.S. and international policies toward Native American peoples and other indigenous communities. In addition, studies will include traditional indigenous and tribal perspectives, investigate indigenous-specific origin stories and the connections these stories have with historic events and places, and take a hard look at repatriation policies. Students will investigate several case studies involving current issues Native American communities are facing in repatriation and protecting sacred places, both local and national.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH209**
Prereq: **None**

ARCP210 The Technological Primate: Archaeological Approaches to Ancient Technology
Humans are reliant on technology, in one form or another, for our survival. This obligate use of technology has been a characteristic of our evolutionary history for over 2.5 million years. This course will explore how technology became central to the human way of life. We will discuss both how and why our use of technology has changed through time. This includes considerations of the adaptive roles that technology plays in our evolution, how technology is shared between individuals and cultures, and the role of technology beyond the purely utilitarian. Students will learn about the ways archaeologists analyze and think about ancient technologies. This includes a wide variety of material types, including stone, ceramic, botanicals, bone, metal, and more. In this course students will have an opportunity to handle both actual archaeological materials and replicas.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **IDEA205, STS211, ANTH210**
Prereq: **None**

ARCP214 Survey of Greek Archaeology and Art
This course introduces the art and archaeology of Greek civilization from Mycenaean palaces of the Bronze Age, to tombs of warriors and battlefields of Marathon, through the theatrical and political centers of democratic Athens. Throughout the semester we will survey the major archaeological sites (civic and cultic) for each period and study development of sculpture, painting, ceramics, and architectural trends in light of political (propaganda!) and social changes. More than a tour of monuments and mosaics, however, this course will show students how to interpret and apply literature, material science, anthropology, and art history to address archaeological questions, and to consider the relationship (ancient and modern) between social trends and material evidence.

This course counts toward the archaeology/archaeology science track.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST214, ARHA203**
Prereq: **None**

ARCP223 Survey of Roman Archaeology and Art
This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the archaeological evidence illustrating the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CLST223, ARHA207**
Prereq: **None**

ARCP233 History and Archaeology of Industrial Connecticut
Despite the fact that Middletown is a UNESCO Site of Memory and is home to many preserved historical sites, there has been little archaeological excavation, documentation, and storytelling specifically focused on extant industrialization, weaponry, and carceral artifacts dating to the Revolutionary War and early industrial eras. This course will explore the rich history of industrial sites in Middletown and surrounding regions of Connecticut. Students will learn about historical and archaeological methods for the study of past material culture, landscapes, and environments, focusing on how objects and sites can reveal hidden traces of Middletown's ties to agricultural, textile, munitions, and other forms of industrial production over the last few hundred years. Students in the course will have opportunities to work with archaeologists and museum professionals as they research local historic and archaeological objects. Students will also take part in archaeological investigations of local sites near Wesleyan's campus. As a final project, students will produce a public-facing online exhibit, physical exhibit, or public outreach activity based on their research. Students enrolling in the course must be available for a weekend fieldwork activity in April involving survey and/or excavation of a local archaeological site. This course is supported by a Mellon Foundation grant.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST233**
Prereq: **None**

ARCP234 Art and Society in Ancient Pompeii
This seminar surveys the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from their participation in local politics and government, to their religious beliefs and lives, to the interior decoration of their homes and their burial customs.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST234, ARHA206**
Prereq: **None**

ARCP242 Tablets, Temples, and Cities: Near Eastern Art and Archaeology
History starts in the Near East with many firsts in human culture: domestication, writing, cities... Throughout its long history, the ancient Near East has produced a unique corpus of material culture, architecture, and textual records. In this course, we will survey the art and archaeology of the ancient Near Eastern civilizations with contextual information about the cultures that created them.

Every week we will progress chronologically and will explore broader socioeconomic, political, and cultural changes by discussing art historical, archaeological, and textual evidence. We will look at examples from Anatolia, Mesopotamia, and the Levant, and compare these to one another. Students will gain a larger understanding of commonalities and differences in the cultural expressions of these cultures. The last section of this course will be dedicated to current issues concerning the archaeology and cultural heritage of the Middle East.

This course will also have various hands-on components: We will learn about textile production by using spindle whorls, learn about cuneiform writing by making clay tablets, and create our own seals based on ancient Near Eastern imagery and mythology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Prereq: **None**

ARCP244 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt
This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we will examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST244, ARHA201**
Prereq: **None**

ARCP245 The Archaeology of Ancient Foodways
Bread, wine, olive oil, fish sauce -- what did it mean to eat in the ancient Mediterranean world? In this course, we explore the archaeology of food in ancient Greece and Rome, from farms and vineyards to markets and banquets. Using archaeological evidence, primary literature, and theoretical approaches, we examine how food production, trade networks, and dining practices reflected and reinforced social hierarchies and cultural values. The course will also employ digital mapping tools to trace the movement of ingredients around the Mediterranean and help us reflect on how global food systems shape our own consumption habits.

This course satisfies the Archaeology and Archaeological Science requirements for the Classical Studies major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **CLST245**
Prereq: **None**

ARCP248 Who Owns the Past? Cultural Heritage, Archaeology, and Politics
Cultural heritage is defined by UNESCO as the tangible and intangible attributes of a group or society that are inherited from past generations, which should be preserved and maintained for future generations. In practice, this is maintained through the archaeological, historical, and legal practice of cultural resource management (CRM). While many think of archaeology as a purely academic field, archaeologists are largely employed outside of the "Ivory Tower" in this rapidly growing industry. This course will explore how this industry is practiced in the United States and abroad, and its role in preserving heritage. This course will also introduce students to the wider world of cultural heritage studies. Along with the practice of protecting cultural resources, we will explore the ethics of managing the past and the legal frameworks that govern cultural heritage. Students will also consider the effects of colonialism, nationalism, armed conflict, climate change, uncontrolled development, and illicit trade on cultural heritage and group identity. Further, students will engage with current debates about ownership of cultural heritage and responsibility around its management.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Prereq: **None**

ARCP255 The Archaeology of Identities in the Ancient Mediterranean and Beyond
Human beings all hold a wide range of socially constructed and physically lived identities, expressed and experienced sometimes continuously and simultaneously, and sometimes only occasionally under specific circumstances. These identities might include, but are not limited to, race, ethnicity, gender, sexuality, social status, occupation, and health. Many of these identities, expressed and experienced in various tangible and intangible ways in our lived reality, can only be accessed indirectly through the physical proxy of the archaeological record when it comes to people living in the past. This course will explore a variety of archaeological methodologies for accessing the social identities of past lives, as well as the sometimes problematic role that archaeology has played in this type of research over the course of the 20th and 21st centuries (is ancient DNA bringing us back full circle to scientific racism?). The primary focus of the course will be on the ancient Mediterranean, with additional case studies drawn from other parts of the world serving to illustrate the cross-regional applicability of approaches to past identities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **CLST260**
Prereq: **None**

ARCP257 Environmental Archaeology
Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the "collapse" of civilizations such as the ancient Maya. The course will involve hands-on preparation and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**

Identical With: **ENVS257, ANTH257, E&ES257**
Prereq: **None**

ARCP260 Art and Archaeology of Ancient India
This course is an introduction to the art and material culture of ancient India, from prehistory through the formation of the classical tradition in the fourth century CE. The broad swath of human experience covered necessitates a thematic approach, focusing on key moments, cultures, object types, and methodological approaches, arranged in a roughly chronological fashion. Thematic units may vary somewhat from year to year, but are likely to include: the meaning and use of the carved stone seals of the Indus Valley civilization; the impact of the Vedic Aryas on the development of Indian ritual and imagery; how to read the iconographic language of the "plant and animal style" in decorative sculpture; the meaning and significance of the Asokan pillars; and the architecture and ritual of Buddhist monastic life in the cave monasteries of western India.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA285, GSAS284**
Prereq: **None**

ARCP267 Museum Collections: Ethical Considerations and Practical Applications
Serving as a broad overview of museology, this course introduces students to the principles underlying the foundations of museum work and collections stewardship. Topics covered will include the origins of museums and collecting, the rationale behind museum policies, and the legal frameworks and professional standards that guide collections management. Ethical considerations surrounding issues such as NAGPRA/repatriation, decolonization, accessibility, looted artifacts, and cultural patrimony will also be covered. Finally, students will explore the practical aspects of preventive conservation, museum documentation, and exhibition development. Although topics covered in this course will apply to a variety of museums, the primary focus will be on cultural heritage collections. Readings and class discussions will be supplemented with hands-on exercises using the Wesleyan University Archaeology & Anthropology Collection.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ANTH276**
Prereq: **None**

ARCP268 Disaster, Destruction, and Resilience in the Ancient World
How did ancient societies confront catastrophe, and what can we learn from their responses? This course explores themes related to natural and human-caused disasters in the ancient Mediterranean world, including earthquakes, volcanic eruptions, fires, floods, plagues, droughts, and famines. Drawing on archaeological and literary evidence, we will examine the causes and aftermaths of events like the eruption of Vesuvius, the floods and fires of Rome, the Antonine Plague, and more. Through these case studies we will deepen our understanding of ancient experiences of risk, vulnerability, and resilience, and inform our own attitudes toward disasters in our modern world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST267**
Prereq: **None**

ARCP270 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC260, ANTH260, COL255, MDST260, REES206**
Prereq: **None**

ARCP275 Introduction to Archaeological Science: Natural Science Approaches to the Human Past
While archaeology is considered by many to be a social science, natural science approaches are increasingly utilized by archaeologists to explore past environments and behaviors. Archaeological science is defined as the application of scientific techniques from biology, chemistry, geology, and other natural sciences to archaeological materials. This course will survey the different scientific techniques employed by archaeologists and highlight their utility for exploring the human past through archaeological case studies. Students will consider how the integration of natural and social science approaches produces a more complete understanding of the archaeological record. This includes the reconstruction of climates, landscapes, diets, migrations, population interactions, production behaviors, chronologies, and more. Students will learn the basics of the archaeological applications of ancient DNA, stable isotopes, sedimentology, geochemistry, chronometric dating, 3D scanning, morphometrics, botany, zoology, and other scientific methods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **IDEA275, ANTH275, STS275**
Prereq: **None**

ARCP285 Off with its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase--as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit.

The course falls under the Archaeology/Archaeological Science track of the Classics/CCIV Major requirements.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST283, ARHA204**
Prereq: **None**

ARCP290 Unearthing Early China: Art and Archaeology
This course introduces early China by examining major archaeological discoveries from prehistory through the second century CE. We will analyze the formal and material features of early Chinese artifacts from important archaeological excavations at sites such as Liangzhu, Anyang, Zhouyuan, and Mancheng. We will discuss the ways in which these artifacts and archaeological sites demonstrate early Chinese cosmological beliefs and ritual practices, especially notions related to heaven, afterlife, and the transition from ancestor worship to the pursuit of personal welfare in immortality. In addition, we will study the iconography and symbolism of objects found in these archaeological discoveries, which would serve as a foundation for the inception of visual arts in the later periods of Chinese history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS290**
Prereq: **None**

ARCP291 East Asian Archaeology
This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with "Peking Man" and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th-century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ANTH291, CEAS291, ENVS291, IDEA291**
Prereq: **None**

ARCP292 Archaeology of Food, Trade, and Power in South India
This course examines patterns of life in premodern South India, focusing on the millennium from about AD 600 to 1600. It explores the persistent practices and institutions that structured social life--agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority--as well as historical events and processes that brought change to those patterns. The course capitalizes on South India's rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and various forms of coinage and coin hoards informing on economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART, SBS-ART**
Identical With: **ARHA292, ENVS262**
Prereq: **None**

ARCP293 Numismatics and the Archaeology of Money
In many parts of the world, lost coins numbering in the millions lie buried in the ground. Periodically, some of these coins come to light in the course of plowing, digging to repair a water main, or prospecting with metal detectors. These "treasure-trove" finds--also known as coin hoards--provide the archaeologist of money with rich evidence of how money was actually used in pre-modern times. Which coins occur together in a hoard, the numbers in which they occur, and the spatial patterning of their findspots: all speak volumes about pre-modern economies, circulation patterns, and beliefs about money and value.

In this hands-on course, we explore the evidence of coins and coin hoards, studying them from numismatic perspectives (the images and legends on a given coin type, metals used, weights, fabric), metrological and denominational perspectives (what coins reveal about systems of weights and denominational structures), and statistical approaches (for example, studying patterns of weight loss as indicators of the velocity of circulation and degree of monetization in a given society).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA293**
Prereq: **None**

ARCP310 Archaeological Theory in Action: Research Design and Analytical Frameworks
Archaeologists draw upon diverse data sets and approaches to reconstruct rich pictures of ancient ecologies, build environments, economies, cultural and cognitive practices. This 0.5 credit seminar explores, challenges, and evaluates the theoretical frameworks employed by archaeologists in research design and analyses of past societies. Topics will rotate depending upon student interests and current research projects but will be chosen from among anti-racist archaeology, gender and ethnicity studies, object and entanglement theory, frameworks for experimental archaeology, funerary analyses, typology and data management, landscape archaeology, conservation, or ethical approaches to archaeological science, among others. Foundational theoretical texts will be discussed alongside current publications in each topic area. The seminar is designed to prepare students for independent research in archaeology and related fields. This seminar is required for all Archaeology majors and strongly recommended for Archaeology minors, in addition to being open to all students in related disciplines
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ARCP**
Prereq: **None**

ARCP329 Roman Villa Life
This seminar will explore life in the Roman countryside, from the luxurious suburban villas near major urban centers to working estates in Italy and the Roman provinces. The course will begin with a general survey of Roman villa life and then move to a more focused inquiry into specific topics including art and architecture, production, slave life, and transportation. Readings will be drawn from ancient literary sources, inscriptions, and modern social and archaeological studies. The course is intended for students from a variety of disciplines and backgrounds, but some knowledge of the Roman world is recommended.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST329**
Prereq: **None**

ARCP335 Art and Society in Ancient Pompeii
Buried by the eruption of Mt. Vesuvius in 79 AD and rediscovered in the mid-18th century, the once ordinary city of Pompeii is now an extraordinary laboratory for the study of ancient Roman life. This seminar surveys the art, architecture, and material remains of Pompeii and other cities destroyed by the eruption. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the political, social, and commercial life of a small Roman city and examine the unique evidence for reconstructing the private lives of Roman citizens.

This course fulfills the Archaeology and Archaeology Science track of the Classical Studies major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST335, ARHA335**
Prereq: **None**

ARCP338 Economies of Ancient Port Cities: Trade, Mobility, and Identity
This course explores urban life in ancient Mediterranean port cities, where harbors facilitated connectivity and long-distance trade and created cities that were defined by multicultural exchange and constantly reshaping identities. Through case studies drawn from Greek and Roman sites, the class will examine the lives of residents and port workers, focusing on themes such as trade, urban development, art, religion, food, and spectacle. With an emphasis on the archaeological material left behind, the course also explores how narratives about the past are shaped by the nature of surviving evidence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **CLST338, ARHA219**
Prereq: **None**

ARCP341 Visualizing the Classical
This project-based learning course integrates archaeology, classical texts, and the technologies of virtual construction to rebuild the material remains of the ancient world. Student teams will draw upon theories of urban design, engineering, and performance theory to create a material or virtual reconstruction of a classical built environment or object. Through the reconstruction of such spaces, we will explore how the ancient builders and craftsmen--through landscape, sound, light, functionality/monumentality, and spatial relationships--shaped the experience of the ancient viewer.

The course is divided into three modules. The first module will use case studies to survey the principles of archaeological reconstruction and explore the concepts and language of design and planning used by archaeologists and design specialists. These case studies will range from Greek and Roman temples, to city blocks and houses, to public spaces for entertainment or governance. In the second module, a series of technology workshops and in-class projects will give students hands-on training in the analytical mapping, modeling, interpretive, and reconstructive approaches such as ArcGIS, CAD, Sketchup and 3D printing. This practical training will form the foundation for the third module, during which student teams will apply these technologies to collaborate on the reconstruction of an ancient built environment or object. During this section of the course, students will discuss and collectively troubleshoot the problems of design and reconstruction they encounter as they go. Students will present their work at the end of the course, and discussion will focus on the insight that the process of reconstruction has offered into principles of ancient design and the values of ancient communities.

This seminar will be of interest to students with experience in classical studies, archaeology, studio arts, and digital design.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST341, ARHA205**
Prereq: **None**

ARCP350 Animals in Archaeology
This laboratory course will explore how zooarchaeological methods for analyzing animal bones and teeth excavated from archaeological sites allow us to reconstruct ancient human-animal-environmental interactions. We will cover a range of topics and techniques, including hands-on sessions for the identification and quantification of faunal remains. By the end of the course, students will be able to identify every bone in the mammalian skeleton and distinguish between the bones of common non-mammalian taxa. Additional topics will include ancient DNA in zooarchaeology, bone stable isotope analyses, human-caused extinctions, animal domestication, bone artifact production, and animal sacrifice.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **E&ES350, ENVS348**
Prereq: **None**

ARCP352 Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean
This course brings a blend of ethnographic, environmental, philological, and scientific frameworks to the study of ancient medicine. For the first half of the class, students will explore the theories and concepts of medicine and the body in classical antiquity from Hippocrates to Galen. Students will tackle case studies (e.g., treatment of war wounds, epilepsy, gynecological ailments) and suggest appropriate treatments. The second half of the course will focus on medicinal plants as discussed in Dioscorides, considering their ecology, archaeology, and phytochemistry, with hands-on lab modules in which students will learn how to extract and analyze bioactive compounds of medicinal plant species. In final group-based projects, students will present a "plant biography," tracking the arc of the medicinal and cultural uses of a particular species from the ancient Mediterranean to the present day.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST352**
Prereq: **None**

ARCP355 Decoding the Stone Age: Analysis of Lithic Technology
Lithic (stone) tools are the oldest known type of human technology. They represent the most abundant and by extension one of the most informative

components of the archaeological record for reconstructing ancient human behavior over the last 3.3 million years. In this course, students will learn the methodological and theoretical basics used by archaeologists working on the Stone Age. The course includes hands-on training in how to identify and analyze stone tools, qualitative and quantitative approaches, and interpretive frameworks that allow archaeologists to use stone tools to understand broader anthropological questions about the evolution and diversity of human behavior. Students will analyze actual archaeological assemblages from important Stone Age sites stored in the Wesleyan University Archaeology and Anthropology Collections. Through this, students will be exposed to elements of data collection protocols and research design in a collections setting. Further, students will design exhibits for the campus community that incorporate the collections and the data they produce.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ANTH356**
Prereq: **None**

ARCP360 Experimental Archaeology: Material Science and Past Behaviors
The field of archaeology requires practical ways to move beyond modern observations of materials to the invisible behaviors that produced them in the past. Experimental archaeology generates analogical models for archaeological processes by manipulating modern materials under controlled conditions. The principles established during experiments are applied to archaeological data to reconstruct the behaviors that produced the material record. This course will consider experimental design and practice to address issues relevant at different stages of the archaeological process. This is inclusive of replication of past technologies, experimenting with natural and cultural formation processes, and addressing biases inherent in the methods used by archaeologists. The course includes hands on experimental labs with different types of material culture and critical discussions of published experiments. Students will also be tasked with designing, executing, and reporting on an archaeological experiment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **IDEA206, ANTH360, STS363**
Prereq: **None**

ARCP380 Relic and Image: The Archaeology and Social History of Indian Buddhism
This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (first to third century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts, then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodh Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA381, CEAS381, RELI375, GSAS381, ARHA381, CEAS381, RELI375**
Prereq: **None**

ARCP382 Numismatics and the Archaeology of Money
In many parts of the world, lost coins numbering in the millions lie buried in the ground. Periodically, some of these coins come to light in the course of plowing, digging to repair a water main, or prospecting with metal detectors. These "treasure-trove" finds-also known as coin hoards-provide the archaeologist of money with rich evidence of how money was actually used in pre-modern times. Which coins occur together in a hoard; the numbers in which they occur, and the spatial patterning of their findspots all speak volumes about pre-modern economies, circulation patterns, and beliefs about money and value. In this seminar, we explore the evidence of coins and coin hoards, studying them from numismatic perspectives (the images and legends on a given coin type, metals used, weights, fabric), metrological and denominational perspectives (what coins reveal about systems of weights and denominational structures), and statistical approaches (for example, studying patterns of weight loss as indicators of the velocity of circulation and degree of monetization in a given society).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART, SBS-ART**
Identical With: **ARHA382, GSAS382**
Prereq: **None**

ARCP383 Off with Its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase -- as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit. The course falls under the Archaeology/Archaeological Science track of the CLST Major requirements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST383, ARHA228**
Prereq: **None**

ARCP385 The Indian Temple
The temple (devalaya, "house of god") was the unparalleled building type in South Asia from the fourth through fourteenth centuries, and it is still of great importance today. This seminar examines the type from an interdisciplinary perspective, considering theological and ritual dimensions, matters of design and style, programs of decorative sculpture and painting, and the economic and political functions these buildings and institutions carried. Sessions will be arranged thematically, but we will also be concerned with processes of temporal change. No prior knowledge of temple architecture or Indian history and religion is assumed.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA385**
Prereq: **None**

ARCP390 Making Rome: Monuments of Life in Ancient Rome
The Colosseum, the Circus Maximus, and the Forum are just the most famous monuments to adorn the ancient city of Rome: its streets and temples were cluttered with honorific statues, dedications, and inscriptions; monumental fountains marked the terminus of the great aqueducts supplying the city and its public baths; shops and markets jostled with shrines and workshops in the public plazas; and public works like harbors and warehouses ensured a steady flow of food, wine, and materials into the city. Through in-depth research into the literary and archaeological record of Rome students will examine these monuments in the context of their original urban spaces and reconstruct them digitally or through other visual and written media.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST390, ARHA301**
Prereq: **None**

ARCP401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARCP402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARCP403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARCP404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARCP407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARCP408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARCP409 Senior Thesis Tutorial
Offering: **Host**
Grading: **OPT**

ARCP410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARCP411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARCP412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARCP420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ARCP421 Undergraduate Research, Science
Advanced students in archaeology have an opportunity to work intensively with departmental faculty to contribute to a variety of ongoing faculty research projects. These collaborations offer the chance for students to refine their research skills, gain exposure to conservation and research methods outside the basic curriculum, and work towards tangible research outcomes. Such outcomes may include research posters, creation of online databases, contributions to published works, contributions to or solo exhibit designs, or senior essay/thesis projects. Faculty projects vary from year to year but currently include studies in Mediterranean palaeoclimate, lab-based scientific study and digital modeling of archaeological artifacts, organic residue or ceramic studies (Dr. Birney, the OpenARCHEM project), or museum research projects in the Wesleyan Collections (which comprise approximately 35,000 objects), cataloging and researching artifacts (Dr. Murray, Wesleyan Collections). Participation is POI only. Contact the Archaeology Program Chair for more information.
Offering: **Host**
Grading: **OPT**

ARCP422 Undergraduate Research, Science
Advanced students in archaeology have an opportunity to work intensively with departmental faculty to contribute to a variety of ongoing faculty research projects. These collaborations offer the chance for students to refine their research skills, gain exposure to conservation and research methods outside the basic curriculum, and work towards tangible research outcomes. Such outcomes may include research posters, creation of online databases, contributions to published works, contributions to or solo exhibit designs, or senior essay/thesis projects. Faculty projects vary from year to year but currently include studies in Mediterranean palaeoclimate, lab-based scientific study and digital modeling of archaeological artifacts, organic residue or ceramic studies (Dr. Birney, the OpenARCHEM project), or museum research projects in the Wesleyan Collections (which comprise approximately 35,000 objects), cataloging and researching artifacts (Dr. Murray, Wesleyan Collections). Participation is POI only. Contact the Archaeology Program Chair for more information.
Offering: **Host**
Grading: **OPT**

ARCP424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ARCP466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **Cr/U**

ARCP491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ARCP492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**

Grading: **OPT**

ART AND ART HISTORY

The Department of Art and Art History is the administrative umbrella for two distinct major programs: Art History (ARHA) and Art Studio (ARST). Students can major in either program, with a maximum of 16 departmental credits counting toward the 32 required for graduation. This includes up to 3 courses at the 100-level and 13 at the 200-level or higher, including 2 ARST Senior Thesis Tutorial credits for students pursuing honors, or for writing a senior thesis in Art History.

Students double majoring in Art Studio and Art History may take up to 20 departmental credits, provided 2 are ARST Senior Thesis Tutorial credits for students pursuing honors. Additional opportunities, such as tutorials, internships, and teaching apprenticeships, are also available. Transfer credits from other institutions require prior approval and faculty review upon completion.

ART HISTORY FACULTY

AFFILIATED FACULTY

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

Jason Di Resta
Art History Visual Arts Librarian, Art History; Art History Visual Arts Librarian

Tom Packet
MA, Vrije Universiteit Brussel
Visiting Scholar in Art History

EMERITI

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

Clark Maines
BA, Bucknell University; MA, Pennsylvania State University; PHD, Pennsylvania State University; MAA, Wesleyan University
Professor of Art History, Emeritus

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

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

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

Phillip B. Wagoner
BA, Kenyon College; PHD, University of Wisconsin at Madison
Professor, Global South Asian Studies, Emeritus; Professor of Art History, Emeritus

FACULTY

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

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

Talia Johanna Andrei
BA, Rutgers University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University
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Claire Grace
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Katherine M. Kuenzli
BA, Yale University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Chair, Art and Art History; Professor of Art History; Professor, German Studies

Okechukwu Nwafor
BA, University of Nigeria; MFA, Nnamdi Azikiwe University; PHD, University of Western Cape
Assistant Professor of Art History

Joseph M. Siry
BA, Princeton University; MAR, University of Pennsylvania; PHD, Massachusetts Institute of Technology; MAA, Wesleyan University
Program Director, Art History; Co-Coordinator, Urban Studies; Kenan Professor of the Humanities; Professor of Art History

SECTION HEAD

Joseph M. Siry
BA, Princeton University; MAR, University of Pennsylvania; PHD, Massachusetts Institute of Technology; MAA, Wesleyan University
Program Director, Art History; Co-Coordinator, Urban Studies; Kenan Professor of the Humanities; Professor of Art History

VISITING FACULTY

Raymond Edward Carlson
BA, Yale University; MPhil, University of Cambridge; MA, Columbia University in the City of New York; PhD, Columbia University in the City of New York
Visiting Professor of Art History

Selin Ünlüönen
BA, Yale University; MA, Yale University; PhD, Yale University

Luther Gregg Sullivan Fellow in Art History

ART STUDIO FACULTY

EMERITI

Jeffrey Schiff
BA, Brown University; MFA, University of Massachusetts at Amherst
Professor of Art, Emeritus

FACULTY

Benjamin Chaffee
Visiting Professor of Art; Associate Director Curator of Visual Art

Ilana Yacine Harris-Babou
BA, Yale University; MFA, Columbia University
Assistant Professor of Art

Elijah Huge
BA, Yale University; MAR, Yale University
Director, College of Design and Engineering Studies; Professor of Art; Professor, Environmental Studies; Professor, Design and Engineering Studies

Yu Nong Khew
MAR, Southern California Institute of Architecture
Assistant Professor of Art; Assistant Professor, Design and Engineering Studies

Christian Hart Nakarado
BA, Yale University; MAR, Yale University
Assistant Professor of Art; Assistant Professor, Design and Engineering Studies

Tammy Vo Nguyen
BFA, The Cooper Union; MFA, Yale University
Assistant Professor of Art

Julia A. Randall
BFA, Washington University; MFA, Rutgers University
Associate Professor of Art

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

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

Tula Telfair
BFA, Moore College Of Art; MFA, Syracuse University
Program Director, Art Studio; Professor of Art; Professor, Environmental Studies

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

SECTION HEAD

Tula Telfair
BFA, Moore College Of Art; MFA, Syracuse University
Program Director, Art Studio; Professor of Art; Professor, Environmental Studies

VISITING FACULTY

Jaamal Benjamin
MFA, Yale University; MFA, Yale University
Visiting Professor of Art

Claudia Carle
BA, Hobart William Smith Colleges; M.Arch., Yale University
Visiting Professor of Art

Isabella Grace Convertino
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Visiting Professor of Art

Maya Cozier
BFA, School of Visual Arts; MFA, Columbia University in the City of New York; MFA, Columbia University in the City of New York
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BA, Wesleyan University
Visiting Instructor of Art

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Luther Gregg Sullivan Fellow in Art; Sullivan Fellow in Art

Scott M. Kessel
BA, Wesleyan University; MALS, Wesleyan University
Visiting Professor of Art; Drum Instructor

Jess Park
BS, Konkuk University; BA, University of Oregon; MFA, The New School; MFA, The New School
Visiting Professor of Art

Will Sheridan
BA, Williams College; M.Arch., Yale University
Visiting Professor of Art

Shelli Elizabeth Weiler
BA, Wesleyan University; MFA, Yale University; MFA, Yale University
Visiting Professor of Art

Erica Peters Wessmann
BFA, Cooper Union for the Advancement of Science and Art; MFA, Yale University; MFA, Yale University
Visiting Professor of Art

alexandra thompson
BA, Yale University; M.Arch., Yale University
Visiting Professor of Art

DEPARTMENTAL ADVISING EXPERTS FOR ART STUDIO

Elijah Huge, *Architecture*; Ilana Harris-Babou, *Time-Based Media;* Yu Nong Khew, *Product Design;* Christian Nakarado, *Ecological Design;* Tammy Nguyen *Printed*

Matter; Julia Randall, *Drawing*; Sasha Rudensky, *Photography;* Jeffrey Schiff, *Sculpture*; Keiji Shinohara, *Japanese-Style Woodcuts and Ink Painting*; Tula Telfair, *Painting*

DEPARTMENTAL ADVISING EXPERTS FOR ART HISTORY

Joseph S. Ackley, *Medieval Art History;* Nadja Aksamija, *Renaissance and Baroque Art History*; Talia Andrei, *East Asian Art History*; Claire Grace, *Modern and Contemporary Art History;* Katherine Kuenzli, *Modern European Art History*; Okechukwu Nwafor, *African Art History;* Joseph Siry, *Modern Architectural History*; Phillip Wagoner, *South Asian and Islamic Art History*

- Undergraduate Art History Major (p. 1038)
- Undergraduate Art History Minor (p. 1119)
- Undergraduate Art Studio Major (p. 1041)

ART HISTORY

ARHA109 Introduction to Western Art I: Ancient to Medieval
This course introduces the art and architecture of the Western world during the ancient and medieval periods. The artistic traditions of the Near East, Europe, and the wider Mediterranean will be surveyed from the prehistoric era to ca. 1400 CE. Questions of style, content, function, and cultural and historical context will be examined alongside such perennial concerns as religion, rulership, social class, luxury, and the definition of art within its ancient and medieval milieus.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST131**
Prereq: **None**

ARHA110 Introduction to Western Art II: Renaissance to Modern
This course surveys the development of European art from the Renaissance through the modern period. We will examine art's changing status within specific social and artistic contexts: from the Church and court of the Renaissance, through the formation of art academies in the late 16th century, to the development of an increasingly individualized artistic practice that led to the formation of an avant-garde. Classes will be organized chronologically and touch upon the following themes and ideas: politics, religion, and patronage; perception and experience; artistic identity and originality; relationships between artistic media; and the rise of a public sphere for art.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA127 Venice and the Renaissance
Venice -- a city built almost impossibly on a forest of stilts sunk into the mud of the lagoon and buttressed by powerful myths of divine origins, permanence, and prosperity - produced some of the most spectacular works of Renaissance art and architecture. This introductory-level course on the art and culture of Venice's "golden age" considers the works of artists such as Carpaccio, Bellini, Giorgione, Titian, Veronese, and Tintoretto, and architects such as Codussi, Sansovino, and Palladio in the context of the city's unique setting, social and governmental structure, cultural and political milieu, and larger geopolitical significance. It also positions Venice's artistic production within the broader framework of early modern Europe, exploring its connections with Byzantium and the Islamic world. The course also introduces students to key issues and methods of art history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L217**
Prereq: **None**

ARHA140F Van Gogh and the Myth of Genius (FYS)
This seminar will investigate in depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth-making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. We will both investigate the formation of this myth and view it critically, balancing it against the artist's own account of his career in his paintings and prodigious correspondence. Van Gogh's extensive, insightful, and fascinating writing begs the question of how one should treat an artist's statements when interpreting his works. We will also examine the role of biography in art. Finally, rather than viewing the artist as an isolated creator, we will situate his work within the artistic landscape of late 19th-century Europe, and especially France, where he spent his most productive years as an artist, 1886--1890.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L140F**
Prereq: **None**

ARHA141 Van Gogh: Modernity, Utopia, and Nineteenth-Century Art
This course will investigate in-depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized--the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of Impressionist, Neo-impressionist, and Symbolist painters before moving to the south of France, where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist and along the way develop art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist's personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L141**
Prereq: **None**

ARHA151 European Architecture and Urbanism to 1750
This course is an introduction to architecture and related visual art as an expression of premodern Western European civilizations, from ancient Greece through the early 18th century, including Roman, Early Christian, Byzantine, early medieval, Romanesque, Gothic, Renaissance, and Baroque architecture, landscapes, and cities. The focus is on analysis of form in architecture and the allied arts. Emphasis is on relationships between style and patronage. In each era, how does architecture help to constitute its society's identity? What is the

relationship between style and ideology? How do architects respond to the works of earlier architects, either innovatively or imitatively? How do patrons respond to the works of their predecessors, either locally or distantly? How are works of architecture positioned within those structures of power that the works, in turn, help to define? How do monuments celebrate selected aspects of history and suppress others? How were the major buildings configured, spatially and materially? Emphasis will be on continuities and distinctions between works across time, seeing Western traditions as a totality over centuries. Lectures and readings convey different historiographic approaches to these issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST151**
Prereq: **None**

ARHA161 Objects of Authority: Arts of African Royal Courts
This course will focus on African arts produced in courtly contexts between the eleventh and twentieth centuries. We will study domestic art objects that were integral to the exercise of power and authority in several African court traditions such as Benin, Ife, Kuba, Ashanti, Igbo, and others. Students will learn about formal qualities and thematic concerns that locate certain artworks exclusively within the royal lineage and monarchy. They will also come to understand how such artworks were deployed within chieftaincy circles to wield great spiritual and mystical power. Class readings and discussions will help us navigate questions of hierarchy and authority to transcend elitist narratives of power regarding African arts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA162 History of African Art and Material Culture
This course offers an introduction to the rich and varied visual arts of Africa. By examining certain visual practices that evoke a distorted understanding of the continent, the course confronts stereotypes about the African continent. There will be an examination of compelling objects that represent a variety of African visual cultures, both historical and contemporary. The course offers evidence of a continent with a history to counter the idea that Africa is "frozen in time" and that African "traditions" never change. Weekly readings aim to provide a comprehensive overview of the art of diverse ethnicities to counter the notion that "Africa is a country" and "a continent in isolation."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA172 Memory Image: Introduction to Art (as) History
One premise of art history is that works of art necessarily register or encode the time and place of their making. Some art practices, though, operate historically in more than an artifactual sense, whether by revisiting the art historical past through citation, or by actively responding to the socioeconomic, technological, or cultural conditions of their present. Works that comprise the focus of this class engage directly in the project of historical representation and research, recasting these activities through painting, photography, installation, and performance. Spanning a series of case studies from the 1960s through the present, this course provides an introduction to the practice of art history by way of recent works of art that have made the resources (and limitations) of historical methodology a subject of investigation. What is the role of art as a form of historical memory in an increasingly image-soaked world?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA172F Memory Image: Introduction to Art (as) History (FYS)
One premise of art history is that works of art necessarily register or encode the time and place of their making. Some art practices, though, operate historically in more than an artifactual sense, whether by revisiting the art historical past through citation, or by actively responding to the socioeconomic, technological, or cultural conditions of their present. Works that comprise the focus of this class engage directly in the project of historical representation and research, recasting these activities through painting, photography, installation, and performance (from experiments in abstraction to queered archives and restaged mass protests). Spanning a series of case studies from post-Holocaust New York School painting to post-Katrina site-specificity, this course provides an introduction to the practice of art history by way of recent works of art that have made the resources (and limitations) of historical methodologies a subject of investigation. What is the role of art as historical memory in an increasingly image-soaked world?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA175 Japanese Narrative Painting
The narrative handscroll (emaki) has been a major form of Japanese pictorial art from its origins in the eighth century. Characterized by a long, horizontal format designed to be unrolled and viewed in shoulder-width sections, the narrative handscroll combines text and image in a linear progression of time and space. This course will cover the historical evolution of the handscroll format, its inter-relation with the written word, as well as its artistic roots and subsequent impact. Special attention will be paid to the translation of the handscroll's narrative modes and imagery to large-scale painting formats, such as six-panel folding screens (byobu) and hanging scrolls (kakejiku). Among the questions to be considered are: What are the representational and narrative strategies that painters of narrative scrolls employ to tell their stories? How do we define the relationships between written text and visual image, and what roles do they play? What were the viewing practices for narrative scrolls, and in what contexts were they viewed and read? Through an investigation of a dozen masterworks, including the "Illustrated Scrolls of the Tale of Genji," "Illustrated Legends of Mount Shigi," and "Life of Saint Ippen," the course will familiarize students with the major modes--literary, hagiographic, historical, didactic--of Japanese narrative painting from the 12th through 18th century, as well as the major interpretive methods used by art historians to search for "meaning" in the visual arts--authorship, connoisseurship, formalism, iconography/iconology, semiotics, feminism, and social art history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA181F Mughal India: Introduction to the Practice of Art History (FYS)
Founded in northern India in the early 1500s, the Mughal empire was one of the largest centralized states in the history of the early modern world. During the two centuries of their effective rule over most of the Indian subcontinent, the Mughal emperors and their subordinates were prolific patrons of the arts, overseeing the production of lavishly illustrated books and picture albums and commissioning such architectural masterpieces as the Taj Mahal. This course offers an introduction not only to the art and culture of Mughal India but also to the practice of art history itself, through a sequence of six thematic units exploring and applying different methods that are central to the discipline. Each unit begins with critical reading and discussion of one or two key theoretical or

methodological statements, then continues through application to case studies drawn from Mughal India. The units include (1) techniques of visual description and formal analysis, (2) the concept of style and stylistic analysis, (3) the analysis of meaning in visual images (iconography and iconology), (4) models of time and the historical explanation of change, (5) architectural and historical analysis of buildings and their sites, and (6) historiographic assessment of debates and changing interpretations within art history. Each unit culminates in a writing exercise designed to provide students with structured experience in some of the various modes of art historical writing. The course is appropriate as an introduction both to art history and to Mughal art.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **GSAS181F**
Prereq: **None**

ARHA201 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt
This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we will examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST244, ARCP244**
Prereq: **None**

ARHA202 Art and Archaeology of the Bronze Age Mediterranean
This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we will explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we will survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST201, ARCP201**
Prereq: **None**

ARHA203 Survey of Greek Archaeology and Art
This course introduces the art and archaeology of Greek civilization from Mycenaean palaces of the Bronze Age, to tombs of warriors and battlefields of Marathon, through the theatrical and political centers of democratic Athens. Throughout the semester we will survey the major archaeological sites (civic and cultic) for each period and study development of sculpture, painting, ceramics, and architectural trends in light of political (propaganda!) and social changes. More than a tour of monuments and mosaics, however, this course will show students how to interpret and apply literature, material science, anthropology, and art history to address archaeological questions, and to consider the relationship (ancient and modern) between social trends and material evidence.

This course counts toward the archaeology/archaeology science track.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST214, ARCP214**
Prereq: **None**

ARHA204 Off with its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase--as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit.

The course falls under the Archaeology/Archaeological Science track of the Classics/CCIV Major requirements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST283, ARCP285**
Prereq: **None**

ARHA205 Visualizing the Classical
This project-based learning course integrates archaeology, classical texts, and the technologies of virtual construction to rebuild the material remains of the ancient world. Student teams will draw upon theories of urban design, engineering, and performance theory to create a material or virtual reconstruction of a classical built environment or object. Through the reconstruction of such spaces, we will explore how the ancient builders and craftsmen--through landscape, sound, light, functionality/monumentality, and spatial relationships--shaped the experience of the ancient viewer.

The course is divided into three modules. The first module will use case studies to survey the principles of archaeological reconstruction and explore the concepts and language of design and planning used by archaeologists and design specialists. These case studies will range from Greek and Roman temples, to city blocks and houses, to public spaces for entertainment or governance. In the second module, a series of technology workshops and in-class projects will give students hands-on training in the analytical mapping, modeling, interpretive, and reconstructive approaches such as ArcGIS, CAD, Sketchup and 3D printing. This practical training will form the foundation for the third module, during which student teams will apply these technologies to collaborate on the reconstruction of an ancient built environment or object. During this section of the course, students will discuss and collectively troubleshoot the problems of design and reconstruction they encounter as they go. Students will present their work at

the end of the course, and discussion will focus on the insight that the process of reconstruction has offered into principles of ancient design and the values of ancient communities.

This seminar will be of interest to students with experience in classical studies, archaeology, studio arts, and digital design.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST341, ARCP341**
Prereq: **None**

ARHA206 Art and Society in Ancient Pompeii
This seminar surveys the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from their participation in local politics and government, to their religious beliefs and lives, to the interior decoration of their homes and their burial customs.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST234, ARCP234**
Prereq: **None**

ARHA207 Survey of Roman Archaeology and Art
This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the archaeological evidence illustrating the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CLST223, ARCP223**
Prereq: **None**

ARHA208 ¿Convivencia o conflicto?: Las tres culturas de la España medieval a través del arte (CLAC.50)
For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual wellbeing. This Spanish-language section complements the ARHA 310 curriculum, by exploring the resonance between medieval experiences of identity, pluralism, appropriation, and exchange and our own uneasy attempts at building a multiethnic, multicultural society. This class will be conducted in Spanish. ARHA 208 is open to intermediate and advanced Spanish learners (SPAN 113 and above), bilingual students, and heritage speakers. Enrollment in ARHA 310 is optional but encouraged.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **CGST208**
Prereq: **None**

ARHA209 Mosque and Cathedral: Islam and the West, c. 600-1500
This course examines the interaction between the Islamic world and medieval Europe from the perspective of art and architecture, from late antiquity and the rise of Islam through the end of the Middle Ages. Our approach will seek out both intersections and comparisons: while attending to the borders, crossings, and overlaps that existed between medieval Christendom and the Islamic world, this course will also stage comparisons of key themes specific to these traditions, chief among them the picturing of divinity, the status of a sacred text, the organization of sacred space, and the practice of luxury. We will survey a series of historical encounters, including Byzantine Iconoclasm, the Crusades, and trade and diplomacy in general, before culminating in Renaissance Italy. Special emphasis will be reserved for key geographies of exchange, including Spain, Sicily, North Africa, and the Holy Land. Consideration will be given to the media of architecture, mosaic, painting, relief sculpture, decorated books, ivory, metalwork, and textiles. Questions of geography, ethnicity, the other, the idol, cultural translation, and the status of text vs. image will be threaded throughout.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST209**
Prereq: **None**

ARHA210 Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST210, RL&L210**
Prereq: **None**

ARHA210Z Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST210Z, RL&L210Z**
Prereq: **None**

ARHA213 Cross, Book, Bone: Early Medieval Art, ca. 300-1100
This class surveys the art and architecture of early medieval Europe, from the decline of the Roman Empire and the multiculturalism of Late Antiquity

through the glory of Byzantium, the rise of Islam, and the establishment of Germanic kingdoms in Northern Europe. Style, content, function, and historical context shall be examined across monuments of architecture, sculpture, mosaic, manuscripts, painting, and the luxury arts. Questions of religious practice, political messaging, and cross-cultural translation shall be threaded throughout, for example: How might one picture God? How might one build a house of worship or decorate a sacred text? How might one best picture a ruler? How were art and artistry defined in early medieval Europe? How might we see dialogue, overlap, and/or competition between the art and architecture of Islam and Christianity, among other religious traditions? The art historical periods considered will include Late Antique, Byzantine, Umayyad, Abbasid, Migration, Insular, Carolingian, Mozarabic, Ottonian, and Viking art.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST213**
Prereq: **None**

ARHA215 Art Criticism
As a young critic, the art historian Hal Foster wrote: "I do not demystify the work which I discuss so much as I am demystified by it." Beyond criticism's primary object -- the artwork to be judged, rejuvenated, revealed -- what does it let slip about its own function as a social and cultural practice? This course will introduce students to art criticism while also attempting to understand the rapidly changing economic conditions that make it possible (or not). Students will be invited to write pieces of criticism on a range of media -- sculpture, photography, painting, print, video, and performance -- with assignments modeled on different genres of art writing (e.g., the exhibition review, the "critic's pick," the single artwork study, and the "hybrid" review-essay). The course will give students a chance to work closely with the Davison Art Collection and the Zilkha Gallery.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT214, COL211**
Prereq: **None**

ARHA217 Building Nothing: Design After Progress
The built environment is responsible for over 40% of humanity's greenhouse gas emissions, but despite attaching words like "sustainable" and "resilient" to their products, design and construction practices remain fundamentally unchanged. This seminar considers the possibility of a design philosophy that doesn't take the goal of creation as a given. Topics include the lifespan of buildings and products, their maintenance and care, the unintended consequences of making, relationships with and obligations to materials and resources, and strategies for degrowth found in indigenous and vernacular design precedents. We read and discuss a key text each week that examines the history of technology and critically evaluates shifting theoretical perspectives on nature and human development as they relate to design.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM338, STS333, IDEA338**
Prereq: **None**

ARHA219 Economies of Ancient Port Cities: Trade, Mobility, and Identity
This course explores urban life in ancient Mediterranean port cities, where harbors facilitated connectivity and long-distance trade and created cities that were defined by multicultural exchange and constantly reshaping identities. Through case studies drawn from Greek and Roman sites, the class will examine the lives of residents and port workers, focusing on themes such as trade, urban development, art, religion, food, and spectacle. With an emphasis on the archaeological material left behind, the course also explores how narratives about the past are shaped by the nature of surviving evidence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **CLST338, ARCP338**
Prereq: **None**

ARHA220 Northern Renaissance Art
The Northern Renaissance, roughly ca. 1400-1600, was a period of thrilling transition in Europe and profound change for the Western tradition of art and architecture. For art history, the period's many paradigm shifts include the rise of oil painting, the spread of the printing press and print media, the growth of middle-class patronage, the Protestant Reformation, radical developments in the practice of portraiture, an increasingly global worldview and mentality, the foundations of what might be referred to as an art market, and a fundamental revision of the purpose and definition of both art and the artist. This course explores these and other histories as they played out within panel painting, book painting, the sumptuous arts (e.g., tapestries and metalwork), printing, sculpture, and architecture, focusing mainly on France, the Low Countries, Germany, and England. We will begin within the late medieval world of Burgundy, Prague, and Germany before progressing through such key artistic personalities as Sluter, Broederlam, the Limbourgs, Campin, van Eyck, van der Weyden, Fouquet, Riemenschneider, Lucas van Leyden, Bosch, Dürer, Grünewald, Altdorfer, Cranach, Holbein, and Bruegel. Such a narrative will be equally enriched with less familiar and less canonical works. Threaded throughout are questions of mimesis, realism, skill, medium, and the growing cult of genius, as well as the relationship with the Italian Renaissance, the Mediterranean, and the expanding globe.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST219**
Prereq: **None**

ARHA221 Early Renaissance Art and Architecture in Italy
This course surveys key monuments of Italian art and architecture produced between ca. 1300 and 1500. Focusing on major centers such as Florence, Milan, Rome, and Venice, as well as smaller courts such as Urbino and Mantua, it considers the works and careers of the most important artists and architects of the period, among them Giotto, Brunelleschi, Donatello, Giovanni Bellini, Botticelli, and Leonardo da Vinci. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, gender, and spectatorship. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST222, RL&L212**
Prereq: **None**

ARHA222 Art and Architecture of Renaissance Florence
How did Florence rebound from calamitous plague to become the self-styled locus of the Renaissance? This survey of the art and architecture of Florence evaluates its cultural achievements against the improbabilities of their success. The city had negligible Roman history but championed the revival of classical antiquity; it was repressive but pushed the boundaries of representing gender and sexuality; its government slid from a republic to an absolute monarchy but fostered creative latitude; it spawned one of Italy's most popular religious

zealots and popularized secular ideals; it had no empire but became a hub of global trade and knowledge transmission. To understand how this happened, we will study famous artists like Botticelli, Leonardo da Vinci, and Michelangelo alongside their lesser-known and even nameless contemporaries. Painting, sculpture, architecture, drawing, and printmaking will come alive in lectures and by discussing related texts in translation, recreating artistic techniques, and examining original Renaissance artworks in person.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L218**
Prereq: **None**

ARHA223 Visual Worlds of Himalayan Religions
How do Tibetan Buddhists look at religious images? What do pilgrims in Nepal see when faced with sacred monuments? Why do devotees in Bhutan display erotic caricatures in public? This seminar will explore the ubiquitous role of images and imagining in the religious traditions of the Himalayan region. Readings and viewings will examine the painting, sculpture, architecture, and performing arts of the Himalaya (including Tibet, Nepal, north India, and Bhutan), placing them in the context of local religious beliefs, ritual practices, and literary canons. The seminar aims to understand how Himalayan cultures produce religious images and the ways of seeing that invest them with meaning. Classes will address specific modes of visual representation, the relationships between text and image, and the social lives of images, as well various theoretical and methodological approaches for their reading and interpretation. Particular attention will be paid to representations of Buddha Sakyamuni and visual expressions of his life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI321, GSAS321**
Prereq: **None**

ARHA224 Italian Art and Architecture of the 16th Century
In addition to key monuments of 16th-century Italian art and architecture, this course seeks to introduce students to some of the most important figures of the period: artists and architects--such as Leonardo, Michelangelo, Raphael, Bronzino, Titian, and Palladio; their princely and ecclesiastical patrons--such as Cosimo I de' Medici and Pope Julius II; and their critics and biographers--such as Giorgio Vasari and Ludovico Dolce. Our aim will be to understand the complex artistic and architectural landscape of the period against the backdrop of shifting intellectual and religious trends, including the Counter-Reformation. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L251**
Prereq: **None**

ARHA226 Global Rome: Art and Architecture in Early Modernity
Rome has long called itself the "head of the world," but in the early fifteenth century, it was a backwater. This course surveys the art and architecture of Rome as it reclaimed the papal seat, grew its population, witnessed their deaths amid an infamous sack, and then amassed singular power through the transoceanic expansion of Catholicism. The local particulars of Rome will be considered alongside its global history, situating the accomplishments of Raphael, Michelangelo, Caravaggio, Artemisia Gentileschi, Bernini, and others in relation to Rome's ties to Europe, Africa, the Americas, and Asia. Particular attention will be given to Rome's relationship to its ancient empire, as well as the roles of female artists and patrons in a city whose population skewed increasingly male. Students will study architecture, painting, sculpture, drawing, print, tapestry, arms and armor, jewelry, clothing, and ephemeral design, as well as period texts in translation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L219**
Prereq: **None**

ARHA228 Off with Its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase -- as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit. The course falls under the Archaeology/Archaeological Science track of the CLST Major requirements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST383, ARCP383**
Prereq: **None**

ARHA233 Art and Culture of the Italian Baroque
This introduction to the arts and architecture of 17th-century Italy addresses one of the core paradoxes of the period: that startling innovation and creativity were not inconsistent with serving the purposes of patrons and ideologies that at first appear rigid and authoritarian. Supported by popes, cardinals, new religious orders, and private collectors, artists and architects such as Caravaggio, Artemisia Gentileschi, Pietro da Cortona, Gianlorenzo Bernini, and Francesco Borromini depicted saintly bodies in moments of divine rapture, opened up painted ceilings to elaborate illusionistic visions, and subjected the classical language of architecture to unprecedented levels of movement. Through lectures and discussions of key primary and secondary sources, we will explore the emotive and ideological power of Baroque art, considering the multitude of ways in which it shaped the visual, political, and religious worlds of its day.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L243**
Prereq: **None**

ARHA239 Van Gogh: Modernity, Utopia, and Nineteenth-Century Art
This course will investigate in-depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized--the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of impressionist, neo-impressionist, and symbolist painters before moving to the South of France,

where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist and along the way develop art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist's personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L239**
Prereq: **None**

ARHA240 Revolutionary France and the Birth of Modern Art, 1789-1900
This course examines the birth of modern art in the wake of the French Revolution and traces the evolution of modern art throughout what would prove to be an extraordinary century of social transformation and formal experimentation, ending in the Dreyfus Affair and Post-Impressionism. Themes this class explores include the advent of a public sphere for art-making and the relationship between artistic advance and appeals to an ever-widening public; painting and revolution in France and its colonies; the redefinition of history painting in light of the abolition of slavery and the Declaration of the Rights of Man; the expansion of France's colonial empire and the representation of racial difference; the rise of feminism and attempts on the part of women artists to find their own voice in a masculine practice; the destabilization of classicism in light of scientific discoveries and ideas of "primitivism"; and the conflict between the unabashed pursuit of artistic individualism and the need to define collective values and experience. Although these developments took place two centuries ago, they continue to define the field of modern art today.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L240**
Prereq: **None**

ARHA241 Introduction to European Avant-Garde, 1880-1940
This course introduces students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L241, GRST241**
Prereq: **None**

ARHA243 American Modernisms, 1900-1945
Focusing on three case studies -- the Stieglitz Circle, the Harlem Renaissance, and Mexican Muralism -- this course examines the specifically pluralistic and diverse contributions of American artists to the development of modernism from 1900 through the Second World War. During this period, the United States began to be a terrain on which artists with roots in Europe, Africa, and the Americas developed advanced language in the visual arts and experimented with new mediums and formats for art. Topics we will explore include the relationship between art and industry in painting, sculpture, film, and photography; relationships between cosmopolitan and indigenous cultures; primitivism and its legacies; interrelationships between the visual arts, music, and poetry; constructions of gender and the emergence of the female artist; racial pluralism; and the articulation of hybrid American (and Pan-American) modernisms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA244 European Architecture and Urbanism, 1750-1910
This course considers the history and theory of architecture and urbanism in Western Europe from the mid-18th to the early 20th century. A central theme is the relationship between historicism and modernity through the period. Topics include Neoclassicism, the picturesque landscape, the Gothic Revival, the Arts and Crafts Movement, the École des Beaux-Arts, the German Rundbogenstil, international expositions, and Art Nouveau. We will focus on specific sites in major cities, including Paris, London, Berlin, Munich, Vienna, Milan, Rome, Brussels, and Barcelona, among others. New or transformed building types include museums, railway stations, apartment blocks, department stores, and theaters. Urban forms include residential squares, boulevards, arcades, and public parks. Architectural culture will be discussed as a response to changing political, economic, technical, and ideological conditions in newly modernizing societies. Urbanism includes the transformation of early modern cities due to industrialization, housing for different social classes, new towns, suburbs, utopian communities, the Garden City, and colonial centers such as Bombay (Mumbai), Algiers, and Hanoi.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L244**
Prereq: **None**

ARHA246 American Architecture and Urbanism, 1770-1914
This course considers the development of architecture and urbanism in the United States from the late 18th through the early 20th century. Major themes include the relationship of American to European architectures; the varied symbolic functions of architecture in American political, social, and cultural history; and the emergence of American traditions in the design of landscapes and planning for modern cities, especially Boston, New York, Philadelphia, Washington, D.C., Chicago, Los Angeles, and San Francisco. The course considers houses for different sites and social classes, government buildings, churches and synagogues, colleges, and commercial architecture of different kinds includes the origins of the skyscraper. Urban environments include cemeteries, public parks, streets, and civic centers. Discussion will be informed by recent historiography on race and the American built environment. Movements studied include neoclassicism, the Gothic and Romanesque revivals, the Chicago School, the Arts and Crafts movement, and the City Beautiful movement. Major figures studied include Thomas Jefferson, Benjamin Latrobe, Frederick Law Olmsted, Frank Furness, Henry Hobson Richardson, Louis Sullivan, the early work of Frank Lloyd Wright, Greene and Greene, Bernard Maybeck, Julia Morgan, and McKim, Mead and White.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA247**
Prereq: **None**

ARHA249 "Public Freehold": Collective Strategies and the Commons in Art Since 1960
Art since 1960 has forged a contradictory alliance between the legal field of intellectual property and the expanded tradition of poststructural thought. Taking its title from conceptual artist Lawrence Weiner, this course navigates

that contradiction via four units, each corresponding to a specific artistic strategy: appropriation, scoring, collaboration, and participation. Testing the limits of the signable, saleable, and stealable, such techniques have thrown traditional concepts of originality and possessive individualism into arrears while giving rise, quite paradoxically, to some of the most celebrated careers and widely reported lawsuits involving allegations of creative property theft. Do such maneuvers amount to specious self-aggrandizement? Or do they indicate a renewed search to locate, foment, and protect sources of creative invention? The ever-expanding horizon of collaborative media access and increased pressures to enclose this new electronic commons have made such questions all the more urgent today.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

ARHA250 Unsettling American Art, 1600-1900
This course examines developments in American art from roughly 1600 to 1900. Core objects in this class will range widely: quilts; maps; baskets; paintings across genres of portraiture, landscape, and still life; engravings; public monuments; daguerreotypes; and more. We will seek to understand the particular concerns and traditions animating objects across this heterogeneous span of materials, forms, and techniques. In so doing, we will also ask how artists and makers--including those whose names were never recorded--variously internalized, articulated, or examined the historical contradictions of their time, including the consolidation of settler colonialism and racial capitalism; rebellion, revolution, abolition, and civil war; industrialization and its ever-expanding and often violently lopsided acceleration of communication networks, labor relations, travel, and exchange; and the contested aim of defining a distinctively American aesthetic tradition in a land born of migration, encounter, forcible displacement, and polyphonic hybridization. Visits to area museums and collections will complement in-class work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA251 Artists Design Exhibitions
This course explores the history and theory of exhibition-making as an artistic form. We examine key episodes in the history of artist-designed exhibitions, focusing on major works since the 1960s with an eye to foundational case studies in the early- to mid-20th century. Our discussions will generate a working typology of the form's various modes and functions, tracking how artist-designed exhibitions have variously served as spaces of public debate and agitation, propaganda spectacles, didactic displays, activist interventions, and sites of aesthetic experimentation. Exhibition design's material supports and conditions have been just as disparate: room-scale interiors, polyform spatial sequences, distributed multiples, and outdoor installations on city streets. Across each of these divergent formats, exhibitions are distinguished by their shared potential to create what Walter Benjamin once described as "simultaneous collective reception." As Benjamin's phrase suggests, exhibitions constitute publics, and in this course special attention will be paid to the types of publics--and the types of subjects--that specific exhibitions and exhibition strategies presuppose.

What can the history of exhibition design show us about the new "curatorial condition" of everyday life, in which data specialists now curate information, an artisan cheese shop curates its merchandise, and anyone with a social media account curates a presentation of self? Artists central to this history, and to which this course attends, include: El Lissitzky, Marcel Duchamp, Charles and Ray Eames, the Rosario Group, the Independent Group, Hélio Oiticica, Marcel Broodthaers, Louise Lawler, Group Material, Fred Wilson, Philippe Parreno, Mark Leckey, and Camille Henrot.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA252 Contemporary Art Since 1980
This historically rooted introduction to contemporary art sets an anchor around 1980 and moves through the major debates of the last 35 years. This period gave rise to a bracing range of historical transformations: a post-communist Europe; an economically prominent China; queer and antiracist activism; increasingly molecular degrees of technological mediation in everyday life; assymetrical consolidations of a globalized network of travel, communication, and capital; climate and refugee crises; and a state of seemingly perpetual war, to name only a few. This course attends to the changing vocabulary of approaches by which artists intervened in these conditions and positioned their work in relation to a longer view of the history of art. Far from a comprehensive survey, the course acknowledges the inherently recursive and unstable condition of contemporary art history, a field of research and inquiry defined as a work in progress. The course is nonetheless structured in a loosely chronological fashion, sequenced according to formal techniques that emerged as timely responses to specific historical moments (photographic appropriation, moving image projection, social practice, painting, institutional critique, web-based art, etc.). Our work throughout will attend to theoretical frameworks that have remained influential in recent practice (postcolonial, feminist, poststructural, etc.).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA253 Art After 1945
This course examines artistic production in the United States between 1945 and 1980, with a primary focus on the United States. The historical conflicts of that tumultuous period presented new challenges for artists as they attempted, in their work, to respond to the "caesura of civilization" brought about by the Holocaust and World War II, to contend with the consolidation of postwar consumer capitalism and mass culture, and to situate their work in relation to the far-reaching social upheavals of the 1960s and '70s. Practices linked to the historical avant-gardes (such as abstraction, the readymade, Dada, and surrealism) echoed in these years as attention shifted from the canvas and studio to greatly expanded contexts of reception and public experience. The boundaries of the art object transformed in turn as artists developed new models of spectatorship to confront a world that had placed enormous pressure on traditional concepts of humanist subjectivity. Topics include New York School painting, pop art, minimalism, process art, conceptual art, performance, institutional critique, and site-specificity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA254 Architecture of the 20th Century
The course considers influential works in architecture, its theory and criticism, and ideas for urbanism, mostly in Europe and the United States, from about 1900 to the present. Early parts of the semester focus on the origin and development of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, postmodernist, and deconstructivist work, urbanism and housing, computer-

aided design from the 1990s, green buildings, and postwar architecture in Latin America and Japan and in postcolonial India and Africa. Major movements and architects considered include the Viennese Secession, the Bauhaus, Le Corbusier, Mies van der Rohe, Frank Lloyd Wright, Alvar Aalto, and Louis Kahn, among many others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ENVS254, IDEA254**
Prereq: **None**

ARHA256 New York City: Architecture and Urbanism
This course considers the history of architecture and urban development in New York City from colonial times to the present. Emphasis is on major landmarks of each historic period, with attention to related planning, parks, land and water transportation, housing trends, and urban infrastructure. Conditions of settlement, growth, decline, and renewal will be examined from a political, economic, and social perspective in varied neighborhoods. Contemporary topics include neo-liberal policies for urban development, green buildings, gentrification, affordable housing, and planning for the city's future in the era of impending climate change. While the focus will be on architecture, every effort will be made to see built environs as points of intersection between competing ideals and interests that shape the city we see.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA257 Just Cities: Architectures of Public Encounter
What is "the public," and how has it been conceived, relative to notions of the urban--to the web of ideas, forms, and fantasies constituting "the city"? Can art and architecture play a role in defining the public, or does the public's political and social construction place it outside the scope of specifically aesthetic concerns? This course addresses these and other related questions, positioning art and architecture in their broader cultural and historical contexts. It explores a range of socially charged, experiential, and participatory aesthetic and political practices, characterized by their distinctly public character and decidedly architectural and urban settings. At its core, it is concerned with issues of social justice as they relate to the material spaces of the modern city, and the manner in which those spaces are identified, codified, and made operative in the service of aesthetic, social, and political experience.

This course will be taught by M. Surry Schlabs, Yale School of Architecture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL332**
Prereq: **None**

ARHA258 Contemporary World Architecture
This course is a study of architecture and urban design throughout the world from the 1990s to the present. American topics include public and private development in the "neoliberal" city in New York, Chicago, Los Angeles, and post-Katrina New Orleans; contemporary museum architecture; sprawl and New Urbanism; and affordable housing. Major American architects considered include Frank Gehry, Richard Meier, Daniel Libeskind, and Diller Scofidio + Renfro. In Europe, the focus is on contemporary public architecture in Berlin, London, Oslo, Hamburg, Paris, Valencia, Lisbon, Rome, and Athens, with attention to major works of Sir Norman Foster, Zaha Hadid, Jean Nouvel, Santiago Calatrava, Rem Koolhaas, and Renzo Piano, among others. In China we will study state monuments of the Communist Party in Beijing and issues of preservation and urban development there and in Shanghai. In Japan the recent work of Tadao Ando, Kengo Kuma, and Shigeru Ban is a focus, as are selected projects by other architects in Tokyo, Yokohama, and Osaka. Additional lectures will treat airport architecture in Asia, and sites in India, Jerusalem, Cairo, Abu Dhabi, Guinea, South Africa, Nigeria, Rio di Janeiro, Chile, and Quito, Ecuador. The last quarter of the course focuses on green or sustainable architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling and ventilation, timber and rammed-earth techniques, LEED certification, wind and geo-exchange energy, green skyscrapers, vertical farming, and zero-carbon cities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA258**
Prereq: **None**

ARHA259 Currents of Post/Minimalism, 1960-1979
This course examines visual production made in North America between the 1960s and the 1970s with attention to Minimalism and its antecedents. Since its inception, Minimalism has been a measure and benchmark for twentieth century artistic practice. A primary focus will be artistic interpretation of form and to the challenges posed to its political exigency during a period marked by global warfare, new technologies, fierce protest, and economic shift. Each lecture will be anchored by a discussion of an artist whose practice will be the basis for course themes--energy, distance, education for example. With artists as our guides, we will revisit the development of the aesthetic boundaries, (sculpture, film, performance, institutional critique) which were asserted as well as challenged by attuning to exhibition histories and interdisciplinary practices. As this moment of artistic contribution is actively under consideration by curators of contemporary art, this course will also feature practical insight into the methodology and concerns of contemporary exhibitions dedicated to this period.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA262 Censorship, Culture Wars, and Controversy in Art
Art history is marked by various forms of state, community, or institutional censorship. Such events can be flash points in culture wars, as in the United States in 1989, when four artists--most of them queer--were denied funding from the National Endowment for the Arts after their work was deemed "obscene." Sometimes art that unearths sensitive cultural histories can lead to calls for destruction, as in Sam Durant's 2012 work Scaffold, which referenced state violence against the Dakota people, leading tribe members to protest what they felt was Durant's insensitive handling of the subject. Events like these raise key questions within art and broader society: Who should have the authority to decide which art should be exhibited, and to what audiences? What constitutes censorship? When might censorship, or the curtailing of speech, be justified?

This course will examine these questions focusing on the 20th and 21st centuries in the United States, but also global contemporary art. We will consider such issues in the wake of a recent spate of museum exhibitions canceled due to controversial content, the dismantling of monuments to colonialism and the transatlantic slave trade, as well as today's culture wars as conservative book bans make headlines and hate speech abounds. We will also explore new channels for arts funding, exhibition, and publishing that emerge in response to censorship. In addition to important texts by art historians including Sarah

Parsons, Aruna D'Souza, and Rosalyn Deutsche, among others, we will also read interdisciplinary legal scholars like Sonya Katyal and Amy Adler who write from the perspective of law and policy. We will also read the landmark Supreme Court case NEA v. Finley. Assignments include an in-depth case study of a canceled exhibition.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM375, CSPL374**
Prereq: **None**

ARHA263 Curatorial Workshop: Images of the Floating World
This course will provide students with practical training in the design and development of a gallery installation in the Davison Art Center (DAC). The theme for this semester is Japanese woodblock prints. We will carry out the many and diverse components involved in creating a gallery installation, from conception to execution, including concept development, catalog and label entries, accessibility, layout, and design. The course will culminate with an installation at the DAC, which will include an accompanying publication as well as permanent online catalog entries for individual prints on the DAC's website.

Images of the floating world, or ukiyo-e, refers to a genre of Japanese art that emerged in the 17th century to depict the pleasures of life of that period--beautiful women, famous kabuki actors, views of famous places, and erotic pictures, among other subject matter. In most cases, these are woodblock prints, images produced by craftsmen from woodcuts based on originals painted by artists. Because they could be produced quickly, cheaply, and in large numbers, woodblock prints were exceptionally well-suited for the representation of the latest fashions or politics. Ukiyo-e prints made their way to Europe in the 19th century and remain the most popular form of East Asian art in the West. The Davison Art Center has around 600 Japanese woodblock prints in its collection, ranging in date from the 17th to 20th centuries and including works from all the major artists of the Edo period (1615-1868).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA263A Curatorial Workshop: Images of the Floating World
This course will provide students with practical training in the design and development of a gallery installation in the Davison Art Center (DAC). The theme for this semester is Japanese woodblock prints. We will carry out the many and diverse components involved in creating a gallery installation, from conception to execution, including concept development, catalog and label entries, accessibility, layout, and design. The course will culminate with an installation at the DAC. Images of the floating world, or ukiyo-e, refers to a genre of Japanese art that emerged in the 17th century to depict the pleasures of life of that period--beautiful women, famous kabuki actors, views of famous places, and erotic pictures, among other subject matter. In most cases, these are woodblock prints, images produced by craftsmen from woodcuts based on originals painted by artists. Because they could be produced quickly, cheaply, and in large numbers, woodblock prints were exceptionally well-suited for the representation of the latest fashions or politics. Ukiyo-e prints made their way to Europe in the 19th century and remain the most popular form of East Asian art in the West. The Davison Art Center has around 600 Japanese woodblock prints in its collection, ranging in date from the 17th to 20th centuries and including works from all the major artists of the Edo period (1615-1868).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS236A**
Prereq: **None**

ARHA263B Curatorial Workshop: Art and the Ecological Imagination, 1840-1870
This course examines the emergence of an "ecological consciousness" in art during the mid-19th century through readings, discussion, and firsthand study of works in the Davison Art Center print collection. Although the term "ecology" was first coined in 1866, 19th-century thinkers had long been concerned with the interrelationship of organisms, including humans' place and impact on nature. This class examines how visual artists before Impressionism contributed to the 19th century's "ecological imagination" through their representations of landscapes. Known as the "Barbizon School," this group of artists left the metropolis of Paris to immerse themselves in the wild and rugged terrain of the Fontainebleau Forest while also embarking on journeys to remote regions of France. These members of the first artists' colony seceded from the French Academy of Fine Arts and pursued strategies of independence that were allied at the time with radical politics. In their works they experimented with new materials and approaches to composition that included but no longer prioritized humans, in order to foreground processes of transformation internal to nature itself. The consciousness that artists forged through painting and printmaking led them to become among the world's first conservationists; they successfully petitioned the French government to protect parts of the Forest of Fontainebleau some 20 years before the creation of the first National Park in the United States.

The first half of the course will be devoted to reading and discussion; the second half will center on the study of works in the Davison Art Collection, which includes a superb collection of original and experimental prints by Barbizon School artists. The final project will be the curation of a temporary exhibition of works from the collection, including a selection and arrangement of works, explanatory texts, and a public gallery talk.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ENVS263B, RL&L235B**
Prereq: **None**

ARHA263C Curatorial Workshop: The Northern Renaissance Print
The flourishing of the print medium in Northern Europe during the later 15th and 16th centuries is one of the defining hallmarks of the Northern Renaissance, as well as one of the most significant turns in the Western tradition in general. The rise of this medium rested upon the ca. 1450 development and spread of the printing press, which helped spark numerous episodes of historical consequence, including the Protestant Reformation, the spread of Italian humanism, and the continued rise of an increasingly literate, and increasingly image-hungry, middle class. Many of the most influential artistic personalities of the era, including Schongauer, Dürer, van Leyden, Altdorfer, Holbein, Cranach, and Bruegel, pushed this exciting new technology in multiple directions, many of which altered and impacted fundamental concepts of art, the artist, authenticity, and value. Wesleyan is fortunate to possess one of the foremost collections of print media in the country in the collections of the Davison Art Center. This Curatorial Workshop is structured around the study and first-hand examination of the DAC collection, and it will include a class-generated exhibition of Northern Renaissance prints.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA264 Photography and Law: Mugshots, Privacy and Publicity, Obscenity, Copyright, and Evidence
This seminar is designed as an introduction to the major developments in the legal history of photography in transatlantic (US-UK especially) society from the first law cases involving photography in 1840 through to contemporary legal debates about such topics as cameras in the courtroom, sexting, surveillance, photographing police, dash cam and body cam videos, admissibility of photographs as evidence, obscenity and moral boundaries of subject matter, and copyright. A range of secondary historical and theoretical writings will anchor the discussions, but the course will focus primarily on student analysis and interpretation of primary and archival sources (texts of legal cases, law reviews and dissertation, news articles, and documentary and video footage). Students will gain knowledge of how legal history has shaped the history of photography, and new perspectives on the historical origins of contemporary issues in photography and digital imaging. This course should be of interest especially to history majors and non-majors who are interested in law, photography, and culture and will also contribute to the "Visual and Material Studies" module in History.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST286**
Prereq: **None**

ARHA266 History and Core Ideas in African Photography: 1850s to the Present
This course explores the history of photography on the African continent from the mid-nineteenth century to the present. It focuses on the colonial experience, anti-colonial struggles, decolonial imagination, the materiality of the medium, gender, and the nature of modernist expressions provoked by the medium since the twentieth century. These themes are explored through a study of specific photographers, archives, concepts, and exhibitions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA267 Memorials, African Art, and the Burden of Remembering
Throughout history, Africans have preserved the memory of their loved ones through words chanted in songs such as Yoruba Oriki; images rendered in wood, concrete, and metal; and other means. This course explores the multitude of ways in which Africans have memorialized their dead from the 9th century BCE to the present. In Western commemorative paradigms individuals have written poems, books, or essays, produced paintings and sculptures, taken photographs, and recorded videos. In Africa, comparable modes of preserving the memory of the dead have included sculpted ancestral figures, memorial effigies, and potent power objects. For instance, the memory of the 98th king of the Kuba people in the Democratic Republic of the Congo (who was believed to have reigned during the solar eclipse of 1680) was preserved in the sculpture of Shamba Bolongongo, while a mask named mwaash a mbooy memorialized the son of Woot, the iconic ancestor who married his sister, Ngaady a mwaash and founded the ruling Kuba dynasty. In Luba society, visual memory devices such as lukasa have been deployed to trigger memories of past heroes and their exploits during a ritual ceremony known as Mbudye. In Yoruba society, Ibeji figures have preserved the memory of the late twins, while Dogon sculptures have been used to embody the soul of the deceased. Through weekly readings and lectures, this course will examine these commemorative objects by focusing on their formal qualities and thematic usage in African art over the centuries. The course is divided into two segments. The first segment deals with pre-colonial modes of preserving the memory of the dead, such as sculpted ancestral figures, memorial effigies, masks and masquerades, and potent power objects. The second segment deals with contemporary forms of memorialization through museums, monuments, commemorative art, among others, in Africa from the 19th century to the present. Through weekly readings and lectures, the course will examine these commemorative objects by focusing on their formal and thematic qualities, as well as the larger political questions surrounding their production, usage, and survival in Africa over the centuries.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA268 African Avant-Garde: Contemporary African Art in a Global Dialogue, 1900 to the Present
This course provides an introduction to modern and contemporary art produced by Africans on the continent and in the diaspora. Africa is famous for its dynamic wood and metal sculptures that played a vital role in launching the modern era in Western art. While Pablo Picasso, George Braque, and Henri Matisse were studying African masks and figurative sculpture, African artists such as Aina Onabolu, Gerard Sekoto, and Kofi Antubam, among others, were beginning to experiment with new idioms of visual expression introduced from Europe. Professional schools of fine art were established in urban centers across the continent as part of the colonial project. Thus, an African avant-garde was born. African artists have been contributing to global visual dialogues in contemporary art; they participate in major biennials, and some have become superstars in the international art world. The work of artists such as Julie Mehretu, Yinka Shonibare, Ibrahim Mahama, and El Anatsui is collected by museums all over the world. This course traces the development of African art during the twentieth and twenty-first centuries, exploring the lives of artists as well as the national and global contexts in which they have worked and in which their art circulates. Class meetings will include lectures and discussions organized around reading assignments and video screenings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA269 History of African American Art
This course will introduce students to a history of African American artistic production from the late 18th century to the present, in a range of media and styles. While we will focus primarily on the visual arts--looking at sculpture, painting, photography, collage, film, performance, and installation--we will also consider the deeply interdisciplinary nature of Black cultural production, highlighting the important role of music, poetry, dance, and theater.

We will explore how African American artists, both individually and collectively, have negotiated the terms made available to them by cultural institutions, whether by struggling for inclusion, acknowledgement, and validation; actively protesting racist and exclusionary policies; or by forming alternative institutions, communities, and spaces in which to work and share support. From the Harlem Renaissance to the Black Arts Movement and "post-Black" exhibitions, art works will serve as a primary source to ask, is there such a thing as a "Black aesthetic" and if so, how would one define it? Why might an African American artist reject such an idea? Other key questions will include: What is the role of visual representation in political struggle? How have artists mobilized portraiture as a tool of liberation? What does it mean to turn away from figuration, toward abstraction or opacity? How have artists grappled with questions of nationhood, belonging, and diaspora?

Together, we will trace how artistic forms, techniques, and motifs have served both as sites of collective history and as speculative propositions to envision new futures, articulating what Robin D.G. Kelley calls "freedom dreams."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **AFAM208**
Prereq: **None**

ARHA276 Eccentricity, Gender, and Occidentalism in Edo-Period Art (1615-1868)
The course will explore the history and artistic production of Japan's Edo period (1615-1868). This was a time of unprecedented peace, a time of social, economic, and political change that brought new modes and manners of visual expression and a sharpened focus on the individual artist. New trends in artistic identity emerged during this period, particularly those related to eccentricity, gender, and Sinophilia (love of Chinese culture). We will study the major artists and artistic movements of the Edo period, considering how these new trends found expression in the works of art produced during this time. Formal examination of the material and expressive qualities of works of art will be followed by a consideration of how other factors such as location, social background, education, and the religious faith of the artist are visible in the works they produced. The interplay between historical and artistic movements will be examined through discussion of issues such as materiality and medium, patronage and individuality, and traditionalism and poetic expression. Students will become familiar with the various media employed by Japanese artists, the techniques of painting and printing, and the sources and theories that inspired the innovative objects under investigation. More broadly, this course aims to teach students how to "read" Japanese art, how to look at a work of Japanese art and understand what it is they are seeing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS246**
Prereq: **None**

ARHA279 Arts of China and Japan: From Shang Bronzes to Erotic Woodblock Prints
The course will introduce students to the visual arts of China and Japan, focusing on painting, sculpture, and the decorative arts from the Bronze Age through the early modern period. We will study key moments in the history of Chinese and Japanese art and the major works that distinguish these moments. The works will include Shang Dynasty bronze vessels, Buddhist art, early calligraphy and figure painting, narrative handscrolls, landscape painting, and popular art. We will apply different critical and analytical methodologies to our study and will pay close attention to social, political, religious, and cultural contexts of artistic production.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA281 Modern Japanese Art
This class is an introduction to the history of Japanese art from the mid-nineteenth century to the present. In this chronological study we will encounter a range of forms--woodblock prints, painting, photography, sculpture, performance, and new media--and we will consider how Japanese artists responded to major societal, political, and economic changes over the last two centuries, including industrialization and modernization, major natural disasters, war, questions of cultural/national identity, and debates centering on what "tradition" meant to artistic practice in the modern and contemporary eras. Using visual analysis as our core skillset, this course will also rely on readings from secondary scholarship, as well as those by Japanese artists and art critics from each time period to help us better understand the historical contexts surrounding each artist, artwork, or art movement.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS281**
Prereq: **None**

ARHA284 Buddhist Art and Architecture
Visual imagery plays a central role in the Buddhist faith. As the religion developed and spread throughout Asia it took many forms. This class will first examine the appearance of the earliest aniconic traditions in ancient India, the development of the Buddha image, and early monastic centers. It will then trace the dissemination and transformation of Buddhist art as the religion moved north and then east through Central Asia, China, Korea, and Japan. In each region indigenous cultural practices and artistic traditions influenced Buddhist art. The class will address topics including the nature of the Buddha image, the expansion of the Buddhist pantheon, the function and reception of Buddhist images, the political uses of Buddhist art, and the importance of pilgrimage, both in the past and the present. Over the course of our study, we will consider four important movements in Buddhist practice: Mahayana, Pure Land, Esoteric, and Zen.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS284**
Prereq: **None**

ARHA285 Art and Archaeology of Ancient India
This course is an introduction to the art and material culture of ancient India, from prehistory through the formation of the classical tradition in the fourth century CE. The broad swath of human experience covered necessitates a thematic approach, focusing on key moments, cultures, object types, and methodological approaches, arranged in a roughly chronological fashion. Thematic units may vary somewhat from year to year, but are likely to include: the meaning and use of the carved stone seals of the Indus Valley civilization; the impact of the Vedic Aryas on the development of Indian ritual and imagery; how to read the iconographic language of the "plant and animal style" in decorative sculpture; the meaning and significance of the Asokan pillars; and the architecture and ritual of Buddhist monastic life in the cave monasteries of western India.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARCP260, GSAS284**
Prereq: **None**

ARHA286 Empire and Erotica: Twenty-three Masterworks of Indian Painting
The history of later Indian painting (16th--19th centuries) is dominated by two distinct stylistic traditions, one flourishing at the court of the Mughal empire, the other at the courts of the various Rajput dynasties that held sway in regions along the periphery of the Mughal domain. The course introduces these two traditions through in-depth consideration of twenty-three representative masterworks, paintings that demand sustained close examination to fully unpack their content, their aesthetic dimensions, and the historical milieu in which they were produced and received. The first half of each session is devoted to a collective "close looking" at one of the key paintings (in the form of a high-resolution digital image), which then leads into broader discussion of related works and larger interpretive themes. Topics to be considered include the

historical connections between the Mughal and Rajput schools; the relationships between painting, poetry, and music; the concerns of natural history painting; and the manner in which both Mughal and Rajput artists appropriated formal conventions from 16th century European prints and paintings. No previous knowledge of Indian art or the methods of art history is assumed or needed to succeed in this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **GSAS286**
Prereq: **None**

ARHA287 Islamic Art and Architecture
From merchant mosques in China to paintings of lovers exchanged in the urban squares of Iran, Islamic visual culture encompasses a vast geographic and cultural span. What holds this large and diverse corpus--elite and common, religious and secular--together in this class is an interest in how works of art interact with their communities. This course is an introduction to the art, architecture, and material culture of the Islamic world, from its beginnings in the seventh century, with an emphasis on the premodern periods. Our thematic approach will cover questions of interfaith exchange, race and slavery, and gender and sexuality. We will study manuscript paintings, calligraphy, mosques, palaces, pottery, lacquer, and metalwork.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA289 Art, Wit, and Might in Islamic Courts
How do artists, patrons, and audiences negotiate power and aesthetic pleasure? This course examines the art produced for courtly elites between 1300-1800 in the Islamic world. In recent years, scholars have increasingly relied on the term "Persianate culture" to describe a set of literary texts, bodily practices, and codes of conduct shared in courts across the Islamic world. Our focus will be this shared courtly culture, supplemented with comparative cases from other parts of the world. We will study luxury objects, poetry, architecture, illustrated manuscripts, customs of dining, princely collections, and objects of sensory pleasure to understand how courtiers fashioned identities, and how the arts shaped courtly societies. Readings include primary sources and influential secondary texts from art history, literature, and the social sciences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ARHA290 Mahabharata and Ramayana: The Sanskrit Epics and Indian Visual Culture
This course explores the complex interface between literary texts, painted illustrations, and visual performance traditions in South Asia, taking as our primary focus the two great Sanskrit epics, Mahabharata and Ramayana. Both epics will be read in abridged translation to provide familiarity with the overall narrative structure and thematic concerns of the two texts, and a number of excerpts from unabridged translations will be studied in detail to arrive at a fuller understanding of the contents of key episodes and of the style and texture of the two works. The first part of the course addresses a series of questions pertaining to the literary versions of the two epics: What is epic as a genre, and what are its social roles? Do the Mahabharata and Ramayana manifest similarities that permit us to identify a distinctive Indian epic type? What are the connections between these epics and the early history of India? Why, and how, did the written texts we have today come to be redacted from bodies of oral tradition? In the second part of the course, we will consider the visual manifestations of the Sanskrit epics in the form of painted manuscript illustrations, classical Sanskrit plays (known literally as "visual poetry"), later performance traditions such as Kutiyattam, and, finally, selected films of the Hindi- and regional-language cinemas. This course requires no prior knowledge of Indian literature, history, or art and may serve as an effective introduction to the culture and civilization of South Asia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **WLIT271, GSAS290**
Prereq: **None**

ARHA292 Archaeology of Food, Trade, and Power in South India
This course examines patterns of life in premodern South India, focusing on the millennium from about AD 600 to 1600. It explores the persistent practices and institutions that structured social life--agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority--as well as historical events and processes that brought change to those patterns. The course capitalizes on South India's rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and various forms of coinage and coin hoards informing on economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART, SBS-ART**
Identical With: **ARCP292, ENVS262**
Prereq: **None**

ARHA293 Numismatics and the Archaeology of Money
In many parts of the world, lost coins numbering in the millions lie buried in the ground. Periodically, some of these coins come to light in the course of plowing, digging to repair a water main, or prospecting with metal detectors. These "treasure-trove" finds--also known as coin hoards--provide the archaeologist of money with rich evidence of how money was actually used in pre-modern times. Which coins occur together in a hoard, the numbers in which they occur, and the spatial patterning of their findspots: all speak volumes about pre-modern economies, circulation patterns, and beliefs about money and value.

In this hands-on course, we explore the evidence of coins and coin hoards, studying them from numismatic perspectives (the images and legends on a given coin type, metals used, weights, fabric), metrological and denominational perspectives (what coins reveal about systems of weights and denominational structures), and statistical approaches (for example, studying patterns of weight loss as indicators of the velocity of circulation and degree of monetization in a given society).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARCP293**

Prereq: **None**

ARHA294 Art and Revolution in Modern and Contemporary Middle East
This course examines the intersection of art and politics in the Middle East from the late nineteenth century to present day. From the fall of empires to the rise of nation states, the modern period left a particular legacy in the Middle East. Artists in the Middle East have responded to the complex dynamics of Westernization and Orientalism, created avant-garde movements, and negotiated the tensions between the traditional and the new. For their part, governments -- whether democratic and authoritarian -- have sought to create or erase a national image, whether in the Republican Ankara, post-Islamic Revolution Tehran, or in the West Bank. Focusing on painting, sculpture, architecture, and mass media, this course offers students critical tools to analyze art's relationship to identity, war, gender, and museology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA295 Critical Race and Art History: Theories and Methods
How does the study of art shift if we begin with questions of race, power, and colonialism, rather than treating them as secondary? Concepts such as mastery, familiarity, strangeness, taste, and beauty are formed by conditions of domination and subjugation. Moreover, the histories of material production and cultural expression are fundamentally entwined with the circuits of enslavement, forced migration, and the extraction of resources, people, goods, and "styles."

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

Throughout, works of art are primary sources with which to study the specificities of periods, places, and their social arrangements. While we will emphasize difference and historical contingency, our longue durée approach will enable us to draw connections about art's role in processes of primitive accumulation, dispossession, and racial capitalism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **AFAM263**
Prereq: **None**

ARHA301 Making Rome: Monuments of Life in Ancient Rome
The Colosseum, the Circus Maximus, and the Forum are just the most famous monuments to adorn the ancient city of Rome: its streets and temples were cluttered with honorific statues, dedications, and inscriptions; monumental fountains marked the terminus of the great aqueducts supplying the city and its public baths; shops and markets jostled with shrines and workshops in the public plazas; and public works like harbors and warehouses ensured a steady flow of food, wine, and materials into the city. Through in-depth research into the literary and archaeological record of Rome students will examine these monuments in the context of their original urban spaces and reconstruct them digitally or through other visual and written media.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST390, ARCP390**
Prereq: **None**

ARHA310 Muslims, Jews, and Christians: Convivencia in Medieval Iberia
For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual well-being.

This seminar will explore the works produced by the pluralistic societies of medieval Iberia from the perspectives of art, architecture, history, archaeology, literature, and music. As we study renowned monuments such as the synagogues of Toledo, the Alhambra, and the Way of St. James, we will learn to decode elements such as dress and home decor, food and hygiene, and gardening and agriculture, to expand our picture of culture and lived experience. Finally, we will ask why "convivencia" ultimately failed, and how the medieval Iberian experience can enlighten our own uneasy attempts at building a multicultural, multi-confessional society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST310**
Prereq: **None**

ARHA311 The Body in Medieval Art
Medieval thinkers theorized the body in ways vastly different from how human bodies are conceptualized and defined today in the twenty-first-century West. Indeed, the "medieval body" was not at all a stable or monolithic entity, but rather a shifting constellation of ideas and practices that waxed, waned, and coexisted throughout the European Middle Ages, ca. 400-1400. The diversity of medieval attitudes toward the body helped inform its representation in art, which, simultaneously, was also dependent upon conventions of craft, medium, artistry, preciousness, and style. "Body" signals not only earthly bodies -- sexed, fleshly, corruptible, and soon to decay -- but also the soul (whose well-being was equally fragile), as well as heavenly, angelic, and divine bodies, including that of Christ. This course analyzes medieval strategies of representing these bodies while situating them in their respective intellectual and cultural environments. Primary-source materials will be contextualized by secondary literature, and our inquiries will remain cognizant of gender-, sexuality-, race-, and performance-critical methods. The bodies examined will include, and are not limited to, saintly, gendered, racialized, clerical, monstrous, virginal, heretical, sickly, healthy, courtly, resurrected, and uncircumscribable bodies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST311**
Prereq: **None**

ARHA312 Medieval Manuscripts
Medieval manuscripts were dense, considered gatherings of text and image, and they are among the richest of artifacts bequeathed to us by the Middle Ages. Manuscripts both crystallized and intervened in many of the key intellectual, religious, and aesthetic foundations of medieval Europe. To step into a luxurious medieval manuscript--into its script, its miniatures, its marginal decoration, its scribbles, its little monsters and unexpected grotesques, its tears and signs of use--is to probe a particular artform, distinct to pre-modernity, in which the definition of painted image and written word differed markedly from later centuries of the Western tradition. Throughout, basic questions of the relationship between text and image, and the linguistic and the pictorial, repeatedly beg attention. How were these books made, who used them (if they were used at all), how did the reading process unfold in the medieval period, and how did pictorial decoration assist in revealing--or, perhaps, obscuring--truth? These questions, and more, will inform this seminar's systematic inquiry of the making, function, and layout of the medieval book, from its Late Antique origins to the 15th century advent of printing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST313**
Prereq: **None**

ARHA325 Eloquent Forms: Topics in Italian Renaissance and Baroque Sculpture
Early modern Italy was a site of vibrant and far-reaching innovation in the plastic arts. Driven by intense artistic competition, sustained by lavish patronage, and produced for religious, commemorative, and decorative purposes in both public and private settings, sculpture reached an unprecedented peak of creative ambition, material experimentation, and theoretical reflection during this period. From monumental urban commissions such as fountains to small-scale precious objects prized by elite collectors, sculptural works profoundly shaped the visual and sensory worlds of early modern Italy. This seminar explores the making and meaning of sculpture in the Renaissance and Baroque periods through close engagement with the works and careers of key artists, including Lorenzo Ghiberti, Donatello, Andrea del Verrocchio, Niccolò dell'Arca, Francesco Laurana, Properzia de'Rossi, Michelangelo, Benvenuto Cellini, Giambologna, Leone Leoni, Gianlorenzo Bernini, and Alessandro Algardi, among others. Readings and discussions are organized around thematic issues such as the making and viewing of early modern sculpture; the rhetoric of sculptural materials; verisimilitude and animation; sculpture and the senses; fragmentation and the non finito; touch, desire, and the nude; representations of force and violence; antiquarianism and collecting; tombs and sculptural commemoration; and monsters and monstrosity in garden sculpture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L325**
Prereq: **None**

ARHA335 Art and Society in Ancient Pompeii
Buried by the eruption of Mt. Vesuvius in 79 AD and rediscovered in the mid-18th century, the once ordinary city of Pompeii is now an extraordinary laboratory for the study of ancient Roman life. This seminar surveys the art, architecture, and material remains of Pompeii and other cities destroyed by the eruption. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the political, social, and commercial life of a small Roman city and examine the unique evidence for reconstructing the private lives of Roman citizens. This course fulfills the Archaeology and Archaeology Science track of the Classical Studies major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST335, ARCP335**
Prereq: **None**

ARHA338 Bauhaus: Art, Craft, Design
This seminar examines the theory and practice of the Bauhaus, the most influential art school of the 20th century. The Bauhaus proposed a radical concept: to reconstruct the material world of war-torn Europe to reflect principles of unity in the arts and within all world cultures. In the 15 years of its existence, from 1919 until 1933, the Bauhaus underwent many changes, including moves from Weimar to Dessau and Dessau to Berlin, as well as the reorientation of its curriculum away from craft and towards industrial production. Throughout, its activity was defined by a series of tensions, between fine and applied arts and between form and function. Attracting men and women from Western and Eastern Europe, the Americas, and East Asia, the Bauhaus adopted an international and gender-inclusive orientation from the beginning, even as gender inequalities persisted. After the school's forced closure in 1933 by the National Socialists, many of its teachers and students left Germany to found art schools throughout the globe, and its core principles continue to shape art pedagogy and practice today, above all its a commitment to experimental learning in de-hierarchized workshops. This course will examine the origins, core products and theories, and afterlife of the Bauhaus.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **GRST238**
Prereq: **None**

ARHA339 Modernism and the Total Work of Art
The term "total work of art" refers to the German concept of the Gesamtkunstwerk, which took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in Impressionist painting and German Expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **GRST239, GELT239, RL&L339**
Prereq: **None**

ARHA352 Energy and Modern Architecture, 1850-2020
This seminar explores the evolution of mechanical systems for heating, ventilating, and cooling in modern architecture from the mid-19th century to the present. The aim is to show how architects, engineers, fabricators, and urban governments worked to develop modern systems of environmental controls, including lighting, as means of improving both the habitability of buildings and health of their occupants. The course will trace the adaptation of technical innovations in these fields to the built environment and how those responsible for it sought to manage energy and other resources, such as funds and labor, to create optimal solutions for different building types, such as factories, theaters, assembly halls, office buildings, laboratories, art museums, libraries, and housing of various kinds, including apartment buildings for higher- and lower-income residents. An important theme will be the relationship of energy systems for individual buildings and urban infrastructure, including water systems, electrical, and other utilities. The last part of the course focuses on contemporary green, or sustainable, architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling, LEED certification, wind and geo-exchange energy, green skyscrapers, net-zero energy buildings, vertical farming, and zero-carbon cities in the United States, Europe, and Asia.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ENVS352**
Prereq: **None**

ARHA355 Concepts in Contemporary Art
In this interdisciplinary seminar and studio course, we explore key concepts in contemporary discourse across a range of forms, genres, and disciplines. How do works of art respond to and reframe central debates in the wider culture? In what ways do the theory and practice of art supplement or contradict each other? How does research function within the context of art historical study and contemporary artistic practice?

To contend with these questions, students develop a series of projects over the course of the term in response to specific conceptual prompts. These investigations may take the form of studio-based work or written scholarship depending on student interest and will culminate either in a final research paper (for those registering for Art History credit) or a final project in any medium (for those registering for Art Studio credit). Along the way, we study artworks, literary texts, works of social theory, art historical scholarship, films, popular culture, and other objects to ground our research. Parallel activities may include conversations with artists and art historians, methodological workshops, site-visits, trips to museums, and archival research.

Since the course's aim is to cultivate unexpected collaborations, cross-disciplinary encounters, and new ways of conjugating the history, theory, and practice of art, the final portion of the semester will focus on the organization of a collective exhibition, event series, symposium, publication, or other expanded curatorial endeavor. The course meets Fridays 12:30 pm-5:30 pm, with a break during that interval. Class time may on occasion include individual meetings and independent work.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST355**
Prereq: **None**

ARHA360 Art and Ecology, 1960s to the Present
This seminar examines the place of ecological thinking in modern and contemporary art since the 1960s. Through a series of case studies, we will explore a range of approaches, from works investigating systems of interconnecting flows binding the living and non-living, to interventions that more directly confront ecological destruction and climate emergency. Projects of activist immediacy will be considered alongside works of more distanced aesthetic experimentation, across a range of modalities including lens-based media, performance, painting, site-specificity, and sculpture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ENVS360**
Prereq: **None**

ARHA364 Architecture: Historiography, Theory, Criticism; Traditional and Contemporary Approaches
This seminar -- intended primarily for majors in history of art and architecture, for studio majors concentrating in architecture, and students interested in urban studies -- surveys different methods of studying architecture and its history. Emphasis throughout is on comparison of general theories of interpretation in art history and other disciplines and their application to specific works of art and architecture. Topics include monumentality and collective memory, stylistic analysis, philosophical aesthetics, iconography and semiotics, patronage and ideological expression, structural technology and building process, material culture and consumption, vernacular architecture and cultural landscapes, spatial form, urban landscapes, sociology, and affordable housing. Along with colonial, postcolonial, and decolonial studies of architecture, the seminar incorporates feminist architectural history and theory, energy studies, race and histories of modern architecture, and questions of canon formation and canonicity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA364**
Prereq: **None**

ARHA367 African Modernism and the African American Diaspora
This seminar will examine the relationship between African art and the Black diaspora, especially in the United States. We will look at the crosscurrents of artistic ideas and the impact of artists' ongoing travels between Africa and the United States during the twentieth and twenty-first centuries. The seminar will investigate how these exchanges gave birth to a robust intellectual movement and artistic pan-Africanism in the United States and beyond. By juxtaposing the works of a range of artists such as Jacob Lawrence, Aaron Douglas, Ben Enwonwu, Skunder Boghossian, and others, the course will propose an alternative reading of the transnational, transatlantic aesthetic sensibilities that informed these artists' works during the post-WWII period and their wider impact on African modernism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA379 Visionary Journeys through Sacred Landscapes: Japanese Art of Pilgrimage
This course examines the ways in which religious paintings were used and viewed in medieval Japan. Emphasis will be laid on images of sacred landscapes and the visionary journeys they inspired. Though primarily conceived as fundraising tools and advertisements aimed at inspiring viewers to undertake a physical journey to the illustrated site, these images became sacred in their own right and were approached by worshipers as one would approach the enshrined deity

of the represented site. They also allowed spiritual travel through the images, providing virtual pilgrims with the karmic benefits of actual pilgrimage without the hardships of travel. Each week we will immerse ourselves in a sacred site, reading about its history, deities, religious practices, and unique benefits. We will then look at how these were given visual form and the artistic language developed to endow these visual representations with the power to inspire and move contemporary audiences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS379, MDST378**
Prereq: **None**

ARHA381 Relic and Image: The Archaeology and Social History of Indian Buddhism
This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (first to third century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts, then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodh Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS381, ARCP380, RELI375, GSAS381, ARCP380, CEAS381, RELI375**
Prereq: **None**

ARHA382 Numismatics and the Archaeology of Money
In many parts of the world, lost coins numbering in the millions lie buried in the ground. Periodically, some of these coins come to light in the course of plowing, digging to repair a water main, or prospecting with metal detectors. These "treasure-trove" finds-also known as coin hoards-provide the archaeologist of money with rich evidence of how money was actually used in pre-modern times. Which coins occur together in a hoard; the numbers in which they occur, and the spatial patterning of their findspots all speak volumes about pre-modern economies, circulation patterns, and beliefs about money and value. In this seminar, we explore the evidence of coins and coin hoards, studying them from numismatic perspectives (the images and legends on a given coin type, metals used, weights, fabric), metrological and denominational perspectives (what coins reveal about systems of weights and denominational structures), and statistical approaches (for example, studying patterns of weight loss as indicators of the velocity of circulation and degree of monetization in a given society).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART, SBS-ART**
Identical With: **ARCP382, GSAS382**
Prereq: **None**

ARHA385 The Indian Temple
The temple (devalaya, "house of god") was the unparalleled building type in South Asia from the fourth through fourteenth centuries, and it is still of great importance today. This seminar examines the type from an interdisciplinary perspective, considering theological and ritual dimensions, matters of design and style, programs of decorative sculpture and painting, and the economic and political functions these buildings and institutions carried. Sessions will be arranged thematically, but we will also be concerned with processes of temporal change. No prior knowledge of temple architecture or Indian history and religion is assumed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARCP385**
Prereq: **None**

ARHA387 The Persian Illustrated Book
From comic books to Magritte's "This is not a pipe," there are numerous ways texts and images connect. Do images and texts "speak" differently, or can they be in sync? In this seminar, we turn to fourteenth- to seventeenth-century illustrations of a body of Persian literary masterpieces, among them Ferdowsi's Book of Kings and Nizami's Quintet. Our discussions will focus on artistic media and translation: What can an artist's illustration choices tell us about their reading of the text? What happens when a literary work moves from book to picture, culture to culture, painting to vessel? Students will get hands-on experience with rare books.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARHA402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARHA403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARHA404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARHA407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARHA408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARHA409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ARHA410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARHA411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARHA412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARHA465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ARHA466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ARHA467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ARHA470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ARHA491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ARHA492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ART STUDIO

ARST131 Drawing I
This introduction to drawing gives special attention to the articulation of line, shape, volume, light, gesture, and composition. A variety of media and subjects will be used, including the live model. This course is suitable for both beginners and students with some experience. Individual progress is an important factor in grading. The graded option is recommended. Full classroom attendance is expected.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST171 Design Lab
Design Lab is an introduction to design representation and production methods, focused on the integration of design software, model-making, and portfolio instruction with the introductory design studios. This course is to be taken concurrently with ARST 220, ARST235, or ARST270.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST190 Digital Foundations
This course introduces the foundations of digital art through contemporary artistic practice. Students will research the history of digital art and examine relationships of digital media and contemporary art. The class has a theoretical focus on machine use within the process of art making while building foundational digital skills. Projects will focus on four key areas including: Digital Imaging, 3D Modeling and Virtual Design, Time Based Media, and Digital Fabrication. Building on these four areas the course will culminate in an individualized research based final project and presentation. Through experimentation, critical analysis, critique and peer review; students will generate a unique portfolio of digital art works.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA190**
Prereq: **None**

ARST190Z Digital Foundations
This introduction to the digital studio engages software and electronic media as an expanded field of creative production in contemporary art and design. Through a sequence of workshops, exercises, and hands-on digital projects, students will develop their critical and creative toolkits and learn to conceive, refine, and present original work. Open to all skill levels, this course prioritizes sustained and rigorous engagement with digital practice as well as conceptual and formal problem-solving.

Workshops in image manipulation, compositing, motion graphics, and visual communication will be led synchronously online by the instructor. This will be complemented with weekly online studio sessions, discussions, screenings, and reviews. Students will be provided access to all course materials using Google Drive and other digital platforms. Access to Adobe Creative Cloud software will be provided by Wesleyan, but individual licensing is also encouraged. Course

assistants will offer peer mentoring and technical support in person through the DDS and online through Zoom.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA190Z**
Prereq: **None**

ARST220 Ecological Design I: Being at Home in the World
Being at Home in the World is an introduction to the skills and thinking involved in the ecologically responsible creation of objects. This course is intended to provide a foundational understanding of the language of design, sources of materials, and energy systems. The studio encourages students to develop a rigorous, iterative working method to deeply analyze the nature of land and resources, explore options, and test ideas. This process of making is complemented and supported by an introduction to the history and theory of design, training with techniques and equipment, and active practice in keeping a sketchbook. Early exercises and projects in the course build familiarity and confidence with analytical drawing, making, and modeling techniques, which build toward the creation of a novel piece of design work presented at the final review.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ENVS232, IDEA120**
Prereq: **None**

ARST221 A Thousand Years of Iteration: Design for an Uncertain Future
The climate emergency is a product of design. Centuries worth of aesthetic and industrial innovation have created extractive infrastructure, efficient machines, and disposable products that make it increasingly easy to consume energy and resources on a global scale. As new conversations about just transitions, a circular economy, and a Green New Deal have begun to proliferate among designers, the discipline's troubled relationship to notions of "progress" remains largely unquestioned.

This reading- and research-intensive studio asks students to examine this history of technology and to critically evaluate shifting theoretical perspectives on nature and human development as they relate to design. Topics will include the lifespan of buildings and products, relationships with and obligations to materials and resources, and strategies for de-growth in indigenous and vernacular design precedents. These will be studied through assigned readings and in-class discussion, a series of design exercises, and the production of a final project from materials immediately at hand in Middletown.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA221, ENVS227**
Prereq: **None**

ARST229 Community-Based Public Art: Mosaics on Main
In this course, students will have the opportunity to work directly with an ongoing major community art project in Middletown called "Mosaics on Main/ Tunnel Vision." The course will include an overview of this project as well as research into other public art installations. Technical skills introduced in the course will include mold making, mosaic tile setting, and design strategies for large scale works. There will be field trips to local public art installations as well as Middletown City Hall to meet with members of the Middletown Commission on the Arts. Students will learn about finding funding sources and will review existing grants and grant opportunities. This is a hands-on course that will involve working with members of the Middletown community.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST233 Studies in Computer-based Modelling and Digital Fabrication
This course operates at the intersection of design and production, introducing students to digital tools critical to contemporary architecture and design. Throughout the semester, students will develop a series of projects that fluidly transition between design, representation, and fabrication with an emphasis on understanding how conceptual design interfaces with material properties. The course will offer a platform for students to research, experiment, and, ultimately, leverage the potential of digital tools toward a wide array of fields and disciplines. Students will be expected to utilize the Digital Design Studio's resources, including 3D printers, laser cutter, and 4-Axis CNC mill, as well a selection of fabrication equipment housed in the school's metal and wood shops to represent, model, and realize a series of design projects.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA233**
Prereq: **None**

ARST234 Xerox Dreams
This course will explore the histories and methods of making zines, investigating the strategies of quantity and dispersion. Students will learn about the processes of making a democratic multiple through processes such as silkscreen and digital printing. To spark inspiration and develop artistic values, we will learn about contemporary and historical independent presses, artists, and communities who use zines as an essential mode of expression. We will examine the ways the form of the multiple has allowed artists and activists to share ideas with fewer overhead costs and without permission, bypassing institutional gatekeeping, surveillance, and censorship. Later in the semester, we will challenge our understanding of form, function, and artistic authorship by making wearables and working collaboratively.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST235 Architecture I
This course is a synthesis of fundamentals of design principles and introduction to design vocabulary, process methodologies, and craft. Emphasis is placed on developing students' ability to examine the relationship between production (the process of creating things) and expression (the conveying of ideas and meaning) involved in the making of architecture. The intent of the course is to develop students' awareness and understanding of the built environment as a result of the investigations, observations, and inquiries generated in the studio.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA234**
Prereq: **None**

ARST236 Fast & Furious
Fast and Furious is a class which explores the power of the multiple through the production of zines, posters, t-shirts, tote bags, pins and more. Beginning in the

1930s, the production of zines mainly in the sci-fi fan world became popular after the advent of the mimeograph--the first widely available duplicating machine. This way of making content was able to circumvent mainstream and institutional publishing models creating channels for more creatives to distribute their work. Today, there are even more technologies that can be used in the production of zeitgeist material. In this class, we will learn how to create with a Xerox machine, silkscreen, letterpress, polymer, and more. In each assignment we will contend with the power of quantity. What does it mean to make five of something? Ten? Fifty? One hundred? We will also experiment with format. How can a message be told through a wearable garment? How does the narrative change when it's a tote bag? And finally, we will explore the poetics of distribution. What are the artistic possibilities of a zine when it can be sent through the mail or left in a pile for the public?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA236**
Prereq: **None**

ARST237 Printmaking I
This course is an introduction to the practice and art of printmaking. Through technical instruction and personal exploration, students learn the rudiments of relief and intaglio printmaking media. Students learn to develop a print through a series of proofs with critical consideration as an important input in this progression from idea sketch to final edition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST238 Print Culture 101
Print Culture 101 is an introductory course about the vast medium of printmaking: its techniques, its traditions, and its possibilities. Throughout the semester, students will learn how to use each area of the printshop, and the fundamentals of relief, recessed, planographic, stencil, and photographic processes of printmaking. Additionally, students will gain some elemental skills in working with paper, ink, and adhesives. These skills will also equip students with useful knowledge to experiment with unconventional materials.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST239 Painting I
This introductory-level course in painting (oils) emphasizes work from observation and stresses the fundamentals of formal structure: color, paint manipulation, composition, and scale towards artistic expression. Students will address conceptual problems that will allow them to begin developing an understanding of the power of visual images to convey ideas and expressions. The course will include lectures and individual and group critiques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST242 Typography
The fundamentals of fonts, letter forms, typographic design, elements of the book, and an introduction to contemporary graphic design are considered through a progression of theoretical exercises. Once working knowledge of the typeshop and InDesign (software for book design) is acquired, each student conceives, designs, and prints: first, a broadside, then a book. Use is made of the collection in the Davison Rare Book Room at Olin Library. While NOT a required sequence, this course is strongly recommended before taking ARST243.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST243 Introduction to Graphic Design
This course will open your mind to the world of graphic design, both past and present. You will learn how to analyze and critique design in addition to how to present your work and convey your ideas to others. You'll explore various tools available to a designer including hand skills and computer software. Computers will simply be a possible tool to help complete each project - this is not a software class.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA243**
Prereq: **None**

ARST245 Sculpture I
An introduction to seeing, thinking, and working in three dimensions, the class will examine three-dimensional space, form, materials, and the associations they elicit. Through the sculptural processes of casting, carving, and construction in a variety of media, students will develop and communicate a personal vision in response to class assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST246 Graphic Design: Website as Portfolio
Students will focus on the creation of an online portfolio of work as both an extension of their own practice and calling card for the world at large. Emphasis will be placed on the deployment of the site as a space for both interactive and graphic design and the development of writing about/documenting work and projects. Hard coding skills not necessary; focus will be on familiarization with user friendly sketching platforms, research organization systems, and out-of-the-box CMS for website development. Visiting artist talks will also be arranged.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA246**
Prereq: **None**

ARST251 Photography I
This is a comprehensive introductory course to the methods and aesthetics of film-based and digital photography. The topics of study will include evaluating negatives and darkroom prints, developing film, Lightroom and Photoshop software, inkjet printing, reading light, visualization, photographic design, and history of photography.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST252 Photography I
This class is only intended for first year students. This is an introductory course to the methods and aesthetics of film-based and digital photography. The class

is designed for students with no prior formal experience in photography, though it will still challenge those that are already versed in film and digital. The first few weeks of class will be devoted to comprehensive technical instruction including exposure, film processing, and darkroom enlargement. Subsequently, class time will be split between weekly critiques and lectures covering topics including visualization, reading and evaluating light, and photographic history. The shooting assignments are open ended and conceived to push each student to define their own visual interests as they continue to immerse themselves in the language of the medium. After fall break, we will switch to working digitally. Software instruction will include Lightroom and Photoshop, with significant time devoted to inkjet printing. The course will culminate in a final portfolio that will reflect the formal, technical, and conceptual experimentation that the students will engage in throughout the course.

***Please note that this is an intensive course with a significant work load. Students should expect to spend at least 15 hours outside of class on weekly shooting and production. Please feel free to reach out to the instructor at arudensky@wesleyan.edu if you have any questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST253 Digital Photography I
This course is an extensive examination into the methods and aesthetics of digital photography. The topics of study will include DSLR camera operation, Adobe Photoshop, Adobe Bridge, and printing as well as, most importantly, a focus on photography as a fine art through both a historical and contemporary viewpoint.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST260 Introduction to Sumi-e Painting
We will learn basic technique and composition of traditional Japanese sumi-e painting. Sumi-e is a style of black-and-white calligraphic ink painting that originated in China and was introduced into Japan by Zen monks around 1333. We will concentrate on the four basic compositions of sumi-e: bamboo, chrysanthemum, orchid, and plum blossom. We will also study the works of the more famous schools, such as Kano. Students will create a portfolio of class exercises and their own creative pieces.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS460**
Prereq: **None**

ARST261 Alternative Printmaking: Beginning Japanese Woodblock Technique
Students are taught traditional Japanese techniques for conceptualizing a design in terms of woodcut, carving the blocks, and printing them, first in trial proofs and editions. After understanding how both of these methods were originally used and then seeing how contemporary artists have adapted them to their own purposes, both for themselves and in collaboration with printers, students will use them to fulfill their own artistic vision. Considerable use is made of the Davison Art Center collection of traditional and contemporary Japanese prints as well as many European and American woodcuts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS461**
Prereq: **ARST131**

ARST265 Action: Art, Politics, Counterpublics
In this interdisciplinary studio course, we explore action as a category of art practice. What does it mean to take action, either individually or collectively? What does it mean to refuse to take action? Through a series of projects, assignments, and discussions, we work through various possibilities, drawing on methods from public interventions, performance, institutional critique, social practice, experimental film, and work by non-art practitioners. The course is organized around the production of student projects and research, culminating in a self-directed capstone work. In the initial stages, students will be asked to work through three distinct modalities (performance, site-specific intervention, and collaborative practice) while developing their ideas. Time will be devoted to discussion of historic and contemporary examples, including European avant-gardes (Dada, Productivism), feminist film and performance, Happenings, Indigenous performance art, and work connected to political organizing, such as the Black Panther Party, United Farm Workers, Young Lords, ACT-UP, Art Workers' Coalition, and EZLN, among others. Students will be exposed to a variety of techniques and will gain access a range of facilities, including the woodshop, digital technologies through the Digital Design Studio, etc. Depending on Covid restrictions, trips to contemporary exhibitions will provide a theoretical framework. Work in this class can be created individually or collaboratively. Depending on interest, we may also organize an end-of-semester exhibit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CSPL275**
Prereq: **None**

ARST270 Fundamentals of Design I
In this introductory product design course, students will experience basic design processes such as problem identification and possible resolutions; the use of design development and communication skills via design observation and research; iterative process and prototyping; and representation and presentation in two and three-dimensional forms. Students will explore how design can play a role in our community and how it can impact our society. Students will work both individually and collaboratively in a studio environment. Field trips to New York City fabricators, galleries, and workshops may be expected as part of this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA160**
Prereq: **None**

ARST271 Designing With Living Systems: Soft + Hairy
In this part seminar, part studio course, students will go on field trips and read extensively to develop an understanding of mycelium and how it is explored in design. We will explore temporality in design with particular focus on how biodegradable materials such as mycelium can form our experience of an object. We will study how mycelium can be utilized as a living material to form a built ecology. In particular, we will study how to design for impermanence -- sometimes using waste materials -- and develop an understanding for material recovery. Students will work both individually and collaboratively in a studio environment. Field trips to New York City museums, fabricators, and galleries, as well as around CT may be expected as part of this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-ART**
Identical With: **IDEA271, ENVS271**
Prereq: **ARST131 OR IDEA110 OR IDEA180**

ARST286 Introduction to Time-Based Media
This introductory course offers a comprehensive exploration of time-based media in the expanded field, providing a foundational skillset for students interested in fine arts and media practices, yet open to all majors eager to develop their creative and critical voice. A core focus of the course is the act of making, which will be coupled with an investigation into how video can transform our relationship with ourselves, others, and the material world. Through screenings of historical and contemporary video art, we'll investigate theoretical frameworks, asking critical questions such as: What sorts of videos do we consider "art," and how might we use video as a tool for empathy, accountability, and aesthetic inquiry?

Students will build essential practical skills through regular technical exercises and hands-on projects, including camera operation, sound recording and design, lighting techniques, and video and sound editing, utilizing industry-standard software and various capture devices. Each assignment will be contextualized through group discussions and readings, investigating established video art traditions as well as the medium's role in vernacular applications like live-streaming, and social media. By the end of the course, students will gain both technical facility and a sharp critical eye for time-based art and culture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **DDC286, IDEA286**
Prereq: **None**

ARST287 Video Basics
This introductory course is for students of all majors eager to think critically and creatively about their relationship to video. How many videos do you have on your phone? How does the intimate, often humorous content we create relate to public space and artistic expression? Together, we'll explore the rich tradition of video art, which began in the mid-20th century when new technology was suddenly placed in the hands of everyday people. Artists quickly adopted, subverted, and transformed this specialized equipment beyond its initial commercial intent. Through hands-on projects, you'll learn to use affordable, widely available tools like CapCut and DaVinci Resolve to move beyond commercial aesthetics and create personal works of art. You will also be introduced to the specialized video equipment available on campus, focusing on the fundamental principles that can be applied to any camera you pick up. No prior experience is required: just a willingness to challenge and experiment with the videos you create every day.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA287, DDC208, IDEA287**
Prereq: **None**

ARST308 Composition in the Arts
Composition, the manner in which elements are combined or related to form a whole in space and time, is a basic practice in all the arts. This course brings together practitioners from diverse art forms and traditions to address the basic issue of composition.

In this seminar, we will explore the compositional process through assignments that address the interacting concepts of site and information. By "site," we mean a semantic field extending through corporeal, environmental, and social dimensions. By "information," we mean representations abstracted from sites, "meaningless" when independent of any specific semantic interpretation. Participants will compose individual and collaborative interventions in a wide range of sites--public, private, physical, and electronic--in response to the problems posed.

This course is permission-of-instructor, and is intended for upper-level majors in Art, Dance, Film, Music, and Theatre, and others with sustained compositional practices suitable to the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC308, THEA308**
Prereq: **None**

ARST320 Ecological Design II: Worn Out/Broken In
This course will function as a design studio that examines the afterlife of material production. While designers have traditionally focused their attention on the creation, distribution, and consumption of new products, this course asks students to carefully consider everything that follows those acts. By scrutinizing the use, care, maintenance, repair, and eventual demise of designed objects, students come to understand the intended and unintended consequences of making. Rigorous observation and research lead to the creation of analytic drawings and models for presentation at project reviews.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA320, ENVS321**
Prereq: **ARST270 OR ARST235 OR ARST220**

ARST321 Wood: Building with the Forest
This studio introduces students to full-scale design and construction through the production of a single, collaborative project over the course of the semester. Working from land-based research and precedent analysis, students develop a detailed design for a structure on a specific site in Middletown, then build it together in the field. Materials will be sourced from the northern hardwood forest and the design crafted to suit its ecosystem.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-ART**
Identical With: **ENVS324, IDEA321**
Prereq: **ARST270 OR ARST235 OR ARST220**

ARST323 Topics in Studio Art: Information
Artists in all media have historically responded to common, formal, and ideological motivations. These motivations encompass the very fabric of a liberal arts education. This course is intended to develop such a conversation among the various studio art disciplines as the foundation for making art. The course centers on a topic determined by the instructor. The class will function as a study group (of painters, sculptors, photographers, drawers, printmakers, architects and so on) that tackles the topic through the act of art-making. The topic will be introduced through readings and visual precedents, and through discussion we will determine means to respond as artists, each student in his or her own medium. These individual responses will then be analyzed in group critiques.

Later in the semester, students will expand their investigations to include studio disciplines other than their own.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131 OR ARST235 OR ARST244 OR ARST245 OR ARST251 OR ARST253 OR ARST260 OR ARST285 OR ARST190 OR ARST233 OR ARST237 OR ARST239 OR ARST243 OR ARST261**

ARST332 Drawing II
This class builds upon the course content covered in Drawing I (ARST131). As we continue to draw from observation, topics will include an in-depth exploration of the human figure, various approaches to pictorial space, and an introduction to color. This course also introduces a concept-based approach to drawing that explores narrative and content. Brainstorming exercises and ideation techniques widen the scope a of "what is a drawing," and we will experiment with various methodologies in pursuit of developing personal style and studio practice. Drawing II serves as an essential bridge between introductory-level courses and the individualized pursuit of the ARST senior thesis.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST336 Architecture II
This course is a second-level architecture studio whose focus will be a single, intensive research and design project. As the semester progresses, additional design, representation, and production tools will be introduced and used for developing work for the project, from graphics software to the laser cutter. Additional information about the architecture studio at Wesleyan and its past projects may be found at: http://www.facebook.com/wesnorthstudio
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-ART**
Identical With: **IDEA336**
Prereq: **ARST235**

ARST337 Codex Unbound
Codex Unbound is a course that investigates the art of the book. It asks: What is a book? And what are the expansive possibilities of this form? Students will explore these large questions through the process of making books in a variety of binding and printing techniques that range in cultural and historical origin. In learning such techniques, students will also be tasked with intervening with forms and creating their own innovations, which can incorporate their own intellectual interests.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST338 Printmaking II
This upper-level printmaking course focuses on the application of various printmaking methods in response to conceptual prompts. There will be instructional units on lithography, the Vandercook letterpress, and digital technologies. In addition to learning these new techniques, students are expected to build on previous printmaking experience to hone their skills and sharpen their creative vision. Routine print assignments and a final substantial project will task students with the development and presentation of professional, finished work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST237 OR ARST261 OR ARST361**

ARST339 Surface Tension
Bumpy, smooth, fuzzy, and sharp. These are all surfaces we are familiar with through our experience of the world. In art, the surface of an object, whether it is a sculpture or painting or anything else, is a port of entry into the experience, subject, and appreciation of the work. Tension in visual art can be thought of as the push and pull form has to provoke and/or engage the viewer. These points of strain could appear at the intersection of opposing marks, contrasting color, disharmonious imagery and much, much more. "Surface tension" refers to qualities in visual art related to the superficial veneer of an art object which can support the expression of content more deeply. In printmaking, surface tension can be literally created or optically suggested through a variety of techniques. In this class, we will learn advanced methodologies in intaglio, lithography, relief, letterpress, digital printing and more. Each assignment will task students to combine these mediums in surprising ways that encourage contrast, opposition, and traction. We will explore the possibilities of mixing water and oil based printing techniques, utilize digital medium in tandem with analog processes, apply dry and wet techniques together, and learn to gild metals on a variety of substrates. This class is open to any advanced student of art who wants to experiment with their practice in the arena of printmaking.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST261 OR ARST337 OR ARST238 OR ARST361**

ARST340 Painting II
In this class, students will develop an artistic vision and studio practice while exploring open-ended prompts and engaging in conversations that unpack approaches and methods toward achieving artistic goals. Each individual will work uniquely in both approach and technique in order to become fluent and make conceptual and aesthetic choices that will best convey their singular creative concerns. All prompts and concerns addressed in this course allow for any formal, conceptual, or stylistic method of expression to solve them. The knowledge and skills gained in ARST239 will serve as the foundation for a deeper inquiry into how formal decisions about process inevitably impact expression and the reading of artworks. While analyzing differing approaches to solving the same problem, students will discover how their own practice can transform their relationship with others and the world. Lectures and discussions will provide information and feedback on historical and contemporary issues, project proposals, goals for the work with respect to identifying an ideal audience, and the development of an artist's vision and statement.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **(ARST131 AND ARST239)**

ARST341 Developing a Studio Practice Based in Painting
This course is intended for students with a solid foundation in painting or a related media concentration. In this class, students will develop an artistic vision and studio practice while exploring open-ended prompts and engaging in conversations that unpack approaches and methods toward achieving artistic goals. Each individual will work uniquely in both concept and technique in order to become more fluent in their media and make conceptual and aesthetic choices that best convey their singular creative concerns. The knowledge and skills gained in ARST239 and/or other studio art courses will serve as the foundation for a deeper inquiry into how formal decisions about process inevitably impact expression and the reading of artworks. While analyzing differing approaches to solving the same prompts, students will discover how

their own practice can transform their relationship with others and the world. Lectures and discussions will provide information and feedback on historical and contemporary issues, project proposals, goals for the work with respect to identifying an ideal audience, and the development of an artist's vision and statement. Prerequisite: You must have taken any second level Art Studio course in any concentration or Painting 1.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST345 FAN FICTIONS: Alternative Universes, Gender Swaps, Ship-ping
In the vernacular, a "fan fiction" is a type of writing that reimagines a piece of popular media such as a book, TV show, or movie. This happens without consent and is used to explore alternative narratives or taboos.

Artists such as Kara Walker have reimagined the Antebellum south as an erotic horror, Mike Kelly created installations based on the cities of Krypton from the comic book Superman.

In our class we will utilize printmaking methodologies to explore strategies of fan fiction, by creating artworks that reconfigure both historical and fictional canons that have historically been entrenched in ideas of authenticity and devotional labor. Students will create etchings, silk screens, and zines.

Students should have print media experience though the class is not strictly restricted to printmaking.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST346 Sculpture II
This is an intermediate-level course. Projects focus on the associative nature of three-dimensional form--how issues intrinsic to sculpture reflect concerns extrinsic to the art form. The class will emphasize the development of personal expressions of students' visions in response to class assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST245 OR [ARST235 or IDEA234]**

ARST349 Junior Studio
Junior Studio is an interdisciplinary, studio-based course designed for advanced Art Studio majors that centers on the idea of "Call and Response." Our work doesn't happen in isolation but through exchange. This course positions artmaking as conversation -- between artists, across disciplines, and through time. The class will be structured in repeating two-week segments. The first segment will focus on a "call": an in-depth engagement with a specific artist's practice, or a close analysis of a particular work or body of work (including, but not limited to, art, music, and film). Together we'll unpack each practice or work conceptually, contextually, and materially and identify the ideas central to our understanding of it as a class. This work will take place through reading, in-class discussion, student-led presentation, and class visitors. The second segment focuses on "response": students will develop their own work in whatever medium they choose as replies, riffs, or counterpoints to the "call" -- testing how response becomes creation and exploring how their artistic instincts shape their output. Student work will be shared and discussed in a group critique format that encourages both critical feedback and supportive dialogue. The goal of Junior Studio is not to produce technicians of any single medium, but to help students develop a deeper connection to their own creative processes. The course emphasizes ideas: how we arrive at them, how they take form, and how they communicate meaning. Ultimately, students will build intimacy with their artistic instincts, expand their understanding of interdisciplinary practice, and situate their work within the cultural and artistic contexts that inform and inspire them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST350 Senior Seminar
This is an interdisciplinary critique-based course designed for advanced Art Studio majors. Our primary aim is to provide a structure for the development of each student's thesis work, research, and thinking as it evolves over the course of the semester. Through extensive in-class discussions and reviews, we devote a substantial portion of time to the presentation and discussion of student work. We devote time to the discussion of installation strategies, readings in contemporary criticism, visiting artist lectures and presentations, and, if possible, visits to contemporary exhibitions in the area. The course is also an interdisciplinary workshop, an opportunity to share your work with your fellow students, and to participate in a structured response to one another's work across different types of media. Participation in the class will include leading discussions of readings, attending visiting department lectures, sharing work in class, and responding to/giving feedback to classmates' work. The course is designed as a complement to the Art Studio Senior Thesis process and is an elective for Art Studio majors. This class will break for lunch from 12:30-1:15 p.m.

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

ARST352 Photography II
This is an intensive course intended for students with a solid foundation in photography. Students can choose to work in either film-based or digital media while developing their own unique voice. Topics will include medium-format film cameras, fiber paper, virtual drum scanning, large-format digital printing, and editing and sequencing images. The second part of the course will be devoted to developing a body of work that will result in a photo book project. Lectures and class discussions will provide a historical context, while presentations by visiting artists will introduce students to contemporary work in the medium. Emphasis will be placed on the weekly discussion of students' work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST353 Photography III - Documentary Practices
This is an intensive course that will provide students with a historical, theoretical, and ethical overview associated with documentary photographic practice. It is intended for advanced students that have taken Photography I (ARST 251) or Photography II (ARST 352). Assignments, readings, and discussions will be geared toward the development of a cohesive body of work with focus on research and development of a concept, editing and sequencing of photographs, and fine

printing. This course will serve as preparation for thesis work undertaken during the senior year and is recommended for prospective or current majors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST251 OR ARST352**

ARST355 Concepts in Contemporary Art
In this interdisciplinary seminar and studio course, we explore key concepts in contemporary discourse across a range of forms, genres, and disciplines. How do works of art respond to and reframe central debates in the wider culture? In what ways do the theory and practice of art supplement or contradict each other? How does research function within the context of art historical study and contemporary artistic practice?

To contend with these questions, students develop a series of projects over the course of the term in response to specific conceptual prompts. These investigations may take the form of studio-based work or written scholarship depending on student interest and will culminate either in a final research paper (for those registering for Art History credit) or a final project in any medium (for those registering for Art Studio credit). Along the way, we study artworks, literary texts, works of social theory, art historical scholarship, films, popular culture, and other objects to ground our research. Parallel activities may include conversations with artists and art historians, methodological workshops, site-visits, trips to museums, and archival research.

Since the course's aim is to cultivate unexpected collaborations, cross-disciplinary encounters, and new ways of conjugating the history, theory, and practice of art, the final portion of the semester will focus on the organization of a collective exhibition, event series, symposium, publication, or other expanded curatorial endeavor. The course meets Fridays 12:30 pm-5:30 pm, with a break during that interval. Class time may on occasion include individual meetings and independent work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA355**
Prereq: **None**

ARST358 Video Installation
We live in a world where screens are often taken for granted. How has the omnipresence of video transformed visual perception? This course will focus on video installation and the ways video can shift our relationship to objects, space, and each other. Students will experiment with lighting and environment building, paying particular attention to how surfaces are transformed by the lens. We will explore projection mapping, live-streaming, installation, and the peculiarities of the screen. We will look at works by artists who have emphasized the physicality or immateriality of video through installation and web-based art. We will read a variety of texts, charting the shifting role video has played in contemporary society. Through weekly exercises and regular group critiques, we will begin to unpack how the videos we make contact with daily shift our relationship with both our own bodies and the material world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST361 Monotype Printmaking
The monotype print is a free form of printmaking more akin to painting or drawing than to traditional printmaking. It is also a process in which the artist encounters fewer technical difficulties than in other traditional printmaking methods. Students in this course will create images using various mediums and methods. We are going to use different material like wood, plexiglass, paper, and textiles. Also, we may use laser cutting or digital printing, to combine with drawing or painting.

The goal of this course is not perfection of technique, but rather students experimenting with material and technique, to produce their own visual images.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131 OR ARST190 OR ARST233 OR ARST235 OR ARST237 OR ARST242 OR ARST243 OR ARST244 OR ARST245 OR ARST251 OR ARST253 OR ARST260 OR ARST261**

ARST362 Sumi-e Painting II
Sumi-e Painting II is an advanced class for which Introduction to Sumi-e Painting (ARST 260) is a prerequisite. In this course, foundation techniques will be expanded upon. We will re-examine traditional techniques and composition, and there will be exploration of new contemporary techniques. There will also be experimentation with tools beyond the brush. This course will introduce a concept based approach to narrative and content. Students will be encouraged to develop a personal style and method.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS362**
Prereq: **ARST260**

ARST370 Regenerative Design II
This course builds on the exploration and knowledge learned in Product Design I to discover opportunities for systems thinking in design. Students will study challenges and opportunities related to aging, education, food, and mobility to investigate potential opportunities through the lens of regenerative design. The course will support students in developing digital modeling skills as well as rapid prototyping and fabrication techniques. Students will work both individually and collaboratively in a studio environment. Field trips to New York City design ateliers, fabricators, and workshops may be expected as part of this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA370**
Prereq: **ARST270 OR ARST235 OR ARST220**

ARST380 Interdisciplinary Studio: Politics of Land and Place
Notions of "place" are particularly fraught in North America, where legacies of development and dispossession have etched enduring power relationships onto the land. Contemporary spatial experience is marked by what Mindy Fullilove has called root shock: the reverberating effects of losing one's place and the collective struggle to reclaim it. In this interdisciplinary studio course, we develop artistic responses to the ways in which power shapes the natural and built environment. We look at a range of sites--the home, the city, the border, the wilderness, the commons--as spaces of memory and belonging, sociality and resistance. We explore the ways in which people have engaged

with place through a range of forms, including roadside monuments, site-specific sculptures, landscape films, community-based performances, situationist dérives, plein air painting, collective rituals, and political protests. Over the course of the term, students will identify a site in the Lower Connecticut River Valley and develop their own aesthetic language in response to it. These works may take the shape of installations, performances, digital media, or texts, and will draw on our discussions of land art, institutional critique, social practice, and experimental film. While the course is geared primarily toward the development of student projects, our work will be informed by a series of site visits, readings, screenings, and discussions of contemporary land struggles, anticolonial movements, and feminist and indigenous geographies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST381 Intermediate Public Practice
What are the possibilities and challenges of making work in the public domain? This intermediate studio course provides students with the framework, conceptual language, and technical means to develop ambitious projects in public space. Over the course of the semester, students will be introduced to a range of working methods, including new genre public art, research-based practices, site-specific projects, and collaborative practices. While the course focuses on contemporary issues and debates, it situates these topics within a set of broader global and historical traditions. Through group discussions, critiques, site visits, and presentations, the course will assist students in developing a series of works that build towards a self-directed final project. We look thematically at a range of sites as spaces of memory and belonging, sociality and resistance. We explore the manifold ways in which people have engaged with place through a range of forms, including roadside monuments, site-specific sculptures, landscape films, community-based performances, architectural interventions, collective rituals, and political protests. Attention will be placed on sites around Middletown in order to situate our research and practice. These may include Harbor Park, Middlesex Historical Society, Beman Triangle, Connecticut Valley Hospital, Colt Armory, Portland Brownstone Quarries, among others. Support will be provided to students along the way in negotiating relationships with local institutions and stakeholders. Supplementary readings will introduce students to questions related to spatial theory and practice, agonism and democracy, monuments and counter-monuments. Successful completion of the course will prepare students for advanced work in the public domain. Course is open to all students. Preference given to students who have taken ARST131 and ARST235 or ARST238 or ARST239 or ARST245 or ARST 251 or ARST286 or other course in a related discipline.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CSPL381**
Prereq: **None**

ARST382 Intermediate New Genres
In this interdisciplinary studio course, we make work that traverses traditional disciplinary boundaries in order to develop a methodology that prioritizes questions of context, material, and theme. Building on the history of experimental and avant-garde practices of the 20th and 21st centuries, work in this course may take the form of installations, performances, videos, texts, participatory and collaborative projects, site- and context-specific works, and other as-yet undefined forms.

Our work will not be defined by adherence to any specific discipline or genre. In this way, the course serves as a springboard for each student to develop a relationship to contemporary interdisciplinary practice as well as an opportunity to explore, collectively and individually, pivotal theoretical frameworks that have shaped the field. Successful completion of the course will provide students with a solid foundation for experimentation in the expanded field of contemporary artistic practice.

Prerequisite: Students must have successfully completed an Introductory- or Intermediate-level Studio Arts course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST384 Special Topic: Between Forms: Intermedia Arts Workshop
This advanced project-based workshop is for poets and artists interested in interdisciplinary practices crossing over between poetry, visual art, and performance. It is taught in conversation with the Fall 2021 exhibition, The Language in Common, in Zilkha Gallery including the work of Cecilia Vicuña, Tanya Lukin Linklater, Julien Creuzet, Jasper Marsalis, and Alice Notley.

Facilitated by Professors Benjamin Chaffee and Danielle Vogel, with modules taught by visiting artists from across the arts, this workshop is designed for students interested in working outside of--or between--their primary mediums. Professors will guide students as they choose "companion mediums" to work in for the semester while employing interdisciplinary approaches to writing and art-making in order to discover their own unique and hybrid forms.

We will divide our time between intensive laboratory-like spaces for composing work, conversations with visiting artists, student presentations and workshops, and studying the works of artists working between forms, all in an attempt to root ourselves more dynamically in our individual practices. The course will culminate in a reflective essay or artist statement, as well as an exhibit of poems, objects, installations, and performances created during our time together.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL384**
Prereq: **None**

ARST385 Introduction to Social Practice
This studio seminar will serve as an introduction to contemporary issues in socially engaged art practice, with the goal to familiarize students with the history, theory, and practice of socially and politically engaged art. This course is intended for students with significant prior experience in studio art or related coursework in other disciplines. Interviews for the course will be held during the first class meeting.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**

Prereq: **ARST131 OR ARST190 OR ARST237 OR ARST239 OR ARST242 OR ARST243 OR ARST245 OR ARST253 OR ARST260 OR ARST261 OR ARST285 OR ARST352 OR ARST353 OR ARST361**

ARST386 Intermediate Time-Based Media
In this interdisciplinary studio course, we make work that traverses traditional disciplinary boundaries in order to develop a methodology that prioritizes questions of context, material, and theme. Building on the history of experimental and avant-garde practices of the 20th and 21st centuries, work in this course may take the form of installations, performances, videos, texts, participatory and collaborative projects, site- and context-specific works, and other as-yet undefined forms. Our work will not be defined by adherence to any specific discipline or genre. In this way, the course serves as a springboard for each student to develop a relationship to contemporary interdisciplinary practice as well as an opportunity to explore, collectively and individually, pivotal theoretical frameworks that have shaped the field. Successful completion of the course will provide students with a solid foundation for experimentation in the expanded field of contemporary artistic practice. Prerequisite: Students must have successfully completed an Introductory or Intermediate level Studio Arts course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST387 Virtual Production: The Music Video
This intensive studio course will explore the breadth and depth of the music video genre. Students will learn advanced post-production, motion capture, and video recording techniques. Class sessions will include technical demonstrations, group discussions, and conversations with practitioners in the field. Readings and screenings will examine the relationship between music videos, technology, contemporary art, and popular culture. Students will learn how to use the 3D motion capture studio and record live musical performances. Software will include Adobe AfterEffects, Blender, and DaVinci Resolve. Through weekly exercises and a final independent project, students will learn to work collaboratively and develop a distinct creative voice. The course will culminate with a final music video project, to be screened at the end of the semester. Previous experience in Adobe Premiere Pro software is required. Preference will be given to students who have successfully completed ARST 286, ARST 386, DDC 108, or DDC 448. All students must be concurrently enrolled in the virtual production lab which meets Fridays 1:20 p.m. - 3:20 p.m. in DDC.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **DDC387, IDEA387**
Prereq: **None**

ARST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ARST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ARST430 Architecture Senior Thesis Studio
This course fulfills the fall semester requirement of the Senior Thesis Project in Studio Art for Architecture majors. Structured as a Studio, the goal of this course is to develop a collaborative intellectual environment (studio culture) for senior majors to work through the theoretical, methodological, and practical concerns connected with their individual thesis projects under the guidance of an Art Studio faculty advisor. Topics to be examined will be based on students' research and studio practice, and participants are expected to engage critically, yet generously, with the projects of their peers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ARST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ARST467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

ARST468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

ARST469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ARST470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ARST484 Data, Art, and Visual Communication
This course looks at the ways the digital arts--broadly defined--can be used to explore the intersections of research, data, design, and art. Following a creative software "bootcamp," students will execute projects intended to help them generate, manipulate, and remix data for the purposes of visual communication and art. Students will use Adobe Creative Suite and Processing, an open source programming language, and integrated development environment (IDE) built for electronic arts, new media, and visual design. In addition to working in the studio, seminars, readings, and student presentations will explore the role of data visualization, "big data," and the web in culture and society today. No prior software knowledge or coding skills are required. Students working in STEM, humanities, and social sciences are encouraged to enroll.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CIS284**
Prereq: **None**

ARST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ARST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ARST495 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARST496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

ASTRONOMY

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

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

AFFILIATED FACULTY

James White II
BS, Birminghm Sthrn College; MA, Indiana University Bloomington; PHD, Indiana University Bloomington
Visiting Scholar in Astronomy

CHAIR

Meredith Hughes
BS, Yale University; PHD, Harvard University
Chair, Astronomy Department; Associate Professor of Astronomy; Associate Professor, Integrative Sciences

EMERITI

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

FACULTY

Meredith Hughes
BS, Yale University; PHD, Harvard University
Chair, Astronomy Department; Associate Professor of Astronomy; Associate Professor, Integrative Sciences

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

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

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

Sarah Wellons
AB, Princeton University; MA, Harvard University; PHD, Harvard University
Assistant Professor of Astronomy; Assistant Professor, Integrative Sciences

Brianna Zawadzki
Staff Professor; Brinson Prize Fellow; Staff Instructor

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS

William Herbst, Edward Moran, Seth Redfield

- Undergraduate Astronomy Major (p. 161)

Master of Arts in Astronomy (p. 163)

ASTR102F Planets Near and Far: The Diversity of Worlds in the Solar System and Beyond (FYS)
For the past 4,000 years, ancient and modern astronomers have tracked the motion of the solar system planets across the sky. Thanks to some very recent discoveries and technological innovations, we now know of thousands of additional planets orbiting other stars. With the cumulative knowledge of millennia of solar system research and recent extrasolar breakthroughs, what planetary science questions can we now answer? How do planets form and evolve? Does the solar system look like a typical planetary system? How many planets are similar to Earth and can any support life? Students in this course will explore these questions and more while developing skills vital to scientific inquiry, writing, and communication.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ASTR103 The Planets
More than 100 planets are now known in the universe, eight of which circle the sun. NASA missions and improved telescopes and techniques have greatly increased our knowledge of them and our understanding of their structure and evolution. In this course, we study those eight planets, beginning with the pivotal role that they played in the Copernican revolution, during which the true nature of the Earth as a planet was first recognized. We will study the geology of the Earth in some detail and apply this knowledge to our closest planetary neighbors--the moon, Venus, and Mars. This is followed by a discussion of the giant planets and their moons and rings. We will finish the discussion of the solar system with an examination of planetary building blocks--the meteorites, comets, and asteroids. Additional topics covered in the course include spacecraft exploration, extrasolar planetary systems, the formation of planets, life in the universe, and the search for extraterrestrial intelligence.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES151**
Prereq: **None**

ASTR105 Exploring the Cosmos
This introductory course for non-science majors unveils the universe and how we have come to understand our place in it. We will touch on a full range of astronomical topics, including the mechanics of our solar system, the discovery of planets around other stars, the stellar life cycle, the formation and evolution of galaxies, the big bang, and the ultimate fate of the universe. Occasional evening sessions will provide the opportunity to observe celestial objects through Wesleyan's telescopes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR106 History of Astronomy from Copernicus to the Modern Age
Since the dawn of human consciousness, we have gazed at the sky with wonder and pondered our place amongst the heavens. In this class, we will discuss the key discoveries of astronomy and the people who made them, placing these discoveries in historical context: what was the world like when humans first discovered the size of the Earth or determined the distances to the stars? How did society influence discovery, and how did achievements in astronomy impact society?

Through discussion, telescopic observation, and demonstration of techniques, we will examine the major astronomical achievements from antiquity to the present day, with an emphasis on the past 500 years. We will discuss astronomy's changing role over time, from mystical (astrology and mythology), to practical (time keeping and navigation), to physical (the nature of stars and planets). Finally, we will gaze to the future and discuss the biggest unsolved mysteries in astronomy, and what we will need to achieve to solve them.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR107 The Universe
This course focuses on the modern scientific conception of the universe, including its composition, size, age, and evolution. We begin with the history of astronomy, tracing the development of thought that led ultimately to the big

bang theory. This is followed by a closer look at the primary constituent of the universe--galaxies. We end with consideration of the origin and ultimate fate of the universe.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR108 Conceptual Astronomy: Science Fact vs. Science Fiction
Our conceptual understanding of the world around us is shaped by our experiences, often in subtle ways. In this media-dominated world, the public's predominant exposure to science comes from science fiction in popular culture, especially TV and movies. In this course, we will examine the ways in which popular culture has influenced our collective knowledge about astronomy: the good, the bad, and the really bad. Wide-ranging topics will include asteroids and comets threatening the earth, travel through space and time, and life in the universe. Through lecture, discussion, and laboratory exercises, we will examine these topics through the lens of science to expose the reality of the universe that is our home.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR109 Worlds Beyond: The Search for Life in the Universe
We are living through a unique time with the recent discovery of other worlds, planets orbiting nearby stars, and the capability to obtain detailed observations of those planets in the coming decades. This makes tangible the age-old question of whether we are alone in the universe, as the only known life-bearing planet. This introductory course for non-science majors will explore the fundamental concepts that are needed to place life into a cosmic context. We will discuss planetary systems near and far, stars as the integral hosts of planets, and prospects for finding and identifying life elsewhere in the universe. Occasional evening sessions will provide the opportunity to observe celestial objects through Wesleyan's telescopes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR111 The Dark Side of the Universe
The physical world we experience is one of normal matter, energy, and--if one looks up at night--stars. But on larger scales, the universe has an exotic and much-less-well-understood side dominated by things we call dark matter, dark energy, and black holes. What are these mysterious components, and what is the relationship between them and the world that is familiar to us? The answers lie at the frontier of modern astrophysics. In this course, we explore the evidence for the existence of these dark components and the current debates regarding their nature and origin. In different ways, each of them has a vital role in the evolution of the universe and its ultimate fate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR111Z The Dark Side of the Universe
The physical world we experience is one of normal matter, energy, and -- if one looks up at night -- stars. But on larger scales, the universe has an exotic and much-less-well-understood side dominated by things we call dark matter, dark energy, and black holes. What are these mysterious components, and what is the relationship between them and the world that is familiar to us? The answers lie at the frontier of modern astrophysics. In this course, we explore the evidence for the existence of these dark components and the current debates regarding their nature and origin. In different ways, each of them has a vital role in the evolution of the universe and its ultimate fate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR155 Introduction to Astrophysics
The fundamentals of astronomy will be covered. This course serves as an introduction to the subject for potential majors and as a survey for non-majors who have a good high school preparation in math and science. We will cover selected topics within the solar system, galaxy, local universe, and cosmology, including the Big Bang Theory of the origin of the universe and the discovery of planets around other stars.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR210 Fundamentals of Scientific Computing in Astronomy
Computing is essential to the practice of modern astrophysics, from the visualization and analysis of large observational datasets to the numerical simulation of complex physical processes. This course develops the computational skills necessary for astronomical research and prepares students for advanced coursework. Through hands-on tutorials and exercises, students will learn to read, manipulate, and visualize astronomical datasets using basic UNIX and Python programming. The course will also include an introduction to data analysis using statistical techniques.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR211 Observational Astronomy
This course introduces the techniques of observational astronomy. Students will acquire a basic knowledge of the sky and become familiar with the use of Van Vleck Observatory's telescopes and instruments. Acquisition and analysis of astronomical data via modern techniques are stressed. Topics include celestial coordinates, time, telescopes and optics, astronomical imaging, and photometry. Some basic computer and statistical analysis skills are developed as well. The concepts discussed in lecture are illustrated through observing projects and computer exercises.
Offering: **Host**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **NSM-ASTR**
Prereq: **ASTR108 OR ASTR111 OR ASTR105 OR ASTR107 OR E&ES151 OR ASTR155 OR ASTR210**

ASTR221 Galactic Structure and Formation
The fundamentals of astrophysics are applied to galaxies and the objects contained therein. Topics include galaxy formation and evolution, the Milky Way, galaxy scaling relations, stellar populations, morphology and kinematics, clusters and dark matter halos, and the interstellar and circumgalactic media. In addition, we cover some of the basic numerical methods commonly used in astronomy, such as interpolation, numerical integration, and curve-fitting, and apply them to observational and theoretical problems.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR521**
Prereq: **(ASTR155 AND ASTR211)**

ASTR222 Modern Observational Techniques
This course reviews the practices of modern observational astronomy, focusing primarily on techniques employed in the optical and x-ray bands. Topics will include a description of the use of digital detectors for imaging, photometry, and spectroscopy in a wide variety of applications. Data acquisition, image processing, and data analysis methods will be discussed. In particular, students will gain hands-on experience with the analysis of data obtained from both ground- and satellite-based observatories. An introduction to relevant error analysis methods is included. Students will also become familiar with the fundamental techniques that will be necessary when "big data" projects like LSST come online in the near future: database querying, metadata handling, and modern programming techniques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR522**
Prereq: **ASTR211**

ASTR224 Exoplanets: Formation, Detection, and Characterization
Our ability to place the earth into a cosmic context has dramatically improved in recent decades with the discovery of planets around other stars (exoplanets). The study of exoplanets has quickly become a dominant field in astronomy. This course will focus on the fundamentals of exoplanet formation, detection, and characterization (interiors and atmospheres) based on astronomical observables. We will also discuss the assessment of habitability for Earth-like exoplanets and the prospects for the detection of biosignatures.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR524**
Prereq: **(ASTR155 AND ASTR211)**

ASTR231 Stellar Structure and Evolution
As the principal source of light in galaxies today and as drivers of chemical evolution, stars play a critical role in the universe. It is important to understand their structure and evolution. Fortunately, we have a fairly well-developed and tested theory of stellar structure covering both their interiors and atmospheres. In this course, we will provide an introduction to that theory and examine its key results, including a basic description of how stars evolve.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR531**
Prereq: **(PHYS213 AND PHYS214 AND ASTR155 AND ASTR211)**

ASTR232 Galaxies, Quasars, and Cosmology
This course introduces modern extragalactic astronomy, blending established practices in the field and important recent discoveries. Three major themes will be developed. First, the basics of Newtonian and relativistic cosmologies will be discussed, including modern determinations of the Hubble Law and the observations that have led to the currently favored cosmological model. Next, the universe of galaxies will be investigated: their constituents, structure and kinematics, and multiwavelength properties. Finally, the nature of galactic nuclei will be explored, including the observational consequences of black-hole accretion and the coordinated growth of galaxies and their central black holes. Outstanding research questions related to the topics covered will be highlighted throughout the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR532**
Prereq: **(ASTR155 AND ASTR211)**

ASTR240 Radio Astronomy
This course will introduce students to the origins, theory, and practice of radio astronomy. It will cover theory of antennas and interferometers, as well as signal detection and measurement techniques. Particular emphasis will be placed on the theory and applications of Fourier transforms. A practical laboratory component will provide experience working with single-dish and interferometric data.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR540**
Prereq: **ASTR155 AND ASTR211 AND ASTR210**

ASTR401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ASTR408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ASTR409 Senior Thesis Tutorial
Topic to be arranged in consultation with tutor.
Offering: **Host**
Grading: **OPT**

ASTR410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**
Grading: **Cr/U**

ASTR421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

ASTR422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

ASTR423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ASTR424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ASTR430 Seminar on Astronomical Pedagogy
Methods for effectively teaching astronomy at all levels from general public outreach to college level will be discussed.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-ASTR**
Prereq: **ASTR155 OR ASTR211**

ASTR431 Research Discussion in Astronomy
Current research topics in astronomy will be presented and discussed by astronomy staff and students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-ASTR**
Prereq: **ASTR155 OR ASTR211**

ASTR491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ASTR492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ASTR500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.
Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **CHEM500, BIOL500, E&ES500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**
Prereq: **None**

ASTR501 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR502 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

ASTR504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

ASTR512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR521 Galactic Structure and Formation
The fundamentals of astrophysics are applied to galaxies and the objects contained therein. Topics include galaxy formation and evolution, the Milky Way, galaxy scaling relations, stellar populations, morphology and kinematics, clusters and dark matter halos, and the interstellar and circumgalactic media. In addition, we cover some of the basic numerical methods commonly used in astronomy, such as interpolation, numerical integration, and curve-fitting, and apply them to observational and theoretical problems.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR221**
Prereq: **(ASTR155 AND ASTR211)**

ASTR522 Modern Observational Techniques
This course reviews the practices of modern observational astronomy, focusing primarily on techniques employed in the optical and x-ray bands. Topics will include a description of the use of digital detectors for imaging, photometry, and spectroscopy in a wide variety of applications. Data acquisition, image processing, and data analysis methods will be discussed. In particular, students will gain hands-on experience with the analysis of data obtained from both ground- and satellite-based observatories. An introduction to relevant error analysis methods is included. Students will also become familiar with the fundamental techniques that will be necessary when "big data" projects like

LSST come online in the near future: database querying, metadata handling, and modern programming techniques.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR222**
Prereq: **ASTR211**

ASTR524 Exoplanets: Formation, Detection, and Characterization
Our ability to place the earth into a cosmic context has dramatically improved in recent decades with the discovery of planets around other stars (exoplanets). The study of exoplanets has quickly become a dominant field in astronomy. This course will focus on the fundamentals of exoplanet formation, detection, and characterization (interiors and atmospheres) based on astronomical observables. We will also discuss the assessment of habitability for Earth-like exoplanets and the prospects for the detection of biosignatures.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR224**
Prereq: **(ASTR155 AND ASTR211)**

ASTR531 Stellar Structure and Evolution
As the principal source of light in galaxies today and as drivers of chemical evolution, stars play a critical role in the universe. It is important to understand their structure and evolution. Fortunately, we have a fairly well-developed and tested theory of stellar structure covering both their interiors and atmospheres. In this course, we will provide an introduction to that theory and examine its key results, including a basic description of how stars evolve.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR231**
Prereq: **(PHYS213 AND PHYS214 AND ASTR155 AND ASTR211)**

ASTR532 Galaxies, Quasars, and Cosmology
This course introduces modern extragalactic astronomy, blending established practices in the field and important recent discoveries. Three major themes will be developed. First, the basics of Newtonian and relativistic cosmologies will be discussed, including modern determinations of the Hubble Law and the observations that have led to the currently favored cosmological model. Next, the universe of galaxies will be investigated: their constituents, structure and kinematics, and multiwavelength properties. Finally, the nature of galactic nuclei will be explored, including the observational consequences of black-hole accretion and the coordinated growth of galaxies and their central black holes. Outstanding research questions related to the topics covered will be highlighted throughout the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR232**
Prereq: **(ASTR155 AND ASTR211)**

ASTR540 Radio Astronomy
This course will introduce students to the origins, theory, and practice of radio astronomy. It will cover theory of antennas and interferometers, as well as signal detection and measurement techniques. Particular emphasis will be placed on the theory and applications of Fourier transforms. A practical laboratory component will provide experience working with single-dish and interferometric data.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR240**
Prereq: **ASTR155 AND ASTR211 AND ASTR210**

ASTR549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ASTR550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ASTR555 Planetary Science Seminar
This course will examine topics and methods in the interdisciplinary field of planetary science. Students will join several faculty members in the planetary science group to discuss the origin, evolution, and habitability of planets in this and other solar systems. This class is intended for graduate students who are pursuing or who intend to pursue the planetary science concentration. Other graduate and undergraduate students may request admission to the course.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES555**
Prereq: **None**

ASTRONOMY MAJOR

MAJOR DESCRIPTION

The Major in Astronomy (ASTR) enables students to explore the foundational concepts and recent discoveries that have shaped the modern study of celestial objects, space, the phenomena of the cosmos, and the universe. Students develop advanced proficiency with the theoretical concepts and observational tools employed in distinct subfields of astrophysics. The program blends coursework with research opportunities and provides students with access to professional-quality telescopes, instrumentation, and computers. All majors complete an in-depth senior capstone project and present their research in a public forum, e.g., by speaking in the research seminar, presenting a poster at the Wesleyan summer research program, or presenting at a professional conference.

The Astronomy program attracts students who have a passionate interest and curiosity about space, celestial objects, and the universe, along with an aptitude for mathematics and physics, the ability to work with complex data and technology, and the patience for long-term research projects.

Astronomy graduates may continue their studies in a graduate program or pursue a variety of careers in fields such as astronomy, astrophysics, data

science, planetary science, aerospace engineering, space missions, science communications, education, and public outreach.

ADMISSION TO THE MAJOR

The standard introductory course for potential majors and other science-oriented students is ASTR155. It may be taken in the first or sophomore year. It assumes a good high school preparation in physics and some knowledge of calculus. ASTR211 is a sophomore-level course appropriate for interested non-majors as well as a gateway course to the major. Coding skills are required for ASTR211 and all upper-level astronomy courses. Prospective majors should take ASTR210 prior to ASTR211 or demonstrate their proficiency in coding to the ASTR211 instructor prior to taking that course. View courses in our Academic Catalog (https://catalog.wesleyan.edu/departments/astr/ugrd-astr/).

MAJOR REQUIREMENTS

The astronomy major is constructed to accommodate both students who are preparing for graduate study and those who are not.

The basic requirement for the major is the successful completion of the required courses as well as four upper-level astronomy courses. The required upper-level courses are taken one each semester in the junior and senior years.

Code	Title	Hours
Required Courses:		
ASTR155	Introduction to Astrophysics	
ASTR210	Fundamentals of Scientific Computing in Astronomy	
ASTR211	Observational Astronomy	
MATH121	Calculus I	
MATH122	Calculus II	
MATH221	Vectors and Matrices	
PHYS113	General Physics I	
PHYS116	General Physics II	
PHYS213	Waves and Oscillations	
PHYS214	Quantum Mechanics I	
PHYS215	Special Relativity	
Four Upper-Level Astronomy Courses*:		
ASTR221	Galactic Structure and Formation	
ASTR222	Modern Observational Techniques	
ASTR224	Exoplanets: Formation, Detection, and Characterization	
ASTR231	Stellar Structure and Evolution	
ASTR232	Galaxies, Quasars, and Cosmology	
ASTR240	Radio Astronomy	
*Upper-level Astronomy course offerings may vary year-to-year.		

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

Additional upper-level physics courses are also recommended but are not required. Prospective majors with graduate school aspirations should complete or place out of the basic physics and mathematics courses listed above, preferably by the end of their sophomore year, and should also take ASTR155, ASTR210, and ASTR211 during their first two years.

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

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

Click here (https://www.wesleyan.edu/academics/journey/Astronomy_Advising_Information.pdf) for more detailed information about the astronomy major, including a sample eight-semester course plan.

STUDENT LEARNING GOALS

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

- a broad understanding at an introductory level of the foundational concepts and recent discoveries that have shaped modern astronomy and astrophysics
- proficiency at an advanced level with the theoretical concepts and observational tools employed in four or more distinct subfields of astrophysics
- firsthand experience with the process of science through participation in research
- the technical and research skills needed to pursue graduate study in astronomy
- analytical abilities and computing skills useful for careers outside of professional astronomy

BA/MA PROGRAM

[wesleyan.edu/grad/degree-programs/bama.html (https://www.wesleyan.edu/grad/graduate-programs/bama_program.html)]

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

ADDITIONAL INFORMATION

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

HONORS

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

CAPSTONE EXPERIENCE

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

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

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

MASTER OF ARTS IN ASTRONOMY

The Astronomy program blends coursework with research opportunities, providing students access to state-of-the-art instrumentation and computers to investigate areas of current astronomical interest. Primary research activities in the Astronomy department include mapping the local interstellar medium, probing the atmospheres of extrasolar planets, observations of young stars and circumstellar disks, investigations of x-ray binary star systems, and studies of the massive black holes that reside at the centers of galaxies. Facilities include a network of MacOS X workstations, a CCD attached to a 24-inch reflector, a 20-inch refractor equipped for observational work, and the substantial astronomical library of the Van Vleck Observatory. Faculty members are frequently awarded observing time on world-class telescopes, including the Hubble Space Telescope, Chandra X-ray Observatory, and dozens of ground-based telescopes.

The Astronomy Department offers graduate work leading to the degree of Master of Arts. Two years are usually necessary to complete the requirements for the MA degree. Alternatively, the department offers the 5-year combined BA/MA program for Wesleyan students. Wesleyan also offers an MA Concentration in Planetary Science, an emerging interdisciplinary field at the intersection of geology and astronomy with substantial contributions from physics, chemistry, and biology.

Six to ten non-seminar credits—including two credits for research leading to the thesis—are required for the MA degree. Master's candidates are expected to become involved in the department's research programs early in their graduate careers and to select courses offered in observational and theoretical astronomy and astrophysics. Additional courses in physics, mathematics, computer science, or planetary science are recommended according to individual student needs. The small size of the department permits individualized instruction and a close working relationship between students and faculty.

BA/MA students are not required to be teaching assistants; however, graduate students are expected to improve their communication skills through classroom teaching, formal interaction with undergraduate students, and presentations to the observatory staff and the community. MA students work as teaching assistants for one class each semester.

Each MA candidate must write a thesis on a piece of original research. Many thesis projects are ultimately submitted to a journal for publication.

COURSES

All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university. Students will normally enroll in at least one 500-level course in astronomy each semester. Depending on the year, the courses are ASTR521, ASTR522, ASTR524, ASTR531, ASTR532, or ASTR555. These courses are similar in content to the 200-level courses of the same name but with some supplementary materials and special assignments. These supplements are designed especially for graduate students. In order to show proficiency in astronomy, physics, and mathematics, a minimum of 6-10 non-seminar credits, with grades of B- or better, is required for the MA degree. These include two credits for research leading to the thesis, which is also required. The student may expect to take two to four courses in physics, mathematics, or other sciences after consultation with the faculty of the department. In each semester of the first year of a 2-year MA program, students typically take three courses: one 500-level astronomy course and two courses in physics or math to match the level of proficiency expected in the Department's BA in astronomy. In each semester of the final year of the MA program, students typically take one 500-level astronomy course and one credit of thesis research. In addition, students are required to participate in the department's seminars on research and pedagogy in astronomy, which are offered each semester.

PROGRESS AND QUALIFYING EXAMS

To be admitted to candidacy, an MA student must take a written and oral qualifying examination demonstrating satisfactory understanding of several areas of astronomy, fundamental physics, and mathematics. This examination should be taken prior to the last year of study. If performance in this examination is not satisfactory, the student will either be asked not to continue or to repeat the examination. BA/MA students do not take a written or oral qualifying examination if ASTR155 has been successfully completed.

TEACHING

The emphasis in the program is on research and scholarly achievement, but graduate students are expected to improve communication skills by classroom teaching, formal interaction with undergraduate students, and presenting talks to the observatory staff and to the community. BA/MA students are not required to be teaching assistants.

RESEARCH

The research interests of the current faculty are:

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

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

THESIS AND DEFENSE

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

CONCENTRATIONS

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

ADDITIONAL INFORMATION

For additional information about the Master of Arts program at Wesleyan, please visit

https://www.wesleyan.edu/grad/graduate-programs/masters.html.

BIOLOGY

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

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

AFFILIATED FACULTY

Alison O'Neil
BS, Binghamton University; PHD, Montana State University
Assistant Professor of Chemistry; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences; Assistant Professor, Biology

CHAIR

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

EMERITI

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

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

Ann Campbell Burke
AB, New York University; MA, Harvard University; PHD, Harvard University
Professor of Biology, Emerita

Stephen Henri Devoto
BA, Haverford College; PHD, Rockefeller University
Professor of Biology, Emeritus

Laura B. Grabel
BA, Brandeis University; PHD, University of California, San Diego; MAA, Wesleyan University
Lauren B. Dachs Professor of Science and Society, Emerita

Janice R. Naegele

BA, Mount Holyoke College; PHD, Massachusetts Institute of Technology
Alan M. Dachs Professor of Science, Emerita

FACULTY

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Phil Arevalo
SB, Brown University; PHD, Massachusetts Institute of Technology
Assistant Professor of the Practice in Biology and CIS; Assistant Professor of the Practice, Integrative Sciences

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

Frederick M. Cohan
BS, Stanford University; PHD, Harvard University
Huffington Foundation Professor in the Bailey College of the Environment; Professor of Biology; Professor, Environmental Studies; Professor, Integrative Sciences

Joseph David Coolon
BS, Kansas State University; PHD, Kansas State University
Director, College of Integrative Sciences; Associate Professor of Biology; Associate Professor, Integrative Sciences; Director of the College of Integrative Sciences

Ni Ye Feng
BS, University of California, Los Angeles; PHD, Cornell University
Assistant Professor of Biology; Assistant Professor, Neuroscience and Behavior

Ruth Johnson
BS, University of Witwatersrand; PHD, Cambridge University
Associate Professor of Biology; Associate Professor, Integrative Sciences; Science Facilities Liaison

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

Jennifer Mitchel
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Assistant Professor of Biology; Assistant Professor, Integrative Sciences

Michelle Aaron Murolo
BS, Clarion University of Pennsylvania; PHD, Yale University
Professor of the Practice in Biology

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

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

Sonia Sultan
BA, Princeton University; MA, Harvard University; PHD, Harvard University
Professor of Biology; Alan M. Dachs Professor of Science; Professor, Environmental Studies

Boris Tezak
BS, Florida Atlantic University; MS, Florida Atlantic University; PhD, Florida Atlantic University; PhD, Florida Atlantic University; BS, Florida Atlantic University; MS, Florida Atlantic University
Assistant Professor of Biology

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

VISITING FACULTY

Maria L Sbaraglini
BS, Universidad de Buenos Aires; PhD, Universidad Nacional de la Plata
Visiting Professor of Biology

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS

All departmental faculty

- Undergraduate Biology Major (p. 188)
- Doctor of Philosophy in Biology (p. 192)
- Master of Arts in Biology (https://catalog.wesleyan.edu/departments/biol/grad-biol-ma/)

BIOL106 The Biology of Sex
This course is featured as a general education course within the Department of Biology. Serving to complement courses currently offered within biology that only touch upon the subject of sex, this course will dive into specifics regarding sexual behavior and will serve to highlight new discoveries that have been facilitated by novel scientific techniques and approaches. As we study the biology of sex in the animal world, it becomes apparent that sex is achieved in a multitude of ways, many appearing rather bizarre and flamboyant. Yet under these guises, animals are still able to mate and reproduce. Sex is often defined according to sexual reproduction, whereby an egg is fertilized by a sperm, and offspring arise. However, many organisms engage in asexual reproduction and/or a combination of the two reproductive strategies. Reproductive anatomy and behavior will be addressed as we explore a variety of organisms, ranging from marine clown fish and their ability to produce both sperm and eggs along with the male chimeric marmoset (monkey) that mates with his brother's sperm. As an organism pursues reproduction, what are the mating strategies? What are the chemicals of sex (pheromones and hormones)? By examining the biology of reproduction, we will debate the competing strategies of males and females, and whether human cultural displays are yet another way to decipher quality in a potential mate.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**

Prereq: **None**

BIOL118 Reproduction in the 21st Century
This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **FGSS118, PHIL118, STS118**
Prereq: **None**

BIOL137 Writing About Evolution
This class will explore various interesting problems in natural history, using short writing assignments to build familiarity with concepts of organismic evolution.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL140 Classic Studies in Animal Behavior
This course will focus on the major concepts in the field of animal behavior. We will discuss the major selection pressures that shape animal behavior as individuals avoid predators, find mates, and produce offspring in their preferred habitats. What are the limiting resources for male and female animals, and why are some species sexually dimorphic? We will commence with the early pioneers in the field of ethology and highlight comparative studies in understanding territorial behavior, alarm calling, kinship, and the role of hormones/pheromones in reproduction. Both instinctual and learned behaviors are important components in an animal's behavioral repertoire and will be explored in field experiments. This course is designed for students to gain a clearer understanding of the mechanisms that drive the natural world around them. All biological jargon will be defined as original research is discussed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL140F Classic Studies in Animal Behavior (FYS)
This course will focus on the major concepts in the field of animal behavior. We will discuss the selection pressures that shape animal behavior and whether the study of primate social and mating systems can provide insight into human behavior. Other questions include, Why do certain animal species exhibit altruistic behavior and others do not? What are the limiting resources for male and female animals, and why do they behave so differently? This is but a sampling of the subjects to be covered in a course that is specifically designed for students to gain a clearer understanding of the mechanisms that drive the natural world around them. We will commence with the early pioneers in ethology who were the first to describe the behavioral repertoire of a single species and progress onto the more current, comparative approach, in which two animals are compared for a more fine-tuned analysis. Biological jargon will be defined as original research is discussed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL145F Primate Behavior: The Real Monkey Business (FYS)
This course will examine the full spectrum of the primate order. How has evolution shaped these different primate species, and what underlying mechanisms have fueled their development? We will discuss primate ancestry, primate environments, and primate competition, all factors that mediate primate behavior. In addition, we will take the lessons learned from primate studies to determine how humans might use this knowledge toward the preservation and conservation of their nonhuman relatives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL146 Primate Behavior: The Real Monkey Business
This course will explore primate behavior starting with an overview of primate ancestry as gleaned from the fossil record. How has evolution shaped these different primate species, and what underlying mechanisms have fueled their behavioral repertoires? The major selection pressures on primates will be investigated together with parental care, self-medication, and Machiavellian intelligence. The class will also examine theoretical models explaining the evolution of the oversized human brain by Geoffrey Miller and how the advent of cooked foods supported a large brain mutation (Richard Wrangham). In addition, we will take the lessons learned from these aforementioned primate studies to determine how this knowledge can work toward the preservation and conservation of our nonhuman primate relatives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL149 Neuroethology: Sensory Basis of Animal Orientation and Navigation
This course is about the sensory and neuronal processes underlying the ability of animals to orient in and move through their environments. We will consider the basic functions of sensory and nervous systems that underlie the remarkable abilities of animals to orient themselves in personal space, move through their home range, and move through the world in long-distance migrations and in homing. Animals from invertebrates through fish, birds, and mammals will be considered. The format of the course will be seminar/discussion and some lectures with heavy student participation. The course is intended for first-year students with high school-level courses in at least two of the following: biology, chemistry, or physics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B149**
Prereq: **None**

BIOL153F Stress: The Good, The Bad, The Ugly, The Resilient (FYS)
Stress, what is it and what is it good for? This course will introduce students to the neurobiology of stress. We will read the foundational works that helped us understand that stress can have real, measurable, and lasting effects on the entire body and across generations. Next, we will break down major concepts in the field (including allostasis, fight or flight, tend and befriend and hyperkatifeia) that describe how the body handles acute and chronic stress. Finally, we will end the course with a focus on stress resilience. We will discuss how social interaction, exercise, nutrition, and mindfulness approaches work to contribute to the remarkable resilience that has defined the success of our species. Our major sources of information will include original scientific reports, essays, magazine articles, podcasts, films, lectures and guest appearances by neuroscientists in the field. Throughout the course, students will maintain a journal with daily entries that document their understanding of the material and its relevance to their lives. As a final project, students will be asked to work in pairs to build a digital zine for distribution to other incoming frosh to help develop their appreciation for how stress can impair cognition and emotional regulation, how stress can aid learning and memory and what tools of resilience

students can lean on throughout their time at Wesleyan to temper the former and facilitate the latter.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL155 Tiny Organisms with a Big Effect: The Microbiome
With the advent of advanced sequencing technology, we are able to characterize the microflora that lives on and inside of multicellular organisms, including humans. It follows that there are still many unknowns with respect to the function and dynamics of relationships between bacterial communities and their hosts. These bacterial communities, colonizing humans and other organisms with millions of microbes, have captured the interest of the public. Popular news outlets have made the disparate claims that the right human microbiome can act as a panacea and the wrong microbiome is such a calamity that it can destroy an individual's health. This course will look at the true nature of the microbiome, to the extent that current research has revealed. We will discuss both normal and abnormal bacterial community compositions and any related disease states. Similarly, we will cover changes in microbiome composition over time and with respect to host development. In class, we will also consider the microbiomes of other organisms and how the presence and composition of the microbiome relates to disease states and/or life history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B155**
Prereq: **None**

BIOL155Z Tiny Organisms with a Big Effect: The Microbiome
With the advent of advanced sequencing technology, we are able to characterize the microflora that lives on and inside of multicellular organisms, including humans. It follows that there are still many unknowns with respect to the function and dynamics of relationships between bacterial communities and their hosts. These bacterial communities, colonizing humans and other organisms with millions of microbes, have captured the interest of the public. Popular news outlets have made the disparate claims that the right human microbiome can act as a panacea and the wrong microbiome is such a calamity that it can destroy an individual's health. This course will look at the true nature of the microbiome, to the extent that current research has revealed. We will discuss both normal and abnormal bacterial community compositions and any related disease states. Similarly, we will cover changes in microbiome composition over time and with respect to host development. In class, we will also consider the microbiomes of other organisms and how the presence and composition of the microbiome relates to disease states and/or life history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B155Z**
Prereq: **None**

BIOL160 Life in the Oceans in the Anthropocene and Beyond
Little is known about life in the deep sea, the largest habitat on Earth, even about the largest animals living there, such as the giant squid. Humans, however, are severely affecting even these most remote areas of our planet, and wildlife populations in the oceans have been badly damaged by human activity. We will look at the amazing diversity of ocean life and the disparate building plans of its animals, and see how oceanic ecosystems are fundamentally different from land ecosystems. Then we will explore how human actions are affecting oceanic ecosystems directly, for instance by overfishing (especially of large predators and filter feeders), addition of nutrients (eutrophication) and pollutants, and the spread of invasive species, as well as indirectly, through emission of carbon compounds into the atmosphere. Rising atmospheric CO2 levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at ecosystem changes during periods of rapid warming in the geological past and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES160, CIS160**
Prereq: **None**

BIOL161 Science Materials For a Malagasy Classroom
Students will design and produce a variety of educational science materials to be used in a fifth grade classroom in Madagascar. These items include a science logo, bookmarks, educational science games, posters, and a comic book with conservation themes for children. Students who are interested in design and natural history as a means through which to communicate science themes on wildlife endemism, evolution, and climate change would be appropriate for this course. All students will need to conduct independent research into science topics, distill down the salient features, and use that information to design elementary school materials. Working both individually and in teams, students will conceive, design, critique, and move into product production (MakerSpace). In addition, prototypes of the materials will be reviewed and rated by fifth graders in a Middletown elementary school for feedback.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS261, IDEA261**
Prereq: **None**

BIOL173 Global Change and Infectious Disease
This course will cover how human demands upon the environment have come back to bite us through infectious diseases. The most devastating infections, now and in the past, have spilled into humanity from other animals through our quest for food, either through hunting and trade of wild animals (COVID-19 and HIV) or through agriculture (smallpox and measles). Additionally, taking over huge swaths of land has fragmented natural habitats, with the result that some pathogens have increased in abundance (Lyme disease) and some pathogens have moved closer to humanity when humans have encroached on natural lands (Ebola). Living at high density in interconnected cities has sustained the severe infections that became humanity's childhood diseases (mumps, measles, smallpox); high densities have also brought us diseases brought by fecally contaminated water, as well as those diseases brought by the animals that cohabit our cities and suburbs (rats, robins). Our demand on energy has brought us global warming, which is transporting tropical diseases, such as malaria, poleward from the tropics; the extreme weather events of a changed world are leading to outbreaks of zoonotic diseases (hantaviruses). Moreover, our penchant for transporting wild animals and ourselves has had the potential to spread any local flare-up of any novel disease to the whole world (plague, COVID-19). We will discuss how, even if we mitigate every existing human infection, we should expect an unending stream of new pathogens. We will discuss technological solutions to infectious diseases, as well as how changes in our ethics might help contain existing pathogens and avoid future spillovers. Lectures will cover these and other topics. There will be two 65-minute lectures each week, with frequent opportunities for students to break out into smaller sections to figure out interesting biological challenges. There will also be a 30-minute discussion each week for each of 11 discussion sections (probably about 15 students each). These discussions will focus mostly on how

policy changes might best mitigate the environmental disturbances that are bringing us infections. The course has no formal prerequisites and will introduce material from ecology and microbiology, as needed, to allow students to read and interpret the recent literature on global change and infectious disease.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS260**
Prereq: **None**

BIOL181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity
This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from the genetic code in DNA through protein synthesis and function. Topics include DNA replication, chromosome dynamics, transcription, translation, and gene regulation. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including transport across cell membranes, cellular energetics, protein sorting, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology. This course will require about 10 hours per week of engagement. Students should enroll separately in MB&B/BIOL191 Principles of Biology 1 - Laboratory.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B181**
Prereq: **None**

BIOL181Z Principles of Biology I: Cell Biology and Molecular Basis of Heredity
This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of genetics and gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from genetic code in DNA through protein synthesis and function. Topics include DNA replication and repair, chromosome dynamics, RNA transcription, protein translation, gene regulation, and genomics. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including cell signaling, energetics, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B181Z**
Prereq: **None**

BIOL182 Principles of Biology II
This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B182**
Prereq: **MB&B181 OR MB&B181Z**

BIOL182Z Principles of Biology II
This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B182Z**
Prereq: **BIOL181Z**

BIOL186 Introduction to the Biology of Nutrition and Impact on Human Health
This course will introduce students to the concepts of nutrition. It will cover the biology of the different food groups that make a balanced diet (carbohydrates, fats, proteins) and how our bodies obtain energy and important molecules, such a vitamins, from our food. The course will also cover the relevant anatomy involved in digestion and excretion. Other topics such as the effects of food production on the environment, fad diets, and disease states will also be studied, along with the latest hot topics in the news.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL191 Principles of Biology I--Laboratory
This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B191**

Prereq: **None**

BIOL192 Principles of Biology II: Laboratory
This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. A specific emphasis will be placed on science communication.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B192**
Prereq: **[MB&B191 or BIOL191]**

BIOL193 Principles of Biology I Laboratory (Online)
This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B193, NS&B193**
Prereq: **None**

BIOL194 Principles of Biology II: Advanced Topics
This course provides an optional supplement to the introductory course in physiology, development, evolution, and ecology (BIOL182, which should be taken concurrently). It is designed for highly motivated biology students who seek to enrich their understanding by engaging with current research in an intensive seminar setting. Students in BIOL194 will read and discuss recent journal articles that probe in greater depth some of the subjects covered in BIOL182. Weekly meetings will consist of a short lecture by the professor followed by group discussion of the readings.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B194**
Prereq: **BIOL181 or MB&B181**

BIOL197 Introduction to Environmental Studies
This course explores the interdisciplinary field of environmental studies to better understand the characteristics of human interaction with and dependence on the environment, and the causes and consequences of environmental degradation at local and global scales. We will explore key processes, characteristics, and phenomena of the natural world, and relevant human system and social dynamics. We will apply this information to identifying important issues and trends of global climate change and sustainability. Projects facilitate synthesis and application, skill development, reflection, and independent exploration.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS197, E&ES197**
Prereq: **None**

BIOL198 Principles of Biology II Laboratory _ Online
This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. Laboratory exercises use the techniques of electrophysiology, microscopy, computer simulations, and analyses of DNA sequence data. Some exercises will include exploration of physiological processes in living animals.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B198, NS&B198**
Prereq: **BIOL192**

BIOL208 Molecular Biology
This course is a comprehensive survey of the molecules and molecular mechanisms underlying biological processes. It will focus on the cornerstone biological processes of genome replication, gene expression, and protein function. The major biomacromolecules -- DNA, RNA, and proteins -- will be analyzed to emphasize the principles that define their structure and function. We will also consider how these components interact in larger networks within cells to permit processing of external and internal information during development and how these processes become perturbed in disease states.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B208**
Prereq: **MB&B181 OR MB&B181Z**

BIOL210 Genetics and Genomics
Genetics has provided a foundation for modern biology. We will explore the classical genetics and go on to consider how genomics has transformed this field. This course is intended to introduce students to the fields of genetics and genomics, which encompass modern molecular genetics, bioinformatics, and the structure, function, and evolution of genomes. We will discuss important new areas of research that have emerged from the genome projects, such as epigenetics, polymorphisms, transgenics, systems biology, stem cell research, and disease mapping. Students will also discuss bioethical issues we face in this new postgenome era.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B210**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

BIOL212 Principles and Mechanisms of Cell Biology
The cell is the smallest structural and functional unit of an organism. The primary goal of this course is to understand the structure, organization, regulation and behavior of cells, because with this perspective one can begin to ask complex questions including: why does mutating a protein cause a cell to malfunction and how does this cause tissue malfunction or disease? We will examine the cell mainly in the context of the multicellular organism--where cells respond to as well as regulate their local environment. Hence, this course provides students with a firm foundation in cell biology as we examine eukaryotic cell structure, organelle function, cell adhesion and motility, signal transduction and cell differentiation, cell survival and apoptosis, and consider how these mechanisms integrate to generate coherent cell behaviors. Published research will be discussed throughout the course in order to build students' understanding of research in cell biology. Lectures, assignments and assessments include opportunities for students to develop a broad and deep knowledge of cell biology, gain understanding of the scientific process of inquiry, experimentation and interpretation, and develop skill in analytical and critical thinking and scientific writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**

Identical With: **MB&B212**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

BIOL213 Behavioral Neurobiology
This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B213, PSYC240**
Prereq: **None**

BIOL214 Evolution: Pattern and Process
Over the last 3.5 billion years, life has taken on a vast array of forms in a multitude of environments. In this class, we will use evolutionary analysis to reveal the key patterns and processes that produced this amazing diversity of life. Topics will include: the evidence for evolution, the nature of variation, adaptive and random evolutionary processes in natural populations, mechanisms of speciation, phylogenetic reconstruction with molecular and morphological data, and major events in the history of life on earth. Motivating examples will be drawn from across the domains of life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **MB&B182 OR BIOL182 OR BIOL182Z**

BIOL215 Evolution in Human-Altered Environments
Human activities have altered natural environments and, indeed, have created entirely novel ecosystems such as cities and high-input farms. This course examines how these human alterations to the environment affect the evolution and coevolution of diverse organisms. Starting with an intensive overview of microevolutionary processes, we will consider a number of contemporary scenarios: evolutionary response to environmental contaminants, exploitation of natural populations, and global climate change; evolution in urban and agricultural ecosystems; and the evolutionary impact of nonnative, invasive, and genetically modified organisms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL515, ENVS210**
Prereq: **[BIOL182 or MB&B182]**

BIOL215Z Evolution in a Changing World
Human activities have dramatically altered natural environments, and have even created entirely novel ecosystems such as farms and cities. How do these changes affect the evolution of animal and plant populations? In contrast to the traditional view that evolution takes place over millions of years, 21st-century scientists have been astonished to observe that rapid, human-caused environmental changes can lead to evolution in just a few short generations. Can the process of adaptive evolution keep up with the rapid pace of human-caused environmental change and allow species to cope with new conditions? What factors can promote "evolutionary rescue," and what may constrain it in different types of organism?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS210Z**
Prereq: **MB&B182 OR BIOL182**

BIOL216 Ecology
Ecology is the scientific study of interactions between organisms and their environment, both biotic and abiotic. We will look at how these interactions shape fundamental characteristics of populations, communities, and ecosystems. Topics will include predation, competition, symbioses, and effects of stress and resource limitation in diverse environments. We will cover important consequences of interactions such as coevolution, population outbreaks, ecological coexistence, patterns of biodiversity, ecological succession, species invasions, food web dynamics, nutrient and energy cycling, variation in ecosystem goods and services, and global change.

This course emphasizes several learning goals in biology, including skill in formulating original ideas and experiments, using quantitative and graphical tools and interpreting quantitative information, and scientific writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS216**
Prereq: **[BIOL182 or MB&B182]**

BIOL217 Microbial Genomics and Evolution
In this course, students will learn the principles governing the structure, regulation, and evolution of bacterial and viral genomes. We will emphasize the experimental logic and conceptual models that researchers use to link genotype to phenotype. Specific topics will include operons, genetic networks, horizontal gene transfer, phylogenetics, and genome-wide association studies. Motivating examples will be drawn from both medical and environmental microbiology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **MB&B181 OR MB&B181Z AND MB&B182 MB&B182Z**

BIOL218 Developmental Biology
This is an extraordinary time for the field of Developmental Biology: advancements in imaging and experimental strategies, especially those that manipulate gene expression, have led to an explosion in the amount that we know about how an organism develops and how developmental programs are used also in the adult organism. Developmental Biology is a discipline that utilizes a variety of model organisms, and students will be introduced to some of these as we cover the mechanisms of development at the molecular, cellular, and organismal levels. Special attention will be paid to the process of scientific discovery -- the experiments -- and students will engage with original research data throughout the course. We will also cover recent work that aims to understand very early human embryo development, and consider ethical and medical considerations that this work raises. Lectures, class discussion, and assignments will include opportunities for students to develop a broad and deep knowledge of developmental biology, gain understanding of the scientific

process of inquiry, experimentation and interpretation, and develop skill in analytical and critical thinking and scientific writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

BIOL220 Conservation Biology
This course will focus on the biology of conservation rather than cultural aspects of conservation. However, conservation issues will be placed in the context of ethics, economics, and politics. We will cover the fundamental processes that threaten wild populations, structure ecological communities, and determine the functioning of ecosystems. From this basis, we will explore important conservation issues such as habitat loss and alteration, overharvesting, food web alteration, invasive species, and climate change. We will use readings from the primary literature and field projects to learn about current research methods used in conservation biology. This course emphasizes reading and interpreting primary scientific literature and quantitative information, thinking critically about morals and ethics in society, and includes some hands-on research methods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS220**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

BIOL223 The Molecular Basis of Cancer
Cancer is a group of diseases characterized by unregulated cell growth and tissue invasion. This course will focus on the molecular events that lead to cancer. We will cover topics in both molecular and cellular biology and genetics that are relevant to understanding the differences between normal and cancer cells. Particular focus will be placed on oncogenes and tumor suppressor genes, DNA damage responses, the p53 signaling pathway, cell cycle regulation, and the molecular basis of cancer therapies. This course will utilize both the textbook and primary scientific literature in the study of cancer.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B223**
Prereq: **MB&B181**

BIOL224 Hormones, Brain, and Behavior
Hormones coordinate the anatomical, physiological, and behavioral changes necessary for developmental, seasonal, and diurnal transition in animals. These molecules have profound effects on the development of the brain and on adult brain function. How do hormones orchestrate brain assembly and the expression of specific behaviors? How do behavior, social context, and the environment influence hormone secretion? This course will provide a critical survey of our understanding of the relationship between endocrinology, the brain, and behavior in a variety of animal systems. Select topics include insect metamorphosis; sexual differentiation of the vertebrate brain and behavior; reproductive and aggressive behavior in birds, lizards, and rodents; song learning and song production in birds; and the effects of hormones on sexual behavior and cognitive function in primates, including humans. The exploration of a variety of systems will provide students with an appreciation of the ways in which the relationships between hormones and behavior vary across species, as well as the extent to which these relationships are conserved.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B224**
Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [BIOL182 or MB&B182]**

BIOL228 Medical Biochemistry
This introductory course will focus on the essential concepts of biochemistry important to students interested in the health professions, including the chemical and biological foundations of cellular metabolism and related disease states. Major topics will include the structure and function of biological molecules in the human body (proteins, carbohydrates, fats, nucleic acids, vitamins), enzyme catalysis, cellular signaling, and digestion, absorption, and processing of nutrients for energy and growth.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B228**
Prereq: **[MB&B181 or BIOL181] AND CHEM251**

BIOL229 Geobiology Laboratory
This laboratory course will explore more deeply some of the concepts introduced in E&ES234. Both the fundamental patterns and practical applications of the fossil record will be emphasized.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES235**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES199 OR [ENVS197 or BIOL197 or E&ES197]**

BIOL231 Microbiology
This course will study microorganisms in action, as agents of disease, in ecological situations, and as tools for research in molecular biology, genetics, and biochemistry. Particular emphasis will be placed on new ideas in the field.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B231**
Prereq: **BIOL182 OR MB&B208**

BIOL232 Immunology
In this introduction to immunology, particular emphasis will be given to understanding both the innate immune response and its agents as well as the acquired immune response mediated by B and T cells. Cellular and antibody responses in health and disease will be addressed, along with mechanisms of immune evasion by pathogens, autoimmune disease, and cancer.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B232**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182]) OR [MB&B208 or BIOL208]**

BIOL233 Geobiology
Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology). Typically, this involves studying fossils within the context of their sedimentary setting. In this course, we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on the climate.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **NSM-EES**
Identical With: **E&ES234, ENVS233**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES199 OR [ENVS197 or BIOL197 or E&ES197]**

BIOL235 Comparative Vertebrate Anatomy
This course will provide a comprehensive overview of the main organ systems in vertebrates, emphasizing phylogenetic relationships and anatomical features of major vertebrate groups. Using a comparative, systems-based approach students will explore the relationships between structure and function, evolutionary and developmental constraints on vertebrate anatomy, and the ways that a comparative anatomical approach informs our understanding of the human body. The course format will consist of two lectures and one lab per week, with lab sessions focusing on detailed dissection of several representative vertebrate species.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182] AND [MB&B191 or BIOL191] AND [BIOL192 or MB&B192])**

BIOL236 Comparative Animal Physiology
This course studies the fundamental mechanisms that diverse animals (mostly vertebrates) have developed to deal with common functional problems posed by their environments, and the special mechanisms that some animals use to cope with extreme environments. Animal physiology focuses on the functions of tissues, organs, and organ systems, investigating the mechanisms that operate at all levels ranging from molecules to the whole organism. Animal physiology is thus an integrative science, attempting to bring together everything that is known about an animal's function to create an integrated picture of how that animal operates in its environment. The mechanisms of function and regulatory processes that will be covered include gas exchange, circulation, excretion, osmoregulation, sensing mechanisms, temperature regulation, muscle contraction/locomotion, and endocrine coordinating mechanisms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **(BIOL181 OR MB&B181) AND (BIOL182 OR MB&B182)**

BIOL237 Signal Transduction
Cells contain elaborate systems for sensing their environment and for communicating with neighbors across the membrane barrier. This class will explore molecular aspects of signal transduction in prokaryotic and eukaryotic cells. Topics will include membrane receptors, GPCRs, kinases, phosphorylation, ubiquitination, calcium signaling, nuclear receptors, quorum sensing, and human sensory systems. We will integrate biochemical functional approaches with structural and biophysical techniques.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B237**
Prereq: **[MB&B208 or BIOL208]**

BIOL239 Functional Anatomy of the Human Brain
The human brain is an organ with the consistency of firm Jell-O, weighing about 2.5 pounds in an adult. It is made of 86 billion neurons and approximately the same number of non-neuronal cells. Contrary to common misconceptions, we use all the neurons in our brains, not just a small fraction of them from the regions dedicated to the function being performed. Brain cells organize in distinctive anatomical structures, which are interconnected through complex circuits that control nearly every function of the body, such as learning and memory, thinking, consciousness, and aesthetic appreciation. Its malfunction results in a variety of diseases, including senility, mood disorders, and motor/sensory dysfunctions. This course will examine in some detail the complex organization of the brain and how it performs some of its basic functions. The course will familiarize students with the medical terminology and neurological concepts for a general understanding of the human brain and spinal cord, being of special interest for pre-med students, NS&B, biology, and psychology majors; and anyone simply interested in how the brain works. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B239, PSYC239**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL241 Cell-Cell Interactions in Development
This course is about the exploration of the cellular interactions during development. Students will examine interactions between cells in the specification of the overall body plan, tissues and organs; the role of adhesions and migration; and the intracellular and extracellular cues that regulate these processes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **(BIOL182 AND BIOL212) OR BIOL218**

BIOL242 Quantitative Methods for the Biological and Environmental Sciences
This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL542, E&ES270, E&ES570, ENVS242**
Prereq: **None**

BIOL243 Neurohistology
The aim of this course is to study the microscopic structure of the nervous system. Structural and functional relationships between neurons and glia, as well as the organization of major brain regions (cortex, hippocampus, and cerebellum) will be examined. In addition to traditional histological preparations, modern techniques including confocal microscopy and immunohistochemistry will be studied and performed. Laboratory exercises will include the preparation and visualization of microscopic slides using a variety of techniques. While this course will focus on mammalian nervous system, skills learned in this course will be applicable in a variety of research models.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B243**
Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [MB&B181 or BIOL181]**

BIOL244 Neuropharmacology
This course will introduce students to the physiological and molecular effects of drugs on neuronal activity and behavior. We will cover key concepts in neuropharmacology, including pharmacokinetics and pharmacodynamics, alongside techniques used in modern pharmacotherapeutic discovery as it relates to the treatment of neurological and neuropsychiatric disease. Student assessment will include in-class quizzes and exams.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B244, BIOL544**
Prereq: **BIOL182 OR BIOL182Z AND NS&B213**

BIOL245 Cellular Neurophysiology
This neurophysiology course is mostly a study of how neurons send, receive, and integrate the signals that produce nervous system activity. Using the tools of electrophysiology (the electrical recording and manipulation of neurons), we can better understand synaptic plasticity, neuronal oscillations, and network activity. In the last module of the course, students will use their knowledge of a diversity of voltage-gated channels, neurotransmitter systems, and neuron categories to better understand the neurophysiology of epileptic seizures and sensorimotor systems and locomotion. We will also examine articles about human-machine interfaces that are being developed in the diagnosis and treatment of epilepsy as well for the restoration of motor activity and somatosensation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B245, BIOL599**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL247 Laboratory in Neurophysiology
The course is designed to teach techniques and offer independent research experience. Students study living nervous systems and measure the electrical signals at the heart of nervous system function. In the first part, experiments include intracellular recordings of rest and action potentials, synaptic transmission, sensory coding and integration in simple nervous systems. Students learn surgical and electrophysiological recording techniques working with invertebrate and cold-blooded vertebrate animals including crayfish, mollusks (Aplysia), leeches, fish, and amphibians. In the second part of the course, students will use these techniques in novel, independent research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B247**
Prereq: **([NS&B213 or BIOL213 or PSYC240] AND [BIOL182 or MB&B182])**

BIOL248 Introduction to Human Body Morphology
The human body is both complex and fascinating. This introductory course in human anatomy, explored across different scales, is designed to provide students with a precise and comprehensive understanding of the human body's morphological organization, using accurate and specialized terminology. The course will primarily focus on anatomy, constantly relating it to histology concepts to understand the relationship between structure and function within the body's systems and organs. The program is structured into three modules: Module 1 - Organization of the Human Body and Methods of Study, Module 2 - Integration of Functions, and Module 3 - Interaction with the External Environment. Each module will offer foundational knowledge in anatomy and histology, laying a solid foundation for further study in disciplines related to the human body and other mammals. The goal is for each student to master essential concepts and develop cognitive skills that will deepen their understanding of the body's functioning. Students will be encouraged to actively engage in class discussions, adopt a reflective approach to knowledge, and, most importantly, foster a lasting passion for learning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **(BIOL181 OR MB&B181) AND (BIOL182 OR MB&B182)**

BIOL250 Laboratory in Cellular and Behavioral Neurobiology
The goals of the course are to introduce students to a number of contemporary laboratory techniques in neuroscience and behavior. The laboratory introduces students to experimental method and techniques including neuroanatomy, immunohistochemistry, primary neuronal and astrocyte cell culture methods, analyses of electrical activity in the brain, and behavioral analyses of learning, memory, social behavior, and social dominance in inbred strains of mice.

Students will learn to analyze experimental data and write a series of laboratory reports on the experiments done during class. In addition, students will write a term paper related to one of the experimental approaches.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B250, NS&B555**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL251 Laboratory in Basic Practices in Neuroscience
This course will provide students with the knowledge and some tools to solve problems in neurobiology. Topics covered include a fundamental review of neurobiology and approaches in neuroscience research methods, behavioral studies, tissue/cell preparation, and histology/microscopy.

Students will learn how the applications of advanced neuroscience techniques have answered fundamental questions in neurobiology and neurophysiology. Modern approaches and their applications will be discussed, including behavioral studies, tissue preparation and analysis, histology, and microscopy.

The learning outcomes will be assessed by a project, oral presentation of the project, written laboratory class reports (lab notebooks), and a lab practicum.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B251**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

BIOL252 Cell Biology of the Neuron
Understanding the cellular biology of neurons is critical for understanding neurological disorders as well as neuropharmacological methods for treating the nervous system. In this course, we will explore how neurons function, focusing on structure-function relationships of the molecular building blocks of neurons. We will examine the basic cell biological mechanisms that underlie the formation, function, and plasticity of neurons and circuits. Areas studied will include cytoskeleton, cellular polarity, synapse formation, synaptic transmission, inter- and intra-cellular transport, neuronal plasticity, and regeneration. This course is designed to follow on from NS&B213 Behavioral Neurobiology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **NSM-NSB**
Identical With: **NS&B252**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL254 Comparative Animal Behavior
In this survey course, we explore a wide range of animal behaviors at the proximate and ultimate levels of analysis. Main topics include: the principles of communication, genetic regulation of behavior, neuroethology, biological rhythms, hormones and behavior, reproduction, and animal cognition. Students gain foundational knowledge by engaging with textbook readings and traditional lectures. Students practice self-directed inquiry, peer-assisted learning, and scientific communication through in-class work sheets, group discussions, take-home assignments, and presenting topics of their choosing. Finally, students will learn about research and the academic career path through scholar highlights, interacting with guest speakers, and reading primary literature.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B254**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR [NS&B213 or BIOL213 or PSYC240] OR BIOL182Z**

BIOL256 Quantifying Evolution: The Genetics of Populations
How can we forecast the survival of an endangered species? How quickly can antibiotic resistance arise? Who is Lucy? Population genetics studies the genetic variation within and between populations that arise from several factors, including natural selection. Migration, mate choice, and habitat all influence the evolution of life. In this course, we will use mathematical modeling to describe how these fundamental forces change populations over time, and we will learn how these principles are used to breed our food supply, build our medicines, and manage our ecosystems. Class sessions will combine lectures with discussion and in-class problem-solving. Using these ideas, students will learn how evolutionary biologists reconstruct history using the principles of inheritance and variation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **MB&B181**

BIOL257 Neurogenetics
Genes are the basic functional units of heredity. This course is an introduction to the study of genes and their role in shaping neuronal structure, neuronal function, and behavior. We will learn about classic and modern approaches used to probe the relationship between genes and behavior, with a focus on studies using model organisms (e.g., flies, mice, worms). We will discuss the molecular genetics of neurological disorders with high heritability and the use of genetic tools to treat these conditions, and we will consider the ethics surrounding treatment and diagnosis of these disorders. Student assessment will include short written responses, in-class quizzes, and exams.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **NS&B257**
Prereq: **BIOL181 AND BIOL182**

BIOL263 Demystifying Data: Introductory Data Analysis and Modeling
How do scientists make sense of the data they collect, especially as datasets grow in size and complexity? In this course, students will learn fundamental concepts in data collection, statistics, and modeling through hands-on analysis of publicly available datasets from the COVID-19 pandemic. We will cover the effects of biases in data collection, models of epidemic growth and spread, and the principles of studying a rapidly evolving pathogen. While we will use motivating examples from the life sciences, students can expect to learn techniques and ways of thinking that will form a foundation for evaluating and analyzing data across scientific disciplines. Students will learn the basics of using the R programming language to visualize, analyze, and model data, so no previous programming experience is expected.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **CIS263**
Prereq: **None**

BIOL265 Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B265, COMP113, CIS265**
Prereq: **[MB&B181 or BIOL181]**

BIOL265Z Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics. MB&B/BIOL181 or POI: Those not meeting the prerequisite should contact the professor directly.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **CIS265Z, COMP113Z, MB&B265Z**
Prereq: **MB&B181 OR BIOL181**

BIOL266 Bioinformatics
This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **COMP266, MB&B266, CIS266**
Prereq: **[MB&B181 OR BIOL181]**

BIOL267 Engineering Biology: Cells and Tissues
This course explores the intersection of biology, medicine, and engineering, where scientists are developing novel platforms to promote understanding,

diagnosis, and treatment of human diseases. We cover modern techniques for manipulating biological systems, spanning single molecules to ensembles of cells. We will examine the trajectory of the field from studying cells in a plastic dish to the advent of organ-on-a-chip and organoid models and discuss how this transition from 2D to 3D biology has propelled increased understanding of both normal physiological homeostasis and also the pathophysiology of disease. Topics will include controlling behavior of cells through cell-matrix interactions, learning through building via synthetic biology, and advances in regenerative medicine. These topics will be explored through the thematic lenses of transport processes (supply of nutrients and removal of waste) and mechanoreciprocity (the sensing of and response to the physical properties of the cellular microenvironment). Lectures will review fundamental concepts in cell biology and physiology before delving into topical examples from current literature. Lectures and assessments will include opportunities to develop skill in thinking analytically and critically about using engineering tools to study fundamental questions in human disease, formulating original ideas and experiments, and communicating science through written and oral formats.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **IDEA267, BIOL567**
Prereq: **BIOL208 OR BIOL212 OR BIOL218 OR BIOL228 OR PHYS207**

BIOL270 Systems Biology with Programming
Systems--collections of entities that interact to form an interconnected whole--are present at every scale of organization in the life sciences. Biologists can take advantage of computational and mathematical tools to understand how these systems function and predict how they might change over time. This approach is critical in applications ranging from epidemic modeling to evolutionary theory. In this course, students will learn how simple rules and interactions can lead to complex behavior using examples from three main areas: regulatory networks, population genetics, and ecology. Students will spend the first part of the course learning how to program in Python in order to model, simulate, and visualize these systems. No previous programming experience is expected.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **CIS270**
Prereq: **BIOL181 OR BIOL181Z AND BIOL182 OR BIOL182Z**

BIOL271 Systems Biology with Programming
This course is similar to BIOL270, but only meets in the second half of the semester with BIOL270 and is designed for students with a solid background in programming in Python. Systems--collections of entities that interact to form an interconnected whole--are present at every scale of organization in the life sciences. Biologists can take advantage of computational and mathematical tools to understand how these systems function and predict how they might change over time. This approach is critical in applications ranging from epidemic modeling to evolutionary theory. In this course, students will learn how simple rules and interactions can lead to complex behavior using examples from three main areas: regulatory networks, population genetics, and ecology.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **CIS271**
Prereq: **BIOL181 OR BIOL181Z AND BIOL182 OR BIOL182Z**

BIOL290 Plant Form and Diversity
The course begins with an overview of plant evolutionary history, then covers the basic structure and function of the plant body, the plant life cycle in nature, including interactions with animals, and ecological diversity of plants in contrasting habitats. Special events include a field trip to the Smith College Botanic Garden, two hands-on days for working with living specimens, and a special guest lecture by a local plant biologist.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL590, ENVS286**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

BIOL295 Physiology and Cell Biology of Cancer
This course focuses on the cellular and physiological aspects of cancer, examining the major hallmarks of cancer. Recent advances in cancer treatment are also covered.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **(MB&B181 or BIOL181) AND (MB&B182 or BIOL182) AND (BIOL212 or BIOL218)**

BIOL299 Waves, Brains, and Music
Pressure waves bounce against the ear, and we create perceptions called sounds from them. We organize sounds to make music, making more waves, and the cycle goes forward. This course will provide an introduction to the fraction of these phenomena that can be measured and analyzed, focusing on the mathematics of signal analysis, auditory physiology, and the physiology of musical perception and production. Periodic waveforms include musical tones and the voltage fluctuations that can be measured from brains. The first third of this course (waves) is an introduction to the quantitative analysis of periodic waveforms, with the goal that the student will have a better understanding of how to interpret the analysis of both musical sounds and neuronal recordings. The second part of the course (brains) examines the known mechanical processes (physiology) by which the mammalian brain analyzes the periodic waveforms that we interpret as sound. The third part of the course uses these lessons to examine original research articles about the neuroscience of music, that is, how neuronal networks produce musical perception.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B299**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL302 Neurobiology of Aging
This course is designed to explore the intricate relationship between the aging process and the nervous system. As our population ages, understanding the underlying neurobiology of aging becomes increasingly important. This course delves into the physiological, cellular, and molecular aspects of how the nervous system changes over time and the impact of these changes on cognition, behavior, and overall well-being.

This course will introduce the student to the study of aging (gerontology) and the effects of normal aging and pathological aging on the nervous system. We will discuss general concepts of aging, and biochemical, physiological, and behavioral age-associated changes in the motor, sensory, cognitive, and neuroendocrine systems. By the end of the course, the student should have a clear understanding of what aging is and what effects it has on normal brain function. In class, I will introduce the topic with slide presentation and after that, we will discuss the topic based on the scientific article discussion. After the last class, students will have extensive opportunities for feedback and will write a project and present it in class as an oral presentation. Student evaluation

will include weekly quizzes, project, a midterm and final exams, and class participation/attendance.

Course Objectives:

By the end of this course, students will:

1. Gain a Comprehensive Understanding: Develop a comprehensive understanding of the neurobiological processes associated with aging, including neurodegenerative diseases.

2. Explore Structural Changes: Examine structural changes in the aging brain, such as alterations in neuron density, synapse formation, and brain volume.

3. Analyze Functional Changes: Analyze functional changes in the aging nervous system, including changes in memory, cognition, sensory perception, and motor function.

4. Study Neurodegenerative Diseases: Investigate common neurodegenerative diseases associated with aging, such as Alzheimer's disease, Parkinson's disease, and age-related macular degeneration.

5. Explore Cellular and Molecular Mechanisms: Explore the cellular and molecular mechanisms underlying age-related changes in the nervous system, including oxidative stress, inflammation, and genetic factors.

6. Examine Potential Interventions: Review potential interventions and strategies to promote healthy aging and delay or mitigate age-related neurobiological changes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B302**
Prereq: **NS&B213**

BIOL302Z Neurobiology of Aging
This course is designed to explore the intricate relationship between the aging process and the nervous system. As our population ages, understanding the underlying neurobiology of aging becomes increasingly important. This course delves into the physiological, cellular, and molecular aspects of how the nervous system changes over time and the impact of these changes on cognition, behavior, and overall well-being.

This course will introduce the student to studying aging (gerontology) and the effects of normal aging and pathological aging on the nervous system. We will discuss general concepts of aging, and biochemical, physiological, and behavioral age-associated changes in the motor, sensory, cognitive, and neuroendocrine systems. By the end of the course, the student should clearly understand what aging is and its effects on normal brain function. In class, I will introduce the topic with slides presentation and after that, we will discuss the topic based on the scientific article discussion. After the classes, students will have extensive opportunities for feedback and will be requested to write a project for the last, oral presentation of the project in the class, and a final exam.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B302Z**
Prereq: **NS&B213**

BIOL304 Glia: Not just neuronal glue!
Historically, neuroglial cells (i.e., astrocytes, oligodendrocytes, and microglia) were considered the space-filling cells of the brain, simply the brain's "glue." Later, their primary role was considered metabolic support of neurons (e.g., buffer extracellular potassium, recycle neurotransmitters, myelination, etc.). However, the notion of glia as inert bystanders has recently been revised. It is now accepted that glial cells play critical physiological roles in normal nervous system development and function, including controlling brain wiring, modulation of synaptic transmission, regulating blood flow, and serving as the brain's lymphatic system just to name a few functions. Moreover, glia contributes to a variety of neurological disorders such as epilepsy, glioma, multiple sclerosis, neurodegenerative diseases, and psychiatric disorders like major depressive disorder and schizophrenia. Hence, these underappreciated cells are long overdue recognition. This is an interdisciplinary course in which students will engage in a focused, in-depth exploration of how glial cells contribute to neurological and psychiatric disorders. Lectures by both basic scientists and clinicians will highlight recent research on the molecular mechanisms by which glial cells contribute to the establishment and progression of neurological and psychiatric disorders.

This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature. After the classes, students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include quizzes and assessments for a lay audience, a midterm and a final exam, class participation, and attendance.

Course Objectives:

1. Describe the development, histology, and normal physiological function of glial cells.

2. Describe the role inflammation plays in neurological and psychiatric conditions.

3. Describe the role traumatic brain injury plays in neurological and psychiatric conditions.

4. Describe the role genetics plays in neurological and psychiatric conditions.

5. Describe the physiology, pathology, and disease mechanisms of neurological and psychiatric conditions.

6. Demonstrate effective written communication skills to construct a succinct "News & Views" style summary of a primary research report for a lay audience.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B304**
Prereq: **NS&B213**

BIOL306 Ecology and Natural History of Freshwater Fishes of South America
South America has the highest diversity of freshwater fishes anywhere in the world. In fact, there are more than twice the number of mammals and about the same number of birds in the world. Why has this remarkable radiation occurred in a relatively short period of time? How can so many fishes coexist in the same rivers, utilizing the same resources? In this intensive course, we will travel to Colombia during spring break (March 7-21) in order to gain firsthand knowledge about the ecology and natural history of freshwater fishes in South America. We will learn about the ecological and environmental factors that contribute to perhaps the largest biological radiation on the planet.

Students will obtain firsthand experience with the South American tropics, freshwater fishes, and with doing experiments in the field. Each day there will be a combination of lectures and field or laboratory exercises. We will travel to and explore fish ecology in different types of rivers at different elevations. Students will gather and analyze data about biological, physical, and environmental issues that are covered in the lectures. The habitats that we explore will be both terrestrial and freshwater rivers. Our base will be at the Instituto Humboldt in Villa de Leyva, Colombia. We will interact with Colombian students who are studying ecology and biodiversity at the Institute in order to exchange ideas about current environmental issues.

All the costs of travel, lodging, and meals will be covered by the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS306, E&ES306**
Prereq: **None**

BIOL308 Small Creatures, Big Impact: Vectors of Human Disease
This course will discuss the connection between public health and vector-borne disease (illness transmitted to humans through insects like mosquitoes, ticks, and flies). By understanding the role of entomology (study of insects) in global burden of these diseases, students will gain an understanding of why vector-borne disease account for more than 17% of all infectious diseases, causing over 700,000 deaths annually. Part 1 of this course will cover the biology and ecology of key vectors such as mosquitoes, ticks, snails, sandflies, kissing bugs, and flies, which are responsible for transmitting pathogens like malaria, dengue, Zika, West Nile, Lyme disease, anaplasmosis, Schistosomiasis, Leishmaniasis, Chagas disease, sleeping sickness, and many others. Students will learn about insect physiology, vector/parasite behavior, life cycles, and the environmental conditions that influence their populations. We will also explore vector control strategies and the impact of climate change on vector-borne disease transmission. In part 2 students will understand how limited access to healthcare, inadequate sanitation, and poor living conditions increase the risk of disease transmission by providing vectors the ability to thrive. Addressing these challenges requires a comprehensive approach that includes improving healthcare infrastructure, enhancing disease surveillance, and implementing sustainable vector control strategies. By the end of this course, students will have an understanding of the public health implications of vector-borne disease in developing countries and the entomological factors that contribute to disease burden worldwide, including epidemiology, prevention, and vector control methods. We will examine the socio-economic and environmental factors that contribute to the spread of these diseases and discuss strategies for effective intervention and policy-making. By understanding these unique challenges, students will gain insights into the global health disparities and the importance of tailored public health approaches.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **(BIOL181 OR MB&B181) AND (BIOL182 OR MB&B182)**

BIOL310 Genomics Analysis
This course is an introduction to genomics and analysis for students with interest in life sciences. It introduces current applications of genomics techniques, covers how to build a genomics workflow, and introduces statistical analyses in R programming language. This course assumes little or no prior programming experience and will provide hands-on experience in taking raw next-generation sequencing data through a custom workflow and ending with analyses in R statistical software. This course emphasizes hands-on computational methodology, bioinformatics data analysis, and interpretation of quantitative information. The primary method of evaluation is through written work and weekly homework assignments and the course will increase students skill in scientific writing and scholarship. Classes will consist of lectures, discussion groups and cloud based computational projects designed to train transferable skills in big data analysis. Lectures, labs, assignments and assessments will promote deep knowledge in genomics and informatics, gaining understanding in the scientific process, thinking analytically and critically about biological questions, and formulating original ideas and testing them with big data. Skills gained during the course will include quantitative, statistical and graphical tools, scientific writing, oral communication and deep thinking about ethics in a genomics-enabled world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **CIS310, MB&B311**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

BIOL312 Global Change Biogeography
On our home planet, Earth, the current geologic epoch is characterized by rapid changes to the environment due to human behavior. Biogeography examines the spatiotemporal distribution of life on Earth, from species to ecosystems and from landscapes to continents. How is anthropogenic climate change modifying the distribution and function of organisms and ecosystems? What can we learn from the evolutionary history of the life-planet system that can help us understand the possible impacts of future climates on the biosphere? To address these questions rigorously, we will explore primary literature from a wide range of theoretical and empirical studies. The course emphasizes inquiry, contact with primary literature, discussion, statistical and spatial coding, learning to obtain data, and visualization. The beginning of the semester provides an overview of physical geography and the Earth System, with field and data experiences that build remote sensing and spatial analysis skills. The second half of the semester is focused on the exploration of relevant scientific literature based on student interests and recent papers, as well as independent research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES312, ENVS311**

Prereq: **None**

BIOL316 Plant-Animal Interactions
This course will explore the ecology and evolution of interactions between plants and animals, including mutualism (e.g., pollination, frugivory) and antagonism (e.g., herbivory, granivory), that are central to the functioning of ecosystems and the generation of biodiversity. The format will be seminar-style, involving reading, discussion, and student presentations of key papers on chosen topics. This course emphasizes reading and interpreting primary scientific literature and quantitative information, formulating original ideas in scientific inquiry, writing, and oral communication.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL516**
Prereq: **BIOL214 OR [BIOL220 or ENVS220] OR [BIOL290 or BIOL590] OR [BIOL216 or ENVS216] OR BIOL217**

BIOL317 Genes and Mechanisms in Vertebrate Sex Determination
Sex determination in vertebrates is a highly plastic process that centers on the decision within a bipotential organ, the gonad, to differentiate into either an ovary or a testis. Interestingly, the "problem" of how to determine sex has been solved in many different ways across the animal kingdom. This course will explore the basic principles and molecular networks involved in sex determination across vertebrate species including fish, reptiles, birds, and mammals. The format will be primarily seminar-style, involving brief introductory lectures, reading, discussions, and individual and group presentations of key papers on chosen topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **BIOL212 OR BIOL218**

BIOL318 Nature and Nurture: The Interplay of Genes and Environment
Ever since Watson and Crick proposed the DNA molecule as a heritable genetic "code," biology has emphasized genes ("nature") rather than environmental influences ("nurture") as the primary agents of biological causation. This genetic determinism continues to shape perspectives beyond research, including such critical concerns as public health and human diversity. Recent insights to environmental and inherited epigenetic factors demand that we rethink this established view to build a more integrated understanding. In this advanced seminar, we consider how genetic and environmental factors jointly determine the development and behavior of organisms, including ourselves. After an initial series of lecture/discussion sessions on foundational concepts, this seminar course will consist of student-led discussions of scientific articles on genetic and environmental causes of specific diseases, capacities, and behaviors. Subject to class choice, possible topics will include: causes of lung cancer and of asthma; variation in IQ; the Human Genome Project; and "personalized medicine." Any 200-level course in genetics, development, or neuroscience can fulfill the required prereq; interested COE or other students without this background are encouraged to directly contact Prof Sultan to request a prerequisite override. Students gain understanding of scientific inquiry and interpretation, as well as specific knowledge of a range of human health issues and behavioral capacities. Through reading recent data papers, participating actively in small-class discussions, and giving short oral presentations, students will build their skills in critical thinking about biological and environmental questions and related ethical issues, scientific scholarship, and oral communication of scientific information.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL518, ENVS338**
Prereq: **BIOL214 OR BIOL218 OR [BIOL210 or MB&B210] OR [BIOL224 or NS&B224]**

BIOL320 Everything is Everywhere: Environmental Microbiomes
In 1934, the ubiquity and diversity of microbial life led Baas Becking to hypothesize that "everything is everywhere but the environment selects." Despite being proposed over 90 years ago, this hypothesis continues to motivate cutting-edge research elucidating the adaptations that microbes have evolved in environments all over the world. In this class, we will address this hypothesis by sampling, sequencing, and analyzing local microbial communities (i.e., environmental microbiomes). Students will gain hands-on experience formulating their own scientific questions, collecting samples from the environment, extracting DNA, and assembling novel metagenomes using bioinformatics methods. Key concepts in microbial genomics, evolution, and ecology will be covered through mini-lectures, primary literature, and group discussion. The class will culminate with students authoring a draft scientific manuscript. Students should have familiarity with advanced concepts in microbiology, evolution, or ecology as evidenced by completion of any one of the required prerequisite classes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **BIOL210 OR BIOL214 OR BIOL215 OR BIOL216 OR BIOL217 OR MB&B231**

BIOL322 Cell Migration in Development and Disease
What do the formation of an embryo, the healing of a wound, the surveillance of the immune system, and the invasion of metastatic cancer all have in common? Each of these processes requires the coordinated movement of cells, alone or in groups. In this course, we will learn how and why cells move, and explore what happens when they stop moving properly. We will build up our knowledge from "small" to "large," spanning biological scales from molecules to tissues. Topics will include: (1) the biomolecules of migration: cytoskeleton, focal adhesions, molecular motors; (2) cellular locomotion: protrusion, adhesion, contraction, retraction; (3) cell mechanics and force generation; (4) collective motions during morphogenesis and repair; (5) mechanisms for steering migration: chemotaxis, haptotaxis, galvanotaxis, durotaxis, etc.; (6) cancer as a disease of aberrant cell migration. Throughout the course we will emphasize model systems, experimental design, and technology and measurement techniques. We will focus on seminal works, with attention paid to how these works rippled forward in time, along with cutting edge research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **MB&B181 AND (BIOL212 OR BIOL218 OR BIOL223 OR BIOL232 OR BIOL252 OR BIOL267)**

BIOL325 Stem Cells: Basic Biology to Clinical Application
This course will cover recent advances in stem cell biology, including tissue-specific and pluripotent stem cells. Clinical applications will be covered and we will examine the ethics and politics as well as the science of this emerging field.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B325**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182])**

BIOL327 Evolutionary and Ecological Bioinformatics
Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct

the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **COMP327, BIOL527, COMP527, CIS327**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

BIOL328 Chemical Senses
The least well understood of the senses, chemical sensation, is key to survival and behavior of many species. This course covers the structure and function of sensory neurons in both the gustatory and olfactory systems, as well as in chemosensory irritation. We will examine coding of sensory information to understand how higher cortical areas interpret stimuli. We will look at a variety of animal models and discover common organizing principles across phyla. Emphasis will be placed on the cell biology of these systems. Students will participate in reading, analyzing, and presenting recent studies from different areas within chemical sense to highlight recent findings and where the emphasis in chemosensory research is focused.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B328**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL332 Genomics Era Cell and Development
Each decade, technological advances shape the kinds of research questions that can be asked and solved. This past decade, sequencing technologies have delivered rich data sets analyzing genomes and transcriptomes. In this functional genomics course, we'll discuss several cases where the starting point for research was a genetic change (or several genetic changes) found in a tissue, disease, or population. We'll look at the cell and molecular research that was then done and what was learned. For case studies that relate to disease we will also consider how research discoveries shaped treatment options.

This course will greatly expand students' foundational knowledge of cell and developmental biology. Students will also develop their data interpretation and communication skills. Since we all harbor genetic changes that modify our susceptibility to a disease or condition, we will also think critically about moral and ethical issues that arise from the case studies we discuss in class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **BIOL208 OR BIOL210 OR BIOL212 OR BIOL218**

BIOL333 Gene Regulation
This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. We will discuss various "Omics" tools, and in particular, sequencing-based strategies that provide information about the transcriptome and epigenome. We will also discuss current models on how transcriptional regimes unfold during the activation (or silencing) of genes, and how these processes become disrupted in various diseases. Finally, we will consider stochastic attributes of gene regulation that challenge "all or nothing" perspectives on cellular states (e.g., perspectives that genes are either "on" or "off," or that cells are either "differentiated" or not). An overarching theme is how genomes encode and execute regulatory programs in response to environmental and developmental cues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B533, MB&B333, BIOL533**
Prereq: **MB&B181 OR BIOL181**

BIOL334 Shaping the Organism
We are composed of tissues and organs of distinct shapes, but how are these shapes formed? To answer this question, biologists turn to the embryos and developing tissues of model organisms to study the mechanisms that build tissues with distinctive shapes and patterns. These mechanisms include changes in the cytoskeleton and cell adhesion, changes in cell shape, changes in the forces within a cell and across a tissue, and signals that determine whether cells live or die. It turns out that most of the processes required to correctly shape embryos and tissues have also been found to function incorrectly in a variety of human diseases!

This is a part-seminar, part-laboratory course that examines tissue and pattern generation in Drosophila (the fruit fly), an accessible model organism that has been extensively used to study the conserved processes and proteins that shape tissues. First, we will examine how the Drosophila embryo is shaped and patterned. Second, we examine how the Drosophila eye is assembled and patterned. Students will set up Drosophila crosses, use popular techniques to manipulate protein expression, and dissect and image fly tissues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182] AND [MB&B191 or BIOL191] AND [BIOL192 or MB&B192])**

BIOL337 The Origins of Bacterial Diversity
Wherever there is life, there are bacteria. Free-living bacteria are found in every environment that supports eukaryotes, and no animal or plant is known to be free of bacteria. There are most likely a billion or more species of bacteria, each living in its unique ecological niche. This course will explore the origins of

bacterial biodiversity: how bacteria evolve to form new species that inhabit new ecological niches. We will focus on how the peculiarities of bacterial sex and genetics facilitate bacterial speciation. Topics will include the characteristics of bacterial sex, why barriers to genetic exchange are not necessary for speciation in bacteria, the great potential for formation of new bacterial species, the evolutionary role of genetic gifts from other species, and the use of genomics to identify ecologically distinct populations of bacteria.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL537, ENVS337**
Prereq: **[BIOL182 or MB&B182]**

BIOL338 Biology and MB&B Symposium I
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B338, BIOL538, MB&B538**
Prereq: **None**

BIOL339 Biology and MB&B Symposium II
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL539, MB&B339, MB&B539**
Prereq: **None**

BIOL340 EvoDevo: Origins of Variation in the Phenotype
This advanced seminar explores the field of evolutionary developmental biology (EvoDevo). EvoDevo seeks to understand the developmental mechanisms underlying the origin of newness in the biological world, by exploring the origin of morphological novelty, understanding how development permits (or constrains) the types of bodies that can be produced, and describing how developmental mechanisms themselves evolve. In this course, we will explore central concepts in EvoDevo, consider the role of development in evolution writ large, and connect both to case studies from the primary literature. The course format will consist of a mixture of lecture, class discussion, guest lectures by visiting evolutionary developmental biologists, and assignments focusing on both oral and written scientific communication skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL540**
Prereq: **BIOL218 OR BIOL214**

BIOL343 Muscle and Nerve Development
This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B543, BIOL543, NS&B343**
Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196 or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])**

BIOL344 Developmental Biology of the Nervous System
Near the top of the list of unsolved mysteries in biology is the enigma of how the nervous system constructs itself. Here is a part of our body that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. We will also discuss some disorders and dysfunctions that may happen during the neurobiology of development, such as cerebral palsy, autism, and attention-deficit hyperactivity disorder (ADHD). We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature. After the classes students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include weekly quizzes and/or assessment, a mid-term and a final exam, and class participation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B344**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

BIOL345 Developmental Neurobiology
Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B345, NS&B545, BIOL545**
Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

BIOL346 The Forest Ecosystem
This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES238, BIOL546, E&ES538, ENVS340**
Prereq: **[BIOL182 or MB&B182] OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

BIOL347 Mammalian Cortical Circuits
The mammalian cortex is where conscious perception and thought is generated, but the mechanistic details governing those processes are not well known. Studies of those circuits have revealed a heterogeneity of neuronal classes in the cortex and their proposed roles in these processes. Detailed wiring diagrams of local and long-distance cortical circuits are emerging, colored with dynamic connections that are helping us understand the cortex with these reverse-engineering strategies. Most of the readings for this course will be taken from the recent primary literature; areas of the cortex that will be studied include sensory cortex as well as studies of hippocampal cortical circuits.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B347**
Prereq: **NS&B213**

BIOL351 Neurobiology of Learning and Memory
Animals as varied as sea slugs and humans display a number of types of learning, ranging from the capacity to acquire species-specific behavior to the ability to form arbitrary associations. Just as varied are the philosophies governing the choice of how to best study the neurobiology of learning and memory. Through lectures, class discussion, student presentations, and a critical reading of the primary literature, the advantages and disadvantages of these various approaches will be investigated. While the specific focus of this class will be on learning and memory, other ways in which the brain learns will also be explored. Normal brain ontogeny relies to some extent on invariant cues in the animal's environment, making this process somewhat analogous to learning. In fact, the neural substrates for learning are likely to be a subset of the basic steps used during brain development. Moreover, the developmental rules guiding brain assembly place constraints on the what, how, and when of brain function and learning. Therefore, this course will also cover select topics in basic developmental neurobiology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B351**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL353 Neurobiology of Neurological Disorders
This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including including schizophrenia, Alzheimer's disease, sleep disorders, anxiety disorders, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B353, PSYC353**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL356 Neurodevelopmental Disorders
This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, cerebral palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory ingration disorder, and neonatal hypoxia. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic cellular aspects of brain function.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B356, PSYC356**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL357 Sex and Gender: From Synapse to Society
From movies like Think Like a Man to songs like "God Made Girls," from federal policies to gender reveal parties, much of our experience is defined by an ideology of gender dichotomy and an endorsement of fundamental sex differences in behavior. But does science agree? The field of neuroscience is bursting with research that both supports and questions inherent differences in the brains and behavior of men and women. In this course we will be taking an open and critical look at this scientific literature. We will begin by clarifying what it means, biologically, to be male/female, determine the limits to these definitions, and evaluate how these biological elements (genes/hormones/anatomy) interact with our environment and society to influence our behavior and gender identity. Additionally, we will evaluate nonhuman animal and human data regarding sex differences in behaviors (e.g., aggression, verbal communication) and neuropathological states (e.g., addiction, autism spectrum disorder). Student evaluation will include effortful participation, biweekly concept checkpoints, a final paper/presentation, and weekly editorials.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **NS&B357, FGSS357**
Prereq: **BIOL182 AND NS&B213**

BIOL358 Neurobiology of Movement
This course is designed to take a comparative approach to understanding the major motor systems of the brain and will cover the basic elements of motor "control." However, the motor system does much more than contract muscles. Even the most basic movements such as walking require whole-body coordination that must be learned and adapted to our environment. During active sensation, motor systems even modulate our sensory perceptions. Much of what we have learned about motor systems comes from animals as diverse as crickets, electric fish, and birds. This course uses a comparative approach to understand the functions various brain regions contribute to our active lives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B358**
Prereq: **NS&B213**

BIOL360 Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits
This course will examine structural and functional neuroplasticity in the nervous system. The ability of the nervous system to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic

connections is regulated by our environment, both within the body and the external world. We'll examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, learn how the birth of new neurons changes across the lifespan, and discover how adult neurogenesis is altered by the aging process, physical exercise, stress, and neuropsychiatric disorders, such as epilepsy and Alzheimer's disease. We'll also learn about potential stem cell therapies for enhancing brain repair and plasticity after brain injuries. Students will prepare for class by reading scientific papers and reviews on the topic. In class, I will introduce the topic with slide presentations, and after that we will discuss the topic based on the scientific article discussion. After the classes students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include weekly quizzes and/or assessment, a final exam, and class participation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B360**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL360Z Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits
This course will examine structural and functional neuroplasticity in the nervous system. The ability of the nervous system to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections is regulated by our environment, both within the body and the external world. We'll examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, learn how the birth of new neurons changes across the lifespan, and how adult neurogenesis is altered by aging process, physical exercise, stress, and neuropsychiatric disorders, such as epilepsy and Alzheimer's Disease. We'll also learn about the potential stem cell therapies for enhancing brain repair and plasticity after brain injuries. After the basic material is introduced, class sessions will be scientific article discussion-based. Students will prepare for class by reading scientific papers and reviews on the topic. In class, we will introduce the topic with slide presentation and after that, we will discuss the topic based on the scientific article discussion.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B360Z**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

BIOL365 Calderwood Seminar in Public Writing: 21st-Century Biology
Twenty years ago, the landscape of biology looked very different. As the century began, the "rough draft" of the human genome was nearing release, a year ahead of schedule. Biologists envisioned an era of unparalleled progress leading in a straight line from DNA sequence data to the precise causes of human health and behavior, and to the development of genetically modified crops that would end global hunger. As to populations in natural habitats, any evolutionary impacts of climate change were thought to be far in the future. Instead, 21st-century biologists are scrambling to understand the human-caused evolutionary changes taking place in our lifetimes. Genetically modified crops have led to unforeseen threats to the survival of their wild relatives, while constructed ecosystems provide alternative farming approaches. Molecular insights have uncovered the unexpected roles of epigenetics and the microbiome in development and disease. Tools are available to not just decode genes but to edit them, at once raising new possibilities and urgent ethical questions. How can we approach this changed biological prospect? The course invites students to engage with these broadly resonant issues by framing them for general audiences rather than in specialized scientific terms. Drawing on common content from recent journal articles, guest research lectures/Q&A sessions, and a field trip to a local kelp-shellfish farm, students will unpack these contemporary themes by explaining the basic science in their own voices while considering them in larger contexts and exploring connections to their own knowledge and experience. The course will build strengths in communication and collaboration through individual writing and revising (in a variety of formats), active peer editing, and in-class workshopping of each piece, in a collective student-led format.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL365Z Writing 21st Century Science
Twenty-five years ago, the landscape of biology looked very different. As the century began, the "rough draft" of the Human Genome was nearly complete, a year ahead of schedule. Biomedical scientists envisioned an era of unparalleled progress, leading in a straight line from the new DNA sequence data to human health and behavior. At the same time, new technologies were expected to produce genetically modified crops that would end global hunger. Any evolutionary impacts of climate change on animals and plants in nature were thought to be far in the future. Instead, molecular insights have uncovered unexpected factors in development and disease including epigenetics and the microbiome. Genetically modified crops have led to unforeseen threats to their wild relatives, while constructed ecosystems are providing completely new ways of farming. For natural populations, twenty-first century biologists are scrambling to understand the human-caused evolutionary changes taking place within our lifetimes. Tools are available not just to decode genes but to edit them, at once raising new possibilities and urgent ethical questions.

This course invites students to grow as writers by engaging with these new areas of scientific investigation in an intensive workshop format. Drawing on common content from recent journal articles, Q&A sessions with guest researchers, and a virtual field trip to an innovative farm, students will unpack contemporary biology by explaining the basic science in their own voices, while considering the science in larger societal contexts through connections to their own knowledge and experience. Through science journalism pieces, blogposts, Powerpoint slideshows and researcher profiles, students will learn to communicate cutting-edge scientific findings in clear, non-specialist language. The course will build strengths in communication and collaboration through individual writing and revising, active peer editing, and in-class workshopping of each piece, in a collective student-led format. In place of a final exam, students submit a final essay reflecting on their experience in the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS365Z, STS369Z, WRCT301Z**
Prereq: **None**

BIOL368 Ecological Resilience: The Good, the Bad, and the Mindful
This course will examine the concepts of resilience, fragility, and adaptive cycles in the context of ecosystem and social-ecological-system (SES) structures. These concepts have been developed to explain abrupt and often surprising changes in complex ecosystems and SES that are prone to disturbances. We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory.

All of the terms--resilience, fragility, adaptation, restoration, reconstruction--are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS369, E&ES342**
Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]**

BIOL373 Exploring the Brain-Body Interface: The Neuroscience of Basic Survival
Basic survival depends on the brain's regulation of fundamental behaviors and physiological pathways, such as drinking, eating, digestion, thermoregulation, breathing, and cardiovascular function. How do the brain and body communicate with each other to achieve homeostasis under different physiological states, and what goes awry in disease? How have species adapted to thrive in challenging environments, such as extreme temperatures and resource scarcity? In this advanced seminar, students will take a deep dive into the exciting research taking place at the brain-body interface. We will explore the main components of the peripheral nervous system, such as the vagus nerve and the dorsal root ganglia, that act as gatekeepers into our internal and external sensory worlds. We will also explore pathways within the central nervous system that regulate our basic bodily functions. By reading primary literature and review papers and participating in in-class discussions, students will gain deep knowledge of this burgeoning field of neuroscience. Through short written assignments and oral presentations on topics of their choosing, students will gain practical skills in scientific scholarship and communication.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B373**
Prereq: **(BIOL181 OR MBB 181) AND (BIOL182 OR MB&B182) AND (BIOL213 OR NS&B213)**

BIOL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

BIOL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

BIOL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

BIOL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

BIOL421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

BIOL422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

BIOL423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

BIOL424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

BIOL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

BIOL470 Independent Study, Undergraduate
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**

Prereq: **None**

BIOL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

BIOL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

BIOL496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

BIOL500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, E&ES500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**
Prereq: **None**

BIOL501 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL502 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

BIOL504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

BIOL505 Cell and Development Journal Club I
Presentation and active discussion of a series of current research articles in the field of cell and developmental biology, from journals including Cell, Journal of Cell Biology, Development, Genes and Development, Developmental Biology, Science, and Nature.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

BIOL506 Cell and Development Journal Club II
Presentation and active discussion of a series of current research articles in the field of cell and developmental biology from journals including CELL, JOURNAL OF CELL BIOLOGY, DEVELOPMENT, GENES AND DEVELOPMENT, DEVELOPMENTAL BIOLOGY, SCIENCE, and NATURE.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

BIOL507 Evolution Journal Club I
Presentation and active discussion of current research articles in evolutionary biology. Each semester the class will choose one theme within evolutionary biology to be the focus of discussion. Themes from recent semesters have included genome-based evolution studies, coevolution, speciation, phylogenetic approaches for investigating natural selection, the role of competition in evolution, the evolution of host-parasite relationships, the evolution of behavior, and the impact of niche construction on adaptive evolution.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

BIOL508 Evolution Journal Club II
Presentation and active discussion of current research articles in evolutionary biology. Each semester the class will choose one theme within evolutionary biology to be the focus of discussion. Themes from recent semesters have included coevolution, speciation, phylogenetic approaches for investigating natural selection, the role of competition in evolution, evolution of host-parasite relationships, and the evolution of behavior. Articles for discussion generally come from the journals EVOLUTION, AMERICAN NATURALIST, GENETICS, SCIENCE, and NATURE.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

BIOL509 Neuroscience Journal Club I
Presentation and discussion of current research articles in the field of neuroscience.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **NS&B509**
Prereq: **None**

BIOL510 Neurosciences Journal Club II
Presentation and discussion of current research articles in the field of neuroscience.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**

Identical With: **NS&B510**
Prereq: **None**

BIOL511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL515 Evolution in Human-Altered Environments
Human activities have altered natural environments and, indeed, have created entirely novel ecosystems such as cities and high-input farms. This course examines how these human alterations to the environment affect the evolution and coevolution of diverse organisms. Starting with an intensive overview of microevolutionary processes, we will consider a number of contemporary scenarios: evolutionary response to environmental contaminants, exploitation of natural populations, and global climate change; evolution in urban and agricultural ecosystems; and the evolutionary impact of nonnative, invasive, and genetically modified organisms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL215, ENVS210**
Prereq: **[BIOL182 or MB&B182]**

BIOL516 Plant-Animal Interactions
This course will explore the ecology and evolution of interactions between plants and animals, including mutualism (e.g., pollination, frugivory) and antagonism (e.g., herbivory, granivory), that are central to the functioning of ecosystems and the generation of biodiversity. The format will be seminar-style, involving reading, discussion, and student presentations of key papers on chosen topics. This course emphasizes reading and interpreting primary scientific literature and quantitative information, formulating original ideas in scientific inquiry, writing, and oral communication.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL316**
Prereq: **BIOL214 OR [BIOL220 or ENVS220] OR [BIOL290 or BIOL590] OR [BIOL216 or ENVS216] OR BIOL217**

BIOL518 Nature and Nurture: The Interplay of Genes and Environment
Ever since Watson and Crick proposed the DNA molecule as a heritable genetic "code," biology has emphasized genes ("nature") rather than environmental influences ("nurture") as the primary agents of biological causation. This genetic determinism continues to shape perspectives beyond research, including such critical concerns as public health and human diversity. Recent insights to environmental and inherited epigenetic factors demand that we rethink this established view to build a more integrated understanding. In this advanced seminar, we consider how genetic and environmental factors jointly determine the development and behavior of organisms, including ourselves. After an initial series of lecture/discussion sessions on foundational concepts, this seminar course will consist of student-led discussions of scientific articles on genetic and environmental causes of specific diseases, capacities, and behaviors. Subject to class choice, possible topics will include: causes of lung cancer and of asthma; variation in IQ; the Human Genome Project; and "personalized medicine." Any 200-level course in genetics, development, or neuroscience can fulfill the required prereq; interested COE or other students without this background are encouraged to directly contact Prof Sultan to request a prerequisite override. Students gain understanding of scientific inquiry and interpretation, as well as specific knowledge of a range of human health issues and behavioral capacities. Through reading recent data papers, participating actively in small-class discussions, and giving short oral presentations, students will build their skills in critical thinking about biological and environmental questions and related ethical issues, scientific scholarship, and oral communication of scientific information.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL318, ENVS338**
Prereq: **BIOL214 OR BIOL218 OR [BIOL210 or MB&B210] OR [BIOL224 or NS&B224]**

BIOL527 Evolutionary and Ecological Bioinformatics
Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL327, COMP327, COMP527, CIS327**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

BIOL533 Gene Regulation
This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. We will discuss various "Omics" tools, and in particular, sequencing-based strategies that provide information about the transcriptome and epigenome. We will also discuss current models on how transcriptional regimes unfold during the activation (or silencing) of genes, and how these processes become disrupted in various diseases. Finally, we will consider stochastic attributes of gene regulation that challenge "all or nothing" perspectives on cellular states (e.g., perspectives that genes are either "on" or "off," or that cells are either "differentiated" or not). An overarching

theme is how genomes encode and execute regulatory programs in response to environmental and developmental cues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B533, MB&B333, BIOL333**
Prereq: **MB&B181 OR BIOL181**

BIOL537 The Origins of Bacterial Diversity
Wherever there is life, there are bacteria. Free-living bacteria are found in every environment that supports eukaryotes, and no animal or plant is known to be free of bacteria. There are most likely a billion or more species of bacteria, each living in its unique ecological niche. This course will explore the origins of bacterial biodiversity: how bacteria evolve to form new species that inhabit new ecological niches. We will focus on how the peculiarities of bacterial sex and genetics facilitate bacterial speciation. Topics will include the characteristics of bacterial sex, why barriers to genetic exchange are not necessary for speciation in bacteria, the great potential for formation of new bacterial species, the evolutionary role of genetic gifts from other species, and the use of genomics to identify ecologically distinct populations of bacteria.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL337, ENVS337**
Prereq: **[BIOL182 or MB&B182]**

BIOL538 Biology and MB&B Symposium I
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B338, BIOL338, MB&B538**
Prereq: **None**

BIOL539 Biology and MB&B Symposium II
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL339, MB&B339, MB&B539**
Prereq: **None**

BIOL540 EvoDevo: Origins of Variation in the Phenotype
This advanced seminar explores the field of evolutionary developmental biology (EvoDevo). EvoDevo seeks to understand the developmental mechanisms underlying the origin of newness in the biological world, by exploring the origin of morphological novelty, understanding how development permits (or constrains) the types of bodies that can be produced, and describing how developmental mechanisms themselves evolve. In this course, we will explore central concepts in EvoDevo, consider the role of development in evolution writ large, and connect both to case studies from the primary literature. The course format will consist of a mixture of lecture, class discussion, guest lectures by visiting evolutionary developmental biologists, and assignments focusing on both oral and written scientific communication skills.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL340**
Prereq: **BIOL218 OR BIOL214**

BIOL542 Quantitative Methods for the Biological and Environmental Sciences
This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL242, E&ES270, E&ES570, ENVS242**
Prereq: **None**

BIOL543 Muscle and Nerve Development
This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL343, NS&B543, NS&B343**
Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196 or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])**

BIOL544 Neuropharmacology
This course will introduce students to the physiological and molecular effects of drugs on neuronal activity and behavior. We will cover key concepts in neuropharmacology, including pharmacokinetics and pharmacodynamics, alongside techniques used in modern pharmacotherapeutic discovery as it relates to the treatment of neurological and neuropsychiatric disease. Student assessment will include in-class quizzes and exams.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL244, NS&B244**
Prereq: **BIOL182 OR BIOL182Z AND NS&B213**

BIOL545 Developmental Neurobiology
Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders

resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL345, NS&B345, NS&B545**
Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

BIOL546 The Forest Ecosystem
This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES238, BIOL346, E&ES538, ENVS340**
Prereq: **[BIOL182 or MB&B182] OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

BIOL547 Environmental Biology Journal Club
Presentation and discussion of current research articles in the field of environmental biology.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES547**
Prereq: **BIOL182 OR E&ES197**

BIOL548 Environmental Biology Journal Club II
Presentation and discussion of current research articles in the field of environmental biology.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES548**
Prereq: **BIOL182 OR E&ES197**

BIOL549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

BIOL550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

BIOL557 Advanced Research Seminars in Biology
This course focuses on the specific research projects of individual graduate students in the Department of Biology, and it comprises student presentations and discussion including the department faculty, graduate students and post doctoral fellows. The course offers a forum for presenting new results and exploring new ideas, as well as for providing researchers with feedback and suggestions for solving methodological problems. It also provides an opportunity for students to become familiar with the wide range of biological research taking place in the department.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

BIOL567 Engineering Biology: Cells and Tissues
This course explores the intersection of biology, medicine, and engineering, where scientists are developing novel platforms to promote understanding, diagnosis, and treatment of human diseases. We cover modern techniques for manipulating biological systems, spanning single molecules to ensembles of cells. We will examine the trajectory of the field from studying cells in a plastic dish to the advent of organ-on-a-chip and organoid models and discuss how this transition from 2D to 3D biology has propelled increased understanding of both normal physiological homeostasis and also the pathophysiology of disease. Topics will include controlling behavior of cells through cell-matrix interactions, learning through building via synthetic biology, and advances in regenerative medicine. These topics will be explored through the thematic lenses of transport processes (supply of nutrients and removal of waste) and mechanoreciprocity (the sensing of and response to the physical properties of the cellular microenvironment). Lectures will review fundamental concepts in cell biology and physiology before delving into topical examples from current literature. Lectures and assessments will include opportunities to develop skill in thinking analytically and critically about using engineering tools to study fundamental questions in human disease, formulating original ideas and experiments, and communicating science through written and oral formats.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL267, IDEA267**
Prereq: **BIOL208 OR BIOL212 OR BIOL218 OR BIOL228 OR PHYS207**

BIOL571 Teaching: Techniques and Theory
This course will help teaching assistants working with the Principles of Biology labs prepare to teach weekly lab sessions. Students will obtain hands-on experience with various techniques in the areas of molecular and cell biology. In addition, best teaching practices will be discussed and students will share their teaching experiences with each other.

This course may be repeated up to two times for credit.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B571**
Prereq: **None**

BIOL572 Teaching: Techniques and Theory
The course will help teaching assistants working with the Principles of Biology labs prepare to teach weekly lab sessions. Students will obtain hands-on experience with various techniques in the areas of anatomy and physiology, evolution, and ecology. In addition, best teaching practices will be discussed, and students will share their teaching experiences with each other.

This course may be repeated up to two times for credit.
Offering: **Host**

Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

BIOL574 Concept Building and Pedagogical Development
The course will help course assistants and teaching assistants working with BIOL 182 (Principles of Biology II lecture) prepare to lead weekly problem-solving sessions. Students will review the content and core concepts of each problem-solving session, develop strategies to use in assisting students with the Friday problems, review the progress of the peer mentored study sessions, and discuss pedagogical best practices.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL590 Plant Form and Diversity
The course begins with an overview of plant evolutionary history, then covers the basic structure and function of the plant body, the plant life cycle in nature, including interactions with animals, and ecological diversity of plants in contrasting habitats. Special events include a field trip to the Smith College Botanic Garden, two hands-on days for working with living specimens, and a special guest lecture by a local plant biologist.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL290, ENVS286**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

BIOL599 Cellular Neurophysiology
This neurophysiology course is mostly a study of how neurons send, receive, and integrate the signals that produce nervous system activity. Using the tools of electrophysiology (the electrical recording and manipulation of neurons), we can better understand synaptic plasticity, neuronal oscillations, and network activity. In the last module of the course, students will use their knowledge of a diversity of voltage-gated channels, neurotransmitter systems, and neuron categories to better understand the neurophysiology of epileptic seizures and sensorimotor systems and locomotion. We will also examine articles about human-machine interfaces that are being developed in the diagnosis and treatment of epilepsy as well for the restoration of motor activity and somatosensation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL245, NS&B245**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOLOGY MAJOR

MAJOR DESCRIPTION

The major in Biology provides students with the skills to perform scientific inquiry using current experimental approaches as they pursue a deeper understanding of the interconnections among living things. We study how recent advances in the biological sciences are driving extraordinary new discoveries and innovations in areas such as evolution, ecology, cell biology, genetics/genomics, and neuroscience. Biological research provides essential information as we address urgent challenges of biodiversity conservation, global climate change, epidemiology, and human health and well-being. Increasingly, biological issues are playing a fundamental role in social and medical ethics, journalism, and public policy.

Biology students are curious, keen observers who seek answers about the natural world. Coursework requires analytical and critical thinking skills and a sense of imagination. Students are encouraged to nurture abilities to understand complex processes, follow detailed protocols, analyze data, and communicate about their research. As biology deals with living organisms and potentially sensitive research, the model biology student should possess strong ethics, respect for life, and a commitment to responsible practices.

A major in Biology can form the foundation of a career in research, medicine, conservation, public health, bioethics, sustainable resource use, and many other areas.

ADMISSION TO THE MAJOR

Students who begin the Biology Major their first year are able to take maximum advantage of upper-level biology courses and research opportunities in later years. The major can successfully be completed if begun during sophomore year. Biology students may consider taking a semester abroad.

The required introductory courses (BIOL181/BIOL191 and BIOL182/BIOL192) do not have prerequisites or corequisites, but it is recommended to have some chemistry background or to take General Chemistry (CHEM141/CHEM142 or CHEM145) concurrently.

MAJOR REQUIREMENTS

The Biology Major's required course of study includes:

- Two introductory courses with their associated labs:
  - BIOL181 with lab BIOL191 is offered every fall semester.
  - BIOL182 with lab BIOL192 is offered every spring.
- Six or more elective biology courses at the 200 and 300 levels, which must include:
  - One mid-level cell/molecular course: MB&B208, BIOL210, BIOL212, or BIOL218
  - One mid-level organismic/population course: NS&B213/BIOL213, BIOL214, BIOL215, BIOL216, or BIOL217
- Required chemistry courses from the options below:
  - For students of the Class of 2029 and later:
    - General Chemistry: CHEM141 and CHEM142 OR
    - Honors Chemistry: CHEM145 OR
    - One semester of Organic Chemistry: CHEM251 or CHEM252
  - For students of the Class of 2028 and earlier:
    - General Chemistry: CHEM141 and CHEM142 OR
    - Honors Chemistry: CHEM143 and CHEM144
- Required Science Outside of Biology: Any three additional credits of related courses from at least two different departments. These are courses that address approaches and methodologies applied in biology and include:
  - Organic Chemistry: CHEM251, CHEM252
  - Physics: PHYS111, PHYS112, PHYS113, or PHYS116 and PHYS207

- Mathematics: MATH117 or higher
- Statistics: MATH132, ECON300, PSYC200
- Quantitative Analysis Center: QAC201, QAC231
- Computer Science: BIOL265, BIOL266 (0.5 credit), BIOL271 (0.5 credit), COMP112, COMP114, COMP115, COMP211, or a course higher than COMP211
- Earth and Environmental Science: BIOL242/E&ES270, E&ES280, E&ES380
- Archaeology: ARCP350

- One capstone experience

Important Notes for All Majors:

- No more than three of the mid-level courses listed above may be counted towards the six advanced elective requirements.
- At least three elective courses (200-level and above) that are counted toward the Biology major cannot be simultaneously used to fulfill any other major.
- Organic Chemistry (CHEM251 and CHEM252) can only be used to complete one Biology requirement, and can't also count towards the "Required Science Outside of Biology" requirement if used to complete the required Chemistry courses.
- Biology majors are allowed to apply at most one elective course or one cognate course taken credit/unsatisfactory toward fulfilling the major requirements. However, this is discouraged because good performance in major courses is an important aspect of a student's transcript.
- A strong background in chemistry is recommended for students planning to enter graduate or medical school. Most medical and health-related graduate programs require two years of college-level chemistry, including laboratory components and a biochemistry course.
- Students planning to attend medical, dental, or other health professions graduate school should note that admission requires a year each of introductory biology, physics, and math (such as calculus or statistics) **and** two years of chemistry (general and organic), including any laboratory components.

Important Requirements for Double Majors:

- At least three elective courses (200-level and above) that are counted toward the Biology major cannot be simultaneously used to fulfill any other major.
- For double-major in Biology and Neuroscience and Behavior, NS&B213/BIOL213 cannot count toward the six electives required for the Biology major; however, NS&B213/BIOL213 will fulfill the Column 2 breadth requirement.
- Two Statistics courses, even from different departments, cannot both be counted as cognates.
- Students cannot use E&ES280 if they use QAC231 .

Electives may be chosen from among the following courses at the 200, 300, or 500 levels. See WesMaps for current course offerings as not all courses below are offered every year. The courses are grouped thematically for your convenience only.

CELL AND DEVELOPMENTAL BIOLOGY

Code	Title	Hours
BIOL/MB&B223	The Molecular Basis of Cancer	1
BIOL/MB&B228	Medical Biochemistry	1
BIOL/MB&B232	Immunology	1
BIOL/MB&B237	Signal Transduction	1
BIOL241	Cell-Cell Interactions in Development	1
BIOL/IDEA267	Engineering Biology: Cells and Tissues	1
BIOL295	Physiology and Cell Biology of Cancer	1
BIOL317	Genes and Mechanisms in Vertebrate Sex Determination	1
BIOL322	Cell Migration in Development and Disease	1
BIOL/NS&B325	Stem Cells: Basic Biology to Clinical Application	1
BIOL332	Genomics Era Cell and Development	1
BIOL334	Shaping the Organism	1
BIOL340	EvoDevo: Origins of Variation in the Phenotype	1
BIOL/NS&B343	Muscle and Nerve Development	1
BIOL/NS&B345	Developmental Neurobiology	1
MB&B375	The Cell-Division Cycle and Cancer	1

EVOLUTION, ECOLOGY, AND CONSERVATION BIOLOGY

Code	Title	Hours
BIOL/ENVS220	Conservation Biology	1
BIOL/ENVS226/ E&ES240	Invasive Species: Biology, Policy, and Management	1
BIOL/ENVS233/ E&ES234	Geobiology	1
BIOL235	Comparative Vertebrate Anatomy	1.5
BIOL236	Comparative Animal Physiology	1
BIOL290/ENVS286	Plant Form and Diversity	1
BIOL308	Small Creatures, Big Impact: Vectors of Human Disease	1
BIOL/E&ES312/ ENVS311	Global Change Biogeography	1
BIOL316	Plant-Animal Interactions	1
BIOL318	Nature and Nurture: The Interplay of Genes and Environment	1
BIOL320	Everything is Everywhere: Environmental Microbiomes	1
BIOL/COMP/CIS327	Evolutionary and Ecological Bioinformatics	1
BIOL/ENVS337	The Origins of Bacterial Diversity	0.5
BIOL346/E&ES238/ ENVS340	The Forest Ecosystem	1
BIOL365	Calderwood Seminar in Public Writing: 21st-Century Biology	1
ARCP/E&ES350/ ENVS348	Animals in Archaeology	1
BIOL368/ENVS369/ E&ES342	Ecological Resilience: The Good, the Bad, and the Mindful	1

GENETICS, GENOMICS, AND BIOINFORMATICS

Code	Title	Hours
MB&B/BIOL231	Microbiology	1
BIOL242	Quantitative Methods for the Biological and Environmental Sciences	1
BIOL/NS&B257	Neurogenetics	1
BIOL/CIS263	Demystifying Data: Introductory Data Analysis and Modeling	1
BIOL/MB&B/ CIS265/COMP113	Bioinformatics Programming	1
BIOL/CIS270	Systems Biology with Programming	1
MB&B306	Epigenetics	1
BIOL/CIS310/ MB&B311	Genomics Analysis	1
BIOL/CIS/COMP327	Evolutionary and Ecological Bioinformatics	1
MB&B/BIOL333	Gene Regulation	1
MB&B394	Advanced Laboratory in Molecular Biology and Genetics	1

NEUROBIOLOGY AND BEHAVIOR

Code	Title	Hours
BIOL/NS&B224	Hormones, Brain, and Behavior	1
BIOL/NS&B/ PSYC239	Functional Anatomy of the Human Brain	1
NS&B/BIOL243	Neurohistology	1
BIOL/NS&B244	Neuropharmacology	1
BIOL/NS&B245	Cellular Neurophysiology	1
BIOL/NS&B247	Laboratory in Neurophysiology	1
BIOL/NS&B250	Laboratory in Cellular and Behavioral Neurobiology	1
BIOL/NS&B251	Laboratory in Basic Practices in Neuroscience	1
BIOL/NS&B252	Cell Biology of the Neuron	1
BIOL/NS&B254	Comparative Animal Behavior	1
BIOL/NS&B299	Waves, Brains, and Music	1
NS&B302	Neurobiology of Aging	1
NS&B304	Glia: Not just neuronal glue!	1
NS&B/BIOL328	Chemical Senses	1
BIOL/NS&B345	Developmental Neurobiology	1
BIOL/NS&B347	Mammalian Cortical Circuits	1
BIOL/NS&B351	Neurobiology of Learning and Memory	1
NS&B/BIOL/ PSYC353	Neurobiology of Neurological Disorders	1
BIOL/NS&B/ PSYC356	Neurodevelopmental Disorders	1
BIOL/NS&B/ FGSS357	Sex and Gender: From Synapse to Society	1
BIOL/NS&B358	Neurobiology of Movement	1
NS&B/BIOL360	Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits	1
BIOL/NS&B373	Exploring the Brain-Body Interface: The Neuroscience of Basic Survival	1

ADDITIONAL COURSES THAT CAN BE CREDITED TO THE ELECTIVE REQUIREMENT

The following courses may be applied toward fulfilling the mid-level elective requirement for the Biology major:

Code	Title	Hours
ARCP/ENVS/SISP/ IDEA203/ANTH212	The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology	1
ARCP/ENVS/ANTH/ E&ES257	Environmental Archaeology	1
CHEM/NS&B323	Biochemistry of Neurodegenerative Disease	1
CHEM/MB&B325	Introduction to Biomolecular Structure	1
CHEM/MB&B383	Biochemistry	1

Additional notes on fulfilling the Biology major:

- Cross-listed courses that are included on the list above are automatically credited to the biology major.
- Courses in the BIOL 400 series (such as research tutorials) contribute toward graduation but do not count toward the major, although they can be used to fulfill the capstone requirement (see below).

COURSES FOR NON-MAJORS

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

Code	Title	Hours
BIOL106	The Biology of Sex	1
BIOL140	Classic Studies in Animal Behavior	1
BIOL146	Primate Behavior: The Real Monkey Business	1
BIOL173	Global Change and Infectious Disease	1
BIOL/MB&B181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	1
BIOL/MB&B182	Principles of Biology II	1
BIOL/ENVS/ E&ES197	Introduction to Environmental Studies	1

STUDENT LEARNING GOALS

Biology majors acquire the following knowledge and competencies:

- A broad and integrative understanding of the theory and practice of biology
- Critical and quantitative thinking
- Creative problem solving
- Scientific reasoning
- Ethics of biological research
- Understanding of the role of biology in society and sustainability practices
- Designing and conducting original research
- Written and oral communication about scientific concepts and research findings
- Comprehension and critical interpretation of primary scientific literature

Students will use their biological knowledge and skills to become effective, scientifically-informed citizens and professionals.

Students will demonstrate their knowledge and abilities through research projects, critical analysis papers, participation in class discussions and collaborative group work, and presentations. Written exams, peer review, and self-assessment will also evaluate their class performance.

ADVANCED PLACEMENT

While placing out of Intro Biology lecture courses is discouraged, students who scored a 4 or 5 on the AP Biology exam may be eligible to place out of either BIOL181 or BIOL182. If you are interested in placing out, you are required to consult with an instructor from the relevant course.

Students interested in placing out of MB&B181, which is offered every fall semester, contact Professor Cori Anderson (canderson05@wesleyan.edu). This place out exam must be taken during the first week of the student's first semester at Wesleyan.

Students interested in placing out of BIOL 182, which is offered every spring semester, contact Professor Fred Cohan (fcohan@wesleyan.edu) and Professor Laverne Melón (lmelon@wesleyan.edu).

There is no process to place out of BIOL191 and BIOL192, the Intro Biology lab courses. BIOL191 is offered every fall semester. BIOL192 is offered every spring semester. Students who place out of either BIOL181 or BIOL182 must still take the corresponding lab course, especially those who plan on majoring in Biology, MB&B, or NS&B or those who are intending to continue with a health professions graduate program (ex: medical school, dental school, etc.).

PRIZES

Dr. Neil Clendeninn Prize – Established in 1991 by George Thornton, Class of 1991, and David Derryck, Class of 1993, for the African American student who has achieved academic excellence in biology and/or molecular biology and biochemistry. This student must have completed their sophomore year and should exemplify qualities of character, leadership, and concern for the Wesleyan community as shown by Dr. Neil Clendeninn, Class of 1971.

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

TRANSFER CREDIT

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

RELATED PROGRAMS OR CERTIFICATES

Environmental Studies Minor

The Environmental Studies (ENVS) program is interdisciplinary and offers both a minor and a linked major. The ENVS-linked major is a secondary major and requires a student also to have a primary major in another department, program, or college. ENVS majors write a senior thesis or essay in environmental studies that is mentored by a professor in another department, program, or college (e.g., biology). There is also an opportunity to earn an ENVS minor, which does not require a senior thesis or essay.

Informatics and Modeling Minor

The Integrative Genomic Science pathway within this minor will be of particular interest for life science majors. See wesleyan.edu/imcp/igs.html.

Neuroscience and Behavior Program

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

BA/MA PROGRAM

The BA/MA program provides an attractive option for life science majors to gain graduate level research experience. Students are advised to begin research by their junior year if they intend to pursue the BA/MA in biology. Admission is competitive and based on GPA, faculty recommendations, and research experience.

ADDITIONAL INFORMATION

The BIOL/MB&B 338/339 seminar series features distinguished scientists from other institutions who present lectures on their research findings. These seminars aim to relate material studied in courses, tutorials, and research to current scientific activity. These seminars are usually held on Wednesday at noon and are open to all University community members. Undergraduates are especially welcome.

HONORS

To be considered for departmental honors, a student must:

- Be a biology major and be recommended by a faculty member.
- Have at least a B average (GPA of 85 or above) in courses credited to the major.
- Submit a thesis based on laboratory research, computational research, or mathematical modeling. The thesis is carried out under the supervision of a department faculty member.

CAPSTONE EXPERIENCE

The Capstone Experience is required for Biology majors and students must complete at least one of the following:

- One semester of a 300-level seminar, lab, or field course
  - One semester of BIOL338 or BIOL339 may be used to fulfill this requirement
- One semester of a 500-level journal club: BIOL505, BIOL506, BIOL507, BIOL508, BIOL509, BIOL510 , BIOL547 or BIOL548
- Two semesters of a Senior Thesis tutorial

- One semester of a 400-level research tutorial (BIOL423 or BIOL424)
- A summer research internship in biology or a related life sciences area

DOCTOR OF PHILOSOPHY IN BIOLOGY

The Biology Department offers a broad range of courses that emphasize scientific inquiry and current experimental approaches. These research areas provide essential information as we address the urgent challenges of biodiversity conservation, global climate change, epidemiology, and human health and well-being. Students consider real-world issues at the heart of how we understand ourselves as human beings in relation to other living things.

Students pursuing the Doctor of Philosophy in Biology are expected to study related biological fields through an individual program of courses, seminars, and readings, primarily emphasizing an intensive research experience culminating in a thesis. Graduate students design their own program of courses to complement and strengthen their previous background knowledge. The low student-faculty ratio ensures close collaboration between students and their dissertation advisors. Faculty and invited outside speakers offer regular research seminars, and graduate students present their work as it progresses at a biweekly departmental colloquium. All students are required to participate in one of the#journal clubs, which meet weekly to discuss Ecology/Evolution, Cell/Development/Genetics, Neuroscience/Behavior, or Environmental Biology. Additional courses and lectures of interest offered by other departments are also available to biology students.

All PhD students must teach for three semesters (two in the introductory series), under faculty training and supervision. Teaching assistants are involved in preparing materials for and assisting in laboratory courses and in evaluating student work. Some classroom teaching opportunities may be offered in the later years of the PhD program.

COURSES

The PhD is a research degree demanding rigorous scholarly training and creativity; the result is an original contribution to the candidate's field. The student and the Pre-Candidacy Committee will work out a program of study for the first two years at the time of matriculation. This program will take into account the student's proposed field of interest and prior background in biology and related sciences. No specific courses are required, but, rather, a subject-matter requirement is used to ensure a broad background. Before taking the qualifying examination, all students must have at least one substantive course above the introductory level (at Wesleyan or elsewhere) in each of five subject areas:

- Genetics/Genomics/Bioinformatics
- Evolution/Ecology
- Physiology/Neurobiology/Behavior
- Cell biology/Developmental Biology
- Biochemistry/Molecular Biology

The adequacy of courses that have been taken at other institutions will be evaluated by the Pre-Candidacy Committee through its meeting with the student. Students whose focus is bioinformatics may substitute two upper-level courses in computer science for one of these five areas.

All PhD students must take a minimum of two 1 credit advanced (**300** or **500**) lecture, lab, or seminar course approved by the First Year Advisory committee. At least one of these should be taken during the student's first year. Departmental and interdepartmental seminars and journal clubs are included in the program, and additional individual reading in particular areas may also be required. First-year students are exposed to research in the department through a combination of lab rotations and departmental research presentations. Toward the end of each semester of the first two years, each student will meet with the Pre-Candidacy Committee to review progress and to discuss any modification of the proposed program.

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

Working with the Pre-Candidacy Committee, graduate students design their own program of courses to complement and strengthen their previous background knowledge. All students are required to participate in one of the journal clubs, during which recent journal articles are presented and discussed. Four journal clubs meet once a week:

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

PROGRESS AND QUALIFYING EXAMS

A PhD student's career in the Department of Biology at Wesleyan University is divided into three phases:

1. Preparation, rotations, and qualifier exam

Students are encouraged to do at least one lab rotation outside of their thesis lab. After settling into a lab, students should complete their qualifying examination before beginning their fifth semester. The examination is designed to test the student's knowledge of biology and ability to think critically. It includes a written research proposal, followed by an oral examination to discuss the proposal and evaluate the student's breadth in biology. The examination will be administered by three faculty members of the department (or associated departments and including the advisor), chosen by the student and their research advisor. The examining committee will include the research advisor and should include one member whose research field is clearly outside the student's area of special interest.

2. Active PhD thesis research

Within a year of passing the qualifier examination the student should meet with a thesis committee selected in consultation with their advisor to discuss research progress and proposed research. The student should submit to the committee an updated thesis proposal. The thesis committee will include the thesis advisor and three additional members; at least two of the latter three must be a member of the biology department faculty. The third member may be from another Wesleyan department or another institution if appropriate. The committee will meet with the student twice a year thereafter, or more frequently if it is appropriate.

3. Preparation of the PhD thesis and defense

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

TEACHING

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

RESEARCH

PhD students start their research experience in their first semester, often by completing a rotation outside of their thesis lab. Rotations are designed to provide complementing experiences to prepare students for their thesis research. Current research in the department includes:

- **Aaron Lab—**epilepsy, the hippocampus, and the cortex
- **Chernoff Lab—**conservation, evolution, and genetics of fish
- **Cohan Lab—**evolutionary genetics and speciation of bacteria
- **Coolon Lab—**ecological and evolutionary functional genomics
- **Feng Lab—**behavioral neurobiology of hibernation, with thirteen-lined ground squirrels as a model
- **Johnson Lab—**regulation of cell movement during development
- **Melón Lab—**Neurobiological mechanism that drive sex differences in the development of disorders associated with alcohol exposure
- **Mitchel Lab**—emergent phenomena in biological systems, mechanobiology, epithelial cell biology
- **O'Neil Lab** *(Biology Dept. Affiliate)*—protein aggregation in neurodegenerative disease
- **Singer Lab—**evolution and ecology of plant-animal interactions
- **Sultan Lab—**evolutionary ecology of phenotypic plasticity in plants
- **Tezak Lab—**Incubation environment influence of cell fate decisions and organ development; gonadal sex determination in reptiles
- **Weir Lab—**molecular genetics; bioinformatics

All PhD students present their research in bi-monthly seminars (BIOL557) attended by all members of the department, to encourage students to become fluent and comfortable with their presentation skills.

DISSERTATION AND DEFENSE

The most important requirement is a PhD thesis, an original contribution to biology that merits publication. The candidate will receive advice and guidance from the thesis director but must demonstrate both originality and scientific competence. Normally, the candidate will choose a thesis topic during the second year of graduate work in consultation with appropriate faculty. The thesis committee determines when sufficient experimental work has been completed and must approve the final written document. At this point a public defense will be scheduled after which the documents will be signed if the candidate has fulfilled all the requirements.

ADDITIONAL INFORMATION

BA/MA PROGRAM

This program provides an attractive option for life science majors to substantially enrich their research and course background and to earn an advanced degree while at Wesleyan. Students are encouraged to begin research by their sophomore year if they intend to pursue the BA/MA in biology. Admission is competitive and based on GPA, faculty recommendations, and research experience. For information about the BA/MA program: wesleyan.edu/grad/degree-programs/bama.html (http://www.wesleyan.edu/grad/degree-programs/bama.html)]

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

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

CENTER FOR JEWISH STUDIES

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

CENTER FOR JEWISH STUDIES

CJST114F Netflix and Shul: Jews on TV (FYS)
Jews have always been an inseparable part of the small screen--first, mainly (but not only) as writers and producers, and gradually as characters and protagonists. Today, American television is more Jewish than ever. Jews changed TV. But did it also change them? This course will study the long history of Jews and Jewishness in American Television. Each class will revolve around one episode of a show and discuss how it reflects on different aspects of Jewish life--Jewish humor, Jewish crime, Jewish Upward mobility, Jewish guilt, the Jewish mother, Jewishness and whiteness, antisemitism, and more. In keeping with the Jewish tradition, we will obviously ask many questions, including the most complex one: What does "Jewish" mean?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST150F Four Bar Mitzvahs and a Funeral: Being Young and Jewish in America (FYS)
How is the American Jewish experience viewed from the perspective of Jewish children and young adults? This course will discuss depictions of Jewish coming-of-age in American popular culture. We will examine various age groups--from elementary school to college; and through various art forms--literature, film, and television ("Are You There God? It's Me Margaret," "The Plot Against

America," "An American Tail," "Wet Hot American Summer," "A Serious Man," "Superbad," "Booksmart," "Glee," "The O.C.," "Big Mouth," "Never Have I Ever," among others). Analyzing these works together will illuminate different facets of Jewish American life including immigration, assimilation, education, tradition, family, anti-Semitism, and more. They will also allow us to broach more universal questions surrounding representation, identity, and the complex relationship between popular culture and society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST151F What is Religion? JewBus, Museums, and the First Amendment (FYS)
Why did the FBI assault the Branch Davidians' compound near Waco, Texas, thinking it was a cult, while those inside viewed the government as serving the anti-Christ? Can one be Buddhist and Jewish at the same time? Are museums religious spaces? Does secularism protect religion from the government or the government from religion? This class will introduce you to the ways in which we study religions by reading critical case studies, including those about Muslims debating the hijab, the treatment of sacred objects in museums, and freedom of religion court cases. This is not a survey of world religions, and once you've taken What is Religion?, you'll know why we don't teach that at Wes. You will also have a critical set of intellectual tools for understanding the role of religion in the contemporary world.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI151F**
Prereq: **None**

CJST165F Anne Frank's Diary and its Legacy (FYS)
Since its publication, "The Diary of Anne Frank" has become one of the bestselling non-fiction books of all time. Moreover, it has inspired numerous adaptations in different forms: films, stage plays, TV series, graphic novels and more. In this course, we will closely read the original diary, and engage with various incarnations, asking: Why did the world iconize Anne Frank, and is it a lionization or an appropriation? What does this global phenomenon tell us about the legacy of the Holocaust and of that of Anne Frank, and, finally, what does Anne Frank's diary tell us about the world?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST175F Constructing the Human: Humans and Animals in the Hebrew Bible (FYS)
How do we define "humanness" and what assumptions do we make about our own distinctions between "humans" and "animals" when we define humanness? This course will look at the process of constructing the human category in the ancient world and Hebrew Bible and then compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI175F**
Prereq: **None**

CJST202 Constructing the Human: Humans and Animals in the Hebrew Bible
How do we define "humanness" and what assumptions do we make about our own distinctions between "humans" and "animals" through this definition? This course will look at the process of constructing the human category in the ancient world and Hebrew Bible and then compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI202, ENVS202**
Prereq: **None**

CJST203 Jews & Judaism: Race, Religion, Culture
What is a Jew? Are Jews white? Must a Jew believe in God? What is at stake when defining someone as a Jew? Using sources ranging from the Hebrew Bible to contemporary films, this course examines various facets of Jewish life, paying special attention to contesting definitions of Jewishness as race, religion, and culture. Building on a chronological discussion of Jewish history, we will ask theoretical questions such as the relation between gender and biblical interpretation, the relevance of religious law in contemporary society, and the challenges of diasporic thinking to national sovereignty.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI203**
Prereq: **None**

CJST214 Refugees & Exiles: Religion in the Diaspora
Recent years have seen the on-going tragic refugee crisis, with millions of people being displaced because of war and ecological disasters. This course deals with the meaning of refuge, exile, and diaspora through three perspectives: philosophical, historical, and literary. What does it mean to be forced to leave one's home? How is it possible to make sense of such a tragedy? What creative power can diaspora muster to the rescue of culture? In our search for answers, we will examine a variety of case studies including the contemporary refugee crises in the Middle East, the border between the United States and Mexico, the black transatlantic, and the destruction of the temple in the Hebrew Bible. This course is a project-based Service Learning in which all assignments are geared toward the final project, in which each student will produce a radio show based on an analysis of a refugee crisis of their choice. These shows will air on WESU 88.1 FM Middletown. To learn more and listen to previous seasons of last year's radio shows visit https://reli213.site.wesleyan.edu
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI213**
Prereq: **None**

CJST216 Jesus Through Jewish Eyes
In this course, we explore the visual and textual representations of the vexed relation between Jews and Christians throughout history. Looking at the various ways in which Christianity and Judaism define themselves vis-à-vis the other allows us to understand what mechanisms of cultural appropriation, subversion, and hidden polemics are at work. Special attention will be given to the figure of Jesus as a point of artistic and theological contention. How do artistic representations change our understanding of religious themes? What is at stake for each religion in the encounter with the other? What are the political implications of theological debates? Is this dialogue needed, or even possible, in our post-secular age?

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI216**
Prereq: **None**

CJST217 The Cinema of Steven Spielberg
Last year, Steven Spielberg released his most personal film, The Fabelmans, cementing his position as the most prolific Jewish-American filmmaker of our time. This course will study Spielberg's illustrious career and how he changed American filmmaking and American society. In light of his new biographical film, it will also examine how his Jewishness informed his work: sometimes as a text, in films such as Schindler's List and Munich, and sometimes as subtext, in films such as E.T. and West Side Story. This rich body of work will allow us to explore the intersection of many different subjects: film and history, tradition and modernity, childhood and adulthood, Jewishness and otherness, and how a nice Jewish boy became a national treasure.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST217F The Cinema of Steven Spielberg (FYS)
A few years ago, Steven Spielberg released his most personal film, The Fabelmans, cementing his position as the most prolific Jewish-American filmmaker of our time. This course will study Spielberg's illustrious career and how he changed American filmmaking and American society. In light of his new biographical film, it will also examine how his Jewishness informed his work: sometimes as a text, in films such as Schindler's List and Munich, and sometimes as subtext, in films such as E.T. and West Side Story. This rich body of work will allow us to explore the intersection of many different subjects: film and history, tradition and modernity, childhood and adulthood, Jewishness and otherness, and how a nice Jewish boy became a national treasure.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST218 Netflix and Shul: Jews on TV
Jews have always been an inseparable part of the small screen--first, mainly (but not only) as writers and producers, and gradually as characters and protagonists. Today, American television is more Jewish than ever. Jews changed TV. But did it also change them? This course will study the long history of Jews and Jewishness in American Television--from The Goldbergs in the 40's through Seinfeld and Mad Men in the 90's and 00's to The Marvelous Mrs. Maisel and Russian Doll today. Each class will revolve around one episode of a show and discuss how it reflects on different aspects of Jewish life--Jewish humor, Jewish crime, Jewish Upward mobility, Jewish guilt, the Jewish mother, Jewishness and whiteness, antisemitism and more. In keeping with the Jewish tradition, we will obviously ask many questions, including the most complex one--What does "Jewish" mean?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST219 The Environment, The Bible, and Moral Debate
The environment is a pressing concern for many people and is the center of much modern debate. Within this debate, many people draw on biblical texts for a source of religious or moral superiority. These biblical texts have been used to support many different, and often contradictory, arguments within the environmental debate. So what does the bible actually say about the environment? Is there a singular "biblical" view about what the environment is and how one should treat it? This course aims to look at how the bible has been used in environmental debate and then look at the texts cited, analyzing both in a modern and ancient context.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI217, ENVS217**
Prereq: **None**

CJST221 Jewish Identity in the Ancient World
Jewish Identity is not monolithic but instead, wonderfully, varied, and diverse. The Hebrew Bible gives a multitude of accounts of how many different identities within the course of history came to be and through analyzing these accounts, this course will aim to answer the questions of: What did Jewish Identity look like in the time period of ancient Israel? What variety of identities can be seen in the Hebrew Bible itself? What key historical events aided in the development of different identities in the ancient world? What was the process of identity formation in the ancient world? Is that process of identity formation different than how one might construct identity today? Is it right to even speak of Jewish Identity in 600-700 years in which the Hebrew Bible was written?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI223**
Prereq: **None**

CJST222 Identity and Jewish Literature: Sexuality, Race, and Gender
What, if anything, is Jewish literature? What, if anything, does it tell us about the history of the people called Jews? This course explores those questions through a variety of sources from Jewish writers, including Sholem Aleichem, Cynthia Ozick, Franz Kafka, I.B. Singer, and others (flexible based on student interest). Through these readings, we will explore how Jewish literature relates to broader questions of sexuality, race, gender, colonialism, etc., as well as specific questions of Jewish history, like the Holocaust and the state of Israel. All works will be read in translation and no previous knowledge of Jewish studies or Judaism is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **RELI222, FGSS222**
Prereq: **None**

CJST223 Israeli Women Filmmakers and the Israeli Society
Historically, women filmmakers account for only around seven percent of the films produced in Israel, reflecting the marginalization of the female voice in the local society, culture, and discourse. However, in the last decade, they have finally moved to the center stage to create some of our time's most successful and essential Israeli films. This course will discuss Israeli women's cinema from artistic and historical vantage points. Students will engage in critical thinking and use film theory and terminology to analyze the featured films, and to contextualize them in the broader context of Israeli history. This analysis will reveal recent shifts in Israeli society, including how women find their place in the army, how they fight the patriarchal religious institutions, and how they turn the Israeli His-tory into the Israeli Her-story. Furthermore, the course will touch on more universal questions on narrative structure, representation, and the male and the female gaze.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST224 The Holocaust in Contemporary Popular Culture
How to describe the indescribable and to speak the unspeakable? Long after the end of World War II, filmmakers still grapple with these questions, and their answers vary ethically and aesthetically. This course will discuss depictions of the Holocaust in contemporary popular culture. We will touch on graphic novels, TV sketches, and social media, but mainly focus on film. While the time frame will be limited to mainly the last two decades, we will explore a vast range of texts including: Hollywood fare and East European art-house movies; gritty dramas and dark comedies; reenactments of real-life events and alternative history. From Hipster Hitler to the Jojo Rabbit, from "Inglorious Basterds" to "Son of Saul," what all these examples share is an artistic and thematic audacity. We will examine how they try to propose new and unsettling answers to old but ever-vital questions: How did the Holocaust happen and might it happen again?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **GRST224**
Prereq: **None**

CJST225 Angels in America, Devils Wearing Prada - How Jews Became (Almost) Mainstream
For many years, the mantra in American showbiz was "write Yiddish, cast British." The writers were Jewish, as were the humor and sensibilities of their work, yet the characters were often depicted as WASPs. This dynamic began to shift between the late 1980s and early 2000s, marking a transformative period for Jewish representation in American media. Adam Sandler performed "The Chanukah Song" on SNL; Seinfeld became the first sitcom with a Jewish lead character to top the Nielsen ratings; the Jewish American epic Angels in America won a Tony Award before being adapted into an Emmy-winning limited series; and a Jewish scientist helped save the world in the blockbuster Independence Day. Jewish protagonists and themes became increasingly prominent in other iconic shows and films of the era. However, this transition was neither smooth nor absolute. For example, network executives pushed Seinfeld to minimize the Jewishness of all its characters except the lead; Friends obscured the Jewish identity of its protagonists; and the best-selling novel The Devil Wears Prada lost its Jewish elements when adapted for the screen. This course examines how and why Jews became mainstream, cool, and "sexy"--but only to a certain extent--while exploring the limits of Jewish acceptance in American culture. We will analyze how media representations grapple with themes such as assimilation, interfaith marriage, faith, and guilt. These discussions will also serve as a basis for addressing broader issues of representation and stereotyping. Most importantly, the course will center on two critical questions: What does it mean to be Jewish? And what does it mean to be Jewish in America?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST230 Antisemitism in Popular Culture
Antisemitism is a complex subject. This course employs popular culture to study it. We will explore a wide range of texts from different periods. Some promote Antisemitism, and some challenge or combat it. We will examine how bigots use the media to spread hate, how Jews and their peers use it to challenge jew hatred, and how popular culture sometimes subconsciously perpetuates harmful stereotypes. We will discuss how humor and satire are utilized to tackle serious issues. We will also see how popular culture views Antisemitism in the broader context of White supremacy and violence directed at other minority groups. Most importantly, we will ask -- what can we learn from the media on Antisemitism, and what can Antisemitism teach us about the media?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST231 The Holocaust in Art-House Cinema
Theodor Adorno famously wrote in 1949 that "writing poetry after Auschwitz is barbaric," but what about making movies? Some prominent filmmakers agreed with Adorno and refused to make films about the Holocaust on the grounds that it was an immoral and impossible task. Other directors turned the tragedy into commercial entertainment, didactic sermons, or action-filled blockbusters. This course will focus on the filmmakers who sought a middle ground. They argued that the Holocaust is a story that cannot but must be told, and they experimented with the medium of film to find ways to tell it without exploiting its horrors. Throughout the semester, we will watch classics like Night and Fog, recent films like Zone of Interest and The Brutalist, iconic epics like Shoah and Come and See, and lesser-known films. Through this challenging body of work, we will inquire if and how it is possible to describe the indescribable and speak the unspeakable. We will examine what films can teach us about the Holocaust and what the Holocaust can teach us about filmmaking. Finally, we will question whether these films are truly distinct from Hollywood's war and genocide narratives -- are they also not manipulative? Are they also not barbaric?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST232 Rereading the Bible After the Holocaust
The Holocaust profoundly challenged traditional Jewish theological and interpretive frameworks, compelling Jewish thinkers to revisit and reinterpret biblical texts. This course examines the reinterpretation of key Hebrew Bible passages in light of post-Holocaust Jewish thought, focusing on themes of suffering, justice, covenant, and the nature of God. We will explore biblical texts alongside the writings of seminal Jewish thinkers, including Emil Fackenheim, Elie Wiesel, and others, to understand how the Holocaust reshaped Jewish approaches to scripture and theology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI232**
Prereq: **None**

CJST233F Holocaust Remembrance in Germany: The Third Generation (FYS)
Remembering the Nazi past is a fundamental aspect of postwar German culture. In this course, we will trace the Holocaust's aftermath in contemporary German literature and thought. We will pay close attention to the socio-cultural and historical-political changes in attempts to glean new meanings from a past that is both omnipresent and highly evanescent. It will be our particular concern to encounter versions of Jewish identity and attempts to prescribe different narratives. We will focus especially on contrasting the creative works of the immediate postwar period and "the third generation." These contemporary writers explore a historical trauma that has become an integral part of specific Jewish-German identity. At the same time, their temporal and personal distance to the actual events necessitates new imaginative approaches to the past. Careful readings of literary, theoretical, journalistic, and historical texts, as well as personal discussions will enable us to critically think about the challenges and limits of how to write about the Holocaust 70 years after it occurred, and how the difficulties in doing so might inform other kinds of writing about historical and personal trauma. Students need to read Olga Grjasnowa's "All Russians

Love Birch Trees" prior to the start of the course. Students will have Zoom class discussions and intensive peer-feedback-driven writing practice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST233F**
Prereq: **None**

CJST234 Israel in Therapy: Society Under the Influence of TV Series
The course deals with the prototypes of the Israeli character as they appear in the original Israeli TV series In Treatment, and other Israeli TV series, such as Florentine and A Touch Away. We will compare the structure and the characters of the series to other dramatic Israeli series, examine the appearance of the characters, and discuss the similarities and differences between the roles they perform. In addition, we will examine the role of television drama series as a tool to define and characterize our societies, and also look over the five characters that appear in the first season of In Treatment, define them, and examine the five prototypes of the Israeli character they represent.

The instructor is the co-creator and head screenwriter of the original version of the TV series In Treatment as well as the Center for Jewish Studies distinguished Visiting Professor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Identical With: **FILM311**
Prereq: **None**

CJST234F Instances of Collective Memory (FYS)
Both history and fiction tell stories. They evaluate facts, construct contexts, and foreground patterns and associations--all using language as their primary tool. In this course, we will analyze key moments in the formation of collective and cultural memories in 20th-century history, philosophy, and literature. We will think about how individual memory and collective remembrance connect, how larger stories are built up from archives and personal stories, and how these narratives are shaped by changes in the world around them. We'll pay special attention to how the World Wars and the Cold War are memorialized and to the importance of these narratives to contemporary Jewish identity and remembrance in Germany, Israel, and the United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT117F, GRST234F**
Prereq: **None**

CJST235 Remembering the Holocaust
How should the Holocaust be remembered? How do we want it to be remembered, and how can we ensure that it will be? These questions preoccupied Jews even as the genocide was unfolding, and many documented their experiences in diaries, while a few were able to clandestinely photograph life and death in the camps. Today, these questions are more urgent than ever, as we are living through the final era in which it is still possible to engage personally with Holocaust survivors; soon, none will remain alive. In this course, we will explore the different ways, formats, and perspectives through which the Holocaust has been remembered: diaries, fiction, art-house and commercial films, limited series, graphic novels, art installations, recorded testimonies, still photography, social media projects, memorials and museums, televised trials, and more. We will ask what was and what is the "right" way to remember the Holocaust, and whether such a way even exists. We will also discuss the rise of Holocaust denial and examine how AI can be used both to promote it and to combat it. The course will include close readings, guest speakers, virtual visits, and creative projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Prereq: **None**

CJST238 Zionism and America
"America has a love affair with Israel" -- so an Israeli tourism executive tells an American advertising agency in an early Mad Men episode, set in 1960. In reality, America's relationship with Israel has always been far more complicated than that, and consistently marked by heightened emotions -- by passion and inspiration, but also by disappointment and rejection. This course will explore that complex relationship. In the same Mad Men episode, a character defines Israel as both a place and an idea -- the idea, of course, being Zionism. We will trace how American thinkers, Jewish and non-Jewish alike, have reflected on the Zionist idea: how they shaped and transformed it, supported and encouraged it, but also challenged and rejected it. We will also analyze how American literature, television, and film have represented the Jewish state, and how these representations have shifted over time -- from hailing Israel as a miracle to subjecting it to intense criticism. Specifically, we will discuss differing views of Zionism among American Jews and Christian Zionists, and consider how Christian media has often supported Zionism, for example in recent Christian films such as David and Mary. The scope of this course will be wide-ranging. It will end with Netflix, but it will begin hundreds of years earlier, and will also examine America's role in imagining alternative possibilities for Jewish resettlement, including the long-forgotten plan to establish a Jewish homeland in Texas. We will discuss alternative pasts, as well as competing visions for the future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Prereq: **None**

CJST241 Anne Frank's Diary and its Legacy
Since its publication, "The Diary of Anne Frank" has become one of the bestselling non-fiction books of all time. Moreover, it has inspired numerous adaptations in different forms: films, stage plays, TV series, graphic novels, and more. In this course, we will closely read the original diary, and engage with various incarnations, asking: Why did the world iconize Anne Frank, and is it a lionization or an appropriation? What does this global phenomenon tell us about the legacy of the Holocaust and of Anne Frank, and, finally, what does Anne Frank's diary tell us about the world?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST244 Introduction to the Hebrew Bible (Old Testament)
The Hebrew Bible is one of the most influential texts in the world. From antiquity to the present, it has served as a source of philosophical, literary, and artistic reflection. It is a fascinating document, combining narrative, poetry, law, prophetic proclamations, and puzzling parables. What kind of book is the Hebrew Bible? Who wrote it and why? How do we approach such a text across the distance of time? Through a systematic reading from the very beginning, we will place the Bible in its historical context while giving special attention to the philosophical and literary questions it raises: Is obedience to authority always justified? Why do good people suffer unjustly? What is God's gender? In answering these and other questions, you will gain an understanding of the ways contesting interpretations make authoritative claims.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI201, MDST203, WLIT281**
Prereq: **None**

CJST247 Jewish Americans: Gen X to Gen Z
What does it mean to be Jewish? What does it mean to be American? What does it mean to be young? This course explores these three questions, with a particular focus on where these identities intersect. We will examine how young Jewish Americans have been represented and how they have represented themselves over the past four decades. Through books, films, TV shows, comedy specials, social media, and more, we will trace how these representations have shifted from Generation X to Generation Z, and consider how they may continue to evolve in the future. We will also discuss the extent to which Jewish identity is essential or peripheral to how young Jews understand themselves, express their identities, and engage with the world. The course includes close readings of both canonical and lesser-known texts, alongside several creative projects. These may include analyzing a case study of a prominent contemporary Jewish celebrity, reimagining older Jewish media in a contemporary setting, writing a Jewish pop song, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Prereq: **None**

CJST248 Designing Reality in Israeli Documentary Film
In the last decade, Israeli documentary films have crossed borders not just geographically but also by their form and style. They are bold, courageous and provocative. They have been participating in prestigious international film festivals, receiving important awards and mostly bringing the Israeli audience back to the cinema, having a crowd power like fiction films. So what makes Israeli documentary films a "hot property"? In this class we will look for the answers by watching and discussing 14 Israeli documentary films (among them "Paper Doll," "In Satmar Custody," "Presenting Princess Shaw," "No.17"). The course will raise questions about reality and the construction of reality in Israeli documentary films.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Prereq: **None**

CJST249 From Black and White to Colors: Israeli Cinema, a Melting Pot Fragmented
The course will focus on Israeli cinema as a reflection of a society that was founded as a melting pot for all Jews and became sectorial. Israeli cinema originated as a tool for establishing a unified national identity evolved over the years into a means of expression for ethnically defined subcultures within society. During the course, the students will explore past and contemporary films and will follow the shift they represent in the current Israeli experience turning away from the original Zionist core into several isolated groups distinguished by ethnicity, traditions, and language. We will examine Moroccan, Persian, Georgian, Russian, Yiddish, Ethiopian, Arab, etc. films produced in Israel by local filmmakers digging deep into the experience of immigration, seclusion, rediscovering their roots, and even expressing yearnings to the countries of origin.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST250 Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema
The course will focus on contemporary Israeli cinema and how it reflects shifts in local society; mainly the ways in which a new national identity and culture are being forged at the expense of the Israeli-Palestinian conflict--which is marginalized, repressed, sublimated, or left out altogether. As this concerns mainly the Hebrew-speaking cinema, we will also discuss the emergence of an unprecedented wave of Arab-speaking Israeli-Palestinian cinema, which is thematically groundbreaking. This introduction to the new generation of Israeli filmmakers, who differ dramatically from their predecessors, will help us better understand the ever-changing Israeli society. Watching closely, we will discover that the conflict is always present in the Israeli experience, even when is it seemingly absent. An optional CLAC course, which is conducted in Hebrew and carries a full credit, is offered to students with advanced Hebrew skills. The course will include visits from scholars in the field, watching movies in Hebrew and/or with Hebrew subtitles and students' presentations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST251 Rabbis and Reinterpretation
This course explores the dynamic and creative ways in which rabbinic texts, particularly the Mishnah and Talmud, reinterpret biblical passages. We will investigate the methods of rabbinic exegesis, their theological and legal motivations, and the role of these texts in shaping the larger Jewish tradition. Emphasis will be placed on close readings of primary sources in translation, contextual analysis, and critical engagement with secondary scholarship.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI253**
Prereq: **None**

CJST252 The Five Rachels: Jewish Women in Contemporary American Culture
The course will focus on five iconic contemporary female TV characters, actors, and creators; American, Jewish, and incidentally--or not--sharing the same name: Rachel. Rachel Green ("Friends"), Rachel Berry ("Glee"), Rachel Menken ("Mad Men"), and Rebecca Bunch ("Crazy Ex-Girlfriend"), played by Rachel Bloom, and Midge Maisel ("The Marvelous Mrs. Maisel"), played by Rachel Brosnahan. These five complement each other and offer us a panoramic view of the American Jewish female experience: discrimination, inclusion, the generational gap, and their relationship with Israel. In addition, they allow us to explore the three most common stereotypes associated with the Jewish woman: the Jewish nose, the Jewish mother, and the Jewish American princess. We will discuss the conflicts and the societal shifts these characters embody, and how they define themselves, their Jewishness, their femininity, their unique surroundings, and place in history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **RELI252**
Prereq: **None**

CJST253 Jews and Therapy in Films, Books and Television
Popular culture features many depictions of therapy. More often than not, these representations have some kind of Jewish relation: the creators of the media are Jewish, the therapist is Jewish, the patient(s) are Jewish, or all of the above. From Freud's iconic psychoanalytic couch to potato couches watching shows

about his legacy, this course will examine the long-time connection between Jews and treatment. We will read books, watch romantic and horror films, binge on limited series, and ask: what can we learn from therapy about Jewish culture and history, and what can Jews teach us about therapy?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST254 Four Bar Mitzvahs and a Funeral: Being Young and Jewish in America
How is the American Jewish experience viewed from the perspective of Jewish children and young adults? This course will discuss depictions of Jewish coming-of-age in American popular culture. We will examine various age groups from elementary school to college, and through various art forms--literature, film, and television. Analyzing these works together will illuminate different facets of Jewish American life including immigration, assimilation, education, tradition, family, anti-Semitism, and more. They will also allow us to broach more universal questions surrounding representation, identity, and the complex relationship between popular culture and society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST260 Ancient Jewish Mysticism
This course examines how ancient Israelite/Judahite communities (Bronze Age through the Iron Age) imagined, accessed, and managed the "invisible world": the dead, hostile spirits/demons, divine messages about the future, and the binding power of spoken formulas (oaths, blessings, curses). Rather than treating "mysticism" as later contemplative tradition, we use the term in a deliberately narrow, historical sense: ritual and textual techniques meant to cross or manipulate the boundary between human and nonhuman realms -- especially under conditions of threat, uncertainty, or political pressure. Working historically and comparatively, we read biblical texts alongside contemporary ancient Near Eastern ritual and inscriptional evidence (Akkadian, Aramaic, Sumerian, Ugaritic), asking: What practices do the texts presuppose? What do polemics against "illicit" rites reveal about what people actually did? How do treaties, curses, and apotropaic objects encode beliefs about divine enforcement? And how does material culture (amulets, inscriptions, ritual installations) complicate strictly "literary" reconstructions?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI260, CLST270**
Prereq: **None**

CJST272 Ethics After the Holocaust
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human after Auschwitz. In this course, we will investigate how the Holocaust orients contemporary discussions on questions of guilt, forgiveness, and evil. What does it mean to remember, to forgive, and to forget? Can one ethically represent the Holocaust in art? We will explore these questions using various sources, including works by Hannah Arendt, Adorno, and Emmanuel Levinas, as well as museums, memorial sites, and cinematic representations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI272, GRST266**
Prereq: **None**

CJST272F Ethics After the Holocaust (FYS)
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human. We will engage films, graphic novels, art, and philosophical works as we try and grapple with the contemporary presence and relevance of the Holocaust. Are comparisons of other genocides to the Holocaust helpful or offensive? Was the Holocaust a lapse into barbarism or a dark side to the logic of modernity? We will see how thinkers such as Hannah Arendt, Emmanuel Levinas, and Martin Buber grappled with these and related questions such as the problem of evil, the meaning of suffering, and the presence of God in the death camps.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI272F, GRST266F**
Prereq: **None**

CJST280 The Jewish Mother
What is a "Jewish Mother"? Is it a technical definition--a mother who is Jewish, a Jew who is a mother? Or is it a more abstract notion--a character trait, a mindset, an attitude? What are the qualifiers required to be crowned (or not) as a "Jewish Mother"? This course will examine how the "Jewish Mother" depiction evolved and became a stock character in American culture. We will engage with different forms of content, from different periods and perspectives: feature films, TV series, pop music, novels, and non-fiction books. Through these texts, we will discuss how daughters and sons view and confront their mothers, and how they reflect on the mother's presence or absence with anger, frustration, confusion, longing, admiration and gratitude. Finally, we will compare the depiction of the "Jewish Mother" to other non-Jewish matriarchs and ultimately ask: in current popular American culture, are all mothers actually "Jewish Mothers"?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST281 Political Fantasies of Zion
Palestine, Zion, Judah, the Promised Land. A small piece of land in the Middle East has a very long and contested history full of religious meaning for Judaism, Christianity, and Islam. Some imagine the State of Israel as an island--"the only democracy in the Middle East" or the only Western state in the region--surrounded by a hostile environment. The geographical area, by contrast, has often been portrayed as a crossroad, a place where cultures clashed, merged, and exchanged ideas.

In this class, we will examine this tension between a physical and imagined space, between political reality and idea, by recovering alternative Zionist, non-Zionist, and anti-Zionist visions of the Zion. Jewish statehood is a very recent phenomenon. Throughout the modern period, the vast majority of Jews lived under empires, whether Habsburg, French, Romanov, British, or Ottoman. How did the imperial experience shape Jewish religious and political views? What role does the imagination of Zion play in today's political context? Reading political pamphlets, poetry, maps, artworks, and utopian fiction, we will pay attention to the construction of the Zionist idea not just in political Zionism but also in contrasting visions including Canaanism, cultural Zionism, diaspora nationalism, a Jewish-Arab federation, a binational state, and the rejection of statehood as heresy. In the last part of the class, we will look at recent contemporary issues from the news, e.g., the agreements between the State of Israel and the United

Arab Emirates, or government corruption in Israel, in order to see how these ideas of Zion are still present in today's discourse.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM281, RELI281**
Prereq: **None**

CJST295 Religion in Dungeons and Dragons
As a fantasy roleplaying game, Dungeons & Dragons has been prevalent for over 40 years. In this game, players partake in fantastical journeys, slaying beasts, completing quests, and interacting with divine beings. Though not often discussed, religion has played an important role in Dungeons & Dragons since its creation: clerics pray to their gods and invoke physical changes in the world, strange cults organize and perform perverse rites, summoning ancient beings for evil. There have been many different editions of Dungeons & Dragons, and each treats these religious elements in a different way. This course answers the questions, "What role does religion play within Dungeons & Dragons and how does the presentation of religion within Dungeons & Dragons map onto scholarly trends within Religious Studies?"
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI295**
Prereq: **None**

CJST309 Medieval Monsters
In this course we will examine forms and modes of the monstrous in medieval literature. We will focus on how monstrosity emerges at the intersection of cultures, religions, races, languages, genders, and the nebulous space/time between the living and the dead. Some of our monstrous themes will be pollution, revenants, exoticism, translation, and extreme violence. Written by Christians, Muslims, and Jews in the 11th-14th centuries, texts will include romances, saints' lives, apocalypses, chronicles, and travelogues.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM309**
Prereq: **None**

CJST311 Pain and Punishment in the Hebrew Bible
The Hebrew Bible has many graphic depictions of pain and punishment; some inflicted upon the Israelites and many inflicted by the Israelites themselves. Many of the laws of the Hebrew Bible describe the proper ways to inflict punishment and many of those same laws describe the ways in which someone might be absolved of punishment. This course aims to answer the questions of: What role did pain and punishment play in the ancient world? How was the physical experience of either connected to religious experience? In what ways was pain, and often disgust, utilized to either connect or separate someone from the divine? What is the relationship between divinity, power, physicality, and punishment? In asking these questions, this course will demonstrate that, much of the time, spirituality, devotion, and religiousness, need not be divorced from the physical world and need not be considered metaphysical qualities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI311**
Prereq: **None**

CJST312 Judaism in the Time of Jesus
This course is designed to help us understand the emergence of Judaism - its practices and beliefs, as a philosophy, a way of life, a religion -- from the formation of the Hebrew Bible (ca. 400 BCE) to the parallel development of rabbinic Judaism and early Christianity (ca. 100 CE). We will be concerned with the creation of community and its institutions, the rise of sectarianism and claims of normativity, the creation of the Bible as scripture and various modes of its interpretation, the relationship of early Judaism to ancient Israelite religion and society, and relations between Jews and Judaism to gentiles and gentile culture. Attention will be given to the creativity of Jewish literature, its common setting in times of oppression, and its place in the religious heritage of Judaism and Christianity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI312**
Prereq: **None**

CJST314 Curating Religion: Museums, Monuments, and Memorials
Museums, monuments, and memorial sites have long been important sites for public reckoning with the past. But they are not only about the past, they represent present struggles about the meaning of history and the possibility of imagining different futures. In this multidisciplinary class, we will work as a group to examine diverse case studies in which religion and memorial culture intersect in acts such as curation, representation, conservation, and repatriation. Visiting exhibitions and working with Wesleyan's collections, some of the questions we will ask include: What are the ethics of the treatment of objects in museums and of repatriation? How does space shape religious experience in an arguably secular setting? How do monuments invoke religious imagery and symbolism in their construction of history? In what ways does placing something behind a glass case give it a religious aura, and in what ways does it drain an object of its sacrality?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI313, ANTH314**
Prereq: **None**

CJST315 Hebrew in the Media: From National Literature to International Films and TV Shows (CLAC 1.0)
This language course is offered as an enrichment opportunity to students with intermediate or advanced Hebrew skills who are interested in improving all their language skills and/or acquiring additional linguistic and cultural preparation for study abroad in Israel. Cultural activities including participating in the 24th Annual Contemporary Israeli Voices 2026 and Lunch and Learn meetings with native speakers are part of the course. In addition, special writing workshops with internationally renowned Israeli scholars will be integrated into the course curriculum. The course explores the changes in Israeli society as it moves from national ideological literature to the exploration of new multicultural media such as films and TV shows and thus gaining international fame and inspiring widespread emulation. The course may be repeated for credit. The course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts toward the minor in Jewish and Israel Studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-CJST**
Identical With: **CGST323, HEBR315**
Prereq: **None**

CJST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933
Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918--1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST319, GRST264**
Prereq: **None**

CJST321 Dialogues of Love: A Close Reading
Towards the end of the fifteenth century amidst the burgeoning cultures of the Italian Renaissance in Naples, Genova, and Venice, the exiled Ibero-Sephardic philosopher and physician Judah Abravanel (Leone Ebreo) composed a philosophical work on erotic ethics as a dialogue between love (Philone) and wisdom (Sophia). "The Dialogues of Love" (1535) presented early modern readers with an erotic cosmology which drew upon Ancient and Medieval texts including Plato, Neo-Platonism, Neo-Aristotelianism, Kabbalah, and scriptural commentary. Widely translated, read, and reprinted throughout the sixteenth century, this text animated literary and cultural life throughout sixteenth-century Europe, finding its way into the work of poets and fiction writers such as Miguel de Cervantes. This course engages this unique and breathtaking work of early modern philosophy through a close reading of a Renaissance cosmos staged as a lovers' courtship.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL321, RL&L321, MDST321**
Prereq: **None**

CJST353 Race, Ethnicity, and Religion in Medieval Literature
Why do white supremacists celebrate the European Middle Ages as a lost era of racial and religious purity? This course approaches that question and related issues by considering the emergence of medieval ideas of race, ethnicity and religious difference. We will also think through the meaning of these categories and recent controversies about locating "race" in medieval studies. Our focus will be on a selection of texts dealing with encounters -- real and imaginary -- of Western European Christians with cultures ranging from the Mongol Empire to the Jewish communities in their own territories. The readings will begin historically with the Crusades and the gruesome chronicles written by Christian, Muslim, and Jewish authors. We will move on to religious polemics, travel accounts, and romances: fictions that re-imagine the past in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL353, MDST353**
Prereq: **None**

CJST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CJST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CJST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CJST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CJST413 Israeli Cinema (CLAC 1.0)
This Hebrew course will be linked to the film course, taught in English, entitled CJST 250: Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema. This course is targeted toward students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. Scholar visits will be part of the course, and students will attend a few cultural enrichment activities. This course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CGST413, HEBR413**
Prereq: **None**

CJST414 Israeli Cinema (CLAC 1.0)
This most advanced Hebrew course can be taken either as a language enrichment course to the parent course, CJS223: Israeli Women Filmmakers and Israeli Society, or taken by itself independently as an advanced Hebrew course. The focus of the course will be studying films made by female filmmakers. Students will analyze, discuss, and write on the films with special attention to mapping the cultural and social changes in Israeli society as well as changes in films' formats and themes. Conversing in Hebrew with Israeli film directors and scholars during Lunch and Learn Meetings as well as attending the screening of films in Hebrew in the 20th Annual Ring Family Wesleyan University Israeli Film Festival and writing reflective papers on films will provide a cultural and social framework for the course. In addition, the course will include special workshops delivered by renowned Israeli filmmakers and scholars. The course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts towards the Minor in Jewish and Israel Studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CGST414, HEBR414**
Prereq: **None**

HEBREW

HEBR101 Beginning Hebrew I
In the beginning, there was an old Hebrew language that was dead in the 19th century and then revived into a modern language. In this course you will begin your journey into a fascinating language that is used to read ancient as well as modern texts. From reading with vowels, to reading without vowels, from handwriting in script to typing in Hebrew (so that you will be able to use social media), Hebrew has always had something special and unique to offer. Students will not only be introduced to all aspects of reading, writing, speaking, and understanding the language, but also will be exposed to the language as embedded in its cultural context. To meet that end, students will attend the series of 24th Annual Contemporary Israeli Voices 2026, which brings to campus the most diverse and contemporary cultural voices as well as converse with native speakers over Lunch and Learn meetings. Those extra cultural events account for the additional half credit (with a total of 1.5 credit for this course). This course counts toward the minor in Jewish and Israel Studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CJST, SBS-CJST**
Prereq: **None**

HEBR102 Beginning Hebrew II
In the second part of the Beginning Hebrew course, students will continue their journey to studying the Hebrew language, an old language that was dead in the 19th century and then revived into a modern language. Students will be introduced to all aspects of reading, writing, speaking, and understanding along with an emphasis on enlarging vocabulary, learning new grammatical concepts, writing short compositions, and further developing all language skills. Multimedia resources will be used to enhance listening and comprehension. Exposure to cultural material will also be explored through participation in the 20th Annual Ring Family Wesleyan University Israeli Film Festival 2027, which brings to campus film premieres of the most diverse and contemporary films. In addition to attending film screenings, students will meet and converse with Israeli film directors, cinema critics, and professors who are also native speakers over Lunch and Learn meetings. Participation in cultural events account for the additional 0.5 credit with a total of 1.5 credits for this course. This course counts toward the minor in Jewish and Israel studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CJST, SBS-CJST**
Prereq: **HEBR101**

HEBR201 Intermediate Hebrew I
In this course, students will continue their journey, exploring Hebrew on a higher level, both linguistically and culturally. Linguistically, students will master new grammatical skills, work more intensively on their conversational skills, and type short papers in Hebrew. Culturally, students will be exposed to Israeli media and ongoing public discussions. This will include students participating in the 24th Annual Contemporary Israeli Voices 2026 series, which will feature renowned international scholars and writers. Students will attend lectures, converse with native speakers over Lunch and Learn meetings, and write a short paper on each event. The cultural events will account for the extra half credit with a total of 1.5 credits for this course. The course counts toward the Minor in Jewish and Israel Studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CJST, SBS-CJST**
Prereq: **HEBR102**

HEBR202 Intermediate Hebrew II
In this course, students will continue their journey, exploring Hebrew on a higher level both linguistically and culturally. Linguistically, students will master new grammatical concepts, read more complicated texts, and work more intensively on their conversational skills by presenting a subject of their choice as well as participating in students' debates, and typing short papers.

To meet the cultural component, students will participate in the 20th Annual Ring Family Wesleyan University Israeli Film Festival 2027, which brings to campus film premieres of the most diverse and contemporary films. In addition to attending film screenings, students will meet and converse in Hebrew with Israeli film directors, cinema critics, and professors who are also native speakers over Lunch and Learn meetings. Students will reflect upon the films by typing in Hebrew a short response paper. Participation in cultural events accounts for the additional half credit, with a total of a credit and half for this course. The course counts towards the Minor in Jewish and Israel Studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CJST, SBS-CJST**
Prereq: **HEBR201**

HEBR211 Hebrew Literature
This seminar will survey contemporary Hebrew poetry, prose, plays, and films with emphasis on aspects of sociohistorical issues and the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel. The course will seek to increase the fluency and complexity of the students' expression and comprehension and generate a greater appreciation of the uniqueness of the language. Literary scholars' visits will be incorporated into the curriculum.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-CJST, SBS-CJST**
Prereq: **HEBR202**

HEBR315 Hebrew in the Media: From National Literature to International Films and TV Shows (CLAC 1.0)
This language course is offered as an enrichment opportunity to students with intermediate or advanced Hebrew skills who are interested in improving all their language skills and/or acquiring additional linguistic and cultural preparation for study abroad in Israel. Cultural activities including participating in the 24th Annual Contemporary Israeli Voices 2026 and Lunch and Learn meetings with native speakers are part of the course. In addition, special writing workshops with internationally renowned Israeli scholars will be integrated into the course curriculum. The course explores the changes in Israeli society as it moves from national ideological literature to the exploration of new multicultural media such as films and TV shows and thus gaining international fame and inspiring widespread emulation. The course may be repeated for credit. The course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative

sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts toward the minor in Jewish and Israel Studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST315, CGST323**
Prereq: **None**

HEBR401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HEBR402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HEBR407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

HEBR408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

HEBR409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

HEBR410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

HEBR411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HEBR412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HEBR413 Israeli Cinema (CLAC 1.0)
This Hebrew course will be linked to the film course, taught in English, entitled CJST 250: Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema. This course is targeted toward students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. Scholar visits will be part of the course, and students will attend a few cultural enrichment activities. This course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CJST413, CGST413**
Prereq: **None**

HEBR414 Israeli Cinema (CLAC 1.0)
This most advanced Hebrew course can be taken either as a language enrichment course to the parent course, CJS223: Israeli Women Filmmakers and Israeli Society, or taken by itself independently as an advanced Hebrew course. The focus of the course will be studying films made by female filmmakers. Students will analyze, discuss, and write on the films with special attention to mapping the cultural and social changes in Israeli society as well as changes in films' formats and themes. Conversing in Hebrew with Israeli film directors and scholars during Lunch and Learn Meetings as well as attending the screening of films in Hebrew in the 20th Annual Ring Family Wesleyan University Israeli Film Festival and writing reflective papers on films will provide a cultural and social framework for the course. In addition, the course will include special workshops delivered by renowned Israeli filmmakers and scholars. The course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts towards the Minor in Jewish and Israel Studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CJST414, CGST414**
Prereq: **None**

HEBR492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CENTER FOR THE HUMANITIES

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

RELATED PROGRAMS OR CERTIFICATES

Social, Cultural, and Critical Theory Certificate (p. 1131)

AFFILIATED FACULTY

Andrew Leland
BA, Oberlin College; MA, University of Missouri-Columbia
Koeppel Fellow in Journalism; Research Fellow

Maya von Ziegesar
BA, Princeton University
Visiting Instructor of Philosophy; Research Fellow

FACULTY

Anthony Ryan Hatch
AB, Dartmouth College; MA, University of Maryland College Park; PHD, University of Maryland College Park
Director, Center for the Humanities; Professor of Science and Technology Studies; Professor, African American Studies; Professor, Sociology; Professor, Environmental Studies

VISITING FACULTY

Devin Prakash Choudhury
BA, Columbia University in the City of New York; PhD, University of California-Berkeley
Mellon Postdoctoral Fellow; Mellon Postdoctoral Fellow in the Center for Humanities

Cameron Stephen Hu
BA, University of Pennsylvania; MA, University of Chicago; PhD, University of Chicago
Mellon Postdoctoral Fellow; Mellon Postdoctoral Fellow, Center for the Humanities

FACULTY FELLOWS

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

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

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

STUDENT FELLOWS

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

CHUM141 Depicting Death in Literature
This course analyzes the theme of death primarily within French and francophone writing (in English translation), tracing the evolution of death imagery over time in literary texts. The curriculum will investigate various contexts related to the environment and language usage, offering a nuanced understanding of how the portrayal of death has changed in literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **CGST141, RL&L211**
Prereq: **None**

CHUM202F Deconstructing Democracy (FYS)
What role does democracy play in the narratives that political philosophers tell themselves about the moment human beings pass from the state of nature into civil society? Why is it that almost all political philosophies have almost nothing good to say about democracy? And how did it happen that democracy has come to be one of the most debated concepts straddling the borderline of the literary and the political, the real and the ideal? Seeking to answer these and other questions, this course will follow the concept of democracy through some canonical and non-canonical texts in or relating to political philosophy. We shall attempt to understand why democracy gives rise to the complications and paradoxes that are definitive of the conceptual space of political society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM204F Performance and Authenticity between Race and Gender (FYS)
This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. To deride a person or phenomenon as "all a performance" is to make an accusation of artificiality or inauthenticity. How do colloquial uses of language reflect long-standing cultural suppositions, and how do connotations of performance as fakery or fabrication intersect with the actual work of performers themselves? In this interdisciplinary seminar, we will explore questions of performance, affective labor, subjectivity and self-making (and re-making), both onstage and off. We study performances found equally in everyday life, popular entertainment, and avant-garde art, and center the contributions of Black, feminist, and queer studies.

Topics include illusion, ventriloquism, and sleight of hand, as well as mimetic acting and the manufacture of "emotion," dance technique and the concealment of effort, and musical improvisation and the politics of invention. We consider the potent complexities of drag, camp, and minstrelsy--and historicize their surrounding discourses of fraudulence and authenticity. Looking at a range of (predominantly U.S.-based) practices from the mid-nineteenth century to the late twentieth, this course is not a comprehensive survey, but rather, examines key episodes in the history of modern "performers."

Together, we will grapple with the ways that artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; the historically complex entwinement between ideas of race and authenticity; and how hiding, fabulation, exaggeration, and duplicity have been mobilized as strategies of freedom and resistance--from the spectacular escape act of Henry "Box" Brown to the sensational camp and hyperbolic glamour of the East Los Angeles art collective Asco.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**

Prereq: **None**

CHUM206F Art and the Global Contemporary (FYS)
This course introduces students to a range of artistic practices from the mid-20th-century to the present. We will consider the work of artists from Argentina, Brazil, Chile, Japan, Yugoslavia, Serbia, Germany, Poland, Ghana, Senegal, Mali, Nigeria, China, Iran, Iraq, Egypt, Lebanon, Morocco, Haiti, Cuba, Mexico, Vietnam, Thailand, South Korea, India, the Indigenous U.S. and the African Diaspora, among others.

We will not take our central terms for granted. Rather, we will ask: When, precisely, is the contemporary? How do different nations and cultures have varying notions of the present and the past? How do questions of tradition and futurity resonate in artworks, particularly in non- Western and postcolonial contexts?

Together, we will consider the status of the global and the role of the local. In the context of late modernity, can the "global," only ever name the circuits of capitalist exchange? We will consider how artists are both deeply attentive to local contexts, as well as engaged in a practice of diaspora; and how artists engage the politics of land, borders, the nation-state, and the violence that upholds them. That is, we will orient ourselves via a notion of cultural identity that, in Stuart Hall's terms, is "not an essence but a positioning."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM214 The Modern and the Postmodern
In this course we will examine how the idea of "the modern" develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Identical With: **HIST214, COL214**
Prereq: **None**

CHUM228 Virtue and Vice in History, Literature, and Philosophy
Examines the long, complex and sometimes contradictory associations of virtue with piety, salvation, righteousness, intensity, strength, and, more recently with vulnerability and suffering. Beginning with Confucius and Aristotle, and winding our way through Christianity, humanism, postmodernism until the present, we will explore the ethics, power, and politics of the ideas of virtue and vice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL228, PHIL112, HIST140**
Prereq: **None**

CHUM233 All Ah We: Contemporary Afro-Caribbean Drama & Performance
What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present "Caribbean" and/or "West Indian" subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL233, AFAM233, THEA233**
Prereq: **None**

CHUM248 Shakespearean Revolutions
Shakespeare's works emerged during a period of revolutionary social, political, religious, economic, and cultural change, including the Protestant Reformation, the rise of print culture, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the emergence of the first, purpose-built, commercial playhouses. Innovations in dramatic form and genre, which Shakespeare helped craft, sought in varying ways to make sense of these momentous shifts for diverse theater publics. Revivals and adaptations of his works on stage and screen during times of revolutionary change have rendered the Shakespearean canon a site of subsequent social and cultural contestation. This class considers the "revolutionary" dimension of four Shakespeare plays both in their own time and place, and in later theatrical and filmic productions and adaptations. We will trace first-, second-, and third-wave feminist reimaginings of "The Taming of the Shrew"; Second World War- and Vietnam War-era renderings of "Henry V"; civil rights and anti-apartheid era restagings of "Othello"; and attempts to decolonize "The Tempest."
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL248**
Prereq: **None**

CHUM250 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS250, EDST250, SOC281**
Prereq: **None**

CHUM278 Visualizing Firearms History: An Applied Quantitative and Archival Approach for a Project-Based Expl

This project-based course provides a unique cross-disciplinary opportunity to study important historical questions surrounding firearms. Combining quantitative methodology in data science with qualitative research methods in history, students will answer questions they are passionate about based on existing datasets. Students will read, discuss, and write responses to the latest historical scholarship on the technological development of guns, firearms in media, gun violence statistics, and advertisements. Students will choose one of four datasets to research and analyze. These include data sets related to firearms patents since the 1820s, firearms in media (film, television, anime, games), firearms-related deaths, and advertisements of firearms. Students will develop skills in hypothesis testing and inferential statistical analysis alongside qualitative research methods used in history. The course offers one-on-one support and training in the skills required to complete a team-based final project. The final project will be hybrid between a research paper and also an exhibit (e.g., film, website, media, art installation). Students will present their work at the center's third annual undergraduate research conference (Spring 2025). Select students can apply to continue on as QAC summer apprentices and Baker Collabria Fellows in Data Analysis, and as CSGS NEH-funded summer history research fellows and as History thesis researchers.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST278, QAC204**
Prereq: **None**

CHUM281 Political Fantasies of Zion

Palestine, Zion, Judah, the Promised Land. A small piece of land in the Middle East has a very long and contested history full of religious meaning for Judaism, Christianity, and Islam. Some imagine the State of Israel as an island--"the only democracy in the Middle East" or the only Western state in the region--surrounded by a hostile environment. The geographical area, by contrast, has often been portrayed as a crossroad, a place where cultures clashed, merged, and exchanged ideas.

In this class, we will examine this tension between a physical and imagined space, between political reality and idea, by recovering alternative Zionist, non-Zionist, and anti-Zionist visions of the Zion. Jewish statehood is a very recent phenomenon. Throughout the modern period, the vast majority of Jews lived under empires, whether Habsburg, French, Romanov, British, or Ottoman. How did the imperial experience shape Jewish religious and political views? What role does the imagination of Zion play in today's political context? Reading political pamphlets, poetry, maps, artworks, and utopian fiction, we will pay attention to the construction of the Zionist idea not just in political Zionism but also in contrasting visions including Canaanism, cultural Zionism, diaspora nationalism, a Jewish-Arab federation, a binational state, and the rejection of statehood as heresy. In the last part of the class, we will look at recent contemporary issues from the news, e.g., the agreements between the State of Israel and the United Arab Emirates, or government corruption in Israel, in order to see how these ideas of Zion are still present in today's discourse.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CJST281, RELI281**
Prereq: **None**

CHUM288 Literary Perversions: Revolution, Democracy, Identity

The Federalist Papers wrote under the strong impression that the American Revolution was imperiled by an overwhelming debt and the lack of a national authority and identity to bind the States together. Public fear of moral degeneration via the replacement of the "Old World" symbolic order with a "New World" order under the aegis of "representative democracy" loomed over the republic.

Taking these concerns and the dissemination of The Federalist Papers as our point of departure, this course will examine how representations of "non-normative" identities in several major 19th-century works relate to the problems of representing democracy in the aftermath of the American Revolution. Many of the most famous canonical literary texts in the United States during the 19th century write about "non-normative" topics such as maternity, slavery, bestiality, and gender inequality in the context of narratives that attempt to rewrite the legacy of the American Revolution. By focusing on the literary treatment of these "perverse" topics, we shall attempt to understand whether the authors we will undertake close readings of in this course were successful in their endeavors to not only amend the shortcomings of the Revolution, but also to think more rigorously about the history of slavery and gender inequality.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL284**
Prereq: **None**

CHUM298 (Un)Sound Projections: When Spaces Resist Recording

The class would involve a series of discussions around field recordings and site-specific compositions. This would involve a survey of landmark and recent recordings in this vein (e.g., Pauline Oliveros, Stuart Dempster, and Paniotis [Deep Listening Band] at the Dan Harpole Cistern; Chris Watson's "Outside the Circle of Fire"; Sylvi MacCormac's "Voices and Wheels"; Peter Cusack's "Sounds from Dangerous Places"; and works by Jacob Kirkegaard, among other sound artists and composers).

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

CHUM302 Life and Death: Relations of Biopower and Necropower

The blunt truth of human suffering permeates people's lives and yet people attempt to push back in myriad ways against the certainties of death. What conceptual spaces do living humans occupy that do not equally place them under the specter of death? This seminar considers the social structures and cultural ideas that position ways of being and understanding humans as they traverse the spaces between life and death. It traces the conceptual foundations and empirical sites for two contrasting yet complementary theories of social power that aim to explain this shared conceptual space: biopower and necropower. As theories of power, biopower and necropower are not things that exist in the world, but rather ways of defining, thinking about, and resisting discursive and material relationships that do, in fact, exist in societies. Biopower is a theory of power that examines how and why social institutions target, intervene, and invest in the life processes of living beings in the name of improving population health. Necropower is a theory of power that examines how and why social institutions function to produce mass suffering towards the ends of death. This course asks what social, cultural, and ethical ideas help map the embodied, relational, and sociopolitical spaces between "alive" and "dead" humans?

Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS320**
Prereq: **None**

CHUM304 Entangled Sounding Objects: Musical Instruments of Central Asia
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they are at once tangible and symbolic sounding objects that hold significant meanings for the communities they serve. This course will explore the social roles and cultural meanings of musical instruments in Central Asia, a region once traversed by the Silk Road, which extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south.

Drawing on theories and ideas derived from interdisciplinary studies of material and sound culture, the course will examine how instrument making and performance are shaped by and entangled with social systems of value and cosmology, political ideology, ecology, and economy. Class meetings will focus on case studies of bowed and plucked lutes, zithers, mouth harps, end-blown flutes, and frame drums among historically nomadic and sedentary peoples of Central Asia. Through these case studies, students will learn about the origins and historical trajectories of individual musical instruments from the pre-modern period to the Soviet and post-Soviet eras; consider the social and political connotations of various performance configurations and repertoires; discuss the status of instruments in Islam and indigenous spiritual belief-systems, and the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ANTH304, REES204, FGSS346**
Prereq: **None**

CHUM309 Medieval Monsters
In this course we will examine forms and modes of the monstrous in medieval literature. We will focus on how monstrosity emerges at the intersection of cultures, religions, races, languages, genders, and the nebulous space/time between the living and the dead. Some of our monstrous themes will be pollution, revenants, exoticism, translation, and extreme violence. Written by Christians, Muslims, and Jews in the 11th-14th centuries, texts will include romances, saints' lives, apocalypses, chronicles, and travelogues.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CJST309**
Prereq: **None**

CHUM310 The Agent
A curious feature of contemporary North Atlantic culture is its concern to discover, describe, obtain, and distribute something called "agency." In tandem with with CHUM's Spring 2026 theme, Doing Nothing / Nothing Doing, this course critically re-examines the cultural metaphysics of agency and action that captivates modernity in general and liberalism in particular. Reading widely across anthropology, STS, philosophy, literary studies, political theory, religious studies, and aesthetics, we will critically explore the peculiar form of life whose protagonists and critics alike are transfixed by the figure of the Agent.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ANTH322**
Prereq: **None**

CHUM311 Introduction to History: Foundations of East Asian Cultures
This course introduces some of the cultural foundations of East Asia and how they have continued to resonate through history. We will be examining translated primary texts in history, literature, philosophy, and religion, mainly from China, Korea, and Japan. We will also be working with other media such as film and art. The course attempts to equip students with a basic fluency in interpreting ancient and modern materials from East Asia and identifying its cultural contexts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS207, HIST197**
Prereq: **None**

CHUM312 Theory and Practice of Torture: From Middle Age to Modern Times
This course is centered around the analysis of the theory and practice of torture during wartime, in prisons, under political dictatorship, and in civil life. It includes examples from visual art, cinema, and literature around the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CGST312**
Prereq: **None**

CHUM313 Do We Truly Choose? Free Will in Philosophy and Theology
Free will has been a central pillar of philosophical inquiry throughout history. While contemporary debates often focus on issues of consciousness, mechanics, neurobiology, and physics, premodern discussions frequently revolved around the role of God in defining the boundaries of human freedom. This seminar will delve into diverse perspectives on free will, drawing from philosophical traditions across time and place -- both past and present, East and West -- with particular emphasis on the Islamic context. Through a close reading of key sources, the course examines how different thinkers have conceptualized human agency and the extent to which it determines action. Ultimately, the seminar will grapple with the vexed question: do human agents actually enable their acts, or, in the final analysis, truly "do nothing"?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL333, PHIL393**
Prereq: **None**

CHUM314 The Corpse as Critique
From Ancient Greece to present-day Sri Lanka and Palestine, literary works have turned to the figure of the corpse in order to articulate critiques of domination and authority. In these texts, the dead human body, despite or perhaps because of its inertness, poses potent problems to the exercise of statist and racist violence, the depredations of plantation slavery and industrial capitalism, and the abuses of empire. What is this strange form of critique, rooted in mere matter that, itself, does nothing but decompose? And what might it teach us as we attempt to survive and thrive in a world defined by spiraling inequality, rising authoritarianism, and environmental catastrophe? In this course, we will begin to answer these questions by examining literary texts from authors including Sophocles, Nadine Gordimer, and Michael Ondaatje, as well as works of philosophy, history, anthropology, political theory, and literary theory from thinkers such as Walter Benjamin, Georges Bataille, and Katherine Verdery. In

tracking invocations of the corpse at various historical junctures and in various literary genres, we will investigate what makes the dead human body such a compelling figure with which to expose and subvert the exercise of coercive power and violence. At the same time, we will attend to the unique affordances and limitations of literature, drama, and film in expressing this critical potential.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL316, ENGL358**
Prereq: **None**

CHUM316 Advanced Research Methods in Science Studies
This course exposes students to qualitative research methods in science and technology studies. Methodology describes a process for conceptualizing, collecting, and organizing evidence. Part of this new course will be a survey of methodological traditions in science and technology studies and associated fields (sociology, anthropology, cultural studies, feminist and critical race studies, performance and design studies, philosophy and history of science) that guide the collection and interpretation of evidence about scientific knowledge and practices, the relationships between users and technologies, and broader scientific institutions and technical infrastructures. Specific methodologies include ethnography, archival and discourse analysis, social worlds analysis, comparative historical and genealogical analysis, abductive analysis, and visual culture and media analysis. The other main part of the course will culminate in presentation-ready small-scale individual and group research projects utilizing qualitative research methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS337**
Prereq: **None**

CHUM318 Empathy and Radical Care
This course will explore the philosophical and perceptual issues that empathy

generates by focusing on specific contexts of both human and nonhuman captivity. Philosophical explorations will be supplemented with political insights of activists engaged in mutual aid, abolition, and animal and eco-justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **PHIL341**
Prereq: **None**

CHUM320 Staging the Real in Early Modern England
The stage in Shakespeare's time was by modern standards "relatively bare," lacking illusionistic sets that would later be relied upon to conjure the reality of a particular time and place onstage. What, then, defined the "real" prior to the emergence of modern theatrical realism and the illusionistic conventions associated with it? What representational strategies (of text, costume, props, sound, stage machinery, etc.) were used to convey "realness" onstage at the Globe and other early English theaters, which lacked the "fourth wall" of the proscenium arch that separated the realities of the play-world from those of everyday life?

This course explores the dramaturgy of the "real" in early modern England in conjunction with the Center for the Humanities Spring 2024 theme of "Get Real," in plays by Shakespeare and his contemporaries that experimented with new ways of bringing to life the realities of war, true crime, sex and gender "deviance," street life and lingo in London's underworld, serendipitous wealth gleaned from capitalistic enterprise, and other sensational news ripped from the headlines.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL323**
Prereq: **None**

CHUM321 Secrets, Lies, and Fictions in the Americas
In 1964, historian Richard Hofstadter underlined the spread of a "paranoid style" in American politics. Although Hofstadter's description seems more appropriate today than ever, in an increasingly interconnected global order the role of misinformation, uncertainty, manipulation, and conspiratorial imaginaries in shaping and limiting democracies and public spheres cannot be exclusively assigned to any particular locale. From a continental standpoint, this course offers analytical tools to explore the political complexity of lies, secrets, and fictions in both the United States and Latin America since the mid-twentieth century to this day. By studying a series of cases--including the Guatemalan civil war, the assassination of John F. Kennedy, the Pentagon Papers, the U.S. intervention in the Middle East, the "dirty war" in Latin America, censorship in socialist Cuba, the arrest of Augusto Pinochet in London, Wikileaks, hacker practices in the early days of internet, or Cambridge Analytica--we will address the relations between surveillance, spectacle, and conspiracies (both factual and imagined) in the contemporary techno-political landscape. Moreover, the course emphasizes the speculative and theoretical potentials of art and literature when it comes to understanding socio-political phenomena. Beyond distinctions between truth and falsehood, fictional constructions are key to our collective capacity to imagine alternative worlds. By mapping out the ways in which fictions circulate as such or rather as truthful versions of reality, we will problematize the limits and uses of truth, lies, and official and alternative narratives, as well as the power of states, corporations, individuals, and collectives to direct attention and frame information.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **LAST321**
Prereq: **None**

CHUM322 Visions of the Future: Capitalism and Colonialism in the World's Fairs
This course will explore the history of the world's fairs from the 1851 Great Exhibition in London to the 1939 New York World's Fair. These events showcased the newest technologies that would revolutionize life and labor for millions of human beings around the world. They also presented to the public new consumer goods and forms of entertainment such as music, dances, and sports. Moreover, they were sites of competition for rising nations and empires. Each participant country brought artifacts that demonstrated their (often idealized) national characteristics and development. Western powers displayed colonial products and peoples to show how they had been advancing in their expansionist enterprises. The students will read works on the humanities and social sciences that delve into the meanings of the world's fairs. They will also analyze primary sources (texts, paintings, film, songs, cartoons, and more) which will allow them to ask their own questions about these events.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AMST322, HIST398**
Prereq: **None**

CHUM324 Brownfield Herbarium: Documenting Anthropogenic Environments
Brownfield Herbarium: Documenting Anthropogenic Nature, asks students to devise multi-disciplinary approaches to capturing the history, ecology, and geography of toxic environments. The herbarium is prized as a collection of type specimens and native species. Extending this technology of European natural history of weedy and invasive species exposes the natures we treasure and deride. Narrowly, the herbarium project builds on the initial buds and bark collections of "Botanizing Worlds" in Spring 2026 at Manresa Island. Broadly, this class invites students to consider other technologies, forms, and genres to document feral landscapes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM325 The Work of Art Against Work: Art, Labor, Politics
Understandings of late 19th- and early 20th-century avant-gardes are tied inextricably to leftist theory, particularly that of the Frankfurt School. This advanced seminar will consider the legacies of that entwinement, while focusing more specifically on its transformations from the late 20th century to the present: We will examine how artists have engaged the "work" of art in relation to the rise of post-Fordism, a globalized economy, and new theories of work and anti-capitalism. We will pay special attention to gendered notions of work and the division of labor (including "craft," affective labor, domestic work, care work, sex work, and more), to debt and racial capitalism, and to the rise of speculative finance and its links to the art market and the patron class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS335**
Prereq: **None**

CHUM329 Using Drugs: Race, Drugs, and the Colonial Present
This course addresses a variety of issues ranging from the social variation in and construction of drug experiences; the nature of scientific knowledge regarding drug use and the brain; the global trade in drugs and its relationship to histories of colonialism and contemporary forms of Western hegemony; notions of health, harm, and rehabilitation; and the various strategies that contemporary states rely upon in addressing issues pertaining to drug use (particularly criminal justice measures and interventions focused on harm reduction). The course places particular emphasis on the ways drug use is framed in relation to questions of freedom, justice, and the self, ultimately forming a part of a disciplinary apparatus that impacts everyone, whether we directly use drugs or not. Ultimately, drug use is often framed as an issue of "lost productivity" and/or "lost reproductivity," with "rehabilitation" framed as a way of restoring productive activity and eugenic reproduction.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS326**
Prereq: **None**

CHUM330 Eating Ourselves: Cannibalism and the Production of the Human
This upper-level seminar examines how cannibalism -- both as a biological act and as a powerful cultural imaginary -- has shaped understandings of humanity, morality, and civilization in the modern world. Drawing on work in anthropology, science and technology studies, critical food studies, speculative fiction, and posthumanist theory, the course explores how fears and fantasies of "eating ourselves" reveal cultural anxieties about difference, desire, and domination while surfacing in contexts ranging from colonial encounters and famine narratives to contemporary biotechnologies that promise "slaughter-free meat." Students will consider how cannibalism operates as a moral and political trope in discourses about the colonized other, resource scarcity, and the violence of capitalist consumption, as well as a lens for rethinking ethics in an era of ecological crisis and technological transformation. Engaging ethnographic, historical, and theoretical readings alongside visual and popular media, the course invites students to interrogate the shifting boundaries of the edible and the human while exploring what forms of life, relation, and care might emerge from confronting what we most fear to eat. Engaging directly with the Center for the Humanities theme of "Monstrosities," students will employ cannibalism as a critical lens for understanding the monstrous figures, landscapes, and technologies humans create through consumption, exploitation, and the exercise of power.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM333 Tech Oligarchy: Power, Democracy, and the Rise of Global Techno-Economic Elites
This course examines the new relations of power emerging as techno-economic elites in the United States and elsewhere -- from Palantir's Peter Thiel to Tesla's Elon Musk and Microsoft's Bill Gates -- increasingly take up outsized roles of influence and even occupy unelected positions of governance in ostensibly democratic settings worldwide. Wielding epistemic, cultural, and ideological power through financial contributions to political campaigns, outsized philanthropy, and direct control over public platforms of communication and knowledge dissemination, these elites frequently and effectively promote tech-driven solutions and corporate logics as key to solving pressing social problems and to the future of our collectives. To unpack this confluence of culture, technoscience, finance, and power, students will investigate the impacts of this emerging tech oligarchy on our societies, polities, and economies via a lab-based approach in which each student will take on a semester-long case study of a specific tech elite of their choosing. Drawing on media, grey literature, company filings and other resources, and supplemented through a review of existing literature on this topic, students will collaboratively construct a repertoire of understanding of tech oligarchy in the making through ongoing in-class presentations, engaged critical discussion, and iterative writing assignments. Across our cases, we will ultimately consider how and why this form of power has taken root, how it might be challenged or regulated, and the particular significance of technoscience in this new era of governance and social order.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **STS332**
Prereq: **None**

CHUM334 Native Matters: Materiality in Indigenous Literatures Across the Pacific
This seminar contemplates the function and representation of materiality in contemporary indigenous literatures. It highlights the centrality of embodied practices in indigenous cultural lives. The primary texts for the course will be literary texts (novels, short stories, essays, and poems) from different indigenous communities, including from North America, East Asia, Austrasia, and Oceania. We may also deal with non-textual materials such as artifacts, maps, clothes, video games, etc. Readings will also include theoretical or philosophical works from indigenous and non-indigenous thinkers on the subject of materials and materiality. The course will thematize materiality in two ways: the first is to understand materiality as a way for indigenous authors to represent or construct various understandings of indigeneity, either in traditional lifeways, modern indigenous realities, or indigenous futurisms, both within and between

specific indigenous communities. The second is to engage with thing theory and materiality as a method of literary analysis.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CEAS334, WLIT325**
Prereq: **None**

CHUM336 Black Texts, Lost and Found
This course examines histories of loss and recovery of black texts in the US and the Atlantic world more broadly. We will bring a three-pronged approach to our subject matter. We will analyze first the constitutive silences of the archive: epistemic and material neglect, or what Michel Trouillot has termed the "silencing of the past"; second, the preservation efforts of black newspaper editors, librarians, and bibliophiles; and third, the "counter-archiving" work of Afro-diasporic historical and speculative fiction. As we traverse different periods and empires we will consider what the concepts of the "black archive" and "black ephemera" mean to different disciplines. We will study the repressions of black Arabic writing practices in the US South and our fragmentary recovery of them in the late 20th century, unfinished novels about Black Atlantic revolutions such as Martin Delany's "Blake," incomplete runs of historic black newspapers, debates about the illusions and desires of "recovery," and the criteria that determine what counts as ephemeral and when.

We will move across different media, from print--"I, Tituba," "M Archive," "Blake," "(Dis)forming the American Canon: African-Arabic Slave Narratives and the Vernacular"--to films--"The Watermelon Woman," "Looking for Langston," "The Last Angel of History"--and from digitized databases of photographs at the ongoing archiving project The Missing Chapter: Black Chronicles to digitized newspaper archives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL357, AFAM336**
Prereq: **None**

CHUM337 Insubstantial Pageants: Late Shakespeare
This seminar examines the Center for the Humanities' Spring 2020 theme of "Ephemera" through the lens of four late plays by Shakespeare ("Hamlet," "King Lear," "The Winter's Tale," "The Tempest") and their preoccupation with the time, temporality, belatedness, and the ephemerality of theater (and the world-as-stage).

In addition to considering the mutability of the play-texts themselves (several of which exist in multiple versions), we will consider how they refashion their sources, and how they are themselves refashioned in later productions and adaptations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL321, THEA337**
Prereq: **None**

CHUM338 Building Nothing: Design After Progress
The built environment is responsible for over 40% of humanity's greenhouse gas emissions, but despite attaching words like "sustainable" and "resilient" to their products, design and construction practices remain fundamentally unchanged. This seminar considers the possibility of a design philosophy that doesn't take the goal of creation as a given. Topics include the lifespan of buildings and products, their maintenance and care, the unintended consequences of making, relationships with and obligations to materials and resources, and strategies for degrowth found in indigenous and vernacular design precedents. We read and discuss a key text each week that examines the history of technology and critically evaluates shifting theoretical perspectives on nature and human development as they relate to design.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ARHA217, STS333, IDEA338**
Prereq: **None**

CHUM339 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) impression of endurance and stability?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL351, GRST249, PHIL302, STS339**

Prereq: **None**

CHUM340 Action and Inaction in Social Movements
This is a class on contentious politics that examines how the action-inaction binary shapes our understanding of social movement strategies, life cycles, resilience, and success. We will examine activity and inactivity in the context of a variety of social movements, diaspora groups, and rebel organizations, at various stages of their lifecycle. When is inactivity a failure of mobilization or a sign of weakness, and when is it an intentional strategy? What does "doing nothing" look like? Can it ever be an effective strategy for a group? When is inactivity a form of organizational defeat? To address these questions, we will look at different forms of "nothing doing": social movements that choose disengagement or tactics such as hunger strikes, exiled movements that focus on internal bonding and capacity building rather than overt activism, and rebel groups that intentionally abstain from violence or mobilization for prolonged periods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **GOVT340**
Prereq: **None**

CHUM341 Global Histories: Problems in Scale, Scope, Depth, and Time
How big is too big? How far back in time can historians go? How best to understand the relationship between science and history? What counts as evidence? What accounts for the rise (or return, some would argue) of macro-history? What does it portend for the future of microhistory? This advanced seminar will examine the history and historiographical implications of macro-historical frameworks, including comparative history, world history, global history, deep history, and big history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST315**
Prereq: **None**

CHUM343 Imitations of Life: Experimental Bodies at the Interface of Science and Culture
This seminar will examine scientific and cultural practices of corporeal simulation, or, practices of bodily substitution, imitation, and re/modeling. Topics examined will include: reproductive surrogacy; gender reassignment surgeries; experimental subject protocols; prosthetic enhancements; xenotransplantation; biometrics and alternative forms of bodily imaging; the use of nonhuman animals as human proxies; the rise of personalized medicine, and more. Students will engage with a wide range of case studies and theoretical materials from interdisciplinary perspectives. Special attention will be paid to the relationship between scientific discourses of "universality" and "particularity," where socio-cultural forms of difference (e.g., race, gender, disability, etc.) are at once ignored and exacerbated. While most of the material addressed in the class will relate to recent phenomena, we will also be attentive to relevant histories of corporeal differentiation and reimaging.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM, SBS-CHUM**
Identical With: **FGSS343, STS343**
Prereq: **None**

CHUM345 Historicizing Early Modern Sexualities
This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1680). Our focus will be the historical construction of sexuality in relation to categories of gender, race, religion, and social status in a variety of sources, both literary and nonliterary, verbal and visual, including poetry, plays, masques, medical treatises, travel narratives, and visual media. Topics covered include intersecting constructions of the sexed/gendered/racialized body; diverse sexual practices; sexual identities prior to the homo/hetero divide; and the histories of pornography and masturbation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL349, FGSS350**
Prereq: **ENGL201**

CHUM346 Absences, Archives, and Adjudicating Criminalities in Settler Colonial States
Absence can refer to either distance or nonexistence. Archival inquiry embodies the former and can yield the latter. Both positions pose ethical, interpretive, and political problems. In this course, we will critically approach the archive to ask questions about how its evidentiary forms are used to narrate social relations of power, territorial claims, criminality, and adjudicate past wrongs. What genres of proof do archives produce and naturalize, and how do historical claims corroborate, refuse, or reinterpret "truth" and "knowing"? Readings span Native and Indigenous Studies, American Studies, History, Anthropology, and Postcolonial and Literary Studies, exploring how these approaches address the adjudication of individual and state crimes. The course focuses on settler colonialism and Indigenous politics in North America but engages other global examples.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AMST347**
Prereq: **None**

CHUM348 Plague and Care-Work in Shakespeare's England
Plague exerted an enormous influence on the plays of Shakespeare and his contemporaries, and indeed on theater as a commercial enterprise. Pandemic theater closures and quarantines were frequent throughout his career, and it is likely that his son Hamnet died of plague. This seminar examines four Shakespeare plays (Romeo and Juliet, Hamlet, King Lear, The Winter's Tale) and their preoccupations with time, temporality, belatedness, mortality and ephemerality (of theater and the world-as-stage) and with an ethics and recognition of the work of care, as these are shaped by the recurrence of plague- a perspective that will allow us to draw connections and discern differences between Shakespeare's time and our own.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL345, THEA347**
Prereq: **None**

CHUM350 Facts, Counterfactualisms, and the Historical Novel
The aim of this course is to explore "the fact" as the site of contradictory desires and investments in nineteenth-century fiction. Charting two paths through both foundational examples of historical novel and through early counterfactual work (Uchronie, Aristopia: A Romance History of the New World), this course will trace the versions of historical thinking made possible within these traditions. As part of the course, we will explore some of the ephemera materials novelist's working notebooks, research sources, and unpublished manuscripts. Seminar work will include both theoretical readings on historical fiction, philosophy of history, and critical archival studies. We will read novels and narrative fiction from the Brontë siblings, George Eliot, Walter Scott, Maria Edgeworth, Charles Renouvier, and Thomas Hardy, alongside critical work by Georg Lukács, Catherine Gallager,

Roland Barthes, Frederic Jameson, Michel Foucault, Saidiya Hartman, Hayden White, Dipesh Chakrabartky, Paul Ricouer, Carolyn Steedman, Natalie Zemon Davis, Kumkum Sangari, Elaine Freedgood, and Michel-Rolph Trouillot.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL330**
Prereq: **None**

CHUM353 Media Revolutions: Color Television and the Humanities in the 1960s and 1970s
This course visits some of the groundbreaking TV series that presented humanities and sciences to global mass audiences in the 1960s and 1970s. Television emerged as a powerful cultural presence and with remarkable speed. From the late 1960s, the British Broadcasting Company, in partnership with PBS in America, created a series of television programs (partly to widen the audience market for new color television programming). This course focuses on the role of television as a still new, and potentially disruptive, medium. We will look at and discuss a range of British TV series from Kenneth Clark's "Civilisation" and "Monty Python's Flying Circus" (both 1969) to Jacob Bronowski's "The Ascent of Man" (1973) and Alistair Cooke's "America" (1972), John Kenneth Galbraith's "The Age of Uncertainty" (1977), and David Attenborough's "Life on Earth" (first aired in 1979). We will read and discuss works of art and media criticism around this time that laid the groundwork for major conceptual and theoretical remappings of the fields of cultural and visual studies. We also will explore the impact of television on art worlds and museums, looking at how 1960s' color television documentaries influenced the way that humanities are presented televisually up to today. This course satisfies requirements for the "Visual and Material Culture" module in history and major requirements for the Science in Society Program.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **HIST345, STS352**
Prereq: **None**

CHUM355 Social Movements Lab
What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge? This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We'll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S. The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles, and contexts of the movements under study. Our goal is to understand a range of social justice activisms in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change. The activism you research can be contemporary or historical; local, national, or global; and can take any shape: direct action, community organizing, activist philanthropy, art as activism, etc. You do not need previous experience or activist contacts for this course--just passion and the desire to learn collaboratively!
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **ANTH355, FGSS355**
Prereq: **None**

CHUM360 The Environmental Crisis and Nuclear Testing Narratives in Global Francophone and Arabic Cultures
This interdisciplinary course examines nuclear themes, with a particular focus on nuclear testing as depicted in novels, film documentaries, and poetry within Francophone and Arabic cultures. It emphasizes the profound impact of nuclear testing on human life and the environment. The course analyzes literature in French and English as well as visual materials (photography and films), archival materials, political writings, news articles, and websites. Students must possess reading ability in French and an interest in North African culture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CGST316, ENVS314**
Prereq: **None**

CHUM364 Shakespeare's Islands
How did England's insularity and expansionist ambitions on the world's stage shape Shakespearean dramaturgy in his many plays with island settings? This course, taught in conjunction with the Center for the Humanities' spring 2022 theme of "Islands as Metaphor and Method" considers how Shakespeare's island locales (e.g., in ancient and medieval Britain, the Mediterranean, and the Americas) transformed the Globe theater into a physical and conceptual site for imagining the utopian and dystopian potential of early English nation-building and colonial expansion, and for exploring the poetics of relation and alterity, peripherality and centrality, archaism and futurity. In addition to studying the play-texts themselves, we will consider how their island settings are explored in subsequent theatrical and film productions and adaptations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL377, THEA346**
Prereq: **None**

CHUM366 Ecologies of Attention: Biosemiosis, Attunement, and Ethics
We consider variants on biosemiotic accounts of meaning, following one thread through Emerson to Nietzsche, another from Peirce and James to Bateson (Ecology of Mind, 1972) and Gibson (Ecological Approch to Visual Perception, 1979), and a third through contemporary indigenous thinkers and anthropologists attempting to bridge scientific ecology and animist panpsychism--Kimmerer, Whyte, Kohn, Ingold, Strathern. While most of the texts here focus on the nature of meaning as a living process, they are also in constant dialogue with normative concerns, being both motivated by subversive or non-humanist ecological values and inspiring distinctive insights about how to lead meaningfully connected lives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENVS247, PHIL354**
Prereq: **None**

CHUM369 Evidence: A History
What counts as evidence and proof has changed and varied over time. This class will introduce students to the changing nature of evidence and proof in history, science, law, medicine, and news media. Topics include histories of trial by ordeal, trial by jury, photography, the footnote, fact checkers, expert testimony, the polygraph, statistics, DNA, and AI. Students will read amicus briefs, watch films, write papers, create evidence for mock trials, and study the rise and political effects of "alternate facts" discourse.We will also explore the

ways that historical narratives, museums, and commemorations use evidence to tell stories through exhibits, monuments, plays, textbooks, and markers. The class will also discuss the history of landmark legal trials where new forms of evidence were central, and discuss the different ways that films handle evidence in genres such as true crime documentary. This is a discussion-based course that aligns with the Center for Humanities theme for Fall 2025: "Genres of Proof. Assignments include oral and written reports, a creative visual assignment, and a final research paper.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST360**
Prereq: **None**

CHUM371 Afro-pessimism, Gender, and Performance
This class engages African and African diaspora critical thought and aesthetic production (dance, visual art, performance art, installation, film) to think about colonial dispossession, objectification, and reparation. We will address topics such as the repatriation of artifacts and other ephemera taken from Europe's colonies that are housed in the archives of European cultural institutions. The objects in question have been described as either artwork, artifacts, or anthropological fetish objects (depending on which field one engages with). How can we rethink our understanding of objecthood as irreducible to "inanimate" things but as also signaling a regime of imperial domination and enslavement that violently turned African personality into a status of objecthood? What does it mean to think about the object (broadly defined) in relation to loss and the (im)possibilities of repatriation and reparation? How does the Black performer's body's disappearance/remains endow the Western art institution? The course will encourage students to think about repatriation as well as certain losses that can neither be repaired/repatriated nor evidenced in conventional ways. In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, as well as the promises and ends of reparation? The assigned readings offer ways to think about colonial archives not merely as neutral repositories of past events, but also as performances; as enactments of power, aesthetic value judgment, and hierarchical arrangements of knowledge production. The theoretical, art historical, psychoanalytic, philosophical, and creative reading materials engage contemporary scholars', artists', and activists' response to both the recorded and ephemeral archives of Black dispossession. Students are encouraged to engage in events and workshops outside of the classroom, such as visiting library archives, attending performances, gallery exhibits, and film screenings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS381, THEA373**
Prereq: **None**

CHUM374 Abolition and Social Praxis
This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS374, SOC280**
Prereq: **None**

CHUM375 Censorship, Culture Wars, and Controversy in Art
Art history is marked by various forms of state, community, or institutional censorship. Such events can be flash points in culture wars, as in the United States in 1989, when four artists--most of them queer--were denied funding from the National Endowment for the Arts after their work was deemed "obscene." Sometimes art that unearths sensitive cultural histories can lead to calls for destruction, as in Sam Durant's 2012 work Scaffold, which referenced state violence against the Dakota people, leading tribe members to protest what they felt was Durant's insensitive handling of the subject. Events like these raise key questions within art and broader society: Who should have the authority to decide which art should be exhibited, and to what audiences? What constitutes censorship? When might censorship, or the curtailing of speech, be justified?

This course will examine these questions focusing on the 20th and 21st centuries in the United States, but also global contemporary art. We will consider such issues in the wake of a recent spate of museum exhibitions canceled due to controversial content, the dismantling of monuments to colonialism and the transatlantic slave trade, as well as today's culture wars as conservative book bans make headlines and hate speech abounds. We will also explore new channels for arts funding, exhibition, and publishing that emerge in response to censorship. In addition to important texts by art historians including Sarah Parsons, Aruna D'Souza, and Rosalyn Deutsche, among others, we will also read interdisciplinary legal scholars like Sonya Katyal and Amy Adler who write from the perspective of law and policy. We will also read the landmark Supreme Court case NEA v. Finley. Assignments include an in-depth case study of a canceled exhibition.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CSPL374, ARHA262**
Prereq: **None**

CHUM378 Decolonizing Indigenous Gender and Sexuality
This seminar focuses on the politics of decolonization in Indigenous contexts with regard to gender and sexuality. The seminar examines a variety of settler colonial contexts in North America and Oceania. Beginning with an historical exploration of gender and colonialism, students will examine how colonial processes, along with other forms of domination that include racializing technologies, have transformed gender and sexuality through the imposition of definitions and models of normative (often binary) gender subjectivity and relations, "proper" sexual behavior, preoccupations with "sexual deviance," sexual expression as a territory to be conquered, legacies of control, legal codification, and commodification. We will then assess how diverse modes of self-determination struggles negotiate gender and sexual decolonization, including feminist interventions in nationalist productions that sustain masculinist and homophobic agendas. In relation to these dynamics, we will study the growing body of work on Native feminisms and decolonial feminisms, as well as Two-Spirit and queer Indigenous studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM380 Exploring Personhood in the 20th and 21st Centuries (CLAC 1.0)
The goal of this course is to provide a thorough examination of the concept of personhood in the 20th century by studying how it has been portrayed and

understood in diverse cultural contexts across Arabic, English, and Francophone cultures. Through the use of comparative analysis and an interdisciplinary approach to cultural artifacts--such as works of literature, art, and religious texts as well as current debates around AI and personhood--students will explore how different cultures have approached the question of what it means to be a person and how this has evolved over time. By the end of the course, students will have a deeper comprehension of the various ways in which personhood has been created and perceived throughout different cultural and historical contexts.

The impact of historical occurrences and cultural movements on the construction of personhood, the influence of religion and politics or the fictional writing on conceptions of personhood, the representation of personhood in literature and art, and the emergence of AI as a new frontier in the investigation of personhood are some of the major topics covered in the course. This will open up new discussion topics about posthuman beings and persona status, particularly in science fiction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CGST334, RL&L280**
Prereq: **None**

CHUM381 Student Fellowship
The student fellowship entails full participation in the lectures and colloquia. Student fellows read, hear, and converse on the common themes. They are to work on their research projects and give a presentation to the Center for Humanities fellows.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM382 Politics, Revolutions and Visual Culture in the Post-Revolutionary Arab Societies
The course "Politics, Revolutions, and Visual Culture in Post-Revolutionary Arab Societies" critically investigates the interaction of politics, social revolutions, and visual culture in the aftermath of the Arab Spring. This course examines the dynamic interaction between political transformation, revolutionary movements, and the various forms of artistic expression in Arab countries.

Students will delve into the complex interplay between politics and visual culture through a combination of theoretical discussions, case studies, and visual analysis, gaining a nuanced understanding of how images, art, photography, film, and other visual media have shaped and reflected sociopolitical changes in post-revolutionary Arab contexts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CGST335, RL&L382**
Prereq: **None**

CHUM383 Reading Between Freedom and Necessity
Mostly the culture of literacy has taken shape within a realm of freedom, seemingly distant from the needs of the body and the demands of sustenance. At the same time, the world represented within so much of the world's narratives, both truth and fiction, has been saturated in struggle and deprivation. In this seminar we will try to make some sense of this juxtaposition, freedom on one side and necessity on the other, to explore the flip side of the drama of revolution in modern times. For us, revolutions, those great upheavals that unite hope with practical action, will be the background against which we will try to understand the gravity and persistence of dispossession itself: the pull of past or residual forms of unfreedom in the sphere of cultural representation, within and against new or emerging expressions of emancipation, themselves accompanied or countered in modern times by ever-novel styles of exploitation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL382**
Prereq: **None**

CHUM385 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS385, HIST332**
Prereq: **None**

CHUM386 Is History True?: The Genealogies and Genres of Facts
History, as both genre and discipline, has a complicated relationship with truth. As a genre, it is popularly understood to be factual -- a reflection of what really happened; as a discipline, it constructs the very reality that it claims to represent. History, in short, is based on the "facts" that it constitutes as real. This is not to say that our world is "post-truth" or unreal or that all "facts" are equally true. Rather, it is to suggest that to access historical reality we need to investigate the genealogies and genres of "facts," since facts (even "alternative facts") are the building blocks that make reality politically, socially, and culturally meaningful. So how does a "fact" become real? What genres of proof are used to constitute historical truth, and by whom? In this class, we will use historical approaches to understand how "facts" gain meaning and agency and analyze the (often porous) boundaries between history, memory, myth, rumor, and conspiracy. To do this, we will consider case studies -- political tropes like "Godless Communism" or "Judeo-Bolshevism"; legal categories such as "genocide" and "crimes against humanity"; and historical frameworks like "the Holocaust" and the "end of history" -- to consider how they structure our worldviews. The format of the course will combine discussion seminar with independent research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST349, REES249**
Prereq: **None**

CHUM388 Beyond Growth: Agrarian Visions
The era of endless growth has reached a point of crisis. In the face of climate catastrophe and widening inequality, of the proliferation of pointless work and spiraling burnout, it has become increasingly common to question the idea that human progress comprises ever-increasing levels of production and consumption. And yet in spite of a slew of attempts to transform the situation, from the Occupy movement to the recent mainstreaming of degrowth

economics, it seems that things are only intensifying. How did we come to inhabit this world in which labor and economic growth are seen as ends in themselves? And how might we begin not just to refuse such understandings of labor and growth, but to imagine different forms that they might take? In this course we will confront these questions, exploring the relationship between labor, production, and human flourishing. We will begin by studying foundational articulations of this relationship from thinkers like Max Weber, Karl Marx, and Hannah Arendt, looking as well at the unique place that agricultural production, cultivation, has been understood to occupy therein. We will then turn to the agrarian realm as a particularly potent site from which to trouble and extend our conceptions of labor and growth, examining visions of spiritual labor, anticolonial resistance, and more-than-human entanglement in theoretical and literary texts from Leo Tolstoy, M.K. Gandhi, Mahasweta Devi, J.M. Coetzee, and others. Through our readings and discussions, we will learn to identify and critique the normative claims on which our current energy-intensive, exhaustion-inducting circumstances are based. At the same time, we will cultivate the skills required to seek out and imagine alternative forms of work, community, and the good life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENVS388, COL387, ENGL334**
Prereq: **None**

CHUM395 Creative Writing, Post-Modernism, and Future Theories
Two main lines of inquiry will guide this class. First, what historically has been the place of creative writing workshops and the products they have galvanized? Second, how has post-modernism been defined in the past and how is it defined now? With various strategies and daily practice alongside long-term goals, we will think and write to create assemblages of compositions that go beyond traditional expectations, and potential exhaustion with generic form, towards renewed inspiration and commitments.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL378**
Prereq: **None**

CHUM396 Bored in the House: Work, Leisure, and the Domestic Mundane
At the beginning of the COVID epidemic, Detroit rapper Curtis Roach released an instant classic on TikTok, a fifteen second ditty capturing the zeitgeist of the coming wave of domestic isolation: "Okay I'm bored in the house, and I'm in the house bored." The recent waves of mass quarantine, both forced and quasi-voluntary, have crystallized our focus on the domestic, and its attendant crises. More than ever, we must confront the vanishing material and psychic separations between work and leisure, the badly needed reimagining of public and private not anchored in a spectral domestic privacy, and the foundational dynamics of class, race, sexuality, gender, capacity, and institutionalized violence that structure where we can live, work, and play. This course has a special focus on the exhausting digital, which sucks up ever more energy (both in terms electric power--see the astounding energy use to train and deploy generative AI--and human attention and engagement) while leaving us with sleeping problems, carpal tunnel, and phantom vibrations. This course seeks to be not just an academic study of the themes of this course, but an ongoing experiment in boredom praxis. We will think about what we do when we are bored, and why, and we will try to sit with and direct our boredom in gently investigational ways. This also extends to critically thinking about how we do work in this class, and our techniques and tactics of maintaining leisure time in academia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **SOC278**
Prereq: **None**

CHUM398 Marxism and Climate Crisis
Since the Communist Manifesto of 1848, the notion of "crisis" has played a prominent role in Marxist theorizing. Today's intensifying climate crisis is lending new theoretical and political weight to the Marxist critique of extractive, productive, and consumptive practices that transform nature into a means of production for ensuring ceaseless economic growth through the accumulation of capital. The consequences of this are not only the exhaustion of human labor-power and human sociality but also of non-human nature (fossilized carbon, wild animal biomass, topsoil, clean water, forests, etc.). Our perspective for studying and understanding this destructive transformation of nature will primarily be informed by a set of recent "eco Marxist" writings that oppose eco-modernist technocracy and instead reconceptualize capitalism as "a way of organizing nature" (J. Moore); extend the notion of social alienation to a "metabolic rift" between the labor process and the natural environment (Saito's "degrowth communism"); and explore the economic and ideological drivers behind the current expansion of fossil fuel extraction (Malm and the Zetkin collective).
In light of the Center's semester theme of Energy and Exhaustion, we will ask three kinds of questions: historical (about the origins of the "Capitalocene" and of "fossil capital"); theoretical (how is Marx's "general law of accumulation" also a law of environmental depletion and planetary limits?); and political (traditional "Promethean" Marxism envisioned revolution as the full actualization of productive forces -- what is the meaning of social revolution in our age of emerging fascism and overshooting climate limits?).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL398, STS398, GRST298**
Prereq: **None**

CHUM399 Burnout
Moderns have excelled at exhausting themselves, their others, and the planet. In this seminar we will explore the disposition toward depletion as a constitutive problem of life and thought in the twentieth and twenty-first centuries. Why do we wear the world out and who do we become in so doing? We will examine "burnout" as a condition connecting psychic, political, aesthetic, and ecological distress in the simultaneously listless and overexcited present. Convening resources from philosophy, history, anthropology, political theory, literary studies, and contemporary art, we will consider, among other things: fossil fuels, neoliberal economic thought, enervation and nervous over-animation, stimulants, thermodynamics, empty calories, extravagant gift-giving, geological science, secular finitude, the "End of History," the loss of utopias, and deficits of attention.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENVS398, COL399**
Prereq: **None**

CHUM401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHUM408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHUM409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CHUM491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHUM492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHEMISTRY

Chemistry is the science of molecules: what they are, how they are made, and what they do. We are embedded in a world of naturally occurring and synthetic molecules. A familiarity with chemistry is not only fundamental to other sciences, but is relevant to government, art, economics, and archaeology.

Students and faculty in the Wesleyan Chemistry Department study important modern chemical problems in both the classroom and the research laboratory. Research in the department spans organic and inorganic nanomaterials, new recyclable polymers, the molecular basis of neurodegenerative diseases, understanding the structures and dynamics of proteins, the development of biofuels, the structures of molecules in the interstellar medium, the development of new therapeutic and diagnostic drugs, and computational approaches to complex chemical systems.

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Research Affiliate in Chemistry; Manager of Scientific Facilities and Instrumentation

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UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS

All departmental faculty.

- Undergraduate Chemistry Major (p. 228)
- Undergraduate Chemistry Minor (https://catalog.wesleyan.edu/departments/chem/ugrd-chem-mn/)
- Doctor of Philosophy in Chemistry (p. 230)
- Master of Arts in Chemistry (https://catalog.wesleyan.edu/departments/chem/grad-chem-ma/)

CHEM101Z Basic Principles of General Chemistry
CHEM 101Z is a compressed-schedule, summer-only, online course. This course will relate the fundamental concepts of general chemistry to the world around us, illustrating how the field of chemistry works to explain many aspects of everyday life. Intended for students generally interested in science who have little to no background in chemistry, this course would be appropriate as either a general-education science course or as a preparatory course for General Chemistry I. Topical coverage will include a broad survey of topics including

(but not limited to): measurement, atomic theory, the mole concept, bonding, chemical reactions, equilibrium, solutions, and acid-base chemistry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM102Z Basic Principles of Organic Chemistry
CHEM 102Z is a compressed-schedule, summer-only, online course. This course will introduce the fundamental concepts of organic chemistry in order to better understand the myriad of organic compounds that we encounter in our everyday lives. This course would be appropriate as either a general-education science course or as a preparatory course for Organic Chemistry I. Topical coverage will include a broad survey of organic functional groups, including their nomenclature, physical properties, and general reactivity, as well as some exposure to how these functional groups are incorporated into biologically important molecules.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM101Z OR CHEM142 OR CHEM142Z OR CHEM144**

CHEM115 Chemistry in Your Life
This course will cover a wide range of topics of current interest that will show how chemistry is ever present in the world. In particular, the course will discuss the molecular basis of topics such as crime scene DNA testing, COVID-19 detection and vaccine development, the physical effects of drinking alcohol, and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM115F Chemistry in Your Life (FYS)
This course will cover a wide range of topics of current interest that will show how chemistry is ever present in the world. In particular, the course will discuss the molecular basis of topics such as crime scene DNA testing, COVID-19 detection and vaccine development, the physical effects of drinking alcohol, and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM118 DNA
This course provides an interdisciplinary view of the DNA molecule and its impact upon medicine, law, philosophy, agriculture, ethics, politics, and society at large. The course has two parts. In the first part, we will learn the chemistry and physics of DNA and the processes by which the information stored in DNA is expressed. In the second part of the course, we will discuss what DNA has done and still can do for us--for example, treat and prevent genetic diseases, improve our food through genetic engineering, achieve criminal justice through genetic fingerprinting, understand the evolutionary origin of humans, and enrich our idea of what it is to be human. The course assumes basic knowledge of chemistry and biology at the general high school level. Independent exploration and inquiry are encouraged.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM119 Biology and Chemistry in the Modern World: A Survey of Drugs and Disease
This course will cover a wide range of topics of current interest that are at the intersection of biology and chemistry. In particular, the molecular basis of issues related to drugs and disease will form a focus of the course. Topics to be discussed will include psychoactive and performance-enhancing drugs, mad cow, cancer, viral and bacterial diseases, and the chemistry of foods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B119**
Prereq: **None**

CHEM121F Chemophobia: Precaution or Panic? (FYS)
Chemophobia is an aversion to or prejudice against chemistry and chemicals. There is abundant evidence of this across the mass media, and while some important issues have been brought to the forefront in this way, the hype and misunderstanding surrounding other issues has had adverse effects on our society. This course will look at both sides of the debate surrounding chemicals in our everyday lives--in our food, in our consumer products, and in our environment. We will begin with a discussion of how we arrived at our current perceptions of chemistry, and then we will delve into the facts and science behind some of the topical issues of concern to differentiate between what is merely hype and what we ought to be concerned about. This course is intended for anyone interested in the topic, regardless of their current knowledge of chemistry.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM127 Molecules on the Menu: From Classic Cuisine to Molecular Gastronomy
Cooking and baking are, at their core, chemistry in the kitchen. The taste, texture, structure, and appearance of our favorite foods result from the interactions--and reactions--of molecules. This course will explore the way that molecules interact with one another during the preparation of different recipes as well as how these molecules respond to external physical factors such as heat, cold, or stirring to give the final tasty result. By understanding what is happening when we follow a particular recipe, we will discover how to adapt recipes to our own tastes, troubleshoot recipes in different situations, and substitute ingredients.

The course will include a combination of lectures, cooking demonstrations, and weekly short experiments during which we will seek to answer questions such as: What is a cookie? How does one cook a "perfect" egg? Is it possible to cook without applying heat?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM137F The Self-Made Tapestry: Pattern Formation in Nature (FYS)
The natural world is filled with intricate patterns: for example, the characteristic stripes and spots of animals, the shifting landscapes of wind-blown desert sand dunes, the hexagonal forms of honeycombs, the near perfect six-fold symmetry of snowflakes, the branching patterns of arterial structures, convection patterns

in fluids, and the forms of soap films. Research suggests that many of these diverse patterns arise from a few relatively simple mechanisms that are independent of the fine details of each system. We will examine a wide range of these natural phenomena to develop insights into how complex morphologies may appear from a few simpler pattern-forming principles.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM141 General Chemistry I
CHEM 141 is the first half of a standard introductory course in general chemistry, intended for science majors and appropriate for premedical studies. Mathematical proficiency at the precalculus level is required. Prior completion of a high school chemistry course is typical, but not required. Students eligible for prematriculation credit in chemistry (from AP/IB-HL/A-Level CHEM, etc.) will not be granted credit if they enroll in this course and should instead enroll in CHEM 145 or take advanced placement to CHEM 251. The topics covered will include measurement, atomic and electronic structure, periodic trends, molecular structure and bonding, chemical reactions, stoichiometry, solutions, thermochemistry, and gases. The full-year curriculum may be completed with CHEM 142. Students considering CHEM 141 are strongly encouraged to consult https://www.wesleyan.edu/chem/undergraduate_program/chemistry-placement-information.html
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM141L General Chemistry Laboratory I
This course is the first half of a two-semester general chemistry laboratory sequence that fulfills general chemistry laboratory requirements for majors, minors, and premedical studies. Students learn and practice chemical safety and hygiene, foundational experimental techniques, and the collection, analysis, and communication of scientific data. The curriculum is designed to accompany CHEM 141, but Honors General Chemistry (CHEM 145) students should also complete the CHEM 141L/142L laboratory sequence to satisfy program requirements.

CHEM 141L must be taken concurrently with or after completion of general chemistry coursework.

Students who place directly into CHEM 251 through advanced placement should enroll in CHEM 257 instead.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM141R General Chemistry I Recitation
Recitation is a fourth-hour period designed for small group workshops and interactive learning. All students enrolled in CHEM141 must register for one section of CHEM141R.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM141Z General Chemistry I
CHEM 141Z is an intensive version of CHEM141. CHEM 141Z is the first half of a standard introductory course in general chemistry, intended for science majors and appropriate for pre-medical studies. Proficiency in algebra is required. Prior completion of a high school chemistry course is typical, but not required. The topics covered will include measurement and dimensional analysis; atomic structure; electronic structure; formula calculations and the mole; stoichiometry; solutions and aqueous reactions, part 1; heat and enthalpy; structure and bonding; and states of matter. The full general chemistry course curriculum can be completed by continuing to CHEM142/142Z.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM142 General Chemistry II
CHEM 142 is the second half of a standard introductory course in general chemistry, intended for science majors and appropriate for premedical studies. Proficiency in algebra is required. Prior completion of a high school chemistry course is typical, but not required. Topics covered will include solutions and aqueous reactions; kinetics; equilibrium; acids and bases; solubility equilibria; thermodynamics; electrochemistry; and nuclear chemistry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM141 OR CHEM141Z**

CHEM142L General Chemistry Laboratory II
This course is a continuation of CHEM 141L and fulfills general chemistry laboratory requirements for majors, minors, and premedical studies. The curriculum is designed to accompany CHEM 142, but Honors General Chemistry (CHEM 145) students should also complete the CHEM 141L/142L laboratory sequence to satisfy program requirements.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM141L**

CHEM142R General Chemistry II Recitation
Recitation is a fourth-hour period designed for small group workshops and interactive learning. All students enrolled in CHEM142 must register for one section of CHEM142R.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM142Z General Chemistry II
CHEM 142Z is an intensive version of CHEM142. CHEM 142Z is the second half of a standard introductory course in general chemistry, intended for science majors and appropriate for pre-medical studies. Proficiency in algebra is required. Prior completion of a high school chemistry course is typical, but not required. The topics covered will include solutions and aqueous reactions, part 2; kinetics; equilibrium; acids and bases; solubility equilibria; thermodynamics; electrochemistry; and nuclear chemistry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM141 OR CHEM141Z**

CHEM145 Honors General Chemistry
This accelerated, one-semester course in general chemistry is designed for science majors and pre-medical students who have advanced academic preparation, especially honors/AP/IB/A-Level chemistry courses. Eligible students interested in the CHEM, MB&B, and NS&B majors are strongly encouraged to choose this option as the best preparation for further study. The course provides a rigorous introduction to the fundamental principles of chemistry, including atomic and molecular structure, chemical bonding, stoichiometry, thermochemistry, states of matter, solutions, kinetics, equilibrium, acids and bases, thermodynamics, and electrochemistry. This one-semester honors course serves as an alternative to the CHEM 141/142 sequence for all course prerequisites, as well as major/minor and pre-medical/pre-health requirements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM150 Introduction to Organic Chemistry
This course is designed as a "head start" to the organic chemistry sequence (CHEM 251/252), consisting of a weekly workshop designed to prepare students for the coming fall semester. Topics covered include structural formulas of organic compounds, organic chemical nomenclature and vocabulary, basic rules of writing organic reaction mechanisms, and how to use ChemDraw software.

Students who have completed CHEM 251 may not enroll in this course.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM141 OR CHEM143**

CHEM152 Introductory Chemistry Laboratory
This course introduces students to the application of chemical concepts in the laboratory. This one-semester course is the only laboratory course taken concurrently with general chemistry courses (CHEM 141/142 or 145), and it serves as the first course in a three-semester laboratory sequence designed to fulfill chemistry lab requirements for pre-medical/health studies. CHEM 152 is offered in both the fall and spring semesters. Students who place directly into CHEM 144 with advanced placement credit must take this laboratory course if they intend to take CHEM 257 in a future semester. Students who place directly into CHEM 251 with advanced placement credit do not take this laboratory course; these students should enroll directly into CHEM 257 instead.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM251 Organic Chemistry I
This course offers an introduction to the chemistry of carbon compounds with emphasis on the relationship between structure and reactivity. The laboratory course CHEM257 is normally elected concurrently but is not required. Students with advanced placement credit who wish to enroll in CHEM251 without having previously taken chemistry courses at Wesleyan are strongly encouraged to consult https://www.wesleyan.edu/chem/about_the_major/first_year_students.html
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM142 OR CHEM142Z OR CHEM144 or CHEM145**

CHEM252 Organic Chemistry II
This course is a continuation of the chemistry of carbon compounds with emphasis on the chemistry of important functional groups. The laboratory course CHEM258 is normally elected concurrently but is not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM251**

CHEM257 Intermediate Chemistry Laboratory
This course is a continuation of CHEM 152, and it is designed to prepare students for more advanced chemistry lab courses. This course is normally taken concurrently with CHEM 251, and it fulfills part of the chemistry lab requirement for pre-medical/health studies. Students who place directly into CHEM 251 with AP/IB credit should enroll in this course without taking CHEM 152.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM152 OR CHEM152Z)**

CHEM258 Organic Chemistry Laboratory
CHEM 258 is offered as an experience to reinforce the concepts learned in organic chemistry lecture courses and to provide hands-on experience to safely carry out basic organic synthesis laboratory techniques. This course will provide students with advanced experience in organic chemistry laboratory experiments. Students will learn to assemble laboratory apparatus for basic experimental techniques such as vacuum filtration, recrystallization, reflux reaction setup, simple distillation, melting point analysis, and thin layer chromatography.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Prereq: **(CHEM251 AND CHEM257)**

CHEM296 Braving the Elements: A Calderwood Seminar in Public Writing about Chemistry
Writing is hard. Writing about chemistry for a general audience is just a bit harder, but the ability to communicate technical information to the public and to policy makers has never been more important. Good chemistry writing requires a solid grasp of the science, the ability to identify the most essential concepts, and the talent to express them in non-technical, jargon-free language. All of these are learnable skills. Participants will produce pieces in a variety of short forms (e.g., essay, policy summary, annotated figure) to become better writers. In the Calderwood Seminar tradition, the course will be structured as a workshop with students serving as both writers and editors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **CHEM252**

CHEM307 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B507, MB&B307, CHEM507, PHYS317, PHYS517**
Prereq: **None**

CHEM308 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B508, MB&B308, CHEM508, PHYS318, PHYS518**
Prereq: **None**

CHEM309 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B309, CHEM509, MB&B509, PHYS339, PHYS539**
Prereq: **None**

CHEM314 Environmental Chemistry
This course is designed for students with college-level general and organic chemistry background. Examples of topics to be covered include energy production and consumption, chemical pollution and environmental clean-up, among others. Analysis and criticism of environmental literature are included.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM251 AND CHEM257**

CHEM317 Quantitative Chemical Analysis
Measurement and chemical analysis are at the very heart of the chemical sciences. Practicing chemists depend heavily on chemical analysis, as do medical professionals, environmental scientists, and many others. Quantitative chemical analysis is the science of determining "how much" -- as in, "how much toxic lead is in your drinking water?" In this course, you will first learn how to treat measured chemical data to extract meaningful information, and then we will proceed to study classical methods of chemical analysis, expanding upon your knowledge of general chemistry. A practical laboratory experience will reinforce the curriculum and build your skills as a chemist. This course is part of the required curriculum listed in the American Chemical Society Guidelines for Bachelor's Degree Programs, and this course is highly recommended for students who intend to pursue graduate studies and/or employment in a chemical discipline.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **E&ES395**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144 OR CHEM145) AND (CHEM152 OR CHEM152Z)**

CHEM317L Quantitative Chemical Analysis Laboratory
This laboratory course is designed to accompany Quantitative Chemical Analysis (CHEM 317) and provides hands-on experience with the techniques and principles covered in the lecture. This course is a required component of CHEM 317, and only students concurrently enrolled in CHEM 317 may register for this course.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **E&ES395L**
Prereq: **CHEM152**

CHEM318 Instrumental Analysis
Chemical analysis has kept pace with the advent of modern technology through the development of instruments capable of ever-improving levels of detection for both qualitative and quantitative analysis. Many students are exposed to the use and interpretation of these modern methods of chemical analysis, but this experience typically comes with little understanding of how and why these instruments work. This course will investigate instrumentation across three broad categories of analysis: electrochemical, spectrochemical, and separations. The lecture course will be supplemented with a practical laboratory experience. Instrumental analysis is part of the required curriculum listed in the American Chemical Society Guidelines for Bachelor's Degree Programs, and this course is highly recommended for students who intend to pursue graduate studies and/or employment in a chemical discipline.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **E&ES396**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM152 OR CHEM152Z)**

CHEM321 Biomedicinal Chemistry
This course is designed to explore the molecular basis of disease and treatment options. Topics will reflect the importance of chemistry and biochemistry in the advancement of medicine today and will include treatment of metabolic disorders, rational drug design, and mode of drug action. A large portion of the course will be dedicated to learning computer programs used in computational drug design as part of a final drug design project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B321**
Prereq: **(CHEM251 AND [CHEM383 or MB&B383])**

CHEM323 Biochemistry of Neurodegenerative Disease
Broadly defined, neurodegenerative disease occurs when a specific class of neuron dies and thus fails in its biological action. In this course, we will delve into the many different, intricate ways neuron death can occur and cause disease. From the chemistry of neurotransmitters, aggregation of proteins, and the collapse of neuromuscular junctions, many areas of the neurobiology can go awry. The focus of the course will be on understanding the complex interplay of small molecules and proteins that keep neurons healthy and functional. In this course, we will use current primary literature and lecture to understand the varied topics. This course aims to improve skills in reading and analysis

of primary literature as well as the written and oral presentation of scientific findings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **NS&B323**
Prereq: **BIOL181 AND CHEM252**

CHEM325 Introduction to Biomolecular Structure
This course aims to provide a framework for understanding three-dimensional structures of proteins, nucleic acids, and their complexes. The first half of the course emphasizes structural modules and topological patterns in major classes of proteins and nucleic acids. The second part of the course covers novel structural motifs, such as helix-turn-helix, zinc-finger, and leucine zipper, that are responsible for recognition of specific nucleotide sequences in nucleic acids by proteins. Analysis of structures using tools available on the Web and independent exploration of protein and nucleic acid databases are strongly encouraged.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B325**
Prereq: **None**

CHEM335 Protein Folding: From Misfolding to Disease
Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B535, MB&B335, CHEM535**
Prereq: **MB&B208 OR MB&B325**

CHEM337 Physical Chemistry I
A rigorous introduction to quantum mechanics, this course covers wave mechanics, operator methods, matrix mechanics, perturbation theory, angular momentum, molecular vibrations, atomic and molecular structure, symmetry, and spectroscopy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND MATH122**

CHEM338 Physical Chemistry II
This course investigates chemical aspects of statistical mechanics and the laws of thermodynamics including free energy, chemical potential and chemical equilibria, and rates of chemical reactions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM337**

CHEM340 Quantum Chemistry
This course is an introduction to modern molecular electronic structure calculations. Through in-class lectures and in-class exercises students will become familiar with some of the most popular methods for electronic structure calculations in molecules using the Gaussian computational chemistry package. The main emphasis of the course is to provide the students with the tools to devise their own computational chemistry calculations and to be able to assess whether any given calculation is likely to provide meaningful answers to chemical questions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **CHEM540**
Prereq: **CHEM337 OR PHYS315 OR PHYS515**

CHEM345 Molecular Spectroscopy
This is a lecture/discussion course in various selected topics in modern high-resolution spectroscopy. Microwave spectroscopy, angular momentum theory, electronic spectroscopy of diatomic molecules and vibrational normal mode analysis, and other topics will be covered dependent upon class interest.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM358 Structure and Mechanism
This course will cover several important aspects of traditional and contemporary physical organic and mechanistic chemistry, including frontier molecular orbital theory and pericyclic reactions, organic photochemistry reactive intermediates (carbocations, carbanions, radicals, and carbenes), the thermodynamics and kinetics of organic reactions, and polymer chemistry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM252**

CHEM359 Advanced Organic Synthesis
The control of reactivity and selectivity to achieve specific syntheses is one of the overarching goals of organic chemistry. This course is intended to provide advanced undergraduate and graduate students in chemistry with a sufficient foundation to comprehend and use research literature in organic chemistry. Concentrating on the most important reactions and efficient synthetic methods used for organic synthesis, this course presents the material by reaction type. The planning and execution of multistep synthesis will also be included.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM251 AND CHEM252**

CHEM361 Advanced Inorganic Chemistry
This course is a survey of the chemistry of the inorganic elements, focusing on the relationship between electronic structure, physical properties, and reactivity across the periodic table. Major emphases include chemical applications of group theory in electronic structure and spectroscopy and reaction mechanisms of inorganic transformations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM252**

CHEM369 Symmetry and Its Applications in Chemistry
Symmetry concepts pervade science and lead to fundamental new insights. In chemistry, symmetry is central to understanding spectroscopy, electronic structure, and reactivity. We will develop a relatively sophisticated group theoretical approach to molecular symmetry and its applications in understanding chemical systems. Specific topics will range from relatively simple predictions of chirality to implications for reaction mechanisms to understanding how orbital and spin angular momenta couple and influence molecular properties.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM337 OR CHEM361**

CHEM373 Polymer Chemistry
The commercialization of plastics in the 20th century revolutionized our materials economy. In this course, we will examine the foundational principles of macromolecular chemistry, including polymer properties, synthesis, and characterization. Not only will we study the founding of polymer science, we'll look to the future and examine how we can design more sustainable materials.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM252**

CHEM375 Integrated Chemistry Laboratory I
This advanced lab course in chemistry involves work from the major subdisciplines: organic, inorganic, biochemistry, physical, and instrumental. Emphasis will be placed on integrated aspects of chemical synthesis, spectroscopic characterization and determination of physical properties in each exercise. Students will practice safety, scientific literacy, and scientific writing skills and will develop strong laboratory, problem solving and analytical skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM252 AND CHEM258**

CHEM376 Integrated Chemistry Laboratory II
The Integrated Laboratory sequence is a capstone for the chemistry major and is designed to provide students with: 1) documented experience in a variety of standard laboratory techniques and the operation of a range of analytical instruments; 2) advanced skills in searching, reading, and critically assessing the primary literature; and 3) practice in communicating science effectively in written, visual, and oral formats. Students, in collaboration with the course staff, develop individualized courses of study to achieve these goals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM375**

CHEM377 Chemistry of Materials and Nanomaterials
This course will provide an introduction to materials chemistry, with a special emphasis on nanomaterials. Topics covered will include colloidal metal nanomaterials; semiconductors and quantum dots; carbon nanotubes, fullerenes, and graphene; metal-organic frameworks; self-assembly and metamaterials; electron and scanning probe microscopies; and lithography. The course will also discuss applications of these materials and techniques in areas such as plasmonics and sensing, catalysis, energy generation, and medicine.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **PHYS377**
Prereq: **CHEM251**

CHEM379 Nanomaterials Lab
This course will be a combination of weekly lecture and laboratory exercises designed to introduce students to new developments in the chemistry of materials and nanomaterials. Concepts and theoretical background will be discussed during weekly lectures. Students will then apply those concepts to the preparation of materials/nanomaterials in weekly lab sections. Students will synthesize quantum dots, build solar cells, pattern surfaces using both photolithography and soft lithography, make conductive carbon nanofiber films, prepare high-temperature superconductors, and learn scanning probe microscopy techniques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **(CHEM257 AND CHEM258)**

CHEM381 Physical Chemistry for the Life Sciences
The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of physical chemistry in the life sciences. Theory, methodology, and biophysical concepts are distributed throughout the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B381, MB&B581, ENVS382**
Prereq: **(CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

CHEM382 Practical and Theoretical NMR
Nuclear magnetic resonance (NMR) is an extremely powerful and flexible technique that can be used to analyze molecules sized from just a few atoms up to tens of thousands of atoms. This course will provide an introduction to how NMR spectroscopy works and background on the important theoretical aspects relevant for the most common NMR experiments. Time will be spent gaining practical experience in conducting NMR experiments both during and outside class. The ultimate goal of both the theoretical and hands on sections of this course is to enable you to correctly select and perform NMR experiments necessary to characterize molecules. In addition to learning how NMR hardware is used to produce spectra, we also cover important tasks like sample preparation and the finer points of data processing that will help you get better data. Beyond simple one-dimensional experiments, we will discuss a number of different multidimensional NMR experiments for determining the structures of small organic molecules, including COSY, HSQC, HMBC, and NOE. Furthermore, you will learn how protein structures are solved using 2D and 3D experiments, and how the motion of those proteins can be measured at the atomic level.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B382**
Prereq: **None**

CHEM383 Biochemistry
This rigorous introductory course to the principles and concepts of contemporary biochemistry presents both the biological and chemical perspectives. The major themes will be the structure and function of the major macromolecules (proteins, lipids, and carbohydrates), the basis and measurement of enzymatic activity, and general mammalian and plant cellular metabolism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B383**
Prereq: **CHEM252 AND MB&B208**

CHEM385 NMR as a Tool for Structure Elucidation of Organic Compounds
Nuclear Magnetic Resonance (NMR) spectroscopy has emerged as such an extremely powerful tool for structure elucidation of organic compounds that its importance cannot be overstated. Automation of NMR data collection is becoming mainstream, and this course will focus on skills associated with spectral interpretation of organic compounds without involving complex mathematical equations. The course will take off with the basic principles and theory as applicable to 1H and 13C NMR, then walk you through the tips and tricks for the analysis of spectra to identify functional groups, atom connectivity, and assignment to the molecular structure in a step-by-step manner, leading to the capability of reading an NMR spectrum to reveal the structure the way a physician reads an ECG (electrocardiogram) to know your heart's rhythm and electrical activity. The fundamentals of several 1D and 2D NMR techniques--such as DEPT, COSY, HSQC, HMBC, and NOE--and their importance in problem solving strategies for structural elucidation will be highlighted. The problem solving and analysis skills obtained by performing structural elucidation will be useful in fields beyond chemistry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM251 AND CHEM252**

CHEM386 Biological Thermodynamics
This course is addressed to undergraduate and graduate students interested in biological chemistry and structural biology. The course presents thermodynamic methods currently used to relate structure to function in biological molecules. Topics include binding curves, chemical ligand linkages, binding polynomial, cooperativity, site-specific binding processes, and allosteric effects. Several models for allosteric systems, such as the Monod-Wyman-Changeux model, the induced-fit model, and the Pauling model, are analyzed in detail. Applications of these models are illustrated for functional regulation of respiratory proteins and for protein-nucleic-acid complexes involved in control of gene expression.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B386**
Prereq: **(MATH121 AND MATH122)**

CHEM387 Enzyme Mechanisms
The chemical mechanisms involved in the action of a series of typical enzymes will be considered.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B387**
Prereq: **[CHEM383 or MB&B383]**

CHEM389 Pericyclic Reactions
Pericyclic reactions, which are also known by the name concerted organic reactions, are important topics in any chemistry postgraduate/undergraduate curriculum representing an important class of concerted processes involving pi-systems. Pericyclic reactions are governed by Woodward-Hoffmann rules. Concerted reorganization of bonding takes place throughout a cyclic array of continuously bonded atoms in these reactions. Cycloadditions, cheletropic reactions, electrocyclic reactions, sigmatropic rearrangements, and group transfer reactions are some of the major types of pericyclic reactions. Though initially considered as reactions aloof to solvent effects or the presence of catalysts, it has recently been shown that it is possible to influence pericyclic reactions using mechanical stress, catalysts, and notably enzymes. This course will uncover all the major topics in pericyclic reactions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM251 AND CHEM252**

CHEM390 Practical Methods in Biochemistry
This course centers on currently used techniques for protein separation, characterization, and purification, such as ultracentrifugation, gel electrophoresis, and chromatography. These topics will be introduced within the general context of the behavior of macromolecules in solution. The relative stability of proteins in different media, the forces stabilizing protein structure, and the interaction of proteins will be discussed. We will explicitly consider different techniques used to study proteins. Relatively novel techniques to be discussed include surface plasmon resonance, microarray methods and mass spectrometry, and single molecule microscopy. In the course, we will go through three or four different protein purification protocols and discuss the methods used in each one. We will also touch upon the commonly used spectroscopic techniques used to characterize proteins, including absorption, fluorescence, and circular dichroism. The course will focus on biochemical techniques and understanding the physical principles underlying these techniques and will also discuss tactics for optimizing established isolation and purification procedures and for isolating and characterizing an unknown protein.

The course content is appropriate for advanced undergraduates (juniors/seniors) and beginning graduate students from chemistry, biology, molecular biophysics or MB&B.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B340**
Prereq: **[MB&B208] OR [CHEM383 or MB&B383]**

CHEM395 Structural Biology Laboratory
One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by X-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, cryo-electron microscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis, protein purification, and column chromatography. The course will provide hands-

on experience with spectroscopic and biophysical methods such as fluorescence, UV-Vis absorption, X-ray crystallography, isothermal titration calorimetry, and circular dichroism as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B395, PHYS395**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM325 OR MB&B208 OR PHYS207)**

CHEM396 Molecular Modeling and Design
This course will introduce students to the practical and theoretical aspects of computationally modeling and designing biological macromolecules, with a particular emphasis on protein structures. Students will run molecular dynamics simulations with Gromacs (http://www.gromacs.org) and do protein structure predication/design with Rosetta (https://www.rosettacommons.org). Over the course of the semester students will embark on a group research project, likely related to redesigning proteins that show potential for use as drugs. Both Gromacs and Rosetta use the Mac/Linux command-line, so having some familiarity with that prior to the course would be helpful but not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM596**
Prereq: **MB&B208 OR BIOL265 OR CHEM381 OR CHEM325 OR MB&B335 OR CHEM338 OR CHEM383 OR PHYS316 OR PHYS340 OR BIOL266**

CHEM401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHEM408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHEM409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CHEM420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CHEM423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CHEM424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CHEM491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHEM492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHEM495 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

CHEM496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

CHEM500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**

Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, BIOL500, E&ES500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**
Prereq: **None**

CHEM501 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM502 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM504 Selected Topics, Graduate Science
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

CHEM507 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B507, MB&B307, CHEM307, PHYS317, PHYS517**
Prereq: **None**

CHEM508 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B508, MB&B308, PHYS318, PHYS518, CHEM308**
Prereq: **None**

CHEM509 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B309, CHEM309, MB&B509, PHYS339, PHYS539**
Prereq: **None**

CHEM511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM521 Chemistry Colloquium
Weekly seminars by distinguished national and international chemists.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CHEM535 Protein Folding: From Misfolding to Disease
Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B535, MB&B335, CHEM335**
Prereq: **MB&B208 OR MB&B325**

CHEM540 Quantum Chemistry
This course is an introduction to modern molecular electronic structure calculations. Through in-class lectures and in-class exercises students will become familiar with some of the most popular methods for electronic structure calculations in molecules using the Gaussian computational chemistry package. The main emphasis of the course is to provide the students with the tools to devise their own computational chemistry calculations and to be able to assess whether any given calculation is likely to provide meaningful answers to chemical questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **CHEM340**
Prereq: **CHEM337 OR PHYS315 OR PHYS515**

CHEM545 Modern High-Resolution Spectroscopy
This is a graduate-level lecture/discussion course in selected topics in modern high-resolution spectroscopy. Topics to be covered include microwave spectroscopy, angular momentum theory, electronic spectroscopy of diatomic molecules, and vibrational normal mode analysis. While there are no formal prerequisites for this course, a working knowledge of quantum mechanics will be assumed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM548 Seminar in Atomic and Molecular/Chemical Physics.
Weekly seminars presented jointly with the Chemistry Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **PHYS588**
Prereq: **None**

CHEM549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CHEM550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CHEM557 Seminar in Organic and Inorganic Chemistry
This graduate-level seminar in organic and inorganic chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CHEM558 Seminar in Organic and Inorganic Chemistry
This graduate-level seminar in organic and inorganic chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CHEM561 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **OPT**

CHEM565 Physical Methods in Chemistry
An introduction to the use of physical methods to characterize the structures and dynamics of chemical systems with a particular emphasis on applications in inorganic chemistry. Topics will include a variety of spectroscopies (e.g., optical absorption, circular dichroic techniques, infrared and Raman spectroscopies, NMR techniques), small molecule X-ray crystallography, and magnetic susceptibility measurements. Group theoretical techniques will be used extensively to develop selection rules.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM361 OR CHEM337**

CHEM571 Graduate Seminar in Chemistry
This graduate-level seminar in chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM587 Seminar in Biological Chemistry
This course involves weekly presentations and discussions based on current research.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B587**
Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208)**

CHEM588 Seminar in Biological Chemistry
This course involves weekly presentations and discussions based on current research.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B588**
Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208)**

CHEM594 Braving the Elements: A Calderwood Seminar in Public Writing About Chemistry
Writing is hard. Writing about chemistry for a general audience is just a bit harder, but the ability to communicate technical information to the public and to policy makers has never been more important. Good chemistry writing requires a solid grasp of the science, the ability to identify the most essential concepts, and the talent to express them in non-technical, jargon-free language. All of these are learnable skills. Participants will produce pieces in a variety of short forms (e.g., essay, policy summary, annotated figure) to become better writers. In the Calderwood Seminar tradition, the course will be structured as a workshop with students serving as both writers and editors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CHEM596 Molecular Modeling and Design
This course will introduce students to the practical and theoretical aspects of computationally modeling and designing biological macromolecules, with a particular emphasis on protein structures. Students will run molecular dynamics simulations with Gromacs (http://www.gromacs.org) and do protein structure predication/design with Rosetta (https://www.rosettacommons.org). Over the course of the semester students will embark on a group research project, likely related to redesigning proteins that show potential for use as drugs. Both Gromacs and Rosetta use the Mac/Linux command-line, so having some familiarity with that prior to the course would be helpful but not required.
Offering: **Crosslisting**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM396**
Prereq: **MB&B208 OR BIOL265 OR CHEM381 OR CHEM325 OR MB&B335 OR CHEM338 OR CHEM383 OR PHYS316 OR PHYS340 OR BIOL266**

CHEMISTRY MAJOR

MAJOR DESCRIPTION

The Chemistry major provides students with a strong foundation in the chemical sciences and extensive experience in practical laboratory techniques. Students learn to apply the scientific method to develop and test hypotheses, perform experiments, analyze data critically, and effectively communicate their findings.

The Chemistry Department offers two pathways to complete the major:

- The **Standard Chemistry Track (A-track)** is designed for students seeking the breadth and depth of a traditional chemistry education.
- The **Chemical Biology Track (B-track)** is ideal for students who wish to focus on using chemical tools and concepts to explore and manipulate biological systems.

This program is well suited for students who are curious about how matter behaves at the molecular scale, have strong quantitative and analytical skills, enjoy solving complex problems, and value precision and attention to detail.

Graduates of the Chemistry major often pursue advanced studies in doctoral or medical programs. Others go on to successful careers in fields such as scientific research, chemical engineering, pharmaceuticals, materials science, environmental science, patent law, technical writing, forensic science, and education.

ADMISSION TO THE MAJOR

To declare the chemistry major, students must have earned a grade of C or higher in all 100- and 200-level chemistry courses completed prior to declaration.

MAJOR REQUIREMENTS

The **Standard Chemistry (A-track)** major requires the following coursework:

Code	Title	Hours
General Chemistry		
CHEM141	General Chemistry I	1
CHEM142	General Chemistry II	1
(may be fulfilled using CHEM145 and/or AP credit)		
Organic Chemistry		
CHEM251	Organic Chemistry I	1
CHEM252	Organic Chemistry II	1
Introductory Labs		
CHEM152	Introductory Chemistry Laboratory	0.5
CHEM257	Intermediate Chemistry Laboratory	0.5
CHEM258	Organic Chemistry Laboratory	0.5
Mathematics		
MATH121	Calculus I	1
MATH122	Calculus II	1
(may be fulfilled using AP credit or placement beyond MATH122)		
Physics		
PHYS113	General Physics I	1
PHYS116	General Physics II	1
(may be fulfilled using PHYS111/PHYS112)		
Inorganic Chemistry		
CHEM361	Advanced Inorganic Chemistry	1
(waived for students who completed CHEM144)		
Physical Chemistry		
CHEM337	Physical Chemistry I	1
CHEM338	Physical Chemistry II	1
(MATH221/MATH222 are recommended)		
Advanced Labs		
CHEM375	Integrated Chemistry Laboratory I	1
CHEM376	Integrated Chemistry Laboratory II	1
300-Level Electives		**2**
Select two 300-level chemistry courses		
• electives must be 1.0 credit or greater and graded (A-F)		
• 2.0 accumulated credits of CHEM research may replace one elective		
• students who use CHEM144 for the Inorganic requirement must choose a third elective		
Colloquium		
CHEM521	Chemistry Colloquium (two semesters required)	0.5
Senior Thesis (optional -- required for Departmental Honors)		
CHEM409	Senior Thesis Tutorial	1
CHEM410	Senior Thesis Tutorial	1

The **Chemical Biology (B-track)** major requires the following coursework:

Code	Title	Hours
General Chemistry		
CHEM141	General Chemistry I	1
CHEM142	General Chemistry II	1
(may be fulfilled using CHEM145 and/or AP credit)		
Organic Chemistry		
CHEM251	Organic Chemistry I	1
CHEM252	Organic Chemistry II	1
Introductory Labs		
CHEM152	Introductory Chemistry Laboratory	0.5
CHEM257	Intermediate Chemistry Laboratory	0.5
CHEM258	Organic Chemistry Laboratory	0.5
Mathematics		
MATH121	Calculus I	1
MATH122	Calculus II	1
(may be fulfilled using AP credit or placement beyond MATH122)		
Biology		

BIOL181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	1
BIOL182	Principles of Biology II	1
Inorganic Chemistry		
CHEM361	Advanced Inorganic Chemistry	1
(waived for students who completed CHEM144)		
Physical Chemistry		
CHEM381	Physical Chemistry for the Life Sciences	1
Biochemistry		
MB&B208	Molecular Biology	1
CHEM383	Biochemistry	1
Advanced Labs (choose two)		
CHEM375	Integrated Chemistry Laboratory I	1
CHEM376	Integrated Chemistry Laboratory II	1
CHEM395	Structural Biology Laboratory	1
300-Level Electives		**1**
Select one 300-level chemistry courses		
• electives must be 1.0 credit or greater and graded (A-F)		
• 2.0 accumulated credits of CHEM research may replace one elective		
• students who use CHEM144 for the Inorganic requirement must choose a third elective		
Colloquium		
CHEM521	Chemistry Colloquium (two semesters required)	0.5
Senior Thesis (optional -- required for Departmental Honors)		
CHEM409	Senior Thesis Tutorial	1
CHEM410	Senior Thesis Tutorial	1

COURSES FOR NON-MAJORS

Students with little or no prior background in chemistry are encouraged to enroll in General Chemistry I and II (CHEM141 /CHEM142) , both of which fulfill NSM general education expectations and are appropriate for non-science majors. Students may also enroll in the Introductory Chemistry Laboratory (CHEM152) to supplement their coursework with hands-on experience.

Students with advanced preparation in chemistry are encouraged to enroll in Honors General Chemistry (CHEM145), a one-semester alternative to CHEM141/CHEM142. This course offers an enriched curriculum that explores the breadth of general chemistry topics in greater depth.

Students planning to apply to **medical, dental, or veterinary schools** are advised to complete the following prerequisite courses:

Code	Title	Hours
General Chemistry		
CHEM141	General Chemistry I	1
CHEM142	General Chemistry II	1
or		
CHEM145	Honors General Chemistry	1
Organic Chemistry		
CHEM251	Organic Chemistry I	1
CHEM252	Organic Chemistry II	1
Laboratories		
CHEM152	Introductory Chemistry Laboratory	0.5
CHEM257	Intermediate Chemistry Laboratory	0.5
CHEM258	Organic Chemistry Laboratory	0.5
Biochemistry		
MB&B228	Medical Biochemistry	1

STUDENT LEARNING GOALS

Graduates with a BA in Chemistry should be able to:

- Apply the scientific method to develop and test hypotheses
- Understand, interpret, and apply chemical data
- Conduct standard laboratory procedures safely and effectively
- Use quantitative methods to solve chemical problems
- Locate and comprehend primary scientific literature
- Critically evaluate claims in chemical research
- Communicate findings clearly in written, oral, and visual forms
- Uphold ethical standards in scientific work
- Connect chemistry to other scientific disciplines

STUDY ABROAD

A semester abroad is possible with sufficient advance planning. Students are encouraged to consult with a chemistry faculty member early in the process to ensure appropriate course sequencing and progress toward the major.

ADVANCED PLACEMENT

Students who earn any of the following examination scores automatically receive 1.0 prematriculation credit in chemistry:

- **AP Chemistry**: score of 4 or 5
- **IB-HL Chemistry**: score of 5, 6, or 7
- **Cambridge A-Level Chemistry**: grade of A

This credit may be used in place of CHEM141, CHEM142, and CHEM152 to satisfy requirements for majors, minors, and course prerequisites. Students awarded prematriculation credit are not eligible to receive credit for CHEM141 or CHEM142, but may elect to enroll in **Honors General Chemistry** (CHEM145) for credit. Students who complete CHEM145 may also take **Introductory Chemistry Laboratory** (CHEM152) for credit.

LANGUAGE REQUIREMENT

The Chemistry major has no language requirement.

TRANSFER CREDIT

Transfer credit for chemistry courses taken at other institutions is subject to departmental approval and is not guaranteed. Requests are reviewed by the Chemistry Department Curriculum Committee and must be submitted in advance to confirm course eligibility prior to enrollment.

Submission Guidelines

Send all materials by email to **chemistry@wesleyan.edu before** enrolling in the course. Include the following:

- Completed *Permission to Transfer Credit* form (Office of Student Affairs)
- Detailed course syllabus, including schedule and topics covered
- Textbook title, author(s), edition, and chapters used
- Length of class meetings and total instructional hours (excluding exams)
- Instructor name and contact information

Additional Requirements

- Online lecture courses must have **synchronous** delivery. In-person courses are preferred.
- **Online laboratory courses will not be accepted**

ADDITIONAL INFORMATION

HONORS

Departmental honors are awarded by the faculty to graduating chemistry majors based on a thorough evaluation of the senior thesis, recognizing excellence in research, analysis, and scientific communication.

CAPSTONE EXPERIENCE

The recommended capstone experience for chemistry majors is a substantial research project conducted in collaboration with a faculty member, ideally culminating in a senior thesis. Research is a central component of the major for many students, and Wesleyan's small but distinguished graduate program provides unique opportunities for undergraduates to engage in advanced research alongside tenured and tenure-track faculty who are actively involved in significant investigations.

DOCTOR OF PHILOSOPHY IN CHEMISTRY

The Chemistry Department engages students in the science of the molecules—what they are, how they are made, and what they do—studying important chemical problems in both the classroom and the research laboratory. Research in the department spans organic and inorganic nanomaterials, new recyclable polymers, the molecular basis of neurodegenerative diseases, understanding the structures and dynamics of proteins, the development of biofuels, the development of new therapeutic and diagnostic drugs, and computational approaches to complex chemical systems.

The Department of Chemistry offers a graduate program leading to a Doctor of Philosophy in Chemistry. The program offers a breadth of research opportunities and course offerings, providing PhD students with exposure to many subfields of chemistry. Students develop close working relationships with faculty mentors, who help them design and follow their own customized program of study. PhD candidates acquire the skills to be independent chemical researchers and are qualified to design, carry out, interpret, and communicate the results of significant research projects.

Students pursuing the PhD in Chemistry are expected to write two research proposals, one during the second year related to the student's dissertation and a second in the fourth year, on a novel idea not directly related to the student's current work. PhD candidates may also choose a concentration in the interdisciplinary studies of either Chemical Physics or Molecular Biophysics. Students must complete at least two semesters as a teaching assistant as a means of developing communication and teaching skills. To earn their degree, the PhD candidate must complete a significant body of original research and defend their dissertation to their faculty advisory committee, the department, and the broader community.

COURSES

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

Course requirements are designed to achieve two basic goals:

1. **Acquisition of background knowledge.** A central common core of material is expected for all chemists. Graduate students take appropriate one-semester core courses in the areas of organic chemistry, inorganic chemistry, biochemistry, physical chemistry, and quantum chemistry. Students with previous equivalent coursework may be exempted from one core course not in their primary field of study by petition.
2. **Continued scholarly growth.** Graduate students are required to take at least one course every semester. This may be a regular advanced course in chemistry or a related discipline, a weekly seminar, or a research tutorial.

LANGUAGE REQUIREMENT

There is no language requirement associated with this program.

PROGRESS AND QUALIFYING EXAMS

Progress examinations are open-book, take-home exercises that are offered approximately monthly during the academic year. These examinations are based on articles in the current literature and are designed to assist graduate students in keeping up with recent developments in chemistry. They also provide valuable training in reading the chemical literature critically and for suggesting areas in which the student may benefit from additional study. PhD students are required to pass 15 elementary and seven advanced progress exams, which is typically completed by the end of the second or early in the third year of the program.

TEACHING

Completion of at least two semesters as a teaching assistant is generally required for the PhD degree. These assignments are provided as a means of developing communication and teaching skills. Graduate students may be given more advanced teaching responsibilities as appropriate.

RESEARCH

Writing research proposals is an important part of the PhD program in chemistry. Writing scientific proposals develops expertise in evaluating the scientific literature, integrating knowledge from several areas, formulating interesting scientific questions, designing a research project to answer those questions, writing clear scientific prose, and defending a project proposal. Two proposals are required: one during the second year related to the student's dissertation research plans and a second, in the fourth year, on a novel idea not directly related to the student's current work.

DISSERTATION AND DEFENSE

The successful completion of a significant body of original research and the defense of a dissertation is the single most important requirement for the PhD. The candidate will defend the dissertation to their faculty advisory committee, followed by a seminar open to the department and the broader community.

CONCENTRATIONS

CHEMICAL PHYSICS

Guiding Committee: Lutz Hüwel, *Physics*; Carlos Jimenez-Hoyos, *Chemistry*; Stewart E. Novick, *Chemistry*; Brian Stewart, *Physics*

Upon admission and while in their first year, students in the chemistry or physics graduate programs may petition their department for admission to the interdisciplinary program in chemical physics. The philosophy underlying the program is that the solution to contemporary problems must increasingly be sought not within a single traditional specialty but from the application of different disciplines to particular problems. Students in the program will pursue a course of study and research that will familiarize them with both the Physics and Chemistry Departments and, in particular, with those areas of overlapping interest that we broadly categorize as chemical physics.

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

Seminars. Students will participate in the Chemical Physics Seminar series and will be expected to present at least one talk per year.

Examinations. Chemistry students in the Chemical Physics program will follow the requirements of the Chemistry Department, including two research proposals, oral defense of the second year proposal, and the submission and oral defense of the research dissertation. Students in the Chemical Physics program are expected to take all progress exams offered in the general area of physical chemistry and are required to pass 10 elementary and five advanced exams (in any area).

Research Rotations. Students in the Chemical Physics program complete three rotations in the first semester to choose a research advisor from among the participating faculty.

MOLECULAR BIOPHYSICS

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

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

CLASSICAL STUDIES

MAJOR DESCRIPTION

The Major in Classical Studies (CLST) offers a multidisciplinary approach to the diverse and extraordinary civilizations of ancient Greece, Rome, and the broader Mediterranean world. Students explore everything from politics and media, environment, religion, literature and reception, to art and material culture. They can participate in archaeological excavations, read inscriptions in Rome, study political drama in Athens, or use satellite imagery and Greek papyri to reconstruct the agricultural practices of ancient Egypt. Critical study of these ancient cultures in their original contexts - and the long shadows they cast

into our own time - enriches our understanding of the present and offers new perspectives on contemporary challenges.

Students choose from three concentrations: **Literature and Performance**, **History, Politics, and Social Justice**, and **Archaeology.** Each builds skills in integrative reasoning, writing, and competency in multi-disciplinary data analysis. All students develop proficiency in Latin or Greek and engage with original texts. The Department encourages study or fieldwork in the Mediterranean and offers funding for these opportunities.

Classical Studies students are drawn to the mysteries of the ancient past, but with a keen eye towards the problems of the present. They demonstrate curiosity and creativity, attention to detail, and strong abilities in language, research, writing, and critical thinking. They have an adventurous side.

The major prepares students for work in any field. Recent majors have built successful careers in law, politics, medicine, media and communications, cultural heritage institutions, and government, as well as finance and technology. The department collaborates with the Gordon Career Center (https://careercenter.wesleyan.edu/) and maintains an active alumni network to support students after Wesleyan.

AFFILIATED FACULTY

Elizabeth Bobrick
BA, Marlboro College; MA, Johns Hopkins University; PHD, Johns Hopkins University
Visiting Professor of Letters; Visiting Professor in Liberal Studies; Visiting Scholar in Classical Studies

CHAIR

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

EMERITI

Marilyn A. Katz
BS, Columbia University; MA, Yale University; PHD, Yale University; MAA, Wesleyan University
Professor of Classical Studies, Emerita

Christopher Parslow
BA, Grinnell College; MA, University of Iowa; PHD, Duke University
Robert Rich Professor of Latin, Emeritus

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

Andrew Szegedy-Maszak
BA, University of Michigan; MA, Princeton University; PHD, Princeton University; MAA, Wesleyan University
Jane A. Seney Professor of Greek, Retired

FACULTY

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

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

VISITING FACULTY

Torie Burmeister
BA, Skidmore College; PhD, Boston University
Visiting Professor of Classical Studies

Mira Seo
BA, Swarthmore College; BA, University of Oxford; MA, Princeton University; PhD, Princeton University
Provost's Distinguished Fellow of Classical Studies

Under Construction

Classical Studies Major (p. 252)

CLASSICAL STUDIES

CLST112F Three Great Myths: Prometheus, Persephone, and Dionysus (FYS)
This course is a detailed analysis of three important myths from classical antiquity: the stories of Prometheus, Persephone, and Dionysus. Students will examine literary and visual representations from antiquity and also consider how these myths live on in the Western tradition.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST115F Crafting (Un)Ideal States: Utopias and Games of the Mind, Past and Present (FYS)
Utopias are imaginary places that promise freedom, equality, and happiness. In this course, we will look at different visions of utopian living: What kinds of hope, longing, and impulses do these utopias fulfill? What kind of social critique do they imply? How can they offer freedom and happiness while built on strict programs of biological, psychological, and social engineering? When does one's utopia become another's dystopia?

We will start with ancient Greek poetry and philosophy--Homer, tragedy, Aristophanic comedy, and Plato--to trace the beginnings of utopian thinking and the promises that it makes. In the last part of the semester, we will look at how these early seeds of utopia are recast and developed in later and contemporary literature, theory, and television shows, including Thomas More's "Utopia" and Emily St. John Mandel's "Station Eleven"; selections from T. Adorno, E. Bloch, and F. Jameson; and select episodes from "Black Mirror."
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST120F From Democracy to Autocracy: Demagogues, Tyrants, and Popular Media in Ancient Greece and Rome (FYS)
Although different, the political systems of Greece and Rome, many of which serve as a model for our own government, were carefully designed to balance military, social, and political participation and empowerment, and to defend against the consolidation of power by any single citizen or group. Eventually, both Greek democracy and the Roman Republic failed. Why? This course examines in depth the political and legal structures of two ancient societies which began with participatory or representative governments and slid toward autocracy. Drawing on a range of sources in translation (historical, legal, poetic), we will explore the emergence and evolution of political systems, from the rise of democracy in Greece to its lapse into oligarchy, and from the Roman Republic to its subversion by charismatic leaders and the advent of empire. Along the way, we will discuss the rise of a celebrity culture and the impact of the increasing importance of public spectacles and entertainments as a vehicle for the demoralization of citizens and the slide into autocracy. Where did they go wrong?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST125F Greek History (FYS)
Using primary sources wherever possible, this course will examine the development of Greek civilization from Mycenaean times through the death of Alexander the Great. Special attention will be given to the connection between political events and cultural and intellectual trends. No prior acquaintance with ancient history is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST129F Ancient Monuments: Landscape, History, and Memory (FYS)
In this course, we will examine some of the most renowned sites from Greek and Roman antiquity, such as the Parthenon and the other monuments on and near the Athenian Acropolis, the Colosseum and Forum in Rome, and Pompeii. The aim is to get a broad understanding of their significance, and so the sources will include ancient texts, modern scholarship and travel narrative, and visual representations such as drawings and photographs. We will pay particular attention to the ways in which the ancient sites interact with their surroundings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Prereq: **None**

CLST130F Looking Back, Moving Forward: Identities, Politics, and Truth-Making in Classical Antiquity (FYS)
The world of classical antiquity has been both celebrated and reviled for its role in shaping historical notions of who and what matters, and whose truths are passed into posterity. From politics and media to social identities and the creation of canon, this course will explore constructions of authority, power, and truth-making in the classical world and their echoes in modern life. How does democracy enfranchise some and marginalize others? Who has the "authority" to decide what is natural law, scientific truth, divine right? Is there a difference between truth-telling and truth-making in the stories we tell, the information we share, the art that we make?

This course will turn to a variety of materials from the ancient Greek and Roman world--including myth, literature, medicine, law, drama, archaeological sites, and monuments--to address these questions. Class, status, race, ethnicity, the marginalized "other," religion, civic identity, and the writing of history and science will emerge as central to ancient thinking and offer critical perspectives for reconsidering intersectional identities today. By looking systematically at different facets of the ancient world, we may come to a more nuanced understanding of injustices, inequities, and constructions of modernity through their ancient origins, and look critically at our current practices and perspectives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST135F Humans and Other Animals
How have humans imagined the inner lives of other animals over time? What categories and roles have human societies assigned other animals, and how have we understood our responsibilities to them? This course presents readings from the earliest examples of world literature to contemporary theory and philosophy to explore human-animal relations across cultures and historical periods. How might these narratives and ideas inform our own relationships to other animals and our place in the planet's ecosystem? This co-taught course offers an interdisciplinary introduction to literature, animal studies, and environmental humanities, with a focus on close reading and effective academic writing.

Exemplary texts: the Sumerian epic Gilgamesh; selections from Homer's Odyssey and Vergil's Georgics; selections from the Sanskrit Ramayana; readings from Marie de France, Rilke, Kafka and J.M. Coetzee; readings on animal ethology, philosophy, and the legal status of non-human persons.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

CLST150 Translating Love (CLAC)
This "lab" course will primarily focus on creative translation from Greek and Latin erotic poetry read in the parent course as an application of translation theory from the course, and as a direct encounter with Greek and Latin language. All levels of ancient language will be accommodated, and students do not need to know both or any ancient languages to participate--they may also choose to translate into their own native language, or another language with which they have familiarity. The course will be taught in English, and all students will be introduced to ancient languages as needed, and supported in their translation activities at all levels.

This CLAC will bring together traditional ancient language pedagogy and critical translation theory in creative literary translation. We will also invite practicing translators and scholars across Wesleyan's faculty to join our discussions on literature in translation as a practice and an object of study.
Offering: **Host**
Grading: **A-F**

Credits: **0.25**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST153F Single Combat in the Ancient World (FYS)
This course celebrates the clash of warriors in warfare, sport, and spectacle in the classical world. Using primary sources and archaeological evidence, the class will survey traditions of combat in ancient art, literature, and society, beginning with Greek and Near Eastern epic; the modes of warfare in Greek society; ancient Olympic combat sports; and, finally, Roman gladiator spectacle. We will examine the role of violent sport in Greek and Roman society, the reception of the competitors, and the use of these events for political or nationalistic ends. Throughout the course we will explore the flexibility of concepts such as military ethics, "western" warfare, violence, honor, and excellence, both in the classical world and in our modern lives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP153F**
Prereq: **None**

CLST175F Hold My Wine: Drinking Culture in Ancient Greece (FYS)
Wine. Politics. Poetry. The potential for destructive behavior. All of these went hand-in-hand with the ancient Greek "symposium," or drinking party. In this course we will study this custom and the roles it played in Ancient Greek society and art, as an institution that regulated membership in elite society, a source of political and social unrest, a religious practice, an arena for the contestation of philosophical ideas, and a venue for the performance of music and poetry. In addition to the symposium itself, we will also consider related institutions, such as Spartan military feasting.

In this course, the symposium will be viewed through a variety of lenses. We will survey Greek literature from Homer down through Athenian drama and Plato. We will also study the archaeological record, with units on Greek vases and drinkware, and on the architecture of public and private drinking spaces. But the Greek symposium will itself be a lens through which we consider drinking culture in our own society, and its representation, for instance, in music and film.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST190F Beware the Ides, Beware the Hemlock: Roleplaying Crisis in Ancient Greece and Rome (FYS)
The Thirty Tyrants have at long last been expelled from Athens, and now it is up to you and your closest friends and enemies to determine the future of the greatest city-state in the Mediterranean. The conspiracy of Catiline has been uncovered, and the fate of the conspirators and of Rome rests in your hands. Two decades later, the dictator Julius Caesar has been assassinated, and it falls upon you to negotiate the Senate to decide what the People of Rome should do. Students will play in a number of "Reacting to the Past" scenarios set in ancient Greece and Rome--becoming stakeholders in these world-changing crises as they fight, speak, study, sweet-talk, and coerce their way to power over their classmates, be they allies or adversaries. This course is suitable for students of all interests and backgrounds and will offer opportunities to develop writing public-speaking, critical thinking, and persuasion skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST201 Art and Archaeology of the Bronze Age Mediterranean
This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we will explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we will survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **ARHA202, ARCP201**
Prereq: **None**

CLST202 Greek Drama: Theater and Social Justice, Ancient and Modern
This course introduces students to Greek drama as produced in its original setting in ancient Athens and then adapted in modern times. The majority of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, and Euripides, comedies by Aristophanes, and selections from Aristotle's Poetics and Plato's Republic. We will look at production practices, acting and audience experience, and the role of theater in shaping cultural values. Questions will include: How does theater as art reflect the personal, social, and political life of the Athenians? What is the connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy ¿ for its mythic characters and for its real audience? And why have we been talking about catharsis for centuries? What is the relationship between emotions, drama, and social justice? For the last part of the semester, we will turn to adaptations of Greek tragedy in the 20th and 21st centuries by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber. We will discuss how the dilemmas and emotions of tragedy are replayed in response to World War II, the South African Truth and Reconciliation Commission, PTSD, and consumer culture, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **THEA202**
Prereq: **None**

CLST205 Gods, Heroes, and Chaos!: An Introduction to Greek and Roman Mythology
This class will dive into the wild and tumultuous world of ancient Greek and Roman mythology to begin to understand its impact on culture and identity in both the ancient and modern world, reading primary source literature, looking at iconography and material culture, and studying later examples of mythological reception. Primary sources span mythical stories of the creation of the universe and the gods themselves; the dramatic exploits, interrelationships, and depictions of the gods; the careers of major heroes and heroines; and the myth of the Trojan war and its long aftermath. While we read ancient works, we will discuss the impact of mythology on religious and cultural practices, history, cultural identity, art, politics, and day-to-day life. We will also discuss the enduring influence these myths have on modern culture -- for better and for worse -- in today's politics, culture and art. Students will acquire mythological literacy, to understand the language of myth itself in both the ancient and modern world, to be able to read the impact myth continues to have on the way we define the natural world, the divine, and humanity's place in the universe.

This course counts towards the Literature and Performance track of the Classics major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **WLIT253, RELI235**
Prereq: **None**

CLST205Z Myths, Monsters, and Misogyny: An Introduction to Greek and Roman Mythology
In this class we will read literary versions of myths from Greece and Rome and look at representations in ancient and later art. Starting with myths of creation, we will move on to look at the individual gods and goddesses, their powers, and their place in ancient religion, then to the often perilous interactions of humans and gods. In the second half of the semester, we will concentrate on the heroes and heroines of mythology, ending with the Trojan War and its aftermath. The course aims to give a basic grounding in the stories and the images--creating mythologically literate students. As that analogy implies, we will also analyze myths as a system of communication and consider how these myths portray the world, the divine, and the place of men and women in relation to the gods, to nature, and to society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST214 Survey of Greek Archaeology and Art
This course introduces the art and archaeology of Greek civilization from Mycenaean palaces of the Bronze Age, to tombs of warriors and battlefields of Marathon, through the theatrical and political centers of democratic Athens. Throughout the semester we will survey the major archaeological sites (civic and cultic) for each period and study development of sculpture, painting, ceramics, and architectural trends in light of political (propaganda!) and social changes. More than a tour of monuments and mosaics, however, this course will show students how to interpret and apply literature, material science, anthropology, and art history to address archaeological questions, and to consider the relationship (ancient and modern) between social trends and material evidence.

This course counts toward the archaeology/archaeology science track.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARHA203, ARCP214**
Prereq: **None**

CLST215 Religion and Politics in Early Christianity
The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI215, MDST215**
Prereq: **None**

CLST217 Philosophical Classics I: Ancient Western Philosophy
This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL201, COL359**
Prereq: **None**

CLST220 Homer and the Epic
In this course we will read both the Iliad and the Odyssey (in English translation). These two great epics are recognized as the first major texts of the Western literary tradition, and they have had an incalculable influence on everything from literature, to history, to the visual arts. Through a close reading of both epics, we will consider issues such as Homeric composition and poetic practice, heroes and the heroic code, the relation between humans and gods, the role of fate, and the structure of Homeric society (e.g., the status of women; clan and community). We will also read a number of contemporary critical essays to help us frame our discussions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST220Z Homer and the Epic
IN-PERSON COURSE: 10:00am-noon and 1:00pm-3:00pm, Monday through Friday. Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings.

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Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ENGL219Z**
Prereq: **None**

CLST221 Law, Politics, and Order in the Ancient World
Legal texts -- law codes, decrees, and edicts, juristic discussions, law court cases -- help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek and Roman legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, rights versus responsibilities, and the possibility of freedom and happiness -- some more progressive than our own. In an era when many of our institutions and conventions appear open to challenge, the classical sources offer alternate legal and social ways of thinking, and new tools for understanding our own time.

This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through narratives and case studies, we will examine Greek and Roman approaches to thorny legal issues that are still contested today: women's rights, wartime codes, the right to trial, torture, capital punishment, and immigration and citizenship, among others. The ancient sources will be brought into dialogue with current cases and debates. We will also explore the construction of constitutional frameworks and see how these are deployed alongside religious beliefs and collective mores to cultivate "civic thinking."

For CLST Major requirements and for Classics/CCIV Major requirements, this course falls under the History, Politics, and Social Justice track.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST221Z Whose Rights? Law, Personhood, and Democracy, Ancient & Modern
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

Legal texts--law codes, decrees, and edicts, juristic discussions, law court cases--help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, rights versus responsibilities, and the possibility of freedom and happiness--some more progressive than our own. In an era when many of our institutions and conventions appear open to challenge, the classical sources offer alternate legal and social ways of thinking, and new tools for understanding our own time.

This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through laws, narratives, and case studies, we will examine Greek approaches to thorny legal issues that are still contested today: the right to trial, women's rights, democratic (dis)enfranchisement, torture and confession, imprisonment, capital punishment, immigration and citizenship, and the "equity" of law, among others. The ancient sources will be brought into dialogue with current cases and debates. We will also explore the construction of constitutional frameworks and see how these are deployed alongside religious beliefs and collective mores to cultivate "civic thinking."

On the last day of the course we will hold a mock trial.

For Classics/CCIV Major requirements, this course falls under the History/Social Justice track
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST223 Survey of Roman Archaeology and Art
This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the archaeological evidence illustrating the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA207, ARCP223**
Prereq: **None**

CLST225 Witches & Magic in Ancient Literature
This course will look at the role of magic and witchcraft in the culture and literature of the ancient world. What is "magic," who is a "witch," and how do these categories change through the centuries and fit into the cultures of ancient Greece and Rome? Using examples from material culture and different genres of literature (epic, philosophy, history, tragedy, elegy, satire, etc.), this course will examine the social function of magic, the complex relationship between magic/religion, the role of magic and the witch archetype in ancient literature, and how the witch relates to societal systems of gender, sexuality, and colonialism. Through understanding magic and witches' position in the ancient world, this course will provide critical insight into their reverberation through modern society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Prereq: **None**

CLST227 Humans and Other Animals
How have humans imagined the inner lives of other animals over time? What categories and roles have human societies assigned other animals, and how have we understood our responsibilities to them? This course presents readings from

the earliest examples of world literature to contemporary theory and philosophy to explore human-animal relations across cultures and historical periods.
How might these narratives and ideas inform our own relationships to other animals and our place in the planet's ecosystem? This co-taught course offers an interdisciplinary introduction to literature, animal studies, and environmental humanities, with a focus on close reading and effective academic writing.

Exemplary texts: the Sumerian epic Gilgamesh; selections from Homer's Odyssey and Vergil's Georgics; selections from the Sanskrit Ramayana; readings from Marie de France, Rilke, Kafka and J.M. Coetzee; readings on animal ethology, philosophy, and the legal status of non-human persons.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **COL224**
Prereq: **None**

CLST228 Classical Allusions in Film
This course surveys the influence of classical antiquity on Western filmmaking from the late 1970s to the present day, with an emphasis on exploring the ways in which filmmakers allude to and encounter classical themes, settings, characters, history, and literature in their works. Classical mythology and history have been a source of fascination for filmmakers since the beginning of filmmaking itself. Ben Hur (1907), Quo Vadis (1913) and Cabiria (1914) were all silent but ambitious films depicting aspects of classical antiquity on an epic scale that would have a profound impact on the classical blockbusters of the 1950s and 1960s. Cecil B. DeMille reintroduced the classical model with Ten Commandments (1956), and the epic(ally expensive) Ben-Hur (1959), Spartacus (1960), and Cleopatra (1963) would follow under other directors. These films can be analyzed for their interpretation of ancient material; their contemporary political subtexts and attitudes towards race, ethnicity, and gender; and their influence on the way 20th century Western cultures viewed Greco-Roman antiquity. Other film classics depicted an ancient world that ranged from dreamlike (Fellini's Satyricon [1969]) to pornographic (Caligula [1979]), to fantastical (Clash of the Titans [1981]). We will briefly examine these films as a springboard for looking at late-20th and early-21st century adaptations of classical material.

Classical material in film regained popularity in the 2000s: Gladiator (2000), Troy (2004), Alexander (2004), 300 (2006), Clash of the Titans (2010), and Pompeii (2014), and the 2016 remake of Ben Hur. But beyond these obviously classically-inspired films, situated as they are in a version of classical antiquity, there are other modern films that draw less obviously on classical material. O Brother Where Art Thou? (2001) takes the Odyssey from Homer's Mediterranean world and drops it into Depression-era Southern America. Chi-raq resituates Aristophanes' Lysistrata in gang-ravaged Chicago. The Star Wars (1977-83) and Hunger Games (2012-15) trilogies use a reimagined Roman Empire to comment on spectacle and society in contemporary America.

We will study these films and others to analyze the trajectory of classical allusion in modern film: why do directors continue to revisit classical antiquity? What themes are pervasive? How do ancient archetypes like the seductive queen, evil sorceress, noble enslaved man, old philosopher, and debauched aristocrat help characterize modern film characters? What is the difference between adaptation and inspiration? How closely must modern interpretations cleave to the ancient material to be deemed "acceptable" by scholars and enthusiasts? How do these interpretations reshape our understanding of the ancient material? And why is classical antiquity still so compelling today?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST231 Greek History
This course explores the development of Greek civilization from the Bronze Age Mycenaeans to the death of Alexander the Great. We will ask big questions: What did democracy mean in the ancient world? How did war shape political life and cultural values? Why did Greek city-states rise, flourish, and sometimes go to war with one another? These questions will be explored through close engagement with primary literature as well as evidence from art and archaeology. Readings in translation include works by Homer, Herodotus, Thucydides, Aeschylus, Sophocles, and Euripides. No previous knowledge of ancient Greece or classical antiquity is required.

This course fulfills the requirement for an Ancient History Survey course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **HIST204**
Prereq: **None**

CLST232 Roman History
This course traces the history of Rome from its foundation, through its rise as an Italic and Mediterranean power, up to the transfer of the empire to Constantinople. It focuses on the political, military, and social achievements of the Roman people and the contributions of its principal historical figures, from the legendary kings of the regal period, to Republican leaders such as Marius, Sulla, Pompey, and Caesar, through Augustus and the establishment of the principate and subsequent emperors such as Vespasian, Hadrian, and Diocletian. This course will fall under the History/Social Justice track.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **HIST205**
Prereq: **None**

CLST234 Art and Society in Ancient Pompeii
This seminar surveys the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from their participation in local politics and government, to their religious beliefs and lives, to the interior decoration of their homes and their burial customs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP234, ARHA206**
Prereq: **None**

CLST235 Greeks-Romans-Christians
Western civilization emerged, in part, out of the achievements of ancient Greeks, Romans, and Christians. Art, architecture, philosophy, and literature were all forged in a crucible of clashing cultures. This course will introduce students to the religious worlds of Greek, Roman, and Christian antiquity. Attention will be given to the mythologies of the gods and cultic practices of the people, including religious sanctuaries, festivals, and sacrifices; divination, magic, and the mysteries; philosophy, ethics, and theology. We will conclude with an assessment of the rise and eventual triumph of Christians, their appropriation and critique of Greco-Roman culture, and their obsession with martyrdom and the cult of the dead.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI231**
Prereq: **None**

CLST244 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt
This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we will examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP244, ARHA201**
Prereq: **None**

CLST245 The Archaeology of Ancient Foodways
Bread, wine, olive oil, fish sauce -- what did it mean to eat in the ancient Mediterranean world? In this course, we explore the archaeology of food in ancient Greece and Rome, from farms and vineyards to markets and banquets. Using archaeological evidence, primary literature, and theoretical approaches, we examine how food production, trade networks, and dining practices reflected and reinforced social hierarchies and cultural values. The course will also employ digital mapping tools to trace the movement of ingredients around the Mediterranean and help us reflect on how global food systems shape our own consumption habits.

This course satisfies the Archaeology and Archaeological Science requirements for the Classical Studies major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP245**
Prereq: **None**

CLST247 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"--one of the most persistent stories in history--using the very texts in which it was first articulated. We will work with selections from a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea, and many others--to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL247, HIST247, MDST249**
Prereq: **None**

CLST248 Language Matters: Etymology and the Roots of Social Injustice
Etymology is a course designed to prepare students for disciplines outside what is traditionally considered "classics." The course will provide a strategic presentation of key Latin and Greek roots, constructions, and linguistic frameworks, which pervade the terminology of numerous fields and disciplines: law, medicine, biology, ecology, sociology, religion, and many more.

This course is a history of words: how they are formed, what they mean, and how they change and change us. In addition to teaching how to deconstruct terminology, the course will explore the origins and evolution of many of the commonly used modern terms in their original historical contexts, providing a glimpse into the rich background that gave rise to their use and meaning today.

Each week we will focus on a specific modern discipline, our "unit." Mondays and Wednesdays will be devoted to the workings of the language itself. We will examine how Greek and Latin roots make up the technical language of that discipline, so that students learn to identify, break down, and understand such terminology and its uses. 2020 is an important year: social justice and how we talk about it, language itself, is a political issue as we come to the presidential election. On Fridays we will explore a divisive issue confronting each discipline today and investigate the roots of the problem in antiquity. Topics include: biological race, abortion, debt slavery, climate crisis, extinction, deforestation, the First Amendment, and many others. By thinking about the roots and words that shaped and expressed Greek and Roman ideas, as well as how they negotiated important social, political, legal, medical, and environmental issues, we can understand better the crucial issues facing our own language and society.

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

CLST249 Classics Beyond Whiteness
This course offers a vision of "classics" that decenters the white, elite, and masculine in favor of a more egalitarian approach to the discipline. Students will interrogate misconceptions that ancient Greeks and Romans were white, race and ethnicity in Graeco-Roman societies, the role of classics in modern racial politics, the name of "classics" itself, and non-white approaches to classics. This course considers race as social construct; white supremacy, fragility, and privilege; and critical-race theoretical study of ancient cultures. For CLST Major requirements and for Classics/CCIV Major requirements, this course falls under the History, Politics, and Social Justice track
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST250 Comedy in Translation
The American comic tradition starts here. Raunchy comedies like Bridesmaids or American Pie, melodramatic sitcoms like Modern Family, and super-"meta" shows like Parks and Rec ultimately find their roots in the raunchy comedy of Aristophanes, the melodramatic sitcoms of Menander, and the often-"meta" plays of Plautus and Terence. This class will involve the reading (in translation), discussion, and performance of some of these playwrights' weirdest and funniest plays, culminating in public presentation (by you!) of adaptations of plays.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST252 Ancient Epic and Gangster Film
This course explores the limits of epic in different historical contexts and media: Classical epic poetry (Greek and Roman) and gangster film traditions from the US, Europe, and Asia. How do these works define or align themselves with epic as a genre? What are their characteristics, and how do audiences participate in creating them? Primary material will include classical epics (the Iliad, Ovid's Metamorphoses), drama and literary criticism (Sophocles, Aristotle), and contemporary film and television, with critical and theoretical bibliography.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST255 Democracy and its Discontents
Today we are confronting enormous questions about democracy: how it is defined, how it is practiced, and, in some places, whether it can survive. Such questions, however, are not new. From its inception in ancient Athens through centuries of political development, democracy has drawn both fervent support and intense criticism. In this class we will read a selection of ancient and modern sources as a basis for our discussion of fundamental issues such as participation vs. representation, citizenship and civic responsibility, and the tension between private and public interests.

Readings will include selections from ancient sources such as Herodotus, Thucydides, Plato and Aristotle and modern scholars such as Paul Cartledge, Melissa Lane, Josiah Ober and Kurt Raaflaub.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST256 Xenia, Xenophobia, Immigration, Empire
In Greek and Roman literature, as in modern society, social tension and xenophobia often go hand-in-hand. The importance of "Xenia," guest-friendship, permeates ancient Greek mythology and literature, stressing an imperative to treat foreigners (and foreign hosts) with kindness, care, and generosity, while on the flipside, a lack of respect or failure to observe xenia can have disastrous results. In historical texts and political messaging of ancient Rome, Xenophobia abounds, from Julius Caesar's commentaries that paint a portrait of a land and people that is at times wildly dangerous, at others compliant and seemingly grateful for Roman control, depending on which "spin" will make the best case for continuing his lengthy and expensive colonial warfare.

This type of political messaging surrounding foreign and immigrant populations continues to dominate campaigns, administrations, and news cycles today. In this class, students will read selections from different genres of Greek and Roman literature to look at how "othered" characters and depictions of foreign cultures reflect attitudes towards colonized populations, Greek and Roman cultural identity, and the concept of imperial expansion itself, among other sociopolitical issues. The course will also look at the historical context of the events and people represented -- symbolically, allegorically, or literally -- in contemporary primary sources.

This course satisfies the History, Politics, and Social Justice track.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CLST257 Plato's REPUBLIC
"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's Republic. No other work in the Western tradition can lay claim to setting the tone so influentially for the development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today--on matters of ethics, politics, moral psychology, epistemology, metaphysics, and aesthetics--receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of The Republic alongside various perspectives that have been taken on this magisterial work in contemporary philosophy, journalism, and literature. We will focus on The Republic primarily as a work of moral psychology by investigating the topical question of the dialogue: Why is it better to live justly rather than unjustly? For Plato, a just life is one governed by the pursuit of wisdom or learning, and this he believes will also be a psychologically healthy one. By contrast, a life governed by the indiscriminate pursuit of power--the life of a tyrant--is psychologically corrupted. These are bold claims. What is Plato's argument for them? In raising this question, we will consider the political project Plato embarks upon in the Republic in constructing a just society, as well as connected issues he raises in the dialogue concerning the nature of human motivation, the distinction between belief and knowledge, the distinction between appearance and reality, the importance of a proper education to the human good, and the role of art and beauty in furthering the common good. Alongside Plato, we will read various works of secondary literature, journalistic pieces, and works of fiction this semester, all inspired by The Republic.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL303, COL341**
Prereq: **None**

CLST260 The Archaeology of Identities in the Ancient Mediterranean and Beyond
Human beings all hold a wide range of socially constructed and physically lived identities, expressed and experienced sometimes continuously and simultaneously, and sometimes only occasionally under specific circumstances. These identities might include, but are not limited to, race, ethnicity, gender, sexuality, social status, occupation, and health. Many of these identities, expressed and experienced in various tangible and intangible ways in our

lived reality, can only be accessed indirectly through the physical proxy of the archaeological record when it comes to people living in the past. This course will explore a variety of archaeological methodologies for accessing the social identities of past lives, as well as the sometimes problematic role that archaeology has played in this type of research over the course of the 20th and 21st centuries (is ancient DNA bringing us back full circle to scientific racism?). The primary focus of the course will be on the ancient Mediterranean, with additional case studies drawn from other parts of the world serving to illustrate the cross-regional applicability of approaches to past identities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP255**
Prereq: **None**

CLST267 Disaster, Destruction, and Resilience in the Ancient World
How did ancient societies confront catastrophe, and what can we learn from their responses? This course explores themes related to natural and human-caused disasters in the ancient Mediterranean world, including earthquakes, volcanic eruptions, fires, floods, plagues, droughts, and famines. Drawing on archaeological and literary evidence, we will examine the causes and aftermaths of events like the eruption of Vesuvius, the floods and fires of Rome, the Antonine Plague, and more. Through these case studies we will deepen our understanding of ancient experiences of risk, vulnerability, and resilience, and inform our own attitudes toward disasters in our modern world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP268**
Prereq: **None**

CLST270 Ancient Jewish Mysticism
This course examines how ancient Israelite/Judahite communities (Bronze Age through the Iron Age) imagined, accessed, and managed the "invisible world": the dead, hostile spirits/demons, divine messages about the future, and the binding power of spoken formulas (oaths, blessings, curses). Rather than treating "mysticism" as later contemplative tradition, we use the term in a deliberately narrow, historical sense: ritual and textual techniques meant to cross or manipulate the boundary between human and nonhuman realms -- especially under conditions of threat, uncertainty, or political pressure. Working historically and comparatively, we read biblical texts alongside contemporary ancient Near Eastern ritual and inscriptional evidence (Akkadian, Aramaic, Sumerian, Ugaritic), asking: What practices do the texts presuppose? What do polemics against "illicit" rites reveal about what people actually did? How do treaties, curses, and apotropaic objects encode beliefs about divine enforcement? And how does material culture (amulets, inscriptions, ritual installations) complicate strictly "literary" reconstructions?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI260, CJST260**
Prereq: **None**

CLST275 Horror in Ancient Greece, Rome, and the Movies
A question from the notorious slasher-killer of the Scream franchise, Ghostface, will elicit a different response from whoever picks up the phone: "what's your favorite scary movie?" We might just as well ask: why do you, why do any of us, actively seek out the discomfort of fear as entertainment in the first place? "Horror" as a genre is not the invention of 20th-century cinema. Ancient Greek tragedy, for example, employs horror to provoke catharsis in its audience, but it also applies the horrifying as allegory for contemporary sociopolitical problems; likewise, ancient Roman texts are filled with horror across different genres. The same themes that make horror effective in ancient Greece and Rome persist in modern horror films. This course will look at horror in ancient Greek and Roman texts as compared to modern horror cinema. How do the family dynamics in Stanley Kubrick's The Shining or Ari Aster's Hereditary reflect the intergenerational trauma in tragedies like Euripides' Heracles, Aeschylus' Agamemnon, or Seneca's Thyestes? What is the significance and allure behind "body horror" pervading so many horror films and ancient Greek and Roman texts? Why does so much horror surround a fear of the "other"? Different motifs and forms of horror manifest in ancient texts and modern films to communicate complex truths about their respective societies, and they also reflect broader existential questions about human existence. Applying theory from scholars such as Bergson, Deleuze, and Guattari, as well as secondary scholarship examining Greek and Roman examples of horror, this course will examine the effect that horror has on its audience, why we can't look away, and what our fear can tell us about society and our ourselves.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST280 Social Justice Warriors: Inequality, Injustice, and Activism from Antiquity to Today
We tend to think of social justice as a modern preoccupation, but many Greek and Roman politicians, thinkers, and activists identified and attempted to alleviate issues of inequality, unequal distribution of power, and access to resources. Each week we will explore a divisive issue confronting America today and investigate its roots in antiquity. Topics include political representation, land rights, biological race and slavery, abortion, debt, climate crisis, extinction, deforestation, free speech, and many others.

Through a mixture of historical research and academic roleplaying of moments of political crisis, we will explore the roots of these issues and how ancient societies attempted to navigate them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST283 Off with its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase--as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit.

The course falls under the Archaeology/Archaeological Science track of the Classics/CCIV Major requirements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-CLST**
Identical With: **ARCP285, ARHA204**
Prereq: **None**

CLST285 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT280, GRST280, RL&L279, RUSS281, ENGL220**
Prereq: **None**

CLST315 Love in Antiquity: Eros in Translation
This course examines how Roman poets adapted and transformed Greek models such as Sappho. How did love elegy become the dominant new genre in Roman literary culture of the mid first century BCE? What does love poetry tell us about gender politics and sexual identities in the ancient world? Students will read Greek and Roman love elegy in translation and scholarship to understand the innovations of the Roman elegists in their social context. This course will also engage with the long translation tradition into English and theoretical discourses surrounding translation. There will be opportunities to explore creative translation and bring in other language traditions and new media interpretations through an associated .25 credit CLAC.

Aims and Learning Outcomes:

- Understand the literary historical context of Roman elegy and its models

- Analyze and appreciate Greek and Roman poetry and poetic conventions

- Understand principles and issues of literary translation

- Develop a clear and effective scholarly writing style

- Enhance independent research skills in literature

- Experiment with literary translation into other languages and across media
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST321 Law, Personhood, and Democracy, Ancient & Modern
Legal texts -- law codes, decrees, and edicts, juristic discussions, law court cases -- help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, personhood in law and ethics, rights versus responsibilities, and the possibility of freedom and happiness -- some more progressive than our own. In an era when many of our democratic institutions and conventions are challenged, the classical sources offer alternate legal and social ways of thinking, and new tools for rethinking our own time. This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through narratives and case studies, we will examine Greek approaches to thorny legal issues that are still contested today: women's rights, freedom of gender and sexual expression, the right to trial, torture and coerced confession, immigration and the right to citizenship, foundational "myths" (and lies), and conspiracy theories, among others. The ancient sources will be brought into dialogue with US supreme court opinions and debates on these issues. We will also explore how constitutional frameworks are constructed and deployed alongside religious and moral beliefs -- whether that be overtly or covertly --0 to cultivate "civic thinking." For CLST Major requirements, this course falls under the History, Politics, and Social Justice track.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **COL369**
Prereq: **None**

CLST324 Tales of Hope or States of Delusion? Utopias, Past and Present
Utopias are imaginary places that promise freedom, happiness, and justice. In this course, we will look at different visions of utopian living: What kinds of longing and impulses do different utopias fulfill? What kind of social critique do they imply? How can they offer freedom and happiness, while built on strict programs of biological, psychological, and social engineering? What makes for the distinction between utopia and dystopia?

We will start with ancient Greek poetry, drama, and philosophy--Homer, tragedy, Aristophanic comedy, and Plato--to trace the beginnings of utopian thinking, its promises and failures. In the last part of the semester, we will look at how these early seeds of utopia are recast and developed in later and contemporary literature, theory, and shows, including Thomas More's "Utopia," and Emily St. John Mandel "Station Eleven"; selections from T. Adorno, E. Bloch, J. Rawls, R. Nozick, and F. Jameson; and episodes from Black Mirror.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST327 Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern
The first plays in the history of theater feature transgressive acts: murder, illicit sex, violence, and torture. Action-packed, gory, and heart-wrenching, these spectacles of mass entertainment were also staged specifically to ¿train¿ citizens to be thoughtful legislators, jurists, and policy makers. They were deliberately crafted to make audiences grapple with demanding questions -- legal, social, and ethical: the ¿laws¿ of war; discrimination (based on gender,

class, ethnic background); privacy and political participation; confession, guilt, and punishment; anger and sympathy in decision-making, and much more.

In this course, we will read a selection of Greek plays, ancient and modern critical works, and modern adaptations to consider the role of theater in politics, aesthetics, and social and emotional conditioning.

Readings from antiquity will include plays by Aeschylus, Sophocles, Euripides, and Aristophanes and readings from Plato and Aristotle. Modern works will include plays and writings by Jean-Paul Sartre, Bertolt Brecht, Sara Uribe, and Luis Alfaro, and movie adaptations.

This course will fall under the Literature and Performance & and History/Social Justice tracks.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **THEA327**
Prereq: **None**

CLST329 Roman Villa Life
This seminar will explore life in the Roman countryside, from the luxurious suburban villas near major urban centers to working estates in Italy and the Roman provinces. The course will begin with a general survey of Roman villa life and then move to a more focused inquiry into specific topics including art and architecture, production, slave life, and transportation. Readings will be drawn from ancient literary sources, inscriptions, and modern social and archaeological studies. The course is intended for students from a variety of disciplines and backgrounds, but some knowledge of the Roman world is recommended.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP329**
Prereq: **None**

CLST330 Classical Studies Today: Writing for a General Audience
This will be a seminar for junior and senior departmental majors, offered in association with the Calderwood Seminars in Public Writing. The purpose of the class is to have students write about scholarly issues in a way that makes them accessible to broad non-specialist audiences. This practice is what one scholar has called "responsible popularization." The course will concentrate on writing and public presentations, and each week the students will take alternating roles as writers and editors. The work load consists of reading scholarly articles or book chapters, on academic topics from Classical Studies, and re-work them in compact genres like personal essays, op-eds, blog posts,and reviews. For the final project, the students will form teams of two, each of which will interview an eminent Classical scholar of their choice and produce a brief profile.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST335 Art and Society in Ancient Pompeii
Buried by the eruption of Mt. Vesuvius in 79 AD and rediscovered in the mid-18th century, the once ordinary city of Pompeii is now an extraordinary laboratory for the study of ancient Roman life. This seminar surveys the art, architecture, and material remains of Pompeii and other cities destroyed by the eruption. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the political, social, and commercial life of a small Roman city and examine the unique evidence for reconstructing the private lives of Roman citizens.

This course fulfills the Archaeology and Archaeology Science track of the Classical Studies major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP335, ARHA335**
Prereq: **None**

CLST338 Economies of Ancient Port Cities: Trade, Mobility, and Identity
This course explores urban life in ancient Mediterranean port cities, where harbors facilitated connectivity and long-distance trade and created cities that were defined by multicultural exchange and constantly reshaping identities. Through case studies drawn from Greek and Roman sites, the class will examine the lives of residents and port workers, focusing on themes such as trade, urban development, art, religion, food, and spectacle. With an emphasis on the archaeological material left behind, the course also explores how narratives about the past are shaped by the nature of surviving evidence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **ARCP338, ARHA219**
Prereq: **None**

CLST340 Daemons, Enigmas, and the Cosmic Image: Classical and Modern Allegory
Allegories are everywhere--from novels, art, and philosophy to news, political rhetoric and the law. They confront us as something strange, as overly baroque or disappointingly simplistic, as a symbolic mystery that becomes blandly prosaic once the proper interpretive key has been found. Allegories can be abstract and ethereal (e.g. Dante traveling through the heavenly spheres), but they can also make abstract ideas concrete: the idea of justice becomes the Roman goddess Iustitia, blindfolded, holding a sword and a set of scales, a statue in front of a courthouse. They try to explain life's complexities, but the stories they tell are much stranger than the lives that we live: the insatiable longing for our significant other is really the search for our other true half, since once we were round creatures rolling happily around but were cut in half by Zeus for our transgressions. What are these allegorical texts doing for us, and why are they doing it in such bewildering ways?

This course looks at the persistence of allegory. We will inquire into its origins in the Classical world, and we will try to understand how it has been found (or made) useful by writers and literary theorists in the 20th and 21st centuries.

The texts that interest us will make simple things mysterious and mysterious things simple, transforming the imaginable into the visible and the visible into the imaginary. And we will try to find our way through this mode of writing and of reading that insistently brings opposites together, connecting different realms of experience, knowledge, and language in ways that both produce and defy sense.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL340**
Prereq: **None**

CLST341 Visualizing the Classical
This project-based learning course integrates archaeology, classical texts, and the technologies of virtual construction to rebuild the material remains of the ancient world. Student teams will draw upon theories of urban design, engineering, and performance theory to create a material or virtual reconstruction of a classical built environment or object. Through the reconstruction of such spaces, we will explore how the ancient builders and craftsmen--through landscape, sound, light, functionality/monumentality, and spatial relationships--shaped the experience of the ancient viewer.

The course is divided into three modules. The first module will use case studies to survey the principles of archaeological reconstruction and explore the concepts and language of design and planning used by archaeologists and design specialists. These case studies will range from Greek and Roman temples, to city blocks and houses, to public spaces for entertainment or governance. In the second module, a series of technology workshops and in-class projects will give students hands-on training in the analytical mapping, modeling, interpretive, and reconstructive approaches such as ArcGIS, CAD, Sketchup and 3D printing. This practical training will form the foundation for the third module, during which student teams will apply these technologies to collaborate on the reconstruction of an ancient built environment or object. During this section of the course, students will discuss and collectively troubleshoot the problems of design and reconstruction they encounter as they go. Students will present their work at the end of the course, and discussion will focus on the insight that the process of reconstruction has offered into principles of ancient design and the values of ancient communities.

This seminar will be of interest to students with experience in classical studies, archaeology, studio arts, and digital design.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP341, ARHA205**
Prereq: **None**

CLST345 Fighting Words: War in Ancient Greek and Roman Literature
War features in ancient Greek and Roman literature across genres, from historiography and political speeches to epic poetry and tragedy -- and beyond. Herodotus, history's first historian, begins his work The Persian Wars by claiming that he is writing "in order that the memory of the past may not be blotted out from among men by time, and that great and marvelous deeds done by Greeks and foreigners and especially the reason why they warred against each other may not lack renown" (I.i). But the mission, meaning, and impact of literary accounts of war is much more complex and multifaceted than simply preserving historical accounts. What does ancient literature about war, holistically and through different generic and narratological approaches, tell us about war's place in these cultures?

This course will look at how and why certain themes are expressed across different genres, including cultural identity, propaganda, figured speech, PTSD, and colonization. Employing the critical lens of narratology, post-structuralism, and postcolonialism, this course will aim to look at the subtle complexities of the representation of warfare in different ancient Greek and Roman works, working through the multifaceted cultural messaging expressed in different authors and genres. Using a diverse selection of texts, material culture, and students' independent juxtaposition of these works with modern war narratives, this course will examine the complex relationship in ancient Greek and Roman society between literature, warfare, colonization, cultural memory, and cultural identity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST352 Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean
This course brings a blend of ethnographic, environmental, philological, and scientific frameworks to the study of ancient medicine. For the first half of the class, students will explore the theories and concepts of medicine and the body in classical antiquity from Hippocrates to Galen. Students will tackle case studies (e.g., treatment of war wounds, epilepsy, gynecological ailments) and suggest appropriate treatments. The second half of the course will focus on medicinal plants as discussed in Dioscorides, considering their ecology, archaeology, and phytochemistry, with hands-on lab modules in which students will learn how to extract and analyze bioactive compounds of medicinal plant species. In final group-based projects, students will present a "plant biography," tracking the arc of the medicinal and cultural uses of a particular species from the ancient Mediterranean to the present day.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP352**
Prereq: **None**

CLST363 Body Politics: Desire, Sexualities, and Gender, Past and Present
Sexuality as a category to define, construct, and control the "self" has been seen as a product of the 18th and 19th century. This course turns to ancient Greek society to look at body politics before sexuality and to examine the different ways in which sex and gender are experienced and constructed.

We will approach sex and gender roles as organizing principles of private and public life. Using literary, scientific, historical, legal, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution, adultery); and ideas regarding desire, self-control, masculinity and femininity, and their cultivation in social and political contexts. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course by looking at theoretical approaches and contemporary movements and debates. We will end by looking at how ideas about sexuality in classical antiquity

were used in Romer v. Evans, otherwise known as the 1993 Colorado Gay Rights Case.

For CLST Major requirements, this course counts toward the concentrations of Literature and Performance and History, Politics, and Social Justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **FGSS363, COL364**
Prereq: **None**

CLST383 Off with Its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase -- as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit. The course falls under the Archaeology/Archaeological Science track of the CLST Major requirements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP383, ARHA228**
Prereq: **None**

CLST390 Making Rome: Monuments of Life in Ancient Rome
The Colosseum, the Circus Maximus, and the Forum are just the most famous monuments to adorn the ancient city of Rome: its streets and temples were cluttered with honorific statues, dedications, and inscriptions; monumental fountains marked the terminus of the great aqueducts supplying the city and its public baths; shops and markets jostled with shrines and workshops in the public plazas; and public works like harbors and warehouses ensured a steady flow of food, wine, and materials into the city. Through in-depth research into the literary and archaeological record of Rome students will examine these monuments in the context of their original urban spaces and reconstruct them digitally or through other visual and written media.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **ARCP390, ARHA301**
Prereq: **None**

CLST393 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CEAS340, RL&L290, GRST231, RUSS340, RULE340, REES340, ENGL295**
Prereq: **None**

CLST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CLST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CLST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CLST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CLST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CLST425 Classics Lab: Research Internships
Students in Classical languages, culture, archaeology, or environmental science have an opportunity to work intensively with departmental faculty to contribute to a variety of ongoing faculty research projects. Faculty projects vary from year to year but currently include studies in Mediterranean palaeoclimate, sustainable agriculture in antiquity, lab-based scientific study and digital modeling of archaeological artifacts, ethnobotany, ancient medicine, or word-

study projects relating to LLMs. Lab students develop language and research skills, gain exposure to texts and research methods beyond basic curriculum and work towards tangible research outcomes for their professional portfolios: research posters, conference presentations, online content, or publications. Students who are accepted as research interns in the Classics Lab can receive lab credit in Greek, Latin, or CLST, depending upon their skill set and upon the nature of their research project. The commitment is 6 hours a week for half credit and 12 hours a week for full credit. Participation is POI only.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST426 Classics Lab: Research Internships
Students in Classical languages, culture, archaeology, or environmental science have an opportunity to work intensively with departmental faculty to contribute to a variety of ongoing faculty research projects. Faculty projects vary from year to year but currently include studies in Mediterranean palaeoclimate, sustainable agriculture in antiquity, lab-based scientific study and digital modeling of archaeological artifacts, ethnobotany, ancient medicine, or word-study projects relating to LLMs. Lab students develop language and research skills, gain exposure to texts and research methods beyond basic curriculum and work towards tangible research outcomes for their professional portfolios: research posters, conference presentations, online content, or publications. Students who are accepted as research interns in the Classics Lab can receive lab credit in Greek, Latin, or CLST, depending upon their skill set and upon the nature of their research project. The commitment is 6 hours a week for half credit and 12 hours a week for full credit. Participation is POI only.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

CLST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

CLST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CLST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GREEK

GRK101 Introduction to Ancient Greek: Semester I
This course is an introduction to the rich and beautiful language of ancient Greek, the language of Homer, Plato, and Euripides. In the first semester students will begin to learn the grammar and syntax of the language and start developing the vocabulary necessary to appreciate and understand Greek with the goal of reading as soon as possible. Throughout the semester we will also explore some inscriptions and dip our toes into both Herodotus and biblical Greek.

This course is a prerequisite for GRK102.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK102 Introduction to Ancient Greek: Semester II
This course is a continuation of GRK101. We will complete the study of Greek grammar and continue to develop vocabulary and reading skills. We will read selections from Sophocles, Euripides, Lysias, Apollodorus, Demosthenes, Aristotle, and Plato, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CLST**
Prereq: **GRK101**

GRK205 Reading Greek Prose: Court Room Dramas, Selections from Athenian Oratory
In classical Athens there were no public prosecutors and no lawyers. Citizens took it on themselves to prosecute their political enemies, their wives' lovers, and violent offenders against family, friends, and state. Court cases are fascinating for the laws, political dynamics, social beliefs, animosities and gossip they bring to light. In this course, we will focus on selections from two cases in Greek and will also read additional cases in translation.

This course will satisfy the History, Politics, and Social Justice concentration for the Classical Studies Major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK225 Feminist Icons or Misogyny's Monsters? Women in Euripides
Judith Butler writes: "to be a woman is to have become a woman, to compel the body to conform to an historical idea of 'woman,' ...to materialize oneself in obedience to an historically delimited possibility, and to do this as a sustained and repeated corporeal project."

In his tragedies, Euripides's women are powerful, nonconformist, and independent; however, they are also agents of chaos who sow devastation and destruction of domestic space. The Medea follows an alienated foreign protagonist consumed by obsession with revenge that culminates in the murder of her own children; the Bacchae follows women celebrating a female-only

religious practice that ends in a frenzied, animalistic slaughter of one of their own sons. Exploring the corpus of Euripides's work through the lens of feminist theory, phenomenology, and postmodern critical theory, this course will ask whether the resistance of women in Euripidean tragedy to "[obey] a historically delimited possibility" is constitutive of a righteous proto-feminism, or rather a sensationalized stage device which reinforces Athenian society's strict gender roles. Over the course of the semester, we will translate Euripides's Medea from the original Greek. We will also read a number of tragedies in translation, focusing in particular on Euripides's Bacchae, while comparing Euripides's works to other tragedians' such as Aeschylus's Agamemnon and Sophocles's Antigone. Students will complete independent comparative projects examining similar themes and characters in modern works.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK250 Body, Soul, and Afterlife Journeys in Ancient Greece (CLAC.50)
The connection between body and soul and their journey in the afterlife were at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This CLAC course is connected to the Classical Civilization course titled "Death and Afterlife in Egypt and Greece" that will be taught in the fall by Kate Birney. The parent course explores the archaeology of death and burial in Egypt and Greece. It examines how the funerary practices and the very notions of death, the soul, the body, and the afterlife operated in these societies by drawing upon diverse evidence--archaeological, art historical, and mythological.

In this CLAC course students with some background in ancient Greek will read selections of the surviving evidence on death and the afterlife. Sources will be drawn from diverse genres and periods: historiography, Homeric poetry, Platonic philosophy, and religious tablets. This diversity will offer a unique opportunity to identify different registers and to explore how language itself reflects and in turn shapes the ideas and practices for which it is used. We will thus be looking at: how different media and performances are used to express loss, hope, and heroism in the face of death; how social class, gender, and political ideology are reflected in these media and how they influence ideas about death and the afterlife; and, last, how we are to create adequate methodologies as "readers" of such diverse evidence.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Greek.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **CGST250**
Prereq: **GRK102**

GRK252 Dionysiac Transformations: Gender, Violence, and Justice in Euripides' Hecuba
Euripides' "Hecuba" dramatizes the immediate aftermath of the Trojan War, as the victorious Greeks are waiting for favorable winds in Thrace--a no-man's-land. At this liminal time and space, we witness the "civilized" victors' abuse of power and the law against their female captives and the brutal revenge of the oppressed, culminating in literal transformation and loss of human form. Working with the Greek and secondary readings, we will explore the rhetoric and morality of power, justice, and empathy, how these shift within the plot, and how the dramatic medium itself may affect the audience's sympathies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK290 Truths and Other Fictions
What makes for a good story? What makes for a good argument? Is deception ever beneficial?

In this course we will read selections from ancient Greek works in the original, ranging from Homer, tragedy, love-poetry, law-court speeches, sophistic treatises, and Platonic philosophy to explore whose truth prevails, whose story moves, and who is better for it. The precise selection of sources will depend on the composition of the student-group and previous familiarity with Greek texts.

For CLST Major requirements, this course can be used for the Literature and Performance track and the History, Politics, and Social Justice track.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK291 "Sexuality" in the Making: Gender, Law, and the Use of Pleasure in Ancient Greek Culture (CLAC.50)
The parent course (CCIV 281/FGSS 281) examines the construction of gender roles in ancient Greece and approaches gender as an organizing principle of private and public life in ancient Greek society by using literary, scientific, historical, and philosophical sources as well as material evidence. Issues addressed include: the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution etc.); ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties (symposia), the law court, and the theater.

The textual sources used in the course cover a spectrum of genres: medical texts, Homer, lyric poetry, tragedy, comedy, law-court speeches, and philosophy among others. In the CLAC connected to this course students with some background in ancient Greek will read selections from these genres and will be able to compare different discourses and registers in the original. In the past, even through brief lexical examples--e.g., pointing at the use of ta Aphrodisia (the things/matters related to Aphrodite) in a culture that has no one term/concept for our notion of "sexuality"--students were intrigued by how different terms and discursive media in the original may offer access to perspectives, visions, and values that differ from and can, in turn, inform our own. The CLAC will create an opportunity precisely for this kind of access and a better informed and nuanced conversation.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-CLST**

Identical With: **CGST291**
Prereq: **GRK102**

GRK295 Must It Be Revenge? Punishment in Theory and Practice
Is legal punishment a sublimation of revenge? Should violent revenge ever be endorsed or morally justified? Are there (equal) rights to revenge or to protection from it? What might create empathy with acts and actors of unprecedented violence? In this course we will address these questions by moving across genres in the Classical period, from philosophy (prose) to tragedy (poetry): Plato's Crito has Socrates argue about civil (dis)obedience, even in cases of wrongful or unjust conviction; Euripides' Hecuba dramatizes institutional failures and post-war corruption that result in unparalleled dehumanizing cruelty. They both test assumptions and ideas about the power of democracies to cultivate lawfulness and collective welfare.

The course is suitable for students at the intermediate and advanced level of Greek.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK315 Homeric Epic
This course involves a close reading of selections in Greek from the ODYSSEY on the wanderings of Odysseus, his encounters with Polyphemus, Circe, and Kalypso, and his return to Ithaca. In addition, we will discuss major scholarly approaches to the Odyssey and Homeric epic more broadly.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK320 Lampooning Democracy ¿ Aristophanes
Aristophanes continues to make us laugh, but he is hardly ever "just kidding." The playwright lived through the Peloponnesian War-the nature and scale of which irreparably altered the political and cultural landscape of all of Greece-as well as the subsequent oligarchic revolutions and democratic restorations that followed in the tumultuous aftermath at Athens. All the while, he produced the only plays that substantiate for us the genre of "Old Comedy," replete with scathing political and cultural commentary. Often called the "father of comedy" itself, Aristophanes' political satire never shrinks from launching its barbs at the most powerful contemporary politicians running Athens. Cleon, one of the foremost political figures during the Peloponnesian War, is a routine object of derision and mockery in his plays (especially his Knights and Wasps). Consequently, Cleon was a constant plaintiff against the social impact of Aristophanes' work. But his targets are not merely the military/political elite: perhaps most controversial is Plato's claim that Aristophanes' work, particularly his comedy Clouds, led directly to the prosecution and execution of the philosopher Socrates. Despite the contemporary specificity of Aristophanes' works, his plays remain a persistent source of inspiration for modern reception-Spike Lee's 2015 Chi-Raq, for example, is just one of many instances of modern reception of Aristophanes' Lysistrata. In this course, we will read selections from several of Aristophanes' comedies in Greek and translation, along with contemporary works referencing the people and events central to his works, as well as commentary on Aristophanes himself. Students will continue to hone their skills in translation of Attic Greek while doing a deep dive into the meter, themes, and other generic conventions of Old Comedy. This course aims to use Aristophanes' work along with contemporary comparanda to begin to pick apart the complex and deliberately ambiguous nature of political satire, and to understand why pointed political commentary on specific moments and figures in Athenian history still resonate so strongly with modern audiences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK350 Body, Soul, and Afterlife Journeys in Ancient Greece
The connection between body and soul and their journey in the afterlife were at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This course is connected to the Classical Studies course titled "Death and Afterlife in Egypt and Greece" that will be taught in the fall by Kate Birney. The parent course explores the archaeology of death and burial in Egypt and Greece. It examines how the funerary practices and the very notions of death, the soul, the body, and the afterlife operated in these societies by drawing upon diverse evidence--archaeological, art historical, and mythological.

In this course students with some background in ancient Greek will read selections of the surviving evidence on death and the afterlife. Sources will be drawn from diverse genres and periods: historiography, Homeric poetry, Platonic philosophy, and religious tablets. This diversity will offer a unique opportunity to identify different registers and to explore how language itself reflects and in turn shapes the ideas and practices for which it is used. We will thus be looking at: how different media and performances are used to express loss, hope, and heroism in the face of death; how social class, gender, and political ideology are reflected in these media and how they influence ideas about death and the afterlife; and, last, how we are to create adequate methodologies as "readers" of such diverse evidence.

The selections will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This course is conceived as appropriate for students on the advanced level of ancient Greek.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **GRK102**

GRK355 Homer in Bronze Age Context
Although written down in the 6th century B.C., the Homeric epics offer a literary narrative that captures echoes of a Bronze Age world in transition, an era of globalization reshaped by collapse, migration, and war. Empires fell and pirates plundered. This course recontextualizes the original Greek texts of the "Iliad" and the "Odyssey" in this space.

Reading sections of the "Iliad" and the "Odyssey" in the original Greek, this course introduces students to the literary and linguistic structures of Homer and contemporary Mediterranean texts. We will examine Homeric language and scholarly approaches to structure, narrative, and cultural concepts (kinship, blood sacrifice, piracy, honor) in the context of Bronze Age Indo-European texts, from Hittite historical annals and poems, to Mycenaean Linear B tablets (the earliest-known form of Greek), as well as inscriptions from Archaic-period Greece.

This course will fall under the Poetry & Performance and History/Social Justice tracks.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **GRK201**

GRK365 Greek Tragedy: Euripides
Euripides is well known for being experimental and controversial, in his own time and beyond. Aristophanes famously accuses him of corrupting his audience by bringing too much of a democratic sentiment to his plays--women and slaves having way too much to say. Nietzsche much later will attribute to him the very death of tragedy. In this course, we will explore this legacy by reading one of his plays in the original along with diverse approaches to his work. The selection of the play will be determined by the composition of the student-group and previous exposure to Greek drama.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **THEA365**
Prereq: **None**

GRK367 The Great Greek Creation Myth: Hesiod's Theogony
In this seminar, we will read Hesiod's Theogony, the Greek creation myth, in the original ancient Greek and examine this fabulous work in light of other creation stories of the ancient Near East, Egyptian, and Hittite cultures by which it was influenced. Through examination of structural themes and motifs (how the universe was created and ordered, the role of violence, the origins of an application of justice, the creation of mankind, the shaping of women), we will discuss whether and how the Theogony diverges from other creation myths to establish or reflect values that can be said to be uniquely Greek. Discussion will be supplemented by passages from Hesiod's Works and Days, along with other creation myths and secondary scholarship.

This course satisfies a 300-level language requirement and falls under the Literature and Performance area concentration for CLST majors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

GRK408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

GRK409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

GRK491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GRK492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

LATIN

LAT101 First-Year Latin: Semester I
Conquer Latin in two semesters! Acquire a basic vocabulary and build your skills with essential grammar as you develop your ability to read passages in Latin from the principal classical authors--including Cicero, Vergil, and Ovid. This first semester covers half the textbook. In the second semester (LAT 102), you will complete the textbook.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT102 First-Year Latin: Semester II
Continue your conquest of Latin by completing your acquisition of a basic vocabulary and essential grammar.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-CLST**

Prereq: **LAT101**

LAT104 Intensive Introductory Latin
Learn Latin in a semester with this intensive introduction to grammar and syntax. Readings in original authors help illustrate and reinforce the fundamental principles of the language in preparation for more advanced reading at the intermediate level. Recommended for students wanting accelerated Latin acquisition or those with some background wanting a quick review.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT201 Catullus and Cicero: Love and Life in Republican Rome
We will read portions of Cicero's "Pro Caelio" speech and a selection of the poems of Catullus, with a focus on the tangled social web linking the poet Catullus, the young Caelius, their shared love interest Lesbia/Clodia, and Cicero's long-standing feud with Clodia's brother. We'll get a glimpse behind the curtain of the private lives and public performances of Rome's elite during the late Republic -- complete with secret affairs, political scheming, and even an accusation of poisoning! We will also explore how these texts reflect social and cultural tensions of Rome in the 50s BCE, a period of growing instability not long before the Republic's dramatic fall. This course will fall under the Literature and Performance track.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT202 Latin Lyric Poetry
In this intermediate-level Latin course, students will continue to develop their facility with the Latin language and their understanding of Roman literary history through a reading of selections of Latin lyric and elegiac poetry, two corpora that are both heavily influenced by earlier Greek models and show a remarkable degree of Roman ingenuity. The work of Horace and Catullus will provide an entry point into this fascinating material. We will then turn to work by the elegists Propertius and Tibullus, as well as shorter poems by Ovid. Throughout the course, we will also be investigating a number of questions. What is lyric poetry, and to what extent must Latin lyric poetry be read as a continuation of the Greek lyric tradition? How do Roman authors take Greek models and rework them to address the interests of their contemporary audience? How and for whom were these poems performed, and how does this affect the way we read this corpus? To facilitate our discussion we will be reading translations of a number of Greek lyric songs and of Latin lyric poetry by Seneca and Statius, some examples of modern lyric, and scholarly literature. In addition to our daily reading in Latin, we will undertake a careful review of Latin grammar, as well as long-term translation and commentary assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT203 Latin Prose: Roman Letters
Whose voices could be heard in the politically turbulent first century CE, and what did it mean to write from within the orbit of power? Through letters of Seneca the Younger and Pliny the Younger, this course explores how elite Romans navigated questions of morality and meaning under the Roman Empire. Seneca, who spent years as an advisor to Nero, crafts letters to articulate a philosophy for ethical living. Pliny recounts episodes from his life, including an eyewitness account of the eruption of Vesuvius, and probes the values of his contemporary world. This course will include a review of Latin grammar and syntax while gradually acclimatizing students to the rhythms and stylistic patterns of Latin prose.

This course satisfies the Literature and Performance track & History, Politics and Social Justice track.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT221 Roman Comedy
It has long been recognized that Plautus and Terence displayed widely different comic styles: Terence was an artist; Plautus, an untutored genius. We shall examine this difference through a critical reading of selected plays in their divergent literary and historical contexts.

This course will fall under the Poetry & Performance and History/Social Justice tracks.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT230 Love and Suffering in Ancient Rome (CLAC.50)
In this CLAC course students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on "love." We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate "western" beliefs on love and marriage, that is, "all you need is love," over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLAS**
Identical With: **CGST231**
Prereq: **LAT102**

LAT251 The Age of Nero
Nero: artist or monster (or both)? This course will focus on the personality and politics of the emperor and the reaction he evoked in contemporary and subsequent accounts of his reign, concentrating especially on the powerful picture of Nero and the Neronian regime painted by the Roman historian Tacitus

in his "Annals," with supplementary evidence from Suetonius's "Life of Nero," imperial inscriptions, and visual propaganda. Topics discussed will include Tacitus as a historian, public and private life in Neronian Rome, how to die well, and whether Nero really sang of the Fall of Troy while Rome burned.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT254 Apuleius: THE GOLDEN ASS
Fast-paced, magical, sexy, and bizarre, Apuleius' GOLDEN ASS, or METAMORPHOSES, contains more than enough rowdy episodes to keep us entertained for a semester. The novel tells the story of the feckless Lucius, the man-turned-ass whose encounters with the residents of Thessaly range from the vulgar to the weird to the sublime. Our goals, in addition to reading and understanding the Latin, include tracing prominent themes and becoming acquainted with recent relevant scholarship.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT281 Roman Satire: Juvenal
Roman satire, as practiced by Lucilius, Horace, Persius, and Juvenal is a strange hybrid: it combines social criticism, literary parody, philosophical rumination, and obscene burlesque, a self-consciously "humble" genre set in the framework of dactylic hexameter, the meter of high-flown Homeric and Vergilian epic. It is among a small minority of ancient literature which directly addresses itself to the humbler aspects of the everyday lives of Roman citizens. This course on Roman satire will focus on Juvenal, the last practictioner of Roman verse satire. We will begin the course with a selection of short readings from each of the four Roman satirists in order to orient ourselves with standard topics of Roman satire (including dining, country vs. urban life, the body, sex, and gender roles) and differentiate the approaches. We will spend the rest of the semester exploring Juvena's seminal works: his first and second book of Satires, wherein he situates himself as a figure marginalized by a new order of foreign interlopers, powerful gender deviants, and tyrannical patrons and emperors, as well as Satire 10, his caustically philosophical take on the "Vanity of Human Wishes."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT290 Wine, Wit, and Wealth: Status and Society in Horace and Martial
This course explores conspicuous consumption and hospitality in Rome during the early Empire. Through translating selections from Horace's Satires and Martial's Epigrams -- with a tasty detour into the cookbook recipes attributed to Apicius -- we will examine how some of ancient Rome¿s wittiest writers used themes of food and friendship to explore urban life and social status. Students will continue developing their skills in reading Latin poetry, with emphasis on grammar, close reading, and critical analysis. The course is appropriate for students at the intermediate and advanced levels.

This course satisfies the Literature and Performance requirement for the Classical Studies Major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT301 Petronius
Follow the down-and-out Roman Encolpius as he embarks on a titillating tour of the Mediterranean, persecuted (with impotence!) by the phallic god Priapus. Join him as he attends the longest dinner party in Latin literature, a class-crossing affair including nouveau riche, citizens, slaves, freedmen, and foreigners. In addition to reading the Latin, we will examine issues of scholarship, from the title (Satyrica? Satyricon?), to the genre, to sexuality, to class and status.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT322 Lucretius
"Imagine there's no heaven..." This course offers close reading in Latin of extensive selections of the DE RERUM NATURA, the remarkable poem in which Lucretius argues that the world is made up of atoms, that the soul dies with the body, that the gods never help or punish human beings, and that mortals should live their lives in search of the peace of mind of Epicurean philosophy. We will try to understand Lucretius' Latin, which we will hope to read with increasing ease and accuracy to relate fully to his rhetorical and poetic techniques and to the literary, philosophical, historical, and cultural background of this unusual and fascinating poem.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLAS**
Prereq: **None**

LAT325 Pseudointellectuals and Eccentric Millionaires: Petronius!
Follow the young, naïve, and curious Encolpius as he winds his way through Rome in the oldest surviving ancient Roman novel! Our hapless "hero" confronts the guile and treachery of Rome's shadiest denizens in this Menippean satire, running into thieves, impotence, sexual voracity, drunkenness, and general debauchery along the way. Join Encolpius at the absurdly wealthy Trimalchio's home for a bizarre and interminable dinner party full of questionable characters from every corner of Roman society. What enticing or disgusting delights will find him along the way? This notoriously absurd, funny, and occasionally horrifying work will allow us to explore issues of class, status, slavery, sexuality, and narratology. Petronius' work gives "novel" insight into the cultural phenomena of his day using Latin full of colloquialisms, misunderstandings, and eclectic vocabulary geared towards diverse social interaction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT330 Love and Suffering in Ancient Rome (CLAC .50)
In this CLAC course, students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on "love." We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate "western" beliefs on love and marriage, that

is, "all you need is love," over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **CGST331**
Prereq: **LAT102**

LAT331 Vergil: AENEID 2
Vergil's Aeneid book 2 is almost cinematic in its tragic, poignant, and frenetic depiction of the fall of Troy, from looming threat of the Trojan Horse to the firing of the city, rooftop battles, and the violent loss of loved ones while the gods manipulate events with petty disdain for human life. Students will read book 2 in its entirety in Latin, and the rest of the work in English. The purpose of this course is to continue to develop skills in reading Latin poetry and to continue the study of Latin grammar with close reading and critical analysis.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT335 Martial
This half-credit course will explore a variety of themes in Martial's "Epigrams." Underappreciated today, the "Epigrams" depict friendships, rivalries, sexualities, ethnicities, violence, gender roles, professions, aspirations, and failures in a sharp social commentary on the imperial Roman world. In addition to weekly translation, we will survey the latest scholarly literature on Martial's corpus.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT340 Beastly Readings in Latin Poetry and Global Antiquity
Where and what is the animal in Roman literature? This advanced Latin course explores selections from Virgil's Georgics and Aeneid, and Ovid's Metamorphoses to understand how Roman poets utilize the category and reality of the animal in their literary worlds. What can intrusive animals and "beastly reading" tell us about Roman poetic agendas and conceptions of the human from antiquity to today? We will also experiment with comparative approaches by introducing Greek literary antecedents and Sanskrit literature in translation -- what might we learn from comparative reading across other ancient literary traditions? Readings and critical literature in Classical scholarship and Animal Studies will inform our analyses over the course of the semester. This course counts towards the Literature and Performance concentration in the Classical Studies Major. This course requires prerequisite LAT 200 level or permission of instructor to enroll.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT351 The Age of Nero
Nero: artist or monster (or both)? This course will focus on the personality and politics of the emperor and the reaction he evoked in contemporary and subsequent accounts of his reign, concentrating especially on the powerful picture of Nero and the Neronian regime painted by the Roman historian Tacitus in his "Annals," with supplementary evidence from Suetonius's "Life of Nero," imperial inscriptions, and visual propaganda. Topics discussed will include Tacitus as a historian, public and private life in Neronian Rome, how to die well, and whether Nero really sang of the Fall of Troy while Rome burned.

For CLST Major requirements, this course can be used for the Literature and Performance track.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT353 Demagogues and Tyrants in the Roman Historians
Reading selections from Livy's ab Urbe Condita, Sallust's Bellum Catilinae, and Tacitus' Annales we will consider these historians' depictions of tyrants and demagogues (e.g., the Tarquins, Catiline, Tiberius, Nero) throughout Rome's political history, their views on the interactions between these controversial figures and the Senate and people of Rome, and their narratives describing the circumstances behind their rise and fall. At the same time, we will explore the role of fact vs. fiction, propaganda, and bias in the writing of Roman history through comparative analysis with contemporary sources and inscriptional evidence.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT360 Constructing Masculinity and Identity in Roman Elegy
This course will explore the ways in which Roman elegists used the genre of their poetry to construct a literary alternative to Roman masculinity and mores. Propertius, Tibullus, and Ovid each developed a masculine persona that rejected career politics and militarism in favor of the battlefields of love, creating a culture war between the status quo and a new Roman masculinity. The course will include weekly translation and secondary readings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT375 Set in Stone: Reading Roman Life through Inscriptions
Inscriptions are our tweets from the ancient Romans. From the alphabets scrawled by school children on wax tablets to the curse tablets of scorned lovers and the biographical epitaphs on funerary monuments lining the roads leading into Roman cities they provide an intimate view of daily life in the ancient world, while public inscriptions document the political, religious, and social workings of the Roman state. This course will survey a representative sampling of the Latin inscriptional record from the earliest period through the Empire, including examples of laws, decrees, and religious dedications, Augustus' Res Gestae, and the methods employed in inscribing objects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

LAT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

LAT408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

LAT409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

LAT491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

LAT492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CLASSICAL STUDIES MAJOR

MAJOR DESCRIPTION

The Major in Classical Studies (CLST) offers a multidisciplinary approach to the diverse and extraordinary civilizations of ancient Greece, Rome, and the broader Mediterranean world. Students explore everything from politics and media, environment, religion, literature and reception, to art and material culture. They can participate in archaeological excavations, read inscriptions in Rome, study political drama in Athens, or use satellite imagery and Greek papyri to reconstruct the agricultural practices of ancient Egypt. Critical study of these ancient cultures in their original contexts - and the long shadows they cast into our own time - enriches our understanding of the present and offers new perspectives on contemporary challenges. Students choose from three concentrations: Literature and Performance; History, Politics, and Social Justice; and Archaeology. Each builds skills in integrative reasoning, writing, and competency in multi-disciplinary data analysis. All students develop proficiency in Latin or Greek and engage with original texts. The Department encourages study or fieldwork in the Mediterranean and offers funding for these opportunities.

Classical Studies students are drawn to the mysteries of the ancient past, but with a keen eye towards the problems of the present. They demonstrate curiosity and creativity, attention to detail, and strong abilities in language, research, writing, and critical thinking. They have an adventurous side.

The major prepares students for work in any field. Recent majors have built successful careers in law, politics, medicine, media and communications, cultural heritage institutions, and government, as well as finance and technology.
The department collaborates with the Gordon Career Center (https://careercenter.wesleyan.edu/) and maintains an active alumni network to support students after Wesleyan.

ADMISSION TO THE MAJOR

To declare the Major, students must complete a Major Declaration Form.
The form is non-binding –interests and circumstances may change – but this important initial outline helps them to plan their prospective curricular pathway through the Classical studies program, and to envision the ways in which their work in Classics can connect with their other courses and interests at Wesleyan.

Students must first select which area of concentration they intend to pursue when they complete the Major Declaration Form. If they intend to apply a course (previously taken or planned) outside of the department towards their elective credit, they should identify the course and explain how it will be combined with the major course selections to form a meaningful curricular whole.

After declaring, the student can ask a faculty member to be their major advisor or ask the Chair to make the assignment.

Students are not expected to have any background in Latin or Greek in high school to become Classical Studies majors. We recommend that potential majors start language study in their first year at Wesleyan. The elementary Latin sequence begins in the fall semester, and elementary Greek starts in the spring. If you have already taken some languages, you do not have to start over. We do not have a placement exam. Instead, you can talk with any of the Department

faculty to determine which course would be best for you. The same is true for transfer students who have done work in Classical Studies at another institution.

MAJOR REQUIREMENTS

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

- Four credits in Language Courses (Latin or Greek, level 102 or higher). One of these must be at the 300-level. Two half-credit language courses may be counted together as one credit.
- One credit in Ancient History Survey, to be completed by the end of junior year.
- One credit in Material Culture.
- Two, 300-level seminars.
- Two electives. Students can apply one course from outside the department toward their concentration. They must first demonstrate its specific application to that concentration and obtain permission from the advisor

AREA CONCENTRATION REQUIREMENTS

Majors choose from three concentrations: **Literature and Performance**, **History, Politics, and Social Justice**, and **Archaeology.** Each builds skills in integrative reasoning, writing, and competency in multi-disciplinary data analysis. All students develop proficiency in Latin or Greek and engage with original texts. The Department encourages study or fieldwork in the Mediterranean and offers funding for these opportunities.

The three tracks reflect the multidisciplinary nature of Classical Studies while foregrounding particular aspects of the ancient world that connect with our faculty's research and expertise. Students select a concentration upon declaration of the major, and map out a course of study within it together with their advisor.

Literature & Performance (LP)
Explores literature (drama, poetry, mythology, etc) as private and public expression, whether investigating its use as social (and often subversive) media, its role in intellectual and literary histories, its interactions with gender and identity constructions, and its reception and reimagining in the present. Students analyze a wide range of genres including epic, drama, poetry, legal texts, scientific treatises, and novels.
Some examples of LP senior capstones include: receptions of Medea (https://digitalcollections.wesleyan.edu/object/ir%3A2616) in Latin American literature, studies on the treatment of war wounds (https://digitalcollections.wesleyan.edu/object/ir%3A2936) in ancient medicine, or community translations (https://www.wesleyan.edu/classics/images/header_images/maggieuh.html) and stagings of Greek drama.

History, Politics, and Social Justice (HPSJ)
Examines the dynamics and strategies of communities and governments in antiquity as they adapted their institutions, legal structures, and media to serve diverse populations and strategies. It places ancient conceptions of democracy, constitutional design, and collective action from a variety of literary genres into conversation with modern challenges and case studies.
Some examples of HPSJ capstones include: works on transitional justice in Athens and Rwanda (https://digitalcollections.wesleyan.edu/islandora/judge-will-be-your-neighbor-transitional-justice-ancient-athens-and-post-genocide-rwanda), Athenian democracy's struggle against oligarchy (https://digitalcollections.wesleyan.edu/object/ir%3A1872), and the politics of memory and erasure (https://digitalcollections.wesleyan.edu/object/ir-431) in ancient Rome.

Archaeology or Archaeological Science (ARC) Focuses on sites, objects and material remains from the ancient Mediterranean. Students study not only the traditional corpus of art and monuments, but also gain exposure to anthropological frameworks and scientific tools (experimental archaeology, phytochemistry, geoscience) to interpret archaeological data and reconstruct everything from daily life, to urban and political shifts, to large scale environmental change. Courses are often hands-on; fieldwork experience is encouraged.

Examples of ARC capstones include: studies of newly-excavated Egyptian amulets and immigration (https://digitalcollections.wesleyan.edu/object/ir%3A277), loom technology and weaving metaphors (https://digitalcollections.wesleyan.edu/islandora/our-warp-bloodred-our-weft-corseblue-exploration-use-and-mythology-warp-weighted-loom) in Norse and Greek epic, and the reconstruction of trading networks on Crete (https://digitalcollections.wesleyan.edu/islandora/maritime-connectivity-and-mobility-southeastern-aegean-and-eastern-mediterranean-during) after the collapse of the Minoan palaces.

LITERATURE AND PERFORMANCE

Code	Title	Hours
CLST202	Greek Drama: Theater and Social Justice, Ancient and Modern	1
CLST220	Homer and the Epic	1
CLST327	Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern	1
CLST225	Witches & Magic in Ancient Literature	1
CLST227	Humans and Other Animals	1
GRK252	Dionysiac Transformations: Gender, Violence, and Justice in Euripides' Hecuba	1
CLST267	Disaster, Destruction, and Resilience in the Ancient World	1
CLST275	Horror in Ancient Greece, Rome, and the Movies	1
LAT201	Catullus and Cicero: Love and Life in Republican Rome	1
LAT230	Love and Suffering in Ancient Rome (CLAC.50)	.5
LAT331	Vergil: AENEID 2	1
LAT202	Latin Lyric Poetry	1
LAT325	Pseudointellectuals and Eccentric Millionaires: Petronius!	1
GRK365	Greek Tragedy: Euripides	1
GRK367	The Great Greek Creation Myth: Hesiod's Theogony	1

HISTORY, POLITICS, AND SOCIAL JUSTICE

Code	Title	Hours
CLST202	Greek Drama: Theater and Social Justice, Ancient and Modern	1
CLST221	Law, Politics, and Order in the Ancient World	1
CLST221Z	Whose Rights? Law, Personhood, and Democracy, Ancient & Modern	1

CLST248	Language Matters: Etymology and the Roots of Social Injustice	1
CLST324	Tales of Hope or States of Delusion? Utopias, Past and Present	1
CLST255	Democracy and its Discontents	1
CLST267	Disaster, Destruction, and Resilience in the Ancient World	1
CLST363	Body Politics: Desire, Sexualities, and Gender, Past and Present	1
CLST327	Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern	1
LAT353	Demagogues and Tyrants in the Roman Historians	1
GRK205	Reading Greek Prose: Court Room Dramas, Selections from Athenian Oratory	1
GRK291	"Sexuality" in the Making: Gender, Law, and the Use of Pleasure in Ancient Greek Culture (CLAC.50)	.5
GRK365	Greek Tragedy: Euripides	1

ARCHAEOLOGY AND ARCHAEOLOGICAL SCIENCE

Code	Title	Hours
CLST201	Art and Archaeology of the Bronze Age Mediterranean	1
CLST214	Survey of Greek Archaeology and Art	1
CLST223	Survey of Roman Archaeology and Art	1
CLST267	Disaster, Destruction, and Resilience in the Ancient World	1
CLST283	Off with its Pedestal! The Greek Vase as Art and Artifact	1
CLST329	Roman Villa Life	1
CLST341	Visualizing the Classical	1
CLST352	Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean	1
CLST390	Making Rome: Monuments of Life in Ancient Rome	1
LAT375	Set in Stone: Reading Roman Life through Inscriptions	1
GRK355	Homer in Bronze Age Context	1

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STUDENT LEARNING GOALS

Classical Studies majors acquire the following skills: close reading and analysis of complicated evidence, both textual and material; the ability to identify and explain the most significant elements of such evidence; the ability to apply a variety of interpretive methods and to evaluate their effectiveness. Classical Studies majors also acquire an appreciation of linguistic registers and cultural differences, and a sense of perspective on urgent contemporary issues.

Students have the opportunity to develop and demonstrate their abilities through research and creative projects in the context of their courses, research tutorials, campus events, and presentations at conferences, among others.

LANGUAGE REQUIREMENT

Majors in Classical Studies acquire an intermediate level of proficiency with either Latin or Greek.

No experience in either language is required upon entry into the major, but, as noted above, students should plan to begin the language as soon as possible. Students with previous experience in either language should consult with the department chair for placement advice.

ADDITIONAL INFORMATION

HONORS

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

Students who intend to write a thesis should begin planning with their potential thesis advisor in the fall of their junior year, and must submit a thesis proposal to the Department by May 1 of their junior year. Students who wish to write a Senior Essay must submit their proposal to the Department by the end of the previous semester (May 1 for an essay to be written in the fall semester, November 15 for the spring). For details on the evaluation and awarding of Honors, consult the departmental website.

CAPSTONE EXPERIENCE

Upon completion of the major, students will complete a form where they will have the opportunity to explain changes in this initial trajectory and reflect briefly on their choices and development as a whole.

COLLEGE OF DESIGN AND ENGINEERING

TBD

Professor X

- Integrated Design, Engineering, Arts & Society Major (p. 268)
- Integrated Design, Engineering, Arts & Society Minor (p. 269)

IDEA110 Vectors to Volumes: The Fundamentals of Digital Fabrication
This project-based course will cover the fundamentals of digital fabrication in a hands-on introduction to software-driven object making. The central concern will be process rather than concept, with a firm focus on how instead of why, as well as best safety practices. Instruction will be given in four areas sequentially, each building on the last: Vector Design & Execution, 3D Modeling & Printing, CNC Wood Routing, and CNC Metal Milling. Machine setup and best practices will be taught alongside foundational knowledge of applications such as Adobe Illustrator, Adobe Photoshop, Vectric VCarve, Autodesk Fusion360, and Ultimaker Cura. Throughout the course, there will be a consistent emphasis on fabrication methods and finishing techniques.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-IDEA, NSM-IDEA**
Prereq: **None**

IDEA111Z Origami Mechanisms: The Science and Math of Folding
Explore the cutting edge of origami sciences! Origami as a research field is the science of folding materials - not just paper - and has applications in material sciences, space exploration, the biomedical field, protein folding, and many more! Anytime a material has to be transported in a closed state, transported, and then deployed, origami studies have a relevance. The course will involve folding, lectures, videos, guest video presenters, and time using the equipment of the IDEAS Lab to produce work. There will be one minor and one major project due that will use techniques learned during these class sessions. Course is 40 hours over two weeks (20 hrs/wk or 4 hours per day 5 days/week)
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **None**

IDEA116 Introduction to Programming and Machine Knitting
Knitting is a fabrication technique with a long history, producing items from everyday garments to e-textiles. Since the invention of the first knitting machine in 1589, knitting technology has evolved significantly, leading to the sophisticated computerized knitting machines we use today. This course serves as an introduction to programming, computer science, and machine knitting, especially for students interested in textile design and making. Students will learn imperative programming using a high-level programming language, covering topics such as data types, control structures, functions, and objects. We will also cover how to program and operate a knitting machine. No prior knowledge in programming or knitting is required. This course provides an equivalent introduction to programming to COMP 112/113/114/115 and will satisfy any requirements or prerequisites that those courses satisfy.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA, NSM-MATH**
Identical With: **COMP116**
Prereq: **None**

IDEA120 Ecological Design I: Being at Home in the World
Being at Home in the World is an introduction to the skills and thinking involved in the ecologically responsible creation of objects. This course is intended to provide a foundational understanding of the language of design, sources of materials, and energy systems. The studio encourages students to develop a rigorous, iterative working method to deeply analyze the nature of land and resources, explore options, and test ideas. This process of making is complemented and supported by an introduction to the history and theory of design, training with techniques and equipment, and active practice in keeping a sketchbook. Early exercises and projects in the course build familiarity and confidence with analytical drawing, making, and modeling techniques, which build toward the creation of a novel piece of design work presented at the final review.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST220, ENVS232**
Prereq: **None**

IDEA154 Working with MATLAB
The content of this course focuses on learning the basics of utilizing MATLAB to program and solve basic problems. We will operate on the assumption that students have no prior experience with programming. The goals of the course will be to develop algorithmic thinking, problem solving, and quantitative skills within the context of MATLAB. The course will cover essential mechanics of programming, many of which are common to all programming languages, as well as some selected advanced topics. With the expectation that students with a broad background with various motivating factors lead them to enroll in the course, students will be invited to apply the skills learned in the course to completing the culminating final project related to their specific interests.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC154, CIS154**
Prereq: **None**

IDEA160 Fundamentals of Design I
In this introductory product design course, students will experience basic design processes such as problem identification and possible resolutions; the use of design development and communication skills via design observation and research; iterative process and prototyping; and representation and presentation in two and three-dimensional forms. Students will explore how design can play a role in our community and how it can impact our society. Students will work both individually and collaboratively in a studio environment. Field trips to New York City fabricators, galleries, and workshops may be expected as part of this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**

Identical With: **ARST270**
Prereq: **None**

IDEA170 Introduction to Mechanical Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS170, PHYS205**
Prereq: **None**

IDEA170F Introduction to Mechanical Design and Engineering (FYS)
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

IDEA170Z Introduction to Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS170Z, PHYS170Z**
Prereq: **None**

IDEA173 Introduction to Sensors, Measurement, and Data Analysis
This course is an engineering fundamentals course supporting the Integrated Design, Engineering, and Applied Science (IDEAS) minor. It will involve a sequence of hands-on projects that introduce students to basic measurement devices and data analysis techniques using inexpensive modern sensors, a microprocessing platform (Arduino), and a computational software package (Matlab). The course will provide foundational knowledge of available resources and techniques that allow students to more confidently implement measurement systems in subsequent courses of the IDEAS minor and better understand experimental devices used in scientific research activities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS173**
Prereq: **None**

IDEA175 Introduction to Electrical Design & Engineering
Students will learn about engineering mechanics, electronic control systems, and physical actuators (e.g., for movement) using a microprocessor platform, sensors and motors. The final project will require a student team to ideate, design, analyze, and optimize a mechatronic system. This course will allow students to better understand components, methods, and challenges in mechatronics systems commonly found in automation and robotics.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS175, PHYS206**
Prereq: **None**

IDEA180 Design Studies
This course examines the human dimensions of engineering and design by looking at the ways artifacts are designed, produced, circulated, and used in context. Rather than a comprehensive survey of movements or paradigms in the history of design, this course employs a thematic approach to understanding the ways objects can articulate and reflect social and cultural concerns. Through a series of readings, projects, lectures, and seminars, we will study the surprising ways everyday objects influence and articulate our identities, desires, biases, and experiences.

This course is intended to support students in developing a critical toolkit for use as designers, users, consumers, and citizens. Throughout the term we will seek to challenge our assumptions about the politics of design and interrogate the ways its products mediate and are changed through human activity. We will write about and visualize these relationships, thinking critically how objects are made, what makes them relevant, and whether things have the power to change our economic, environmental, and social realities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-IDEA**
Prereq: **None**

IDEA185 Creative Coding
This course provides a practice-driven introduction to design and expression with code. Students will learn elemental procedural programming skills and gain experience with software design and interactive art by developing a portfolio of digital projects of increasing complexity and scale. It is designed to establish fundamental cross-disciplinary intuition and knowledge for future use in the CoDES program as well as to provide a vector of artistic fulfillment. The course uses Processing and the Java programming language to facilitate the creation of visual, interactive digital sketches.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CIS**
Identical With: **CIS185**
Prereq: **None**

IDEA185Z Form and Code
This introductory survey explores practices in design and digital media through a sequence of design exercises, workshops, and hands-on projects. Advancing

towards an independent final project, participants will hone their skills as makers and thinkers while developing a portfolio of original work for both print and web. While primarily concerned with visual experimentation and expression, this course exposes students to critical topics in media and design through readings, seminars, and student presentations. Techniques surveyed in this course include: digital graphics, creative coding, and digital fabrication (if taught in person).

Students will require access to a personal computer and Adobe Creative Cloud. If the course runs remotely, students are responsible for locating these resources individually.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS185Z**
Prereq: **None**

IDEA186 Text & Visual Imagination: Introduction to Eco Design for Performance
Eco-scenography is an introduction to design for performance. In this course, students will learn the core principles of design for performance while exploring sustainability and environmental practices with an emphasis on understanding of materials, such as production cycle and manufacturing process, as well as integrating environmental justice paradigms by analyzing specific case studies. Through three specific project-based assignments--1. object design, 2. garment design, and 3. environmental design--students will train their visual imagination, as well as develop an aesthetic literacy and knowledge of performance design concepts and practice within eco-sustainable practices.

This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA185**
Prereq: **None**

IDEA187 From Shirtwaists to Hoodies: Fashion and Public Life
Pictured prevalently and worn close to the body, fashion is a powerful and personal means of expression and documenting public life. With a focus on the United States, this course presents a loose chronology of fashion, from the late nineteenth century to today, through a selection of themes that will allow students to consider it in terms of its social, political, economic and aesthetic impact. Through the interplay of image, clothing, and text, each week, we will explore the fashion industry from various perspectives, examining the key role makers and consumers play in constructing fashion both historically and today. Guest speakers and museum visits will enhance these perspectives. Specifically, we will question the ways we deploy dress and style to document public life, from the personal to the political, and how it informs our material and visual relationships with the world. In addition to lectures and readings discussion, class time will be allotted to students' fashion documentation projects. Fashion theory will also be introduced to ground our explorations of fashion, variously as a pictured and cultural entity, embodied practice, site of technological innovation, and tool for shaping one's identity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL187, FGSS187, SOC265**
Prereq: **None**

IDEA190 Digital Foundations
This course introduces the foundations of digital art through contemporary artistic practice. Students will research the history of digital art and examine relationships of digital media and contemporary art. The class has a theoretical focus on machine use within the process of art making while building foundational digital skills. Projects will focus on four key areas including: Digital Imaging, 3D Modeling and Virtual Design, Time Based Media, and Digital Fabrication. Building on these four areas the course will culminate in an individualized research based final project and presentation. Through experimentation, critical analysis, critique and peer review; students will generate a unique portfolio of digital art works.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST190**
Prereq: **None**

IDEA190Z Digital Foundations
This introduction to the digital studio engages software and electronic media as an expanded field of creative production in contemporary art and design. Through a sequence of workshops, exercises, and hands-on digital projects, students will develop their critical and creative toolkits and learn to conceive, refine, and present original work. Open to all skill levels, this course prioritizes sustained and rigorous engagement with digital practice as well as conceptual and formal problem-solving.

Workshops in image manipulation, compositing, motion graphics, and visual communication will be led synchronously online by the instructor. This will be complemented with weekly online studio sessions, discussions, screenings, and reviews. Students will be provided access to all course materials using Google Drive and other digital platforms. Access to Adobe Creative Cloud software will be provided by Wesleyan, but individual licensing is also encouraged. Course assistants will offer peer mentoring and technical support in person through the DDS and online through Zoom.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST190Z**
Prereq: **None**

IDEA200 Integrative Learning Project 1: Crafting Your Digital Identity
Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you! Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**

Identical With: **WRCT200, RL&L250, AFAM250, CSPL200**
Prereq: **None**

IDEA203 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology
New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP203, ENVS203, ANTH212, STS203**
Prereq: **None**

IDEA204 Introduction to Archaeology
What can fragments of pottery, stones, and bones reveal about the lives of people who lived thousands or even millions of years ago? What does the archaeological record reveal about human evolution, past human diets and health, ancient socioeconomic systems, and the emergence of early cities? And how can we preserve archaeological sites and artifacts for future generations? This course will introduce students to the interdisciplinary field of archaeology. We will discuss key methods and principles that archaeologists use to study the human past while covering a survey of world prehistory from the earliest stone tools to the archaeology of contemporary material culture. Students will have the opportunity to examine real archaeological artifacts -- including artifacts excavated from historic Middletown -- and will be encouraged to think critically about the ways that archaeology informs our understanding of both the past and the present.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP204, ANTH214, ENVS207**
Prereq: **None**

IDEA205 The Technological Primate: Archaeological Approaches to Ancient Technology
Humans are reliant on technology, in one form or another, for our survival. This obligate use of technology has been a characteristic of our evolutionary history for over 2.5 million years. This course will explore how technology became central to the human way of life. We will discuss both how and why our use of technology has changed through time. This includes considerations of the adaptive roles that technology plays in our evolution, how technology is shared between individuals and cultures, and the role of technology beyond the purely utilitarian. Students will learn about the ways archaeologists analyze and think about ancient technologies. This includes a wide variety of material types, including stone, ceramic, botanicals, bone, metal, and more. In this course students will have an opportunity to handle both actual archaeological materials and replicas.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP210, STS211, ANTH210**
Prereq: **None**

IDEA206 Experimental Archaeology: Material Science and Past Behaviors
The field of archaeology requires practical ways to move beyond modern observations of materials to the invisible behaviors that produced them in the past. Experimental archaeology generates analogical models for archaeological processes by manipulating modern materials under controlled conditions. The principles established during experiments are applied to archaeological data to reconstruct the behaviors that produced the material record. This course will consider experimental design and practice to address issues relevant at different stages of the archaeological process. This is inclusive of replication of past technologies, experimenting with natural and cultural formation processes, and addressing biases inherent in the methods used by archaeologists. The course includes hands on experimental labs with different types of material culture and critical discussions of published experiments. Students will also be tasked with designing, executing, and reporting on an archaeological experiment.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **ARCP360, ANTH360, STS363**
Prereq: **None**

IDEA208 Technologies of Time
Tracking the rhythms, cycles, and ruptures of collective life is essential for studies of sociocultural and environmental dynamics. Yet such studies are mostly undertaken with the unquestioned assumption that Western apparatuses of time reckoning and historical periodization can be applied as universal and stable frames of reference for all kinds of phenomena. Temporal units of years, months, days, minutes are used, rendering insensible relations that do not align with such metrics. These simplifying moves limit our capacity to sense and understand continuity and change; they place many lives and landscapes at risk. This course draws from the social and ecological sciences, humanities, and arts to reimagine such simplifications. Through readings, creative exercises, and field trips, students are invited to notice, record, and engage with multiple temporalities of more-than-human worlds. For final projects, students will research and design speculative timekeeping devices or time machines for worlds otherwise.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS208**
Prereq: **None**

IDEA209 Educational Gaming Lab: Project-Based, Game-Based Pedagogy Approaches
In the past two decades, crowdfunding and renewed interest in games--board games, role-playing games, digital games, and instructional games--have created an increased and diverse gaming production, which has become the subject of several studies, articles, and projects related to all areas of education, from hard sciences to language learning and the arts. In an effort to explore how a game-informed pedagogy can work in various types of courses and to highlight analog and/or digital gaming approaches that have worked inside and outside the language classroom, this course will explore the basics of game-based learning (GBL) and discuss how games of all kinds can inform pedagogical discussions and the creation of learning materials. Educational Gaming Lab is designed as a project-based gaming laboratory that will focus on why and how analog games can be effective tools for pedagogy. Examples will include board games, tabletop role-playing games, escape games, and puzzles. Participants will discuss the application of gaming principles to various subjects and types of classrooms; then, they will engage in a final project in which they will either adapt existing games for specific learning outcomes or create brand new educational games. The course will be conducted in English and games will be created in English.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST210**
Prereq: **None**

IDEA210 How Things Fail: Mechanics and Materials
This lab/lecture engineering course is a foundational cornerstone of structural analysis and mechanical design. It will provide students with a theoretical and practical understanding of static equilibrium, force systems, material response to loading, and analysis of failure modes for each of the fundamental types of stress and strain (axial, flexural, and torsional). These skills are vital for students from a range of disciplines, including mechanical engineering and architecture. The final project will entail design, implementation, and testing of an optimized model of a structure.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **CIS210, PHYS210**
Prereq: **IDEA170 AND (PHYS111 OR PHYS113)**

IDEA211 Materials and Design Concepts for Structures
This course explores innovations in materials and structural forms at the intersection of design, performance, and engineering. Students will connect the theory of structures with properties of materials to understand fundamental design principles in vaults, buildings, and bridges. Analyses of notable structures will illustrate the evolution of forms in response to natural forces and constraints of technology, economy, and time. Design exercises, discussion of readings, and laboratory experiments will introduce perspectives from ancient cultures to emerging techniques in contemporary works that are laser cut, 3-D printed, and robotically assembled. In course projects, students will pursue research in an area of interest and collaborate in teams to gain hands-on experience with building and testing scaled models of structures.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **None**

IDEA212 Metal Manufacturing Through the Ages: The Science Behind Metal and Impact of Metal in Society
Metal manufacturing has been key to societal change ever since humans first started using it, from the Bronze Age to the Iron Age to the Industrial Revolution to today. In this course, we will explore the science behind why metal is so important, from the molecular level on up. We will study heating and cooling of metals, learn how the structure of metals affects their material properties, and get hands-on experience shaping metal with a variety of processes. We will follow the lifecycle of metal from ore to raw material to finished parts, as well as how it gets recycled. Students will build engineering skills in reading phase diagrams, analyzing heat transfer setups, and understanding the material properties of a wide range of metals. Students will build machining skills both in shaping metal by hand and with modern metal shaping methods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **IDEA170**

IDEA213 Design for Scale: The Nuts and Bolts of Mass Manufacturing
This course builds on the design skills from IDEA170 to give students practice in building not just a prototype, but a repeatable and functional design. The increase in quantity between prototype and production forces us to prioritize reliability and repeatability in our designs, and adds design for assembly, design for manufacturing, and design for inspection considerations. With the increase in scale, communicating design intent precisely through engineering drawings becomes a critical skill. Students will explore these design principles through a semester-long hands-on project designing, manufacturing, and analyzing a multi-part mechanism (figurine, toy, tool, machine, etc) of their own design. Injection molding will be our primary manufacturing technique, with additional use of vacuum forming, 3D printing, waterjetting, and plastic shredding. In addition to the central project, there will be in-class activities and homework on analysis techniques for mass manufacturing and design best practices.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **IDEA170**

IDEA215 Introduction to Sensors, Measurement, and Data Analysis
This course is an engineering fundamentals course supporting the Integrated Design, Engineering, Arts, and Society (IDEAS) minor. It will involve a sequence of hands-on projects that introduce students to basic measurement devices and data analysis techniques using sensors, a microprocessing platform, and computational software. The course will provide foundational knowledge of available resources and signal processing techniques that allow students to more confidently implement measurement systems in subsequent courses of the IDEAS minor and better understand experimental devices used in scientific research activities. Students will complete a final team project of their choice (with approval) exploring areas of interest in measurement, data analysis, machine learning or other avenues. Some previous programming experience is expected. Prior experience in IDEA175 or with Arduino, Raspberry Pi, or other physical computing platforms are preferred, but not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

IDEA221 A Thousand Years of Iteration: Design for an Uncertain Future
The climate emergency is a product of design. Centuries worth of aesthetic and industrial innovation have created extractive infrastructure, efficient machines, and disposable products that make it increasingly easy to consume energy and resources on a global scale. As new conversations about just transitions, a circular economy, and a Green New Deal have begun to proliferate among designers, the discipline's troubled relationship to notions of "progress" remains largely unquestioned.

This reading- and research-intensive studio asks students to examine this history of technology and to critically evaluate shifting theoretical perspectives on nature and human development as they relate to design. Topics will include the lifespan of buildings and products, relationships with and obligations to materials and resources, and strategies for de-growth in indigenous and vernacular design precedents. These will be studied through assigned readings and in-class discussion, a series of design exercises, and the production of a final project from materials immediately at hand in Middletown.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST221, ENVS227**
Prereq: **None**

IDEA222 Fluid Mechanics: Theory and Applications
This course focuses on the behavior of fluids under various conditions. Students will develop a framework to analyze situations involving stationary (fluid statics) or moving fluids (fluid dynamics), discover tools used to predict fluid behavior, and learn how to interpret aspects of this behavior. Homework problems and examples reviewed in-class will help students connect theory with real-world applications, particularly in the areas of mechanical, structural/civil, and aerospace engineering. At the end of this course, students should have the ability to solve simple fluid problems and apply those solutions in complex engineering situations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

IDEA228 The Evolution of Audio in Interactive Entertainment; Creating Music with Limiting Technology
In the creative world, introducing limitations demands incredible innovation from an artist. Nowhere has this been truer than in video game audio. An entire generation has grown to hear complex worlds in just a small combination of oscillators and noise generators, and the lengths composers and sound designers went to craft those worlds is nothing short of astounding. In this course we will examine and emulate compositions which used the iconic sound architectures present in home consoles, taking us all the way from the implementation of Beethoven's Sixth Symphony in "Smurfs: Rescue in Gargamel's Castle" (1982), through David Wise's implementation of octave displacement in the NES classic "RC Pro-Am" (1988), the string of composers who all had to create homogeneous yet individualized soundtracks for the "Rockman" game series (starting in 1987), and landing in the nostalgic implementation of these architectures in the practically polar opposite games of SUDA 51: "Killer 7" (2005), "No More Heroes" (2007), and Toby Fox's "Undertale" (2015). Along the way we will cover sound design and emotional impact outside of chiptunes, one big example being the work of Akira Yamaoka in the "Silent Hill" (1999) series. This course will both serve as a survey of these games as well as contain practical projects, where you will be using tools to create work in a similar vein and where you will be presenting and dissecting the sound design of interactive entertainment which carries a particular meaning to you.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DDC**
Identical With: **DDC228**
Prereq: **None**

IDEA229 Creating Audio in Interactive Worlds
Video games have struggled with the issue of audio repetition since their inception. Human existence thrives on entropy: our experience in the world is not defined by easily repeatable sequences, but by interacting with spontaneous behaviors and stimuli. Nothing takes a player out of a virtual world faster than countless NPCs saying "I used to be an adventurer like you, but then I took an arrow to the knee." Likewise, nothing destroys the ambience of a world faster than hearing the same combination of birds and running water over the course of hours. Thankfully, contemporary game design tools can make the process of emulating the natural world both possible and fairly intuitive. In this course we will examine the nature of what it means to create an organic-feeling virtual world and then employ the audio tools in the Unity engine, along with the adaptive sound design middleware FMOD, to craft organic sonic environments which will be both adaptive and varied. We will look at both historical implementations of ambience -- such as the Myst (1994) series -- as well as examine modern implementations of environmental audio. Special attention will also be paid to the theory and scholarship of audio in natural sonic environments outside of the realm of gaming, as these practices thrive when applied to virtual worlds.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DDC**
Identical With: **DDC229**
Prereq: **None**

IDEA230 Video Game Audio Design
In the creative world, introducing limitations demands incredible innovation from an artist. This course serves to develop a foundational approach to designing and composing audio for video games by exploring the historical practices and limitations in game audio, utilizing middleware pipelines to create audio in contemporary game engines, and developing a better understanding of the role sound designers play in a studio environment. We will examine and emulate compositions which employ the iconic sound architectures present in classic home consoles, taking us all the way from the implementation of Beethoven's Sixth Symphony in "Smurfs: Rescue in Gargamel's Castle" (1982), through David Wise's implementation of octave displacement in the NES classic "RC Pro-Am" (1988), on to the string of composers who all had to create homogeneous yet individualized soundtracks for the "Rockman" game series (starting in 1987), and landing in the nostalgic implementation of these architectures in the practically polar opposite games of SUDA 51 ("Killer 7" and "No More Heroes") and Toby Fox's "Undertale" (2015).

The contemporary unit of this course will examine the nature of what it means to create an organic-feeling virtual world and then employ the audio tools in the Godot engine, along with the adaptive sound design middleware FMOD, to craft living sonic environments which are both dynamic and varied. The skills developed in this course include basic music theory as it applies to video games, studio recording techniques (sound, music, and voice-over), knowledge of implementing audio calls and flags, and a general appreciation of sound in games.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DDC**
Identical With: **DDC230**
Prereq: **None**

IDEA233 Studies in Computer-based Modelling and Digital Fabrication
This course operates at the intersection of design and production, introducing students to digital tools critical to contemporary architecture and design. Throughout the semester, students will develop a series of projects that fluidly transition between design, representation, and fabrication with an emphasis on understanding how conceptual design interfaces with material properties. The course will offer a platform for students to research, experiment, and, ultimately, leverage the potential of digital tools toward a wide array of fields and disciplines. Students will be expected to utilize the Digital Design Studio's resources, including 3D printers, laser cutter, and 4-Axis CNC mill, as well a selection of fabrication equipment housed in the school's metal and wood shops to represent, model, and realize a series of design projects.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST233**
Prereq: **None**

IDEA234 Architecture I
This course is a synthesis of fundamentals of design principles and introduction to design vocabulary, process methodologies, and craft. Emphasis is placed on developing students' ability to examine the relationship between production (the process of creating things) and expression (the conveying of ideas and meaning) involved in the making of architecture. The intent of the course is to develop students' awareness and understanding of the built environment as a result of the investigations, observations, and inquiries generated in the studio.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST235**
Prereq: **None**

IDEA235 Activism and Theories of Change
In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. We will apply concepts and lessons from past movements to explore organized actions intended to protect communities and resist authoritarianism in our current climate. What strategic, ethical, or moral questions are raised by various types of protest and communications? What do history, research, and current events teach us about what causes social change? How do we measure whether various strategies and tactics work? The instructors will draw on their own experiences as activists for women's rights, queer rights, and social and economic justice. The course will be co-taught by Distinguished Visiting Professor of Public Policy Leslie Gabel-Brett and guest instructor Beverly Tillery, former Executive Director of the Anti-Violence project in New York City, who will focus on the ways BIPOC and Queer BIPOC communities are reshaping the social justice landscape by addressing the safety of trans people, challenging the gender binary, and rethinking accountability and the carceral legal system. We will allow time to apply the course concepts to events occurring in real time during the semester. The instructors are deeply committed to maintaining a safe space for inquiry and learning where divergent opinions are welcome and respected. This course will be relevant to students interested in public policy, feminism, racial justice, gender and sexuality studies, and other social sciences, and will provide useful insight for current and future organizers and activists, lawyers, and public policy advocates.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL235, FGSS236, AFAM235**
Prereq: **None**

IDEA236 Fast & Furious
Fast and Furious is a class which explores the power of the multiple through the production of zines, posters, t-shirts, tote bags, pins and more. Beginning in the 1930s, the production of zines mainly in the sci-fi fan world became popular after the advent of the mimeograph--the first widely available duplicating machine. This way of making content was able to circumvent mainstream and institutional publishing models creating channels for more creatives to distribute their work. Today, there are even more technologies that can be used in the production of zeitgeist material. In this class, we will learn how to create with a Xerox machine, silkscreen, letterpress, polymer, and more. In each assignment we will contend with the power of quantity. What does it mean to make five of something? Ten? Fifty? One hundred? We will also experiment with format. How can a message be told through a wearable garment? How does the narrative change when it's a tote bag? And finally, we will explore the poetics of distribution. What are the artistic possibilities of a zine when it can be sent through the mail or left in a pile for the public?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST236**
Prereq: **None**

IDEA243 Introduction to Graphic Design
This course will open your mind to the world of graphic design, both past and present. You will learn how to analyze and critique design in addition to how to present your work and convey your ideas to others. You'll explore various tools available to a designer including hand skills and computer software. Computers will simply be a possible tool to help complete each project - this is not a software class.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST243**
Prereq: **None**

IDEA246 Graphic Design: Website as Portfolio
Students will focus on the creation of an online portfolio of work as both an extension of their own practice and calling card for the world at large. Emphasis will be placed on the deployment of the site as a space for both interactive and graphic design and the development of writing about/documenting work and projects. Hard coding skills not necessary; focus will be on familiarization with user friendly sketching platforms, research organization systems, and out-of-the-box CMS for website development. Visiting artist talks will also be arranged.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST246**
Prereq: **None**

IDEA247 American Architecture and Urbanism, 1770-1914
This course considers the development of architecture and urbanism in the United States from the late 18th through the early 20th century. Major themes include the relationship of American to European architectures; the varied symbolic functions of architecture in American political, social, and cultural history; and the emergence of American traditions in the design of landscapes and planning for modern cities, especially Boston, New York, Philadelphia, Washington, D.C., Chicago, Los Angeles, and San Francisco. The course considers houses for different sites and social classes, government buildings, churches and synagogues, colleges, and commercial architecture of different kinds includes the origins of the skyscraper. Urban environments include cemeteries, public parks, streets, and civic centers. Discussion will be informed by recent historiography on race and the American built environment. Movements studied include neoclassicism, the Gothic and Romanesque revivals, the Chicago School, the Arts and Crafts movement, and the City Beautiful movement. Major figures studied include Thomas Jefferson, Benjamin Latrobe, Frederick Law Olmsted, Frank Furness, Henry Hobson Richardson, Louis Sullivan, the early work of Frank Lloyd Wright, Greene and Greene, Bernard Maybeck, Julia Morgan, and McKim, Mead and White.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA246**
Prereq: **None**

IDEA248 Frank Lloyd Wright: Myth and Fact
This course considers the architecture of Frank Lloyd Wright in the context of his own life and development as an artist and in the context of the broader history of modern architecture, of which Wright's work was a part and to which it contributed. The seminar also considers the relationship of Wright's achievements to the social, economic, technical, and ideological history of the United States from the mid-19th through the mid-20th centuries. A major theme will be critical reading of Wright's own statements about his life and work in relation to other sources, later accounts, and his buildings and projects themselves. Both Wright's residential and public architecture will be considered in conjunction with his designs for landscapes and urbanism. Architectural drawings will also be examined as a medium in themselves, along with textual and physical evidence, as a means of generating maximal insight into Wright's built and unbuilt works.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

IDEA254 Architecture of the 20th Century
The course considers influential works in architecture, its theory and criticism, and ideas for urbanism, mostly in Europe and the United States, from about 1900 to the present. Early parts of the semester focus on the origin and development of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, postmodernist, and deconstructivist work, urbanism and housing, computer-aided design from the 1990s, green buildings, and postwar architecture in Latin America and Japan and in postcolonial India and Africa. Major movements and architects considered include the Viennese Secession, the Bauhaus, Le Corbusier, Mies van der Rohe, Frank Lloyd Wright, Alvar Aalto, and Louis Kahn, among many others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA254, ENVS254**
Prereq: **None**

IDEA258 Contemporary World Architecture
This course is a study of architecture and urban design throughout the world from the 1990s to the present. American topics include public and private development in the "neoliberal" city in New York, Chicago, Los Angeles, and post-Katrina New Orleans; contemporary museum architecture; sprawl and New Urbanism; and affordable housing. Major American architects considered include Frank Gehry, Richard Meier, Daniel Libeskind, and Diller Scofidio + Renfro. In Europe, the focus is on contemporary public architecture in Berlin, London, Oslo, Hamburg, Paris, Valencia, Lisbon, Rome, and Athens, with attention to major works of Sir Norman Foster, Zaha Hadid, Jean Nouvel, Santiago Calatrava, Rem Koolhaas, and Renzo Piano, among others. In China we will study state monuments of the Communist Party in Beijing and issues of preservation and urban development there and in Shanghai. In Japan the recent work of Tadao Ando, Kengo Kuma, and Shigeru Ban is a focus, as are selected projects by other architects in Tokyo, Yokohama, and Osaka. Additional lectures will treat airport architecture in Asia, and sites in India, Jerusalem, Cairo, Abu Dhabi, Guinea, South Africa, Nigeria, Rio di Janeiro, Chile, and Quito, Ecuador. The last quarter of the course focuses on green or sustainable architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling and ventilation, timber and rammed-earth techniques, LEED certification, wind and geo-exchange energy, green skyscrapers, vertical farming, and zero-carbon cities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA258**
Prereq: **None**

IDEA261 Science Materials For a Malagasy Classroom
Students will design and produce a variety of educational science materials to be used in a fifth grade classroom in Madagascar. These items include a science logo, bookmarks, educational science games, posters, and a comic book with conservation themes for children. Students who are interested in design and natural history as a means through which to communicate science themes on wildlife endemism, evolution, and climate change would be appropriate for this course. All students will need to conduct independent research into science topics, distill down the salient features, and use that information to design elementary school materials. Working both individually and in teams, students will conceive, design, critique, and move into product production (MakerSpace). In addition, prototypes of the materials will be reviewed and rated by fifth graders in a Middletown elementary school for feedback.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL161, ENVS261**
Prereq: **None**

IDEA267 Engineering Biology: Cells and Tissues
This course explores the intersection of biology, medicine, and engineering, where scientists are developing novel platforms to promote understanding, diagnosis, and treatment of human diseases. We cover modern techniques for manipulating biological systems, spanning single molecules to ensembles of cells. We will examine the trajectory of the field from studying cells in a plastic dish to the advent of organ-on-a-chip and organoid models and discuss how this transition from 2D to 3D biology has propelled increased understanding of both normal physiological homeostasis and also the pathophysiology of disease. Topics will include controlling behavior of cells through cell-matrix interactions, learning through building via synthetic biology, and advances in regenerative medicine. These topics will be explored through the thematic lenses of transport processes (supply of nutrients and removal of waste) and mechanoreciprocity (the sensing of and response to the physical properties of the cellular microenvironment). Lectures will review fundamental concepts in cell biology and physiology before delving into topical examples from current literature. Lectures and assessments will include opportunities to develop skill in thinking analytically and critically about using engineering tools to study fundamental questions in human disease, formulating original ideas and experiments, and communicating science through written and oral formats.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL267, BIOL567**
Prereq: **BIOL208 OR BIOL212 OR BIOL218 OR BIOL228 OR PHYS207**

IDEA271 Designing With Living Systems: Soft + Hairy
In this part seminar, part studio course, students will go on field trips and read extensively to develop an understanding of mycelium and how it is explored in design. We will explore temporality in design with particular focus on how biodegradable materials such as mycelium can form our experience of an object. We will study how mycelium can be utilized as a living material to form a built ecology. In particular, we will study how to design for impermanence -- sometimes using waste materials -- and develop an understanding for material recovery. Students will work both individually and collaboratively in a studio environment. Field trips to New York City museums, fabricators, and galleries, as well as around CT may be expected as part of this course.
Offering: **Crosslisting**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST271, ENVS271**
Prereq: **ARST131 OR IDEA110 OR IDEA180**

IDEA275 Introduction to Archaeological Science: Natural Science Approaches to the Human Past
While archaeology is considered by many to be a social science, natural science approaches are increasingly utilized by archaeologists to explore past environments and behaviors. Archaeological science is defined as the application of scientific techniques from biology, chemistry, geology, and other natural sciences to archaeological materials. This course will survey the different scientific techniques employed by archaeologists and highlight their utility for exploring the human past through archaeological case studies. Students will consider how the integration of natural and social science approaches produces a more complete understanding of the archaeological record. This includes the reconstruction of climates, landscapes, diets, migrations, population interactions, production behaviors, chronologies, and more. Students will learn the basics of the archaeological applications of ancient DNA, stable isotopes, sedimentology, geochemistry, chronometric dating, 3D scanning, morphometrics, botany, zoology, and other scientific methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **ARCP275, ANTH275, STS275**
Prereq: **None**

IDEA283 Drones and Change
Civilian use of unoccupied aerial vehicles or drones to capture data and measure change can enhance our understanding of the natural and built environments. While drones are increasingly available for entry-level to professional level adoption, there remains value in understanding how the infrastructure for their development and deployment have evolved and what is required to ensure their continued safe and ethical utility of these devices. In this class, we will explore the legal and infrastructure elements of drone development and deployment for civilian utility of drones, while working on data collection, analysis, and interpretation that will allow students to better appreciate the value and utility of drones. Over the course of the semester, students will work on understanding and building drones, collecting data with small drones, examining the commercial versus open-source platforms for drones, and preparing to take the Federal Aviation Authority Part 107 license to allow them to fly drones safely.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES283, ENVS269**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

IDEA285 Digital Projects Lab
This intermediate course in design engages form and process as vital lineaments in digital images, systems, and objects today. Through a series of short, hands-on, thematic projects, students will move past the basics of digital technique and challenge themselves to articulate how and why things appear as they do. Rather than focus on specific tools or software, assignments will straddle creative platforms and media, incorporating methods such as live signal processing, data moshing, remixing, and interaction design. Early assignments will address narrow thematic concerns while a long-term final project driven by students' own directives will be developed and executed in the second half of term.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CIS**
Identical With: **CIS285**
Prereq: **None**

IDEA286 Introduction to Time-Based Media
This introductory course offers a comprehensive exploration of time-based media in the expanded field, providing a foundational skillset for students interested in fine arts and media practices, yet open to all majors eager to develop their creative and critical voice. A core focus of the course is the act of making, which will be coupled with an investigation into how video can transform our relationship with ourselves, others, and the material world. Through screenings of historical and contemporary video art, we'll investigate theoretical frameworks, asking critical questions such as: What sorts of videos do we consider "art," and how might we use video as a tool for empathy, accountability, and aesthetic inquiry?

Students will build essential practical skills through regular technical exercises and hands-on projects, including camera operation, sound recording and design, lighting techniques, and video and sound editing, utilizing industry-standard software and various capture devices. Each assignment will be contextualized through group discussions and readings, investigating established video art traditions as well as the medium's role in vernacular applications like live-streaming, and social media. By the end of the course, students will gain both technical facility and a sharp critical eye for time-based art and culture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST286, DDC286**
Prereq: **None**

IDEA287 Video Basics
This introductory course is for students of all majors eager to think critically and creatively about their relationship to video. How many videos do you have on your phone? How does the intimate, often humorous content we create relate to public space and artistic expression? Together, we'll explore the rich tradition of video art, which began in the mid-20th century when new technology was suddenly placed in the hands of everyday people. Artists quickly adopted, subverted, and transformed this specialized equipment beyond its initial commercial intent. Through hands-on projects, you'll learn to use affordable, widely available tools like CapCut and DaVinci Resolve to move beyond commercial aesthetics and create personal works of art. You will also be introduced to the specialized video equipment available on campus, focusing on the fundamental principles that can be applied to any camera you pick up. No prior experience is required: just a willingness to challenge and experiment with the videos you create every day.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST287, DDC208, ARST287**
Prereq: **None**

IDEA289 Displaying Clothes: Fashion in the Museum
What are clothes doing in the museum and why do they attract so much public attention? This course explores fashion exhibitions in history and the practice of fashion curation today, a key component of critical cultural analysis. Part curatorial workshop, part seminar, in this class students consider issues that influence professional curatorial practices through readings, discussions, and site visits. Topics include the origins of museums, museum architecture, the ethics and cultural impact of collecting and display practices, the role of dress and

textile objects in art, history, and science museums, visitor experience research, and the challenges facing museums in the twenty-first century. As a group the students will work on an exhibition project, developing its organization and design, object selection and research, and accompanying texts and label writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL289, FGSS284, SOC279**
Prereq: **None**

IDEA291 East Asian Archaeology
This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with "Peking Man" and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th-century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP291, ANTH291, CEAS291, ENVS291**
Prereq: **None**

IDEA292 Interdisciplinary Project Lab
Interdisciplinary Project Lab fosters a holistic approach to engineering and design. Inviting students to reconcile vision with precision, hands-on coursework will involve a broad range of fabrication techniques, integration of systems, prototyping, and iterative design methods, culminating in a final project. The theme of this semester will be designing with light. The first half of the semester will focus on developing facility in both modeling and prototyping through digital and analog fabrication practices through short, intensive design and engineering projects. Students will expand their knowledge of materials and fabrication, develop skills for effective communication through visualizations and physical objects, and evaluate the efficacy of their designs. The second half of the semester will focus on an open-ended design project within the scope of the course theme, developed individually or in groups, planned in consultation with the instructor, and developed with feedback from all-lab reviews and individual desk crits. Complementing each of the lab projects, presentations and workshops will introduce the conceptual underpinnings of the course and develop requisite technical skills. IDEA292: Interdisciplinary Project Lab is a required course for all IDEAS linked major tracks in the College of Design & Engineering Studies. It may also be counted towards the IDEAS minor as an elective in most minor concentrations (see https://www.wesleyan.edu/codes/ for more information).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **IDEA170 OR ARST190 OR IDEA285 OR IDEA175 OR ARST235**

IDEA300 Integrative Learning Project 2: Website Incubator
Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you! Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT300, RL&L350, AFAM320, CSPL300**
Prereq: **None**

IDEA301 Technologies of Time
Tracking the rhythms, cycles, and ruptures of collective life is essential for studies of sociocultural and environmental dynamics. Yet such studies are mostly undertaken with the unquestioned assumption that Western apparatuses of time reckoning and historical periodization can be applied as universal and stable frames of reference for all kinds of phenomena. Temporal units of years, months, days, minutes are used, rendering insensible relations that do not align with such metrics. These simplifying moves limit our capacity to sense and understand continuity and change; they place many lives and landscapes at risk.

This course draws from the social and ecological sciences, humanities, and arts to reimagine such simplifications. Through readings, creative exercises, and field trips, students are invited to notice, record, and engage with multiple temporalities of more-than-human worlds. For final projects, students will research and design speculative timekeeping devices or time machines for worlds otherwise.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP208**
Prereq: **None**

IDEA305 Lighting Design for the Theater
This course will introduce students to the history, basic principles, and practical application of lighting design through lecture, discussion, demonstration, and practical application. Students will develop a deeper understanding of the methodology and applications of light in storytelling, which will help them communicate with collaborators. Students will have the opportunity to develop skills in computer drafting, lighting console programming, and script analysis for design. This course counts towards the Theater Arts category for the THEA major as a design course and towards the concentration category for the IDEAS Performance Design minor.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA305**
Prereq: **THEA105 OR DANC105**

IDEA308 Comparative Urban Policy
Cities are home to more than half of the world's population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now--individually and collectively--major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives--from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what

cities in the global north are learning from the cities in the global south, and how cities are bypassing toxic partisan politics in their nations' capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the city of Middletown.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT308, CEAS308, ENVS308**
Prereq: **None**

IDEA311 Media and Environment: In/Sensible Worlds
In this seminar, we will examine the relationship between media technologies, sensory apparatuses, and changing environments. How do various kinds of media shape perceptions and interactions with our surroundings, multispecies ecologies, and planet Earth? How might we study the environment AS media? These seemingly simple questions matter because, like never before, media and environment co-produce who/what becomes sensible or insensible--and, ultimately, available or not available for life. This seminar will include readings from the fields of Critical Media and Communication Studies, Feminist/Postcolonial Science, and Technology Studies, Environmental/Digital Arts, and Humanities. Importantly, we will examine a range of creative media projects that explore ecology, environment, and earthly survival: films, games, sensors, and web projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS311, ENVS333**
Prereq: **None**

IDEA320 Ecological Design II: Worn Out/Broken In
This course will function as a design studio that examines the afterlife of material production. While designers have traditionally focused their attention on the creation, distribution, and consumption of new products, this course asks students to carefully consider everything that follows those acts. By scrutinizing the use, care, maintenance, repair, and eventual demise of designed objects, students come to understand the intended and unintended consequences of making. Rigorous observation and research lead to the creation of analytic drawings and models for presentation at project reviews.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST320, ENVS321**
Prereq: **ARST270 OR ARST235 OR ARST220**

IDEA321 Wood: Building with the Forest
This studio introduces students to full-scale design and construction through the production of a single, collaborative project over the course of the semester. Working from land-based research and precedent analysis, students develop a detailed design for a structure on a specific site in Middletown, then build it together in the field. Materials will be sourced from the northern hardwood forest and the design crafted to suit its ecosystem.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-ART**
Identical With: **ARST321, ENVS324**
Prereq: **ARST270 OR ARST235 OR ARST220**

IDEA333 Software Engineering
Software engineering is the application of engineering principles to the software development process. Eliciting requirements from stakeholders, designing the architecture of a program, performing usability studies, and testing a codebase are some of the aspects that elevate program development to software engineering. Focusing on web and mobile apps, students in this course will gain expertise in state-of-the-art frontend, backend, and mobile technologies, as well as related tooling. We will also cover the collaborative organization of software projects, software licensing, software business models, and ethical considerations for professional software engineers.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP333**
Prereq: **COMP211 AND COMP212**

IDEA335 Advanced Research and Field Methods: Living on a Damaged Planet
In this seminar, students will learn interdisciplinary methods for conducting focused research and media-based fieldwork to study socioecological collapse and possibilities for more livable, more than human futures on a damaged planet. The course will be structured around two real-world case studies and field trips, including the restoration of chestnut forests in/around CT, and the transformation of a birch forest surrounding a decommissioned power plant in Manresa, CT. Course readings will draw from the fields of Science and Technology Studies (STS), Multispecies Ethnography, Environmental Sciences and Humanities, and Digital Media.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS335**
Prereq: **None**

IDEA336 Architecture II
This course is a second-level architecture studio whose focus will be a single, intensive research and design project. As the semester progresses, additional design, representation, and production tools will be introduced and used for developing work for the project, from graphics software to the laser cutter. Additional information about the architecture studio at Wesleyan and its past projects may be found at: http://www.facebook.com/wesnorthstudio
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-ART**
Identical With: **ARST336**
Prereq: **ARST235**

IDEA338 Building Nothing: Design After Progress
The built environment is responsible for over 40% of humanity's greenhouse gas emissions, but despite attaching words like "sustainable" and "resilient" to their products, design and construction practices remain fundamentally unchanged. This seminar considers the possibility of a design philosophy that doesn't take the goal of creation as a given. Topics include the lifespan of buildings and products, their maintenance and care, the unintended consequences of making, relationships with and obligations to materials and resources, and strategies for degrowth found in indigenous and vernacular design precedents. We read and discuss a key text each week that examines the history of technology and critically evaluates shifting theoretical perspectives on nature and human development as they relate to design.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**

Identical With: **CHUM338, ARHA217, STS333**
Prereq: **None**

IDEA350 Computational Media: Videogame Development
This course examines the interplay of art and science in the development of contemporary videogames using the Unity development platform and commercial artistic game tools. Students develop a comprehensive understanding of computational media, including legal and commercial aspects, combined with hands-on experience in a creative process that integrates design, art, and coding. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to better understand the challenges and rewards of producing graphic interactive software within a professional context.
Offering: **Host**
Grading: **A-F**
Credits: **2.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **FILM250, COMP350, CIS350**
Prereq: **None**

IDEA351 Videogame Architecture and Programming in Unity
Game Architecture and Programming in Unity centers around software design efficiencies and their application to real-time simulation and related interactive media. Students develop working prototypes with the Unity game engine, learn C# programming, and learn to appreciate the efficiencies of different software architectures and project structures. This class is intended to strengthen student knowledge and help bridge to classes such as Wesleyan's existing IDEA350/ COMP350 offering each Spring. By offering more comprehensive training in development platforms, as well as practical experience in technologies that accompany base programming when creating interactive media, students will have a deeper understanding of ways to develop ideas by better understanding the creative tools available. Examples of topics to be covered will include: entity-component vs. inheritance systems, singletons and Unity alternatives, and Scene workflows. Digital Artists will learn to integrate visual design programs such as Blender into the Unity platform as well.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **None**

IDEA353 Robotics
Students will use hands-on projects, building and programming Arduino-based robots to learn about the field of robotics. Topics will include perception, locomotion, localization, common programming frameworks for robotics, and ethical considerations. Some background in electronics and mechanical construction may be helpful but is not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP353**
Prereq: **COMP211**

IDEA355 Computational Design and Fabrication
This course introduces students to computational design and fabrication, which is an exciting application of computing and lays the foundation for the future manufacturing industry. We will focus on how computing can support computational design and also working with fabrication technologies such as 3D printing and laser cutting. Lecture topics include hardware abstraction languages, geometry processing fundamentals, physics-based simulation, optimization techniques, and data-driven design methods. Hands-on activities will complement lectures, providing practical experience with fabrication hardware and software tools. No prior knowledge of fabrication is required. Some background in linear algebra (MATH 221 Vectors and Matrices or MATH 223 Linear Algebra) is helpful but not necessary. Students who have not taken one these classes may want to do some reading before the course or be prepared to learn some of that material as the course progresses.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP355**
Prereq: **COMP212 AND MATH228**

IDEA359 Space Design for Performance
In this course, students will study, construct, and deconstruct the performative space, whether in the theater or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including close reading, concept development, visual research, renderings or drawings, model making and drafting. In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements. Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA359, DANC359, ENVS359**
Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

IDEA360 Media for Performance
This course examines the use of media and technology as it relates to dramaturgy and design for performance. Class time will be used for lecture, discussion, and experimentation, during which we will explore new technologies used in the industry, including projections, motion tracking, and software such as After Effects and Isadora. Throughout the semester, students will use the skills learned to create their own digital performances.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA360, DANC364**
Prereq: **None**

IDEA364 Architecture: Historiography, Theory, Criticism; Traditional and Contemporary Approaches
This seminar -- intended primarily for majors in history of art and architecture, for studio majors concentrating in architecture, and students interested in urban studies -- surveys different methods of studying architecture and its history. Emphasis throughout is on comparison of general theories of interpretation in art history and other disciplines and their application to specific works of art and architecture. Topics include monumentality and collective memory, stylistic analysis, philosophical aesthetics, iconography and semiotics, patronage and ideological expression, structural technology and building process, material culture and consumption, vernacular architecture and cultural landscapes, spatial form, urban landscapes, sociology, and affordable housing. Along with colonial, postcolonial, and decolonial studies of architecture, the seminar incorporates

feminist architectural history and theory, energy studies, race and histories of modern architecture, and questions of canon formation and canonicity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA364**
Prereq: **None**

IDEA370 Regenerative Design II
This course builds on the exploration and knowledge learned in Product Design I to discover opportunities for systems thinking in design. Students will study challenges and opportunities related to aging, education, food, and mobility to investigate potential opportunities through the lens of regenerative design. The course will support students in developing digital modeling skills as well as rapid prototyping and fabrication techniques. Students will work both individually and collaboratively in a studio environment. Field trips to New York City design ateliers, fabricators, and workshops may be expected as part of this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST370**
Prereq: **ARST270 OR ARST235 OR ARST220**

IDEA375 Modeling the Earth and Environment
Models can provide insights into Earth systems that are difficult to obtain by direct experimentation or observation. This course will introduce students to the process of translating Earth systems into idealized mathematical models, specific methods for solving the resulting equations, and implementation of models in MATLAB. We will explore cases from a range of topics in the earth and environmental sciences to gain a better appreciation of the insights models can offer. Students should have MATLAB installed on a laptop computer for in-class work.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES375, E&ES575**
Prereq: **MATH120 OR MATH121**

IDEA383 Introduction to Costume Design for Performance
This course is an exploration of costume design concepts for contemporary performance including theater and other genres. The class will include beginning elements of costume design, including character/script analysis, research, costume lists, action charts, visual design concepts and techniques, and collage and drawing skills. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA383**
Prereq: **THEA105 OR THEA185 OR ARST131 OR ARST445**

IDEA387 Virtual Production: The Music Video
This intensive studio course will explore the breadth and depth of the music video genre. Students will learn advanced post-production, motion capture, and video recording techniques. Class sessions will include technical demonstrations, group discussions, and conversations with practitioners in the field. Readings and screenings will examine the relationship between music videos, technology, contemporary art, and popular culture. Students will learn how to use the 3D motion capture studio and record live musical performances. Software will include Adobe AfterEffects, Blender, and DaVinci Resolve. Through weekly exercises and a final independent project, students will learn to work collaboratively and develop a distinct creative voice. The course will culminate with a final music video project, to be screened at the end of the semester. Previous experience in Adobe Premiere Pro software is required. Preference will be given to students who have successfully completed ARST 286, ARST 386, DDC 108, or DDC 448. All students must be concurrently enrolled in the virtual production lab which meets Fridays 1:20 p.m. - 3:20 p.m. in DDC.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST387, DDC387**
Prereq: **None**

IDEA401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

IDEA402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

IDEA409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

IDEA410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

IDEA411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

IDEA419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

IDEA420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

IDEA424 Advanced Research Seminar, Undergraduate
Advanced research tutorial, project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

IDEA429 Senior Thesis Tutorial
Offering: **Host**
Grading: **OPT**

IDEA491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

IDEA492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

INTEGRATED DESIGN, ENGINEERING, ARTS & SOCIETY MAJOR

MAJOR DESCRIPTION

The Major in Integrated Design, Engineering, Arts & Society (IDEAS) challenges students to think broadly, design responsibly, and respond critically to the complex social, technological, cultural, and environmental conditions surrounding them. Through a curriculum that brings together iterative creation, experimentation, and critique, IDEAS majors gain proficiency in making as a form of inquiry and research.

Students attracted to the IDEAS major bring a high level of intellectual curiosity, an interdisciplinary mindset, and an inventive imagination to improve systems and solve problems. Hands-on, collaborative, project-based courses form the core of the major. Drawing on Wesleyan's liberal arts tradition, students complete courses across all three academic divisions before establishing an area of focus. The linked IDEAS major is secondary to a primary major (e.g., Art Studio, Biology, Computer Science, Theatre, Physics, etc.) and students must complete all the graduation requirements from their primary major in addition to those of the IDEAS major. Each student works closely with an IDEAS advisor to develop their individual course of study, including a major capstone project, and assemble a portfolio encompassing work developed within IDEAS courses.

IDEAS majors graduate with an understanding of how design and engineering choices shape—and are shaped by—social structures. They bring a combination of strategic thinking and technical skill to a broad range of fields, including architecture, systems design, user-experience design, robotics and human-computer interaction, urban planning, sustainability, and service design.

ADMISSION TO THE MAJOR

The linked major in Integrated Design, Engineering, Arts & Society (IDEAS) is the secondary major to a primary, companion major (e.g., art studio, biology, computer science, physics, theater, etc.). Students cannot obtain the BA degree with IDEAS as their only major. Students must complete all the requirements for graduation from their primary major in addition to those of IDEAS as their linked major. Each student will work closely with an IDEAS advisor to develop an individual course of study within an established major track. Students are encouraged to declare the IDEAS linked major in the spring of their sophomore year.

MAJOR REQUIREMENTS

IDEAS Core (4 Courses)

Comprising four courses, the IDEAS major Core is designed to introduce students to hands-on, project-based studio, laboratory, and critical coursework in design and engineering. There are multiple possible introductory courses to fulfill three of the four core course requirements. The fourth course within the core (IDEA 292: Interdisciplinary Project Lab) acts as the gateway to the major.

1. Introductory Design Studio (ARST220, ARST235, or ARST270)
2. Engineering Foundations Lab (IDEA170 or IDEA175)
3. Design & Technology Seminar (IDEA180), (IDEA206), (IDEA235), (IDEA275), (IDEA311
   Or another Social Science course.
4. Major Gateway (IDEA292). All students intending to major must enroll in the Interdisciplinary IDEAS Project Lab after completing a foundations lab or introductory design studio course (1 or 2 above). Completion of the gateway courses is recommended prior to completion of sophomore year, but not required.

Range (4 Courses)

Building on the interdisciplinary foundation of the Core, the second set of course requirements collectively enhance students' design and engineering range. Like the Core, the Range consists of four courses:

1. Design Studio elective
2. Engineering/Quantitative elective
3. History/Theory elective
4. Programming elective (COMP112, IDEA285 or approved alternate)

Except where explicitly excluded by course prerequisites, the Range courses may be taken simultaneously with Core courses to increase the flexibility of student scheduling. Some of these courses may also overlap with the linked major.

Focus (4 Courses)

These four upper-level elective courses are specific to each major track, constitute the focus area of the student's major, and must be at the 200-level or higher. Students are strongly encouraged to select from pre-approved listings of courses for their chosen track, detailed below. At least two of these elective courses should be listed (or cross-listed) by the IDEAS program. Students may develop an alternate sequence with approval from their IDEAS advisor and program director.

Senior Capstone Project (1-2 Credits)

A team-based or independent original project culminating in a public presentation, exhibition, or publication. The capstone may be one to two credits, depending on scope of project. In many cases, this project will take the form of a senior thesis, and may be advised in coordination with the student's primary major. More details are provided in Section I below. Seniors will participate in colloquium lunches where they will make a brief presentation of their project, followed by discussion with students and participating faculty. Students will distribute a summary of their findings in the week prior to presenting to facilitate

discussion. All declared IDEAS majors will be invited to the colloquium luncheons to build community and encourage them to plan future projects.

Student Portfolio:

Historically speaking, the term portfolio describes a portable object for carrying papers, artwork, maps, etc., subsequently expanded to include both the object and its contents. For the purposes of the IDEAS Portfolio requirement, the portable object is a website. The contents are an individual student's projects, produced in their IDEAS courses. At a minimum, a Portfolio should include the best work a student has produced from at least three (3) IDEAS courses. Presented using images and text, the projects included should encompass both completed and process work. The Portfolio is also a project. The design and presentation of the Portfolio comprise a personal statement about its author, their training, interests, and ambitions.

IDEAS Major Tracks and their requirements are available on the CoDES website at this link (https://www.wesleyan.edu/codes/program/major-tracks.html).

IDEAS LINKED MAJOR TRACKS

STUDENT LEARNING GOALS

- Building a foundation of knowledge that includes the technical, aesthetic, and social aspects of design and engineering.
- Learning how to apply theoretical knowledge to the creation of objects, systems, or methods.
- Understanding how design and engineering choices are influenced by social structures and pressure, and vice-versa.
- Learning how to use the design process as a framework for creative exploration and problem solving.
- Learning how to effectively work in group settings and how to harness complementary skills of group members.

STUDY ABROAD

Study abroad is encouraged for IDEAS major students. Students should consider programs that offer courses in the areas of design and/or engineering. Students should request approval for any courses they wish to transfer for credit prior to study abroad.

LANGUAGE REQUIREMENT

There is no language requirement for IDEAS.

TRANSFER CREDIT

IDEAS Core courses must be taken at Wesleyan. Up to three course requirements for the IDEAS major can be fulfilled with transfer credits, subject to approval from an IDEAS advisor and program chair.

HONORS

Student honors projects may be pursued with an IDEAS Core faculty member or through a project with a mentor from the student's companion major that has prior approval from the student's IDEAS advisor. Such honors projects would fulfill the capstone described above. Projects completed in the companion department are not evaluated by IDEAS. For Departmental Honors in IDEAS, a student must have a minimum GPA of 85.0 and complete both Stage I and Stage II general education expectations. Depending on the focus area, an IDEAS mentored thesis may be a written thesis, exhibition, or body of work, and must be evaluated by the thesis advisor and two additional faculty members to meet the standards for honors or high honors.

CAPSTONE EXPERIENCE

Students will complete a team-based or independent original project culminating in a public presentation, exhibition, or publication. The capstone may be one to two credits, depending on scope of project. There are several ways to fulfill the capstone requirement.

1. The project may take the form accepted by the companion department as a senior project (e.g., senior thesis, senior essay, senior performance, senior exhibition, senior film thesis). The final project is submitted to the companion department and is not evaluated by IDEAS.
2. The student may register for and complete a senior thesis in the IDEAS major. The mentor can be any Wesleyan faculty member, but the topic must be approved by the student's IDEAS advisor. The thesis material may take the form of a written publication, public presentation, or exhibition, with the form approved by the student's IDEAS advisor and the College of Design & Engineering Studies chair.

INTEGRATED DESIGN, ENGINEERING, ARTS & SOCIETY MINOR

MINOR DESCRIPTION

The Minor in Integrated Design, Engineering, Arts & Society (IDEAS) prepares students to succeed at the intersection of design, the arts, and engineering in a liberal arts context. Students develop foundational knowledge in these areas by working in collaborative groups and individually on project-based assignments that emphasizemaking and doing as critical forms of knowledge. A minor in IDEAS requires seven credits and assembly of a portfolio encompassing work developed within IDEAS courses.Three core courses provide a foundation in the technical, aesthetic, and human dimensions of design and engineering. These courses are followed by a focus in one of many concentrations that span design and engineering disciplines.

ADMISSION TO THE MINOR

Students should complete at least one course from the required core courses to be admitted to the IDEAS minor. Declare the IDEAS minor through your WesPortal.

MINOR REQUIREMENTS

A minor in IDEAS requires seven credits. Comprising three courses, the IDEAS minor core is designed to introduce students to hands-on project-based studio, laboratory, and critical coursework in design and engineering. The remaining four elective courses come from course concentrations. Some courses offered on an irregular basis are not listed in concentrations, but may be used for electives subject to approval from the minor advisor.

STUDENT PORTFOLIO

Historically speaking, the term portfolio describes a portable object for carrying papers, artwork, maps, etc., subsequently expanded to include both the object and its contents. **For the purposes of the IDEAS Portfolio requirement, the portable object is a website.** The contents are an individual student's projects, produced in their IDEAS courses. At a minimum, a Portfolio should include the best work a student has produced from at least three (3) IDEAS courses. Presented using images and text, the projects included should encompass both completed and process work. The Portfolio is also a project. The design and presentation of the Portfolio comprise a personal statement about its author, their training, interests, and ambitions.

REQUIRED CORE COURSES

Students must complete one course from each group below.

Code	Title	Hours
One Engineering Foundations Lab		**1**
IDEA170	Introduction to Mechanical Design and Engineering	
IDEA175	Introduction to Electrical Design & Engineering	
One Introductory Design Studio		**1**
ARST190	Digital Foundations	
ARST220	Ecological Design I: Being at Home in the World	
ARST221	A Thousand Years of Iteration: Design for an Uncertain Future	
ARST235	Architecture I	
ARST236	Fast & Furious	
ARST243	Introduction to Graphic Design	
ARST270	Fundamentals of Design I	
ARST271	Designing With Living Systems: Soft + Hairy	
IDEA185	Form and Code	
THEA185	Text & Visual Imagination: Introduction to Eco Design for Performance	
One Design & Technology Seminar		**1**
ARCP275	Introduction to Archaeological Science: Natural Science Approaches to the Human Past	
ARCP360	Experimental Archaeology: Material Science and Past Behaviors	
CSPL235	Activism and Theories of Change	
STS311	Media and Environment: In/Sensible Worlds	
IDEA180	Design Studies	

Or another approved social science course

ELECTIVE COURSES FROM CONCENTRATIONS:

The concentrations provide topical focus in the wide array of areas in Design, Engineering, Arts & Society. The IDEAS concentrations consist of four courses above the three required courses, to make the total of seven courses in the minor.

Some of the proposed concentrations include courses listed among those that will satisfy the gateway course distribution requirement listed above. Students will work with an advisor to help them achieve the appropriate depth of study in the concentration. Related courses that are not offered on a regular basis or course substitutions may be considered for minor credit, subject to review by the minor advisor. Typically, introductory (100-level) courses may not be counted toward the elective requirement.

The IDEAS Minor Concentrations and requirements are available on the CoDES website (https://www.wesleyan.edu/codes/program/minor-concentrations.html).

Additional Minor Information

- There may be prerequisite courses required for some of the courses listed above. These prerequisites do not count towards the minor.
- Some of the courses may be cross-listed with other departments; students can enroll in any listing for the specified course.
- Students may propose a different combination of elective courses in consultation with the IDEAS advisor.
- Some courses may overlap with existing major requirements. A student may only count three course credits toward the IDEAS minor that are also counted towards a major, linked major, certificate, or other minor, unless receiving explicit approval from the IDEAS minor administrator to waive this requirement.

COLLEGE OF EAST ASIAN STUDIES

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

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

AFFILIATED FACULTY

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Visiting Professor of East Asian Studies

Yunjun Zhou
BA, Sun Yat-Sen University (iquest;iquest;iquest;iquest;); MS, University of Pennsylvania; MA, University of Chicago
Visiting Instructor of East Asian Studies

DEPARTMENTAL ADVISING EXPERTS

All program faculty

- Undergraduate College of East Asian Studies Major (p. 1050)
- Undergraduate College of East Asian Studies Minor (p. 1120)

COLLEGE OF EAST ASIAN STUDIES

CEAS114F From Sumo to Sonic: Japan at Play (FYS)
This class explores the many ways the Japanese have played throughout time including sports, card games, martial arts, video games, poetry contests, and more. We will contemplate the general societal impact of play and look to Japanese history as a specific, and oftentimes distinct, example. The class is a combination of lectures about the historical and cultural significance of Japanese games and class time devoted to you playing some of those games to better understand them. By the end of this course, you will know about the sumo wrestling competitions that delighted the Heian court over one millennium ago as well as current baseball phenom Otani Shohei. You will have explored the wonderful virtual worlds of visionary video game creators, such as Miyazaki Hidetada and Kojima Hideo, while trying your hand at some of Japan's most enduring board and card games. No knowledge of Japan or the Japanese language is required for this course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST114F**
Prereq: **None**

CEAS155 Fictional Japan: Introduction to Japanese Literature and Culture
This course will explore the evolution of Japanese fictional narrative, from Japan's first encounter with "modern" literary forms in the late 19th century to postmodern digital discourses advanced through anime and gaming. In so doing, we will discuss the ways in which Japanese theories of literature intersect with notions of national identity, modernity, and Westernization. How does the Japanese novel participate in the modern process of nation building, and how is it used to situate Japan's position in East Asia and the world? We will also consider fictional works from marginalized groups in Japan to address how notions of gender and ethnicity serve as an intervention into traditional discourses on Japanese literature. Finally, we will explore new iterations of Japanese fiction in the form of digital media and database narratives. Does advanced technology fundamentally change how we produce and consume narratives and, therefore, view the world around us? How do these new forms impact constructions of national history and identity? Is this phenomenon somehow unique to Japan, or a simple product of globalization?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS156F Sex, Ghosts, and Cannibalism: The Chinese Short Story FYS
This course takes the passionate, the strange, and the peculiar--sex, ghosts, and cannibalism--as a lens through which to explore big issues in the history of Chinese literature and culture.

Focusing on short stories from the 7th to 21st centuries, we ask what fiction can tell us about the real concerns that shaped the lives of Chinese writers. How do literary depictions of sex and desire relate to social issues surrounding gender, power, and family? What do supernatural characters--hungry ghosts, lofty gods, unruly demons, seductive snakes, and fox spirits--reveal about the human world and belief systems used to make sense of unusual occurrences? What do motifs of cannibalism and related themes linked to bodies, consumption, hunger, and food tell us about the social and political changes China witnessed on its path toward becoming a modern nation-state?

As a First Year Seminar, this course is writing-intensive and is meant to equip you with the writing, reading, research, and presentation skills needed at Wesleyan. You will have numerous opportunities to write and revise your work, share your insights during class discussion, and practice the core skills of effective reading and interpretation.

All texts will be taught in English translation. No prior knowledge of China or Chinese language is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT228F**
Prereq: **None**

CEAS157F Legacies of WWII in Postwar Japan (FYS)
In 1956, The Japanese Economic Planning Agency famously declared that "the 'post-war' is over." Indeed, by that time, the national economy had made a remarkable recovery since the end of WWII. Others place the end of the "post-war" with Emperor Hirohito's death in 1989. Still, was the "post-war" truly over for Japan? This seminar aims to tackle this dilemma of the "post-war" and assess how the war and the American occupation are remembered by the Japanese, as well as Americans and Asian neighbors, and how they continue to reverberate politically and culturally, seventy-odd years after the conflict's ostensible end. The course will begin with some history of WWII and the American occupation. Film, literature, and popular media, along with secondary scholarship, will energize discussions about topics such as the rise of anime and otaku culture, Orientalism, gendered racism in Japanese-American relations, the 1964 and 2020 Tokyo Olympics, American bases in Japan, and North Korea.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS158F Literary Pop Culture: The Tale of Genji and The Story of the Stone (FYS)
This first-year seminar addresses two of the great East Asian novels, "The Tale of Genji" (from Japan) and "The Story of the Stone" (also known as Dream of the Red Chamber) (from China), and their afterlives in modern and premodern popular culture. Topics of discussion include adaptations of both novels as literature and in other media forms (drama, film, TV, etc.); the two novels in painting/prints, games, fan fictions, etc.; shared themes such as family, romance, and power; and social issues including class, gender, and intergenerational conflict. No previous background in East Asian studies required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS159F A Cultural History of Japanese Food (FYS)
This seminar explores Japanese cuisine as a historical site in which cultural values are sought, contested, and spread for national and international consumption, regurgitation, or even purging. Through an historical examination of practices, ingredients, and values, we uncover, contest, and debate the aesthetics, beliefs, politics, environmental issues, and international exchange that characterize Japanese history. We consequently ask: What is Japanese cuisine? What is Japanese culture?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS164 Bushido and Bullets: Samurai Flicks and Western Films
Bushido and bullets; shoguns and sheriffs; katanas and .45 Colt Revolvers. Alliterations aside, the connections between samurai films and westerns are as deep as they are numerous. Many cinephiles know that Japanese director Kurosawa Akira influenced multiple directors in the west, such as George Lucas, Sergio Leone, and Stephen Spielberg. What is perhaps less known is that Kurosawa was greatly influenced by a man who directed some of the greatest westerns from the 1930s to the 1960s -- John Ford. Diving into those influences is one of the goals of this class as we watch some of the greatest samurai films and their western counterparts. The other goal of this class is to categorize and analyze the many aspects of these films, from the protagonist's psyche to the evolution of civilized society, to see why these two seemingly disparate movie genres resonate so deeply. Finally, we will critique these films and discuss their merit in the twenty-first century. All Japanese movies will have subtitles. No knowledge of Japan or the Japanese language is required for this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST164**
Prereq: **None**

CEAS180 Japan Rocks: Music in/as Contemporary Japanese Studies
This course aims to consider topics in modern and contemporary (understood as post-War) Japanese society through the lens of musical expression. By attending to specific instances of musical expression in modern and contemporary Japan, we will strive to understand not only the songs themselves but the contexts within which they were produced. This course aims to take music not merely as an object of study/analysis but as a means by which we might both critique and build upon the discipline of Japanese studies and area studies in general.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS181 Chinese Pop Culture
Popular culture is closely associated with our daily life and ways of thinking, seeing, and connecting with the world. This course will introduce select aspects of modern and contemporary Chinese-language popular culture and its circulation among Chinese-speaking sites, including China, Taiwan, and Hong Kong. We will mainly focus on forms that have circulated and continue to circulate from the modern to the contemporary period, including movie musicals, martial arts, Internet culture, and singing contests. We will also study how Chinese pop culture has influenced audiences and (re-)construct their identities, as well as explore how cultural producers in Chinese language have engaged with issues of fandom, gender and sexuality, ethnicity, and material life through a variety of pop cultural forms. Throughout the course, we will discuss theories of pop culture and analyze primary materials to understand the production and circulation of Chinese pop culture. This course is taught in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS201 Proseminar
This seminar explores some of the key tenets and methodologies of the academic discipline broadly known as 'area studies,' with the aim of further preparing students to pursue their chosen avenues of research as scholars of East Asian Studies at Wesleyan University. It is required of all CEAS majors in their sophomore year, and is also open to CEAS majors in their junior or senior years who may have been unable to take the seminar previously. The specific topics and concerns addressed by the seminar shift from year to year and according to the instructor, but may include questions of geopolitics, Orientalism, modernization and modernity, and productive approaches to grappling with written, musical, and filmic texts in disparate contexts and historical moments.

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

CEAS202 Narrating China: Introduction to 20th- and 21st-Century Chinese Literature
This survey course introduces students to major literary movements in 20th- and 21st-century China through selective works by representative authors. It has two major aims: (1) It invites students to explore how individual authors--at different historical moments and in different social positions--have responded to historical changes that radically unsettled their senses of self and nation and also how their literary expressions may reveal the shifting subjectivity of modern China and Chineseness. (2) At the same time, it introduces students to the academic discipline of literary criticism, develops or deepens students' critical close reading and textual analysis, and invites them to discover the joy and reward of plunging into a reading experience and coming out with interpretations of their own making. While the course does attend to important historical flash points unique to Chinese history, it also explores literary themes that resonate globally, beyond the context of modern China. Varying slightly by semester, these themes could include the relation between politics and literature, revolution and revolutionary arts, alternative modernities, writerly authority and the individual self, gendered authorship, memory and trauma, ethnic governance and resistance, class divisions, ecological damages, labor migration, etc. This course assumes no prior knowledge of China or Chinese language, and all texts will be taught using English translations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT223**
Prereq: **None**

CEAS203 Faces of Korea
This course addresses multiple topics that span both traditional and modern Korean culture, ranging from traditional cuisine, dance, music, art, architecture, and the modernization of Korea in the 20th century to Korean films, social issues, religion, and the Korean Wave.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS204 Chinese Media in Chinese: Star, Fandom, and Identity
This course is conducted in Mandarin Chinese and designed to supplement the standard English-language Chinese Pop Culture (CEAS 181) course. The course will have two main foci: (1) introducing students to Chinese-language scholarship on Chinese media, particularly pop culture and its flow within East Asia, and (2) analyzing and discussing Chinese media in-depth in Mandarin Chinese. Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. All the reading materials will be in Mandarin Chinese, and we will have oral presentations in Chinese and some written work in English. Evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS205 Social Movements in East Asia
Despite East Asia's reputation for acquiescent populations and weak civil society, the region has been replete with social movements. This course assesses the state of civil society in both authoritarian and democratic societies in East Asia by surveying contemporary social movements in China, Japan, South Korea, and Taiwan. The course is designed for students to gain an understanding of how civil society looks in East Asian countries and its role in social and political changes in the past and present times. Although the course will not be able to cover the entirety of social movements in the region, the course is to equip students with contextual knowledge and theoretical tools to take a critical approach to examining current and future social movements in the region.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **GOVT281**
Prereq: **None**

CEAS206 Korean Politics Through Film
This course explores the contemporary politics of Korea through academic sources and films. Students will discover how the tumultuous history of modern Korea has contributed to the present political conditions in the two Koreas. The course will focus on issues surrounding major political events in both South and North Korea, including Japanese colonialism, Japan-Korea relations, Korean War, military dictatorships, economic development, democratization, neoliberalism, inter-Korean relations, and US-Korea relations. Films and documentaries spanning from the 1990s to the present will highlight these political issues and events through the eyes of Korean filmmakers. The course will explore how films problematize political issues and how a film's storytelling compares to actual history and scholarship on Korea.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **GOVT295**
Prereq: **None**

CEAS207 Introduction to History: Foundations of East Asian Cultures
This course introduces some of the cultural foundations of East Asia and how they have continued to resonate through history. We will be examining translated primary texts in history, literature, philosophy, and religion, mainly from China, Korea, and Japan. We will also be working with other media such as film and art. The course attempts to equip students with a basic fluency in interpreting ancient and modern materials from East Asia and identifying its cultural contexts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **HIST197, CHUM311**
Prereq: **None**

CEAS207Z Foundations of East Asian Cultures
This course introduces some of the cultural foundations of East Asia and how they have continued to resonate through history. We will be examining translated primary texts in history, literature, philosophy, and religion, mainly from China, Korea, and Japan. We will also be working with other media such as film and art. The course attempts to equip students with a basic fluency in interpreting ancient and modern materials from East Asia and identifying their cultural contexts. Some themes include the role of government, dilemmas of love, the methods and aims of education, gender roles and family, social inequality, self and society, and the social roles of literature and history. This course does not aim to be exhaustive, but seeks to enlarge narrow conceptions of Asian cultures and to offer tools for future exploration.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN206**

CEAS208 Modern Chinese Literature
This course introduces the history of modern Chinese literature from the republican era (early 20th-century) to the contemporary era. By discussing selected literary works, it serves an overview of the styles and features of modern Chinese literature in each time period and also introduces students to major themes from China's tumultuous 20th century. Topics will include the cultural transformations of the May Fourth movement, modernity, war, revolution, root-searching, and body writing. All readings will be in English translation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS210 Defining Japanese Culture Through Food
This course explores Japanese food traditions as a site in which cultural values are sought, contested, and disseminated for national consumption. Through an examination of various components of Japan's culinary practices such as the tea ceremony, sushi, whaling, and fusion cuisines, we uncover the aesthetics, religious beliefs, politics, environmental issues, and intercultural exchange that characterize Japanese history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT225**
Prereq: **None**

CEAS211 Food in Japanese Media (CLAC.50)
This 0.50 CLAC section is conducted in Japanese and will feature Japanese-language media (documentaries, films, TV shows, anime, and some texts such as news articles and manga). It is designed to supplement CEAS 210: From Tea to Connecticut Rolls: Defining Japanese Culture Through Food. All materials and discussion will be in Japanese. There may be some writing assignments depending on ability. The section is open to students with Japanese-language ability, from intermediate level to native speakers. With the instructor's approval, this section may be taken independently of the parent course. Evaluation will be primarily based on participation, effort, and completion of assignments.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST221**
Prereq: **None**

CEAS212 Introduction to Korean Cinema
During the last few decades South Korean cinema has taken center stage in world cinema with the phenomenal success of its film industry and critical acclaim in the global context. However, Korea has boasted a thriving film culture and aesthetics since the "golden age" of the 1950s, of which renowned contemporary directors such as Bong Joon-ho and Park Chan-wook have claimed they are the inheritors. This course introduces Korean cinema from its beginnings in the colonial era to its recent achievements. While learning the concepts and theories of film studies as well as the cultural and political contexts to which Korean film culture has responded, students will explore films by key directors that constitute the crucial "moments" of South Korean cinema. We will examine the main topics in Korean cinema, including colonial production, the liberation and Western influence, nation and nationalism, modernity and women, gender politics, realist and modernist cinema, popular cinema and cultural depression, the Korean New Wave, democratization and political cinema, the Korean blockbuster, the questions of "Koreanness," and the "Korean Wave" in the global film market. The course also seeks to establish a balance between understanding Korean cinema as both a reservoir of historical memory and as an example of evolving world cinema. Through engagement with methodological issues from film studies in each week's readings, including the question of archives, national cinema discourse, feminist film theory, auteurism, and genre studies, students in this course will learn to analyze Korean filmic texts not only as a way to understand the particularity of Korean cinema but also as a frontier of cinematic language in the broader history of film.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FILM230**
Prereq: **None**

CEAS213 The Chinese Canon and Its Afterlife
This course is an exploration of canonical works in Chinese literature, religious texts, historical narratives, art, and movies, with an emphasis on their aesthetic and cultural implications. Topics include Confucianism, Daoism, and Buddhism; folk religions and shamanism; cultural identity and self-cultivation; sexuality, cross-dressing, and gender politics; nature and utopias; emperors, scholars, and musicians; hermits and knights-errant; learned women poets and courtesans; drunken poets and Zen masters; fox spirits and ghosts; portraiture and representations of bodies; and secret societies and avant-garde artists. Several internationally acclaimed poets and translators of Chinese literature such as Eleanor Goodman and Zang Di will join the class discussion as guest speakers. They will discuss their writing process, and answer questions about their work. All readings are in translation. Although some Chinese characters will be introduced in calligraphy, no knowledge of Chinese is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS215 The Legacy of World War II in Postwar Japan
In 1956, the Japanese Economic Planning Agency famously declared, "The 'postwar' is over." Indeed, by that time, the national economy had made a remarkable recovery since the end of World War II. Others place the end of the postwar with Emperor Hirohito's death in 1989. The new Reiwa era might be another marker. Still, was the postwar truly over for Japan? This seminar aims to tackle this dilemma of the postwar and assess how the war and the American occupation are remembered by the Japanese, and how they continue to reverberate politically and culturally, nearly 70 years after Japan regained its independence.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT321**
Prereq: **None**

CEAS216 History of Japanese Cinema
During the last several decades, Japanese cinema has won international acclaim for its artistic achievement in form and content while gaining commercial dominance over the power of Hollywood films in its domestic film market. What have been the driving forces for the development of Japanese cinema as both art and industry? How have Japanese filmmakers contributed to the creation and advancement of new cinematic languages and genres that appealed not only to

domestic audiences, but also to global cinephiles? What have been the central issues and themes in Japanese film history? This course surveys Japanese cinema from its beginnings to the work of contemporary film auteurs. Students will learn the history of Japanese cinema by watching and discussing the canonical pieces by the prestigious directors and the studio genre films produced by the various major and minor local film companies. At the same time, we will examine the main topics and trends of Japanese cinema such as the pure film movement, Shochiku's shoshimin eiga, wartime film culture, melodramas under the U.S. occupation, New Wave films and political cinema, art cinema, the popularity of "series" movies, and the transnational and digital film culture in contemporary Japan. We will explore the world of the masters of classical Japanese cinema, including the films of Ozu Yasujiro, Mizoguchi Kenji, and Kurosawa Akira, and also those by Kurosawa Kiyoshi and Koreeda Hirokazu--the major contemporary Japanese auteurs.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS217 Samurai: Imagining, Performing Japanese Identity
Among conventional images of Japan, the samurai still allures. This course examines the history of samurai and its myths to consider why it remains so popular, and what that says about the values, fantasies, and anxieties not only of Japan past and present, but also of the West. Through historical studies, literature, and film, the course discusses such themes as orientalism, sexuality and gender, nationalism, and samurai as postwar critiques of society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS217F Who is the Dalai Lama? (FYS)
This First Year Seminar introduces the institution of the Dalai Lama of Tibet and the individuals who have filled that role from a wide range of sources and perspectives. Topics include regional histories of Buddhism; the unique Tibetan tradition of recognized reincarnations (tulkus) and the Buddhist philosophical principles that support it; and a survey of prominent Dalai Lamas from the 15th century to the present day. The seminar examines the activities of the current Dalai Lama in his role as traditional Buddhist teacher, political leader, and international superstar, through the lenses of the PRC government media, Indian exile communities, and the modern West. Later classes will also address issues of Western and Chinese forms of Orientalism and myth-making about Tibet. Readings include the writings of past and current Dalai Lamas as well as supporting secondary literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI207F, GSAS207F**
Prereq: **None**

CEAS218 "Other Chinas": Literature from Taiwan, Hong Kong, and Sinophone Southeast Asia
How do we study literary and cultural products created in Taiwan, Hong Kong, Malaysia, Singapore, and those created by Chinese-educated Tibetan, Uyghur, Manchurian, or Mongolian authors and artists? Are they Chinese? Or not? How might their places of production bring about literary and cultural subjectivities that are distinct from those from mainland and Han-dominated China (i.e., the conventional domain of Chinese humanities studies)? How do writers and artists deliberately record, or even create, their own unique and place-based senses of identity? How do they struggle with the ideas of exile, diaspora, colonization, decolonization, autonomy, assimilation, resistance--both in relation to China and within global geopolitics--while also striking out on their own to depict the joys and sorrows of human everydayness? This discussion-heavy course introduces students to a representative set of 20th-and 21st-century literary and cultural texts from some of these locales under the umbrella concept of the Sinophone. As Shu-mei Shih defines it, Sinophone aims to describe "Sinitic-language cultures and communities on the margin of China and Chineseness" where these cultures and communities engage in their own place-based cultural productions. It alerts us to the heterogeneity in the "Chinese-speaking world" and the relations of power that effected such heterogeneity. Students will read literary texts alongside relevant theoretical and historical writings, and parts of the course may include film and other cultural products as objects of critical examination. The course will be conducted in English, and all reading materials will be in English translation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS219 K-Wave: Korean Popular Culture and Media
This course explores the vibrant and ever-evolving world of Korean popular culture and its global phenomenon known as the Korean Wave or Hallyu. Through a comprehensive analysis of scholarly approaches and diverse media texts, we will explore how Korean popular culture has emerged, transformed, and resonated on a global scale. Through historical and theoretical frameworks, we will investigate how media productions intersect with broader sociocultural issues such as modernity, class, economy, gender, sexuality, and political dynamics. Students will critically examine a wide array of media forms, including films, television, music, and webtoons, analyzing their content, aesthetic strategies, and cultural impact. From a brief introduction of the origin of the Korean Wave, we will move to analyze the specific features of popular culture industries and productions in South Korea and their reception around the world. By linking media texts to their historical and sociocultural significance, we will uncover how Korean popular culture both shapes and is shaped by global media trends. Readings for this course will be available in English or in English translation. No previous knowledge of Korean history or culture is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS220 Nature and the Human Realm in Chinese Literature
This course introduces students to a wide range of ways in which Chinese writers and poets define the ever-changing relationship between the human realm and nature in imaginative literature. Topics include Daoism and Yin-Yang; shamanism and prose poetry; martial arts and alchemy; the Peach Blossom Spring; travel and landscape literature; folk religions and magics; ghost stories and strange tales; rebellions and migrations, etc. All readings are in translation. No knowledge of Chinese is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS221 Introduction to Premodern Chinese Literature
This course provides a comprehensive introduction to Chinese literature and culture from antiquity through the end of the imperial era. Readings span prose (philosophical, historical, and literary texts; myths and legends; anecdotes; and tales of the strange), poetry (from the Book of Songs through Tang and Song verse), drama, and vernacular fiction. We will consider how literary forms and styles evolved and how they engaged themes such as creativity, gender, literati

identity, daily life, and religion. All readings and discussions are in English. No prior background is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT232**
Prereq: **None**

CEAS222 China as Scientific Powerhouse
Science, technology, and medicine played an integral role in the China's transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad philosophical questions that motivate the research in history of those areas. We will learn to explore science, technology, and medicine in China on "its own terms" by understanding how the unique political and social challenges of modern China shaped Chinese science.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST386, STS285**
Prereq: **None**

CEAS223 Chinese Eco-Civilization: History, Experience, and Myths
The course traces the historical roots of the ideas of eco-civilization, a policy platform that appeared in the twenty-first century by examining how Chinese agrarian civilizations and their nomadic neighbors transformed the bio-physical environment over the course of 3,000 years of history. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore the relationship between power and social inequities as we explore the everyday politics of agrarian civilizations through China's transformation from feudal ages to the modern period. How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of ecojustice? Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST223, ENVS223, STS284**
Prereq: **None**

CEAS224 Modern China: States, Transnations, Individuals, and Worlds
This course examines China's turbulent transition to modernity. It covers the Ming-Qing transition, Manchu conquest of central Eurasia, China's conflict and engagement with the West, birth of China's first republic, and the People's Republic of China under Mao Zedong, Deng Xiaoping, and his successors. The dramatic transformation of China spanning the late 19th century to the present day is the focus of this course. The Chinese people today continue to deal with the legacy of these reforms, wars, and revolutions, as China's leaders and people dealt with unprecedented challenges. The three central themes of this course are (1) the reconstitution of (a somewhat) unified China after decades of political upheaval, (2) China's vulnerabilities in the face of domestic troubles and threats from abroad, and (3) the challenges of maintaining a high-growth economy with scarce resources.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST224**
Prereq: **None**

CEAS225 Introduction to Chinese Poetry
This course explores various styles of traditional and modern Chinese poetry from the archaic period to the 21st century, with an emphasis on the range of ways in which poetry has been implicated, to a degree unknown in the West, in the political, spiritual, and aesthetic movements in China over the last three millennia. Topics include "The Book of Songs," "Nineteen Ancient Poems," the "Music Bureau" ballads, Six Dynasties poetry, the great Tang masters, the Song lyrics, women poets, and religious poets. Although some Chinese characters will be introduced in the unit on calligraphy, no knowledge of Chinese is required; all readings will be in English translation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS228 Zen Buddhism Across East Asia: Teaching and Practice
In this course, we will examine Zen/Chan Buddhism in history and in its contemporary practice. We will trace how Zen Buddhism sprouted from Chinese religious traditions in the Tang Dynasty (618-907), flourished in the Song Dynasty (906-1279), and then spread to other East Asian countries such as Japan and Korea. Then, we will pay attention to the ways in which Zen Buddhism found its way to modern Western society, through figures such as D. T. Suzuki and Okakura Kakuzo since the 19th century. Course readings consist of primary sources of Zen Buddhism, which are available in English translation. A wide range of texts will be read closely, from early manuscripts discovered in Dunhuang to contemporary works inspired by Zen Buddhism, supplemented by secondary scholarship. We also investigate how Zen Buddhism has been expressed in garden designing, poetry, tea ceremony, and as a way of life in contemporary Western society. A field trip to a Zen meditation center will be organized during the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI224**
Prereq: **None**

CEAS229 Performing Indonesia
This course will examine the theater, dance, and puppetry of Indonesia in the context of its cultural significance in Indonesia and in the West. Students will read a variety of texts related to Indonesian history, myth, and religion. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts are integrated into the overall life of the island archipelago. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that are the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Indonesian texts will be analyzed and adapted for performance. The direct and indirect influence of Indonesian performance and history on the West will be discussed by examining the work of theater artists such as Robert Wilson, Arianne Mnouchkine, Lee Breur, and Julie Taymour, who have all collaborated with Balinese performers.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA220, DANC220**

Prereq: **None**

CEAS232 Introduction to Chinese Film
This course introduces contemporary Chinese cinema in both national and international senses. We will learn the basics of film history in the PRC, Taiwan, and Hong Kong through four major genres: family melodrama, martial arts, action, and musical. Our engagement with these selected films will provide insights into fundamental issues such as family, history, nationalism, transnationalism, identity, gender, and sexuality. The goal of this course is to demonstrate how Chinese cinema has developed in the PRC, Hong Kong, Taiwan, and transnationally and to refine students' abilities to analyze and write about film critically.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

CEAS233 Transnational China: Writing and Screening Chinese Immigration
Migration is a crucial issue for centuries, and people move around the world involuntarily or voluntarily due to political force, economy, technology, and globalization. Chinese immigration to the world has its long history, and the dispersion of Chinese populations has contributed to the formation of Chinese-speaking sites globally and brought about the construction of Sinophone culture in various geographical locales. This course will introduce the discourse of the Sinophone, a linguistic-oriented term that defines cultural productions with Sinitic languages in Chinese-speaking sites around the world and its relation to Chinese immigration, transnationalism, and heterogeneity. The critical questions we will explore in this course include (1) What is the relationship between the Sinophone (roughly, Chinese language users) and China, Chineseness, Chinese diaspora, and overseas Chinese studies? (2) What is China in the lens of Chinese immigrants? (3) How do cultural producers represent Chinese immigrants' lived experiences? We will read novels/novellas and watch films from writers and filmmakers who have experienced diverse migratory trajectories to get a picture of how they represent Chinese immigrants' identity formation and negotiation with local societies, as well as their roots of origin/homeland. Through reading scholarship on Sinophone and primary texts, students will understand the relationship between physical migration and cultural production and become acquainted with various forms of place-based cultural productions in three Sinophone spheres, including the United States, Taiwan, and Malaysia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS234 Modern Korea in Film and Fiction
How have writers and film directors responded to the rapid transformation of Korean society? In what ways have their works shaped the experience of Koreans and constructed Koreans' notion about the nation and the self? This course examines how Korean literature and film have acknowledged and represented the diverse political, social, and cultural changes that have occurred on the Korean Peninsula in the modern era. It also aims to build an understanding of the ways in which Korea has built the close historical, political, and cultural relationships with other East Asian countries. Through selected literary and cinematic texts by prominent masters, students will investigate the critical moments of modern history that have deeply affected and altered social practices and the actual lives of twentieth-century Koreans. While observing the flow of change in Korean society, students will examine how gender, class, ethnicity, and generation profoundly impact one's sense of the nation and the self. The class consists of occasional in-class film screenings, lectures, student presentations, and discussions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS236A Curatorial Workshop: Images of the Floating World
This course will provide students with practical training in the design and development of a gallery installation in the Davison Art Center (DAC). The theme for this semester is Japanese woodblock prints. We will carry out the many and diverse components involved in creating a gallery installation, from conception to execution, including concept development, catalog and label entries, accessibility, layout, and design. The course will culminate with an installation at the DAC. Images of the floating world, or ukiyo-e, refers to a genre of Japanese art that emerged in the 17th century to depict the pleasures of life of that period--beautiful women, famous kabuki actors, views of famous places, and erotic pictures, among other subject matter. In most cases, these are woodblock prints, images produced by craftsmen from woodcuts based on originals painted by artists. Because they could be produced quickly, cheaply, and in large numbers, woodblock prints were exceptionally well-suited for the representation of the latest fashions or politics. Ukiyo-e prints made their way to Europe in the 19th century and remain the most popular form of East Asian art in the West. The Davison Art Center has around 600 Japanese woodblock prints in its collection, ranging in date from the 17th to 20th centuries and including works from all the major artists of the Edo period (1615-1868).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA263A**
Prereq: **None**

CEAS237 Representations of Gender and Sexuality in China
This course explores the multifarious representations of men, women, and gender in literature, visual arts, philosophical texts, and historical narratives. It aims to provide an interdisciplinary reflection on conceptions of men, women, and gender: how they were created and transformed in history, how they reflect the power relations between men and women, and how they have further influenced the performance of gender in daily life. Works discussed in this course include the Book of Songs, "Rhapsody on the Gaotang Shrine," "The Prose Poem of the Beautiful Woman," the Palace Style Poetry, "The Story of Yingying," The Peony Pavilion, Feng Menglong's collection of erotic poetry, "Sinking," Madame Mao and the Revolutionary Model plays, and Eat Drink Man Woman.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS238 Wartime Film Culture in the Japanese Empire
Just as in many other countries, cinema, within a short time of its emergence, became the most popular entertainment in modern Japan. Mindful of this, the Japanese government tried to turn the country's film industry into an arm of its propaganda machine to support its imperial program, especially the military component. This began with Japan's invasion of the Chinese continent in 1931 and lasted through the end of World War II in 1945. How did Japan's private film studios respond to such governmental efforts? How did wartime Japanese cinema manage to strike a balance between being entertainment and political texts? What are the characteristics of Imperial Japan's wartime film culture, and how are they different from the counterparts in other countries? Was the campaign to support war via movie productions in Japan successful, in terms of providing seamless propagandistic messages? What kind of legacy has the wartime film culture left in contemporary Japan and East Asia? In order to answer these questions, this course explores film culture of Imperial Japan and its territories during the wartime era, spanning roughly from the early 1930s through 1945. We will watch wartime films, and at the same time

examine the ways in which the film culture coexisted along with other forms of visual propaganda practice and political discourses. While probing how the films reflect the "virtues" of wartime conservatism, patriotism, perseverance, and self-control, this course will explore topics that include the propaganda culture of wartime Japan as a whole, Nazi propaganda and Japan, cultural films, monumental cinema, films featuring Japan-China or Japan-Taiwan romances, children-centered films, "kokumin eiga," films of volunteers and Japanese Spiritism, "Military Mothers" and gender, and the defeatist aesthetics and cracks in Imperial Japanese cinema. While we will for the most part watch and discuss films directed by the Japanese of mainland Japan, including such prominent directors as Mizoguchi Kenji and Kurosawa Akira, the films produced in the Japanese colonies of Korea, Taiwan, and Manchuria--whether independent productions or collaborative efforts--will also be examined. Film production in colonial Korea, in particular, was quite vibrant, relative to the cinematic output of Taiwan and Manchuria. We will observe how the films made in Japan's colonies joined the empire-wide filmic war-mobilization campaign, presenting their own justifications for war cooperation. Ultimately, this course will ask what kind of relationship Japanese cinema has had with the state and Japanese nationalism during the mid-century of Japan's tumultuous modern history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FILM231**
Prereq: **None**

CEAS239 Contemporary Korean Cinema and Society
This course offers an in-depth exploration of contemporary Korean cinema from the late 1990s to the present, emphasizing its intricate relationship with societal issues. Students will engage with a diverse array of films that not only demonstrate the artistic innovations of Korean filmmakers but also reflect the dynamic sociopolitical landscape of South Korea. Through guided analyses of film texts, we will employ various critical perspectives, including auteurism, national cinema, cultural studies, and genre theory, to enhance our understanding of cinematic narratives. A central focus of the course will be the examination of how gender, sexuality, and identity are portrayed in contemporary Korean films. Additionally, the course will investigate the impact of economic factors and transnational influences on the production and reception of Korean cinema, including the rise of genres such as "K-horror" and the rhetoric of transgressive violence. All films will have English subtitles, and all readings will be available in English; no prior knowledge of Korean film, history, or culture required. Join us on this captivating cinematic journey as we explore the intersections of films and society in contemporary Korea.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT230, FGSS230**
Prereq: **None**

CEAS240 Gender and Power in Chinese Literature
This course explores the intersections of gender, power, and performance in Chinese society. Drawing on literary and historical sources, theories of gender and sexuality, and with reference to media forms such as theater and film, we assess the significance of gender as an analytical framework for studying Chinese literature, culture, and society. What power dynamics drive conceptions of gender and gender ideology in Chinese literature and history? And how do discussions around gender roles and sexuality change in the modern and contemporary periods? Course topics include: Chinese feminism; depictions of women in classical literature; gender roles, family, and marriage; conceptions of the body; constructing identities; women writers; the "new woman"; themes of cross-dressing; classical romance narratives; gender performance in Chinese theater; queer narratives; and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT229, FGSS247**
Prereq: **None**

CEAS241 Visualizing Japanese-ness: Transnational Cinema in Modern Japan
This course is designed to interrogate evolving notions of transnationalism in Japanese cinema, from the prewar avant-garde to the postcolonial present. We will use the assigned films and supplementary readings as a means to explore concepts of Japanese nationalism and uniqueness (nihonjinron), colonial memory, hybridity, multiculturalism, neoliberalism, and creolization, among others. We will then use this theoretical foundation to analyze representations of Japanese minority groups (such as zainichi Koreans) to inquire into the possibility of obtaining a transnational or hybrid identity in the global era. How do these films "visualize" Japanese and/or transnational identity, and are these visions seen as compatible? In what ways and to what extent are these films engaged in a dialogue with theoretical concepts of postcoloniality and ethnicity?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS242 Introduction to Buddhist Thought and Practice
This course will introduce significant aspects of Buddhist thought and practice, primarily as it manifested through the literature of India, South Asia, and East Asia. It begins with an overview of the historical Buddha's life and the development of early Buddhist ideas and practices. The course then introduces the Mahayana or Great Vehicle tradition that began to emerge around the first century BCE, as well as later forms of esoteric Buddhism known as Tantra. The course concludes with the development of modern Buddhism in Asia and its manifestation in the West. Readings consist mainly of primary Buddhist texts in translation, which are supplemented as necessary by works of secondary scholarship. The course broadly examines the topics of Buddhist philosophy and ethics, monastic and ascetic life, meditation and ritual practices, and the material culture of Buddhist societies, including artistic traditions, architecture, and book culture.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI242, GSAS242, PHIL242**
Prereq: **None**

CEAS243 Chinese Theater and Drama
This seminar examines Chinese theater and drama from their beginnings to the late 20th-century. We engage dramatic texts as well as performance practices; thus, the course draws on material from theater history, performance and acting conventions, and the literary history of drama. Readings and discussions span major genres of dramatic writing and their different modes of performance, including the dramatic genres of zaju, chuanqi, and modern/contemporary spoken drama, and performance styles of Beijing opera, Kun opera (Kunqu), and huaju (spoken drama). Play topics range from ghost stories to romances, historical/political dramas to comedy. We explore the legacies of specific actors, including the famous Mei Lanfang; consider experiments in modern Chinese drama; and compare Chinese and "Western" ideas of theater (such as those put forth by Stanislavsky and Brecht). To the greatest extent possible, we will engage materially and physically with Chinese theater and drama history through archive visits and performance workshops.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-CEAS**
Identical With: **THEA243, WLIT222**
Prereq: **None**

CEAS244 Delicious Movement: Time Is Not Even, Space Is Not Empty
This course contemplates massive violence and bodily experiences of time and space through interdisciplinary discourse. Taught by NYC-based movement artist Eiko Otake, students will examine how being or becoming a mover reflects and alters each person's relationships with the environment, history, and other beings. Topics of study and discussion include war, atomic bomb literature, postwar Japan, and environmental violence such as the Fukushima nuclear explosions. A key concept of study will be metaphorical nakedness and how distance is malleable. Please note that homework load is heavy with weekly assignments and journals. Seeking collective learning, the course will culminate with a final project sharing. The class is fiercely non-competitive and non-technical. No previous dance training is necessary, but willingness to move with and in front of others is important. Please visit eikootake.org to learn about this instructor.

Fall 2026 schedule:

First Class: Monday, September 7 (on Labor Day)

Sundays: 2:30 - 6:00 pm and

Mondays: 6:30 - 9:30 pm

Last Class: Sunday, November 1

Questions: Please email: eikootake@gmail.com
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **DANC244**
Prereq: **None**

CEAS245 The Fantastic and the Nonhuman in Pre-modern Chinese Literature
What defines the human and the humane, and how have "the human" and its many "others" been imagined throughout pre-modern Chinese history? This course explores a fascinating range of Chinese literature dealing with the fantastic and supernatural, from ancient times to the late imperial period. We will delve into captivating stories of gods, ghosts, seductive creatures, and alluring objects, investigating the boundaries of humanity and the rich spectrum of subhuman, superhuman, and nonhuman beings. Key themes include the interplay between the supernatural, gender, and sexuality, and how these narratives either reinforce or challenge traditional hierarchies and social norms. Through these stories, we will discover how pre-modern Chinese literature reflects, questions, and reimagines those cultural values and beliefs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT231**
Prereq: **None**

CEAS246 Eccentricity, Gender, and Occidentalism in Edo-Period Art (1615-1868)
The course will explore the history and artistic production of Japan's Edo period (1615-1868). This was a time of unprecedented peace, a time of social, economic, and political change that brought new modes and manners of visual expression and a sharpened focus on the individual artist. New trends in artistic identity emerged during this period, particularly those related to eccentricity, gender, and Sinophilia (love of Chinese culture). We will study the major artists and artistic movements of the Edo period, considering how these new trends found expression in the works of art produced during this time. Formal examination of the material and expressive qualities of works of art will be followed by a consideration of how other factors such as location, social background, education, and the religious faith of the artist are visible in the works they produced. The interplay between historical and artistic movements will be examined through discussion of issues such as materiality and medium, patronage and individuality, and traditionalism and poetic expression. Students will become familiar with the various media employed by Japanese artists, the techniques of painting and printing, and the sources and theories that inspired the innovative objects under investigation. More broadly, this course aims to teach students how to "read" Japanese art, how to look at a work of Japanese art and understand what it is they are seeing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA276**
Prereq: **None**

CEAS247 How to Become a Fortune Teller?: The Book of Changes and Predictivism in Ancient China
This seminar explores the Book of Changes as both a divination manual and a philosophical classic. Through close reading of selected hexagrams and traditional commentaries (e.g., Wang Bi, Cheng Yi, Zhu Xi, Wang Fuzhi), we trace how the text evolved from a tool of prognostication into a work of speculative philosophy addressing change, agency, and moral discernment. Topics include correlative cosmology (yin-yang, resonance), chance and decision-making, ethical timing, and the transformation of divination into reflective inquiry. Students will engage in interpretive exercises, textual discussions, and short "divination labs" that reconstruct historical interpretive practices. No prior training in literary Chinese or Chinese philosophy is required (though some background in the latter will be helpful); all readings and discussions are in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS248 South Korean Cinema: Re/imagining Modern History on Screen
From its first productions during the colonial period to contemporary mainstream hits, South Korean cinema has been a contested sphere of the popular imagination regarding gender politics, modern Korean history, and political change. This course explores the films by the main directors of Korea to interrogate key problematic subjects in South Korean cinema, which include the discourse of modernity, the representation of historical and political trauma, the problems surrounding gender roles, and practices of film culture and industry. The film texts examined in this course include not only the breakthough masterpieces of prominent film auteurs but also popular genre films that enjoyed box-office success. Through these examples, students will examine how the most influential popular art form in South Korea has recognized, interpreted, and represented the Korean societal issues on screen. This course also seeks to establish a balance between understanding South Korean cinema as both a reservoir of historical memory and as an example of evolving East Asian films and world cinema. Through engagement with methodological issues from film studies in each week's readings, including the question of archives, national

cinema discourse, feminist film theory, auteurism, and genre studies, students will learn how to analyze Korean filmic texts not only as a way to understand the particularity of South Korean cinema and history but also as a frontier of cinematic language in the broader history of film. In addition, students in this class will be encouraged to perform the comparative studies with other East Asian cinema in their short papers or the final projects.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS250 Korea in Transition
This course examines the dynamic transformations of the Korean peninsula from the late 19th century to the present. Part 1 explores Korea's political and economic development, focusing on how a country the size of Minnesota came to occupy a pivotal role in East Asian and global politics. In doing so, we trace the historical roots of the divergent paths taken by North and South Korea. Part 2 turns to the sweeping social and cultural changes that have shaped Korean identity and its place in a globalized world. Through a mix of primary sources (including writings from nationalist leaders and everyday people) and secondary works by historians, sociologists, and political scientists, students will learn to place contemporary Korean issues in historical perspective and gain a multifaceted understanding of the peninsula's political, economic, social, and cultural transformations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Prereq: **None**

CEAS251 Financial Markets, Policy, and Crisis: Insights from Japan
This course will use modern macroeconomics and economic history of Japan to shed some light on important questions in macroeconomics. Students will read empirical macroeconomics research not only on the Japanese economy but also on the United States and other countries to develop a sense of empirical research in macroeconomics. The course will also emphasize the major developments of macroeconomic policy in Japan since the Meiji Restoration to appreciate the role of history in understanding contemporary macroeconomic policy debates.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON362**
Prereq: **ECON301 OR ECON302**

CEAS252 Global Philosophy
Philosophy is not now, nor has it ever been, narrowly confined to one culture, tradition, or civilization. As European and then American power reached around the world in recent centuries, so too have Euro-American philosophical traditions acquired a global audience, but other philosophical traditions did not disappear. These other ways of approaching philosophy have been re-emerging or reconstituting themselves--sometimes drawing on and sometimes contesting assumptions from the Euro-American traditions--in what can loosely be called our post-colonial world. This course asks what "philosophy" means in these different contexts and explores how philosophy was and is done within various traditions. In addition, we probe and assess distinct approaches to making philosophy more global, which at the very least must mean more cognizant of the presence of multiple ways of doing philosophy.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL222**
Prereq: **None**

CEAS253 Living a Good Life
For many philosophers, Eastern and Western, philosophy has been more than an effort to answer fundamental theoretical questions. It has been an activity aimed at changing one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of living a good life. How does philosophical reasoning interact with lived practice? How do views about metaphysics or psychology lead to ethical commitments? Despite their differences, Confucians, Daoists, Aristotelians, and Stoics all agreed that philosophy should aim at making us better people. Can such an idea still get traction in today's world? This course will typically have a large-group lecture each Monday, smaller breakout sections with the instructors on Wednesdays in which the texts and ideas will be discussed, supplemented by smaller weekly student-led dialogue sessions on Fridays. For details about the structure of the course and a syllabus of class meetings, along with the locations of plenary lecture sessions, breakout sessions, and dialogue sessions, please see this year's course website and past versions of the course at the following link: https://livingagoodlife.com. Students who would like to explore the ancient Chinese and Greek texts on which the course draws are encouraged to enroll in either of two, optional 0.50-credit classes that are associated with our course: PHIL151 Living a Good Life: Chinese Lab; and PHIL152 Living a Good Life: Greek Lab. These courses will expose students with no prior background to the Classical Chinese and Greek languages. See their separate entries in WesMaps for more information.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL210, COL210**
Prereq: **None**

CEAS254 Breaking the Waves: The Japanese and French New Wave Cinemas and Their Legacy
While the French and Japanese New Wave(s) existed as largely contemporaneous cinematic movements, rarely are they discussed together, instilling the impression of two parallel streams, never to converge or intersect. This course hopes to serve as an intervention into this perceived divide through close readings of these groundbreaking cinematic works and an examination of their revolutionary content in the interest of articulating shared philosophical concerns. In many cases, New Wave filmmakers worked as writers and critics before producing films themselves, a fact that speaks to the intensely theoretical nature of their cinema. This course will therefore examine critical writings published in the space of Cahiers du Cinema, Film Art, and other journals as a means of better understanding the thought process that underlies these films. How do these films figure as a response to that of the previous generation and how did they hope to revolutionize cinematic praxis? What was their relationship to political activism and the events of 1968? Finally, we will consider the legacy of these cinemas: What is the prevailing influence of the New Wave on Hollywood and global cinema? What aspects of the movement have been retained and what has been lost along the way?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **RL&L254**
Prereq: **None**

CEAS255 Irreducible Distance: Japan-Korea Relations through Literature and Visual Media
Despite physical proximity and shared cultural origins, the specter of imperialism and constant influence of economic competition has seemingly resigned Japan and South Korea as two nations that remain forever "close and yet so far."

Beginning with the colonial period (1910--1945) and ending with the current day, this course examines works of literature and visual media from both the Japan and Korea sides that address issues of intercultural relations and communication. What position does Japan for Korea and Korea for Japan occupy in the cultural imagination and how has this image shifted since the end of the colonial period? What role does Japan have in the formation of the North Korean state and articulation of ideology? How do political developments and ongoing issues of war responsibility (e.g., comfort women) continue to dictate the state of Korea-Japan relations? This course will also examine the influence of peripheral spaces (such as Jeju Island) and marginalized groups (such as the Korean minority in Japan) have in mediating discourse between these nations. Finally, recent cinematic works such as Assassination (2015) and Spirits' Homecoming (2016) have witnessed a rekindled interest in the colonial period. We will thus discuss how these films constitute an effort to reexamine and reconstruct these historical events and how they view them as relevant to an understanding of the present day.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS256 Neo-Confucian Philosophy
This course presents critical discussion of issues central to Neo-Confucian (11th--19th centuries CE) philosophers that in many cases are still central in East Asian thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality. While our primary focus is on China, we will also look at distinctive Neo-Confucianism issues in Korea and Japan.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL259, RELI206**
Prereq: **None**

CEAS259 C-Pop in the Shadow of a Rising China
Explore the emotional aspect of a rising China and understand the inner feelings of contemporary Chinese youth through C-pop. How did "red songs" from the Cultural Revolution become popular songs in the 21st century? How did an "extremely soft and feminine" voice threaten the Chinese Communist Party? Why do songs from the "jazz capital of the Orient" trigger nostalgia? How do underground rock and punk bands negotiate their existence? How is rap in China different from that of the US or anywhere else? How do Chinese artists deal with LGBTQ issues and ethnic minority issues in popular music? Why do TV variety shows matter? What future is there for China's burgeoning "internet songs"? Popular music in a rising China presents complex issues of state-sponsored popular culture intersecting with bottom-up popular taste and desire, the repressive collective "we" intersecting with the resilient individual "I" in artistic expressions, the imagined "ancient China" intersecting with contemporary sound and technology, and the intensifying nationalistic sentiment intersecting with China's expanding global ambition. This course offers students opportunities to explore aesthetic, political, and cultural meanings expressed in China's popular music from the 1980s to the present. Chinese language knowledge is not necessary.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC127**
Prereq: **None**

CEAS260 Seeking the Land of the Rising Sun: Introduction to Premodern Japanese History and Culture
This class spans the course of human history on the Japanese archipelago from long before the adaption of the Chinese writing and legal system to the climactic Battle of Sekigahara in 1600, which ushered in the Tokugawa Shogunate. Throughout the course, we will explore many narratives of Japanese history, delving into topics such as politics, religion, war, economics, literature, and the day-to-day lives of the Japanese people across time. By the end of this course, you will have a firm grasp on topics such as the extravagant court culture of Kyoto during the Heian period, the unique relationship between Shinto and Buddhism, the rise of warriors in the provinces, and the eventual breakdown of a centralized state that led to more than one hundred years of civil strife. Further, you will be able to qualify the national and international "image" of traditional Japanese culture that has been crafted through an emphasis on the many connections, however tenuous, that exist between premodern and modern Japan, such as samurai, Bushido, Shinto, sumo wrestlers, ninja, etc. No former knowledge of Japan or Asia is required for this course. All lectures, weekly readings, and books included on the list for the comparative book review will be in English. All readings will be provided save for the required textbook, Japan Emerging: Premodern History to 1850, and the books for the comparative book review. The ebook of Japan Emerging is available for free through the library.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST260**
Prereq: **None**

CEAS261 Classical Chinese Philosophy
Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL205, RELI228**
Prereq: **None**

CEAS262 Human Rights Across Cultures
Are human rights universal? Do cultural differences matter to judgments about human rights? We will look at the current international human rights institutional framework and at theoretical perspectives from Europe and America, China, and the Islamic world. We will look primarily at philosophical materials but will also pay some attention to the premises of international legal documents like the Universal Declaration of Human Rights and to the assumptions behind activist organizations such as Amnesty International.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL272**
Prereq: **None**

CEAS263 China's Economic Transformation
China is a country that is both transitioning to a market-oriented economy and developing rapidly into a global economic power. As such, it has characteristics of both an emerging market economy and a developing country. China is large enough to create its own institutional infrastructure to support a third way between capitalism and socialism. This course examines in detail China's great economic transformation beginning in 1978 in what is often described as a "gradualist" transition to market economy. In the past three decades, the speed of China's development and its growth rates of GDP are without precedent

in history. The course concludes by addressing the incompleteness of China's transition to a mature, developed market economy and by probing the issue of what is left to be done to create a harmonious society.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON263**
Prereq: **ECON110 OR ECON101**

CEAS264 Modern Chinese Philosophy
We will critically examine Chinese philosophical discourse from the late 19th century to the present, including liberalism, Marxism, and New Confucianism. Topics will include interaction with the West, human rights, the roles of traditions and traditional values, and the modern relevance of the ideal of sagehood.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL263**
Prereq: **None**

CEAS265 Japan Since 1868: Society and Culture in Modern Japanese History
This course examines the history of Japan from roughly 1800 to the present. With a broad-ranging observation covering politics, economy, society, culture, and foreign relations, we will look at a variety of historical events that the Japanese people experienced. Our goal is not only to understand what happened when, but also to be concerned with how people at different historical stages saw the world around them. Major historical events, trends, ideas, and people will constitute the vital part of the course; however, we will also inquire into everyday life of ordinary people, whose names do not remain in historical records. We will use a wide range of materials including written sources available in the English language, films, literature, and comics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST207**
Prereq: **None**

CEAS266 Modern Korean Women's Literature and Film
What are the salient issues addressed in Korean literature and film by female writers and directors? In what ways have Korean women intellectuals constructed their own identities in their literary and cinematic representations? How do female-authored works present women's problems in a light that differs from the predominant perspectives of their male counterparts? This course explores the female voice in novels, short stories, poetry, documentaries, and fiction films by Korean women from the 1910s to the present. Through selected works, we examine the struggles of early modern Korean feminists, women's lives in postwar society, and the female experience of displacement and belonging in contemporary Korea. In addition, the class occasionally questions how the Korean women's cinema and literature show the similarity with and/or difference from Chinese and Japanese counterparts in order to better contextualize the Korean cases within the East Asian and even broader world history and culture. In this class, students will gain an understanding of the ways in which women come to a recognition of the problems they face and articulate these specific issues via their unique ways of representation. Through what are largely self-reflective narratives, students will explore how Korean women dealing with an oppressive political and cultural environment that had a variety of manifestations--such as colonialism, dictatorship, national division, and traditional patriarchy--strived to make heard and seen women's voice and vision and present their gendered experience as a critique of the male-centered society. The class consists of occasional film screenings, lectures, presentations, and discussions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS267 Human Nature in Chinese Thought
This is a course on theories and practices regarding human nature in the history of Chinese traditions, such as Confucianism, Daoism, Legalism, Buddhism, and Neo-Confucianism. What does it mean to be a human? Do all humans have something in common? How should we conduct our lives with respect to those common characteristics? Thinkers from both Western and Eastern traditions have offered their own distinctive and thought-provoking answers to those questions. In the West we are more familiar with the concept of "rational animal" which remains the classical understanding of human nature since the time of Plato and Aristotle. In the history of the Chinese tradition, however, very different approaches towards human nature were adopted, such as the concepts of sympathy, effortless action, no-self, and original enlightenment. Together they can offer us some new insights into the concept of human nature beyond just rationality.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL257**
Prereq: **None**

CEAS268 Music and Modernity in China, Japan, and Korea
This course examines the relationships between music and modernity in China, Japan, and Korea and the interactions between the impact of Western music and nationalism and contemporary cultural identities. In particular, it explores the historical significance of the Meiji restoration on Japanese music tradition; the Japanese influence on Chinese school songs; the origins of contemporary music in China, Japan, and Korea; the adaptation and preservation of traditional music genres; and the rise of popular music and the music industry. We will focus on the cultural conflicts encountered by East Asian musicians and composers and their musical explorations and experiments in searching for national and individual identities in the processes of nation-building and modernization. The course aims to provide knowledge on East Asian music genres, insight on the issues of global/local cultural contacts, and a better understanding of music's central role in political and social movements in 20th-century East Asia.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC261**
Prereq: **None**

CEAS269 Chinese Cities
More than half of China's population now resides in cities. Within the next few years, China plans to accelerate the rate of urbanization by building sprawling cities and relocating more people into urban areas. This course explores the history of Chinese cities from the imperial to modern age. Cities were centers of commerce, intellectual activity, and, in the words of historian and political scientist David Strand, "storehouses of political technique, strategy, and sentiment open to anyone with the understanding and the will to inventory to exploit them." We will study how cities supported massive populations with limited resources, inspired new forms of social organization, and transformed the political and social order of China.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-HIST**
Identical With: **HIST117**
Prereq: **None**

CEAS270 Confucian Ethics
Is human nature fundamentally good or fundamentally bad? How do we live a good life? Is there a universally correct priority in value conflicts? This course focuses on various ethical topics that are explored within the Confucian tradition. The course will combine lecture with discussion of primary and secondary sources, as well as group and individual presentations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL266, RELI266**
Prereq: **None**

CEAS271 Political Economy of Developing Countries
This course explores the political economy of development, with a special focus on poverty reduction. We discuss the meaning of development, compare Latin American to East Asian development strategies (focusing on Argentina, Brazil, Mexico, South Korea, and Taiwan), examine poverty-reduction initiatives in individual countries (including Bangladesh, Chile, and Tanzania), and evaluate approaches to famine prevention and relief. Throughout the course, we pay close attention to the role of procedural democracy, gender relations, market forces, and public action in promoting or inhibiting development.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT271, LAST271**
Prereq: **None**

CEAS273 Environmental Politics in East Asia
This is an upper-division course on the environmental politics of East Asia. It will focus on the major environmental issues of our time (pollution, conservation, energy, waste, environmental justice, etc.), and how East Asian countries are coping with them from both policy and politics perspectives. It will cover both transnational and international efforts, as well as national and local initiatives. The course will require that students "do" environmental politics as well as study environmental politics through a civic engagement component.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT273, ENVS273**
Prereq: **None**

CEAS274 Pirates, Traders, and Colonial Settlers in Maritime East Asia
Why is Maritime East Asia so contentious? Why is it emerging as the next global flashpoint? This course examines the historical roots of political tensions in Maritime East Asia by exploring the history of Taiwan. As early as the sixteenth century, merchant-pirates who dominated coastal China and Japan recognized Taiwan's strategic importance. For centuries, Dutch, British, American, and imperial powers used Taiwan as a springboard to gain a foothold in the Asia-Pacific region. Migrants from coastal China, who settled in Taiwan and Southeast Asia, worked with these imperial powers to colonize new frontiers and displace the indigenous population. The territorial disputes, economic rivalry, and business empires that shape our global economic order arise from the centuries-long struggle for dominance over Maritime East Asia. These historical legacies served as the driving force for political change. Maritime East Asia and particularly Taiwan not only transformed into an economic powerhouse but also stand at the forefront in the struggle against authoritarianism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST225**
Prereq: **None**

CEAS275 From Modern Empire to Economic and Cultural Powerhouse: Introduction to Modern Japanese History and
A survey of Japanese civilization from prehistory to the beginning of the 21st century. This course examines Japanese history and culture in chronological order, introducing important events and individuals, prominent literary and artistic works, and recurring themes across the ages. We will explore the definition and boundaries of Japan itself, delving into how the needs of modernization and industrialization propelled colonial and imperialist expansion, which violently reshaped peoples and cultures both inside and outside the country's current borders. across the Japanese archipelago interacted and coalesced into the foundation of what we recognize today as the nation of Japan. The course also also devotes a significant portion of time to Japan post-World War II, examining the political, economic, social, and cultural changes that transformed Japan's international image into a land of peace and tradition today. In addition to the main textbook, the reading assignments incorporate a significant number of primary sources, ranging from government edicts, laws, and ideological tracts to literature and private correspondence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST265**
Prereq: **None**

CEAS278 Gender and Sexuality in Chinese Narrative
This course pays particular attention to gender relations and representations of sexuality in Chinese narrative. This course will require close readings of translated Chinese novels, short stories and movies. We will explore themes and motifs such as gender roles in Confucianism, female chastity, same sex desire, cross-dressing, masculinity and femininity, manhood and misogyny, eroticism, the cult of qing (passion), the New Woman, socialist and post-socialist desires, and writing bodies in the era of globalization. In addition to providing a platform for appreciation of the aesthetic beauty of Chinese narrative, the course encourages students to think about how representations of gender and sexuality incorporate or confront the mainstream moral values and social principles in China. All readings are in English, no prior knowledge of Chinese language or culture is required. No text book requirement.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FGSS288**
Prereq: **None**

CEAS279 The Making of Modern Japan
This class spans the course of modern Japanese history from the dawn of the Tokugawa Shogunate in 1600 to Japan's current struggles with economic recession and declining birth rate. Throughout the course, we will delve into topics such as politics, religion, war, economics, media, and the daily lives of the Japanese people to shed light on how Japan has adapted to the onslaught of new domestic and global challenges that have occurred over the past four centuries. By the end of this course, you will have a firm grasp on topics such as the complex nature of Bushido, the first "miraculous" industrialization of a non-european nation, the rise of Japanese imperialism, the postwar path to pacifism, and Japan's global position as a leader in technology, tourism, public transportation, and soft power. No former knowledge of Japan or Asia is required for this course. All lectures, weekly readings, and books included on the list for

the comparative book review will be in English. All readings will be provided save for the books for the comparative book review.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST279**
Prereq: **None**

CEAS280 Losers of World War II
This course explores the experiences of Germany and Japan in the postwar era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? This course explores these questions by comparing the culture, history, and institutions of these two countries.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT285, GRST267**
Prereq: **None**

CEAS281 Modern Japanese Art
This class is an introduction to the history of Japanese art from the mid-nineteenth century to the present. In this chronological study we will encounter a range of forms--woodblock prints, painting, photography, sculpture, performance, and new media--and we will consider how Japanese artists responded to major societal, political, and economic changes over the last two centuries, including industrialization and modernization, major natural disasters, war, questions of cultural/national identity, and debates centering on what "tradition" meant to artistic practice in the modern and contemporary eras. Using visual analysis as our core skillset, this course will also rely on readings from secondary scholarship, as well as those by Japanese artists and art critics from each time period to help us better understand the historical contexts surrounding each artist, artwork, or art movement.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA281**
Prereq: **None**

CEAS282 Place and Space in Literary Hangzhou
The city of Hangzhou is unique in the Chinese cultural imagination. As a former dynastic capital, Hangzhou is saturated with the intrigues of China's turbulent political and social history. But the city is also famous as a literary and cultural center--a prime leisure location along the Grand Canal; the site of the famous West Lake (just as famously compared to the mythically beautiful Xi Shi); and the setting for numerous poems, short stories, and dramas. This seminar explores the literary culture situated in and around Hangzhou, considering topics such as food, folklore, and tourism, in addition to the city's depiction in poems, short stories, and dramas. Our aim is to explore how the Chinese cultural imagination about Hangzhou--part of a broader imagining of the southern region of Jiangnan ("South of the Long River")--is built through these many layers of texts, histories, and spaces. With Hangzhou as our geographical focus, we consider materials from a range of genres (poems, short stories, dramas, folktales, historical anecdotes) and time periods (Song to late Qing, with reference to the present as well). We consider how the image of Hangzhou is built up throughout time, and how the literary culture in and of Hangzhou is interwoven with the "real" experience of the city as a space/place.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT221**
Prereq: **None**

CEAS283 Asian/American Philosophy
Asian/American philosophy is a new subfield concerned with the philosophical positionality of Asian diasporic peoples. Topics include empire, orientalism, racialization, immigration, war, alienation, diaspora, and creolization.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL281**
Prereq: **None**

CEAS284 Buddhist Art and Architecture
Visual imagery plays a central role in the Buddhist faith. As the religion developed and spread throughout Asia it took many forms. This class will first examine the appearance of the earliest aniconic traditions in ancient India, the development of the Buddha image, and early monastic centers. It will then trace the dissemination and transformation of Buddhist art as the religion moved north and then east through Central Asia, China, Korea, and Japan. In each region indigenous cultural practices and artistic traditions influenced Buddhist art. The class will address topics including the nature of the Buddha image, the expansion of the Buddhist pantheon, the function and reception of Buddhist images, the political uses of Buddhist art, and the importance of pilgrimage, both in the past and the present. Over the course of our study, we will consider four important movements in Buddhist practice: Mahayana, Pure Land, Esoteric, and Zen.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA284**
Prereq: **None**

CEAS285 Pop Music Revolutionaries in Modern Japan
How do musicians, fans, industry stakeholders, and holders of political power use music to tell stories of everyday life? How does music become a means through which different visions for social, cultural, and political life are imagined and articulated, especially in moments of crisis and upheaval? This course introduces the work of influential musical figures in modern and contemporary Japan-from rock stars to folk singers, enka crooners to "idols"-and considers trends and topics in modern Japanese society through the lens of different forms of musical expression. By considering the work of these figures in their own historical contexts and in light of relevant scholarship, the course provides an opportunity to learn not only about songs and artists not often encountered outside of Japan, but also about the everyday historical, social, and political contexts within which they are embedded-and to which, often, they aim to speak back.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS290 Unearthing Early China: Art and Archaeology
This course introduces early China by examining major archaeological discoveries from prehistory through the second century CE. We will analyze the formal and material features of early Chinese artifacts from important archaeological excavations at sites such as Liangzhu, Anyang, Zhouyuan, and Mancheng. We will discuss the ways in which these artifacts and archaeological sites demonstrate early Chinese cosmological beliefs and ritual practices, especially notions related to heaven, afterlife, and the transition from ancestor worship to the pursuit of

personal welfare in immortality. In addition, we will study the iconography and symbolism of objects found in these archaeological discoveries, which would serve as a foundation for the inception of visual arts in the later periods of Chinese history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **ARCP290**
Prereq: **None**

CEAS291 East Asian Archaeology
This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with "Peking Man" and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th-century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP291, ANTH291, ENVS291, IDEA291**
Prereq: **None**

CEAS292 Too Much: Global Melodrama in Film
Often patronizingly dismissed as "women's weepies," this course will examine the proliferation and transformation of melodrama film within various national, subnational, postcolonial, queer, and global contexts. The course will focus on the specific language ad conventions of melodrama. We will watch a wide range of films from India, China, Japan, South Korea, Hong Kong, Hungary, Iran, Egypt, Kenya, Spain, Venezuela, Cuba, Argentina, and Mexico among various global film contexts. Importantly, this course will ask, what are the stakes and implications of "Global" in "Global Film Melodrama"? Moving away from an additive model that often present global film histories as an addendum to the "mainstream" cinemas, the focus will instead be on the emergence and significance of melodrama, and its specific idioms within transnational contexts. The course is open to all sophomores, including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM290, FGSS290**
Prereq: **None**

CEAS295 In Search of the Good Life in Premodern Japan
This course presents works of literature from premodern Japan to consider how people conceptualized and struggled to attain the good life. How did people's evocations of their ideals and desires reflect and engage with the historical reality? How did their social status (such as a Buddhist monk, samurai, or a lady-in-waiting), occupation, and gender contribute to their aspirations as well as struggles? What were their strategies for not just survival but for fulfillment in periods of warfare or disasters? Works will encompass diary literature, essays, fiction, and poems from a variety of authors across most of Japanese premodern history. Practices such as the tea ceremony and works of art will also be discussed to fill out the cultural context.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT226**
Prereq: **None**

CEAS296 Japanese Politics
This introductory course in Japanese politics begins with an overview of the Japanese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas such as industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT296**
Prereq: **None**

CEAS297 Chinese Politics
This introductory course in Chinese politics begins with an overview of the Chinese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas such as industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT297**
Prereq: **None**

CEAS298 The Problem of Language in Chinese Philosophy
The class examines the criticisms of language in various schools of Chinese thought, exploring themes such as the ineffability of the absolute, the rejection of logic, naturalistic criticism of language as a vehicle of propositional knowledge, the "heart that precedes words" in apophatic practice, words as generator of duality, and more. Special emphasis will be given to the paradox of "saying the unsayable" in Daoism and Chan Buddhism, and on the various literary techniques by which the early thinkers have tried to avoid this conflict.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **PHIL297**
Prereq: **None**

CEAS300 Storytelling in Japan's Empire (and its Aftermaths)
This course introduces different forms of storytelling in the Japanese Empire (1868-1945), and considers how the ghosts of Empire continue to haunt storytelling in the postwar era (1945 ~), as well. By considering texts (in English translation) produced by different individuals navigating everyday life in disparate locations across the Empire (including Korea, Taiwan, and the "home islands" of Japan itself), the course aims to move beyond historical timelines of "big events" and introduce the material realities and struggles, the complexities and contradictions of everyday life under Empire. Although it certainly takes up literary "texts" in the traditional sense of short stories, novels, and poetry, the course understands storytelling as occurring through a range of mediums, including film, music, and manga/graphic novels. By considering a disparate selection of literary, musical, and filmic stories from this period, it strives to attend to some of the contested and competing desires of individuals and entities seeking to navigate conditions of empire, colonialism, and war.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT333**
Prereq: **None**

CEAS301 Modern China and the World Since 1945
This class will tackle key international problems in modern China's history over the past 70 years, beginning with the civil war; the Korean war; the Great Leap Forward; the Cultural Revolution; Deng Xiaoping's economic reform; Tiananmen 1989; Hong Kong's reversion to the PRC; democratization movements in China, Hong Kong, and Taiwan; and cross-strait relations over the years. We will explore China's recent assertiveness on territorial issues, as well as the reaction over time to Chinese foreign policy by the United States, Russia, Japan, India, and other key players. In addition to lectures and discussion, we will engage in some role-playing, with students taking various national and bureaucratic positions in mock negotiations and international exchanges. The goal will be to gain a better understanding both of Chinese options and the role of international players during key moments in modern China's history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS302 Minority Voices in Japanese Film and Literature
Although there is no such thing as a "homogeneous nation" in the world, Japan often has been falsely regarded as a country of a singular ethnicity and civilization. Is Japan a nation-state of one race and unified culture? Who are the voices in Japan defying this kind of Japanese myth? How do they claim their rights and agencies as members of Japanese society? What peoples have been discriminated against by other communities, despite their indigenous Japanese roots? What kind of relationship do these internal "others" have with the Japanese state? This course explores Japan's domestic minorities as depicted in Japanese literature and film, whose stories and images have been largely untold and invisible in the mainstream culture. Among the various minority groups in Japan, we will pay special attention to four groups: (1) the country's culturally defined minority group since the feudal era, burakumin (the untouchables); (2) the country's oldest and biggest foreign ethnic group, Koreans ("zainichi"), and other Asians; (3) the people of Japan's internal colony, Okinawa; and (4) Japan's medical outcasts, the victims of atomic disasters in Hiroshima and Fukushima. Students will deal with materials about the specified groups produced by prominent figures in Japanese literary and cinema history. At the same time, students will examine materials created by the otherized subjects themselves to probe how marginalized beings represent themselves in ways that are different from the dominant media portrayals.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FILM232**
Prereq: **None**

CEAS305 East Asian Culture Through Chinese Pop Music (CLAC .50)
Even after the meteoric rise of K-Pop in recent years, Mandarin Chinese Language pop music, also known as Mandopop, remains a highly popular musical genre that influences East Asian popular culture. This course introduces students to the literary history and cultural forces that shaped Chinese popular music. The songs featured in the syllabus serve as a soundtrack to the "Introduction to History: Foundations of East Asian Cultures," as the themes largely mirror the contents of the parent course.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN305, CGST253**
Prereq: **CHIN205**

CEAS306 Cinema and Moviegoing in American Chinatowns: Digital Tools and Storytelling
In the latter decades of the twentieth century, movie theaters dedicated to the screening of Chinese-language cinema dotted Chinatowns and Chinese ethnoburbs across the United States. What historical and economic forces explain the development of these unique exhibition sites, and how can we understand their social and cultural impacts? This seminar explores the production, distribution, and exhibition of Chinese-language films for overseas audiences and the moviegoing cultures that emerged around cinemas in Chinatowns and Chinese ethnoburbs. Units will explore Chinese immigration to North America, the establishment of Chinatowns, and early cinema spaces; Chinese immigrant and American-born Chinese filmmaking pioneers, the growth of "Chinese Hollywood," and challenges to Hollywood's dominant representations of Chinese characters and communities; the significance of diaspora audiences for Hong Kong movie studios and the creation of affiliated film distribution chains in the US; the expansion of Chinese-language cinemas in the 1960s and 1970s; the Mandarin and Cantonese films seen by overseas audiences and their range of appeals; and the social and cultural functions served by Chinese-language movie theaters. Students will learn qualitative and quantitative digital tools for film history research and use them to analyze original data sets, visualize research results, and create interactive GIS maps, storymaps, digital timelines, databases, web pages, oral histories, and other digital work related to cinema and moviegoing in American Chinatowns.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FILM316, WLIT324**
Prereq: **None**

CEAS308 Comparative Urban Policy
Cities are home to more than half of the world's population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now--individually and collectively--major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives--from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what cities in the global north are learning from the cities in the global south, and how cities are bypassing toxic partisan politics in their nations' capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the city of Middletown.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT308, ENVS308, IDEA308**
Prereq: **None**

CEAS309 Scoundrels, Sinners, and Saints: Approaches to Buddhist Life Writing
This seminar will examine a variety of religious biographies and autobiographies in order to evaluate the significance of life writing in the Buddhist traditions of Asia. Materials will cover a broad range of historical periods, from early medieval to modern, and geographic regions, including South Asia, East Asia, the Himalayas, and Tibet. Topics include the structure, function, style, production, and reception of biographies and autobiographies, as well as more thematic questions of religious transmission, soteriology and praxis, formations of self-identity, gender, and the relationships of biographical literature to art and pilgrimage. Readings include primary Buddhist texts in translation supplemented

by secondary scholarship on hagiography and sainthood, literary theory, narrative constructions of the self, and Buddhist history.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI309, GSAS309**
Prereq: **None**

CEAS310 CEAS Senior Seminar
This CEAS senior seminar is limited to CEAS majors. It is intended to be the other half of their proseminar experience, allowing majors to reconnect with their CEAS cohort, reflect on how their study abroad experience has influenced their understanding of East Asia, and facilitate the process of planning their capstone projects.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS311 The History of the Samurai
This course examines the history of Japanese warriors, known among other things as samurai and bushi, from their origins in ancient Japan to the dismantling of the samurai class after the Meiji Restoration in 1868. Through a combination of primary and secondary sources, we will trace the development of warrior power and identity, the rise of warrior power in medieval Japan, the domestication and bureaucratization of warriors during the Edo Period (1600--1868), and warrior discontent with socioeconomic change as one of the driving forces behind the Meiji Restoration. Other themes include the relationship between warrior government and adjudication, the use of Buddhism for legitimation, and male-male intimacy and sexual relations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST311**
Prereq: **None**

CEAS320 Literature and Media in China: From Inscriptions to Print Culture to New Media
What is the relationship between literary texts and "books"? How did people read before the advent of print, and in what forms/contexts did this reading take place? How does the format of a text shape the "message" that text conveys? How have new forms of media, such as digital technologies and the internet, changed how literature is understood and consumed? And how did all of these questions play out in the history of Chinese literature, specifically? This course takes these questions as a starting point to examine the relationship between Chinese literary writing and the media forms in which this writing has circulated over time. The course is divided into three chronological units, based around the following core topics: (I) the material cultures of writing and reading in premodern China; (II) the advent of print and early modern Chinese textual cultures; and (III) forms of new media in modern Chinese literature. We begin each unit by studying some key methodological approaches to Chinese literature and its media forms. We then take up specific texts, examples, and case studies that explore the range of Chinese literary media. For the purposes of this course, the terms "literature," "media," and "text" are all broadly defined. Indeed, a primary goal of this course is to work toward a concept of Chinese literature that takes issues of media, such as materiality, circulation, reading habits, and the process of writing into account.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS325 Challenges to Democracy in East Asia
East Asia is home to a remarkable diversity of political regimes, economies, religions, and cultural traditions. The region includes one of the most repressive countries in the world, North Korea, alongside authoritarian regimes like China that tout political stability and rapid economic growth. At the same time, Japan, South Korea, and Taiwan represent fully consolidated democracies -- albeit ones that continue to grapple with significant domestic and international challenges. This course examines the workings and challenges of democracy in East Asia by addressing questions such as: What are the defining features and challenges of existing democracies in East Asia? To what extent are these features unique to the region? Why do some citizens in East Asia find authoritarianism appealing? How do historical experiences with authoritarian rule shape democratic institutions and political culture today? And does China's authoritarian model present a challenge to democracy in the region?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **GOVT305**
Prereq: **None**

CEAS326 Gender and Sexuality in Japanese History Across the Premodern/ Modern Divide
This seminar explores both changes and continuities in Japanese conceptualizations of gender and sexuality between premodern and modern times. Structured around the notion that modernization produced a paradigmatic shift in Japanese life and thought, the course will examine gender and sexuality as both discourse and practice, considering how Japanese people described, experienced, and shaped gender roles and sexual life in their daily existences. We will investigate the dominant gender system and understandings of gender and sexuality operating in Japan before and during the Edo period (1600-1868), then consider the influence of Western views and concepts like the male/female and heterosexual/homosexual binaries on Japanese society and culture from the Meiji period (1868-1912) through postwar times. Other topics include gendered differences in education, gender performance in kabuki, female and male prostitution, the "gender crisis" of the Japanese modern girl, the salaryman and professional housewife archetypes, and postwar gay masculinities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST327, FGSS334**
Prereq: **None**

CEAS327 Progressive Confucianism and Its Critics
Contemporary "Confucianism" designates a diverse set of philosophical, social, political, and religious approaches that are rooted in traditional East Asia and are playing significant--and increasing--roles in the modern world. "Progressive Confucianism" designates a subset of these approaches, emphasizing the ways that the Confucian tradition has developed throughout the centuries and arguing both that modern Confucianism must continue to develop, and that a properly developed Confucianism has much to contribute to contemporary philosophy and to modern societies. This seminar will explore the background out of which progressive Confucianism has emerged; its distinctive approach and key contributions to Confucianism and to global philosophy more generally; and central criticisms that it has faced, with sources ranging from more conservative (or even fundamentalist) Confucians to liberals and progressives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL327**
Prereq: **None**

CEAS334 Native Matters: Materiality in Indigenous Literatures Across the Pacific
This seminar contemplates the function and representation of materiality in contemporary indigenous literatures. It highlights the centrality of embodied practices in indigenous cultural lives. The primary texts for the course will be literary texts (novels, short stories, essays, and poems) from different indigenous communities, including from North America, East Asia, Austrasia, and Oceania. We may also deal with non-textual materials such as artifacts, maps, clothes, video games, etc. Readings will also include theoretical or philosophical works from indigenous and non-indigenous thinkers on the subject of materials and materiality. The course will thematize materiality in two ways: the first is to understand materiality as a way for indigenous authors to represent or construct various understandings of indigeneity, either in traditional lifeways, modern indigenous realities, or indigenous futurisms, both within and between specific indigenous communities. The second is to engage with thing theory and materiality as a method of literary analysis.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM334, WLIT325**
Prereq: **None**

CEAS340 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, RL&L290, GRST231, RUSS340, RULE340, REES340, ENGL295**
Prereq: **None**

CEAS343 Tibetan Religion
This course serves as an introduction to major themes of Buddhist thought and practice within the cultural and historical framework of Tibet and the wider Himalayan world. In doing so, it examines various approaches to the study of religion and questions traditional definitions of categories such as "religion" and "Buddhism" themselves. Beginning with a close study of Patrul Rinpoche's classic 19th-century guide to Tibetan Buddhism, the early part of the course focuses on the doctrinal foundations of the tradition. This is followed by a historical and more critical examination of Tibetan religious history, proceeding from Buddhism's Indian antecedents and its initial arrival in Tibet during the seventh century through the present day. The course will explore a wide range of Tibetan religious cultures and practices including Buddhist ethics, systems of monastic and ascetic life, ritual activities, sacred geography and pilgrimage, lay religion, as well as the status of Tibetan Buddhism under Chinese occupation and in the West. It will also examine the lesser-known communities of Tibetan Muslims and Christians inside Tibet and in exile. The majority of readings will consist of primary texts in translation, and will concentrate on Tibet's rich narrative literary tradition. These will be supplemented by secondary literature on the study of religion and Tibetan Buddhism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI229, WLIT273, GSAS229**
Prereq: **None**

CEAS346 Contemporary East Asian Cinema
This is a seminar on comparative narrative and stylistic analysis that focuses on contemporary films from Hong Kong, Taiwan, China, South Korea, and Japan, regions that have produced some of the most exciting commercial and art cinema in the last thirty years. We will begin by examining the basic narrative and stylistic principles at work in the films, then broaden the scope of our inquiry to compare the aesthetics of individual directors. Our goals are to analyze the narrative and stylistic tendencies of filmmakers while considering their work in a historical, cultural, and industrial context, and to develop our film analysis skills via formal comparison. Films from Bong Joon-ho, Fei Mu, Hong Sang-soo, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Jia Zhangke, Jeong Jae-eun, Kon Satoshi, Lee Chang-dong, Mizoguchi Kenji, Ozu Yasujiro, Suo Masayuki, Tian Zhuangzhuang, Johnnie To, Tsai Ming-liang, Tsui Hark, Wai Ka-fai, Wang Xiaoshuai, Wong Kar-wai, Yim Soon-rye, Yoon Ga-eun, Yuen Kuei, and others will be featured.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM346, WLIT326**
Prereq: **FILM304 OR FILM307**

CEAS355 Between Asia and Asian America
In this seminar, we will critically examine the relationship between East Asia and Asian America, and explore the disjunction and connection between the two as geopolitical entities, historical concepts, academic fields, and sites of cultural expressions and political identity. Inquiring into key issues such as colonization, diaspora, race and ethnicity, Pacific and the transpacific, etc., this seminar seeks productive engagement between the disciplines without erasing their differences.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS358 Reorienting East Asia: A Thematic Study of China, Japan, Korea, and Beyond
Although the concept of East Asia is firmly cemented in the western imagination, the reality behind the east Asian region -- if one was to call it that -- is far more complex. This course will explore topics in history, politics, religion, language, economics, and modern media as they relate to the three countries usually characterized as east Asia: China, Japan, and Korea. In so doing, you will learn about various connections that bind the countries together as well as the areas in which they do not connect. You will also learn about other players in the region who do not typically receive the attention they deserve, such as Mongolia, Tibet, India, the Ryukyu Islands, and Indochina. By the end of this course, you will be able to highlight unique aspects of each country and qualify the connections made between multiple cultures that have been neighbors for over a millennium.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST359**
Prereq: **None**

CEAS359 Philosophy of Wang Yangming
This seminar offers a broad engagement with Wang Yangming (1472-1529), one of the most innovative and influential of all Chinese philosophers. We will read all of his writings that are available in English translation (his major work, the Record for Practice (Chuan Xi Lu); many of his letters; and a few poems) as well

as the best recent scholarship on Wang, with the goal of both understanding and critically assessing his ideas, as well as opportunities to put Wang's ideas into constructive dialogue with contemporary philosophy. The seminar will also pay attention to the ways in which Wang's ideas have been understood and appropriated by thinkers, activists, and political leaders down to the present day.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL359**
Prereq: **None**

CEAS362 Sumi-e Painting II
Sumi-e Painting II is an advanced class for which Introduction to Sumi-e Painting (ARST 260) is a prerequisite. In this course, foundation techniques will be expanded upon. We will re-examine traditional techniques and composition, and there will be exploration of new contemporary techniques. There will also be experimentation with tools beyond the brush. This course will introduce a concept based approach to narrative and content. Students will be encouraged to develop a personal style and method.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST362**
Prereq: **ARST260**

CEAS363 Microfoundations of Growth in China
The rise of China is one of the most remarkable, if not miraculous, economic events in recent history. The course seeks to present a comprehensive overview of the transition challenges China faces as it continues to move from a centrally planned economy to adopting a greater reliance on market-based mechanisms. By reviewing the microeconomic literature on China's recent economic and institutional transformation, the class hopes to provide a general analytical framework for understanding the economic implications of the process.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON363**
Prereq: **ECON301 AND ECON300**

CEAS372 Hong Kong Cinema
This course offers an introduction to the dynamic history of Hong Kong cinema from 1960 to the present day. The course will acquaint students with Hong Kong's major films, genres, directors, and industrial trends; explore the factors that enabled the Hong Kong film industry to become a regional and global powerhouse; and consider the reasons behind the contraction of the industry since the mid-1990s and the outlook for Hong Kong cinema's future. Screenings will feature the films of Fruit Chan, Jackie Chan, Peter Chan, Chang Cheh, Mabel Cheung, Tony Ching Siu-tung, Chor Yuen, Stephen Chow, King Hu, Ann Hui, Michael Hui, Stanley Kwan, Andrew Lau & Alan Mak, Li Han-hsiang, Lo Wei, Johnnie To, Cecille Tong, Tsui Hark, Wang Tian-lin, Wong Kar-wai, John Woo, Corey Yeun Kwai, Toe Yuen Kin-to, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM372, WLIT327**
Prereq: **None**

CEAS379 Visionary Journeys through Sacred Landscapes: Japanese Art of Pilgrimage
This course examines the ways in which religious paintings were used and viewed in medieval Japan. Emphasis will be laid on images of sacred landscapes and the visionary journeys they inspired. Though primarily conceived as fundraising tools and advertisements aimed at inspiring viewers to undertake a physical journey to the illustrated site, these images became sacred in their own right and were approached by worshipers as one would approach the enshrined deity of the represented site. They also allowed spiritual travel through the images, providing virtual pilgrims with the karmic benefits of actual pilgrimage without the hardships of travel. Each week we will immerse ourselves in a sacred site, reading about its history, deities, religious practices, and unique benefits. We will then look at how these were given visual form and the artistic language developed to endow these visual representations with the power to inspire and move contemporary audiences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA379, MDST378**
Prereq: **None**

CEAS381 Relic and Image: The Archaeology and Social History of Indian Buddhism
This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (first to third century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts, then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodh Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA381, ARCP380, RELI375, GSAS381, ARHA381, ARCP380, RELI375**
Prereq: **None**

CEAS385 Legacies of Authoritarian Politics
This course explores the challenges and legacies faced by new democracies due to their authoritarian pasts. To examine legacies of authoritarian politics, we will first study the key features of authoritarian vs. democratic states. The second part will look at "life after dictatorship" including authoritarian successor parties, political participation, civic engagement, and policing in the post-authoritarian era.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **GOVT391**
Prereq: **None**

CEAS388 Global Film Auteurs
This course offers a comparative introduction to film auteurs from around the world spanning the 1930s to the present day. Our aim is threefold: to analyze the narrative and stylistic tendencies of each filmmaker while considering their work in a historical, cultural, and industrial context; to develop our film analysis skills via formal comparison; and to consider the formation, redefinition, and influence of film canons. Emphasis will be placed on describing and analyzing the functions of narrative and stylistic elements and their effects on the viewing experience. Each week will include two film screenings, a lecture, and a discussion. Screenings will include films directed by Andrea Arnold, Julie Dash, Fernando Eimbcke, Don Hertzfeldt, Krzysztof Kieslowski, Akira Kurosawa, Steve McQueen, Jafar Panahi, Satyajit Ray, Ousmane Sembène, Céline Sciamma, Wong Kar-wai, Agnès Varda, Yim Soon-rye, and Zhang Yimou, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM388, WLIT301**
Prereq: **None**

CEAS390 Politics and Society in Japanese Women's Writing
How have some of modern Japan's most celebrated and insightful authors responded to key events and social conditions in contemporary Japan? What sorts of perspectives have these authors brought to issues of industrial pollution, or to youth crime and social change under capitalism, or to ongoing crises in Okinawa and Fukushima? This course seeks to hear the voices of these authors--and the social actors with whom they engage--by grappling with key modern Japanese literary texts in English translation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FGSS390, WLIT322**
Prereq: **None**

CEAS395 A Wesleyan Student's Guide to Fascism: The Case of Modern Japan
"Fascism" is a term that is frequently encountered in social and political discourse. But what does this term actually mean? How can we conceive productively of different fascisms across different historical moments and (geo)political contexts--including our own? This course will consider fascism in modern Japan, and address the economic, (geo)political, social, and cultural circumstances that incited what we will call "fascist desire" in Japan's imperial moment and beyond. But while the specific experiences and characteristics of historical fascisms are informed by the unique contexts within which they unfold, including Japan's, fascism as phenomenon can never be reduced to national or cultural particularities, or confined to isolated historical moments. As one possible reaction to the experiences of modernity, that is, the specter of fascism is always with us, everywhere. By engaging with primary and secondary texts--scholarship, music, literature, film--that variously analyzed, challenged, bolstered, and critiqued fascism in the context of modern Japan, students will learn to recognize the specter of fascism in their own lived, everyday contexts, and grow in their ability to confront and counter the conditions and desires that help nourish it.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT395**
Prereq: **None**

CEAS397 Cinema and City in Asia
This course will look at the representation of the city in Asian cinema. It will explore links between urban and cinematic space across a range of thematic, historical, and cultural concerns. We will watch a wide range of films from China, Hong Kong, Japan, South Korea, Taiwan, India, Philippines, and Singapore--and learn to critically examine the ways in which cinema becomes an innovative and powerful archive of urban life as it engages with the events and experiences that shape the cultural, social, and political realities of the past, present, and future in Asia. The course is open to all sophomores including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required. Among other assignments like videographic criticism, students will also have an opportunity to make short city films using their phone-cameras and readily available editing software as an option for their final class projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM397**
Prereq: **None**

CEAS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CEAS404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CEAS405 Curatorial Practice and Exhibition Creation
This course in curatorial studies culminates in the curation of an exhibition to be featured in the Center for East Asian Studies (CEAS) Gallery the following semester. Through weekly or biweekly seminars, students will be introduced to curatorial thinking and strategies to develop the academic and practical skills in this practice. Students will learn, consider, and critique the different approaches to the display and interpretation of objects (how they are telling a story and why). Professional experience in the visual arts field will be gained through the planning, research, and realization of a project in the gallery. The course will be co-advised by the Associate Director of Visual Arts, the Exhibitions Manager, and a relevant member of the CEAS faculty, who will consult on the exhibition. The application will be selected by the chair of CEAS who will select one student or group (consisting of at most two students) whose previous experience, coursework, interests, and vision are most suitable. The approach can vary, but it must have an East Asian component. This seminar is an opportunity for students to work with Wesleyan arts professionals and faculty to curate an exhibition in this space. Artists may apply to curate their own work, or a student can curate the work of colleagues. The CEAS Art and Archival Collection (an educational resource collection that includes works of art in various media mostly relating to China in the nineteenth and twentieth centuries) could also be a resource from which to curate an exhibition, which would involve working with the Archeology Collections Manager. Other possibilities include historical explorations of a given topic or didactic approaches that dovetail with the CEAS Outreach program.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS406 Senior Thesis Seminar
This course will guide and support senior thesis writers in CEAS (College of East Asian Studies) to draft, revise, and complete their thesis projects. This course supplements students' one-on-one tutorials with their thesis advisors by offering a dedicated space to develop and discuss their projects in a supportive environment of peers. Over the course of the semester, students will utilize library resources, conduct empirical research, revise drafts of existing work, reflect on their own research and writing processes, and share their findings with classmates. Course materials will be drawn primarily from students' own thesis work.

Course topics include sessions on assessing sources, making strong arguments, formatting and bibliographies, understanding the "state of the field," writing and revising drafts, and sharing research findings. There will be numerous opportunities for giving and receiving feedback on work in progress.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CEAS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CEAS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS413 Korean Drumming and Creative Music Ensemble
This course is an experiential, hands-on percussion ensemble with the predominant instrument in Korean music, the two-headed janggo drum. Students will learn to play a range of percussion instruments including janggo, barrel drum (buk), hand gong (kwenggari), and suspended gong (jing). Through the janggo, drumming students gain first-hand experience with the role music plays in meditation and the benefits it offers to develop a calm, focused group experience. In the end they integrate their focused mind, physical body energy, and breathing through a stream of repetitive rhythmic cycles. The students will be introduced to traditional folk and court styles of janggu drumming. The ensemble plays pieces derived from tradition and new ideas, and creates new works exploring imaginative sounds on their instruments. If there is an opportunity during the semester, the students will have a creative collaboration with a dancer(s) or musician(s) from other cultures. The ensemble will experience a deep respect for the diverse cultural backgrounds of the students developed from the efforts of teamwork and creating music together through Korean drumming. The semester will end with a live performance for the public.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC413**
Prereq: **None**

CEAS414 Korean Drumming and Creative Music Ensemble Advanced
This class offers more advanced techniques for those students who have taken the beginner course or who have some basic experiences in Korean drumming or who have long-term drumming experiences of any other cultures including Western drum set. Attendance and additional practice time are mandatory. In comparison to the beginner class, the advanced class will play rapid, vigorous, and seamless rhythmic patterns on janggu, buk, and kwenggari. Students are expected to be creative in utilizing materials given during the semester. Each student will focus on a lengthy solo work on any of these instruments, as well as ensemble playing. Students will explore both traditional and new emerging styles of Korean drumming. In the end, they will integrate their solos in the ensemble piece and create a new piece. The ensemble will experience a deeper level of drumming from contributing solo work to the ensemble and the efforts of teamwork. They will learn about group activity in music-making through sharing ideas and assisting each other. The semester will end with a live performance(s) for the public.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC414**
Prereq: **MUSC413**

CEAS416 Beginning Taiko--Japanese Drumming Ensemble
This course introduces students to Japanese taiko drumming. The overarching goal of this class is to gain a broad understanding of Japanese culture by studying the theory, performance practices, and history of various genres of classical, folk, and contemporary music traditions. Students will gain a better understanding of the spirit behind the matsuri (festival) and Japanese performance arts through learning basic taiko technique and one or two pieces on the Japanese taiko drum. Students should wear clothes appropriate for demanding physical activity (i.e., stretching, squatting, various large arm movements). Students with a musical background might find MUSC 417 Intermediate Taiko to be a suitable alternative, as it covers the same theoretical and historical content but at an accelerated pace and includes additional repertoire.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC416**
Prereq: **None**

CEAS418 Taiko II: Japanese Drumming Ensemble
This is course is for students who have taken Beginning Taiko. Acceptance to this class is at the discretion of the instructor. Students will learn more advanced techniques in taiko drumming by learning pieces from the Matsuri and kumi daiko performance repertoires.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-MUSC**
Identical With: **MUSC418**
Prereq: **None**

CEAS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CEAS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CEAS423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CEAS424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CEAS428 Chinese Music Ensemble
The Wesleyan Chinese Music Ensemble is a performance group dedicated to exploring the modern Chinese ensemble and a variety of Chinese music styles. It is made up of a number of traditional Chinese instruments, including plucked lutes and zithers, hammered dulcimer, bowered fiddles, bamboo and reed flutes, and percussion. The course is designed to be hands-on and experiential, encouraging students to explore the basic ideas of Chinese music and culture through weekly rehearsals, practices, and performances.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC428**
Prereq: **None**

CEAS460 Introduction to Sumi-e Painting
We will learn basic technique and composition of traditional Japanese sumi-e painting. Sumi-e is a style of black-and-white calligraphic ink painting that originated in China and was introduced into Japan by Zen monks around 1333. We will concentrate on the four basic compositions of sumi-e: bamboo, chrysanthemum, orchid, and plum blossom. We will also study the works of the more famous schools, such as Kano. Students will create a portfolio of class exercises and their own creative pieces.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST260**
Prereq: **None**

CEAS461 Alternative Printmaking: Beginning Japanese Woodblock Technique
Students are taught traditional Japanese techniques for conceptualizing a design in terms of woodcut, carving the blocks, and printing them, first in trial proofs and editions. After understanding how both of these methods were originally used and then seeing how contemporary artists have adapted them to their own purposes, both for themselves and in collaboration with printers, students will use them to fulfill their own artistic vision. Considerable use is made of the Davison Art Center collection of traditional and contemporary Japanese prints as well as many European and American woodcuts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST261**
Prereq: **ARST131**

CEAS467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CEAS469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CEAS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CEAS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHINESE

CHIN101 Chinese Character Writing
This course is the lab course for Elementary Chinese I (CHIN 103) and focuses on the writing of Chinese characters. It is not a course in Chinese calligraphy but in basic writing. Strict stroke order will be introduced. About 600 Chinese characters will be covered. This is required for students who will be taking CHIN 103.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN102 Chinese Character Writing
This course supplements Elementary Chinese I (CHIN103) and focuses on the writing of Chinese characters. It is not a course in Chinese calligraphy but in basic writing. Strict stroke order will be introduced. About 600 Chinese characters will be covered.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**

Prereq: **None**

CHIN103 Elementary Chinese I
Elementary Chinese is an introduction to modern Chinese (Mandarin), both spoken and written. This course is designed for beginners and students who have some Chinese learning experience and would like to consolidate their foundation in Chinese. Students with significant experience speaking Chinese (any dialect) at home should enroll in CHIN105 instead of CHIN103. Students should enroll in a continuation of the course in the Spring or trailing semester to receive the full 3 course credits. Those students who do not enroll in the Spring semester will be given 1.5 credits and the grade earned at the conclusion of the Fall or initial course sequence semester. Please contact the instructor with any questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN104 Elementary Chinese II
Continuation of CHIN103, an introduction to modern Chinese, both spoken and written.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN103**

CHIN105 Elementary Chinese for Heritage Learners
This course is for students who have family backgrounds in Chinese language. It is appropriate for students who are already familiar with basic speaking and have excellent listening comprehension of any dialect of Chinese but cannot read or write. The course focuses on teaching students how to read and write Chinese characters. After this course, most students should be able to continue in second-semester Intermediate Chinese II (CHIN206) or Third-Year Chinese (CHIN218).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN151 Living a Good Life: Chinese Lab (CLAC.50)
This optional "lab" class is intended for students (1) who have taken or are currently taking PHIL 210: Living a Good Life; and (2) who have little or no exposure to classical Chinese. Each weekly session will introduce students to aspects of the classical Chinese language--the written language of pre-20th-century China. Students will be able to read (in Chinese) and discuss (in English) key passages from the Confucian classics on which the Living a Good Life courses is partly based. No previous knowledge of Chinese (classical or modern) is necessary.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL151, CGST224**
Prereq: **None**

CHIN205 Intermediate Chinese I
This course continues an intense and engaging level of practice in listening, speaking, reading, and writing Chinese from CHIN103 and 104. We will conduct classes according to an interactive approach: between the reproductive and the performative, between role-playing and creative participation, and between oral sessions and written texts. Emphasis will be placed increasingly on expressive speaking and writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN104**

CHIN206 Intermediate Chinese II
This course continues all-round practice in listening, speaking, and writing Chinese from CHIN205. We will conduct classes according to an interactive approach: between the reproductive and the performative, between role-playing and creative participation, and between oral sessions and written texts. Emphasis will be placed increasingly on expressive speaking and writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN205**

CHIN207Z Classical Chinese I
This course introduces students to Classical Chinese, the written language of ancient China that has profoundly influenced the development of contemporary Chinese. Many idioms, proverbs, and grammatical structures in today's Chinese can be traced directly back to Classical Chinese, and its texts embody traditional Chinese thought and culture that continue to shape Chinese society today. Through the reading and analysis of selected classical texts, students will gain a deeper understanding of both the linguistic roots and the cultural foundations of modern Chinese. The course is taught primarily in Chinese. Students must have completed CHIN 206 or above to enroll. Those who have not taken a Chinese language course at Wesleyan must contact the instructor and take a Chinese placement test.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN206**

CHIN217 Third-Year Chinese I
Third-year Chinese is designed for advanced beginners who have a firm grasp of the Chinese language but a limited opportunity to expand vocabulary and fluency. The fall semester will cover a number of topics, including: smog, soft power, corruption in China, the craze of studying abroad in China, etc.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN206**

CHIN218 Third-Year Chinese II
A continuation of CHIN 217, this spring semester course will cover a number of topics, including Chinese festivals, cyberbullying and freedom of speech, left-behind children in China, privacy and security, the labor force in China, politics and identity in Taiwan, etc.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN217**

CHIN221 Fourth-Year Chinese I
This course is aimed at students who have completed six regular college semesters of Chinese courses or the equivalent. Its goal is to elevate students' language proficiency to the true advanced level. The course may use language textbooks, newspaper articles, literary texts, professional writing, academic papers, other authentic texts, television programs, and other media materials. The course will be conducted entirely in Chinese.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN218**

CHIN222 Fourth-Year Chinese II
This course is aimed at students who have completed seven regular college semesters of Chinese courses or the equivalent. Its goal is to continue elevating students' language proficiency to the true advanced level. The course may use language textbooks, newspaper articles, literary texts, professional writing, academic papers, other authentic texts, television programs, and media materials. The course will be conducted in Chinese.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN221**

CHIN223 Creative Writing in Chinese
The class will offer students a chance to use the Chinese language both communicatively and creatively in various literary genres including poetry, song lyrics, short stories, travelogues, memoir, plays, film scripts, and so on. The class is divided into three main sections. First, we will engage in close readings of some of the most interesting writings of contemporary Chinese literature that are both well-crafted and culturally significant. Second, using the class readings as reference points, the students will write their own pieces about their daily lives and dreams, oversea experiences as cultural observers, science fiction that portrays a future utopia, adaptations of Chinese ghost stories, and their imaginary lives as nonhuman animals. Third, the students will engage in dynamic class discussions and workshop each other¿s writings.

The class is not a standard advanced Chinese class. Bearing in mind that some of the most memorable Chinese poems and stories are written in simple language, participants in the class will focus on how to use the words and expressions they already know in fresh and innovative ways while expanding the horizon of their understanding of Chinese and global cultures. Native Chinese speakers, heritage speakers, and students who have taken Third Year Chinese and above can take the class and learn from each other in groups. No previous experience of creative writing is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN230 Contemporary Society in China
This is an advanced language course in which students learn by reading and discussing the articles online on various current topics. Topics include culture, academic subjects, and controversial issues. Students will learn specific vocabulary of these topics to further understand the culture and social development of China. By the end of the course, students will have improved their oral and writing proficiency in professional use of the Chinese language.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN301 A Glance at Chinese Literature and Culture
This is a general introduction to classical, modern, and contemporary Chinese literature. Students will read literary works valued greatly in Chinese history which will help frame an examination of Chinese language, literature, and culture. The values of Chinese culture that emerge in and from these texts will be discussed and contextualized.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN302 Narrating China: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Narrating China: Introduction to Modern Chinese Literature (CEAS 202) course. It allows students to encounter a selection of modern and contemporary Chinese literary texts in their original Chinese. As the parent course guides students through major literary movements and themes from 20th-century China, students in the CLAC tutorial will read poems, short stories, or excerpts of longer texts from the same periods in the original Chinese. In weekly meetings, students will discuss the readings in Chinese, to delve deeper into their stylistic and linguistic characteristics unobservable in translations.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Evaluation is based on students' preparedness, participation, and formal oral presentations, and will be tailored to students' language background. If you are unsure about whether your language background is sufficient for the course, please contact the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST302**
Prereq: **None**

CHIN303 Chinese Calligraphy (CLAC.25)
This 0.25 CLAC course will provide students with a brief understanding of the art of Chinese calligraphy through calligraphy practice. They will learn about the characteristics of Chinese calligraphy from the "Four Treasures of the Study," as the tools of calligraphy (writing brush, ink stick, ink stone, and paper). They will understand the development history of Chinese calligraphy from five basic scripts of Seal (zhuanshu), Clerical (lishu), Standard (kaishu), Semi-cursive (xingshu), and Cursive (caoshu). The course focuses on imitation and practice of the Standard script kaishu. Prerequisite: Current or future Chinese class students are preferred.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST252**
Prereq: **None**

CHIN305 East Asian Culture Through Chinese Pop Music (CLAC .50)
Even after the meteoric rise of K-Pop in recent years, Mandarin Chinese Language pop music, also known as Mandopop, remains a highly popular musical genre that influences East Asian popular culture. This course introduces students to the literary history and cultural forces that shaped Chinese popular music. The songs featured in the syllabus serve as a soundtrack to the "Introduction to History: Foundations of East Asian Cultures," as the themes largely mirror the contents of the parent course.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**

Identical With: **CGST253, CEAS305**
Prereq: **CHIN205**

CHIN351 Classical Chinese Philosophy: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Classical Chinese Philosophy (PHIL205) course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **PHIL251, CGST251**
Prereq: **None**

CHIN401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHIN408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHIN409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CHIN420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CHIN465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

CHIN466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

CHIN491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHIN492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHIN501 Individual Tutorial, Graduate
Offering: **Host**
Grading: **OPT**

CHIN502 Individual Tutorial for Graduate Students
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPANESE

JAPN103 Elementary Japanese I
This course is designed for those who have no previous experience studying Japanese. The objective of this course is for students to acquire communicative and functional skills in Japanese. You will learn the basics of speaking, listening, reading, writing, orthography, and sociolinguistics (when to say what and why) of modern Japanese. Textbook Genki Lesson 1 - Lesson 8 will be covered. Each of the 8 lessons covered in this course includes new vocabulary items and expression patterns related to topics such as time, shopping, daily activities, travel, family, and expressing opinion. In addition, students will learn to read and write 46 basic hiragana and katakana syllables and approximately 86 Kanji (Chinese characters). Class meets daily, five hours per week, and includes weekly TA sessions.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**

Gen Ed Area: **HA-CEAS**
Prereq: **None**

JAPN104 Elementary Japanese II
This course is a continuation of JAPN103, and will approach elementary-level Japanese from two angles: form (grammar) and context (social usage). Students will continue to enhance their fundamental skills in Japanese, with a focus on describing thought and action, expressing intent, and developing intercultural and interpersonal communicative abilities (apologizing, giving/receiving advice, making requests, etc.). The course will continue to emphasize reading, writing, speaking, and listening skills, and will familiarize students with various aspects of Japanese culture through the textbook and other media and study materials. Textbook Genki Lesson 9 - Lesson 16 will be covered and 123 additional kanji will be introduced.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN103**

JAPN205 Intermediate Japanese I
This course will approach intermediate-level Japanese from two angles: form (grammar) and context (social usage). Students will learn complex expressions, such as communicating regret, respect (honorifics/humbling), passive experiences, and causative forms. The course will emphasize reading, writing, speaking, and listening skills, and will familiarize students with various aspects of Japanese culture through the textbook and other media and study materials. Textbook Genki Lesson 17 - Lesson 23 will be covered and 107 additional kanji will be introduced.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN104**

JAPN206 Intermediate Japanese II
This course aims to develop the four language skills (reading, writing, speaking, and listening) by addressing a variety of topics, including the geography, speech styles, technology, sports, and food of Japan. Students will also learn various strategies in conversation: asking questions, apologizing, asking for favors and expressing gratitude, asking for advice and getting information, and expressing one's thoughts. Lesson 1- Lesson 5 from the textbook Tobira will be covered and 176 additional kanji will be introduced.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN205**

JAPN217 Third-Year Japanese I
The primary goal of this course is to enable students to acquire Japanese language proficiency through integrating four skills: speaking, listening, reading, and writing. Lesson 6 - Lesson 9 from the textbook Tobira cover different topics, including religion, pop culture, traditional performing arts, and education in Japan. The class meets three hours per week.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN206**

JAPN218 Third-Year Japanese II
This course aims to develop the four language skills (reading, writing, speaking, and listening) by addressing a variety of topics, including convenient things, history, traditional crafts, and nature of Japan. Students will also learn various strategies in conversation: conveying information, talking about past events, explaining how things are made, and extending one's dialogue. Lesson 10-Lesson 13 from the textbook "Tobira" will be covered and 141 additional kanji will be introduced.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN217**

JAPN219 Fourth-Year Japanese: Conceptualizations of Identity in Contemporary Japan
Enrolled students and faculty will determine the twice-weekly, 80-minute class meeting times together.

By placing Japan in a global context and exploring key social, cultural, and political themes through comparative analysis with other nations, this course fosters deep engagement with modern literary texts, current media reports, visual materials, and critical discussions conducted entirely in Japanese. Students will actively interpret complex materials while expanding their understanding of contemporary Japanese society.

Themes explored in the course include:

1) Issues related to the modern Japanese family, including the declining birthrate and aging population

2) Diversity and identity in Japan, addressing topics such as the concept of "Japanese-ness," the experiences of resident aliens and the naturalization process, biracial and bicultural individuals, indigenous groups such as the Ainu, and the experiences of Zainichi Koreans (resident Koreans in Japan) *Note: These themes are subject to change.

By the end of the semester, students will have developed the following competencies:

1) Enhanced reading comprehension of articles on various aspects of Japanese society, with improved speed and accuracy through the study of Kanji characters, grammar, and expressions

2) The ability to analyze and comprehend complex content more efficiently, using acquired linguistic skills to grasp key concepts

3) Proficiency in articulating, both orally and in writing, summaries of learned material in a clear, accessible manner, and expressing well-supported personal opinions

4) The ability to present and critically evaluate differing viewpoints, and engage in thoughtful discussions on various issues

5) A deeper understanding of global perspectives, fostering an appreciation for cultural differences and the importance of intercultural understanding
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN218**

JAPN220 Fourth-Year Japanese: Advanced Japanese through Contemporary Fiction, Essays, and News Reports
In this course, taught completely in Japanese, students will read original works of short fiction, essays in Japanese by well-known contemporary authors, and newspaper and magazine pieces. We will also include several movies and/or television dramas. We will explore various genres and popular themes in Japanese literature and consider style and voice. Through the works we look at, students will also be introduced to advanced Japanese grammar, expressions, patterns, kanji, and vocabulary.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN219**

JAPN228 Conversational Japanese Through Role Play
Using a situational approach, students will learn through spoken practice various Japanese expressions for functions such as requests, invitations, apologies, comfort, encouragement, offers, advice, permission, humility, and how to describe or explain situations, explain procedures, ask for corrections, make excuses, and share topics, etc., in different situations. Additionally, in these situations, students will practice switching smoothly to the most appropriate speech styles (casual/polite/honorific) based on the relationship or psychological distance between the speaker and the listener so that their Japanese sounds "natural" to people they are engaging with out in the "real world." Students will be given situations in class, and they will think of appropriate conversations for those situations, studying through role-playing. Students must adjust the level of politeness based on the given relationship. The role playing and discussions will also derive from students watching scenes from popular Japanese media (movies, drama, internet, etc.) and then talking about them.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **JAPN104**

JAPN229 Debating Japan and the World in Japanese
Tied to courses being offered in the CEAS, students in this course read related literature, scholarly articles and blogs, watch videos and films, and debate in Japanese about current events and issues surrounding Japan, Asia, and the world. Guest Japanese speakers may visit the class. Some possible themes are foodways, educational systems, Japanese relations with other Asian countries, identity and stereotypes, and cultural appropriation. However, an overarching focus will be on the history and current dynamics of Japanese-American relations. All materials, reading and writing assignments, and discussion will be in Japanese, with some comparative materials in English, and some translation by students into English. Native speakers of Japanese are strongly encouraged to participate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

JAPN230 Contemporary Japanese Politics in Japanese
This seminar is a discussion-based class designed for advanced language learners and native speakers of Japanese. We will discuss a wide range of contemporary topics in Japanese society and politics. All texts, discussions, and assignments will be in Japanese. Diverse texts will be used--for example, newspaper, magazine, and academic journal articles as well as video broadcasts and web resources.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

JAPN231 Conversational Japanese Through Role Play II
This course is for students with basic grammatical and structural proficiency in Japanese, but who are interested in improving their speaking skills. This includes (but is not limited to) students who are concurrently taking other Japanese language classes but desire more speaking practice, students who have studied Japanese on their own but are not currently enrolled in a regular class, students who studied Japanese in the past and are looking to refresh their skills, or students who simply want to become better speakers and listeners. It is an opportunity for all students of Japanese to refresh and reinforce their speaking and listening skills. This course employs a situational, role-playing approach (students are given situations in class and asked to generate conversations appropriate to those situations). Language functions learned in JAPN 228 will now be applied in more concrete, real-life situations. Students will encounter and learn various Japanese expressions for occasions such as dining out, shopping, traveling, visiting the doctor, communicating at school, making phone calls, and more. In these situations, students also will practice switching smoothly to the most appropriate speech styles (casual/polite/honorific) based on the relationship between the speaker and the listener. Multimedia sources from Japan (movies, television, websites, etc.) will also be used in class sessions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN104**

JAPN285 Translating Modern Japanese Song Lyrics (CLAC.50)
This course offers students the opportunity to build skills and experience as translators of cultural texts by producing Japanese-to-English translations of the lyrics to select modern Japanese popular songs. Students will formulate their own individual translations of the assigned song each week, and then work together in class sessions to amend and further develop those translations, learning from each other's choices and strategies in order to arrive at the most effective rendering possible. Successful completion of JAPN 218 required; heritage learners, native speakers of Japanese, and others with advanced Japanese language skills (both spoken and written) are welcome in the course, with advance permission from the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST222**

Prereq: **JAPN218**

JAPN401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

JAPN408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

JAPN409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

JAPN420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

JAPN465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

JAPN466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

JAPN491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

JAPN492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

KOREAN

KREA153 Elementary Korean I
Elementary Korean will introduce students to written and spoken Korean. Taught by a native-speaker instructor, the course is useful to students who may have spoken Korean at home as well as to those students who have no previous experience with the language.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

KREA154 Elementary Korean II
Elementary Korean II is the second part of the elementary course in Korean. Students will develop communicative skills in speaking and listening, but increased attention will be given to reading and writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **[KREA153 or LANG153 or ALIT153 or EAST153]**

KREA205 Intermediate Korean I
Intermediate Korean I is the first part of the intermediate course in spoken and written Korean. Various functions of more complex grammar patterns will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able to demonstrate higher levels of balanced communicative skills in speaking, reading, writing, and listening.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

KREA206 Intermediate Korean II
Intermediate Korean II is the second half of the intermediate course in spoken and written Korean. Various functions of more complex grammar patterns will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able to demonstrate higher levels of balanced communicative skills in speaking, reading, writing, and listening.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **KREA205**

KREA217 Advanced Korean I
Advanced Korean I is the first half of the advanced course in spoken and written Korean. Various functions of more complex grammar patterns and vocabulary than those learned in previous levels will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able

to demonstrate an advanced level of balanced communicative skills in speaking, reading, writing, and listening.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

KREA218 Advanced Korean II
Advanced Korean II is the second half of the advanced course in spoken and written Korean. In addition to the textbook, selected readings from news articles and short stories from modern Korean literature will be introduced to help students develop their writing skills and a higher level of reading comprehension. Upon the completion of this course, students will be able to demonstrate an advanced level of balanced communicative skills in speaking, reading, writing, and listening.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **KREA217**

KREA255 Modern History and Culture of Korea: From Imperialism to Two Koreas (CLAC.50)
This course will serve as an introduction to the more recent history and culture of Korea; South Korea's rebirth from the remnants of a devastating war into a globalized country whose cultural influence has grown drastically since the 2000s. We will be discussing politics and diplomacy, economic development and industrialization, the growth of mass culture, and social changes concerning Korean women and family. Key topics will include the colonial period, the Korean War and national division, the struggle for democracy, and Korean pop culture. Course material will include films, dramas, and literature on these topics.

This course will be conducted in Korean. Students who have either completed three years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean are also welcome.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST255**
Prereq: **None**

KREA256 Exploring Korea Through a Multifaceted Cultural Lens (CLAC .50)
This course will address a variety of aspects of traditional and modern Korean culture, ranging from traditional cuisine, music/art, religion, and the modernization of Korea in the 20th century to the Korean Wave, films, education, and the history of Korean pop music. Video clips, movies, and other multimedia materials will be utilized to better facilitate students' learning of Korean culture and heritage. This course will be conducted mostly in Korean. Students who have either completed one or two years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean and heritage speakers are also welcome.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST256**
Prereq: **None**

KREA262 Korean Music from Shamanism to Television (CLAC.50)
This course is open to intermediate learners, advanced learners, and native speakers. The discussion topics will be broadly approached, utilizing various music video examples as vehicles to deeper social, religious, and cultural understanding. These various music examples are from ancient to current Korean music practices. Historically, Korean music was integrated with dance, literature, art, song, and ceremony. Therefore, music (sound) was not separated from other elements but was essential to daily life, community activities, religious practice, artistic collaboration, costumes, food, and the very soul of the Korean people. Traditional Korean music is imbued with the history of court ritual, folk village stories, and myths, in addition to religious rituals of Confucianism, shamanism, and Buddhism. The music is central to a broad range of cultural, social, and humanitarian aspects of Korean life.

Korean traditional music has been evolving for over 2,000 years, and it is now rapidly moving in many directions with contemporary life and influence from Western culture. Historically, music was created as a group activity by village people oftentimes working with a spiritual leader shaman. Currently, the most acceptable music is created and performed by individual performers as a repertoire for TV programs. In the 21st century, as society changes, Korean music is changing also, with differing values of popular culture brought in through recordings, film, and of course the internet. Young musicians go beyond traditional music and are developing a new repertoire that mixes Western instruments or electronics with various traditional instruments. This is a new Korean identity. Newly created Korean ensembles and bands such as K-pop are successfully beginning to dominate the international music scene. In contrast to the formerly inner-looking "Hermit Kingdom," Korea has now entered into instant global communications with the production of more individual music in various styles.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC262, CGST262**
Prereq: **None**

KREA401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

KREA402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

KREA412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

KREA491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

KREA492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COLLEGE OF EDUCATION STUDIES

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

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

AFFILIATED FACULTY

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CHAIR

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Chair, College of Education Studies; Adjunct Professor of Spanish; Adjunct Professor, Education Studies

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Alisha Butler
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Assistant Professor of Education Studies

Jeffrey Goetz
Staff Instructor; Associate Director, Continuing Studies

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Gravity Goldberg
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Philip E. Stern
BA, Wesleyan University; MA, Montclair State University; JD, New York Law School
Visiting Professor of Education Studies

ADVISING EXPERTS

- Undergraduate Education Studies Major (p. 316)
- Undergraduate Education Studies Minor (p. 1123)

EDST101 Introduction to Education Studies
This seminar will provide a space for newly declared education studies majors and minors to come together and develop as a cohort through learning about each other's educational backgrounds and scholarly interests. In addition, students will learn more about the areas of research and pedagogy being implemented by the Wesleyan faculty in education studies and build rapport with faculty members. The course content will cover the areas defined in the education studies major--including human development and learning; pedagogy; social, cultural, historical, and philosophical disciplines in education; transformative justice in education; methodologies in the study of education, including qualitative and quantitative; and the connection and tension between academic coursework and practical experiences in educational settings--and will introduce students to additional approaches and subfields.

Course components will include cohort-building activities to introduce the newly declared majors to each other and their educational backgrounds; collaborative reading and discussion of work taking place at Wesleyan and being studied by faculty in education studies; creating a space to discuss and read further about talks by visiting speakers, colloquia, or other events in the College of Education Studies; guest teaching by EDST and outside faculty; and a reflection paper on the path they plan to pursue through the major/minor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST105 Foundations of Education Studies
This course introduces students to the interdisciplinary field of Education Studies. Drawing on the fields of sociology, cultural studies, political science, psychology, history, and philosophy, this course emphasizes the key tensions and debates in the field of education. Through course readings and class discussions, students will grapple with questions such as: What is the purpose of education? How do we conceptualize what it means "to learn" or "to educate"? What do we teach in schools, and why? What social, cultural, political forces shape the educational opportunity structure and student outcomes? How do students learn, and what does this mean for educational practice? How do we support developmentally appropriate pedagogy in K-12 settings? How do we determine how to assess or measure student progress toward our goals for the purpose(s) of education? Students will be responsible for a variety of course readings and demonstrating understanding through in-class critical writing assignments throughout the course. Students should expect to read about three articles or chapters to prepare for each class session. Discussion facilitations and a final self-study project will allow students to synthesize and deepen their learning. This course is required for Education Studies majors. The course is designed for students in their second year who are seriously considering the major. Prospective Education Studies minors and current majors/minors may be admitted if seats are available during add/drop.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST110F Writing about Teaching: An Exploration of American Educational Ideals through Writing and Film (FYS)
This seminar explores conceptions of teaching and learning through examination of fictional, ethnographic, and documentary accounts of teachers and their work. We will examine the portrayal of teaching in literature, creative nonfiction, journalism, and scholarly field research, as well as in film. What do these forms of representation tell us about cultural perceptions of schooling, teaching, and learning in the 20th and 21st century? What can we learn from close analysis of the ways in which authors use words and images to portray teachers and students? Participants in this seminar will have the opportunity to reflect upon their own perceptions of teaching and learning, to ground those perceptions in a philosophy of education, and to explore the ways in which writing well about teaching, from many disciplinary perspectives, can impact the profession and our understanding of the enterprise of teaching and learning. Students will practice a variety of modes of writing (critical and analytical essays; personal essays;

creative writing; brief ethnography and Lightfoot's social science "portraiture" method) and analysis of both writing and film, as well as visual thinking strategies and techniques for observing and documenting cultures of learning.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-EDST**
Prereq: **None**

EDST114F Why You Can't Write (FYS)
Institutions of higher education have required first-year students to take writing courses for well over a century. In doing so, they have made it clear that educational and professional success are deeply tied to writing skills. But why is this? This class asks what it means to teach students how to write by probing seemingly stable concepts and practices like language and communication. We will discuss the history of writing studies in higher education before taking up debates over literacy, language standardization, education as imperialism and colonialism, theories of writing instruction, assignment design, and assessment practices. In addition to introducing students to the field of composition, rhetoric, and writing studies, so, too, will this course center the practice of writing. As such, students can expect to write, revise, and comment on classmates' writing regularly. Assignments will include a personal literacy narrative, response papers, weekly journals, and creative projects like assignment and rubric design.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT114F**
Prereq: **None**

EDST116F Bad Ideas About Writing: Introduction to Writing Studies
Writing can be a divisive subject. Some people love writing poetry, fantasy, or romance in their free time but start biting their nails at the mention of an assigned writing project in class. Many have grown up hearing their writing is not good enough, that they need to "learn proper English," or that they "can't say that" in a school paper. Bad Ideas About Writing: An Introduction to Writing Studies provides a venue for reflection on writing education and personal literacy. We will analyze attitudes and practices around writing that stem from cultural movements and systemic discrimination. Additionally, students can expect to participate in peer review sessions to develop skills in giving and receiving feedback. This course is ideal for students interested in writing/literacy education as well as those who seek a better understanding of the process and theory of writing to benefit their own practice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT145F**
Prereq: **None**

EDST140 Introduction to TESOL
This Community-Engaged Learning course will explore social issues, classroom management, and current debates related to Teaching English to Speakers of Other Languages (TESOL), as well as learning languages in general. The course introduces the "best practices" of TESOL through current research, practical assignments, and students' reflection on their experience teaching English over the course of the semester. Students will critique existing materials, create their own lesson plans and activities, and conduct teaching demonstrations for our class. Working with community partners, students will also complete 20 hours of teaching/tutoring English Language Learners. This course fulfills both the pedagogy and practicum requirements for the Education Studies major and minor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL143L, WRCT140L**
Prereq: **None**

EDST201 Writing Theory and Practice
Writing is central to education in the U.S., but how does someone learn to write? In this course, students will consider this question by reading theories of composition, debating key concepts of writing such as reflection, transfer, and translanguaging, as well as discussing scholarship out of cultural studies, literacy studies, genre studies, technical and professional writing, and public writing. Together we will explore the potential of writing education, carefully considering how we, as educators, can foster just and innovative writing education. As we read about writing instruction, literacy, and assessment, students will be expected to bring scholarship in dialogue with lived experience. To do so, they will engage in a number of praxis-based assignments, including group work to develop assignments, assessment practices, and curricular recommendations. The course will culminate in a final project of each students' design, that tackles the practicalities of teaching writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT201**
Prereq: **None**

EDST201Z Teaching English as a Foreign Language (TEFL)
This course is designed for students that are considering teaching English outside of the United States in the future. It may be particularly useful for those considering applying for a Fulbright English Teaching Assistant, the JET program, the Peace Corps, or continuing after Wesleyan to get a TEFL or TESOL certificate or master's degree. The course will include basic language acquisition theory, TEFL teaching techniques, readings by sojourners in various programs, and opportunities to reflect on personal reasons for choosing to teach abroad.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT201Z, CGST201Z**
Prereq: **None**

EDST202 Pedagogy for Teaching English to Speakers of Other Languages Tutors
This course offers an introduction to pedagogical techniques and theories for teaching English to Speakers of Other Languages (TESOL). The class is ideal for students considering a career in K-12 education, as the number of students whose first language is not English is rising in the US every year. Students enrolled in this course will gain practical experience by committing to volunteer with an organization working with English Language Learners (options will be provided). They are encouraged, but not required, to continue their service afterward with the Wes ELL Program. There is a volunteering commitment of two hours/week, or 20 hours a semester, minimum during the semester.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT202**
Prereq: **None**

EDST204 Teaching Spanish K-12: Second Language Pedagogy (CLAC 0.5)
This is a community engagement course in which students learn basic principles of language pedagogy and language acquisition to inform their teaching of Spanish to children at one of the Middletown public schools. Readings in English and Spanish; class discussion and assignments in Spanish. Students will

familiarize themselves with characteristics of second language (L2) learning and teaching, a basic know-how on analyzing and preparing materials for language learning/teaching, and L2 teaching as a profession.

Language and course requirement: Students must have recently taken a SPAN course numbered 221 or above. Preference will be given to EDST and HISP majors, as well as juniors and seniors.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN204, CGST218**
Prereq: **None**

EDST205 Multilingual Language Policy
This course explores how explicit and implicit language policies in institutions of power affect businesses, schools, and the legal system. More specifically, the course investigates how language choices, translations, and the policies regarding both affect education, the languages spoken in a country and the policies to preserve or suppress them, bilingual businesses, immigration policies, and the US legal system. We will also discuss the recommendations of scholars for increasing multilingualism in the USA and changing the attitudes toward it, improving education for English-language learners, and efforts to improve non-native English speakers' ability to navigate the legal system. The course is recommended for anyone considering working with English-language learners such as teachers, tutors, NGO personnel, and legal or business professionals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT205**
Prereq: **None**

EDST206 Race and Education Policy
This course will provide a broad introduction to contemporary education policy centered on issues of race/ethnicity. This course introduces the application of economic analysis to education policy. The course will analyze major education policy debates such as school desegregation, school finance, school resources, school choice, student tracking, accountability, educator policies (diversity, certification), special education, college entrance, and the current policy landscape.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON206**
Prereq: **ECON110**

EDST207 Philosophy of Education
This course will explore central questions of philosophy of education such as: What does human flourishing entail? What is knowledge, how does it differ from belief, and how do we gain it? What is learning and what conditions make learning possible? What constitutes a teacher and what role should a teacher have? What should be learned and who should decide? What are the highest and most important aims of education? What does it mean for an education to be liberatory? What kind of education is needed in a democracy? We will seek perspectives from philosophers from traditions including transcendentalism, pragmatism, existentialism and critical theory, and class participants will be invited to articulate their own philosophies of education and to reflect on their educational experiences, placing them in conversation with our course readings. This course fulfills the Category 2 requirement for the Education Studies Major and Minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST209F Religion, Science, and Empire: Crucible of a Globalized World (FYS)
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism: it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI209F, GSAS209F, STS209F, HIST112F**
Prereq: **None**

EDST210 Educational Gaming Lab: Project-Based, Game-Based Pedagogy Approaches
In the past two decades, crowdfunding and renewed interest in games--board games, role-playing games, digital games, and instructional games--have created an increased and diverse gaming production, which has become the subject of several studies, articles, and projects related to all areas of education, from hard sciences to language learning and the arts. In an effort to explore how a game-informed pedagogy can work in various types of courses and to highlight analog and/or digital gaming approaches that have worked inside and outside the language classroom, this course will explore the basics of game-based learning (GBL) and discuss how games of all kinds can inform pedagogical discussions and the creation of learning materials. Educational Gaming Lab is designed as a project-based gaming laboratory that will focus on why and how analog games can be effective tools for pedagogy. Examples will include board games, tabletop role-playing games, escape games, and puzzles. Participants will discuss the application of gaming principles to various subjects and types of classrooms; then, they will engage in a final project in which they will either adapt existing games for specific learning outcomes or create brand new educational games. The course will be conducted in English and games will be created in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **IDEA209**
Prereq: **None**

EDST211Z Understanding Inequality: Psychological and Educational Perspectives
This class focuses on recent work by psychologists, economists, and education researchers examining the effects of growing inequality on our collective mental health and on the school-related performance of children in particular. One class theme is that U.S. economic inequality has grown substantially in the past few decades, so that we now have one of the highest levels of inequality of any advanced industrialized country in the world. A second key theme is how few Americans are aware of the extent of these changes and their effects on the well-being of children and adults. The course also focuses on the nature of the "American Dream" and how distorted perceptions of social mobility affect many Americans' concerns about inequality. The overall class concentrates on how these economic realities and related psychological misperceptions have combined to create a cascade of negative psychosocial and educational consequences, ranging from "deaths of despair" in adults, to increased mental

health issues in children, to the growing polarization of educational opportunities and outcomes at all ages. Among the topics that will be covered are: the growth of wealth and income inequality in U.S. (including comparisons with other advanced, industrialized countries); psychological research on how people perceive and misperceive inequality; the moral nature of inequality in relation to thinking about distributive justice; the psychological literature on the consequences of inequality; and, finally, the limitations of a meritocracy for addressing these consequences. This course fulfills the Category 1 requirement for the Education Studies Major and Minor, and an elective credit for the Psychology Major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **PSYC287Z**
Prereq: **None**

EDST212 Un-Ruley Grammar: Teaching English Grammar to Speakers of Other Languages
What is the past perfect progressive and how do I explain it to my students? Many English teachers use grammar correctly but can't explain why and this course bridges that gap. We'll learn grammatical rules from the ground up and explore effective teaching strategies. As part of that process, we'll explore various theories of grammars from scholars like Chomsky and Halliday, as well as investigate who decides what's "correct" in different contexts and how academic grammar standards emerged. Cross-linguistic comparisons encouraged but not required. This course is designed for writing tutors, English majors, Education Studies students, and anyone interested in English grammar.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-EDST**
Prereq: **None**

EDST213Z Introduction to Social Justice Education
What is social justice? What are the origins and theoretical foundations of social justice education? What are effective methods of teaching social justice? This course will provide a space for students to learn about liberatory methods for teaching and practicing social justice while interrogating the historical discourses that have shaped social justice education. The first half of the course will focus on understanding the history and theoretical underpinnings of social justice education. In this section, we will focus on liberation philosophy, critical pedagogy, feminist theory, postcolonial theory, intercultural communication theories, queer theory, indigenous studies, and disability studies.

The second half of the course will focus on contemporary practices and perspectives related to social justice education with a particular focus on liberatory, dialogic, and nonviolent approaches to social change. The coursework will involve reflection essays on class lectures and readings as well as intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. The culminating project/final will be a research paper wherein students will explore one aspect of their own educational journey and connect it to the course content. Students will be provided a course pack for this class with all required reading materials.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST221 Decolonizing Education
Who determines what is true and worth knowing? How has the construction of knowledge and academic traditions from across the globe been impacted by such phenomena as (post)modernity, (neo)colonialism, and (neo)liberalism? Why do any of the questions above matter to your own personal history, beliefs, and identity? This course will provide a space for students to critically examine the history and development of the discourses that have shaped their educational experiences and their understanding of the purpose of education. The first half of the course will focus on texts and assignments that interrogate how some of our modern epistemological discourses were formed and maintained through the lens of postcolonial studies and critical educational studies.

The second half of the course will center on ways people have worked within these dominant modes of thought to resist hegemonic modern discourses that privilege logical positivism, quantification, objectivism, and Western European histories and ideologies above all else. This course will involve reflection essays on weekly readings, intergroup dialogue, and activities that will encourage students to examine their own connection to the theoretical concepts presented in class. The culminating project/final will be a scholarly personal narrative wherein students will synthesize both what they learned about themselves and the content that was presented during the course.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST221Z Decolonizing Education
Who determines what is true and worth knowing? How has the construction of knowledge and academic traditions from across the globe been impacted by such phenomena as (post)modernity, (neo)colonialism, and (neo)liberalism? Why do any of the questions above matter to your own personal history, beliefs, and identity? This course will provide a space for students to critically examine the history and development of the discourses that have shaped their educational experiences and their understanding of the purpose of education. The first half of the course will focus on texts and assignments that interrogate how some of our modern epistemological discourses were formed and maintained through the lens of postcolonial studies and critical educational studies. The second half of the course will center on ways people have worked within these dominant modes of thought to resist hegemonic modern discourses that privileges logical positivism, quantification, objectivism, and Western European histories and ideologies above all else. This coursework will involve reflection essays on class lectures and readings due before the class starts on Jan. 4th. The synchronous coursework will include intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. The culminating project/ final will be a scholarly personal narrative wherein students will synthesize both what they learned about themselves and the content that was presented during the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST223 Second Language Acquisition and Teaching
This course introduces students to the field of Second Language Acquisition (SLA) and addresses the following questions: How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language?

We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting. Students of French and Spanish may also wish to enroll in RL&L 223L, a 0.5 credit service learning course in which students volunteer in the Middletown Public Schools.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L223**
Prereq: **None**

EDST223L Second Language Acquisition & Pedagogy - Teaching Romance Languages
How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language? This course is intended for students who may be considering a career in education. We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting.

In this service-learning course, students are required to volunteer a minimum of two hours per week in the Middletown Public Schools, assisting French, Italian, and Spanish teachers in their world language classes. Students will write weekly journal entries reflecting on their classroom experience, and will learn to evaluate, adapt, and create pedagogical materials. By the end of the semester, they will have created a portfolio of activities that can be used in a foreign language classroom.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L223L**
Prereq: **None**

EDST224 History & Current Forces Shaping Special Education
In the course History & Current Forces Shaping Special Education, students will critically examine how social/political forces and varying conceptions of disability have shaped special education in the United States over time. Course themes include the historical and legal context of the education of students with disabilities within public schools, the contested nature of disability labels and its effect on pedagogical methods, the racialization of high incidence disabilities in schools, and the lived experiences of students living and learning with disabilities. Students will engage in readings, film viewings, lectures, discussions, and other activities to promote their understanding of the course content. Students will complete two major assignments--an analysis of an education policy or case and its effects on students or special education processes and an in-depth interview with an individual associated with a special education program. This course is intended to prepare students to critically examine past and present special education policy and processes while imagining the possibility of what such supports could do for students in schools.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST225Z Education and Empire
Wherever the U.S. has sought to gain or maintain control, whether by way of enslavement, forced assimilation, settler colonialism, or military occupation and imperialist rule abroad, education has played an all-too-often-overlooked supporting role. Yet wherever this is true, there are also people who have used education as a means of resistance, rebellion, revolution, and liberation. This course offers an introduction to the transnational history of education in relation to the development of U.S. empire both at home and abroad. By bringing together topics often approached separately--like immigration, pedagogy, settler colonialism, African American history, and the history of the U.S. empire--we will interrogate the ways that education has been mobilized to deploy power: controlling knowledge, categorizing and policing difference, administering unequal paths to citizenship/belonging, forcing assimilation, promoting socioeconomic divides, and asserting discipline and control. Topics to be covered include American Indian education and self-determination, African American education in slavery and freedom, U.S. colonial education in the Philippines/Cuba/Puerto Rico, immigration and forced Americanization schooling, Latinx fights for educational access and autonomy, State Department experiments in educational diplomacy, and knowledge production for national security and the war on terror. Throughout, we will draw links between the past and the present and between the classroom and geopolitics. Together, we will ask what it might mean to "decolonize" or "indigenize" education today and work on developing the ability to imagine otherwise.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST226 Contemporary Literacy: What Does It Mean to Be Literate in the 21st Century?
How do humans learn to read and write -- and how has that learning evolved in a rapidly changing media landscape? This course explores the cognitive, social, and cultural processes involved in literacy acquisition, from early development to advanced academic and digital literacies. Rooted in Paulo Freire's concept of literacy as a practice of meaning-making and empowerment, the course invites students to critically examine how literacy is shaped by power, identity, and access.

Drawing on contemporary multiliteracies research, students will explore the diverse ways literacy is practiced in today's digitally mediated world. Special attention will be given to media and information literacy--essential skills for navigating misinformation, algorithms, and fragmented media environments. This course will also center on literacy as the foundation for civic learning and engagement, inviting students to think about the ways schools scaffold citizenry through literacy instruction. Through critical inquiry, hands-on analysis, and reflective practice, students will develop the tools to access, evaluate, and produce information in a way that is ethical, critical, and socially responsive.

This course is ideal for students interested in education, media studies, communication, and anyone seeking to understand literacy beyond the printed word in our complex digital age.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-EDST**
Identical With: **PSYC286**
Prereq: **None**

EDST230 Schools in Society
What role have schools played in the evolution of American society? This course invites you to take a step back from your own K-12 experiences and critically position those experiences within a broader understanding of the U.S. education system. We will consider how education, broadly conceived, has the capacity to maintain and transform social inequalities. We will explore crosscutting themes of race, schooling, democracy, and notions of "progress" by examining topics in school segregation/integration, market-based reforms, pedagogy, learning theories, and the curriculum. This course fulfills the Foundations, Breadth Category 2, or Elective requirement for the Education Studies major and minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST231Z Developmental Psychology
In this two-week, full-credit course, students will learn how children develop across different domains -- physical, cognitive, language, social-emotional, identity, personality. We will emphasize the primary research literature in developmental science and expose students to the fundamental methods and theories used to study how children develop. In the process, we will learn to appreciate the beauty and detail of human development, as well as the ingenuity of research in the field over the last several decades.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC230Z**
Prereq: **None**

EDST232 Italy at School: Biography of a Nation
Soon after the unification of Italy (1861), the Coppino Law extended primary school to five years, making it free of charge and mandatory for its first three years (1877). Edmondo De Amicis would subsequently depict these reforms in his best-selling novel Cuore (1886), a text that introduced some enduring features of school narratives but also many stereotypes, thus attracting constant criticism and inspiring several parodies of its moralistic underpinnings. Ever since then school narratives have become a key component of Italian culture, creating a genre that has thrived especially in the last three decades, with a number of both fiction and nonfiction books published by teacher-writers who have reflected on their experience.

In this course we will study Italy from the perspective of these texts about school that often originated within school walls themselves. In so doing, we will reconstruct the history of a relatively young country, Italy, through the institution that, like no other, has been given the responsibility of "making Italians." At the same time we will question the image of Italian society that school narratives have, intentionally or not, contributed to portraying. In addition to reading Lucio Mastronardi's Il maestro di Vigevano (1962), we will focus on a wide range of materials, including novels, memoirs, poems, popular songs, films, and works of art that, even in the absence of a unanimously acclaimed "classic" of the genre, have shaped the Italian collective imaginary. Materials will be organized around five poles that have been quintessential to the debate on school in Italy across politics and culture: characters (teachers and students, obviously, but also colleagues, classmates, and families), labor and working conditions (including themes such as precarious work, class conflict, labor rights), gender and identity (questioning traditional gender roles and discussing integration of migrants at school), places and geographies (addressing topics from school design to teaching in prisons, as well as center-periphery integration and north-south divide), and actions (both those of teachers and of students, such as obtaining a certification vs. passing a test, disciplining students vs. questioning teachers' authority, resigning from job vs. cutting classes). The course will be conducted in Italian.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL232**
Prereq: **ITAL112**

EDST235 Globalization and Education
As we've seen with the COVID 19 pandemic and social movements against injustice such as the Movement for Black Lives and the movement for reproductive justice, our world is deeply interconnected in many ways, including socially, economically, culturally, technologically, and politically. The ways in which we understand who we are and our place(s) in the world are deeply informed by events, beliefs, narratives, and ideologies that circulate globally. Education has long been a space where these ideas and frameworks have been taken up, contested, and reimagined. In this course, we will draw on scholarship from a variety of disciplines, such as anthropology, sociology, political science, economics, and history, trace key theoretical frameworks and definitions of globalization, such as world culture theory and de/coloniality, and examine globalization's impacts on education around the world. We will also look at major global actors working in education, such as the World Bank, USAID, and UNESCO, and the ways they shape and impact education. The central question that we will grapple with is: How can understandings of the complex forms and impacts of globalization help us track and make sense of our experiences and ideas about what education is and what it could be? This course is a prerequisite for Theory and Methods in Comparative Education. It counts towards the Category 2 requirement of the Education Studies Major and/or Minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST237 Imperial Education: Colonial Template
Where, how, and for what reasons did our modern structures of education originate? Beginning with the sketching out of an educational model in the British Raj, we will examine the dissemination of that model globally, in the British and French colonies of Asia, Africa, the Americas, and among immigrants and the proletariat. How and where does that model change, and to what effect? History will provide the context for our major subject matter: literature focussing on the educational experience. Among our historical and theoretical readings will be Macaulay's Minute on Indian Education, Viswanathan's The Beginnings of English literary study in British India, Wa Thiong'o's Decolonizing the Mind, Freire's Pedagogy of the Oppressed, and José Marti's On Education. We will also analyze literary texts and films, including Narayan's The English Teacher, Beti's Mission to Kala, Dangarembga's Nervous Conditions, Adichie's Purple Hibiscus, the film Sugar Cane Alley, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **GSAS237, ENGL247, AFAM238**
Prereq: **None**

EDST240 Critical Youth Studies
This course will use sociocultural lenses to examine, unpack, and trouble traditional understandings of youth and adolescence--or how society determines,

monitors, and polices how human beings move towards and then reach adulthood. We will use various critical theoretical frameworks to study the assumptions placed on young people by different institutions and systems and the ways those assumptions control how, where, and who young people are allowed to be. Such an exploration is vitally important for the study of education because so much time is spent thinking about what and how young people should learn without ever really considering how we learn what a "youth" is thought to be. This course seeks to let go of normative modes of approaching and understanding the idea of "development" to better appreciate the myriad of ways that young people experience the process of moving toward adulthood.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST241 Children's Literature
Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the "golden age" of children's stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-EDST, SBS-EDST**
Identical With: **ENGL235**
Prereq: **None**

EDST241Z Children's Literature
Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, giving us ways of seeing and understanding the world, investing us with important mythologies, and guiding our identities and behaviors. But who or what is a child? Who creates "children's literature" and what is a child's relationship with it? "Literature," in this case, is often pictorial as much as literate. Our intensive Winter session class will begin with definitions of the child, using images as well as historical and scholarly discussions, then move to an examination of picture books. Illustrations and fairy tales both guide lessons in literacy and language skills, and illuminate the world the child is entering. Next, we examine three authors from the golden age of children's literature in the U.S.: Louisa May Alcott, Mark Twain, and Frances Hodgson Burnett. The course moves into the twentieth century with Laura Ingalls Wilder's creation of the American frontier mythology -- and Louise Erdrich's answer to it. We conclude with Christopher Curtis's The Watsons Go to Birmingham and J.K. Rowling's Harry Potter: a specific history of the U.S., and the allure of historical nostalgia.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-EDST, SBS-EDST**
Identical With: **ENGL235Z**
Prereq: **None**

EDST245 Children's Educational Media: Historical, Psychological, and Pedagogical Perspectives
This course will focus on the evolution of children's educational media from multiple perspectives, including a psychological lens to analyze learning and social emotional development, a pedagogical lens to analyze media content and delivery, and a historical lens to situate educational media within the context of larger society and political trends. Content will also include an exploration of digital media development for children and adolescents, including applications and supportive educational technology through the lens of academic achievement and learning. Students will explore theories, commentaries, and empirical research surrounding children's media production, including an in-depth look at psychological and educational supports for children's media (parental mediation, co-viewing). The course will mainly focus on preschoolers to late elementary students but will discuss the limited educational media intended for adolescents.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST250 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS250, CHUM250, SOC281**
Prereq: **None**

EDST250Z Zero to Infinity: The Psychology of Numbers
What are the origins of mathematical thinking, and why do some people become experts while others get nervous calculating a tip? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their intuitive understanding of numbers, geometry, and space to successfully navigate their environments. Yet, individual differences in math achievement emerge early in development and often persist throughout children's education. In this course we read and discuss both foundational and cutting-edge articles from cognitive science, education, and psychology to understand how mathematical thinking develops. We will also tackle questions such as: How do culture and varying social contexts affect numerical understanding? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? This class will involve a blend of synchronous class-time meetings and asynchronous work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **PSYC288Z**
Prereq: **None**

EDST251 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does

knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP250, SOC255**
Prereq: **None**

EDST252 Introduction to Comparative Education
This course offers an introduction to the field of Comparative & International Education. If the central question is what is education, then how might a comparative perspective yield some insight? In this course, we will consider education in different regions of the world: what counts as education? What spaces and practices are recognized as educational? Who participates? What social, political, and economic purposes and outcomes are associated with education? Why and how do they make "sense"?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST252Z School Systems Around the World: An Introduction to Comparative Education
Nearly every town across the entire planet has a local school. In what ways is the nature of formal schooling the same across vastly different cultural contexts and in what ways does it differ? What kinds of contextual factors (e.g., infrastructure, population size, location, political situation, etc.) influence the setup and approach to schooling in different contexts? In this course, we will examine school systems across a wide variety of cultural contexts and compare them in terms of their underlying philosophy of education, their different approaches to implementing education within their cultural context, and consider the ways in which educational systems around the world are compared (both appropriately and inappropriately).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST253 Educational Psychology
This course will focus on three major topics and how they relate to current educational policy debates. The first topic will be an examination of the fundamental purpose of school. We will discuss theoretical and empirical perspectives on why schools exist and ways in which school purpose varies by school type (e.g., public, private, charter) and location (e.g., by state and country). The second topic to be covered relates to the implementation of school mission. In this context, we will reflect on how theories of child development, student motivation, classroom management, and pedagogy inform instructional practice. Finally, the third major topic that will be covered is how to determine whether schools are achieving their stated goals. We will examine the appropriate (and inappropriate) uses of assessment for understanding whether students are learning, whether teachers are effective, and whether a school has a positive or negative climate. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC253**
Prereq: **None**

EDST266 Language, Inequality and Education
This course explores the complexities of language use and policy in formal schooling, and interrogates the role of education as a site of both linguistic oppression and assimilation as well as linguistic revitalization and diversity. Drawing on research, theory, and practice from a variety of disciplines--such as anthropology, sociolinguistics, language policy and planning, and applied linguistics--we will explore issues such as language ideologies, language and identity, raciolinguistics, and educational language policies (e.g., bilingual education policies). We will also examine specific cases at the global, regional, country, and district level to better understand how micro-level language use, ideologies, and policies are linked to larger macro structures such as white supremacy, capitalism, and coloniality.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST267 Qualitative Methods in Education Research
This course serves as an introduction to qualitative research methods in education and related disciplines. Through readings, lectures, and class discussions, students will develop an understanding of the purposes, philosophical assumptions, applications, and limitations of qualitative research for education-related inquiries. We will explore approaches to qualitative research, such as case study, ethnography, discourse analysis, and youth-led/ participatory action research (YPAR/PAR). We will discuss what it means to conduct ethical research, how our backgrounds influence our observations of the world and what we learn from others, and how, if at all, qualitative research can inform education policy and practice. Students will have opportunities to practice qualitative research skills and become critical consumers of qualitative research. This course fulfills the Category 3 requirement of the Education Studies Major and/or Minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST275 Uses and Abuses of Education Research
The class will critically analyze how research has been utilized--for better or for worse--by scholars who study education, schooling, and young people. Instead of asking "How does one do research?" we will focus our inquiry on a broader set of questions about research within the field of Education Studies. Namely:

- What is research?

- Who does research and/or who gets researched?

- What does research produce?

- What is the relationship between research and knowledge? Research and truth? Research and power?

- How has research been done?

- Who has it traditionally served?

- And what does research do?

By asking these (and other) questions about what comprises "research," we will engage in unpacking how it is we see, observe, perceive, and analyze the educational worlds around us specifically through the lenses of race, gender, class, sexuality, Indigeneity, and ability. Because Education Studies is a field that investigates how and what we learn--and because research, put succinctly, deals with the production and reproduction of knowledges--studying research through the field of Education Studies allows us to study how we learn about knowledge itself.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST288 Teaching and Learning: Designing Opportunities for People to Think, Create, and Innovate
What impacts what we learn and how we learn it? Understanding sociological, psychological and cultural influences--as well as modern brain science--will dramatically affect how we design, plan for, and teach others about specific content and concepts. Written curriculum is the roadmap to learning and reflects the beliefs and values of the organization implementing it. Instruction is how that learning is delivered to the students. Curriculum and instruction--teaching and learning--are the cornerstones of what we learn and how we learn it. Many variables (e.g., language, culture, poverty, race, gender, etc.) impact an individual's ability to access and think deeply about the curriculum. This course will engage in inquiry about how people learn and what impacts their learning, as well as how we can effectively plan for and design learning that everyone can access, regardless of the variables that could potentially impact them.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST301 Senior Seminar in Education Studies
The senior seminar will provide a space for seniors in the education studies major, as a learning community, to reflect on and deepen their knowledge and understanding in core areas of education studies. Students will be expected to bring in relevant material from their other courses; to learn and discuss new material; and to work collaboratively to develop a grounding in the study of education individually and as a group. The course content will cover the areas defined in the education studies major, including human development and learning; pedagogy; social, cultural, historical, and philosophical disciplines in education; transformative justice in education; methodologies in the study of education, including ethnography and quantitative approaches. Discussions will explore the connection and tension between academic coursework and practical experiences in educational settings, and introduce students to additional approaches and subfields. Course components will include: (1) bridging across different students' distinct experiences in their classes relevant to each content area; (2) collaborative reading and discussion of new work beyond the scope of the existing EDST courses; (3) creating a space to discuss and read further about talks by visiting speakers, colloquia, or other events in the College of Education Studies; (4) guest teaching by EDST and outside faculty; and (5) an independent senior project (for thesis writers, this can serve as a scaffold to make progress on the thesis).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

EDST307 Multilingual Learners Literacy Development
In 2021, in the state of Connecticut, approximately 14% of the K-12 population were English Language Learners (ELL) (https://portal.ct.gov/-/media/SDE/Performance/Research-Library/EL-DEMOGRAPHICS-10012020.pdf). This growing population includes students whose written languages vary considerably from English, students whose education has been interrupted due to the chaos of war and resettlement in the U.S., and students who have undiagnosed learning disabilities. This service-learning course focuses on an area of great need for this population -- English literacy. This course will offer students an opportunity to tutor ELLs for 20 hours during the semester while studying and applying the theories and best practices of ELL literacy development. In addition, this course will discuss best practices for teaching math to ELLs, lesson planning, classroom management, and other necessary skills for successful teachers in any field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT207**
Prereq: **None**

EDST310 Practicum in Education Studies
This seminar is intended to help students develop the skills to learn from experience in educational settings, through rigorous reflection, analysis, scholarly inquiry into educational questions, and action/implementation of new ideas. It is designed for students with previous coursework in education, experience in educational settings, or both. Students will be placed in a variety of educational settings in the community and each student will craft an independent study, with ongoing guidance from the professor and from the group, related to their placement. Class sessions will be seminar-style with students sharing and workshopping their studies and their practice. There will be group readings on aspects of education studies including reflective practice, classroom ethnography/teacher research, and observational techniques, but students will also develop individualized reading lists according to the focus of their independent study. In addition to ongoing written work in the form of analytic journals and critical reading synopses, students will complete an individualized final paper or project integrating their research and experience over the semester, and give a final presentation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST311 Community Impact Practicum: Building Capacity to Support Educational Enrichment
In this practicum course, students will build an intellectual and practical framework to guide their volunteer work in educational settings in the local community. What does it mean to "help"? How do we assess the needs of community partners and build the knowledge and skills that will allow us to address those needs? What do we need to know and understand about the people with whom we work? What does research have to say about effective tutoring techniques and practices? How can we design meaningful learning experiences? How can we maximize not only our impact in the community, but also our own growth and learning? Through reflection on experiential learning and the study of scholarship addressing these questions, students will develop knowledge and skills to improve their effectiveness in supporting educational enrichment. Students taking this course must be engaged in at least 90 minutes per week of community service in an educational setting throughout the semester. Please note: If you are looking for a practicum that is more focused on the K-12 classroom experience, please see EDST310: Practicum in Education

Studies. In that practicum seminar, students carry out their own independent study related to their classroom placement.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **CSPL311**
Prereq: **None**

EDST315 Education Law in an Age of Change
This course is an introduction to the legal processes that shape public education in the United States. This course examines constitutional, statutory, regulatory, and case law in education in order to see the efficacy and limitations of using the court to advance change in education. Through readings, class discussions, and assignments, we will grapple with the following questions: 1. What legal processes inform public education in the United States? 2. Which seminal court cases have shaped public education? 3. Who effects legal change in public education? 4. Do the various constituencies of public educational law function within symbiotic relationships? This course is a school law class, not a law school class.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **EDST206 OR EDST207 OR EDST221 OR EDST224 OR EDST226 OR EDST230 OR EDST235 OR EDST241**

EDST320 Early Childhood Practicum: Theory, Practice and Making Learning Visible
In this small intensive practicum course, students will spend a minimum of 2 hours per week working in early childhood education settings. The practical experience will be complemented by contemporary research about early child development, education, policy, and practice. Course topics will be driven by the interests of the group, by the questions that naturally emerge from the practicum placement experience, and by current debates in the field. Such topics include, but are not limited to: assessment and documentation of learning and development in early childhood settings; the unique functions of exploratory play in human learning and development; exploration and critique of developmental milestones and developmentally appropriate practice; in-the-field consequences of new legislation (e.g., Connecticut's 2023HB-06880-R02-BA mandates on play-based learning and raising the kindergarten age); and constructivism and social emotional development. In addition to reading primary sources and working within early childhood classrooms, we will benefit from conversations with experts actively working to integrate research, practice, and policy. Students will write "learning stories" documenting their observations in their field placements, submit response papers to class readings, participate actively in class discussions, and complete an in-depth exploration of a topic of their choice that bridges across the scholarly literature and the field placement experience. This class is available by Permission of Instructor (POI). Previous coursework in education or psychology is recommended.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST323 It's All Happening in the Cafeteria: The (In)Justice of School Food
The National School Lunch Program (NSLP) is a federally-assisted meal program operating in public and nonprofit private schools across the US. In FY 2022, the NSLP provided nearly 5 billion meals to children in preK-12th grade. Given the scale of this operation, school food serves as an important lever for food systems change and a window into food justice through examining production, procurement, distribution, and consumption. This course will look at school feeding programs to explore a variety of facets of the food system including school food policy (with state-level advocacy for universal free meals), farm-to-school, food service workers, and child and household food security. This course is intended as an advanced seminar for students with a background and interest in the related areas of food systems and social justice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **ENVS323**
Prereq: **ENVS197 OR ENVS219F OR E&ES155 OR EES199**

EDST333 Social Media and Development: Constructing the Self Online
Humans typically develop their view of themselves, or their self-concept, through interactions with others in their community. For adolescents, this takes place typically within school environments and other community institutions as they begin to rely less on their parents. With the dawn of social media, these interactions are taking place on a global scale with increased anonymity. How does this social and technological change impact how teens and young adults form their views of themselves? What implications do these changes have for adults who work with adolescent populations? This course will explore these questions, illuminating an understanding of the accepted model of self-concept development and the impacts of social media. Students will also explore related concepts of self-esteem and social development. This course will use empirical research to examine and critique the overall negative view of social media usage amongst adolescents, and train students to probe commonly accepted viewpoints using careful scholarship. The course will provide a discussion of research standards in the field of social media research and encourage critical evaluation of empirical research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **PSYC303**
Prereq: **None**

EDST335 Celebrating Learner Differences: Creating Inclusive Classrooms Using Research
How do humans develop the capacity to learn? This course will focus on the dynamic influence of the cognitive, social emotional, and demographic factors involved in this process, using a research-based framework. Students will be encouraged to evaluate the learning process throughout K-12 educational settings and will explicitly learn to read and critique research in the learning sciences. Students will also evaluate the utility of research in different learning settings and the effectiveness of associated pedagogical tools and strategies.

The course will begin with a discussion on learning sciences research and explicit instruction for research evaluation. Topical considerations will include the development of human memory, executive function, attention, and other cognitive processes that underlie learning and information processing. Students will also explore background factors, including socioeconomic status, and social emotional factors, including motivation and emotion, as predictive and associated factors for learning and information processing.

This course fulfills the Category 1 requirement for the Education Studies Major and Minor. It satisfies the ELECTIVE only requirement for the PSYC major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**

Identical With: **PSYC304**
Prereq: **None**

EDST336 Introduction to Comparative Education
This course offers an introduction to the field of Comparative and International Education. If the central question is "what is education," then how might a comparative perspective yield some insight? In this course, we will consider education in different contexts, ranging from regional foci such as Latin America and Sub-Saharan Africa to country-specific case studies to explore the following questions: What counts as education? What spaces and practices are recognized as educational? Who participates? What social, political, and economic purposes and outcomes are associated with education? Why and how do they make sense? Topics we will explore include gender and education, literacy, and privatization.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST340 The Politics of Education
This course is an introduction to the complex political processes that shape public education in the United States. This course integrates concepts from multiple fields, including political science, government, sociology, and education, to examine how education is both a site of and a tool to manage broader social conflicts. Through readings, class discussions, and assignments, we will grapple with the following questions: Who governs public education in the United States? What forces and processes shape the formulation, enactment, and impact of education policies? How do educators, parents, and youth wield power to propel or resist education policy decisions? How do institutions of higher education, philanthropic organizations, governmental agencies, and other organizations influence the trajectory of education policy? This course will also introduce students to analytic tools that will allow them to unpack and interpret the politics surrounding education.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST341 Case Studies in Educational Innovation and Entrepreneurship
Entrepreneurship, innovation, and reform are defining parts of the fabric of K-12 education in the US and other places, presenting opportunities and risks. For the first two months of the course, we will be visited most weeks by one or more experts who have led or studied innovative or entrepreneurial projects in the education sector. Perspectives and cases to be discussed include the founding of schools and businesses, start-up ventures, social entrepreneurship and nonprofit organizations, educational law and policy, and innovation within public schools and districts. A visit to New York City to visit multiple start-ups and investors is also planned, schedules allowing.

Students will learn from conversations with experts in the field about how to define problems in education, how different people have approached solutions to these problems, and lessons learned. The professor and students will work together to draw connections between the various case studies and to articulate larger principles. Our study will culminate in a guided project in which students will develop or investigate an educational innovation to solve a specific problem that they have learned about, following some of the principles of design and innovation that they have learned.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

EDST342 Questioning Authority: On the Politics of the Teacher-Student Relationship
What is the authority of the teacher in an era where the legitimacy of institutions and curriculum are under fire? Can hierarchical relationships between teachers and students be beneficial for learning and for political life? What are alternative conceptions of the teacher-student relationship? This course will explore different models of teaching within the history of political thought and beyond. From Socrates to the present, the context and manner of teaching has been just as important to political theorists as the content itself. The course will consider how questions of power, sexuality, risk, wisdom, and friendship inform different pedagogical styles and their implications for preparing citizens for democratic life. Readings include John Locke, Immanuel Kant, Alexis deTocqueville, John Dewey, Hannah Arendt, Mr. Rogers, Jacques Ranciere, Bernard Stiegler, Laura Kipnis, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT342**
Prereq: **None**

EDST345 Education Technology - Sociological Perspectives & Implications
How do computers, smartphones, the internet, and other educational technologies impact students and teachers? In this course, students will apply the fundamental tools and approaches of educational and social science research to better understand and evaluate the effectiveness of the educational technologies that surround and support students and teachers around the world. As such, students will learn about the history of education and evolution of technology with a focus on teaching, learning, and assessment applications in K12 education.

Through readings, class discussion, assignments, and analyses of real-world teaching and learning data, students will consider educational technology frameworks, research, practice, and policy. Specifically, students will consider how different student, teacher, and system-wide educational technologies: 1) have impacted students, teachers, families, schools, and communities across a broad range of educational outcomes and groups, i.e., gender, class, race/ethnicity.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST346 Schools and the Carceral Regime: Antiblackness, Education Policy, and the (Un)Free
Over the past several decades, American schools have come to increasingly resemble prisons due to the adoption of certain policies and practices. Specifically, zero-tolerance policies, school-based police officers, metal detectors, randomized searches, and security cameras render the learning environment a container of social control. Although recent policy decisions have worked to undo some of these policies, many remain intact while others have been replaced with new prison-like structures. Together, these approaches illustrate what is commonly called the "school-to-prison pipeline" or "school-prison nexus," and underwrite the ideological justifications for the hyper surveillance of students of color. Moreover, punitive discipline policies are an outgrowth of

an antiblack racial imaginary that positions Black youth as inherently a problem needing to be monitored and controlled.

This course will examine the multiple ways that schools function as carceral sites for Black, Latinx, and LGBTQ+ youth with special attention to antiblackness, education policy, and justice. Through this course, students will have the opportunity to explore expanding notions of carcerality and how carceral approaches inflict physical, psychic, and symbolic violence on vulnerable populations. This course will also explore abolition as a useful praxis to transform schools and improve educational outcomes.

This undergraduate seminar leverages theoretical insights from neighboring disciplines, such as sociology, critical criminology, geography, and philosophy to explore how the carceral regime(s) shapes education policy and school practices. Students enrolled in this course will explore the expanding nature of carcerality and the implications for youth academic outcomes, sense of belonging, school engagement, and conceptions of safety. Given the context-dependent nature of carcerality, students will explore various educational contexts as case studies. In addition to case studies, students enrolled in this seminar will have the opportunity to engage with scholarly texts, podcasts, and films and learn through active class discussion, lectures, and group activities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST346Z Schools and the Carceral Regime: Antiblackness, Education Policy, and the (Un)Free
Over the past several decades, American schools have come to increasingly resemble prisons due to the adoption of certain policies and practices. Specifically, zero-tolerance policies, school-based police officers, metal detectors, randomized searches, and security cameras render the learning environment a container of social control. Although recent policy decisions have worked to undo some of these policies, many remain intact while others have been replaced with new prison-like structures. Together, these approaches illustrate what is commonly called the "school-to-prison pipeline" or "school-prison nexus," and underwrite the ideological justifications for the hyper surveillance of students of color. Moreover, punitive discipline policies are an outgrowth of an antiblack racial imaginary that positions Black youth as inherently a problem needing to be monitored and controlled.

This course will examine the multiple ways that schools function as carceral sites for Black, Latinx, and LGBTQ+ youth with special attention to antiblackness, education policy, and justice. Through this course, students will have the opportunity to explore expanding notions of carcerality and how carceral approaches inflict physical, psychic, and symbolic violence on vulnerable populations. This course will also explore abolition as a useful praxis to transform schools and improve educational outcomes.

This undergraduate seminar leverages theoretical insights from neighboring disciplines, such as sociology, critical criminology, geography, and philosophy to explore how the carceral regime(s) shapes education policy and school practices. Students enrolled in this course will explore the expanding nature of carcerality and the implications for youth academic outcomes, sense of belonging, school engagement, and conceptions of safety. Given the context-dependent nature of carcerality, students will explore various educational contexts as case studies. In addition to case studies, students enrolled in this seminar will have the opportunity to engage with scholarly texts, podcasts, and films and learn through active class discussion.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST349 Urban Education Policy and the Politics of Reform
This course examines enduring issues embedded in the policy and politics of urban education reform. This course will introduce students to a broad range of education reform strategies, such as market-based approaches to education, state takeover of school districts, and enhancing school, family, and community partnerships. Additionally, we will examine the political dynamics that propel reform efforts. This course conceptualizes urban as a geographic location and as a specific set of issues associated with urban environments. Although we will primarily focus on the policy and politics of education reforms within the context of urban centers across the United States, students will have opportunities to apply their knowledge to a wide range of contexts. This course fulfills the Category 2 requirement of the Education Studies Major and Minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST352 Human Rights and Education
Since the end of World War II, the idea of human rights has spread around the world with numerous documents, laws, and programs created to promote human rights in and through education. Within human rights discourses, education has emerged as simultaneously a right in and of itself, a crucial space that can either reproduce discriminatory practices or subvert and resist them, and a means through which knowledge of human rights can be promoted. But what do these developments in human rights and education mean in the everyday lives of formerly and currently colonized and oppressed peoples in the US and around the world, for whom education has been and continues to be used explicitly as a tool of oppression, forced assimilation, and violence? This class will explore this and other key questions related to human rights and education. What does it mean to be human, and how do we learn to be human? What rights mark a human being, who has them, and how do we learn who has them? Who, if anyone, should have a right to education? If they have a right to education, what kind of education is it? How does education as a human right relate to human rights education, and what are the implications of this relationship for our understanding of what changes to existing schooling systems might accomplish in terms of expanding and improving all humans' rights?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST354 Seminar on Intelligence and Creativity
What does it mean to be smart? Who decides whether something or someone is creative? The answers to these questions are of great consequence as they often determine who gets access to scarce resources. This course will introduce students to some of the most vibrant and lively debates in the fields of intelligence and creativity. Our goal will be to discuss relevant theories and evaluate empirical data associated with various perspectives and approaches to understanding these important constructs. In addition, students will gain familiarity with and critically evaluate how intelligence and creativity are

measured, as well as the usefulness of different measures for predicting the success of individuals and organizations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC354**
Prereq: **None**

EDST354Z Seminar on Intelligence and Creativity
What does it mean to be smart? Who decides whether something or someone is creative? The answers to these questions are of great consequence as they often determine who gets access to scarce resources. This course will introduce students to some of the most vibrant and lively debates in the fields of intelligence and creativity. Our goal will be to discuss relevant theories and evaluate empirical data associated with various perspectives and approaches to understanding these important constructs. In addition, students will gain familiarity with and critically evaluate how intelligence and creativity are measured, as well as the usefulness of different measures for predicting the success of individuals and organizations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC354Z**
Prereq: **None**

EDST355 The Long Struggle: Examining New Perspectives on Education Reform
Black Teachers' ongoing struggle to enact anti-racist practices and policies while navigating segregation and significant resource challenges provide powerful testimony of the peculiar limitations of traditional urban education reform movements.

This course will help students understand the inextricable links between student achievement, opportunity, and community progress by examining African American teachers' experiences in schools. The historical and present-day experiences of Black teachers will be used to anchor the analysis of education reform through the eyes of too often marginalized communities. This course will review historical narrative, examine present-day policy, and allow students to gain first-hand perspectives from "front-line" education and policy leaders.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST358 Fugitive Perspectives on Education and Civil Society
In 1946, the African American novelist Ann Petry imagined what a white schoolteacher might think about working with black students in Harlem, New York: "Working in this school was like being in a jungle. It was filled with the smell of the jungle, she thought: tainted food, rank, unwashed bodies." Petry had herself worked in Harlem schools. She also held credentials from well-heeled white schools in Connecticut. Despite her own academic success, she questioned the inherent value of schools that regarded black children as if they were untamed savages. Challenging prevailing narratives of excellence and achievement, this course examines fugitive perspectives of black, Indigenous, LBGTQ, and poor folks who resisted compulsory schooling and avoided conscription into so-called civilized society. If, as historian Michael B. Katz has argued, US schools "are imperial institutions designed to civilize the natives; they exist to do something to poor children, especially, now, children who are black or brown," then why should any self-respecting black or brown child endure such schooling? What might so-called truants, illiterates, failures, burnouts, dropouts, and delinquents teach us about education and civil society? The history of education, however, has largely been interpreted from a biased perspective--namely, those who have been successfully schooled. We will therefore search for contrary voices in fragments of oral culture, ranging from slave narratives to folktales and recorded music. Contemporary scholarship will inform our analysis. Interdisciplinary scholars such as James Scott, Eric Hobsbawm, Tera Hunter, Saidiya Hartman, Lisa Brooks, and Audra Simpson will illustrate how to read against the grain and unearth hidden transcripts from classic authors such as W.E.B. Du Bois, Carter G. Woodson, Anna Julia Cooper, and Gertrude Simmons Bonin.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **AFAM358**
Prereq: **None**

EDST360 Curriculum Analysis & Design: What We Teach, Why It Matters, and What Could Be
The topic of curriculum -- what is taught, what counts as knowledge, who gets centered, and what is left out or made invisible -- is a central component of education studies. All stakeholders are impacted by the curricular decisions about what is taught in schools. The concept of what curriculum is -- a pre-packaged textbook or a district-created roadmap -- has shifted across time and has implications for what it means to be a teacher. Curriculum also impacts whose experiences are included and excluded from courses and how we prepare students for life beyond school. This course will help students develop understanding of the scholarship around curriculum as well as gain first hand experience both analyzing and creating curriculum themselves. In this course, students will come to understand what curriculum is and isn't, the process of creating and adopting curriculum from a systems perspective, and the many competing forces behind decisions that get made. A deep dive into curriculum can add a bridge between theories of culturally responsive pedagogy, critical studies, conceptions of literacy, civic education and actual practice. Course content will be useful for students thinking about careers as teachers, policymakers, journalists, researchers, or educational publishers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST364 Race, Nation, Empire, and Education
This course engages students in developing frameworks for understanding the historical and contemporary role of education in race-making, nation-building, and imperial projects. We focus on how educational processes shape the material, cultural, social, and political aspects of people's lives, and how these contend within a changing global landscape. Topics include education's dual role in settler colonialism and its potential for decolonization; scientific racism and discourses about intelligence; institutions of higher education and their entanglements with slavery and imperialism; education in colonial and post-colonial settings; legislating bodies and intimacies among young women of color; and education as a site for producing hegemonic notions of ideal citizen-subjects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **EDST230 OR EDST235 OR EDST241 OR EDST349 OR EDST221**

EDST373 Religion, Science, and Empire: Crucible of a Globalized World
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism, it was abetted by it. Meanwhile, religion

was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI373, STS373, GSAS373**
Prereq: **None**

EDST380 Advanced Research Practicum in Media and Literacy
Students in this course will participate in new and ongoing research projects within the College of Education Studies. Students will also be given the opportunity to design aligned individualized research projects to enhance their experience and help them to explore individualized areas of interest. This course will require students to search for and synthesize relevant literature to create literature reviews, practice extensive academic writing, and evaluate methodology. Students will also participate in data collection when appropriate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **EDST335 OR EDST226 OR EDST333**

EDST399 Abolitionist University Studies
This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten's provocation to reinterpret abolitionism as "not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society." Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **SOC399M, FGSS311**
Prereq: **None**

EDST400 Ford Seminar
The Ford Seminar continues the training and professional development of the Writing Workshop staff.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT400**
Prereq: **None**

EDST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST405 Teaching Fellowship for National Education Leaders
This course is for students to serve as Teaching Fellows for a course with the National Education Opportunity Network (neonopportunity.org), which provides college courses to Title I and Title I-eligible high schools nationwide. Please inquire with the instructor for information on course topics available this semester. Students will: -Host weekly 45-minute synchronous discussion sessions with 15-25 high school scholars via Zoom to enhance their engagement with course content, expose them to college-level seminar-style discussions, and help improve their analytical and metacognitive skills. -Evaluate and provide feedback on student work. Specific time assignments for sessions with high school students and required Teaching Fellow group meetings will be scheduled at the same time every week based on availability. This course counts for 10 hours toward the 20-hour practicum requirement in the EDST major or minor. The other 10 hours can be completed by repeating this class or through an independent practicum.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **QAC302, CSPL305, PHIL208**
Prereq: **None**

EDST406 Education Research Lab
In this lab course students will learn about and participate in educational qualitative research. Students will learn how to do document analysis focused on legislative mandates on professional development in Connecticut over the last 15 years. In addition, they will observe the professor conducting interviews and focus groups with educators to help identify themes. Students will be trained to use qualitative data to identify trends, themes, and possible findings.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

EDST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **OPT**

EDST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

EDST465 Education in the Field, Undergraduate
Offering: **Host**
Grading: **OPT**

EDST466 Education In The Field
Offering: **Host**
Grading: **OPT**

EDST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

EDST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

EDUCATION STUDIES MAJOR

MAJOR DESCRIPTION

The Major in Education Studies (EDST) helps students understand education and its relationship to society. Students will critically analyze educational institutions, practices, and theory—from early childhood through adulthood—using local, national, and global lenses. Foundational courses provide a background in the philosophy, history, and psychology of education, and further study illuminates aspects such as human development and cognition, pedagogy, curriculum design, methodologies, and sociocultural approaches. Rounding out their academic work, students in the major will gain direct insight through a hands-on practicum experience.

ADMISSION TO THE MAJOR

Students intending to major in Education Studies should submit a major request through their WesPortal. It is best to do this as early as possible so that you can receive emails and updates about the major that will help you with academic planning. Students who will declare at the canonical time (spring of sophomore year) should enroll in EDST105, Foundations of Education Studies, which will be taught in the spring semester every year.

Education Studies is a linked major. It can only be declared and completed in addition to a primary major. There are no restrictions on the choice of a primary major. Students are encouraged to declare the Education Studies Linked Major in the spring of the sophomore year. Late declarations of the Major will be accepted through the spring of the junior year, and students may be admitted to EDST 105 as space allows during the drop/add period.

MAJOR REQUIREMENTS

Students must take a minimum of 10.5 credits plus a practicum experience, with a qualifying course (at least .5 credit) or an independent practicum experience. Some courses can count toward different requirements, but students need to choose which requirement is being fulfilled by which course: an individual student cannot use the same course to fulfill multiple requirements toward the Major.

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

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

These are the requirements for the Major in Education Studies:

Code	Title	Hours
Cohort Courses		
EDST105	Foundations of Education Studies	1
EDST301	Senior Seminar in Education Studies	1
Core Course		**1**
Breadth Requirement		
Category 1: Cognition, Development, & Science of Learning		1
Category 2: Social & Structural Analyses of Education		1
Category 3: Research Methods & Data Analysis		1
Electives		**3**
Broader Contexts		**1**
Pedagogy		**.5**
Practicum		**.5**
Total Hours		**11**

COURSE PETITIONS

Students may petition to substitute a different course to meet a requirement by completing this petition form (https://forms.office.com/Pages/ResponsePage.aspx?id=eWz9qXFt80mREQyOWR3D0ZrbqMi0a91AqegIpgTx3ytUNDVQQ0FUU0NNWEExRzVPS1IyS
The petition form asks students to justify the substitution and to upload a syllabus or other supporting information. Substitutions are not allowed for cohort courses. Students will be notified via email whether their petition requests are approved. Once approved, students request the exception via Stellic in their WesPortal.

COURSE LISTS AND ARCHIVE

Click here to view all courses for the current year, as well as the course archive of all approved courses that fulfill requirements for the Education Studies Major. (https://docs.google.com/document/d/1gtZCuuzvRH8epYls8AF5EhE_RVAuvGu6A-gONyk-D_k/edit?usp=sharing)

COHORT COURSES

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

Code	Title	Hours
EDST105	Foundations of Education Studies (!)	1
EDST301	Senior Seminar in Education Studies #	1

! Gateway course - normally taken in sophomore year; can be taken junior year for students who enter the Education Studies Major late.

Taken in the fall of senior year.

CORE COURSE

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

Code	Title	Hours
Foundations Course		
EDST230	Schools in Society	1
PSYC/EDST253	Educational Psychology	1

BREADTH COURSES

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

Category 1: Cognition, Development, & Science of Learning

Category 2: Social and Structural Analyses of Education

Category 3: Research Methods & Data Analysis

ELECTIVE COURSES

These courses can comprise any combination of courses in the Core or Breadth categories, and up to two Pedagogy classes. Students may petition for transfer credits that are relevant to Education Studies to count as electives.

BROADER CONTEXTS COURSE

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

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

PEDAGOGY & PRACTICUM

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

- Students must take a minimum .5 credit course focused on pedagogy; there are several .5 and 1 credit courses with this focus offered at Wesleyan. Pedagogy courses are listed below.
- Students must also complete a teaching practicum/in-school experience with a minimum of 20 hours of student contact. The practicum experience does not need to be credit-bearing, as long as the 20 hour requirement is met.
- Students can meet both the pedagogy and practicum portions of the requirement separately, or they can meet them with a single 1-credit course (i.e., a service learning course that provides 20 hours of student contact *and* covers elements of pedagogy). Apart from service-learning courses, many options exist to fulfill the practicum requirement through JCCP programs, summer programs, teaching apprenticeships, and internships while studying abroad. Some ideas are listed below.
- If the practicum experience is something other than one of the approved ~~listed~~ courses listed below, students must submit a petition (https://forms.office.com/r/NGNdKLRucW) to get the experience approved in advance. Keep in mind that the experience must be fully documented with at least 20 hours of student contact.

STUDENT LEARNING GOALS

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

STUDY ABROAD

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

The Education Studies homepage maintains a list of study abroad programs that are relevant to Education Studies and that offer courses students could use to fulfill major requirements. Students are encouraged to study abroad if that

makes sense for their educational goals, but are not required to do so. Education Studies faculty are supportive of study abroad experience for many reasons, particularly the broad cultural perspective that it affords.

PRIZES

TRANSFER CREDIT

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

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

HONORS

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

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

Students should submit a declaration of interest to the department chair(s) in the spring of their junior year.

CAPSTONE EXPERIENCE

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

COLLEGE OF FILM AND THE MOVING IMAGE

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

AFFILIATED FACULTY

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

CHAIR

Scott Higgins
BA, Oakland University; MA, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison
Director, College of Film and the Moving Image; Chair, Film Studies; Curator of the Wesleyan Cinema Archives; Professor of Film Studies; Charles W. Fries Professor of Film Studies

EMERITI

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Corwin-Fuller Professor of Film Studies, Emerita

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Professor of Film Studies, Emeritus

FACULTY

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Artist-in-Residence, Film Studies

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Marc Robert Longenecker
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Professor of the Practice in Film Studies

Randall M. MacLowry

BA, Wesleyan University
University Professor of Film Studies and Co-Director of the; University Professor of Film Studies and Co-Director of WesDocs

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Tracy Heather Strain
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Corwin-Fuller Professor of Film Studies; Professor of Film Studies and Co-Director of WesDocs

SECTION HEAD

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VISITING FACULTY

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Visiting Professor in Liberal Studies

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Ben Model
BFA, New York University
Visiting Professor of Film Studies

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

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

Yared Zeleke
MFA, New York University
Visiting Professor of Film Studies

DEPARTMENTAL ADVISING EXPERTS

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

- Undergraduate Film Studies Major (p. 1073)
- Undergraduate Film Studies Minor (p. 1124)

FILM104 Introduction to Collaborative Documentary Filmmaking
In this immersive, time-intensive, hands-on introduction to the documentary film process, students will create compelling stories where real people are the protagonists and narratives are informed by real life. Through close study and analysis of feature-length and short documentaries, plus active research, writing, producing, directing, shooting, sound recording, editing, and re-editing, students work in three-person crews to rigorously explore the power and possibilities of nonfiction storytelling and record, engage with, and understand our present moment. Each fall, the course has a theme around which film screenings and student projects are organized; for 2024, our focus will be food, farming, and sustainability. Students should expect to spend up to 10 hours of work per week outside the class time shooting, editing, and working collaboratively with their classmates, including multiple weekends. Film production experience is not required. Lessons include how to craft a compelling nonfiction narrative based on interviews and research, how to build partnerships with the protagonists of the stories you want to tell, how to shoot on-camera interviews and observational footage, how to record and edit sound, and how to edit using Adobe Premiere. Students will present works in progress in all phases of the creative process and actively participate in constructive critical discussions of one another's work. For more information about the course please visit: https://collaborativedocumentary.wescreates.wesleyan.edu/

PLEASE NOTE: This course has no prerequisites, is open to non-majors/minors and is not a FILM major/minor elective.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM105 Writing the Moving Image: Coming of Age
Designed for first-year students, this is an introduction to some of the core fundamentals of visual storytelling through an exploration of coming-of-age films. How do characters' emotional worlds guide their actions? How are characters informed by and created by the places they inhabit? How is a scene the building block -- as well as a microcosm -- for a film as a whole? Through close study and analysis of a wide variety of short and feature length coming-of-age films, weekly writing assignments, and in-class writing workshop sessions, students will explore the power and possibilities of story craft and learn how to write short film loglines, synopses, outlines, and screenplays. Students should expect to spend several hours per week outside of class reading, writing, and watching films. Over the course of the semester students will present works in

progress, participate in constructive critical discussions, offer weekly editorial feedback to their peers, and develop two short film screenplays.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM158 Form, Story, and Genre: An Introduction to Wesleyan Film Studies
What does it mean to "study film" at Wesleyan? Get a taste of the College of Film's approach to visual storytelling in this online course featuring genres and filmmakers from across our curriculum. We will consider how film guides viewers on an emotional journey through image and sound, with classes devoted to melodrama, comedy, action, horror, documentary, film noir, and the movie musical. In all cases, we explore the moment-by-moment experience of the viewer as guided by specific cinematic choices of editing, cinematography, staging, performance, sound, alignment, point-of-view, and placement of the audience. Instead of interpreting what films mean, we will seek to understand how they capture our attention, how they absorb us into stories, and how they make us feel. Guest lecturers will include members of the CFILM faculty. Each week students will watch one or two feature films on their own and gather for two lecture/discussions. This is a for-credit class (pass/fail) with grade determined by participation and two quizzes.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM201 Film Crew
This is a course designed to train students in the main positions on a film production using the small-crew model. It covers sound recording, lighting, assistant directing, gripping, and gaffing.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM202 Difficult Women: Post/Feminism in Television Comedies and Dramedies
Although postwar family sitcoms represented women as homemakers, one of the first and most popular sitcom wives also articulated discontent with domestic femininity. Lucy Ricardo became the prototype of the "unruly woman," a figure with feminist potential whose desires exceed and disrupt dominant gender norms. As those norms have shifted, so have TV's unruly women. Second-wave feminism, anticipated in I Love Lucy, was incorporated into a 1970s cycle of comedies centered on single working women whose career aspirations were rewarded. Over the following decades, a postfeminist sensibility dominated television comedies and dramas and became central to a gendered neoliberalism in which energetic individuals "empower" themselves. In recent years, a new type of female protagonist has emerged. Alongside the can-do optimism of single-women comedies from The Mary Tyler Moore Show to Sex and the City to 30 Rock and Parks and Rec, a stream of comedies and dramedies, made largely by and for women, have depicted a variety of flawed, difficult, unruly women coming of age under conditions of socioeconomic precarity, whose less focused energies seem to articulate a more uncertain, downbeat, post-recessional mood. In this course we will situate the latter cycle in relation to both the longer history of televisual representations of women and to the current state of feminist politics. Among the shows we will look at are: I Love Lucy, Bewitched, The Mary Tyler Moore Show, Sex and the City, Ally McBeal, Girlfriends, The Mindy Project, 30 Rock, Parks and Rec, Girls, Insecure, Broad City, Better Things, Two Broke Girls, New Girl, Crazy Ex-Girlfriend, Jane the Virgin, Unreal, Abbott Elementary, Fleabag, Dear White People, and Somebody Somewhere.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ANTH397, FGSS397**
Prereq: **None**

FILM203 Hollywood and Big Data
Taught by a media research executive with a long industry experience this course is designed to provide students with an introduction and understanding of how the media industry is using data to make decisions that shape the art landscape of our times. Data around consumer behavior--what, how and why people are watching--has exploded recently and is extensively used in making decisions about what TV shows and movies to produce, how to promote them and how to make them. The course will explore how the media industry quantifies different kinds of content, the ways in which people watch and pay for that content, and how value is attributed across the media landscape. Students will be introduced to essential "media metrics" (e.g. viewership, box office, engagement) and learn to evaluate different data sets for their integrity and representative insights. Visiting media executives will discuss how data informs their jobs ("evidence-based decision making"). Assignments will include written briefs based on different data sets and a final project presentation highlighting skills in analyzing and presenting insights extracted from media research data. By the end of this course, students will be familiar with key decision-making tools in the media industry and be able to analyze and understand the impact on media output
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **QAC203**
Prereq: **None**

FILM210 The Foundations of Cinema
This course offers a seminar-style, comparative introduction to film form and aesthetics through an exploration of films from around the world spanning a range of eras. Students will learn how to describe and analyze the key formal elements of a film, including plot structure, narration, cinematography, editing, sound, and mise-en-scène (sets and props, costumes and makeup, lighting, and performance). Emphasis will be placed on discerning the functions of formal elements and how they shape the viewing experience.

Classes will integrate lecture, discussion, and creative exercises designed to provide students with the opportunity to both analyze and experiment with the formal elements of film. The course will also highlight Shanghai's pivotal role in China's rich film history, including a field trip to the Shanghai Film Museum. The material in this course will enable students to expand their understanding of global film history; assess the unique visions of individual filmmakers; develop their descriptive and analytical skills; and practice fundamental filmmaking techniques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM230 Introduction to Korean Cinema
During the last few decades South Korean cinema has taken center stage in world cinema with the phenomenal success of its film industry and critical acclaim in the global context. However, Korea has boasted a thriving film culture and aesthetics since the "golden age" of the 1950s, of which renowned contemporary directors such as Bong Joon-ho and Park Chan-wook have claimed

they are the inheritors. This course introduces Korean cinema from its beginnings in the colonial era to its recent achievements. While learning the concepts and theories of film studies as well as the cultural and political contexts to which Korean film culture has responded, students will explore films by key directors that constitute the crucial "moments" of South Korean cinema. We will examine the main topics in Korean cinema, including colonial production, the liberation and Western influence, nation and nationalism, modernity and women, gender politics, realist and modernist cinema, popular cinema and cultural depression, the Korean New Wave, democratization and political cinema, the Korean blockbuster, the questions of "Koreanness," and the "Korean Wave" in the global film market. The course also seeks to establish a balance between understanding Korean cinema as both a reservoir of historical memory and as an example of evolving world cinema. Through engagement with methodological issues from film studies in each week's readings, including the question of archives, national cinema discourse, feminist film theory, auteurism, and genre studies, students in this course will learn to analyze Korean filmic texts not only as a way to understand the particularity of Korean cinema but also as a frontier of cinematic language in the broader history of film.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS212**
Prereq: **None**

FILM231 Wartime Film Culture in the Japanese Empire
Just as in many other countries, cinema, within a short time of its emergence, became the most popular entertainment in modern Japan. Mindful of this, the Japanese government tried to turn the country's film industry into an arm of its propaganda machine to support its imperial program, especially the military component. This began with Japan's invasion of the Chinese continent in 1931 and lasted through the end of World War II in 1945. How did Japan's private film studios respond to such governmental efforts? How did wartime Japanese cinema manage to strike a balance between being entertainment and political texts? What are the characteristics of Imperial Japan's wartime film culture, and how are they different from the counterparts in other countries? Was the campaign to support war via movie productions in Japan successful, in terms of providing seamless propagandistic messages? What kind of legacy has the wartime film culture left in contemporary Japan and East Asia? In order to answer these questions, this course explores film culture of Imperial Japan and its territories during the wartime era, spanning roughly from the early 1930s through 1945. We will watch wartime films, and at the same time examine the ways in which the film culture coexisted along with other forms of visual propaganda practice and political discourses. While probing how the films reflect the "virtues" of wartime conservatism, patriotism, perseverance, and self-control, this course will explore topics that include the propaganda culture of wartime Japan as a whole, Nazi propaganda and Japan, cultural films, monumental cinema, films featuring Japan-China or Japan-Taiwan romances, children-centered films, "kokumin eiga," films of volunteers and Japanese Spiritism, "Military Mothers" and gender, and the defeatist aesthetics and cracks in Imperial Japanese cinema. While we will for the most part watch and discuss films directed by the Japanese of mainland Japan, including such prominent directors as Mizoguchi Kenji and Kurosawa Akira, the films produced in the Japanese colonies of Korea, Taiwan, and Manchuria--whether independent productions or collaborative efforts--will also be examined. Film production in colonial Korea, in particular, was quite vibrant, relative to the cinematic output of Taiwan and Manchuria. We will observe how the films made in Japan's colonies joined the empire-wide filmic war-mobilization campaign, presenting their own justifications for war cooperation. Ultimately, this course will ask what kind of relationship Japanese cinema has had with the state and Japanese nationalism during the mid-century of Japan's tumultuous modern history.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS238**
Prereq: **None**

FILM232 Minority Voices in Japanese Film and Literature
Although there is no such thing as a "homogeneous nation" in the world, Japan often has been falsely regarded as a country of a singular ethnicity and civilization. Is Japan a nation-state of one race and unified culture? Who are the voices in Japan defying this kind of Japanese myth? How do they claim their rights and agencies as members of Japanese society? What peoples have been discriminated against by other communities, despite their indigenous Japanese roots? What kind of relationship do these internal "others" have with the Japanese state? This course explores Japan's domestic minorities as depicted in Japanese literature and film, whose stories and images have been largely untold and invisible in the mainstream culture. Among the various minority groups in Japan, we will pay special attention to four groups: (1) the country's culturally defined minority group since the feudal era, burakumin (the untouchables); (2) the country's oldest and biggest foreign ethnic group, Koreans ("zainichi"), and other Asians; (3) the people of Japan's internal colony, Okinawa; and (4) Japan's medical outcasts, the victims of atomic disasters in Hiroshima and Fukushima. Students will deal with materials about the specified groups produced by prominent figures in Japanese literary and cinema history. At the same time, students will examine materials created by the otherized subjects themselves to probe how marginalized beings represent themselves in ways that are different from the dominant media portrayals.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS302**
Prereq: **None**

FILM234 Introduction to Russian and Soviet Cinema (CLAC.50)
This course provides an introduction to the history and poetics of Soviet and Russian cinema--in Russian. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia. Students will learn the key works, names, events, and concepts of the Russian cinematic tradition. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film studies in Russian and English. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. This class consists of lectures and focused discussion of films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS234, CGST234, REES234**
Prereq: **RUSS202**

FILM250 Computational Media: Videogame Development
This course examines the interplay of art and science in the development of contemporary videogames using the Unity development platform and commercial artistic game tools. Students develop a comprehensive understanding of computational media, including legal and commercial aspects, combined with hands-on experience in a creative process that integrates design, art, and coding. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to better understand the challenges and rewards of producing graphic interactive software within a professional context.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **2.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **IDEA350, COMP350, CIS350**
Prereq: **None**

FILM290 Too Much: Global Melodrama in Film
Often patronizingly dismissed as "women's weepies," this course will examine the proliferation and transformation of melodrama film within various national, subnational, postcolonial, queer, and global contexts. The course will focus on the specific language ad conventions of melodrama. We will watch a wide range of films from India, China, Japan, South Korea, Hong Kong, Hungary, Iran, Egypt, Kenya, Spain, Venezuela, Cuba, Argentina, and Mexico among various global film contexts. Importantly, this course will ask, what are the stakes and implications of "Global" in "Global Film Melodrama"? Moving away from an additive model that often present global film histories as an addendum to the "mainstream" cinemas, the focus will instead be on the emergence and significance of melodrama, and its specific idioms within transnational contexts. The course is open to all sophomores, including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CEAS292, FGSS290**
Prereq: **None**

FILM300 First Things Film
First Things Film is a 0.5-credit seminar to be taken along with FILM 307 Cinematic Storytelling. We will focus on the fundamentals of thinking and writing about film, expanding on ideas presented in FILM 307 and exploring a diverse range of historical and contemporary movies. Assignments are geared toward supporting and deepening skills for success in FILM 307 and The College of Film and the Moving Image. This class welcomes enrollments from historically underrepresented groups and first-generation college students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM301 History of Spanish Cinema
This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematics. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.
For a detailed description of the objectives, materials, viewing requirements and modes of assessments, please visit the course web site at: https://span301.site.wesleyan.edu/
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L301, COL334**
Prereq: **None**

FILM302 Not Just Neorealism: Italian Cinema, Its History and Politics
This introductory course on Italian cinema, taught in English, investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural, and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism and neorealism (as well as its contested legacy), from a consideration of the "exquisite" examples of the auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastrone, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others. Additional material includes readings in film theory and criticism, Italian history, literary sources, screenplays, and interviews. For interested students with advanced competency in Italian, there will be a .50 credit (CLAC) discussion section, ITAL245/CGST245, at a time to be determined but very likely after our second class of the week. Italian and Romance Studies Majors, please see additional comments below.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L245, WLIT248**
Prereq: **None**

FILM303 History and Analysis of the Animated Cinema
We will study the major trends in animation from its inception through our contemporary period with an emphasis on aesthetics and storytelling. Our main questions: How has the animated film developed and been defined as a film technique, a genre, and an art form? American works will be in conversation with Eastern European, Russian, Canadian, British, French, and Japanese animated film and television. Our approach is grounded in the rigorous historical study of form.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM304 History of Global Cinema
This class will cover prehistory, early cinema, and the classic cinemas of Russia, Germany, France, Japan, and Hollywood, as well as the documentary and experimental traditions. This course is designed for those wishing to declare the film major as well as a general education class. It is one of several that may be used to gain entry into further work in film studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM305 Sophomore Colloquium for Declaring Majors
This course is designed for sophomores who have completed the CFILM gateway courses and wish to deepen their exploration of film art via a collaborative hybrid of film studies and film production. The course spans three units, each focusing on a set of films with similar generic, tonal, setting, or story attributes -- e.g., comedy, noir, suspense/horror. The beginning of each unit will involve watching and comparatively analyzing feature films, searching for different cinematic solutions to shared questions or different applications of common cinematic tools. Each unit will gradually shift to more fine-toothed film analysis -- e.g., scene breakdowns -- which will then transition to pre-production and production at the CFILM soundstage and/or set house. Each unit will culminate in the filming of a short scene, and students will rotate through different on-set roles across the semester. Through linking film analysis and film production, students will gain a closer understanding of the creative decision-making process in cinema. They will learn how to identify, discuss, understand, and execute a variety of filmmaking tools. Hopefully, this course also encourages students to find new favorite movies in unexpected places, to discover topics that draw them to further study in future film electives, and to better know their sophomore classmates via a collaborative, small class setting.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM306 First Things Film
First Things Film is a 0.5-credit seminar to be taken along with FILM 304 History of Global Cinema. We will focus on the fundamentals of thinking and writing about film, expanding on ideas presented in FILM 304 and exploring a diverse range of historical and contemporary movies. Assignments are geared toward supporting and deepening skills for success in FILM 304 and The College of Film and the Moving Image. This class welcomes enrollments from historically underrepresented groups and first-generation college students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM307 Cinematic Storytelling: Styles, Tools, and Journeys
This history and analysis course explores how fundamental changes in film technology affected cinematic storytelling. We will consider the transition to sound, to color, to widescreen, and more recent "digital revolutions." Each change in technology brought new opportunities and challenges, but the filmmaker's basic task remained the emotional engagement of the viewer through visual means. We will survey major directors and genres from across history and point forward to contemporary cinema. Our aim is to illuminate popular cinema as the intersection of business, technology, and art. Through film history, we will learn about the craft of filmmaking and how tools shape art.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM308 The "Hollywood" Musical
The musical genre, born in the Hollywood studio system and taken up by filmmakers around the world, has been a wellspring of cinematic invention for nearly a century. We will trace the history of the form and examine specific approaches to the genre (Busby Berkeley, Astaire/Rogers, Freed Unit, etc.). Through the musical, we will consider: the relationship of emotion to form in cinema; how filmmakers control audience perception of the cinematic world; the interplay between story and spectacle; popular film's personal and communal address; the potential for abstract experimentation in studio films; and the complexity and value of entertainment. We will study the contributions of individual stars, producers, directors, composers, and art directors and consider how different filmmakers define the genre. Songs will get stuck in your head.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM309 Film Noir
This course is an in-depth examination of the period in Hollywood's history in which the American commercial film presented a world where "the streets were dark with something more than night." The course will study predominant noir themes and visual patterns, as well as the visual style of individual directors such as Fuller, Ray, Mann, Lang, Ulmer, DeToth, Aldrich, Welles, Tourneur, Preminger, and Lewis, using their work to address how films make meaning through the manipulation of cinematic form and narrative structure. In the latter portion of the course, we will also look at noir's influence on modern cinema and the rise of "neo noir."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM311 Israel in Therapy: Society Under the Influence of TV Series
The course deals with the prototypes of the Israeli character as they appear in the original Israeli TV series In Treatment, and other Israeli TV series, such as Florentine and A Touch Away. We will compare the structure and the characters of the series to other dramatic Israeli series, examine the appearance of the characters, and discuss the similarities and differences between the roles they perform. In addition, we will examine the role of television drama series as a tool to define and characterize our societies, and also look over the five characters that appear in the first season of In Treatment, define them, and examine the five prototypes of the Israeli character they represent.

The instructor is the co-creator and head screenwriter of the original version of the TV series In Treatment as well as the Center for Jewish Studies distinguished Visiting Professor.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Identical With: **CJST234**
Prereq: **None**

FILM312 The Short Film: Study and Practice
For first-time filmmakers, the short film is an essential learning tool for finding and honing a personal vision. This course is designed for prospective majors and introduces the core fundamentals of visual storytelling for short fiction films. Through close study and analysis of a wide variety of short films by established and emerging filmmakers, students will learn how to identify and employ the principles of narrative structure and examine the strategy and impact of formal choices on the viewer. Course assignments include a short film analysis paper, loglines and treatments, pitch deck presentations, and two short film screenplays. Please note: This course cannot be taken simultaneously with other screenwriting courses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

FILM313 Videographic Criticism
Since the 2010s, audiovisual essay practice or videographic criticism has set the foundations for a new mode of film scholarship by editing, remixing, reinterpreting, and deconstructing media. In this course, we will explore the recent history and practice of videographic criticism and create original video essays and accompanying theoretical statements. Students should expect to spend several hours reading, writing, watching, and video editing outside of class per week. Weekly screenings and readings will include work featured in journals including [in]Transition: Journal of Videographic Film & Moving Image Studies, Tecmerin Journal of Audiovisual Essays, ASAP/Review, and others. Prior experience with Adobe Premiere Pro is helpful but is not required. Students will produce weekly video essay exercises, write two short papers, and create a final project video essay.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **FILM304 AND FILM307**

FILM314 Directorial Style: Classic American Film Comedy
This course examines the personal formal and narrative style of various American film directors and personalities in the comic tradition. The class will discuss the overall worldview, the directorial style, and the differing functions of humor in films of each director and/or personality. The course is organized roughly chronologically: the first section focuses on silent- and studio-era filmmakers like Buster Keaton, Ernst Lubitsch, Frank Capra, and Billy Wilder; the latter section looks at contemporary filmmakers who have advanced and/or drawn influence from these earlier traditions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM316 Cinema and Moviegoing in American Chinatowns: Digital Tools and Storytelling
In the latter decades of the twentieth century, movie theaters dedicated to the screening of Chinese-language cinema dotted Chinatowns and Chinese ethnoburbs across the United States. What historical and economic forces explain the development of these unique exhibition sites, and how can we understand their social and cultural impacts? This seminar explores the production, distribution, and exhibition of Chinese-language films for overseas audiences and the moviegoing cultures that emerged around cinemas in Chinatowns and Chinese ethnoburbs. Units will explore Chinese immigration to North America, the establishment of Chinatowns, and early cinema spaces; Chinese immigrant and American-born Chinese filmmaking pioneers, the growth of "Chinese Hollywood," and challenges to Hollywood's dominant representations of Chinese characters and communities; the significance of diaspora audiences for Hong Kong movie studios and the creation of affiliated film distribution chains in the US; the expansion of Chinese-language cinemas in the 1960s and 1970s; the Mandarin and Cantonese films seen by overseas audiences and their range of appeals; and the social and cultural functions served by Chinese-language movie theaters. Students will learn qualitative and quantitative digital tools for film history research and use them to analyze original data sets, visualize research results, and create interactive GIS maps, storymaps, digital timelines, databases, web pages, oral histories, and other digital work related to cinema and moviegoing in American Chinatowns.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS306, WLIT324**
Prereq: **None**

FILM318 Awesome Cinema: Religion, Art, and the Unrepresentable
How does one represent the unrepresentable? In particular, how might a medium like cinema, founded on recording the visible world, move us to sense something beyond human experience? Various artistic, religious, and religiously artistic traditions use mystery, horror, surprise, disgust, and pleasure to evoke the uncanny, the majestic, the terrifying, and even the sublime in us. This class examines how filmmakers prompt audiences to feel awe (which might be awesome, awful, or both) and how that relates to religious engagement with the non-rational. Noting parallels in painting, ritual, architecture, and other means of expression, we consider how art structures emotion, perception, and cognition to exceed representation of the known. This class will examine how aliens, avatars, black holes, death, deities, demons, saints, saviors, superheroes, and nature have been conduits to that which appears to escape reason.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **RELI318**
Prereq: **RELI151 OR FILM307 OR FILM304**

FILM319 Television Storytelling: The Conditions of Narrative Complexity
This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television. Narrative complexity is a cross-generic phenomenon that emerged over the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural tastes and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH308**
Prereq: **None**

FILM320 The New German Cinema
This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Bertolt Brecht's theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **GRST253, GELT253**
Prereq: **None**

FILM322 Alfred Hitchcock
This course presents an in-depth examination of the work of a major formalist from the beginning of his career to the end, with an emphasis on detailed analysis of the relationship between film form and content. Students will examine various films in detail and conduct their own analyses of individual movies. Films screened encompass Hitchcock's best-known works (such as Vertigo, Rear Window, North by Northwest) as well as his experiments and flops; other filmmakers' work will be screened for comparison, including Otto Preminger and modern-day students of Hitchcock.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **(FILM304 AND FILM 307)**

FILM323 Film and Anthropology
Film & Anthropology is an exploration of the cross-pollinating relationship between ethnographic and filmmaking methods and styles. This is, in part, an effort to understand the contributions of both to the observed and documented experience of cultural life. We will watch films weekly and discuss them, as well as respond to them individually in weekly critical précis. We will, in the course of these viewings, come to some consensus as to what we mean by ethnographic and cinematic elements. The films themselves will cross genre boundaries, running the gamut from "traditional" ethnographic films to various forms of documentary and experimental film that in some way address or explore what I consider ethnographic elements. We will cover canonical early ethnographic work (Gardner, Asch, Marshall), feminist experimental interventions in ethnographic film (Minh-Ha, Varda, Deren), and contemporary work that experiments with ethnographic elements, and we will synthesize various genres into new forms of long-form documentary, ethnofiction, and trance film (Marker, Oppenheimer, Sensory Ethnography Lab, Gonzalez, Rosi, Minervini, Kuchar). We will observe the progression of style through the 20th century into the 21st, with the various intellectual threads of post-structuralism, creating modifications of centering the experience and voice of the oppressed, narrative reflexivity/abstraction/unreliability, formal experimental editing styles, the decolonial method as filmmaking practice, and the historicization and interrogation of anthropology as a fraught discipline.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH285**
Prereq: **None**

FILM324 Visual Storytelling: The History and Art of Hollywood's Master Storytellers
This course studies distinctive auteurs including Frank Borzage, Howard Hawks, Dorothy Arzner, John Ford, and Vincente Minnelli. Each director uses popular genres to build unique cinematic worlds. Together, their films form the bedrock of a visual language for telling stories, engaging emotion, and shaping perception. Studying some of the studio era's greatest filmmakers reveals the possibilities of narrative cinema and provides models for new creative work. In addition to these auteurs, we consider how a broad range of subsequent filmmakers have developed and renewed their techniques. This class makes the craft of Hollywood visible so that students gain access to the tools of cinematic storytelling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM326 At Home in the World: Transnational Women's Cinema
What does women's cinema signify? Is it cinema created exclusively by women, for women? Is it cinema that puts women at its center? Do these narratives privilege one type of woman over another? How do we understand and investigate these questions within non-Western and global contexts?

This course delves into the multiple subjectivities, sociocultural geographies, media practices, and politics that are folded into the category called "women's cinema." Beginning with an exploration of the 1970s "cine-feminism" that focused on women's filmmaking and political activism, we will expand our discussion to transnational contexts and explore how feminist politics advocated by female and male filmmakers influence an understanding of women-oriented issues, forms, and values in circulation. We will examine women's films produced within national and transnational geo-cultural spaces and pose questions about national, exilic, or postcolonial auteur subjectivities. We will analyze the films' aesthetics, institutional contexts, and global circulations and situate them within the frameworks of feminist theory, authorship, postcolonial studies and transnational feminist scholarship. We will study women's cinema from South Asia, North Africa, the Middle East, Europe, and the Americas. The course screenings will include films such as "Fire," "Water," "Like Water for Chocolate," "Bhaji on the Beach," and "Silent Waters/Khamosh Pani."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM328 Moving Images Beyond the West: An introduction to Global Media
The globalization of media has become a key issue of debate around the world. Yet, many discussions about globalization tend to obscure the often complex and contradictory relationships among global, national and local forces. This course critically examines the role that film, television, video games, and other media play in shaping our sense of global, national, and local cultures and identities. Focusing on Indian, Chinese, South Korean, African and other media producers, it examines how diverse audiences use global media to negotiate with issues of cultural identity in everyday life.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM329 Bollywood and Beyond: Introduction to Indian Cinema
India is one of the world's largest film-producing nations, releasing over 900 films every year. The Indian film industry remains an exceptional industry, holding its own against Hollywood's expansion into markets like India. This course will provide a historical and thematic introduction to Indian cinema commonly known as "Bollywood." We will examine the codes and conventions that are unique to Indian films as we attend to the ways in which Indian cinema addresses the socio-political issues of caste, class, religion, and gender. The course is open to all sophomores including non-film majors and non-film minors at Wesleyan. No previous experience in film is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **GSAS329**
Prereq: **None**

FILM330 The Art and Business of Contemporary Film
Taught by a leading professional in independent film distribution, acquisition, and marketing, this course explores the contemporary cinema marketplace and its relationship to filmmaking. We will consider the process of defining and finding the potential audience for independent and studio films. The class mixes case studies of production, marketing, and reception with film screenings and analysis. Students will hone their skills of practical analysis: articulating a film's essential appeal, distilling its story, and assessing its artistic and commercial merits. Visiting producers and filmmakers will discuss their work in light of its intended audience and reception. Assignments include written briefs on recent releases and their market profiles, analyses of exemplary independent American films, and a collaborative case-study presentation. This is a master class in the film business taught from the perspective of effective cinematic storytelling.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM331 Video Games as/and the Moving Image: Art, Aesthetics, and Design
Video games are a mess. As a relatively new medium available on a range of platforms and in contexts ranging from the living room to the line for the bathroom, video games make new but confusing contributions to the meaning and possibilities of the moving image. We will work to understand what games are, what they can do, and how successful games do what they do best. Students will complete game design exercises, create rapid prototypes, playtest their games, and iteratively improve their games with play and their players in mind. They will complete analyses of games and game design projects both alone and in groups and participate in studio-style critiques of one another's work. Experience with computer programming is helpful but not essential.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CIS331**
Prereq: **None**

FILM332 Women Make Movies: Histories of Women's Contributions to World Cinema
This course is not only about the cinema BY women but also work of women IN cinema. The course will engage critically with a variety of roles that women perform--from directors, writers, actors, film editors, critics, producers, costume designers, cinematographers, singers, and more. Attending to global feminist historiography, it will foreground the ways in which women shape the content, style, and development of the movie business globally as they navigate social, political, cultural, and industrial contexts. Addressing film cultures from Asia, Latin America, Iran, Africa, Europe, and the US, the course will expand the western cine-feminist critical tradition and ask: How does an investigation of women's contributions at all levels of filmmaking change our conception of film history? The course is open to all sophomores including non-film minors and non-film majors at Wesleyan. No previous experience in film is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM333 Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia, Ukraine, and Armenia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233, RULE233, RUSS233, WLIT255**
Prereq: **None**

FILM333Z Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Russian Empire, the Soviet Union, and contemporary Russia and Ukraine. Students will learn the key works, names, events, and concepts of the Russian and Soviet cinematic traditions. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film and media studies. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. No knowledge of Russian is expected or required. All films have English subtitles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233Z, RULE233Z, RUSS233Z, WLIT255Z**
Prereq: **None**

FILM336 Silent Storytelling
This course examines the development of visual storytelling from the post-nickelodeon cinema's presentational styles to the expressionistic filmic poetry of silent cinema's twilight years. Taught by noted film historian and accompanist Ben Model, it explores how silent-era filmmakers developed creative ways to invoke the audience's imagination as a storytelling component. Major filmmakers include Griffith, Keaton, Pudovkin, Lubitsch, Chaplin, Weber, and Vidor. We will look closely at silent film comedy, melodrama, and action. Our work will be based on close viewing of films and attention to the interaction between image, music, and the viewer's journey through each film. Films will be screened with live piano accompaniment in class sessions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM341 The Cinema of Horror
This course focuses on the history and development of the horror film. We will seek to understand the appeal of horror. One of our guiding questions will be: "Why do audiences enjoy a genre that, on the surface, seems so unpleasant?" Toward this end, we will take up several distinct theories of how the genre is constructed, defined, and used by producers and viewers. Horror has been a watershed topic for scholars interested in film, and this course gives us the chance to critically engage with important arguments and methodologies in contemporary film studies. The genre has been equally inspiring for filmmakers interested in playing with form to elicit audience reaction. So, we will also be concerned with the aesthetics of horror: how film technique has been developed to terrify viewers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM342 Cinema of Adventure and Action
The action film reached new heights of popular and commercial success during the 1980s and 1990s, but it is a form of cinema with a long history. This course

will examine the genre from cultural, technological, aesthetic, and economic perspectives. We will trace the roots of action cinema in slapstick, early cinema, and movie serials over to the historical adventure film, and, finally, to recent action movies in both Hollywood and international cinema. We will also cover conventions of narrative structure, character, star persona, and film style, as well as the genre's appeal to audiences and its significance as a cultural form.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM346 Contemporary East Asian Cinema
This is a seminar on comparative narrative and stylistic analysis that focuses on contemporary films from Hong Kong, Taiwan, China, South Korea, and Japan, regions that have produced some of the most exciting commercial and art cinema in the last thirty years. We will begin by examining the basic narrative and stylistic principles at work in the films, then broaden the scope of our inquiry to compare the aesthetics of individual directors. Our goals are to analyze the narrative and stylistic tendencies of filmmakers while considering their work in a historical, cultural, and industrial context, and to develop our film analysis skills via formal comparison. Films from Bong Joon-ho, Fei Mu, Hong Sang-soo, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Jia Zhangke, Jeong Jae-eun, Kon Satoshi, Lee Chang-dong, Mizoguchi Kenji, Ozu Yasujiro, Suo Masayuki, Tian Zhuangzhuang, Johnnie To, Tsai Ming-liang, Tsui Hark, Wai Ka-fai, Wang Xiaoshuai, Wong Kar-wai, Yim Soon-rye, Yoon Ga-eun, Yuen Kuei, and others will be featured.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CEAS346, WLIT326**
Prereq: **FILM304 OR FILM307**

FILM347 Melodrama and the Woman's Picture
Within film history and criticism, the usage of the term "melodrama" has changed over time, as has the presumed audience for the genre. This course will investigate the various ways in which melodrama and the woman's picture have been understood in the United States and around the world, beginning in the silent period; ranging through the 1930s, '40s, and '50s; and culminating in contemporary cinema. We will pay particular attention to issues of narrative construction and visual style as they illuminate or complicate various analytical approaches to melodrama and speak to gender, sexuality, race, and class. Screenings include films directed by D. W. Griffith, Evgenii Bauer, Oscar Micheaux, John Stahl, Frank Borzage, Naruse Mikio, King Vidor, Wu Yonggong, Douglas Sirk, Vincente Minnelli, Max Ophuls, Mizoguchi Kenji, Kim Ki-young, Rainer Werner Fassbinder, Pedro Almodovar, Ann Hui, Lars von Trier, Farah Khan, and Luca Guadagnino, among others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FGSS347**
Prereq: **FILM304 OR FILM307**

FILM348 Postwar American Independent Cinema
What exactly defines an "independent" film or filmmaker? How do independent filmmakers situate themselves in opposition to mainstream filmmaking and/or work in tandem with major studios? How have notions of independence changed over time? This course addresses these and other questions as it examines various models of American independent filmmaking in use from the studio era to the present day. We will explore the methods of production, distribution, and exhibition used by independent filmmakers and their range of reliance on the major studios. In addition, we will consider the aesthetic and cultural relationship between independent films and mainstream filmmaking, focusing in particular on how independents have used film form, narrative, and content to differentiate their product. Screenings will likely include films directed by Ida Lupino, Sam Fuller, Herbert Biberman, Dwane Esper, Roger Corman, Russ Meyer, Melvin Van Peebles, John Waters, Morris Engel and Ruth Orkin, John Cassavetes, Shirley Clarke, Maya Deren, Su Friedrich, Sadie Benning, Kenneth Anger, Andy Warhol, Mike and George Kuchar, Barbara Kopple, Julie Dash, Marlon Riggs, Charles Burnett, Wayne Wang, Jim Jarmusch, Chris Eyre, Todd Haynes, Ramin Bahrani, Kelly Reichardt, Aurora Guerrero, Joe Talbot, and Sean Baker, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 OR FILM307**

FILM349 Television: The Domestic Medium
Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH244, FGSS243**
Prereq: **None**

FILM350 Contemporary International Art Cinema
What exactly defines an "art" film or filmmaker? How do art house filmmakers situate themselves in relation to mainstream filmmaking and within the global film market? This course addresses these and other questions as it examines the aesthetics and industry of contemporary international art cinema. The class will explore the historical construction of art cinema; its institutional, cultural, and economic support structures; and the status of art cinema today. Featured directors include Marin Ade, Roy Andersson, Jayro Bustamante, Leos Carax, Alan Clarke, Luc and Jean-Pierre Dardenne, Terence Davies, Claire Denis, Mati Diop, Jaco van Dormael, Ryûsuke Hamaguchi, Joanna Hogg, Aki Kaurismaki, Abbas Kiarostami, Samira Makhmalbaf, Steve McQueen, Cristian Mungiu, Lucretia Martel, Corneliu Porumboiu, Abderrahmane Sissako, Thomas Vinterberg, Edward Yang, and Andrey Zvyagintsev, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM352 From Caligari to Hitler: Weimar Cinema in Context
This course offers a critical introduction to German silent and sound films from 1919 to 1932. It will test the thesis of Siegfried Kracauer's classic study that expressionist films in particular prepared the way for Hitler's rise to power. The focus will be on canonical films of the era including THE CABINET OF DR.

CALIGARI, NOSFERATU, and THE LAST LAUGH (Murnau); METROPOLIS and M (Fritz Lang); and THE JOYLESS STREET and PANDORA'S BOX (Pabst). Some attention will also be given to films made at the ideological extremes of Weimar culture: KUHLE WAMPE (with a screenplay by Brecht), Leni Riefenstahl's THE BLUE LIGHT, and Pabst's THREEPENNY OPERA. Readings will include screenplays, essays, and reviews from the period as well as selected literary works such as Brecht's THREEPENNY OPERA and Irmgard Keun's novel THE ARTIFICIAL SILK GIRL.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **GRST252**
Prereq: **None**

FILM355 Newest German (and Austrian) Cinema
This course examines the history and aesthetics of German cinema between the fall of the Wall and the present and also considers work by important Austrian directors of the same period. Topics include the ongoing response to World War II and the Holocaust, reactions to the reunification of Germany, and the problematic integration of German Turks and other minorities. We will look at films by Maren Ade, Fatih Akin, Dorris Dörrie, Michael Haneke, Christian Petzold, Ulrich Seidl, Margarethe von Trotta, and Tom Tykwer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **GRST255**
Prereq: **None**

FILM357 Fassbinder & Sirk: Limitations of Life
The relationship between Hollywood and Germany has always been both uneasy and productive. This course will examine the well-known interaction between the master of the postwar melodrama and the enfant terrible of the New German Cinema. Initially, we will follow the lead of Fassbinder's famous essay, "Imitation of Life: On the Films of Douglas Sirk," and consider the films that ostensibly influenced the young German director most immediately. Special focus will be on FEAR EATS THE SOUL, Fassbinder's provocative remake of ALL THAT HEAVEN ALLOWS, and on the late melodramas of so-called FRG Trilogy, including THE MARRIAGE OF MARIA BRAUN. We may also look at some of Fassbinder's important films before his encounter with Sirk, as well as some of Sirk's German films.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM358 Italian Cinema: 1945-1965
The decades just after World War II were a transformational period in the history of Italy--and of Italian cinema. After the traumas of war and fascism, the country underwent social and economic changes that affected every aspect of life, changes that fed the imaginations of the nation's filmmakers. Religion, family, gender relations, class struggle, and regional conflict provided themes for comedy, melodrama, and the characteristically Italian hybrid of fiction and documentary known as neorealism.

In examining some of the great films of this period, the course will explore some of these themes, and it will also emphasize the extraordinary creative power and artistic variety of the films themselves. We will examine the contrasting styles and approaches of some of the great Italian auteurs--including Federico Fellini, Luchino Visconti, Roberto Rossellini, and Vittorio de Sica. We will also attend to the careers of charismatic actors like Marcello Mastroianni, Sophia Loren, and Anna Magnani, whose emergence as global movie stars enhanced the glamour and prestige of a national cinema rooted in local experience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM360 Philosophy and the Movies: The Past on Film
This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **PHIL160, HIST129**
Prereq: **None**

FILM362 Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling
This course, offered in association with the Calderwood Seminars in Public Writing, examines a certain tendency in contemporary television storytelling. Taking the debut of "The Sopranos" in 1999 as a benchmark, we will explore the emergence in dramas and comedies of a dark, uncertain, pessimistic, or disillusioned address within a medium long known for its reassuring tone. We will consider the industrial and social conditions for this tonal shift, as well as the role it has played in elevating public perceptions of television's cultural value.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **ANTH361**
Prereq: **None**

FILM362Z Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling
This course, offered in association with the Calderwood Seminars in Public Writing, examines a certain tendency in contemporary television storytelling. Taking the debut of "The Sopranos" in 1999 as a benchmark, we will explore the emergence in dramas and comedies of a dark, uncertain, pessimistic, or disillusioned address within a medium long known for its reassuring tone. We will consider the industrial and social conditions for this tonal shift, as well as the role it has played in elevating public perceptions of television's cultural value. The course will use the "beat model" developed in certain Calderwood Seminars, where students become "experts" in specific bodies of material. In this case, students will select a particular series on which they will focus over much of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM366 Elia Kazan's Films and Archives
Elia Kazan was one of the most successful and influential cross-platform artists of the 20th century. In the world of theatre, he rose to success with the famed

Group Theatre, he co-founded the Actor's Studio, and he directed the first runs of landmark works by Arthur Miller and Tennessee Williams. Upon moving to cinema, he directed major films such as Gentleman's Agreement, A Streetcar Named Desire, On the Waterfront, East of Eden, and A Face in the Crowd. This course serves as an exploration of Kazan's directorial style in the medium of cinema--how he discovers, defines, and experiments with the form as he goes--and his lasting impact on American filmmaking. Kazan made movies about difficult protagonists and could himself be described as such, earning notoriety for his friendly testimony to the House Un-American Activities Committee as well as his many extramarital dalliances. But his work was also personal and frank, emerging from his own struggles as a Greek immigrant trying to find a place in an American culture defined as much by its hostility as its opportunity. Kazan's films involve audiences in irreconcilable conflicts built around misfits and outcasts, propelled by pain and desire, trying to assert their individuality in the face of social forces. They consider contradictory questions like: When can love be destructive? When can anger be communicative? How can a synthetic art form capture authenticity and truth? This course is designed to combine both analytical and research-based approaches to understanding Kazan and his work. Screenings will encompass selections from Kazan's career as well as the work of influences, acolytes, and other filmmakers whose movies illuminate the distinctiveness of Kazan's approach. Additionally, students will be tasked with performing archival research with the primary documents in the Elia Kazan Collection at Wesleyan University's Reid Cinema Archives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 FILM307**

FILM367 Frank Capra's Films & Archives
"Maybe there really wasn't an America...maybe it was only Frank Capra." -- John Cassavetes

Frank Capra directed, produced, and co-wrote some of Hollywood's most celebrated and enduring films of the 20th century. Amid Depression, war, and corruption, he triumphed the optimism, faith, and humor essential to the American spirit. This course explores Frank Capra's unique directorial style in the context of film history and filmmaking practices of the time, studies Capra as an artist and a person, and investigates the individual "stories" of many of his well-known and lesser-known projects. The Wesleyan Cinema Archives are proud to hold Capra's archive, enabling students to contextualize Capra and his films using original production documents, promotional material, correspondence, press clippings, and other curiosities.

In the latter part of the course, students will consider Capra's influence on later filmmakers, and the enduring idea of the "Capra-esque"
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM370 The Art of Film Criticism
This course will consider film criticism as a literary genre and an intellectual discipline, with the goal of helping students develop strong writerly presences and aesthetic points of view. Readings will include important critics of the past and present. Short writing assignments will focus on the techniques and challenges of analyzing complex works of art concisely and on deadline. A longer essay will aim to synthesize aesthetic analysis and the personal voice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM372 Hong Kong Cinema
This course offers an introduction to the dynamic history of Hong Kong cinema from 1960 to the present day. The course will acquaint students with Hong Kong's major films, genres, directors, and industrial trends; explore the factors that enabled the Hong Kong film industry to become a regional and global powerhouse; and consider the reasons behind the contraction of the industry since the mid-1990s and the outlook for Hong Kong cinema's future. Screenings will feature the films of Fruit Chan, Jackie Chan, Peter Chan, Chang Cheh, Mabel Cheung, Tony Ching Siu-tung, Chor Yuen, Stephen Chow, King Hu, Ann Hui, Michael Hui, Stanley Kwan, Andrew Lau & Alan Mak, Li Han-hsiang, Lo Wei, Johnnie To, Cecille Tong, Tsui Hark, Wang Tian-lin, Wong Kar-wai, John Woo, Corey Yeun Kwai, Toe Yuen Kin-to, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CEAS372, WLIT327**
Prereq: **None**

FILM379 The Artist on Film
How can we get the essence of a painter, dancer, musician on film? The Artist on Film comes with the aesthetic challenge of translating artistic expression from one medium to another. Part of the problem is that the reason artists interest us in the first place is that they transmitted themselves so effectively into a different shaped box. We will consider what cinema shares with its neighboring arts, how it can evoke other media, and how distinctions between art forms shape our experience. Through creative assignments, this class will look at how filmmakers tackle the challenge of creatively representing artists and transforming their works into a new medium. This course is taught in the Basinger tradition of combining filmmaking with film watching. It is taught by a writer/director and a particularly good course for those interested in screenwriting and/or directing, but all cinephiles are welcome. The course is designed for majors but will consider sophomores who have completed 304 and 307. Assignments are screenplays and the course will not be covering basic screenwriting format, so some coursework or familiarity with screenwriting is recommended. Class will consist of two screenings a week with lecture and discussion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 and FILM307**

FILM381 The Films and Influences of Martin Scorsese
Martin Scorsese is a student of the cinema who, for over 60 years, has openly processed his fascination with the medium into strikingly original work. His fiction features--such as Raging Bull and Goodfellas--and documentaries--such as Italianamerican and Rolling Thunder Revue--exhibit the same love for cinema that motivates his parallel efforts as film historian and preservationist. His directorial style has continued to evolve across his career, finding new approaches to form and content that engage and provoke audiences. In this course, students are asked to: - Define Scorsese's film style and its evolution over time. - Make comparisons between Scorsese's work and films from which he drew inspiration and reference. - Navigate the confrontational "push-and-pull" around difficult protagonists in social worlds defined by sexism, racism, and violence. - Develop tools of film analysis and an understanding of cinema that they can, in turn, carry into their own academic and creative work.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM383 History and Practice of Television Writing
This course offers a historical/industrial introduction to American television, and uses that as a springboard into analytical and creative exercises. Each unit will involve students viewing TV episodes (outside of class time) that are bound by theme, genre, production context, etc. These will serve as the foundation for in-class lecture and discussion on the industry and the decision-making of television creators. At the end of each unit, students will work on a culminating assignment of either analytical or creative writing. Key learning goals for the course: - An overview of television history: industry, censorship, technology, culture, and storytelling. - Identifying key concerns and parameters that affect creative decision-making, and how TV writers/creators work within them to respond to and reflect the concerns of their era. - Having students generate their own TV writing from imposed prompts/restrictions
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM384 Documentary Storytelling
This course explores the range of approaches, methods, and techniques employed by documentary filmmakers to tell their stories. After an introduction to elements of creative nonfiction storytelling, we will spend the semester looking at films organized by topical lens. Through close reading of documentary texts, filmmaker statements and academic writing, we will examine how past and current documentaries successfully -- and sometimes unsuccessfully -- have tackled a wide variety of subject areas. During the semester, students also will develop an original documentary film idea based on a book or long magazine article and demonstrate their storytelling knowledge through final verbal pitches and a pitch deck. Industry guests visit to share their insight into documentary storytelling and provide students with additional pitch feedback.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM385**

FILM385 Introduction to Documentary
This course provides foundational knowledge for documentary filmmaking introducing students to the history and aesthetics of documentaries and exploring international nonfiction filmmaking from the origins of cinema to the end of the 20th century. The writings of film theorist Bill Nichols, including his influential documentary modes, play a central role in the course. Students learn how documentary has been defined and redefined through the study of how filmmakers were inspired by the concerns and technology of their age. This course also addresses issues of accountability, representation, access, and ethics in documentary filmmaking.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304**

FILM386 Cinematic Language of Documentary
Drawing from documentaries produced since the advent of television, this course deconstructs the cinematic tools employed in the art of documentary filmmaking. We will explore how cinematography, sound, performance, mise-en-scène, and editing as well as archival material, character/subject, and location/place operate to serve filmmakers' storytelling goals. Students will learn how technological changes through to the present have influenced creative and practical filmmaking choices as well as brought forth issues of accountability, representation, access, and ethics. This class provides an opportunity for students to realize that the lines between documentary and fiction film are more porous than typically appreciated.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM385**

FILM387 Seminar on Television Series and Aesthetics
Through frequent viewing of episodes, classroom discussion, and written exercises, students will consider television programs over multiple seasons and series as they work to describe and differentiate models of television series construction. Of primary interest is the creative decision making that goes into creating this commercial art form--recognizing patterns of intention, choice, and effect; how these operate on a variety of scales; and what attitudes a program may manifest toward the medium and the viewer. Series viewed may include I LOVE LUCY, ATLANTA, THE X-FILES, RUSSIAN DOLL, and others, including student-generated selections.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM388 Global Film Auteurs
This course offers a comparative introduction to film auteurs from around the world spanning the 1930s to the present day. Our aim is threefold: to analyze the narrative and stylistic tendencies of each filmmaker while considering their work in a historical, cultural, and industrial context; to develop our film analysis skills via formal comparison; and to consider the formation, redefinition, and influence of film canons. Emphasis will be placed on describing and analyzing the functions of narrative and stylistic elements and their effects on the viewing experience. Each week will include two film screenings, a lecture, and a discussion. Screenings will include films directed by Andrea Arnold, Julie Dash, Fernando Eimbcke, Don Hertzfeldt, Krzysztof Kieslowski, Akira Kurosawa, Steve McQueen, Jafar Panahi, Satyajit Ray, Ousmane Sembène, Céline Sciamma, Wong Kar-wai, Agnès Varda, Yim Soon-rye, and Zhang Yimou, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **WLIT301, CEAS388**
Prereq: **None**

FILM389 Film Genres: The Western
Once the most popular Hollywood genre for decades, the Western still has a palpable impact on the form and content of present-day cinema. This course is devoted to aesthetic and cultural analysis of key films belonging to the Western genre throughout its more than 100-year history. Our aesthetic approaches will include discussions of typical components of the Western, authorship in the Western, narrative structure, and the construction of the West via visual space and sound. Our cultural analysis will place particular emphasis on the myth of the frontier, the relationship between the Western and political rhetoric, and the genre's treatment of race, ethnicity, and gender. Roughly equal weight will be placed on these two approaches. We will also address the historical trajectory of the Western from its early silent days through its decline in the early 1970s to its present-day status.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

FILM390 History of Film Sound
Sound is one of the most powerful tools at a filmmaker's disposal, yet in comparison to visuals, it remains difficult to describe and poorly understood. This course aims to do for the ear what film studies more commonly does for the eye by examining basic sound practices over the course of narrative film history. Focusing especially on U.S. cinema, but also devoting time to sound-conscious auteurs, we will develop an understanding of basic film-sound methods, look at more experimental uses, and track the technological developments of sound from its beginnings to the present day. The focus throughout the course will be on how such elements as music, sound effects, dialogue, and even silence play covert yet vital roles in telling stories and affecting viewers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM391 Sex and Violence: American Film-making Under Censorship
This course examines how US filmmakers have used narrative and stylistic techniques to address censorship requirements in US cinema. Though the course will cover early cinema through recent cinema, a major emphasis will be placed on studio-era filmmaking from 1930 to the 1950s, when censorship was at its tightest. Through close film analysis, we will examine how censorship altered films and how filmmakers manipulated film form and style to convey their intended meanings. Our analysis will serve as a way to reflect broadly on methods for making films within constraints, the range of cinematic techniques available to filmmakers, and how creative decisions can impact viewers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM392 Cinema Stylists: Sternberg, Ophuls, Sirk, Fellini
This course analyzes the films of four international renowned auteurs--Josef von Sternberg, Max Ophuls, Douglas Sirk, and Federico Fellini--whose work is consistently defined by the use of highly noticeable, expressive, and even dazzling stylistic techniques. The course will cover the major works of all four filmmakers and will examine each director's films in terms of narrative techniques, personal worldview and--especially--a distinct set of stylistic concerns. Relevant film style topics will include, but are not limited to, lighting, set design, costume, camera movement, color, sound, and editing. Studying these four filmmakers will reveal how filmmakers can define cinema in deeply personal terms and employ a flashy--even flamboyant--style to achieve their goals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM393 Hip Hop and Film
This class explores the intersections between hip hop and cinema. It considers the development of hip hop-centered films in the 1980s, the casting of rap stars in subsequent 90s films, and the varied constructions of race, gender, and place that are integral to hip hop's visual/sonic culture. We will discuss many filmmakers, including Spike Lee, John Singleton, Cauleen Smith, Mario Van Peebles, Ernest Dickerson, Leslie Harris, F. Gary Gray, Rusty Cundieff, Radha Blank, Bryan Barber, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM394 Afrofuturist Cinema
In Space is the Place, jazz musician and cosmic philosopher Sun Ra states that "the first thing to do is to consider time as officially ended. We work on the other side of time." Afrofuturist narratives tend to unfold in this inverted time, or "after the end of the world." In this class, we will begin our research in the loop of Sun Ra's speculative refrain. We will examine cinematic depictions of hauntings, dystopias, aliens, the surreal, and space travel. We will discuss works by Anisia Uzeyman, Ryan Coogler, Wanuri Kahui, Ngozi Onwurah, Terrance Nance, Jordan Peele, Mati Diop and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **AFAM394**
Prereq: **FILM304 OR FILM307**

FILM395 Autobiographical Storytelling
How do filmmakers and writers negotiate memory, identity, and the author's voice to create original work drawn from life? Through analysis of a broad range of autobiographical narratives by experimental, documentary, and fiction filmmakers and writers, we will investigate various modes of working with personal source material, and explore the capacity and complexities of family and individual narratives to showcase diverse perspectives and interrogate assumptions about the self on screen. Inspired by the films and writing we will study, the creative work produced in this course may be drawn from a variety of sources: one's own lived experience, the lived experience of a family or community member, an event, a place, an artistic and/or cultural tradition. Thinking through the fluid nature of autobiography and the vast range of narrative possibilities for representing autobiographical material on screen will be part of class discussions. In this reading- and writing-intensive course, students should expect to spend several hours reading and writing outside of class per week. For most class periods, students will use Perusall to read and annotate either scholarly articles or pieces of autobiographical writing, or to read and comment on their peers' screenplays via Google Drive. Weekly screenings and readings may include work by Pedro Almodovar, Chantal Akerman, Radha Blank, Julie Dash, Mati Diop, Nathalie Léger, Barbara Loden, Lucrecia Martel, Jonas Mekas, Nanni Moretti, Alice Rohrwacher, Céline Sciamma, Agnès Varda, and others. In addition, the course will include screenings and discussions of videographic criticism (e.g., audiovisual work that critically reappropriates existing works of film and media).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **WLIT207**
Prereq: **None**

FILM396 Black American Cinema
What is Black Cinema? Is it, as Tommy Lott has claimed, a critical form of filmmaking that resists the "Hollywood master narrative"? Or, as Michael Gillespie claims, does it elaborate Black visual and expressive culture without any pressuposed commitment to a "real" Black lifeworld? While these are critical questions that we will encounter in this class, we will not attempt to answer them. The class surveys a wide range of films to tell a conceptual story about the complex relationship between Blackness and cinema. We will discuss works by filmmakers such as Melvin Van Peebles, Oscar Micheaux, Spencer Williams, Kathleen Collins, Charles Burnett, Julie Dash, Ayoka Chenzira, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**

Identical With: **AFAM395**
Prereq: **FILM304 OR FILM307**

FILM397 Cinema and City in Asia
This course will look at the representation of the city in Asian cinema. It will explore links between urban and cinematic space across a range of thematic, historical, and cultural concerns. We will watch a wide range of films from China, Hong Kong, Japan, South Korea, Taiwan, India, Philippines, and Singapore--and learn to critically examine the ways in which cinema becomes an innovative and powerful archive of urban life as it engages with the events and experiences that shape the cultural, social, and political realities of the past, present, and future in Asia. The course is open to all sophomores including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required. Among other assignments like videographic criticism, students will also have an opportunity to make short city films using their phone-cameras and readily available editing software as an option for their final class projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CEAS397**
Prereq: **None**

FILM398 Analyzing Music Videos
Music videos are fascinating objects. One can think of them as marketing assets. However, they can also be very experimental. While movies tend to foreground the visual, music videos typically begin with a song. In this class, we will think critically with and about music videos. We will discuss music video history, directors, styles, sound-image relations, and the star. Some of the artists and directors we will cover include Michael Jackson, Prince, Beyonce, Rihanna, Hype Williams, Michel Gondry, Dave Meyers, Hiro Murai, and Kahlil Joseph.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307 OR FILM304**

FILM399 Senior Proseminar on Art and Business
This half-credit course designed for senior FILM majors and minors features regular sessions with entertainment industry professionals. Students will discuss the intersection of art and business with leaders in the field. Attendance will be strictly monitored.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

FILM404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

FILM407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FILM408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FILM409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **OPT**

FILM430 Documentary Production
In this course, documentary history and theory meet production: "What does it take to make different style documentaries -- including observational, poetic, expository, participatory, and reflexive?" Students will explore documentary story elements and film grammar as they learn how to capture sound, record video, edit material, light subjects, conduct an interview, and work with archival materials, graphics, and music. They will learn through practice and by screening and analyzing a wide range of long-form documentaries made by a wide range of filmmakers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **FILM385**

FILM435 Directing the Documentary
Students embark on an intensive journey into the world of short-form documentary filmmaking through a hands-on course designed to help foster the emergence of their cinematic voices. The methods that many documentary filmmakers use to develop and craft their work serve as a model for the coursework. In a supportive environment, students engage in progressive learning to allow each to tackle many of the same key creative, practical, financial, and ethical decisions working researchers, directors, producers, writers, camera operators, sound recordists, and editors make during research and development, pre-production, production, and post. Students screen and analyze documentary shorts throughout the semester. During the first half of the semester, students complete exercises designed to help them to improve

their technical skills while completing research and development and a written proposal for a six-to-eight-minute documentary. In the second half of the course, students direct, shoot, and edit their work. Ongoing feedback during the entire semester is provided. The course includes self-directed online training assignments and in-class workshops. Students enrolled in this course should anticipate heavy and unevenly distributed time demands.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM430**

FILM448 Directing Actors for the Camera
Working with actors is an essential component of cinema and television. This workshop course leads students through exercises both as actors in front of the camera and directors behind the camera. Topics include: directing actors for the camera, casting actors, the analysis of screen performance, script analysis from the actor and the director's POV, on-camera acting technique, introduction to the craft of staging dramatic scenes for single-camera shooting, director/actor collaboration, and communicating with actors to create successful performances.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM448Z Directing Actors for the Camera
The actor is arguably the most important instrument in the director's arsenal for storytelling. This course aims to give students a set of tools to draw on when facing the actual task of telling a story through a lens with performers. Through discussions and exercises, we'll cover script analysis, casting, rehearsing, staging, framing, editing, and more. Emphasis will be on creating strategies for getting the desired performance. Students will be acting in scenes as well as directing them. The goal throughout is to demystify all elements and for each student to understand better what kind of director they want to be. The instructor has been a member of the Directors Guild of America since 1990 and a member of the Writers Guild of America since 1985. As director, writer, and producer, he has credits on over 500 episodes of television. Smartphones with cameras are strongly recommended and will be used for class exercises.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM450 Sight and Sound Workshop
Film 450 explores the elements of cinematic form and style through filmmaking exercises. The focus of this course is to introduce concepts of narrative form and visual audio design in order to create coherent and emotionally engaging experiences for an audience. In other words: visual storytelling. Each exercise will challenge students to address both aesthetic and practical decisions in taking an idea from concept to the screen. Sections one and two provide technical training and practical experience in the 16mm film format, including lighting, cinematography, and editing. Section three (when offered) includes an introduction to digital non-linear editing and examines the differences between film and video. No assignments will have dialogue or synchronous sound recording. However, we will use this sound restriction to deepen our understanding of visual storytelling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM451 Introduction to Digital Filmmaking
This course is designed for NON-FILM MAJORS to provide a basic understanding of how films are made, providing technical training and practical experience with digital video cameras, sound gear, and lighting equipment. Through a series of exercises, students will refine their critical and aesthetic sensibilities and develop a basic understanding of how to use composition, lighting, sound, and editing to tell a story. No required time demands out of class. The course format is Lecture with Technical Exercises
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM453 The Art and Craft of Film Adaptation
Film adaptations of literary texts have been a staple of cinematic production from the silent era to the present day, and remain both an enduringly popular phenomenon and an occasional source of derision or disbelief: Can the movie ever be as good as the book? In this course we will interrogate the long-held assumption that source materials for adaptations are the authoritative texts while secondary works are necessarily inferior. Adopting a lateral approach that allows us to examine how stories change and are changed by new iterations and new mediums, we will examine the varied modes, motives, and techniques of film adaptations, analyzing how filmmakers transform character, plot, setting, and point of view as they adapt varied source material into feature films. Students will be asked to annotate and analyze literary sources, film scholarship, screenplays, and films, and should expect to spend several hours reading and writing outside of class time per week. In addition to film analysis assignments and in-class writing exercises, students will create an original adapted screenplay treatment and pitch deck.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM454 Screenwriting
This course focuses on writing for the screen, with emphasis on how the camera tells stories. We will be focused exclusively on the screenplay.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM455 Writing for Television
This demanding, writing-intensive course focuses on (1) the creative development of a script, individually and collaboratively; (2) scene structure, character development, plot, form and formula, dialogue, and the role of narrative and narrator; and (3) understanding the workings and business of television. Each student will conceive of, synopsize, and pitch a story idea with their "producing partners" to "network executives." Each student will also serve as producer and as an executive for others. After absorbing the feedback, students will construct a detailed beat outline and will turn in an original script at the end of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **WRCT256**
Prereq: **None**

FILM456 Advanced Filmmaking
This workshop is designed for senior film majors who, having successfully completed FILM450, are prepared to undertake a thesis film project. Because of space and equipment, the number of projects that can be approved is limited. Students must petition for enrollment by proposal at the end of their junior year. Production costs are borne largely by the student.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM450**

FILM457 Advanced Filmmaking
This workshop is designed for senior film majors who, having successfully completed FILM450, are prepared to undertake an individual or small team project. Because of space and equipment, the number of projects that can be approved is limited. Students must petition for enrollment by proposal at the end of their junior year. Production costs are borne largely by the student.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM450**

FILM458 Screenwriting: The Short Film
This is a writing course and study of the short film that will start from ground zero: separating the screenplay from other forms (e.g., the play and the novel), and grounding students in visual language as the basis of the medium. How do we write in pictures? We will study four feature screenplays, but place particular emphasis on how to scale a project for the short form. We screen 12 short films in class, and perform case studies of previous student films from first draft to finished film. This course is designed for students intending to make a film or write a screenplay for their thesis. The course prioritizes majors, but will consider sophomores who have completed Film 304 and 307 and intend to major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM 307**

FILM458Z Screenwriting: The Short Film
Since watching movies (good ones) is so easy and pleasurable, screenwriting is a medium that everyone's uncle thinks they can do. But anyone who has had to read an amateur screenplay knows different. This is a writing course that will start from ground zero: separating the screenplay from other forms, e.g., the play and the novel, and grounding students in visual language as the basis of the medium. How do we write in pictures?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM459 Writing for Television II
This advanced course requires that each student act as writer, producer/network executive, and lead discussant on one of the professional scripts we read. Students will be responsible for two meetings with the professor during the semester, two to three meetings with their producing partners, and one meeting with their actors (who will perform a short scene from the student's script at the end of the semester). Each student will conceive of and pitch three story ideas in the first classes, winnowing down to one idea for which they will write a story area, an outline, and a final script (which will go through three major revisions). Students are expected to come to class with a background in creative writing, focusing on character and dialogue as well as having completed one TV screenplay.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

FILM460 TV Writer's Room
This course will introduce television series structure, including both the half-hour and one-hour formats. We will start by analyzing familiar shows and then each student will write original scenes for discussion in class. We will then develop an original series idea in class as a group and function as a "writers room" would on a series. Each student will be required to write equal parts of the outline/beat sheet, develop characters, and write/revise scenes, with the goal of executing a full pilot script in collaboration with one another under the guidance of the instructor. Grading will be based on weekly assignments, as well as regular attendance, class punctuality and attention to deadlines.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM461 Directing with Nicholas Ray and Robert Bresson
This is a hybrid studies/production course taught by a filmmaker that looks at two iconic filmmakers to learn what directing is beyond talking to the actors. What is it we are directing when we pick up a camera or making a cut? Nicholas Ray and Robert Bresson are two artists who had opposite cinematic approaches to express their deep spiritual struggles. We are going to compare these two seekers as a way to deepen our understanding of film style. Assignments will be screenplays, storyboards, and other pre-production material for your own films. The last section will look at five modern filmmakers influenced by Ray and Bresson to focus on incorporating their influence into your own work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307 AND FILM304**

FILM465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

FILM466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

FILM467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

FILM469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

FILM470 Independent Study, Undergraduate
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

FILM480 Senior Film Production: Senior Capstone
This is a project-based class for seniors who have taken FILM 450 (Sight and Sound). Each student will write and direct a six-minute short fiction film to be produced collaboratively by members of the class. We will use a small-crew model with students working on one another's films. Completed films will be screened for the Wesleyan campus at the end of the term.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307 AND FILM304 AND FILM450**

FILM491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

FILM492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

FILM503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

FILM504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

FILM591 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

FILM592 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

COLLEGE OF INTEGRATIVE SCIENCES

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

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

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

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

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- Undergraduate College of Integrative Sciences Major (p. 1052)

Master of Arts in the College of Integrative Sciences (p. 357)

CIS101 Success in STEM Seminar
This weekly seminar series will provide participants with tools and skills helpful in the pursuit of STEM studies, especially with introductory courses in STEM fields (biology, chemistry, physics, and mathematics). In particular, this seminar series is designed to facilitate the transition from high school academics to collegiate-level studies, and it is available only for first-year students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS115 Experiential Design and Application
This course, co-taught with Director of Physical Plant Operations Mike Conte, will allow students to work directly with Facilities employees to design and

execute modifications and repairs to existing Wesleyan spaces. The specific projects will change from semester to semester, but could include designing and building informal learning spaces, and planning and carrying out repairs and modifications to mechanical and plumbing systems. Students will learn design and engineering by carrying out projects to improve Wesleyan's facilities. Students must be willing to work with tools and machinery with supervision. The grading in this quarter-credit repeatable course will be based primarily on active participation, and the class meetings will be held on location and at times built around participants' schedules.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS121 Wesleyan Mathematics and Science Scholars Colloquium I
This weekly colloquium of participants in the Wesleyan Mathematics and Science Scholars (WesMaSS) Program will provide participants with a framework for taking full advantage of the educational opportunities in the natural sciences and mathematics available at Wesleyan. Class sessions and assignments are designed to help students to develop effective individual and group study skills, to promote cohort-building, and to navigate the "hidden curriculum" in higher education.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS122 Wesleyan Mathematics and Science Scholars Colloquium II
This weekly colloquium of participants in the Wesleyan Mathematics and Science Scholars (WesMaSS) Program will be focused on strategies for success in science and math higher education.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS135 Mindfulness
During this course, students will be introduced to various techniques of mindfulness practice and awareness, including sitting meditation and yoga. These modalities are designed to aid in stress and anxiety reduction and, when practiced diligently, may also offer opportunities for greater self-awareness and personal development. The goal is to give students not only a peer community but also a contemplative and metacognative toolbox that is portable, replicable, and sustainable. Students will gain an understanding of the roles these practices can play in leading a happier, healthier, and more fulfilling life.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CIS**
Identical With: **CSPL135**
Prereq: **None**

CIS135Z Introduction to Mindfulness
In this retreat-style, experiential course, students delve into a set of practices meant to cultivate self-awareness, alleviate the impact of the stress response, and move attention to the present moment. During this 10-day class on contemplative practices, students will be introduced to various individual and relational techniques developed to cultivate non-judgemental attention and self-awareness in the present moment, as well as metacognitve learning strategies.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CIS**
Identical With: **CSPL135Z**
Prereq: **None**

CIS154 Working with MATLAB
The content of this course focuses on learning the basics of utilizing MATLAB to program and solve basic problems. We will operate on the assumption that students have no prior experience with programming. The goals of the course will be to develop algorithmic thinking, problem solving, and quantitative skills within the context of MATLAB. The course will cover essential mechanics of programming, many of which are common to all programming languages, as well as some selected advanced topics. With the expectation that students with a broad background with various motivating factors lead them to enroll in the course, students will be invited to apply the skills learned in the course to completing the culminating final project related to their specific interests.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC154, IDEA154**
Prereq: **None**

CIS160 Life in the Oceans in the Anthropocene and Beyond
Little is known about life in the deep sea, the largest habitat on Earth, even about the largest animals living there, such as the giant squid. Humans, however, are severely affecting even these most remote areas of our planet, and wildlife populations in the oceans have been badly damaged by human activity. We will look at the amazing diversity of ocean life and the disparate building plans of its animals, and see how oceanic ecosystems are fundamentally different from land ecosystems. Then we will explore how human actions are affecting oceanic ecosystems directly, for instance by overfishing (especially of large predators and filter feeders), addition of nutrients (eutrophication) and pollutants, and the spread of invasive species, as well as indirectly, through emission of carbon compounds into the atmosphere. Rising atmospheric CO2 levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at ecosystem changes during periods of rapid warming in the geological past and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES160, BIOL160**
Prereq: **None**

CIS170 Introduction to Mechanical Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA170, PHYS205**

Prereq: **None**

CIS170Z Introduction to Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA170Z, PHYS170Z**
Prereq: **None**

CIS173 Introduction to Sensors, Measurement, and Data Analysis
This course is an engineering fundamentals course supporting the Integrated Design, Engineering, and Applied Science (IDEAS) minor. It will involve a sequence of hands-on projects that introduce students to basic measurement devices and data analysis techniques using inexpensive modern sensors, a microprocessing platform (Arduino), and a computational software package (Matlab). The course will provide foundational knowledge of available resources and techniques that allow students to more confidently implement measurement systems in subsequent courses of the IDEAS minor and better understand experimental devices used in scientific research activities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA173**
Prereq: **None**

CIS175 Introduction to Electrical Design & Engineering
Students will learn about engineering mechanics, electronic control systems, and physical actuators (e.g., for movement) using a microprocessor platform, sensors and motors. The final project will require a student team to ideate, design, analyze, and optimize a mechatronic system. This course will allow students to better understand components, methods, and challenges in mechatronics systems commonly found in automation and robotics.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA175, PHYS206**
Prereq: **None**

CIS185 Creative Coding
This course provides a practice-driven introduction to design and expression with code. Students will learn elemental procedural programming skills and gain experience with software design and interactive art by developing a portfolio of digital projects of increasing complexity and scale. It is designed to establish fundamental cross-disciplinary intuition and knowledge for future use in the CoDES program as well as to provide a vector of artistic fulfillment. The course uses Processing and the Java programming language to facilitate the creation of visual, interactive digital sketches.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CIS**
Identical With: **IDEA185**
Prereq: **None**

CIS185Z Form and Code
This introductory survey explores practices in design and digital media through a sequence of design exercises, workshops, and hands-on projects. Advancing towards an independent final project, participants will hone their skills as makers and thinkers while developing a portfolio of original work for both print and web. While primarily concerned with visual experimentation and expression, this course exposes students to critical topics in media and design through readings, seminars, and student presentations. Techniques surveyed in this course include: digital graphics, creative coding, and digital fabrication (if taught in person).

Students will require access to a personal computer and Adobe Creative Cloud. If the course runs remotely, students are responsible for locating these resources individually.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA185Z**
Prereq: **None**

CIS210 How Things Fail: Mechanics and Materials
This lab/lecture engineering course is a foundational cornerstone of structural analysis and mechanical design. It will provide students with a theoretical and practical understanding of static equilibrium, force systems, material response to loading, and analysis of failure modes for each of the fundamental types of stress and strain (axial, flexural, and torsional). These skills are vital for students from a range of disciplines, including mechanical engineering and architecture. The final project will entail design, implementation, and testing of an optimized model of a structure.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **IDEA210, PHYS210**
Prereq: **IDEA170 AND (PHYS111 OR PHYS113)**

CIS213 Informal Science Education for Elementary School Students I
This service-learning course will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary-age children in an afterschool program taking place at five local elementary schools. The classroom components include writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B213**
Prereq: **None**

CIS214 Informal Science Education for Elementary School Students II
This service-learning course will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary-age children in an afterschool program setting at five local elementary schools. The classroom component includes writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class. This course is a continuation of CHEM241.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B214**
Prereq: **None**

CIS221 Research Frontiers in the Sciences I
This seminar is designed to introduce students to the exciting and cutting-edge research activity at Wesleyan across all the sciences and mathematics, and to introduce faculty with active research labs to students interested in working in a lab. The course showcases what research at the college level actually entails, and which projects Wesleyan faculty are actively researching. CIS 221 is scheduled in the fall, CIS 222 in the spring. Both are gateway classes to admission into the CIS, but also recommended to students broadly interested in the sciences who have not yet decided on a major. There is no overlap in speakers between CIS 221 and CIS 222, and students may take both.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS222 Research Frontiers in the Sciences II
This seminar is designed to introduce students to the exciting and cutting-edge research activity at Wesleyan across all the sciences and mathematics, and to introduce faculty with active research labs to students interested in working in a lab. The course showcases what research at the college level actually entails, and which projects Wesleyan faculty are actively researching. CIS 221 is scheduled in the fall, CIS 222 in the spring. Both are gateway classes to admission into the CIS, but also recommended to students broadly interested in the sciences who have not yet decided on a major. There is no overlap in speakers between CIS 221 and CIS 222, and students may take both.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS239 Proseminar: Machine Learning Methods for Audio and Video Analysis
In this course, students are introduced to machine learning techniques to analyze image, audio, and video data. The course is organized in three parts, and in each part we will first introduce how these nontraditional data can be converted into appropriate (mathematical) objects suitable for computer processing, and, particularly, for the application of machine learning techniques. Students then will learn and work with a number of machine learning algorithms and deep learning methods that are effective for image and audio analysis. We will also explore major applications of these techniques such as object detection, face recognition, image classification, audio classification, speaker detection, and speech recognition.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC239**
Prereq: **COMP112 OR QAC155 OR QAC156 OR COMP112Z**

CIS241 Introduction to Network Analysis
This is an interdisciplinary hands-on course examining the application of network analysis in various fields. It will introduce students to the formalism of networks, software for network analysis, and applications from a range of disciplines (history, sociology, public health, business, political science). We will review the main concepts in network analysis and learn how to use the software (e.g., network analysis and GIS libraries in R) and will work through practice problems involving data from several sources (Twitter, Facebook, airlines, medical innovation, historical data). Upon completion of the course, students will be able to conduct independent research in their fields using network analysis tools.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **QAC241**
Prereq: **None**

CIS251 Data Visualization: An Introduction
This course will introduce students to the principles and tools necessary to present quantitative information in a visual way. While tables and graphs are widely used in our daily lives, it takes skill to deconstruct what story is being told. It also takes a perceptive eye to know when information is being misrepresented with particular graphics. The main goals of the course are for students to learn how to present information efficiently and accurately so that we enhance our understanding of complex quantitative information and to become proficient with data visualization tools. Beginning with basic graphing tools, we will work our way up to constructing map visualizations and interactive graphs. This course will require a substantial amount of computation in R. No prior programming experience is necessary, but learning does require willingness and time.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC251**
Prereq: **None**

CIS251Z Data Visualization: An Introduction
This course will introduce students to the principles and tools necessary to present quantitative information in a visual way. While tables and graphs are widely used in our daily lives, it takes skill to deconstruct what story is being told. It also takes a perceptive eye to know when information is being misrepresented with particular graphics. The main goals of the course are for students to learn how to present information efficiently and accurately so that we enhance our understanding of complex quantitative information, and to become proficient with data visualization tools. Beginning with basic graphing tools, we will work our way up to constructing map visualizations and interactive graphs. This course will require a substantial amount of computation in R. No prior programming experience is necessary, but learning does require willingness and time.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC251Z**
Prereq: **None**

CIS263 Demystifying Data: Introductory Data Analysis and Modeling
How do scientists make sense of the data they collect, especially as datasets grow in size and complexity? In this course, students will learn fundamental concepts in data collection, statistics, and modeling through hands-on analysis of publicly available datasets from the COVID-19 pandemic. We will cover the effects of biases in data collection, models of epidemic growth and spread, and the principles of studying a rapidly evolving pathogen. While we will use motivating examples from the life sciences, students can expect to learn techniques and ways of thinking that will form a foundation for evaluating and analyzing data across scientific disciplines. Students will learn the basics of using the R programming language to visualize, analyze, and model data, so no previous programming experience is expected.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL263**
Prereq: **None**

CIS265 Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265, MB&B265, COMP113**
Prereq: **[MB&B181 or BIOL181]**

CIS265Z Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics. MB&B/BIOL181 or POI: Those not meeting the prerequisite should contact the professor directly.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265Z, COMP113Z, MB&B265Z**
Prereq: **MB&B181 OR BIOL181**

CIS266 Bioinformatics
This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL266, COMP266, MB&B266**
Prereq: **[MB&B181 OR BIOL181]**

CIS270 Systems Biology with Programming
Systems--collections of entities that interact to form an interconnected whole--are present at every scale of organization in the life sciences. Biologists can take advantage of computational and mathematical tools to understand how these systems function and predict how they might change over time. This approach is critical in applications ranging from epidemic modeling to evolutionary theory. In this course, students will learn how simple rules and interactions can lead to complex behavior using examples from three main areas: regulatory networks, population genetics, and ecology. Students will spend the first part of the course learning how to program in Python in order to model, simulate, and visualize these systems. No previous programming experience is expected.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL270**
Prereq: **BIOL181 OR BIOL181Z AND BIOL182 OR BIOL182Z**

CIS271 Systems Biology with Programming
This course is similar to BIOL270, but only meets in the second half of the semester with BIOL270 and is designed for students with a solid background in programming in Python. Systems--collections of entities that interact to form an interconnected whole--are present at every scale of organization in the life sciences. Biologists can take advantage of computational and mathematical tools to understand how these systems function and predict how they might change over time. This approach is critical in applications ranging from epidemic modeling to evolutionary theory. In this course, students will learn how simple rules and interactions can lead to complex behavior using examples from three main areas: regulatory networks, population genetics, and ecology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL271**
Prereq: **BIOL181 OR BIOL181Z AND BIOL182 OR BIOL182Z**

CIS284 Data, Art, and Visual Communication
This course looks at the ways the digital arts--broadly defined--can be used to explore the intersections of research, data, design, and art. Following a creative software "bootcamp," students will execute projects intended to help them generate, manipulate, and remix data for the purposes of visual communication and art. Students will use Adobe Creative Suite and Processing, an open source programming language, and integrated development environment (IDE) built for electronic arts, new media, and visual design. In addition to working in the studio, seminars, readings, and student presentations will explore the role of data visualization, "big data," and the web in culture and society today. No prior software knowledge or coding skills are required. Students working in STEM, humanities, and social sciences are encouraged to enroll.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST484**
Prereq: **None**

CIS285 Digital Projects Lab
This intermediate course in design engages form and process as vital lineaments in digital images, systems, and objects today. Through a series of short, hands-on, thematic projects, students will move past the basics of digital technique and challenge themselves to articulate how and why things appear as they do. Rather than focus on specific tools or software, assignments will straddle creative platforms and media, incorporating methods such as live signal processing, data moshing, remixing, and interaction design. Early assignments will address narrow thematic concerns while a long-term final project driven by students' own directives will be developed and executed in the second half of term.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CIS**
Identical With: **IDEA285**
Prereq: **None**

CIS307 Experimental Design and Causal Inference
The course provides the foundations and statistical thinking to design, collect, and analyze experimental data and introduces appropriate techniques for

observational data when causal inference is the objective of the analysis. Throughout the course, we introduce and compare various experimental designs. We will discuss sample size and power calculations as well as the advantages and disadvantages of each of these designs. With observational data, we will explore difference-in-difference models, propensity score matching techniques, regression discontinuity designs. This course gives students the opportunity to develop further their computational skills as we learn how to describe, interpret, control, and draw inferences from experimental and observational data.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC307**
Prereq: **QAC201 OR PSYC200 OR MATH132 OR ECON300**

CIS310 Genomics Analysis
This course is an introduction to genomics and analysis for students with interest in life sciences. It introduces current applications of genomics techniques, covers how to build a genomics workflow, and introduces statistical analyses in R programming language. This course assumes little or no prior programming experience and will provide hands-on experience in taking raw next-generation sequencing data through a custom workflow and ending with analyses in R statistical software. This course emphasizes hands-on computational methodology, bioinformatics data analysis, and interpretation of quantitative information. The primary method of evaluation is through written work and weekly homework assignments and the course will increase students skill in scientific writing and scholarship. Classes will consist of lectures, discussion groups and cloud based computational projects designed to train transferable skills in big data analysis. Lectures, labs, assignments and assessments will promote deep knowledge in genomics and informatics, gaining understanding in the scientific process, thinking analytically and critically about biological questions, and formulating original ideas and testing them with big data. Skills gained during the course will include quantitative, statistical and graphical tools, scientific writing, oral communication and deep thinking about ethics in a genomics-enabled world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL310, MB&B311**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

CIS321 Special Topics in Integrative Sciences
This is a special topics course open to all Wesleyan students to explore subjects that are at the boundaries of the canonical scientific disciplines, that are complex, and that have paramount societal impact (e.g., pandemics and public health, climate change, the search for life in the universe, and artificial intelligence and automation). There are also societal issues that deeply impact and are vital for all the sciences (e.g., diversity, equity and inclusion of our communities, federal funding, and science policy). We will collectively identify one or two topics that we would like to focus on together as a class. With disciplinary humility, we will construct a syllabus that will include readings, classroom discussions, presentations, guest lectures, and writing that will integrate our knowledge, methodologies, and action across the sciences. This course is part of the CIS major, and it is expected that all senior CIS majors will be enrolled.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS322 Senior Colloquium in Integrative Sciences
This is a special colloquium course focused on skills associated with science communication and, in particular, communicating student's own research to various audiences. Given the broad benefits that research has on society, and the federal funding derived from tax-payer dollars, scientists have an ethical obligation to communicate the results of their work to various stakeholders. In addition, scientists find that communicating and discussing their work with others is an invaluable method of idea generation. Finally, sharing our work with others is fun and gratifying, particularly at the end of a large project (e.g., a thesis)! These skills transcend our particular departments and are common across STEM fields. With disciplinary humility, we will engage in skill-building using various resources available to us on campus. There will be an opportunity for students to identify skill sets that they are particularly interested in, so that they can be incorporated into the course. There will be readings, classroom discussions, presentations, guest lectures, and visits to centers on campus. This course is part of the CIS major, and it is expected that all senior CIS majors will be enrolled.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS323 Bayesian Data Analysis: A Primer
This course introduces the applied principles of Bayesian statistical analysis. The Bayesian paradigm is particularly appealing in research where prior research and historical data are available on parameters of interest. This course will teach students appropriate techniques for analyzing data of this nature as well as broaden computational skills in R. The course will lay the foundation for Bayesian data analysis that students can use to further develop skills in decision making.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC323**
Prereq: **MATH132 OR ECON303 OR GOVT367**

CIS327 Evolutionary and Ecological Bioinformatics
Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL327, COMP327, BIOL527, COMP527**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

CIS330 Advanced Academic Writing
This course is designed to help students master the skills needed for thesis-level academic writing. The course uses an example-driven approach emphasizing an iterative revision process, with an emphasis on expository writing skills appropriate for publishable literature. Students will be encouraged to focus on their own independent research work as subject matter of writing exercises.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS530**
Prereq: **None**

CIS331 Video Games as/and the Moving Image: Art, Aesthetics, and Design
Video games are a mess. As a relatively new medium available on a range of platforms and in contexts ranging from the living room to the line for the bathroom, video games make new but confusing contributions to the meaning and possibilities of the moving image. We will work to understand what games are, what they can do, and how successful games do what they do best. Students will complete game design exercises, create rapid prototypes, playtest their games, and iteratively improve their games with play and their players in mind. They will complete analyses of games and game design projects both alone and in groups and participate in studio-style critiques of one another's work. Experience with computer programming is helpful but not essential.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM331**
Prereq: **None**

CIS340 STEM Equity and Inclusion
This course is open to all students at Wesleyan interested in learning about equity and inclusion in STEM. A weekly seminar will provide an overview of topics related to STEM equity, including the demographics of STEM fields, relevant sociology/psychology research (implicit bias, stereotype threat, impostor syndrome, mindset, etc.), ethics, social justice, and best practices for inclusive departments and programs. Students will be required to develop and evaluate proposals for activities to increase STEM equity and inclusion at Wesleyan, using the information provided during the seminar component of the course.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **CIS540**
Prereq: **None**

CIS350 Computational Media: Videogame Development
This course examines the interplay of art and science in the development of contemporary videogames using the Unity development platform and commercial artistic game tools. Students develop a comprehensive understanding of computational media, including legal and commercial aspects, combined with hands-on experience in a creative process that integrates design, art, and coding. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to better understand the challenges and rewards of producing graphic interactive software within a professional context.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **2.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **IDEA350, FILM250, COMP350**
Prereq: **None**

CIS375 Mass Extinctions in the Oceans: Animal Origins to Anthropocene
Geoscientists are debating whether we are living in the Anthropocene, defined as a period during which humans are having a significant effect on atmospheric, geologic, hydrologic, and biospheric earth system processes. There is considerable discussion whether we are indeed affecting the biosphere to such an extent that life on Earth will suffer an extinction similar in magnitude to these that have occurred during earth history. Studies of the fossil record provide unique evidence that is used to evaluate the large extinctions of the past and compare them to ongoing extinction processes, extinctions rates and patterns, and magnitude. Organisms with hard skeletons are most easily and most abundantly preserved in the rock record. Many of these are invertebrates that lived in the oceans (e.g., clams, sea urchins, corals). In the first part of this course, students will become familiar with the nature of the fossil record, the most common marine animals in the fossil record, and their evolution and diversification. Lectures will be combined with studying fossils. In the second part of the course, possible causes for mass extinction will be considered, together with their specific effects on environments and biota, and these predicted effects will be compared to what has been observed. Potential causes include asteroid and comet impacts, large volcanic eruptions, "hypercanes," and "methane ocean eruptions," and more exotic processes. Students will present in class on these topics, and we will compare rates and magnitude of environmental change with severity and patterns of extinction.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES376**
Prereq: **E&ES101 OR E&ES115 OR ASTR155 OR MB&B181**

CIS400 Professional Development and Graduate School Preparation Seminar
The objectives of this course are (1) to build a supportive cohort that will help students sustain their goals when they enter graduate school and (2) to provide students with skills they will need to succeed in graduate school. Students will work on writing, presentation, and discussion skills. This will be done by reading classic books on writing, critiquing the ability of different figures and graphs to convey information, reading and discussing scientific papers, and giving research presentations.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

CIS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CIS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CIS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CIS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CIS423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CIS424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CIS465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

CIS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CIS493Z Summer Research Fellowship
This course is open to students engaged in summer research fellowships and receive .25 credit upon successful completion of a summer research educational experience. Summer Research Fellows conduct independent research with faculty mentors in one or more departments. Students must satisfy the requirements of the fellowship and complete the course assignments in order to receive credit. Requirements are specific to the program students are sorted into (CIS, COE, QAC, or Other). Please see your program's webpage for details. Please email scienceresearch@wesleyan.edu with any questions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **ENVS493Z, QAC493Z**
Prereq: **None**

CIS530 Advanced Academic Writing
This course is designed to help students master the skills needed for thesis-level academic writing. The course uses an example-driven approach emphasizing an iterative revision process, with an emphasis on expository writing skills appropriate for publishable literature. Students will be encouraged to focus on their own independent research work as subject matter of writing exercises.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS330**
Prereq: **None**

CIS540 STEM Equity and Inclusion
This course is open to all students at Wesleyan interested in learning about equity and inclusion in STEM. A weekly seminar will provide an overview of topics related to STEM equity, including the demographics of STEM fields, relevant sociology/psychology research (implicit bias, stereotype threat, impostor syndrome, mindset, etc.), ethics, social justice, and best practices for inclusive departments and programs. Students will be required to develop and evaluate proposals for activities to increase STEM equity and inclusion at Wesleyan, using the information provided during the seminar component of the course.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **CIS340**
Prereq: **None**

CIS549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CIS550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

IDEA110 Vectors to Volumes: The Fundamentals of Digital Fabrication
This project-based course will cover the fundamentals of digital fabrication in a hands-on introduction to software-driven object making. The central concern will be process rather than concept, with a firm focus on how instead of why, as well as best safety practices. Instruction will be given in four areas sequentially, each building on the last: Vector Design & Execution, 3D Modeling & Printing, CNC Wood Routing, and CNC Metal Milling. Machine setup and best practices will be taught alongside foundational knowledge of applications such as Adobe Illustrator, Adobe Photoshop, Vectric VCarve, Autodesk Fusion360, and Ultimaker Cura. Throughout the course, there will be a consistent emphasis on fabrication methods and finishing techniques.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-IDEA, NSM-IDEA**
Prereq: **None**

IDEA111Z Origami Mechanisms: The Science and Math of Folding
Explore the cutting edge of origami sciences! Origami as a research field is the science of folding materials - not just paper - and has applications in material sciences, space exploration, the biomedical field, protein folding, and many

more! Anytime a material has to be transported in a closed state, transported, and then deployed, origami studies have a relevance. The course will involve folding, lectures, videos, guest video presenters, and time using the equipment of the IDEAS Lab to produce work. There will be one minor and one major project due that will use techniques learned during these class sessions. Course is 40 hours over two weeks (20 hrs/wk or 4 hours per day 5 days/week)
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **None**

IDEA116 Introduction to Programming and Machine Knitting
Knitting is a fabrication technique with a long history, producing items from everyday garments to e-textiles. Since the invention of the first knitting machine in 1589, knitting technology has evolved significantly, leading to the sophisticated computerized knitting machines we use today. This course serves as an introduction to programming, computer science, and machine knitting, especially for students interested in textile design and making. Students will learn imperative programming using a high-level programming language, covering topics such as data types, control structures, functions, and objects. We will also cover how to program and operate a knitting machine. No prior knowledge in programming or knitting is required. This course provides an equivalent introduction to programming to COMP 112/113/114/115 and will satisfy any requirements or prerequisites that those courses satisfy.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA, NSM-MATH**
Identical With: **COMP116**
Prereq: **None**

IDEA120 Ecological Design I: Being at Home in the World
Being at Home in the World is an introduction to the skills and thinking involved in the ecologically responsible creation of objects. This course is intended to provide a foundational understanding of the language of design, sources of materials, and energy systems. The studio encourages students to develop a rigorous, iterative working method to deeply analyze the nature of land and resources, explore options, and test ideas. This process of making is complemented and supported by an introduction to the history and theory of design, training with techniques and equipment, and active practice in keeping a sketchbook. Early exercises and projects in the course build familiarity and confidence with analytical drawing, making, and modeling techniques, which build toward the creation of a novel piece of design work presented at the final review.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST220, ENVS232**
Prereq: **None**

IDEA154 Working with MATLAB
The content of this course focuses on learning the basics of utilizing MATLAB to program and solve basic problems. We will operate on the assumption that students have no prior experience with programming. The goals of the course will be to develop algorithmic thinking, problem solving, and quantitative skills within the context of MATLAB. The course will cover essential mechanics of programming, many of which are common to all programming languages, as well as some selected advanced topics. With the expectation that students with a broad background with various motivating factors lead them to enroll in the course, students will be invited to apply the skills learned in the course to completing the culminating final project related to their specific interests.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC154, CIS154**
Prereq: **None**

IDEA160 Fundamentals of Design I
In this introductory product design course, students will experience basic design processes such as problem identification and possible resolutions; the use of design development and communication skills via design observation and research; iterative process and prototyping; and representation and presentation in two and three-dimensional forms. Students will explore how design can play a role in our community and how it can impact our society. Students will work both individually and collaboratively in a studio environment. Field trips to New York City fabricators, galleries, and workshops may be expected as part of this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST270**
Prereq: **None**

IDEA170 Introduction to Mechanical Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS170, PHYS205**
Prereq: **None**

IDEA170F Introduction to Mechanical Design and Engineering (FYS)
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

IDEA170Z Introduction to Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in

identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS170Z, PHYS170Z**
Prereq: **None**

IDEA173 Introduction to Sensors, Measurement, and Data Analysis
This course is an engineering fundamentals course supporting the Integrated Design, Engineering, and Applied Science (IDEAS) minor. It will involve a sequence of hands-on projects that introduce students to basic measurement devices and data analysis techniques using inexpensive modern sensors, a microprocessing platform (Arduino), and a computational software package (Matlab). The course will provide foundational knowledge of available resources and techniques that allow students to more confidently implement measurement systems in subsequent courses of the IDEAS minor and better understand experimental devices used in scientific research activities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS173**
Prereq: **None**

IDEA175 Introduction to Electrical Design & Engineering
Students will learn about engineering mechanics, electronic control systems, and physical actuators (e.g., for movement) using a microprocessor platform, sensors and motors. The final project will require a student team to ideate, design, analyze, and optimize a mechatronic system. This course will allow students to better understand components, methods, and challenges in mechatronics systems commonly found in automation and robotics.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS175, PHYS206**
Prereq: **None**

IDEA180 Design Studies
This course examines the human dimensions of engineering and design by looking at the ways artifacts are designed, produced, circulated, and used in context. Rather than a comprehensive survey of movements or paradigms in the history of design, this course employs a thematic approach to understanding the ways objects can articulate and reflect social and cultural concerns. Through a series of readings, projects, lectures, and seminars, we will study the surprising ways everyday objects influence and articulate our identities, desires, biases, and experiences.

This course is intended to support students in developing a critical toolkit for use as designers, users, consumers, and citizens. Throughout the term we will seek to challenge our assumptions about the politics of design and interrogate the ways its products mediate and are changed through human activity. We will write about and visualize these relationships, thinking critically how objects are made, what makes them relevant, and whether things have the power to change our economic, environmental, and social realities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-IDEA**
Prereq: **None**

IDEA185 Creative Coding
This course provides a practice-driven introduction to design and expression with code. Students will learn elemental procedural programming skills and gain experience with software design and interactive art by developing a portfolio of digital projects of increasing complexity and scale. It is designed to establish fundamental cross-disciplinary intuition and knowledge for future use in the CoDES program as well as to provide a vector of artistic fulfillment. The course uses Processing and the Java programming language to facilitate the creation of visual, interactive digital sketches.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CIS**
Identical With: **CIS185**
Prereq: **None**

IDEA185Z Form and Code
This introductory survey explores practices in design and digital media through a sequence of design exercises, workshops, and hands-on projects. Advancing towards an independent final project, participants will hone their skills as makers and thinkers while developing a portfolio of original work for both print and web. While primarily concerned with visual experimentation and expression, this course exposes students to critical topics in media and design through readings, seminars, and student presentations. Techniques surveyed in this course include: digital graphics, creative coding, and digital fabrication (if taught in person).

Students will require access to a personal computer and Adobe Creative Cloud. If the course runs remotely, students are responsible for locating these resources individually.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS185Z**
Prereq: **None**

IDEA186 Text & Visual Imagination: Introduction to Eco Design for Performance
Eco-scenography is an introduction to design for performance. In this course, students will learn the core principles of design for performance while exploring sustainability and environmental practices with an emphasis on understanding of materials, such as production cycle and manufacturing process, as well as integrating environmental justice paradigms by analyzing specific case studies. Through three specific project-based assignments--1. object design, 2. garment design, and 3. environmental design--students will train their visual imagination, as well as develop an aesthetic literacy and knowledge of performance design concepts and practice within eco-sustainable practices.

This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA185**
Prereq: **None**

IDEA187 From Shirtwaists to Hoodies: Fashion and Public Life
Pictured prevalently and worn close to the body, fashion is a powerful and personal means of expression and documenting public life. With a focus on

the United States, this course presents a loose chronology of fashion, from the late nineteenth century to today, through a selection of themes that will allow students to consider it in terms of its social, political, economic and aesthetic impact. Through the interplay of image, clothing, and text, each week, we will explore the fashion industry from various perspectives, examining the key role makers and consumers play in constructing fashion both historically and today. Guest speakers and museum visits will enhance these perspectives. Specifically, we will question the ways we deploy dress and style to document public life, from the personal to the political, and how it informs our material and visual relationships with the world. In addition to lectures and readings discussion, class time will be allotted to students' fashion documentation projects. Fashion theory will also be introduced to ground our explorations of fashion, variously as a pictured and cultural entity, embodied practice, site of technological innovation, and tool for shaping one's identity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL187, FGSS187, SOC265**
Prereq: **None**

IDEA190 Digital Foundations
This course introduces the foundations of digital art through contemporary artistic practice. Students will research the history of digital art and examine relationships of digital media and contemporary art. The class has a theoretical focus on machine use within the process of art making while building foundational digital skills. Projects will focus on four key areas including: Digital Imaging, 3D Modeling and Virtual Design, Time Based Media, and Digital Fabrication. Building on these four areas the course will culminate in an individualized research based final project and presentation. Through experimentation, critical analysis, critique and peer review; students will generate a unique portfolio of digital art works.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST190**
Prereq: **None**

IDEA190Z Digital Foundations
This introduction to the digital studio engages software and electronic media as an expanded field of creative production in contemporary art and design. Through a sequence of workshops, exercises, and hands-on digital projects, students will develop their critical and creative toolkits and learn to conceive, refine, and present original work. Open to all skill levels, this course prioritizes sustained and rigorous engagement with digital practice as well as conceptual and formal problem-solving.

Workshops in image manipulation, compositing, motion graphics, and visual communication will be led synchronously online by the instructor. This will be complemented with weekly online studio sessions, discussions, screenings, and reviews. Students will be provided access to all course materials using Google Drive and other digital platforms. Access to Adobe Creative Cloud software will be provided by Wesleyan, but individual licensing is also encouraged. Course assistants will offer peer mentoring and technical support in person through the DDS and online through Zoom.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST190Z**
Prereq: **None**

IDEA200 Integrative Learning Project 1: Crafting Your Digital Identity
Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you! Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT200, RL&L250, AFAM250, CSPL200**
Prereq: **None**

IDEA203 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology
New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP203, ENVS203, ANTH212, STS203**
Prereq: **None**

IDEA204 Introduction to Archaeology
What can fragments of pottery, stones, and bones reveal about the lives of people who lived thousands or even millions of years ago? What does the archaeological record reveal about human evolution, past human diets and health, ancient socioeconomic systems, and the emergence of early cities? And how can we preserve archaeological sites and artifacts for future generations? This course will introduce students to the interdisciplinary field of archaeology. We will discuss key methods and principles that archaeologists use to study the human past while covering a survey of world prehistory from the earliest stone tools to the archaeology of contemporary material culture. Students will have the opportunity to examine real archaeological artifacts -- including artifacts excavated from historic Middletown -- and will be encouraged to think critically about the ways that archaeology informs our understanding of both the past and the present.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP204, ANTH214, ENVS207**
Prereq: **None**

IDEA205 The Technological Primate: Archaeological Approaches to Ancient Technology
Humans are reliant on technology, in one form or another, for our survival. This obligate use of technology has been a characteristic of our evolutionary history for over 2.5 million years. This course will explore how technology became central to the human way of life. We will discuss both how and why our use of technology has changed through time. This includes considerations of the adaptive roles that technology plays in our evolution, how technology is shared between individuals and cultures, and the role of technology beyond the purely utilitarian. Students will learn about the ways archaeologists analyze and think about ancient technologies. This includes a wide variety of material types, including stone, ceramic, botanicals, bone, metal, and more. In this course students will have an opportunity to handle both actual archaeological materials and replicas.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP210, STS211, ANTH210**
Prereq: **None**

IDEA206 Experimental Archaeology: Material Science and Past Behaviors
The field of archaeology requires practical ways to move beyond modern observations of materials to the invisible behaviors that produced them in the past. Experimental archaeology generates analogical models for archaeological processes by manipulating modern materials under controlled conditions. The principles established during experiments are applied to archaeological data to reconstruct the behaviors that produced the material record. This course will consider experimental design and practice to address issues relevant at different stages of the archaeological process. This is inclusive of replication of past technologies, experimenting with natural and cultural formation processes, and addressing biases inherent in the methods used by archaeologists. The course includes hands on experimental labs with different types of material culture and critical discussions of published experiments. Students will also be tasked with designing, executing, and reporting on an archaeological experiment.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **ARCP360, ANTH360, STS363**
Prereq: **None**

IDEA208 Technologies of Time
Tracking the rhythms, cycles, and ruptures of collective life is essential for studies of sociocultural and environmental dynamics. Yet such studies are mostly undertaken with the unquestioned assumption that Western apparatuses of time reckoning and historical periodization can be applied as universal and stable frames of reference for all kinds of phenomena. Temporal units of years, months, days, minutes are used, rendering insensible relations that do not align with such metrics. These simplifying moves limit our capacity to sense and understand continuity and change; they place many lives and landscapes at risk. This course draws from the social and ecological sciences, humanities, and arts to reimagine such simplifications. Through readings, creative exercises, and field trips, students are invited to notice, record, and engage with multiple temporalities of more-than-human worlds. For final projects, students will research and design speculative timekeeping devices or time machines for worlds otherwise.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS208**
Prereq: **None**

IDEA209 Educational Gaming Lab: Project-Based, Game-Based Pedagogy Approaches
In the past two decades, crowdfunding and renewed interest in games--board games, role-playing games, digital games, and instructional games--have created an increased and diverse gaming production, which has become the subject of several studies, articles, and projects related to all areas of education, from hard sciences to language learning and the arts. In an effort to explore how a game-informed pedagogy can work in various types of courses and to highlight analog and/or digital gaming approaches that have worked inside and outside the language classroom, this course will explore the basics of game-based learning (GBL) and discuss how games of all kinds can inform pedagogical discussions and the creation of learning materials. Educational Gaming Lab is designed as a project-based gaming laboratory that will focus on why and how analog games can be effective tools for pedagogy. Examples will include board games, tabletop role-playing games, escape games, and puzzles. Participants will discuss the application of gaming principles to various subjects and types of classrooms; then, they will engage in a final project in which they will either adapt existing games for specific learning outcomes or create brand new educational games. The course will be conducted in English and games will be created in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST210**
Prereq: **None**

IDEA210 How Things Fail: Mechanics and Materials
This lab/lecture engineering course is a foundational cornerstone of structural analysis and mechanical design. It will provide students with a theoretical and practical understanding of static equilibrium, force systems, material response to loading, and analysis of failure modes for each of the fundamental types of stress and strain (axial, flexural, and torsional). These skills are vital for students from a range of disciplines, including mechanical engineering and architecture. The final project will entail design, implementation, and testing of an optimized model of a structure.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **CIS210, PHYS210**
Prereq: **IDEA170 AND (PHYS111 OR PHYS113)**

IDEA211 Materials and Design Concepts for Structures
This course explores innovations in materials and structural forms at the intersection of design, performance, and engineering. Students will connect the theory of structures with properties of materials to understand fundamental design principles in vaults, buildings, and bridges. Analyses of notable structures will illustrate the evolution of forms in response to natural forces and constraints of technology, economy, and time. Design exercises, discussion of readings, and laboratory experiments will introduce perspectives from ancient cultures to emerging techniques in contemporary works that are laser cut, 3-D printed, and robotically assembled. In course projects, students will pursue research in an area of interest and collaborate in teams to gain hands-on experience with building and testing scaled models of structures.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **None**

IDEA212 Metal Manufacturing Through the Ages: The Science Behind Metal and Impact of Metal in Society
Metal manufacturing has been key to societal change ever since humans first started using it, from the Bronze Age to the Iron Age to the Industrial Revolution

to today. In this course, we will explore the science behind why metal is so important, from the molecular level on up. We will study heating and cooling of metals, learn how the structure of metals affects their material properties, and get hands-on experience shaping metal with a variety of processes. We will follow the lifecycle of metal from ore to raw material to finished parts, as well as how it gets recycled. Students will build engineering skills in reading phase diagrams, analyzing heat transfer setups, and understanding the material properties of a wide range of metals. Students will build machining skills both in shaping metal by hand and with modern metal shaping methods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **IDEA170**

IDEA213 Design for Scale: The Nuts and Bolts of Mass Manufacturing
This course builds on the design skills from IDEA170 to give students practice in building not just a prototype, but a repeatable and functional design. The increase in quantity between prototype and production forces us to prioritize reliability and repeatability in our designs, and adds design for assembly, design for manufacturing, and design for inspection considerations. With the increase in scale, communicating design intent precisely through engineering drawings becomes a critical skill. Students will explore these design principles through a semester-long hands-on project designing, manufacturing, and analyzing a multi-part mechanism (figurine, toy, tool, machine, etc) of their own design. Injection molding will be our primary manufacturing technique, with additional use of vacuum forming, 3D printing, waterjetting, and plastic shredding. In addition to the central project, there will be in-class activities and homework on analysis techniques for mass manufacturing and design best practices.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **IDEA170**

IDEA215 Introduction to Sensors, Measurement, and Data Analysis
This course is an engineering fundamentals course supporting the Integrated Design, Engineering, Arts, and Society (IDEAS) minor. It will involve a sequence of hands-on projects that introduce students to basic measurement devices and data analysis techniques using sensors, a microprocessing platform, and computational software. The course will provide foundational knowledge of available resources and signal processing techniques that allow students to more confidently implement measurement systems in subsequent courses of the IDEAS minor and better understand experimental devices used in scientific research activities. Students will complete a final team project of their choice (with approval) exploring areas of interest in measurement, data analysis, machine learning or other avenues. Some previous programming experience is expected. Prior experience in IDEA175 or with Arduino, Raspberry Pi, or other physical computing platforms are preferred, but not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

IDEA221 A Thousand Years of Iteration: Design for an Uncertain Future
The climate emergency is a product of design. Centuries worth of aesthetic and industrial innovation have created extractive infrastructure, efficient machines, and disposable products that make it increasingly easy to consume energy and resources on a global scale. As new conversations about just transitions, a circular economy, and a Green New Deal have begun to proliferate among designers, the discipline's troubled relationship to notions of "progress" remains largely unquestioned.

This reading- and research-intensive studio asks students to examine this history of technology and to critically evaluate shifting theoretical perspectives on nature and human development as they relate to design. Topics will include the lifespan of buildings and products, relationships with and obligations to materials and resources, and strategies for de-growth in indigenous and vernacular design precedents. These will be studied through assigned readings and in-class discussion, a series of design exercises, and the production of a final project from materials immediately at hand in Middletown.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST221, ENVS227**
Prereq: **None**

IDEA222 Fluid Mechanics: Theory and Applications
This course focuses on the behavior of fluids under various conditions. Students will develop a framework to analyze situations involving stationary (fluid statics) or moving fluids (fluid dynamics), discover tools used to predict fluid behavior, and learn how to interpret aspects of this behavior. Homework problems and examples reviewed in-class will help students connect theory with real-world applications, particularly in the areas of mechanical, structural/civil, and aerospace engineering. At the end of this course, students should have the ability to solve simple fluid problems and apply those solutions in complex engineering situations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

IDEA228 The Evolution of Audio in Interactive Entertainment; Creating Music with Limiting Technology
In the creative world, introducing limitations demands incredible innovation from an artist. Nowhere has this been truer than in video game audio. An entire generation has grown to hear complex worlds in just a small combination of oscillators and noise generators, and the lengths composers and sound designers went to craft those worlds is nothing short of astounding. In this course we will examine and emulate compositions which used the iconic sound architectures present in home consoles, taking us all the way from the implementation of Beethoven's Sixth Symphony in "Smurfs: Rescue in Gargamel's Castle" (1982), through David Wise's implementation of octave displacement in the NES classic "RC Pro-Am" (1988), the string of composers who all had to create homogeneous yet individualized soundtracks for the "Rockman" game series (starting in 1987), and landing in the nostalgic implementation of these architectures in the practically polar opposite games of SUDA 51: "Killer 7" (2005), "No More Heroes" (2007), and Toby Fox's "Undertale" (2015). Along the way we will cover sound design and emotional impact outside of chiptunes, one big example being the work of Akira Yamaoka in the "Silent Hill" (1999) series. This course will both serve as a survey of these games as well as contain practical projects, where you will be using tools to create work in a similar vein and where you will be presenting and dissecting the sound design of interactive entertainment which carries a particular meaning to you.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DDC**
Identical With: **DDC228**
Prereq: **None**

IDEA229 Creating Audio in Interactive Worlds
Video games have struggled with the issue of audio repetition since their inception. Human existence thrives on entropy: our experience in the world is not defined by easily repeatable sequences, but by interacting with spontaneous behaviors and stimuli. Nothing takes a player out of a virtual world faster than countless NPCs saying "I used to be an adventurer like you, but then I took an arrow to the knee." Likewise, nothing destroys the ambience of a world faster than hearing the same combination of birds and running water over the course of hours. Thankfully, contemporary game design tools can make the process of emulating the natural world both possible and fairly intuitive. In this course we will examine the nature of what it means to create an organic-feeling virtual world and then employ the audio tools in the Unity engine, along with the adaptive sound design middleware FMOD, to craft organic sonic environments which will be both adaptive and varied. We will look at both historical implementations of ambience -- such as the Myst (1994) series -- as well as examine modern implementations of environmental audio. Special attention will also be paid to the theory and scholarship of audio in natural sonic environments outside of the realm of gaming, as these practices thrive when applied to virtual worlds.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DDC**
Identical With: **DDC229**
Prereq: **None**

IDEA230 Video Game Audio Design
In the creative world, introducing limitations demands incredible innovation from an artist. This course serves to develop a foundational approach to designing and composing audio for video games by exploring the historical practices and limitations in game audio, utilizing middleware pipelines to create audio in contemporary game engines, and developing a better understanding of the role sound designers play in a studio environment. We will examine and emulate compositions which employ the iconic sound architectures present in classic home consoles, taking us all the way from the implementation of Beethoven's Sixth Symphony in "Smurfs: Rescue in Gargamel's Castle" (1982), through David Wise's implementation of octave displacement in the NES classic "RC Pro-Am" (1988), on to the string of composers who all had to create homogeneous yet individualized soundtracks for the "Rockman" game series (starting in 1987), and landing in the nostalgic implementation of these architectures in the practically polar opposite games of SUDA 51 ("Killer 7" and "No More Heroes") and Toby Fox's "Undertale" (2015).

The contemporary unit of this course will examine the nature of what it means to create an organic-feeling virtual world and then employ the audio tools in the Godot engine, along with the adaptive sound design middleware FMOD, to craft living sonic environments which are both dynamic and varied. The skills developed in this course include basic music theory as it applies to video games, studio recording techniques (sound, music, and voice-over), knowledge of implementing audio calls and flags, and a general appreciation of sound in games.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DDC**
Identical With: **DDC230**
Prereq: **None**

IDEA233 Studies in Computer-based Modelling and Digital Fabrication
This course operates at the intersection of design and production, introducing students to digital tools critical to contemporary architecture and design. Throughout the semester, students will develop a series of projects that fluidly transition between design, representation, and fabrication with an emphasis on understanding how conceptual design interfaces with material properties. The course will offer a platform for students to research, experiment, and, ultimately, leverage the potential of digital tools toward a wide array of fields and disciplines. Students will be expected to utilize the Digital Design Studio's resources, including 3D printers, laser cutter, and 4-Axis CNC mill, as well a selection of fabrication equipment housed in the school's metal and wood shops to represent, model, and realize a series of design projects.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST233**
Prereq: **None**

IDEA234 Architecture I
This course is a synthesis of fundamentals of design principles and introduction to design vocabulary, process methodologies, and craft. Emphasis is placed on developing students' ability to examine the relationship between production (the process of creating things) and expression (the conveying of ideas and meaning) involved in the making of architecture. The intent of the course is to develop students' awareness and understanding of the built environment as a result of the investigations, observations, and inquiries generated in the studio.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST235**
Prereq: **None**

IDEA235 Activism and Theories of Change
In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. We will apply concepts and lessons from past movements to explore organized actions intended to protect communities and resist authoritarianism in our current climate. What strategic, ethical, or moral questions are raised by various types of protest and communications? What do history, research, and current events teach us about what causes social change? How do we measure whether various strategies and tactics work? The instructors will draw on their own experiences as activists for women's rights, queer rights, and social and economic justice. The course will be co-taught by Distinguished Visiting Professor of Public Policy Leslie Gabel-Brett and guest instructor Beverly Tillery, former Executive Director of the Anti-Violence project in New York City, who will focus on the ways BIPOC and Queer BIPOC communities are reshaping the social justice landscape by addressing the safety of trans people, challenging the gender binary, and rethinking accountability and the carceral legal system. We will allow time to apply the course concepts to events occurring in real time during the semester. The instructors are deeply committed to maintaining a safe space for inquiry and learning where divergent opinions are welcome and respected. This course will be relevant to students interested in public policy, feminism, racial justice, gender and sexuality studies, and other social sciences, and will provide useful insight for current and future organizers and activists, lawyers, and public policy advocates.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL235, FGSS236, AFAM235**
Prereq: **None**

IDEA236 Fast & Furious
Fast and Furious is a class which explores the power of the multiple through the production of zines, posters, t-shirts, tote bags, pins and more. Beginning in the 1930s, the production of zines mainly in the sci-fi fan world became popular after the advent of the mimeograph--the first widely available duplicating machine. This way of making content was able to circumvent mainstream and institutional publishing models creating channels for more creatives to distribute their work. Today, there are even more technologies that can be used in the production of zeitgeist material. In this class, we will learn how to create with a Xerox machine, silkscreen, letterpress, polymer, and more. In each assignment we will contend with the power of quantity. What does it mean to make five of something? Ten? Fifty? One hundred? We will also experiment with format. How can a message be told through a wearable garment? How does the narrative change when it's a tote bag? And finally, we will explore the poetics of distribution. What are the artistic possibilities of a zine when it can be sent through the mail or left in a pile for the public?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST236**
Prereq: **None**

IDEA243 Introduction to Graphic Design
This course will open your mind to the world of graphic design, both past and present. You will learn how to analyze and critique design in addition to how to present your work and convey your ideas to others. You'll explore various tools available to a designer including hand skills and computer software. Computers will simply be a possible tool to help complete each project - this is not a software class.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST243**
Prereq: **None**

IDEA246 Graphic Design: Website as Portfolio
Students will focus on the creation of an online portfolio of work as both an extension of their own practice and calling card for the world at large. Emphasis will be placed on the deployment of the site as a space for both interactive and graphic design and the development of writing about/documenting work and projects. Hard coding skills not necessary; focus will be on familiarization with user friendly sketching platforms, research organization systems, and out-of-the-box CMS for website development. Visiting artist talks will also be arranged.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST246**
Prereq: **None**

IDEA247 American Architecture and Urbanism, 1770-1914
This course considers the development of architecture and urbanism in the United States from the late 18th through the early 20th century. Major themes include the relationship of American to European architectures; the varied symbolic functions of architecture in American political, social, and cultural history; and the emergence of American traditions in the design of landscapes and planning for modern cities, especially Boston, New York, Philadelphia, Washington, D.C., Chicago, Los Angeles, and San Francisco. The course considers houses for different sites and social classes, government buildings, churches and synagogues, colleges, and commercial architecture of different kinds includes the origins of the skyscraper. Urban environments include cemeteries, public parks, streets, and civic centers. Discussion will be informed by recent historiography on race and the American built environment. Movements studied include neoclassicism, the Gothic and Romanesque revivals, the Chicago School, the Arts and Crafts movement, and the City Beautiful movement. Major figures studied include Thomas Jefferson, Benjamin Latrobe, Frederick Law Olmsted, Frank Furness, Henry Hobson Richardson, Louis Sullivan, the early work of Frank Lloyd Wright, Greene and Greene, Bernard Maybeck, Julia Morgan, and McKim, Mead and White.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA246**
Prereq: **None**

IDEA248 Frank Lloyd Wright: Myth and Fact
This course considers the architecture of Frank Lloyd Wright in the context of his own life and development as an artist and in the context of the broader history of modern architecture, of which Wright's work was a part and to which it contributed. The seminar also considers the relationship of Wright's achievements to the social, economic, technical, and ideological history of the United States from the mid-19th through the mid-20th centuries. A major theme will be critical reading of Wright's own statements about his life and work in relation to other sources, later accounts, and his buildings and projects themselves. Both Wright's residential and public architecture will be considered in conjunction with his designs for landscapes and urbanism. Architectural drawings will also be examined as a medium in themselves, along with textual and physical evidence, as a means of generating maximal insight into Wright's built and unbuilt works.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

IDEA254 Architecture of the 20th Century
The course considers influential works in architecture, its theory and criticism, and ideas for urbanism, mostly in Europe and the United States, from about 1900 to the present. Early parts of the semester focus on the origin and development of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, postmodernist, and deconstructivist work, urbanism and housing, computer-aided design from the 1990s, green buildings, and postwar architecture in Latin America and Japan and in postcolonial India and Africa. Major movements and architects considered include the Viennese Secession, the Bauhaus, Le Corbusier, Mies van der Rohe, Frank Lloyd Wright, Alvar Aalto, and Louis Kahn, among many others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA254, ENVS254**
Prereq: **None**

IDEA258 Contemporary World Architecture
This course is a study of architecture and urban design throughout the world from the 1990s to the present. American topics include public and private development in the "neoliberal" city in New York, Chicago, Los Angeles, and post-Katrina New Orleans; contemporary museum architecture; sprawl and New Urbanism; and affordable housing. Major American architects considered include Frank Gehry, Richard Meier, Daniel Libeskind, and Diller Scofidio + Renfro. In Europe, the focus is on contemporary public architecture in Berlin, London, Oslo, Hamburg, Paris, Valencia, Lisbon, Rome, and Athens, with attention to major works of Sir Norman Foster, Zaha Hadid, Jean Nouvel, Santiago Calatrava,

Rem Koolhaas, and Renzo Piano, among others. In China we will study state monuments of the Communist Party in Beijing and issues of preservation and urban development there and in Shanghai. In Japan the recent work of Tadao Ando, Kengo Kuma, and Shigeru Ban is a focus, as are selected projects by other architects in Tokyo, Yokohama, and Osaka. Additional lectures will treat airport architecture in Asia, and sites in India, Jerusalem, Cairo, Abu Dhabi, Guinea, South Africa, Nigeria, Rio di Janeiro, Chile, and Quito, Ecuador. The last quarter of the course focuses on green or sustainable architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling and ventilation, timber and rammed-earth techniques, LEED certification, wind and geo-exchange energy, green skyscrapers, vertical farming, and zero-carbon cities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA258**
Prereq: **None**

IDEA261 Science Materials For a Malagasy Classroom
Students will design and produce a variety of educational science materials to be used in a fifth grade classroom in Madagascar. These items include a science logo, bookmarks, educational science games, posters, and a comic book with conservation themes for children. Students who are interested in design and natural history as a means through which to communicate science themes on wildlife endemism, evolution, and climate change would be appropriate for this course. All students will need to conduct independent research into science topics, distill down the salient features, and use that information to design elementary school materials. Working both individually and in teams, students will conceive, design, critique, and move into product production (MakerSpace). In addition, prototypes of the materials will be reviewed and rated by fifth graders in a Middletown elementary school for feedback.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL161, ENVS261**
Prereq: **None**

IDEA267 Engineering Biology: Cells and Tissues
This course explores the intersection of biology, medicine, and engineering, where scientists are developing novel platforms to promote understanding, diagnosis, and treatment of human diseases. We cover modern techniques for manipulating biological systems, spanning single molecules to ensembles of cells. We will examine the trajectory of the field from studying cells in a plastic dish to the advent of organ-on-a-chip and organoid models and discuss how this transition from 2D to 3D biology has propelled increased understanding of both normal physiological homeostasis and also the pathophysiology of disease. Topics will include controlling behavior of cells through cell-matrix interactions, learning through building via synthetic biology, and advances in regenerative medicine. These topics will be explored through the thematic lenses of transport processes (supply of nutrients and removal of waste) and mechanoreciprocity (the sensing of and response to the physical properties of the cellular microenvironment). Lectures will review fundamental concepts in cell biology and physiology before delving into topical examples from current literature. Lectures and assessments will include opportunities to develop skill in thinking analytically and critically about using engineering tools to study fundamental questions in human disease, formulating original ideas and experiments, and communicating science through written and oral formats.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL267, BIOL567**
Prereq: **BIOL208 OR BIOL212 OR BIOL218 OR BIOL228 OR PHYS207**

IDEA271 Designing With Living Systems: Soft + Hairy
In this part seminar, part studio course, students will go on field trips and read extensively to develop an understanding of mycelium and how it is explored in design. We will explore temporality in design with particular focus on how biodegradable materials such as mycelium can form our experience of an object. We will study how mycelium can be utilized as a living material to form a built ecology. In particular, we will study how to design for impermanence -- sometimes using waste materials -- and develop an understanding for material recovery. Students will work both individually and collaboratively in a studio environment. Field trips to New York City museums, fabricators, and galleries, as well as around CT may be expected as part of this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST271, ENVS271**
Prereq: **ARST131 OR IDEA110 OR IDEA180**

IDEA275 Introduction to Archaeological Science: Natural Science Approaches to the Human Past
While archaeology is considered by many to be a social science, natural science approaches are increasingly utilized by archaeologists to explore past environments and behaviors. Archaeological science is defined as the application of scientific techniques from biology, chemistry, geology, and other natural sciences to archaeological materials. This course will survey the different scientific techniques employed by archaeologists and highlight their utility for exploring the human past through archaeological case studies. Students will consider how the integration of natural and social science approaches produces a more complete understanding of the archaeological record. This includes the reconstruction of climates, landscapes, diets, migrations, population interactions, production behaviors, chronologies, and more. Students will learn the basics of the archaeological applications of ancient DNA, stable isotopes, sedimentology, geochemistry, chronometric dating, 3D scanning, morphometrics, botany, zoology, and other scientific methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **ARCP275, ANTH275, STS275**
Prereq: **None**

IDEA283 Drones and Change
Civilian use of unoccupied aerial vehicles or drones to capture data and measure change can enhance our understanding of the natural and built environments. While drones are increasingly available for entry-level to professional level adoption, there remains value in understanding how the infrastructure for their development and deployment have evolved and what is required to ensure their continued safe and ethical utility of these devices. In this class, we will explore the legal and infrastructure elements of drone development and deployment for civilian utility of drones, while working on data collection, analysis, and interpretation that will allow students to better appreciate the value and utility of drones. Over the course of the semester, students will work on understanding and building drones, collecting data with small drones, examining the commercial versus open-source platforms for drones, and preparing to take the Federal Aviation Authority Part 107 license to allow them to fly drones safely.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES283, ENVS269**

Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

IDEA285 Digital Projects Lab
This intermediate course in design engages form and process as vital lineaments in digital images, systems, and objects today. Through a series of short, hands-on, thematic projects, students will move past the basics of digital technique and challenge themselves to articulate how and why things appear as they do. Rather than focus on specific tools or software, assignments will straddle creative platforms and media, incorporating methods such as live signal processing, data moshing, remixing, and interaction design. Early assignments will address narrow thematic concerns while a long-term final project driven by students' own directives will be developed and executed in the second half of term.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CIS**
Identical With: **CIS285**
Prereq: **None**

IDEA286 Introduction to Time-Based Media
This introductory course offers a comprehensive exploration of time-based media in the expanded field, providing a foundational skillset for students interested in fine arts and media practices, yet open to all majors eager to develop their creative and critical voice. A core focus of the course is the act of making, which will be coupled with an investigation into how video can transform our relationship with ourselves, others, and the material world. Through screenings of historical and contemporary video art, we'll investigate theoretical frameworks, asking critical questions such as: What sorts of videos do we consider "art," and how might we use video as a tool for empathy, accountability, and aesthetic inquiry?

Students will build essential practical skills through regular technical exercises and hands-on projects, including camera operation, sound recording and design, lighting techniques, and video and sound editing, utilizing industry-standard software and various capture devices. Each assignment will be contextualized through group discussions and readings, investigating established video art traditions as well as the medium's role in vernacular applications like live-streaming, and social media. By the end of the course, students will gain both technical facility and a sharp critical eye for time-based art and culture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST286, DDC286**
Prereq: **None**

IDEA287 Video Basics
This introductory course is for students of all majors eager to think critically and creatively about their relationship to video. How many videos do you have on your phone? How does the intimate, often humorous content we create relate to public space and artistic expression? Together, we'll explore the rich tradition of video art, which began in the mid-20th century when new technology was suddenly placed in the hands of everyday people. Artists quickly adopted, subverted, and transformed this specialized equipment beyond its initial commercial intent. Through hands-on projects, you'll learn to use affordable, widely available tools like CapCut and DaVinci Resolve to move beyond commercial aesthetics and create personal works of art. You will also be introduced to the specialized video equipment available on campus, focusing on the fundamental principles that can be applied to any camera you pick up. No prior experience is required: just a willingness to challenge and experiment with the videos you create every day.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST287, DDC208, ARST287**
Prereq: **None**

IDEA289 Displaying Clothes: Fashion in the Museum
What are clothes doing in the museum and why do they attract so much public attention? This course explores fashion exhibitions in history and the practice of fashion curation today, a key component of critical cultural analysis. Part curatorial workshop, part seminar, in this class students consider issues that influence professional curatorial practices through readings, discussions, and site visits. Topics include the origins of museums, museum architecture, the ethics and cultural impact of collecting and display practices, the role of dress and textile objects in art, history, and science museums, visitor experience research, and the challenges facing museums in the twenty-first century. As a group the students will work on an exhibition project, developing its organization and design, object selection and research, and accompanying texts and label writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL289, FGSS284, SOC279**
Prereq: **None**

IDEA291 East Asian Archaeology
This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with "Peking Man" and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th-century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP291, ANTH291, CEAS291, ENVS291**
Prereq: **None**

IDEA292 Interdisciplinary Project Lab
Interdisciplinary Project Lab fosters a holistic approach to engineering and design. Inviting students to reconcile vision with precision, hands-on coursework will involve a broad range of fabrication techniques, integration of systems, prototyping, and iterative design methods, culminating in a final project. The theme of this semester will be designing with light. The first half of the semester will focus on developing facility in both modeling and prototyping through digital and analog fabrication practices through short, intensive design and engineering projects. Students will expand their knowledge of materials and fabrication, develop skills for effective communication through visualizations and physical objects, and evaluate the efficacy of their designs. The second half of the semester will focus on an open-ended design project within the scope of the course theme, developed individually or in groups, planned in consultation with the instructor, and developed with feedback from all-lab reviews and individual desk crits. Complementing each of the lab projects, presentations and workshops will introduce the conceptual underpinnings of the course and develop requisite technical skills. IDEA292: Interdisciplinary Project Lab is a required course for all IDEAS linked major tracks in the College of Design & Engineering Studies.

It may also be counted towards the IDEAS minor as an elective in most minor concentrations (see https://www.wesleyan.edu/codes/ for more information).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **IDEA170 OR ARST190 OR IDEA285 OR IDEA175 OR ARST235**

IDEA300 Integrative Learning Project 2: Website Incubator
Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you! Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT300, RL&L350, AFAM320, CSPL300**
Prereq: **None**

IDEA301 Technologies of Time
Tracking the rhythms, cycles, and ruptures of collective life is essential for studies of sociocultural and environmental dynamics. Yet such studies are mostly undertaken with the unquestioned assumption that Western apparatuses of time reckoning and historical periodization can be applied as universal and stable frames of reference for all kinds of phenomena. Temporal units of years, months, days, minutes are used, rendering insensible relations that do not align with such metrics. These simplifying moves limit our capacity to sense and understand continuity and change; they place many lives and landscapes at risk.

This course draws from the social and ecological sciences, humanities, and arts to reimagine such simplifications. Through readings, creative exercises, and field trips, students are invited to notice, record, and engage with multiple temporalities of more-than-human worlds. For final projects, students will research and design speculative timekeeping devices or time machines for worlds otherwise.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP208**
Prereq: **None**

IDEA305 Lighting Design for the Theater
This course will introduce students to the history, basic principles, and practical application of lighting design through lecture, discussion, demonstration, and practical application. Students will develop a deeper understanding of the methodology and applications of light in storytelling, which will help them communicate with collaborators. Students will have the opportunity to develop skills in computer drafting, lighting console programming, and script analysis for design. This course counts towards the Theater Arts category for the THEA major as a design course and towards the concentration category for the IDEAS Performance Design minor.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA305**
Prereq: **THEA105 OR DANC105**

IDEA308 Comparative Urban Policy
Cities are home to more than half of the world's population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now--individually and collectively--major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives--from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what cities in the global north are learning from the cities in the global south, and how cities are bypassing toxic partisan politics in their nations' capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the city of Middletown.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT308, CEAS308, ENVS308**
Prereq: **None**

IDEA311 Media and Environment: In/Sensible Worlds
In this seminar, we will examine the relationship between media technologies, sensory apparatuses, and changing environments. How do various kinds of media shape perceptions and interactions with our surroundings, multispecies ecologies, and planet Earth? How might we study the environment AS media? These seemingly simple questions matter because, like never before, media and environment co-produce who/what becomes sensible or insensible--and, ultimately, available or not available for life. This seminar will include readings from the fields of Critical Media and Communication Studies, Feminist/Postcolonial Science, and Technology Studies, Environmental/Digital Arts, and Humanities. Importantly, we will examine a range of creative media projects that explore ecology, environment, and earthly survival: films, games, sensors, and web projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS311, ENVS333**
Prereq: **None**

IDEA320 Ecological Design II: Worn Out/Broken In
This course will function as a design studio that examines the afterlife of material production. While designers have traditionally focused their attention on the creation, distribution, and consumption of new products, this course asks students to carefully consider everything that follows those acts. By scrutinizing the use, care, maintenance, repair, and eventual demise of designed objects, students come to understand the intended and unintended consequences of making. Rigorous observation and research lead to the creation of analytic drawings and models for presentation at project reviews.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST320, ENVS321**

Prereq: **ARST270 OR ARST235 OR ARST220**

IDEA321 Wood: Building with the Forest
This studio introduces students to full-scale design and construction through the production of a single, collaborative project over the course of the semester. Working from land-based research and precedent analysis, students develop a detailed design for a structure on a specific site in Middletown, then build it together in the field. Materials will be sourced from the northern hardwood forest and the design crafted to suit its ecosystem.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-ART**
Identical With: **ARST321, ENVS324**
Prereq: **ARST270 OR ARST235 OR ARST220**

IDEA333 Software Engineering
Software engineering is the application of engineering principles to the software development process. Eliciting requirements from stakeholders, designing the architecture of a program, performing usability studies, and testing a codebase are some of the aspects that elevate program development to software engineering. Focusing on web and mobile apps, students in this course will gain expertise in state-of-the-art frontend, backend, and mobile technologies, as well as related tooling. We will also cover the collaborative organization of software projects, software licensing, software business models, and ethical considerations for professional software engineers.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP333**
Prereq: **COMP211 AND COMP212**

IDEA335 Advanced Research and Field Methods: Living on a Damaged Planet
In this seminar, students will learn interdisciplinary methods for conducting focused research and media-based fieldwork to study socioecological collapse and possibilities for more livable, more than human futures on a damaged planet. The course will be structured around two real-world case studies and field trips, including the restoration of chestnut forests in/around CT, and the transformation of a birch forest surrounding a decommissioned power plant in Manresa, CT. Course readings will draw from the fields of Science and Technology Studies (STS), Multispecies Ethnography, Environmental Sciences and Humanities, and Digital Media.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS335**
Prereq: **None**

IDEA336 Architecture II
This course is a second-level architecture studio whose focus will be a single, intensive research and design project. As the semester progresses, additional design, representation, and production tools will be introduced and used for developing work for the project, from graphics software to the laser cutter. Additional information about the architecture studio at Wesleyan and its past projects may be found at: http://www.facebook.com/wesnorthstudio
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-ART**
Identical With: **ARST336**
Prereq: **ARST235**

IDEA338 Building Nothing: Design After Progress
The built environment is responsible for over 40% of humanity's greenhouse gas emissions, but despite attaching words like "sustainable" and "resilient" to their products, design and construction practices remain fundamentally unchanged. This seminar considers the possibility of a design philosophy that doesn't take the goal of creation as a given. Topics include the lifespan of buildings and products, their maintenance and care, the unintended consequences of making, relationships with and obligations to materials and resources, and strategies for degrowth found in indigenous and vernacular design precedents. We read and discuss a key text each week that examines the history of technology and critically evaluates shifting theoretical perspectives on nature and human development as they relate to design.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM338, ARHA217, STS333**
Prereq: **None**

IDEA350 Computational Media: Videogame Development
This course examines the interplay of art and science in the development of contemporary videogames using the Unity development platform and commercial artistic game tools. Students develop a comprehensive understanding of computational media, including legal and commercial aspects, combined with hands-on experience in a creative process that integrates design, art, and coding. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to better understand the challenges and rewards of producing graphic interactive software within a professional context.
Offering: **Host**
Grading: **A-F**
Credits: **2.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **FILM250, COMP350, CIS350**
Prereq: **None**

IDEA351 Videogame Architecture and Programming in Unity
Game Architecture and Programming in Unity centers around software design efficiencies and their application to real-time simulation and related interactive media. Students develop working prototypes with the Unity game engine, learn C# programming, and learn to appreciate the efficiencies of different software architectures and project structures. This class is intended to strengthen student knowledge and help bridge to classes such as Wesleyan's existing IDEA350/ COMP350 offering each Spring. By offering more comprehensive training in development platforms, as well as practical experience in technologies that accompany base programming when creating interactive media, students will have a deeper understanding of ways to develop ideas by better understanding the creative tools available. Examples of topics to be covered will include: entity-component vs. inheritance systems, singletons and Unity alternatives, and Scene workflows. Digital Artists will learn to integrate visual design programs such as Blender into the Unity platform as well.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Prereq: **None**

IDEA353 Robotics
Students will use hands-on projects, building and programming Arduino-based robots to learn about the field of robotics. Topics will include perception, locomotion, localization, common programming frameworks for robotics, and ethical considerations. Some background in electronics and mechanical construction may be helpful but is not required.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP353**
Prereq: **COMP211**

IDEA355 Computational Design and Fabrication
This course introduces students to computational design and fabrication, which is an exciting application of computing and lays the foundation for the future manufacturing industry. We will focus on how computing can support computational design and also working with fabrication technologies such as 3D printing and laser cutting. Lecture topics include hardware abstraction languages, geometry processing fundamentals, physics-based simulation, optimization techniques, and data-driven design methods. Hands-on activities will complement lectures, providing practical experience with fabrication hardware and software tools. No prior knowledge of fabrication is required. Some background in linear algebra (MATH 221 Vectors and Matrices or MATH 223 Linear Algebra) is helpful but not necessary. Students who have not taken one these classes may want to do some reading before the course or be prepared to learn some of that material as the course progresses.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP355**
Prereq: **COMP212 AND MATH228**

IDEA359 Space Design for Performance
In this course, students will study, construct, and deconstruct the performative space, whether in the theater or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including close reading, concept development, visual research, renderings or drawings, model making and drafting. In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements. Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA359, DANC359, ENVS359**
Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

IDEA360 Media for Performance
This course examines the use of media and technology as it relates to dramaturgy and design for performance. Class time will be used for lecture, discussion, and experimentation, during which we will explore new technologies used in the industry, including projections, motion tracking, and software such as After Effects and Isadora. Throughout the semester, students will use the skills learned to create their own digital performances.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA360, DANC364**
Prereq: **None**

IDEA364 Architecture: Historiography, Theory, Criticism; Traditional and Contemporary Approaches
This seminar -- intended primarily for majors in history of art and architecture, for studio majors concentrating in architecture, and students interested in urban studies -- surveys different methods of studying architecture and its history. Emphasis throughout is on comparison of general theories of interpretation in art history and other disciplines and their application to specific works of art and architecture. Topics include monumentality and collective memory, stylistic analysis, philosophical aesthetics, iconography and semiotics, patronage and ideological expression, structural technology and building process, material culture and consumption, vernacular architecture and cultural landscapes, spatial form, urban landscapes, sociology, and affordable housing. Along with colonial, postcolonial, and decolonial studies of architecture, the seminar incorporates feminist architectural history and theory, energy studies, race and histories of modern architecture, and questions of canon formation and canonicity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA364**
Prereq: **None**

IDEA370 Regenerative Design II
This course builds on the exploration and knowledge learned in Product Design I to discover opportunities for systems thinking in design. Students will study challenges and opportunities related to aging, education, food, and mobility to investigate potential opportunities through the lens of regenerative design. The course will support students in developing digital modeling skills as well as rapid prototyping and fabrication techniques. Students will work both individually and collaboratively in a studio environment. Field trips to New York City design ateliers, fabricators, and workshops may be expected as part of this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST370**
Prereq: **ARST270 OR ARST235 OR ARST220**

IDEA375 Modeling the Earth and Environment
Models can provide insights into Earth systems that are difficult to obtain by direct experimentation or observation. This course will introduce students to the process of translating Earth systems into idealized mathematical models, specific methods for solving the resulting equations, and implementation of models in MATLAB. We will explore cases from a range of topics in the earth and environmental sciences to gain a better appreciation of the insights models can offer. Students should have MATLAB installed on a laptop computer for in-class work.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES375, E&ES575**
Prereq: **MATH120 OR MATH121**

IDEA383 Introduction to Costume Design for Performance
This course is an exploration of costume design concepts for contemporary performance including theater and other genres. The class will include beginning elements of costume design, including character/script analysis, research, costume lists, action charts, visual design concepts and techniques, and collage and drawing skills. This course counts towards the Theater Arts category for the THEA major.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA383**
Prereq: **THEA105 OR THEA185 OR ARST131 OR ARST445**

IDEA387 Virtual Production: The Music Video
This intensive studio course will explore the breadth and depth of the music video genre. Students will learn advanced post-production, motion capture, and video recording techniques. Class sessions will include technical demonstrations, group discussions, and conversations with practitioners in the field. Readings and screenings will examine the relationship between music videos, technology, contemporary art, and popular culture. Students will learn how to use the 3D motion capture studio and record live musical performances. Software will include Adobe AfterEffects, Blender, and DaVinci Resolve. Through weekly exercises and a final independent project, students will learn to work collaboratively and develop a distinct creative voice. The course will culminate with a final music video project, to be screened at the end of the semester. Previous experience in Adobe Premiere Pro software is required. Preference will be given to students who have successfully completed ARST 286, ARST 386, DDC 108, or DDC 448. All students must be concurrently enrolled in the virtual production lab which meets Fridays 1:20 p.m. - 3:20 p.m. in DDC.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST387, DDC387**
Prereq: **None**

IDEA401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

IDEA402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

IDEA409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

IDEA410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

IDEA411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

IDEA419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

IDEA420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

IDEA424 Advanced Research Seminar, Undergraduate
Advanced research tutorial, project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

IDEA429 Senior Thesis Tutorial
Offering: **Host**
Grading: **OPT**

IDEA491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

IDEA492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MASTER OF ARTS IN THE COLLEGE OF INTEGRATIVE SCIENCES

The College of Integrative Sciences (CIS) BA/MA program would enable students involved in interdisciplinary research, either CIS linked-majors or other NSM majors, to participate in a five-year combined BA plus MA program for Wesleyan students. Eligible students who complete their undergraduate requirements can obtain a master’s degree upon successful completion of an additional year of graduate coursework and a thesis.

COURSES

The CIS promotes an interdisciplinary and integrative approach to scholarship and learning across mathematics and the life, physical, and behavioral sciences. Similar to the CIS linked-major, the curricular emphasis is on building a knowledge base spanning multiple departments.

In order to show proficiency across multiple scientific disciplines, a minimum of 6 credits, with grades of B- or better, is required for the MA degree.

- Two credits will be earned for research leading to the MA thesis (CIS549/CIS550, Advanced Research Seminar, 1.0 credit each).
- At least two journal club/seminar courses are required and must be in two different disciplines (0.5-1.0 credits). CIS321 (Special Topics in Integrative Sciences) and/or CIS322 (Senior Colloquium II: Integrative Sciences) may be taken to fulfill up to 1.0 credit. For students that earned a CIS major as part of their BA these courses can be repeated, whereas MA students that were not CIS linked majors are required to take CIS321/CIS322.
- The remaining credits will be earned through lecture or lab courses (200, 300, or 500-level) determined by the student and mentor; a minimum of two of these must be one-credit courses and in two different disciplines. The courses may be driven by the

interdisciplinary research being conducted. The course catalog contains a list of courses identified as interdisciplinary and appropriate for the college. Courses not on this list may potentially be used to fulfill elective requirements, based on consultation with the student's CIS advising committee.

A student in the BA/MA program who earns more than 32 credits during the BA may apply excess credits toward the MA, providing that they are relevant to the research area and they have not been used to fulfill an undergraduate major requirement. All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

PROGRESS AND QUALIFYING EXAMS

A 3-member committee comprised of the research mentor and two CIS affiliated faculty will be established upon acceptance in the BA/MA program. The candidate will meet with their committee in early stages of research (summer/fall of fifth year) and meet with them in the second semester of their MA year (around spring break). This committee determines when sufficient experimental work has been completed and must approve the final written document. Students in this program are required to submit a MA thesis describing the research which they have carried out in partial fulfillment of the degree requirements.

TEACHING

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

RESEARCH

Research is a cornerstone of the CIS. With a faculty mentor, student researchers pursue inquiry-based learning that explores open questions and provides new perspectives. They develop the necessary problem-solving skills and build expertise at the frontiers of science. Two credits of research during the fifth MA year are required (CIS549/CIS550). The summer prior to the MA year is a valuable period to make significant progress on MA thesis research and summer funding opportunities exist for BA/MA students. Students conduct research and complete a written thesis in partial fulfillment of their MA degree. For the most recent information regarding the research carried out by faculty in the CIS, please visit the CIS website: https://www.wesleyan.edu/cis/.

THESIS AND DEFENSE

Each candidate is required to write a thesis on a piece of original and potentially publishable research carried out under the supervision of a faculty member. A thesis plan, stating the purpose and goals of the research, observational and other materials required, and uncertainties and difficulties that may be encountered, should be presented and discussed in the early meeting with the thesis committee. The thesis, in near-final form, must be submitted to the committee at least one week prior to the scheduled closed-door oral defense. In this examination, the student must defend their work and must demonstrate a high level of understanding in the research area. The oral defense may touch on any aspect of the student's preparation.

ADDITIONAL INFORMATION

BA/MA Program

The College of Integrative Sciences (CIS) BA/MA program enables students involved in interdisciplinary research—either CIS linked-majors or other NSM majors—to participate in a five-year combined BA plus MA program for Wesleyan students. Eligible students who complete their undergraduate requirements can obtain a master's degree upon successful completion of an additional year of graduate coursework and a thesis.
Similar to the CIS linked major, the curricular emphasis is on building a knowledge base spanning multiple departments, and on conducting interdisciplinary research.

Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience.

COLLEGE OF LETTERS

The College of Letters (COL) is a three-year interdisciplinary major for the study of European literature, history, and philosophy, from antiquity to the present. During these three years, students participate as a cohort in a series of five colloquia in which they read and discuss (in English) major literary, philosophical, and historical texts and concepts drawn from the three disciplinary fields, and also from monotheistic religious traditions. Majors are invited to think critically about texts in relation to their contexts and influences—both European and non-European—and in relation to the disciplines that shape and are shaped by those texts. Majors also become proficient in a foreign language and study abroad to deepen their knowledge of another culture. As a unique college within the University, the COL has its own library and workspace where students can study together, attend talks, and meet informally with their professors, whose offices surround the library.

AFFILIATED FACULTY

Typhaine Leservot
BA, University of Caen; MA, University of North Carolina at Chapel Hill; PHD, University of North Carolina at Chapel Hill
Associate Professor of French; Associate Professor, Letters

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

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

CHAIR

Joseph J. Fitzpatrick
BA, Harvard University; PHD, Duke University

Chair, College of Letters; Associate Professor of the Practice in Letters; Associate Professor of the Practice, Russian, East European, and Eurasian Studies

EMERITI

Howard Needler
BS, Yale University; BA, Oxford University; PHD, Columbia University; MA, Oxford University
Professor of Letters, Emeritus

Laurie Nussdorfer
BA, Yale University; MSC, London School of Economics and Political Science; MA, Princeton University; PHD, Princeton University
Professor of Letters, Emerita; William Armstrong Professor of History, Emerita

Paul Schwaber
BA, Wesleyan University; MA, University of California, Berkeley; PHD, Columbia University
Professor of Letters, Emeritus

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

FACULTY

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

Joseph J. Fitzpatrick
BA, Harvard University; PHD, Duke University
Chair, College of Letters; Associate Professor of the Practice in Letters; Associate Professor of the Practice, Russian, East European, and Eurasian Studies

Tushar Irani
BA, Colgate University; PHD, Northwestern University
Faculty Director, Mellon Mays Undergraduate Fellowship; Professor of Philosophy; Professor of Letters; Professor, Education Studies; Professor, National Education Equity Lab; Professor, CPE

Hadel Jarada
BA, University of California, Berkeley; PHD, Harvard University
Assistant Professor of Letters; Assistant Professor, Medieval Studies; Assistant Professor, History

Ethan Kleinberg
BA, University of California, Berkeley; MA, University of California, Los Angeles; PHD, University of California, Los Angeles
Editor-in-Chief, History and Theory; Professor of History; Professor of Letters; Class of 1958 Distinguished Professor

Gabrielle Ponce-Hegenauer
BA, University of Illinois Urbana; MFA, Johns Hopkins University; PHD, Johns Hopkins University
Associate Professor of Letters; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Romance Languages and Literatures

Daniel Smyth
BA, University of Chicago; MA, University of Chicago; PHD, University of Chicago
Associate Professor of Letters; Associate Professor, Philosophy; Associate Professor, German Studies

Jesse Wayne Torgerson
BA, Biola University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Associate Professor of Letters; Associate Professor, History; Associate Professor, Medieval Studies

Kari Weil
BA, Cornell University; PHD, Princeton University; MA, Princeton University
University Professor; University Professor, Feminist, Gender, and Sexuality Studies; University Professor, Environmental Studies; University Professor of Letters

VISITING FACULTY

Elizabeth Bobrick
BA, Marlboro College; MA, Johns Hopkins University; PHD, Johns Hopkins University
Visiting Professor of Letters; Visiting Professor in Liberal Studies; Visiting Scholar in Classical Studies

Nathaniel Walker Boling
BA, Appalachian State University; MA, New York University; MA, Cornell University; PhD, Cornell University
Teaching Associate

DEPARTMENTAL ADVISING EXPERTS

Tushar Irani; Typhaine Leservot; Ethan Kleinberg; Ulrich Plass; Gabrielle Piedad Ponce-Hegenauer, Khachig Tölölyan; Jesse Torgerson; Kari Weil

- Undergraduate College of Letters Major (p. 1053)

COL100F History of Math (Is for Everyone!) (FYS)
Mathematics is often taught as an abstract realm of eternal truths. The aim of this course is to "humanize" mathematical thought by re-embedding it in specific cultural contexts, material practices, and the historical transmission of ideas. We will focus on developments in geometry and algebra (and their interaction) in Ancient Greece, Medieval Islam, and Renaissance Europe, culminating in the analytic geometry of René Descartes. The principal aim of the course, however, is not to equip students with specific mathematical skills that they will go on to exercise in other contexts; it is rather to identify and reflect on the distinctive features of culturally specific mathematical practices and why they take the form they do. This will involve doing a good deal of math, but that mathematical study will be wedded to historical and philosophical inquiries. Historically, we will study the relation of particular mathematical practices to other cultural activities (commerce, taxation, the arts, etc.), their dissemination across space and time (through different places, cultures, and generations), and how their reception in different places and ages has led to transformations in the practices themselves. We will make use of Special Collections to consider different ways mathematics has been performed and preserved in writing, the role of mathematical texts in education, and the material transmission of mathematical knowledge: e.g., how a demonstration makes its way from Syracuse in 250 BC into a textbook printed in the United States over 2000 years later. Philosophically, we will interrogate the notion of mathematical proof by considering different methods of demonstration (reductio, construction, exhaustion, induction, analysis) and identifying the principles of adequacy to which they appeal. We will also reflect on the forms in which mathematical knowledge is presented (axiomatic systems,

treatises, problems, theorems, methods) and ask what makes a result significant or generative in a specific tradition or paradigm. No special mathematical background is presupposed, but the class will require significant effort of everyone, regardless of mathematical experience. It is difficult to internalize the intellectual styles of different mathematical paradigms and to appreciate their distinctive methods and results. Some results (such as the Pythagorean theorem) will be familiar, but our approach to them likely will not be. There will be problem sets and tutorial sessions to help us digest the mathematical content. Assignments will include art projects, essays, problem sets, and "explainer" presentations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-COL**
Identical With: **MATH114F**
Prereq: **None**

COL102F Sex and Sexuality in Islam (FYS)
Islamic societies have long traditions of commentary about the body and sexuality. Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims throughout time. Instead of essentializing the Islamic "viewpoint" on sexuality, we will survey the variety of opinions and ideas about sex from medieval Islam to the modern world. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and modern sex manuals and debates, among other sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct in Islam, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **FGSS102F, RELI102F, HIST120F**
Prereq: **None**

COL109F "Real" Love: Subjects of Unreason
Is love a special kind of madness? Do love and madness lead to kindred encounters with the limits of experience? What are the subjects of unreason that inform our conceptions of the world and the "real"? How might the novel (as a literary genre) help us to reason philosophically about irrational experience?

This course explores love and madness through depictions of reason and unreason in two major prose works by the author of "the first modern novel," Miguel de Cervantes through a close reading of Don Quixote and The Trials of Persiles and Sigismunda. From the adventures of a country gentleman turned knight-errant to the trials and tribulations of two sojourning lovers repeatedly separated and reunited on the road, we will explore the lived and the ideal, the rational and the irrational, the presence and the absence, the mortal and the immortal in the erotic encounter at the outset of the modern literary imagination.

Both texts will be read in contemporary English translation. No foreign language knowledge is required. Recommendations for appropriate critical editions in Spanish will be provided for any student who wishes to read in the original language.

This is a discussion-based close reading seminar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL112F The European Novel from Cervantes to Calvino (FYS)
This course provides an introductory survey that tracks the development of the European novel through its major periods--from its origins in DON QUIXOTE through the rise of the novel in 18th-century Britain to romanticism, realism, and modernism.

We will focus on texts that had tremendous impact (and long afterlives) throughout Europe, that inspired responses and imitations in many different languages, and that provided European intellectual culture with archetypal characters and plots through which problems of history, politics, and philosophy were articulated--Voltaire's naïf and Dostoevsky's nihilist; Defoe's heroic bourgeois individualist and Kafka's victim of modern bureaucratic rationality. The readings will also introduce students to some of the European novel's important subgenres (e.g., romance, gothic, grotesque, the philosophical novel) and important narrative forms (e.g., epistolary novel, unreliable narration, free indirect discourse).
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL115F Reading in Slow Motion (FYS)
In "The Return to Philology," Paul de Man wrote: "Mere reading, it turns out, prior to any theory, is able to transform critical discourse in a manner that would appear deeply subversive to those who think of the teaching of literature as a substitute for the teaching of theology, ethics, psychology, or intellectual history. Close reading accomplishes this often in spite of itself because it cannot fail to respond to structures of language which it is the more or less secret aim of literary teaching to keep hidden." This course will introduce students to the theory and practice of reading literary texts closely, in slow motion. Engaging with short works of poetry and prose--including texts translated from languages other than English--students will learn to work with (and perhaps through) their uncertainties, bafflement, and non-understanding of the text and its structures of language. Secondary readings will include theoretical and critical essays drawn chiefly from the New Critics and American versions of deconstruction. While we will gain a basic understanding of key critical concepts such as author, reader, text, closure, and ambiguity, our focus will be on learning from the literary texts themselves rather than from the theoretical readings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL121F Writing About Social Issues (FYS)
This FYS course will involve close reading of classic journalistic books on complex social issues and opportunities for students to write their own articles on social and political concerns of interest to them. Texts will include William Finnegan's COLD NEW WORLD, Charles Barber's CITIZEN OUTLAW, Bryan Stevenson's JUST MERCY, Rebecca Skloot's THE IMMORTAL LIFE OF HENRIETTA LACKS, Barbara Ehrenreich's NICKEL AND DIMED, and Jennifer Gonnerman's reporting in "The New Yorker." The distinction and tensions between advocacy and "objective" reporting will be an ongoing point of discussion in the course.

Students will produce three feature-style pieces based on their own original research and reporting.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL122F Magical Creatures & Phantastic Allegories in Spenser's Faerie Queene (FYS)
This course explores the imaginative worlds of magical creatures through a study of phantastic allegory in Edmund Spenser's Faerie Queene. Through a sustained careful reading of this major work of imaginative poetry, we will come to understand the way in which Spenser employs rich and dynamic poetic figurations towards the construction of highly nuanced and complex allegorical meaning which responded to the political, philosophical, and social context of Spenser's own day. This course is open to all readers of any major who have ever wanted to explore Spenser's imaginative poetic fictions, or who have wanted to extend their knowledge of early modern English poetry beyond Shakespeare.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL122F**
Prereq: **None**

COL123Z Love, Sex, and Marriage in Renaissance Europe
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, the Italian Peninsula, the Low Countries, Portugal, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about "homosexual" love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how have contemporary (21st-century) writers reimagined Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123Z, FGSS123Z, MDST125Z, WLIT249Z**
Prereq: **None**

COL125F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL175F, AMST125F, AFAM152F, FGSS175F, THEA172F**
Prereq: **None**

COL130F Thinking Animals: An Introduction to Animal Studies (FYS)
In 1789, British philosopher Jeremy Bentham wrote: "The question is not, 'Can they reason?' nor, 'Can they talk?' but, 'Can they suffer?'" This question, which challenged the social and legal norms of the 18th century that denied sentience to non-human animals, has influenced disciplines across the social sciences and humanities to focus on what has more recently become known as, "the question of the animal." Bentham's question has sparked centuries of debate about the sentience of non-human animals and our relationship to them. In this course, we will examine a range of theories and representations of "the animal" to understand the desire to tame or objectify animals (through zoos, factory farming, and taxidermy), as well as why they are often conceived of as guardians of inaccessible experience and knowledge, and how the human and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality. Readings may include Poe, Kafka, Derrida, Bataille, Haraway, and Coetzee (among others).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **FGSS130F, ENVS130F**
Prereq: **None**

COL133F Data-fy That: Theory and Practice of Digital History (FYS)
History is not simple. It is not the past, but a way of talking about the past with a unique claim to authority. For this reason no imperialism ever fails to claim a history, while at the same time every revolution rewrites it. History is an activity, it is a practice. Whether in the analog world of pen and paper or in the digital metaverse, history is its data. To practice history is to select an object of study and to "data-fy" it. In this course you will be empowered to become not only a reader of history, but a creator of historical data, a scholar actively seizing the current digital history moment as an occasion to break down history's myths through the activities of research, datafication, and analysis. We will critique the past as it has been conceived by upending archives through the construction of relational databases: a quiet revolution defying the colonizer and empowering the colonized. History can always be claimed by the powerless. Everywhere, and

out of anything, we seek to democratize the historical present. Join the revenge of the archive.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **QAC133F**
Prereq: **None**

COL136F Entangled Sounding Objects: The Social Life of Musical Instruments (FYS)
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC135F, ANTH135F, ARCP135F, MDST135F**
Prereq: **None**

COL138 Wesleyan University Collegium Musicum
The Collegium Musicum (literally "company of musicians") is a vocal performance ensemble dedicated to exploring and performing the diverse European repertories of medieval, renaissance, and baroque music. Emphasis is given to the study of musical styles, performance practices, vocal independence, healthy singing, and musicianship. Students investigate various cultural aspects of the production of music, including primary sources, acoustics, and cultural heritage. In spring 2026, we begin our celebration of the Collegium's 25 Years of early music at Wesleyan with a program entitled "Song of Songs, Old and New." Like much Biblical literature, the Song of Songs can be traced back to Sumerian origins. Our program will intersperse ancient Mesopotamian poetry relating to the spiritual marriage of Inanna (Sumerian goddess of love, fertility, and war) and Dumuzi (the shepherd god) with music that reflects the Jewish and Christian understandings of the related mystical union. Biblical language that evokes the fragrance of wine, blossom, fruits, and spices was particularly appealing to European Renaissance composers. We will present a simple Icelandic form of discant, a polytextual French motet, complex polyphony in multiple parts by Palestrina, Lassus, Bouzignac, and Aleotti, and some contemporary responses to these popular texts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC438, MDST212**
Prereq: **None**

COL138F Masculinities (FYS)
This course offers an interdisciplinary approach to the study of masculinities, focusing on the difficulty of disentangling the (social-) scientific questions of what men are (and how they come to be that way) from the interpretive question of what masculinity means. We will survey a range of perspectives from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, anthropology, feminist studies, and queer theory that describe and attempt to account for masculinities. In order to understand how these scholarly accounts might fit together to form a more comprehensive interpretive framework, we will also be engaging in critical analysis of examples from contemporary television and film that will help us to understand the role that representation plays in our cultural constructions of masculinity.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL150F Great Books Unbound: Self and Other (FYS)
Where, how, and why do we draw the boundaries of self and other? In this course, we will discover, analyze, and debate how texts from antiquity to the present have generated and questioned ideas of me and you, us and them: from Descartes's philosophical account of the self as a thinking substance (Meditations), to Natalie Zemon Davis's history of appropriated identity (The Return of Martin Guerre), Kafka's allegories of human-animal metamorphoses, and Shelley's story of monstrosity and belonging (Frankenstein). This course equips students with the skills to unbind influential texts from their traditional readings using the collaborative and interdisciplinary approach of the College of Letters. This course combines small FYS discussion sections with weekly lectures by three professors from different disciplines (philosophy, literature, history), and occasional writing workshops. Designed as a gateway course to any of the core humanities disciplines, Great Books Unbound is not a prerequisite for a College of Letters major, but students considering the major are strongly encouraged to enroll.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL189 Introduction to History: History of the Present
In this course we explore history as a critical endeavor. The aim is twofold: to reflect on the role history plays in making categories of contemporary debate appear inevitable, natural, or culturally necessary; to question underlying assumptions about the relationship between past and present that are so often taken for granted. We will examine both history's influence on politics and the politics of history as a discipline.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST189**
Prereq: **None**

COL198F Truth & the Poet: Lyric Subjectivity and Phenomenology for Beginners (FYS)
What is lyric poetry? What is phenomenology? Can poetry think phenomenologically? What can phenomenology tell us about the way lyric poetry communicates experience? What is the nature of poetic experience, and how does it relate to the structure of experience more generally? What is the relationship between subjectivity and objectivity in experience and the meaning that we give to it? This course provides a foundation for (1) ways of reading and discussing lyric poetry, and (2) understanding and engaging with the school of philosophical thought known as phenomenology. We will read poems from a wide variety of periods, languages, and cultures including Sappho, Césaire, Vallejo, Plath, Dickinson, Rilke, Rimbaud, Stevens, Baudelaire, Dylan, and many others. We will build a basic approach to phenomenology through select readings of Husserl, Heidegger, and Levinas. This course is designed for students

with no prior knowledge of philosophy or poetry. By working interdisciplinarily with various thinkers and poets, this course will introduce students to close reading in the College of Letters and other areas of the humanities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL199 Time Machines: Bringing the Past to the Present and the Future to the Past
In the course we will explore how ghosts of the past and imaginaries of the future haunt the present. We will do so by looking at the temporal disjuncture in canonical and seemingly concrete evidentiary categories of disciplinary history. In essence, we will see how they serve as time machines to bring the past into the present and the present to the future. The course will be organized around a variety of themes from ghosts, haunting, trauma, and historical injustice, through heritage, memory, and presentism, to technological imaginaries and the Anthropocene. In addition, we will look at the ways such imaginary time travel occurs in seemingly everyday sites as well such as supermarkets, films, and amusement parks.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST108**
Prereq: **None**

COL200 The Narratives of Illness and Recovery
This course provides a detailed examination of primarily first-person accounts of illness and recovery. The focus will be on narratives that deal with mental illnesses and trauma or the psychological aspects of physical illnesses. We will explore the relationship of story and narrative to the healing process. Students will analyze across texts the common psychological traits that lead to recovery and generativity, as well as the response to loss and the experience of suffering. Particular emphasis will also be placed on the role of "the wounded healer," those persons who have suffered and then choose to assist others who face similar predicaments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL200, PSYC285**
Prereq: **None**

COL201 Writing Nonfiction
In this creative course, students will address the elements of creative nonfiction, such as narrative, character, voice, tone, conflict, dialogue, process, and argument. The work of nonfiction writers such as James Agee, George Orwell, Joseph Mitchell, Walker Percy, Anne Lamott, Caroline Knapp, and Dave Eggers will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week.

Charles Barber is the author of two works of nonfiction and a novel in progress. He is a lecturer in psychiatry at Yale Medical School and a visiting writer at the College of Letters.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL214**
Prereq: **None**

COL202 Sex and Sexuality in Islam
Islamic societies have long traditions of commentary about the body and sexuality. Medieval Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims, both historically and in the contemporary world. Instead of essentializing the Islamic "viewpoint" on the body, we will survey the variety of opinions and ideas about the body that Muslims have held. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and contemporary sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature. While the course primarily focuses on the premodern period, it will also delve into contemporary Islamic discourses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **FGSS203, RELI208**
Prereq: **None**

COL203 World History
Using material culture, visual sources, primary texts, and articles, this course will give students a solid understanding of World History from the River Valley Civilizations, the Classical Period, and the Post-Classical Period, to the Early-Modern Period, the Long 19th Century, and the Contemporary Period. Emphasis will be placed on the development of major cultures around the world -- and there will also be discussion of how the major cultures fail to explain much of World History.

In practical terms, students will learn how to assess a broad range of historical sources from varied places and times; how to debate these works in class discussion; how to produce concise and precise reading notes based on an argument/counter-argument format; and how to work collaboratively on the group project.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST242**
Prereq: **None**

COL204 British Literature in the Enlightenment: Individualism, Consumer Culture, and the Public Sphere
England was changing rapidly in the 17th and 18th centuries. Indeed, it is often said that this period was crucial for the emergence of individualism, consumer culture, and the public sphere--for the modern world itself. The period is sometimes described as the Age of Reason, but it was also an age of bawdy laughter, intense emotion, brazen self-promotion, serious faith, and gossip in coffeehouses and magazines. It was an age, too, of flourishing marketplaces, imperial expansion, slavery and abolition. This course will track how literary writers celebrated, condemned, participated in, or simply tried to make sense of their changing moment (and the changing understandings of literature available in it).

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL206**
Prereq: **None**

COL205 Writing About Healthcare
Writing About Healthcare is a seminar which introduces students to models of writing about illness and health systems designed to address illness. The class will include both physical welfare and behavioral health, and will greatly focus on the cultural, social, and economic systems in which illness and treatment take place. Texts will include the professor's current project, on the commodification of illness by corporations; also Robert Kolker's Hidden Valley Road; Anne Fadiman's The Spirit Catches You and You Fall Down; Rebecca Skloot's The Immortal Life of Henrietta Lacks; Porochista Khakpour's Sick: A Memoir; and excerpts from the work of Thomas Mann (The Magic Mountain), Walker Percy, and Robert Coles.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL207 Introduction to Postcolonial Theory
The 1978 publication of Edward Said's Orientalism signaled the presence of postcolonial studies, a field of intellectual inquiry that proved influential in the humanities and social sciences. How, from our vantage point, do we understand both the age of imperialism/colonialism, and what happens afterwards? What are the conditions of decolonization and national independences? How do the cultures of the formerly colonized countries use and modify imperial vestiges, and invent themselves anew? Central to our course will be the work of three major theorists in the field of postcolonial studies: Edward Said, Gayatri Spivak, and Homi Bhabha. Among other important ideas, we will discuss Orientalism, subalternity, and mimicry.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS233, ENGL234, AFAM236**
Prereq: **None**

COL208 Accessible Writing: Disability, Language, and Media
Journalists (and indeed most writers who want a wide readership) must take the messy, complicated situations and systems the world presents us with -- an economic downturn, a yearslong war, a rapper's career, a new field of science -- and explain them in terms that are faithful to the facts of the situation, rendered in language that remains understandable to a reader who may not have considered the subject before. Writers from Aristotle to the editors of Wesleyan's new website (where all text is now required to be written at a seventh-grade reading level) have worked to apprehend the mechanisms that make a text understandable. But there is one group of thinkers that is perhaps more invested in the problem of "accessibility" than any other: people with disabilities. We tend to think of disability access -- such as captions on a film, or image descriptions for the blind -- in terms of legal compliance: you'd better make your project accessible or you'll get sued. But in recent years, a range of disabled artists, thinkers, and activists have expanded the field of accessibility beyond compliance into the realm of imagination and interpretation. This course adopts these emerging practices as creative-writing prompts, exploring them with a view toward sharpening our own practice as writers (and journalists, screenwriters, artists, and poets). Course materials will include work by writers engaged in the problem of literary accessibility (Strunk & White, Dr. Seuss, Garielle Lutz), disability-studies scholars (Mara Mills, Mel Y. Chen), activists (Alice Wong, Leah Lakshmi Piepzna-Samarasinha), artists (Christine Sun Kim, Finnegan Shannon, Joseph Grigley), poets (Jjjjjerome Ellis, Latif Askia Ba), and institutions (ProPublica, the New York Times, Harvard's Digital Accessibility initiative). The course will encourage students to pull their writing out of the classroom, with an emphasis on publication, from newspapers and magazines to collaborative projects with Wesleyan's College of Film and Moving Image, Digital Design Commons, Davidson Art Center, and elsewhere.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT218, SOC274, CSPL218, STS218**
Prereq: **None**

COL209 Appearing Acts: Visual Histories and Identity Construction Through Photography in Spain
In her reading of Plato's "Allegory of the Cave," Susan Sontag finds a close bond between photography and the world, our cave. Photography, she says, shows us a new visual code that constructs narratives that "alter and enlarge our notion of what is worth looking at," and in doing so can influence, guide, and condition our knowledge of the world. Keeping this in mind, when it comes to Spain, what kind of world does photography construct? How does the visual field influence and guide our knowledge of modern Spain? In this seminar, we will reflect on how photography has conceptualized social and national identities in Spain from the 19th century to the present, asking how images create, shape, and question the cultural and social archive. Through the examination of photographs, theories, and methods, we will draw a contextualized history of photography that will help us to consider its role in the interdisciplinary construction of Spanish identity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN269**
Prereq: **None**

COL210 Living a Good Life
For many philosophers, Eastern and Western, philosophy has been more than an effort to answer fundamental theoretical questions. It has been an activity aimed at changing one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of living a good life. How does philosophical reasoning interact with lived practice? How do views about metaphysics or psychology lead to ethical commitments? Despite their differences, Confucians, Daoists, Aristotelians, and Stoics all agreed that philosophy should aim at making us better people. Can such an idea still get traction in today's world? This course will typically have a large-group lecture each Monday, smaller breakout sections with the instructors on Wednesdays in which the texts and ideas will be discussed, supplemented by smaller weekly student-led dialogue sessions on Fridays. For details about the structure of the course and a syllabus of class meetings, along with the locations of plenary lecture sessions, breakout sessions, and dialogue sessions, please see this year's course website and past versions of the course at the following link: https://livingagoodlife.com. Students who would like to explore the ancient Chinese and Greek texts on which the course draws are encouraged to enroll in either of two, optional 0.50-credit classes that are associated with our course: PHIL151 Living a Good Life: Chinese Lab; and PHIL152 Living a Good Life: Greek Lab. These courses will expose students with no prior background to the Classical Chinese and Greek languages. See their separate entries in WesMaps for more information.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL210, CEAS253**
Prereq: **None**

COL211 Art Criticism
As a young critic, the art historian Hal Foster wrote: "I do not demystify the work which I discuss so much as I am demystified by it." Beyond criticism's primary object -- the artwork to be judged, rejuvenated, revealed -- what does it let slip about its own function as a social and cultural practice? This course will introduce students to art criticism while also attempting to understand the rapidly changing economic conditions that make it possible (or not). Students will be invited to write pieces of criticism on a range of media -- sculpture, photography, painting, print, video, and performance -- with assignments modeled on different genres of art writing (e.g., the exhibition review, the "critic's pick," the single artwork study, and the "hybrid" review-essay). The course will give students a chance to work closely with the Davison Art Collection and the Zilkha Gallery.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT214, ARHA215**
Prereq: **None**

COL212 Finance, the Stock Market, and the History of Economic Thought
This class has two main purposes: first, to introduce students to the subject of finance--especially the stock market--and, second, to explore the connections between finance and the humanities, especially literature, as a means of understanding the crucial role of finance in society. Readings, class discussions set up as structured debates, news articles, video clips, guest speakers, and a group project will together reinforce the students' growing knowledge of this subject.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST227**
Prereq: **None**

COL213 Enlightenment and Science
This course will examine the positive and negative ways that 21st-century science and technology have been impacted by the Enlightenment. In this earlier time, without government or private sources of funding for science, the emphasis on immediate outcomes became common. Practitioners of science often had to be showmen to attract attention in order to get funding. Through the study of contemporary news articles, this class will also consider such ethical choices, many of them to do with resource allocation, that we are facing in science, medicine, and technology today. It has been assumed that the modern age was drawn from the scientific method and the scientific advances of the Enlightenment. It was Émilie du Châtelet and Voltaire, both strong supporters of Isaac Newton, who, in the mid-18th century, chose the rational, scientific method as the marker of their intellectual age, the Enlightenment. This choice was adopted by their intellectual cohort, and in turn it was slowly accepted as the standard by European society overall. Thus Enlightenment science did not only lead to modern, 21st-century science, it also directly shaped modern attitudes toward the proper running of society and this continues until today. Yet, little work has been done on what it means to organize a society along scientific principles, especially given that this represented a sharp shift away from traditional decision-making on the state level, and a move towards secularization. How did this new, rational approach shift the priorities of European societies, particularly in terms of the distribution of resources? In the 18th century, there was also a desire by educated readers who were not themselves practicing science to learn more about both the history of science and contemporary scientific discoveries. In this century, emerging modern science was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans as well as privileged practitioners of science. Talented young men from less privileged backgrounds were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women (in a time when women had virtually no legal rights apart from their male relatives) were also active in scientific circles, perhaps most notably Margaret Cavendish, Émilie du Châtelet, and Caroline Herschel. Women were also the organizers of the intellectual salons in Paris and the political salons in London. In both cases, science was discussed as a normal topic of discussion, not just a subject for specialists. However, the professionalization and specialization of the sciences in the 19th century led to mixed results--it certainly allowed for a substantial increase in the scale of modern scientific work. Nevertheless, it also led to a less open attitude toward those not trained as scientists in the newly established manner. It also resulted in the end of educated people outside of the sciences considering science to be an area that they should know in order to be proper citizens, not just intellectuals. For centuries it was assumed that the modern age was drawn from the scientific advances of the European Enlightenment in the 18th century. Then, in the last few decades, many scholars started to attack what has been called the Enlightenment Project with its wholesale emphasis on science and rationality. Others have found that there were also valuable nonscientific achievements in Europe during the Enlightenment. However, there is a need to bring the scientific method and the technological advances of the 18th century back into the conversation about the science of that time and then of our own time. Given that we now live in an age both bettered and dominated by science and technology, it is of paramount importance to understand the origins of modern science and technology.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST261**
Prereq: **None**

COL214 The Modern and the Postmodern
In this course we will examine how the idea of "the modern" develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Identical With: **HIST214, CHUM214**
Prereq: **None**

COL215 Fact into Fiction
Although we think of literature as the realm of the imagination, many works of fiction are inspired by facts. A Kentucky slave's attempt to murder her child rather than let it grow up in bondage; a bombing in Saigon that ushered the U.S. invasion of Vietnam; the transformation of the Congo in the years after its independence from Belgium; and the epic journey of the bank robber Ned Kelly in Australia: all these are true events that have inspired the novels we might read in this seminar. How do novelists take history and turn it into story? How do they fashion characters out of real people? And how do they create fully realized worlds none of us who are alive have seen? We will examine aspects of characterization, point of view, plot, narrative time, setting, dialogue, language, structure, themes, imagery, and subtext. We will also read some theoretical texts to help us expand the language we use to describe and discuss novels. The goal of this seminar is to teach you to read like a writer.
Offering: **Crosslisting**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT215, ENGL259**
Prereq: **None**

COL216 European Intellectual History to the Renaissance
This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST215, MDST225**
Prereq: **None**

COL218 The Family Memoir: A Contemporary Study of the Genre
The course will focus on a series of contemporary family memoirs. Readings will include Mikal Gilmore' SHOT IN THE HEART, Edwidge Danticat's BROTHER I'M DYING, Sarah Broom's THE YELLOW HOUSE, Helen Macdonald's H IS FOR HAWK, and Mary Karr's THE LIAR'S CLUB. We will analyze different approaches to the genre, the diversity of ways and formats of telling stories about families, and what makes a particular memoir compelling and insightful. We will also discuss the elusive nature of truth versus fact in stories about families. Students will have the opportunity to write both analytical papers and short family memoirs of their own.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL219 Defiant Echoes: Resistance and Reinvention in the Spanish Canon
Can the literary canon be both a tool of oppression and a space for rebellion? In this course, we will challenge traditional notions of the Spanish canon, exploring how voices of dissent have reshaped it from the 18th century to today. Through literature, comics, memoirs, theater, and essays, we will uncover how writers and artists have resisted imposed identities and fought for a more inclusive cultural landscape. From the groundbreaking works of Emilia Pardo Bazán and Federico García Lorca to contemporary creators like Quan Zhou Wu, Ana Penyas, and Desiree Bela-Lobedde, we will analyze how these voices question authority, identity, and belonging. Through engaging discussions and critical analysis, students will examine the evolving definition of Spanish identity and consider how narratives of power, exclusion, and resistance continue to shape the literary world. Whether you are interested in literature, history, cultural studies, or activism, this course will give you new perspectives on the power of storytelling as a force for change.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN250**
Prereq: **SPAN221**

COL220 Catabasis/Anabasis: Journey to the Underworld and Other Worlds in Dante's Divine Comedy
With Virgil as our guide and Dante as our alter-ego, we will journey to the underworld of the Inferno as well as the other worlds of the Purgatorio and the Paradiso. From the initial poetry of decent (catabasis) in that 'selva oscura' to the ineffable ascent (anabasis) to Beatrice, this course sustains a close reading in English translation of one of the most significant works in the history of poetry. In addition to the Divine Comedy, we will explore the political, cosmological, and theological context of Dante's own period alongside some of his smaller works such as the Vita Nuova and the De Vulgari. This course is open to all readers of any major who have ever wanted to explore Dante's imaginative poetic fictions. We will read the Divine Comedy in a bilingual translation for any student who prefers to read in the Italian.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL221 Your Revolutionary Life: Biography as Political Power from Antiquity to Modernity
Death is not enough to turn a life into a political movement. That translation requires a story. This course asks why, since Gandhi, few leaders have successfully drawn upon the power of adopting a revolutionary approach to living as a means of effecting political, social, and cultural change. A student-centered collaborative pedagogy equips students with the tools and concepts to collectively workshop principles drawn from a wide range of examples of revolutionary living from the period known as the middle ages; from well-known and widely imitated examples such as the Buddha, the Prophet, and the Christ, to lesser-known examples including cross-dressing nuns, hermits on pillars, desert mothers, begging collectives, and much more. Students will then apply the ways these past lives were remembered and transmitted to contemporary movements such as Occupy Wall Street or the Black Lives Matter CHOP in Seattle. Course assignments consist of short essays, presentations, and a self-designed final project that can be analytical, creative, or demonstrative.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **MDST241, HIST232**
Prereq: **None**

COL222 Ruin and Redemption: Narrating Twentieth-Century Italy
When fugitive far-left terrorist Cesare Battisti was extradited to Italy in January 2019 to serve out a life sentence for crimes committed in the late 1970s, he provided fresh evidence for the way that 20th-century events still cast long shadows into contemporary Italy. The events, their narration and re-narration over time tell the story of unresolved conflicts and overturned verdicts in a context characterized by repression, revisionism, and rehabilitation. In this course we study three historical events of the past century that continue to haunt contemporary Italian society, culture, and politics: fascism; civil war and resistance; and the political violence of terrorism in the 1970s and 80s. We approach these events by examining the ever-changing narratives about them. For each narrative we focus on specific issues (e.g., for fascism: the rise of fascism, racism and anti-Semitism, colonialism, Mussolini's cult of personality, the exaltation of war, fascist intellectuals, the art of the regime, etc.), but we use these as an entry point to articulate contradictions and complexity. We explore these narratives through various media and forms of expression: from films to novels, from landmarks to newspaper articles, from poems to billboards. By exploring how the polarizations of these narratives flow into the 21st century, we unveil the fractures and conflicting agents at the core of contemporary Italy.

The course is conducted in Italian. Authors include: Gianni Amelio, Marco Bellocchio, Italo Calvino, Liliana Cavani, Umberto Eco, Beppe Fenoglio, Dario Fo, Natalia Ginzburg, Helena Janaczek, Primo Levi, Pier Paolo Pasolini, Luisa Passerini, Cesare Pavese, Rossana Rossanda, Roberto Rossellini.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL222**

Prereq: **None**

COL223 Home Movies: Italian "Families" on Film
What is "the family" in an Italian social and cultural context? How has it changed over time? How has it responded to the transformations of Italian society since the time of the postwar economic miracle until today? Have its contours changed to adapt to new values? Has it fossilized existing values? Are families limited to flesh-and-blood kinship or are they constructed along lines of shared values and loyalty? This course seeks some answers to these questions through a sustained exploration of a variety of types of families as they are presented in Italian cinema from roughly 1950 until today. We will take stock of representations of the "traditional" family and the related social values, seeking to understand how Italian filmmakers, through their focus on the family, enter into the debate concerning tradition and change within Italian society, culture, and history. To that end, we will examine family dynamics along a broad spectrum of relative and intersecting aspects including affiliation, love, and rivalry; elective families (organized around crime syndicates, families constituted according to affinity); "failed" and "challenged" families and what that means; and examples of single-parent and same-sex families that seek to challenge conventional heteronormative paradigms. Along the way, we will recur to some critical readings (in sociology, history, and anthropology) that will help us frame our inquiry. This course is conducted in Italian. ITAL 223 is an appropriate course for anyone seeking an advanced class after ITAL112.

We will screen one primary film each week, which will anchor our discussions and serve as the basis for that week's activities. Students will also make 10-15 minute presentations on a secondary film that will serve as a "companion" to the primary text and will thicken our understanding of that week's themes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL223**
Prereq: **ITAL221 OR ITAL222**

COL224 Humans and Other Animals
How have humans imagined the inner lives of other animals over time? What categories and roles have human societies assigned other animals, and how have we understood our responsibilities to them? This course presents readings from the earliest examples of world literature to contemporary theory and philosophy to explore human-animal relations across cultures and historical periods. How might these narratives and ideas inform our own relationships to other animals and our place in the planet's ecosystem? This co-taught course offers an interdisciplinary introduction to literature, animal studies, and environmental humanities, with a focus on close reading and effective academic writing.

Exemplary texts: the Sumerian epic Gilgamesh; selections from Homer's Odyssey and Vergil's Georgics; selections from the Sanskrit Ramayana; readings from Marie de France, Rilke, Kafka and J.M. Coetzee; readings on animal ethology, philosophy, and the legal status of non-human persons.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST227**
Prereq: **None**

COL225 Death and the Limits of Representation
The disciplines of history, philosophy, and literature all hinge on the issue of representation. The ability to communicate ideas, visions, or arguments all depend on the ability to represent these abstract notions in a concrete and recognizable form. In this course we will problematize the basis of all three disciplines by exploring death as the limit of representation -- as that which is ultimately unknowable (or knowable only secondhand) and thus beyond representation. Indeed, what is the concept of the ghost but an attempt to represent someone who is dead in the recognizable form of the body that once lived. Yet, the ghost appears and disappears, is not bound by the laws of time or space, and is largely present in its absence. By exploring texts by such authors as Plato, Shakespeare, Poe, and Levinas and by studying historical events such as the Black Death and the Shoah, we will attempt to understand the project of representation and its limits.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL226 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America
This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is organized around four primary dialogues: (1) the creative reception by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti) of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (jarchas) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic-American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN232, LAST232**
Prereq: **SPAN221**

COL227 Life Writing: Writing About the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include Shadd Maruna, William Styron, Mary Karr, Donna Tartt, James Joyce, and many others.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **WRCT227, ENGL228**
Prereq: **None**

COL227Z Life Writing: Writing about the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include William Styron, Mary Karr, Ta-Nehisi Coates, Malcolm X, Donna Tartt, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL228Z, WRCT227Z**
Prereq: **None**

COL228 Virtue and Vice in History, Literature, and Philosophy
Examines the long, complex and sometimes contradictory associations of virtue with piety, salvation, righteousness, intensity, strength, and, more recently with vulnerability and suffering. Beginning with Confucius and Aristotle, and winding our way through Christianity, humanism, postmodernism until the present, we will explore the ethics, power, and politics of the ideas of virtue and vice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **CHUM228, PHIL112, HIST140**
Prereq: **None**

COL229 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History
This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic EL CID (12th-13th century); the bawdy and highly theatrical prose dialogue known as LA CELESTINA (1499); the anonymous LAZARILLO (1554), the first picaresque novel; and María de Zayas's proto-feminist novella THE WAGES OF VICE (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN230, MDST228**
Prereq: **None**

COL230 Longform Narrative
This course will explore techniques and theories that sustain multifaceted and long narratives in fiction and nonfiction. Students will read texts that transpire over many pages, over long periods of time, and which involve deep explorations of character, setting, and theme. Readings will draw on various genres: classics ("Crime and Punishment" and Thomas Mann's "The Magic Mountain"), crime fiction (Donna Tartt's "The Secret History"), and narrative nonfiction (Rebecca Skloot's "The Immortal Life of Henrietta Lacks" and Gay Talese's "Honor Thy Father"). We will examine and explore the elements that sustain long and complex stories. Students will write one very long (50-page) essay or piece of fiction over the course of the semester.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL242**
Prereq: **None**

COL232 Truth & the Poet: Introduction to Phenomenology and Lyric Thinking
What is lyric poetry? What is phenomenology? Can poetry think phenomenologically? What can phenomenology tell us about the way lyric poetry communicates experience? What is the nature of poetic experience, and how does it relate to the structure of experience more generally? What is the relationship between subjectivity and objectivity in experience and the meaning that we give to it? This course provides a foundation for (1) ways of reading and discussing lyric poetry, and (2) understanding and engaging with the school of philosophical thought known as phenomenology. We will read poems from a wide variety of periods, languages, and cultures including Sappho, Césaire, Vallejo, Plath, Dickinson, Rilke, Rimbaud, Stevens, Baudelaire, Dylan, and many others. We will build a basic approach to phenomenology through select readings of Husserl and Heidegger. This course is designed for students with no prior knowledge of philosophy or poetry. By working interdisciplinarily with various thinkers and poets, this course will introduce or continue familiarity with close reading in the College of Letters and other areas of the humanities. This course is recommended but not required prior to taking COL 309 (The Poet & Truth).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **PHIL217**
Prereq: **None**

COL233 Visual Sounds: Exploring the Landscape and Architecture of Musical Notation
This course examines a diverse range of musical works seeing their notation as a process of translation, transformation, provocation, and imagination. Tracing a thread from medieval notations through to contemporary scores, we investigate the shifting tensions between the sonic and the visual over the long arc of music history. Why were sounds inscribed in the ninth century? How do 1960s scores reflect the radicalism of their era? Connections across centuries help shed light on musicians for whom the creative potential of notation surpasses its descriptive and prescriptive functions. Featured composers will include Hildegard of Bingen, Guillaume de Machaut, La Monte Young, George Brecht, Earle Brown, John Cage, Cornelius Cardew, Cathy Berberian, Yoko Ono, Pauline Oliveros, Mark Applebaum, and Claudia Molitor. Complementary materials comprise visual art, concrete poetry, and live theater. One of the reasons composers started to experiment with open scores in the 1950s and 60s was to develop a kind of musical notation that could be read, and therefore performed, even by those who did not identify as musically literate. This course is, accordingly, open to all students. No prior knowledge of musical notation or instrumental expertise is required. Meetings will involve discussion of a wide range of readings with

the goal of expanding understanding of multiple relationships between music and visual materials. Learning Objectives: To gain familiarity with the diversity of forms of musical notation. To recognize the variable relationships between inspiration, transcription, performance, and recordings. To consider musical notation as a form of design, a language code, and a form of translation. To develop creative processes and understand the creative processes of others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC240**
Prereq: **None**

COL235 Re-imagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Drawing on innovative techniques of music, dance, painting, and theater Dante denounced political corruption and social injustice in a story that has inspired artists throughout the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th century prisoners of the Inquisition. Students will read selected cantos from Dante's "Commedia," consider contemporary news accounts of modern equivalents to medieval injustices, examine previous adaptations of the poem, and devise their own responses to Dante in the art form of their choice (theater, dance, poetry, playwriting, rap, music, spoken-word, visual arts).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222, ITAL244, MDST224, RL&L222**
Prereq: **None**

COL235Z Reimagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Combining autobiography and cinematic writing techniques Dante denounced political corruption and social injustice in a story that has inspired artists through the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th-century prisoners of the Inquisition. Students will read selected cantos from Dante's Commedia, consider contemporary equivalents of medieval injustice, examine previous adaptations of the poem, and devise their own responses to Dante in a form of their choice (prose monologue, poetry, playwriting, rap, music, song, spoken-word, drawing, painting, visual collage, epistolary dialogue, etc.).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222Z, MDST224Z, RL&L222Z**
Prereq: **None**

COL236 Don Quixote: How to Read the Ultimate Novel
No novel is more celebrated than "Don Quixote," albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and "life" or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for "the real world" is often as nutty as the hero himself. We will read, discuss, and write about "Don Quixote" in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L236, MDST236, WLIT247**
Prereq: **None**

COL237 Reporting for Narrative
Narrative nonfiction--a.k.a. feature writing, or literary journalism--deploys exhaustive reporting and research in a form that draws on the tools and traditions of literature: character, plot, and scene, along with essayistic inquiry and lyric attention to the line. This course, structured as a weekly writing seminar, will provide an editorial and critical scaffolding for students to produce a final work of long-form nonfiction of their own, which will go through a rigorous process of development and revision. Workshopped peer critique of writing in progress will be supplemented by discussions of readings in the craft of nonfiction, the theory of narrative, and classic and contemporary examples of the form, from magazine features to book-length dispatches.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT217, ENGL227**
Prereq: **None**

COL238 Animal Theories/Human Fictions
The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **FGSS239, ENGL252**
Prereq: **None**

COL239 Rebels and Rebellions in Early Modern Spain
What does it mean to be a rebel? This course examines literary, visual, and historiographical representations of rebels and rebellions in early modern Spain. Students will examine the uprisings of aggrieved comuneros (proto-bourgeois revolutionaries) in Castile and of outraged moriscos (Muslims converts to Christianity) in Granada and Aragon, the covert spiritual rebellions

of crypto-Jewish conversas (Jewish converts to Christianity) and crypto-Muslim moriscas, as well as texts composed by women writers who rebelled against gender norms and Spain's most famous playwright's classic rebellion play. We will analyze the scathing testimonies of expelled moriscos and paintings that reimagine the pre-expulsion revolts of Valencian moriscos alongside gripping examples of local resistance to the moriscos' banishment, an astonishing and unprecedented tragedy in Spanish history. The seminar will introduce students to a critical framework for analyzing visual and multilingual texts. Close readings of "rebellious" texts will acquaint students with both known and nameless rebels of Spain, as well as with the unresolved legacies they left behind.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN239**
Prereq: **None**

COL241 Sophomore Colloquium 1: Antiquity
This is the first of the five multidisciplinary colloquia required of all COL majors. It must be taken during the first semester of the major's sophomore year. The topic is antiquity, and the course covers major texts of the Greek and Roman/Latin traditions, along with selections from the Hebrew Bible and the New Testament.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-COL**
Prereq: **None**

COL242 Sophomore Colloquium 2: The Middle Ages
This is the second of the five multidisciplinary colloquia required of all COL majors and must be taken in the second semester of the major's sophomore year. The topic is the medieval period, and the course covers the literature, philosophy, and history of roughly a millennium, from 500 CE to 1500 CE.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **COL241**

COL243 Junior Colloquium: The Early Modern Period
This is the third of the five multidisciplinary colloquia required of all COL majors and must be taken in the first semester of the major's junior year. Its topics are drawn from the literature, history, and philosophy of Europe in the period 1475 to 1800.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-COL**
Prereq: **None**

COL244 Junior Colloquium 2: The Early Modern Period
For the COL class of 2022, this is the third of the five multidisciplinary colloquia required and must be taken in the second semester of their junior year. Its topics are drawn from the literature, history, and philosophy of Europe in the period 1475-1800.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL245 Senior Colloquium 1: The 18th and 19th Century
This is the fourth of the five multidisciplinary colloquia required of all COL majors and must be taken in the first semester of the major's senior year. The subject matters covered include literature, history, and philosophy in the 19th century, which in this context, can extend from 1789 to 1900.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-COL**
Prereq: **None**

COL246 Senior Colloquium 2: The 20th and 21st Century
This is the fifth and final of the five multidisciplinary colloquia required of all COL majors and must be taken in the second semester of the major's senior year. It includes texts from the literature, history, and philosophy of the 20th and 21st century, extending from 1900 to 2020.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL247 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"--one of the most persistent stories in history--using the very texts in which it was first articulated. We will work with selections from a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea, and many others--to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **CLST247, HIST247, MDST249**
Prereq: **None**

COL248 Foundations of Critical Theory: Marx, Nietzsche, and Freud
This course serves as an introduction to the main ideas of Marx, Nietzsche, and Freud, and their distinct yet similar techniques of interpretation. Michel Foucault once claimed that Marx, Nietzsche, and Freud "have changed the nature of the sign and modified the fashion in which the sign can in general be interpreted" -- which means that they changed the way in which we interpret and make sense of the world and of ourselves. Marx did so by leading his readers, in Capital, to "the hidden abode of production" where "the secret of profit-making must at last be laid bare;" Nietzsche did so by inviting his readers, in his Genealogy of Morality, to "go down and take a little look into the secret of how they fabricate ideals on earth;" Freud did so by teaching that we cannot know ourselves and are hence "not the master in our own house."

This course is designed to make critical theory and contemporary discourses in the humanities and social sciences more accessible by providing the modern historical and philosophical foundations for key critical concepts such as interpretation, subject/agency, history, origin, society and social power, value, modernity, capitalism, socialism, and religion/morality. We will explore some of the most influential writings of the respective authors in a comparative manner and, thus, come to a better understanding of the genesis of critical modern thinking.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST268**

Prereq: **None**

COL249 Thinking By Analogy: The Philosophical Use of a Literary Form
"Juliet is the sun!" So says Romeo, but what does it mean to say someone is the sun? Presumably, Juliet is the sun in being the source of warmth, life, and light in Romeo's world. Yet Juliet is of course not the sun in being an object of astrophysical study, or a giant ball of burning gas. Romeo's claim works, it seems, through a curious interweaving of being and not-being; of sameness and difference. Analogical thinking serves as a source of illumination in all human cultures, and is a pivotal method of comparative and critical inquiry across a range of diverse fields. It facilitates the exploration of abstract themes in literature, aids in drawing insightful inferences in scientific discovery, navigates the complexities of case precedents in legal reasoning, and supports the crafting of compelling ethical arguments. This course will examine the art of analogy as a tool for philosophical understanding and creative thought, tracing its development in the history of philosophy through to its contemporary applications. Roughly half of the semester will focus on premodern perspectives on analogical thinking and verbal image-making, with an emphasis on the contributions of Plato and Aristotle. The remaining half will focus on later works of philosophy and literature that theorize about or employ analogical methods. Our interest throughout will be in how such thinking helps address issues surrounding the nature of reality, representation, and interpretation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL250**
Prereq: **None**

COL250 The Renaissance Woman
This course takes seriously the socioeconomic, cultural, religious, and physical restrictions placed on women writing in the 16th and 17th centuries. Through a selection of literary works, we will examine the ways in which early modern women exercised considerable authorial agency in the poetic-fashioning of the literary tropes, genres, and forms of thought that they inherited. Often re-forming, reinventing, revising, and re-imagining poetic spaces, these women developed their own styles of critique and creation from within their historically specific concerns. This course recovers works that were frequently written out of the study of the early modern during the 18th, 19th, and 20th centuries in order to grapple with the imaginative voices of women writing under the constraints of their time.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **FGSS250**
Prereq: **None**

COL251 Kafka: Literature, Law, and Power
Elias Canetti claimed that among all writers, Kafka was "the greatest expert on power." In this course we will focus on Kafka's narratives of power relations. We will read and discuss Kafka's sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships and how scrutiny and discipline are exercised over the body. We will also consider Kafka's depictions of physical violence and of apparatuses and institutions of power and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST251**
Prereq: **None**

COL252 Writing Love: Articulations of Passion, Genres of Intimacy
What is love? How do we understand the amorous? How do we write the erotic? Is the passionate necessarily opposed to the intimate? Can the prosaic be poetic? This course investigates literary works that depict, problematize, immortalize, and give expression to the varied and nuanced forms of erotic love in human relationships. We will examine and employ the art of verbal language in articulations of passion and genres of intimacy found in philosophical discourse, lyric verse, epistolary exchanges, prose fiction, and dramaturgical and cinematic representations. By working through a liminal space between the sensible and the intelligible, desire and devotion, ineffability and fidelity, absence and presence, mortality and immortality, we will posit and discuss the perennial question: What is love?

Students will be given the opportunity to write analytically and creatively in response to the assigned readings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL253 Journey to the Divine: Islamic Mysticism in Thought and Practice
This course will explore the history, practice, and theory of Sufism, typically understood as the expression of mysticism in Islam. By carefully reading classics of the genre, we will aim to get a deeper understanding of key Sufi principles and priorities. Our survey will extend to Sufi classics such as al-Ghazali's Deliverance from Error, mystical poetry by greats like Jalal al-Din Rumi, and modern Sufi compilations by such diverse figures as the Pakistani thinker Muhammad Iqbal and the British mystic and scholar Martin Lings. We will also delve into philosophical Sufism, with a focus on the insights of the preeminent Andalusian mystic Muhyiddin Ibn 'Arabi, renowned as the "Greatest Master" of the Sufi path (al-Shaykh al-Akbar). Beyond textual analysis, the course incorporates an experiential dimension by delving into Sufi art, including various musical genres such as qawwali. Themes to be explored include divine love, spiritual purification, and truth according to the Sufi way. While our focus will be on reading the greats of Sufi literature, we will also incorporate history in order to give a historically situated understanding of the development of Sufi thought.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL254 Folly & Enlightenment: Madness Before and After the Mind/Body Split
This course examines a variety of ways in which madness has been conceptualized in literary and philosophical texts. Through close readings of classical, early modern, and modern works we will consider forms of human disquiet which have been framed as amorous rapture, poetic furor, the wisdom of folly, visionary experience, satiric subversion, apotheosis, and enlightenment. We will reconsider Foucault's observation that madness is contingent on society by exploring the ways in which perceivably mad characters interact with the limits of their social restrictions and the boundaries of consciousness in order to reveal truths and manifest new outcomes. Special attention will be paid to relationship between insanity and intellect. What is madness? What does it reveal to us about ourselves and our worlds? How does the history of madness inform our understanding of contemporary discourse on mental health and psychic well-being?
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL255 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC260, ARCP270, ANTH260, MDST260, REES206**
Prereq: **None**

COL256 European Realist Novels
The realist novel has a strangely ambivalent legacy. On the one hand, like other literary forms, it is repeatedly consigned, sometimes dismissively, to an earlier moment in literary history: surpassed by modernism, reimagined by postmodernism, and replaced by film, television, and whatever forms of new media might soon emerge. Yet it has also clearly endured--in the popular imagination as well as in the academy--as a pervasive norm, continually setting the standard against which popular narratives may be judged to be successful and (more importantly) serious. Reading these novels, then, does not just teach about an important period in literary history (though it does that, too); it gives us a better understanding of what we continue to expect from the fictional stories that claim to represent the world around us.

We will spend the first six weeks on an overview of the influential tradition of French realism, reading representative texts by Stendhal, Balzac, and Zola. In the second half of the semester, we will delve into two longer novels that have often been regarded as exemplary (even paradigmatic) works of realist fiction: Eliot's Middlemarch and Tolstoy's Anna Karenina. While the emphasis will be on the novels themselves--what they do and how they work--we will also read a small selection of secondary texts (variously critical, historical, and theoretical) on realism, narrative, and the novel as genre.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL258 The Word for World is Information: Ideologies of Language in Science Fiction & Film
By the middle of the 20th century, it had begun to seem possible to produce a grand theory of communication that would use language as a basis for understanding all of human thought, behavior, and culture. As competing versions of such a theory circulated through academic disciplines as disparate as anthropology, neurophysiology, and the emerging field of computer science, they also filtered out--sometimes in strangely warped or oversimplified forms--into popular culture.

This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logic of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL260**
Prereq: **None**

COL259 The Human Condition: Arendt, Nietzsche, Marx
"God is dead," the philosopher Friedrich Nietzsche wrote at the close of the 19th century, "and we have killed him!" Nietzsche presents these words as being proclaimed by "a madman who in the bright morning lit a lantern and ran around the marketplace crying incessantly." Both the content of this famous quotation and its setting express a concern with the internal and external conditions under which modern humans live and make sense of their lives: without the certainty of divine guidance and order (internally), encountering one another only as impersonal buyers and sellers on the marketplace (externally). In this seminar, we will study three strikingly unique yet nonetheless intersecting ways of addressing the human condition after the death of god. We will start with Hannah Arendt's magisterial "The Human Condition" (1958), in which she presents the history of how in the Western philosophical tradition the active life (the vita activa, as distinguished from the vita contemplativa, the life of the mind) has been conceptualized. Drawing on Nietzsche's genealogical method, Arendt traces the genesis of concepts from their Greek, Latin, and Biblical origins to modernity. In doing so, she focuses on the activities of labor, work, and action: Labor is the "metabolism between humans and nature" (Marx), the process through which we appropriate the earth for our survival as a species; work is the transformation of the earth into a durable world; and plurality is the sharing of this world with others.

From Arendt's comprehensive conceptual history of the human condition, we will proceed in reverse chronological order to contextualize and challenge her claims. Arendt singles out Nietzsche and Marx as the paradigmatic modern "life and labor philosophers" and foremost representatives of philosophical "naturalism," and we will first examine Nietzsche's account of the devolution of European morality to nihilism and his critique of Western metaphysics as a "life-denying" death-cult, and will then, in the final third of the semester, investigate Marx's attempts to historicize and rethink the interdependence of humans and their natural environment in terms of an alienation of practice and the transformation (necessitated by the capitalist "law of value") of human labor into an abstract power of domination over humans and, eventually, the whole planet.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **GRST288**
Prereq: **None**

COL260 Detective Fiction: Procedure and Paranoia in Spanish Narrative
The detective genre is the point of departure for an investigation that will lead us to solve a mystery: How do fictions about the detective--a person who is generally outside the law and sometimes crazy or paranoid--help us to understand the social construction of Spain? We will follow this figure through time (from the 19th century to the present) and space (visiting many Spanish cities) to build a theory of the genre in Spain and a panorama of Spanish society and culture. Following the trail left by novellas, novels, and short stories, together with critical texts, our investigation will allow us to unravel the mysteries of a multidimensional society.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN259**
Prereq: **None**

COL262 Tolstoy
During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS252, REES252, RULE252, WLIT252**
Prereq: **None**

COL264 Civic Responsibility and Places of Remembrance: Historical Consciousness in Germany and Beyond
The Holocaust, Germany's STASI terror, resistance to dictatorships, debates about Germany's war memorials, and colonial history come to mind when we think of 20th-century Germany. In this seminar we will pursue the questions: What do we remember? How do we remember? What are places of remembrance, how are they created, and what functions do they have in our society and for us personally? The term "places of remembrance" comes from the French (lieux de mémoire, literally, places of memory). This term was coined by the French historian Pierre Nora. For him, places of remembrance are not only material places, but also the so-called 'immaterial' places such as people, data and concepts that are anchored in people's collective memory and have an identity-forming function. In relation to Germany, places of remembrance can be specific places (like Weimar) or memorial sites (the Auschwitz concentration camp), but also buildings (Kaiser Wilhelm Memorial Church in Berlin), monuments (Bismarck Monument in Hamburg), people (e.g., names of people on street signs), events (Fall of the Wall), customs (Christmas) or symbols. The French sociologist Maurice Halbwachs, who was murdered at Buchenwald, described memories as a connective structure. They connect people socially and temporally. But not only individuals, also societies, nations and cultures remember (= collective memory). According to Halbwachs, crystallization points or places of memory are needed for this process. Like pieces in a mosaic, these form the identity of a culture, a nation, or a society. Their meaning and their perception can change over time. Some things can also be forgotten, but places of remembrance can help us avoid forgetting. With this caveat in mind, we want--among other things--to explore, discuss, and present "places of remembrance" and the role of memory culture in Germany and beyond.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST294**
Prereq: **None**

COL265 Frankfurt School Critical Theory, Then and Now
This course serves as an introduction to Critical Theory as first envisioned and practiced in the 1930s and 1940s by a group of European refugee scholars in New York and Los Angeles associated with the "Institute for Social Research," which later became known as the "Frankfurt School" (the city of Frankfurt being the location of its European origin and post-WW2 abode). Drawing on the German philosophical (Kant and Hegel), sociological (Weber and Simmel), psychological (Nietzsche and Freud), and Marxist (Engels, Marx, and Lukacs in particular) intellectual traditions, "Critical Theory" was intended to shed light on the genesis of capitalist class societies' inherently antagonistic and irrational makeup. Uncompromisingly interdisciplinary, the critical theorists explored phenomena such as authoritarian movements, mass media, propaganda, and the culture industry, and in doing so championed the significance of art and radical thought for the prospects of liberation from authoritarianism and alienated social relations. For the first generation of Critical Theorists (who must be distinguished from their less radical heirs, such as Habermas and Honneth), critique was not a purely academic exercise, but was pursued for the sake of radical social transformation and thus was sparked by a utopian impulse.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **GRST284**
Prereq: **None**

COL266 History and Limits of Aesthetic Theory
This class will engage significant contributions to Aesthetic Theory in the West from antiquity to the modern period along three dimensions: theoretical, critical, and historical. From a theoretical standpoint, we will address perennial questions in aesthetics, such as what makes something a work of art in the first place, what it means for art to be "beautiful" or otherwise "successful," how differences in media condition and contribute to artistic meaning, what genera are and how they evolve, whether and how art can be ethically or politically significant, why we care about fiction, why and how we "enjoy" tragic plays or horror films, and how artistic tradition can (and should) inform individual works. From a critical standpoint, we will consider how works of art contemporaneous with each theoretical account either reinforce or challenge its specific proposals. And from a historical standpoint, we will seek to understand how aesthetic theories both respond to the specificities of their own epoch and situate themselves relative to the artistic and aesthetic traditions of their predecessors. Readings will include texts by Aristotle, Hume, Kant, Lessing, and Hegel.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **PHIL267**

Prereq: **None**

COL267 Practical Criticism
In the early twentieth century, I.A. Richards, an instructor in English Literature at Cambridge, ran an experimental class he called "practical criticism." Each week, he distributed a single poem to his students without revealing the poem's title, author, and date of publication. He asked students to take the poem home, read it as many times as they felt necessary, and write a brief essay that simultaneously judged and interpreted the poem. This course revives Richards's experiment for the twenty-first century. We will follow Richards's protocols for a different set of twelve poems, which students must read, judge, and interpret. (Students must vow not to use Google to identify the authors.) The first half of seminar will be spent discussing the poems and the students' judgments of them; the second half will be spent reflecting on the discussions in the first half, with the help of theoretical writings by Immanuel Kant, Jeremy Bentham, Theodor Adorno, Frank Sibley, John Guillory, and Sianne Ngai.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **WRCT262, ENGL297**
Prereq: **None**

COL268 Introduction to Translation
Literary translation is popularly misunderstood to be the mechanical transfer of words from one language into the words of another. However, literary translators must also bring to life in a new language the intangibles of a text, such as the culture, the mood, the aesthetics, and the vibes. Our modern word vibes derives from an instrument often used in jazz performances called the vibraphone, a percussive instrument that produces a resonant, vibrato effect. In Sanskrit, this vibrato effect is defined by the versatile word dhwani, which is used to describe reverberations and echoes in music, poetry, and theater. In this class (taught by Distinguished Writer in Residence, Daisy Rockwell), we will try our hands at translating not just the words, but the dhwani of texts. This will help us explore what translation has entailed in various eras and cultures, and what we can learn from intermodal translation, when text is brought alive through non-linguistic media, such as sound, visual imagery, and dramatization. Students will formulate a final project halfway through the semester, such as the translation of a short story, a chapter of a book, or a set of poems.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT266, REES266, RL&L266, ENGL270**
Prereq: **None**

COL269 Modern Aesthetic Theory
As a philosophical discipline, aesthetic theory initially coalesced around a cluster of related issues concerning the nature of beauty and the norms governing its production, appreciation, and authoritative assessment. Beginning in the nineteenth century, however, both art and aesthetics undergo a conspicuous yet enigmatic shift, signaled by (among other things) Hegel's declaration that "art, in its highest vocation, is and remains for us a thing of the past." Rather suddenly, classical accounts of beauty, genius, aesthetic experience, and critical taste are beset by anxieties about the autonomy and significance of aesthetic praxis in human life and, subsequently, by a series of challenges to the tenebility of traditional aesthetic categories--author, text, tradition, meaning and interpretation, disinterested pleasure, originality, etc. Our aim in this course is to track these conceptual shifts and to interrogate the rationale behind them. (This course complements, but does not presuppose COL 266: History and Limits of Aesthetic Theory.)
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **PHIL269, GRST269**
Prereq: **None**

COL270 Modernist City-Texts
Since the 19th century, the city has been both a privileged and a problematic object of representation for narrative realism: privileged because urban spaces have increasingly been seen as shaping or producing the very social relations and individual experiences that realism wants to describe; problematic because the city itself, as a coherent totality that might explain those relations and experiences, is too vast, heterogeneous, and complex to be represented through the traditional techniques of realism. This course will approach the problems and possibilities of the city for realism through a close reading of two large, ambitious texts that attempt to represent the city as a totality: James Joyce's novel ULYSSES (1922) and David Simon's television series THE WIRE (2002-2008). We will be particularly concerned with two techniques, pioneered by Joyce, for representing the city: stream of consciousness, which creates a tour of the city from the perspective of a single, mobile flâneur; and montage, which creates a map of the city by juxtaposing various cross-sections of social life or various institutions central to the city's functioning.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL272**
Prereq: **None**

COL271 The Sonnet: Forms of Love, Death, and Beyond
This course explores motifs of love, death, and beyond through a single poetic form: the sonnet. We will read transhistorically from the "invention" of the sonnet in the 13th-century Sicilian School to its use in contemporary American poetry, touching on poets in a variety of languages and time periods. From individual poems to sonnet sequences, we will explore the way in which lyric poetry engages non-narrative modes of meaning-making within the formal expectations of the sonnet. Are sonnets uniquely adapted to types of experience which defy easy articulation? In what ways does the form of the sonnet make it possible to give literary representation to the ineffable? This course pays close attention to the relationship between form and content in a variety of poetic works. Poets to be read include Dante, Labé, Shakespeare, Inés de la Cruz, Barrett Browning, Yeats, Millay, Rilke, and Stallings. Writing assignments will include both creative and analytic writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL237, RL&L271**
Prereq: **None**

COL272 Theories of Fascism
Fascism came out of the horrors of the First World War and drove the world into the even greater horrors of the Second World War. Arguably, however, fascism is more ubiquitous and elusive than historical dates suggest: it was prefigured in how early-modern authoritarian leaders agitated the masses (as analyzed by Max Horkheimer), in France's Second Empire Bonapartism (as analyzed by Karl Marx), and in Richard Wagner's intoxicating spectacle of the total work of art (as analyzed by Friedrich Nietzsche, Charles Baudelaire, Theodor Adorno, and many more). After fascism as a political movement was largely defeated, its theoretical value for understanding race, class, gender, and sexual domination in late-capitalist societies only increased, albeit in a fractured and often hazy way. Over the decades, the body of theoretical thought on fascism has grown to encompass not only its program, tactics, rhetoric, and organization, but also its aesthetics, psychology, and political economy. Because fascism, as Alberto Toscano observed, "is a matter of returns and repetitions," this course will study theories of fascism in thematic units rather than chronologically. Our focus will

be on fascism's transatlantic dimension, and it will include the writings of fascist agitators (Mussolini, Hitler), intellectuals (Evola, Schmitt, Heidegger), and artists (Wagner, Marinetti, Riefenstahl, Jünger). In addition, the course will draw on the traditions of anti-fascist Critical Theory (from Zetkin and Lukács to the Frankfurt School to Žižek and Theweleit), French post-war thought (Lacoue-Labarthe, Guattari), and Black Radicalism (Césaire). We will also study reevaluations of fascism in the context of its political, cultural, and intellectual resurgence over the last decade (Marasco, Herzog, Massumi, Traverso, Toscano).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST270**
Prereq: **None**

COL273 The History of Science in Islam
This course will examine the intellectual legacy of the sciences in the Islamic world. Premodern Muslims cultivated various dimensions of what are today understood as the "hard sciences," including physics, mathematics, biology, and chemistry. In addition to exploring Islamic contributions to these fields during the classical period, known according to some sources as the "Golden Age of Islamic Science," we will explore Islamic medicine and medical theories, astronomy and astrological works (including tools used for astronomical observation), and the sciences of optics and alchemy. We will chart the development of these sciences while looking at the broader cultivation of scientific knowledge in Islamic societies, including the establishment of scientific institutions such as universities, observatories, hospitals, and pharmacies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **MDST273, RELI274, STS273**
Prereq: **None**

COL274 Outsiders in European Literature
Modern literature is replete with protagonists who represent a position or identity that is outside an accepted mainstream; they are different, peculiar and/or attractive, and potentially dangerous. This course will focus on the experience of being or being made into such an outsider, or other, and on the moral, cultural, racial, gendered, sexual, or national norms or boundaries such an outsider establishes for the inside. Reading both fiction and theory, we will ask how the terms of inside and outside are culturally and historically constructed as we also look for proposals for dealing with outsiders and their otherness. Authors may include Kafka, Mann, Camus, Colette, Fanon, Sartre, Beauvoir, Duras.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL264**
Prereq: **None**

COL275 Moral Complexity in Islam: Origins to the Present
Ethics seem straightforward, until you need to explain your choices. How do you judge actions of truth and deception, love and hate, wealth and poverty, pain and punishment, freedom and slavery? Over the long history of Islamic cultures, how did people describe a good, full life? Is there a unique Islamic ethos of action? Do Islamic thinkers tie values and decisions to divine revelation, or to reason? How do we determine the nature of good and evil? Can God do evil, and what would that even mean? In confronting these questions along with Islamic philosophers and thinkers we will find a surprising range and diversity, and some of history's most compelling answers. Diverse and creative, these answers from the Islamic past compel us to rethink some of our basic presuppositions. Blending theory with case studies from the Islamic past and present, we will approach some of the hard ethical questions that Muslims across the world have had to deal with historically and continue to address today.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **RELI275**
Prereq: **None**

COL276 Tolstoy: War and Peace and Other Works
Lev Tolstoy (1828-1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. This course will deal with the first half of Tolstoy's career, beginning with his experiments in the narration of consciousness ("A History of Yesterday" and Childhood) and in the narration of the experience of war (Sevastopol Stories). The main part of the course will be devoted to his epic War and Peace, in which the Napoleonic invasion of 1812 serves as the vehicle for considering the nature of Russian nationhood, the place of the individual in large historical events, and the very essence of how history should be narrated. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES290, RULE290, RUSS290, WLIT263**
Prereq: **None**

COL277 Tolstoy Part Two: Anna Karenina and Later Works
Lev Tolstoy (1828 -1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. His influence in Russia went far beyond literature. By the end of his life, he was the leader of a moral movement known as Tolstoyanism, the major tenets of which were pacifism, vegetarianism, and a resistance to state power verging on anarchism. This course begins with Tolstoy's mid-career masterpiece Anna Karenina, in which Tolstoy explores the problematic nature of the Russian family through the experiences of two main characters: an adulterous wife, for whom the novel is named, and an autobiographical stand-in, Konstantin Lyovin, who is a mouthpiece for many of Tolstoy's own concerns about the post-emancipation Russian economy and the pernicious influence of the West. We will also read Tolstoy's final major novel, Resurrection, which calls into question all the bases of modern society, with the prison system as the primary embodiment of societal evil. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES291, RULE291, RUSS291, WLIT264**
Prereq: **None**

COL279 Good, Evil, Human: German Fairy Tales and Their Cultural Impact
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm

collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST279, GELT279, WLIT251**
Prereq: **None**

COL279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact (FYS)
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST279F, GELT279F**
Prereq: **None**

COL280 Image/Word: Narrative and Photography in Contemporary Spain
The objective of this course is to analyze the relationship between literature and photography, questioning the idea of representation that usually unites them. This relationship goes further than the simple representation of the environment that surrounds us: literature and photography modify not only the perception of, for example, urban space, but also its organization; that is, they have a direct effect on the built environment. This effect creates a productive linkage that challenges the limits of these disciplines and the worlds in which they are created, proving how their work aims not exclusively to describe or represent but also to build. This idea of creating is the base for this seminar, where students will develop a photographic and a narrative/analytic project in which they will test firsthand the relationships and skills seen in the class. Thus, they will be able to see the connections between disciplines and cultures that guide our everyday life. In this seminar we will work with Cuban artist and writer Jacqueline Herranz-Brooks, who will work with students in their creative project.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN267**
Prereq: **SPAN221**

COL281 Histories of Race: Science and Slavery in an Age of Enlightenment
The concept of race was first "invented" during the 18th century by anatomists, natural historians, and, ultimately, the century's classifiers. This class will come to grips with the birth of this concept in two ways. First, we will read excerpts from travelogues to Africa and the Caribbean (as well as short excerpts from natural history) in order to chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. Having studied this "proto-raciology," the class will then examine 16 unpublished manuscripts that were submitted to a contest on the source of "blackness" organized by the Bordeaux Royal Academy of Sciences in 1739. These include essays submitted by priests, anatomists, and partisans of climate theory. Students in this class will actively engage with these materials by producing glossary definitions that will be published along with the entire collection of essays. The ultimate goal of this course is to provide students with an understanding of the concept of race that will inform their reactions to this question as both a historical concept . . . and an ongoing problem that affects all of us in the present.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RLAN**
Identical With: **FREN275**
Prereq: **None**

COL282 Death and the Limits of Representation
The disciplines of history, philosophy, and literature all hinge on the issue of representation. The ability to communicate ideas, visions, or arguments all depend on the ability to represent these abstract notions in a concrete and recognizable form. In this course we will problematize the basis of all three disciplines by exploring Death as the limit of representation: as that which is ultimately unknowable (or knowable only second-hand) and thus beyond representation. Indeed, what is the concept of the "ghost" but an attempt to represent someone who is dead in the recognizable form of the body that once lived. Yet, the ghost appears and disappears, is not bound by the laws of time or space, and is largely present in its absence. By exploring texts by such authors as Plato, Shakespeare, Poe, Derrida, Levinas, Mbembe, and Hartman, and studying historical events such as the "black death," the Middle Passage, and the Shoah, we will attempt to understand the project of representation and its limits.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **HIST284**
Prereq: **None**

COL283 The Rationalist Tradition in Early Modern European Philosophy
This course offers an intermediate-level survey of the Rationalist tradition in Early Modern European Philosophy. Broadly speaking, Rationalism (with a capital 'R') is the view that human reason can deliver insight into significant philosophical truths, without relying on sense experience. We will explore varieties of this methodological commitment in connection with several core topics - including the existence of God, the nature of the human mind (or soul), its relation to the body, and the possibility of empirical knowledge. We will read texts by René Descartes, Princess Elisabeth of Bohemia, Margaret Cavendish, Baruch Spinoza, G.W. Leibniz, and Emilie Du Châtelet.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **PHIL254**
Prereq: **None**

COL285 When the Empire Strikes Back: (Post) Colonial Theory and Fiction
Throughout its history, the rulers of Russia--the tsarist Russian Empire, the USSR, and now the Russian Federation--have been focused on the expansion of Russia's territory via the conquest, subjugation, and/or assimilation of neighboring peoples. Russia's colonial condition, expressed in fiction, film, and other media, will be the focus of this course. We will discuss global postcolonial theory (Chinua Achebe, Edward Said, Gayatri Spivak) and critical works with a focus on Russian, East European, and Eurasian Studies (Ewa Thompson, Vitaly Chernetsky, Alexander Etkind), in order to see how Russia's colonial being can be compared to other empires. We will discuss such topics as The Empire and the Other, Culture and Imperialism, Language Politics, and strategies of resistance to imperial hegemony. Via specific cases in literature and art, we will see how Russian culture processes the colonization of Alaska, Siberia, and the Caucasus. We will pay special attention to the discourses of Chukchi, Tartar, Chechen, Khanty, and Ukrainian authors who write back to the Empire. The readings will

include the writings of J.M. Coetzee, Joseph Conrad, Mikhail Lermontov, Yuri Rytkheu, Guzel Yakhina, Yeremey Aipin, and Viktor Astafiev. The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES265, RULE265, RUSS265, WLIT268**
Prereq: **None**

COL287 Nietzsche als Versucher (CLAC.50)
The term "Versucher" combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes "Versucher" as "the not-undangerous name [he] dares to bestow" on the "philosophers of the future"--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 "Nietzsche - Science, Psychology, Genealogy," though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **CGST290, GRST330, PHIL253**
Prereq: **None**

COL288 Introduction to Journalism: Constructing the News
Champions of journalism are fond of talking about bedrock values: fairness, objectivity, transparency. But like any idea -- or ideology -- these keywords have their own genealogies, and their own constructed natures; in other words, they came from somewhere. This course aims to pull apart our received notions of facticity, objectivity, and transparency in news/journalism/nonfiction, tracing their roots, understanding their historical context, and considering how we deploy them in our own work.

Students will learn the fundamentals of reporting in hands-on assignments that pull them out into the world to gather stories. This journalistic work will occur alongside class discussions of canonical (and neglected) strands of journalism history, drawn in part from Bruce Shapiro¿s anthology Shaking the Foundations: 200 Years of Investigative Journalism in America. These include readings from early Black press pioneers (Ida B. Wells; Marvel Cooke); muckrakers and investigative journalists (Lincoln Steffens; Vera Connolly); and pathbreaking science journalism (Rachel Carson¿s Silent Spring). Readings will also include criticism that examines our present media situation, including selections from Raven Lewis Wallace¿s The View from Somewhere: Undoing the Myth of Journalistic Objectivity and Ben Smith¿s, Traffic: Genius, Rivalry, and the Billion-Dollar Race to Go Viral.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT288, SOC206, CSPL288**
Prereq: **None**

COL288Z Solitude, Society and Loneliness in Romanticism and Modern Culture
We are now living in an age of constant connection to anybody, anywhere, at any time. An indirect result of this is that individual privacy and solitude are being sacrificed (sometimes consciously, sometimes not) for the pleasures as well as the risks of interconnection. The recent COVID-19 pandemic has, however, highlighted the risks of extended solitude, which has made reconnection a newly relevant theme in our lives. We thus find ourselves at a moment in history when we think of both solitude and connection with deep feelings of ambivalence. How can literature, sociology, art, and film about solitude and connection help us to think clearly and deeply about their roles in our lives?

We will read and discuss authors who consider the risks and pleasures both of solitude and interconnection, from early Romantic writers such as Mary Shelley, to American Romantics such as Henry David Thoreau and Emily Dickinson, to modern European writers such as Franz Kafka and Dino Buzzati. We will also examine non-fiction works such as Sherry Turkle's Reclaiming Conversation: The Power of Talk in the Digital Age and Virginia Woolf's A Room of One's Own. We will use these works ultimately to consider our own culture of interconnectivity. What place and meaning do the solitude and privacy so prominent in Romantic literature have in a modern culture that makes them virtually obsolete? What can films such as Kieslowki's A Short Film about Love and Hitchcock's Rear Window show us about the relationship of solitude and privacy? More generally, what can these books and films tell us about solitude and interconnection in and since the nineteenth century?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL268Z**
Prereq: **None**

COL289 Italian Filmmaking by the Book: Adaptations, Texts, and Contexts
This course explores the adaptations and transformations of Italian literary texts into their cinematic and televisual counterparts. We will principally study Italian narratives from the 20th and 21st centuries and their screen adaptations as a way of uncovering the modes and means by which Italian screen culture borrows from literary antecedents. Is the relation between literary texts and their screen adaptations a love story or bad romance? Is it characterized by a "faithfulness" to the text or a "betrayal"? Throughout the semester, students will acquire an enriched understanding of the assorted texts and their contexts

by studying varied genres (short fiction, novels, nonfiction, detective stories), a variety of themes (crimes both real and imagined, petty and powerful; historical revisionism; personal and political dilemmas), and diverse geographical settings focusing principally on Southern Italy (including cities and islands reaching from the Mediterranean to the Adriatic).

All students in the course will study a common core of five author/director pairs. The core consists of "Il Gattopardo" (di Lampedusa/Visconti); "Io non ho paura" (Ammaniti/Salvatores); "L'amica geniale" (Ferrante/Costanzo); "Gomorra" (Saviano/Garrone/Sollima); and "Novelle per un anno/Caos" (Pirandello/Taviani). Additionally, students will, in consultation with the instructor, choose a sixth pairing from the list of the following titles, which will serve as the basis of their end-semester presentation as well as an element of the oral final exam: "Il giorno della civetta" (Sciascia/Damiani); "Il contesto/Cadaveri eccellenti" (Sciascia/ Rosi); "I Malavoglia/La terra trema" (Verga/Visconti); "Padre Padrone" (Ledda/Taviani); "Quo vadis, baby?" (Verasani/Salvatores); "Acciaio" (Avallone/Mordini); "Il conformista" (Moravia/Bertolucci); "Todo modo" (Sciascia/Petri); "Minchia di re/Viola di mare" (Pilati/Maiorca); "Benzina" (Stancanelli/Stambrini); "Il padrino" (Puzo/Coppola); "La tregua" (Levi/Rosi); and "Le forme dell'acqua" (Camilleri/Sironi). Students may also care to consider literary texts from earlier historical periods: Basile's 16th-century "Il cunto de li cunti/Il racconto dei racconti" (Garrone) and Collodi's 19th-century "Pinnochio" (with adaptations by Disney, Benigni, and Garrone). This course will be conducted in Italian. This course is appropriate for all students who have completed ITAL 112 or whose placement exam indicated a course numbered ITAL 221 or higher.

Students are encouraged to put the lengthened winter break to good purpose. All students are expected to read the first book of Ferrante's Neapolitan quartet, "L'amica geniale," during the winter break. It is a long novel, but students will find that the Italian is not challenging. Any edition in Italian will be fine (e.g., electronic, print, used, etc.). Reading in advance of the semester will facilitate students' workload as well as keep Italian flowing during the lengthy pause. It is further greatly recommended that students read di Lampedusa's "Il Gattopardo" in advance of the semester. If students have already taken an Italian course numbered 221 or higher, or have already studied in Italian, it is recommended that they read "Il Gattopardo" in Italian. Any edition will serve.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL249**
Prereq: **None**

COL290 Nietzsche - Science, Psychology, Genealogy
This course offers an intermediate survey of Friedrich Nietzsche's mature philosophical writings. Nietzsche's thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions--does human life have meaning? What makes an action right or wrong? Can we comprehend the true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche's reflections on the impact of modern science (especially the advent of Newton's mechanical physics and Darwin's evolutionary biology) on our conceptions of value and meaning in human life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **PHIL252, GRST290**
Prereq: **None**

COL291 Forward, Without Forgetting: The GDR in Literature and Film
In 1949, postwar Germany officially split into two separate countries with the formation of the German Democratic Republic. Also known as East Germany, the GDR was isolated from the Western world for four decades, and it developed its own, equally rich, literary and cinematic cultures. By looking at a range of textual and visual sources, students will engage critically with ways of understanding this "other" Germany and its distinctive cultural expressions, ideology, and history, including the role of the government and the Stasi. The course also explores phenomena like the "Ostalgie" and retro-chic that manifested themselves after the Fall of the Wall in 1989. The readings include short stories, songs, and excerpts by and among others: Wolf Biermann, Johannes Becher, Günther de Bryn, Stefan Heim, Rainer Kunze, Brigitte Reimann, Claudia Rusch, Susanne Schädlich, Maxi Wander, Christa Wolf. Participants will view and discuss films and TV series produced before and after unification.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST302**
Prereq: **GRST213**

COL292 Reason and Its Limits
This course offers a close study of Immanuel Kant's magnum opus, the Critique of Pure Reason, supplemented by related writings by Kant and some secondary literature. Kant observes that the history of philosophy is rife with disagreements, even though philosophers purport to traffic in necessary truths disclosed by reason alone. This scandalous fractiousness calls into question reason's ability to offer substantive insights into necessary truths. Kant's "critique" aims to vindicate reason by distinguishing, in a principled manner, the sorts of things we can know with certainty from those that lie beyond the limits of human understanding. His central thesis, "transcendental idealism," holds that "reason has insight only into what it produces after its own plan" (Bxiii). In other words, we can indeed be certain of key structural features of reality such as its spatiotemporality and causal interconnectedness--but only because those features are, in some crucial sense, mind-dependent. This class will explore in detail the arguments for these claims as well as prominent interpretations of their philosophical upshot.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL291, GRST292**
Prereq: **None**

COL293 Words and Sex: Storytelling, Censorship, and Boccaccio's Decameron
We will explore literary genres and representations of sex and gender in Boccaccio's Decameron. Through close readings of selected tales and cultural analyses of their trans-historical and transnational reception, we take the Decameron's words as point of departure for the study of storytelling and the politics of readership. As modern readers of Boccaccio's renowned and classic Medieval collection of short tales, we investigate the text's notions of love, gender, and sexuality by comparing and contrasting the Decameron with various other texts across varying media, from the works of Petrarch and Chaucer to the modern readings of D. H. Lawrence and Pier Paolo Pasolini, and from visual arts to digital humanities. Students are invited to creatively engage with these and other texts of their choice (and with approval of the instructor) in order to produce, by the end of the course, either a) an analytic blog post that may be published on the H-Net of the Transnational Italian Studies working group; or b) an individual or collective project inspired by Boccaccio's Decameron.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL216**
Prereq: **None**

COL294 Soundscapes of Islam
From the melodious recitation of the Qur'an and Sufi-inspired sung poetry to popular soundtracks of religious revival and resistance, the world of Islam has generated myriad sonic expressions across its diverse historical and geocultural milieus. While recognized for its affective and transformative powers, music has also been the subject of a longstanding polemic in Islamic societies, its moral and ethical status being debated and contested. This course will survey the soundscapes and ideoscapes of Islam, exploring the manifold roles and meanings assigned to music among Muslim communities. It will examine a range of sound practices and related discourses to discover the ways in which locally distinct religious and social customs have shaped concepts of music and sonic articulations of Muslim identity. We will locate the varied and shifting attitudes toward music and musicians within the context of political censorship, colonialism, nationalism, and cosmopolitan modernity, and consider the impact of current conflicts and migratory processes on the local-global circulation of religious ideologies and sounds. Drawing from selected case studies of sacred and secular performance, we will explore the musical construction of gender, place, and architecture; the role of media in the formation of Muslim 'counterpublics'; and the mediation of aesthetic sensibilities through style. Topics covered will include: views on music within the Islamic tradition (the Qur'an and Sunna, shari'a law, theology, and Sufism); philosophies and cosmologies of music in Islam; music at the courts of Islamic rulers; religious chant and art singing in the Middle East; sound, healing, and exorcism in North Africa; ritual, devotional, and mystical practices in Central Asia; Islamic performing arts in Indonesia; Sufi world music and Muslim pop and hip-hop across Asia and Africa, and among immigrants and refugees in Europe and North America. Throughout the course, Islam will be encountered as a widely diverse spiritual and sociocultural system that has been a source and stimulus for creativity among Muslim peoples worldwide.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC296, REES296**
Prereq: **None**

COL295 Rome After Rome: Culture and Empire of Constantinople
Rome did not fall. Rome was swallowed by a new idea of what it means to be Roman when, in the fourth century, the empire left its own founding city behind and moved the capitol to the newly-minted city of Constantine, Constantinople. This course gives students a hands-on introduction to one of the most astounding sociopolitical transformations in human history, tracing out the cultural, political, and economic trajectories of the Roman empire of the Middle Ages.

In exploring the textual and material relics of this medieval metropolis on their own terms, students apply and publish their research interests on the collaborative place-based interactive teaching encyclopedia Constantinople as Palimpsest (https://arcg.is/0e4Lb4). For their final project students will design a unit for a high school history course, using Constantinople as Palimpsest to introduce the diversities and paradoxes of life in the city of New Rome.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **HIST230, MDST128**
Prereq: **None**

COL298 Music of Central Asia: From Throat-singing to Heavy Metal
The music of the Hu was chosen as the soundtrack to Star Wars Jedi: Fallen Order because it sounded otherworldly to Western audiences. In fact, the Hu draw on ancient musical traditions from Central Asia, one of the most culturally and musically diverse areas of the world. This course introduces students to a wide range of music practices, genres, and styles in historically nomadic and sedentary regions of Central Asia: throat-singing, sounds of shamanic and Sufi Islamic rituals, epic performance, narrative instrumental playing, oral poetry competitions, folk and art singing, Western-influenced classical and popular music genres, including Central Asian repertoires of opera and symphony, Azerbaijani jazz, Uzbek estrada, Kazakh Q-pop and crossover music, Mongolian heavy metal, and hip hop. The roles and meanings of music are discussed in relation to wider aspects of culture and social life, the impact of Soviet culture policies, post-Soviet national revival, and globalization.

The course includes a performance component. Students learn to play a variety of Kazakh and Kyrgyz musical instruments, including plucked and bowed lutes, a plucked zither, clay ocarinas, jaw harps, and percussion instruments. Previous musical training is not necessary. The course draws on extensive audiovisual materials and is open to students of all levels.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC297, REES297, RUSS297**
Prereq: **None**

COL299 Palestina: Another Middle Ages
The historical region of Greater Palestine (the Near East region located along the eastern Mediterranean coast) was a universal crossroads throughout the Middle Ages: maps drawn in the Anglian wilderness made Jerusalem the center of the world; Caesarea Maritima boasted a library second only to Alexandria; Damascus, Mecca, Cairo, and Antioch funneled and ferried capital and commodities to and from China, India, Africa, Europe, and (yes) North America. These diverse and overlapping networks shaped Greater Palestine into a key locus of global history. From the backdrop of Alexander the Great & the Hellenistic Era, our course will trace the region's history from the establishment of Roman governance, from Judaism's split between the messianic Hellenized followers of Jesus of Nazareth and diasporic Talmudic Rabbinism, to the Persian Wars, the rise of Islam, the Crusades, and finally conclude with the Mongol invasions -- halted in Gaza and repelled toward Syria. Relying on a dialogue-across-difference pedagogy we will combine translated sources with innovative historiographical methods, and highlight the interconnectedness of Jewish, Christian, and Muslim experiences across the region known broadly as Bilad al-Sham or Palaestina. In this work we will make an Other's Middle Age.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL300 Infinity and the Mathematization of Nature: Early Modern Perspectives
The "mathematization of nature" is a hallmark of the so-called "scientific revolution" in sixteenth- and seventeenth-century Europe. By privileging quantitative methods for measuring and explaining natural phenomena, thinkers broke with the largely "qualitative" forms of explanation typical of the Aristotelian tradition. Especially with the development of new mathematical methods--notably, advances in algebra, analytical geometry, and the development of infinitesimal calculus--the scope and explanatory power of

natural philosophy was considerably extended. At the same time, however, new puzzles arose about how the pristine models of abstract mathematics could apply to the messy reality of concrete nature. This question was especially pressing in connection with new mathematics' exploitation the notion of infinity: infinite series, infinite extensions, infinitesimally small quantities, and even infinities greater than other infinities. Should we take the successful application of such infinitary mathematics to natural phenomena to imply that nature itself harbors an infinity of infinities? And how must we reconceive the cognitive powers of the human mind to make room for the fact that infinity has ceased to signify the unknowable as such and has instead become a primary tool for producing scientific knowledge?

In this seminar, we will examine some of the most prominent Early Modern applications of infinitary mathematical methods in the study of natural phenomena as well as central debates about what sense, if any, can be made of these procedures and their apparent success.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **STS304, PHIL304**
Prereq: **None**

COL301 Researching and Writing Historical Narrative Nonfiction: A Workshop
Historical Nonfiction will be a workshop-based course. Students will have the opportunity to work on a project led by Charles Barber, a book-in-progress of historical narrative nonfiction based in Palm Beach, Florida in the 1920s. The project involves a decade-longs conflict between a gang and two father and son sheriffs, set against the explosive (and often corrupt) growth of Palm Beach as a resort in the early 19th century. Students will work with court and governmental records, as well as archival materials of all sorts. Students will receive professional credit for their contributions. A focus of the first part of the course will be historical methodology and evaluation of records; the second half of the course will address the question of transforming historical materials into compelling narratives. Readings will include models of historically based nonfiction, such as David Grann's Killer of the Flower Moon and Patrick Radden Keefe's Say Nothing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL328**
Prereq: **None**

COL302 Cultural Criticism and Aesthetic Theory: Walter Benjamin and Theodor Adorno
This seminar introduces and explores the cultural criticisms and aesthetic theories of Walter Benjamin and Theodor Adorno, two of the 20th century's most notable Marxist thinkers and critics. Our aim will be to illuminate the intimate interconnections between cultural criticism and aesthetic theory taking place concurrently with the rise of the artistic avant-gardes (with which both thinkers felt deep affinities). We will study the intellectual origins, cultural contexts, methods, and critical aims of Benjamin's and Adorno's uniquely individual yet also closely related practices of cultural criticism. Further, we will examine the assumptions underlying their aesthetic writings and seek to reconstruct their respective contributions to aesthetics.

Over the course of the semester, we will study the works of our protagonists both on their own terms and in comparison to each other. Major thematic units will include (but are not limited to) their writings on literary aesthetics, narrative, and translation; architecture and the city (Naples, Moscow, Paris, Berlin); landscape and nature; mass culture and aesthetic autonomy. Our starting point will be Georg Lukács's Theory of the Novel, a work to which both Benjamin and Adorno were much indebted. On occasion, we will supplement our explorations with asides from the 1920s and 1930s (by Alfred Sohn-Rethel, Siegfried Kracauer, Bertolt Brecht, Asja Lachs, Ernst Bloch) as well as scholarship for optional reading (by Susan Sontag, Hannah Arendt, Fredric Jameson, Susan Buck-Morss, Miriam Bratu Hansen, Susan Ingram, Judith Butler, Esther Leslie).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST250**
Prereq: **None**

COL303 Radical Self-Care
This is a higher-level seminar on philosophy as a way of life that will explore how the notion of self-care has been developed and deployed throughout history by several political theorists and activists, including Mohandas Gandhi, MLK Jr., Nelson Mandela, Audre Lorde, Angela Davis, bell hooks, and Sara Ahmed.

When conducted in the present day, reflection on how one should live naturally requires attending to matters of sociopolitical concern, such as healthcare inequities, environmental degradation, wealth disparities, and prison reform. An investigation into the links between personal and social well-being has so far been something of a lacuna in the field of philosophy as a way of life, though in a variety of formulations and across several traditions, practices of self-care and self-formation have typically been seen as continuous with (and even a prerequisite for) a robust engagement with others and the pursuit of social justice causes. We will explore the connection between these two domains in this course. As a project during the semester, students will be asked to engage in a cause that matters to them by implementing selected ideas from the thinkers and activists that we'll be studying.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL350**
Prereq: **None**

COL304 The Formation of the Modern Self: German Romanticism
The 18th century in Europe saw tremendous changes in the ways people thought about and saw the world. In the process, old certainties, assumptions, and authorities collapsed, requiring new conceptions of self and world. In the decades around 1800, it became increasingly clear that the Enlightenment's optimistic view of progress was hiding some deeper concerns about unsettling and urgent problems, such as the reintegration of the newly "liberated" individual into society, the disconnect between scientific hypothesis and a more holistic view of the world, the role of language as the main mediator of human experience, or the sorting and ordering of the sheer mass of knowledge and information that the Enlightenment produced. It was German authors and thinkers, in particular, who started asking and answering such questions, creating some of the lasting conceptualizations of the modern self in literature (Goethe), aesthetics (Kant), and anthropology (Herder), but also exploring roads not pursued any further, such as Goethe's theory of color. Later authors explored even more troubling questions about communal cohesion (Hölderlin), the dangers of misinformation and misconceptions (Kleist), and the disruption wrought by new technology (E.T.A. Hoffmann), topics of as much urgency then as they are today. By reading authors from this German "Romanticism," we will historicize, evaluate, and critique notions of the modern individual, just as

this very self is starting to dissolve under the pressure of new technology and accelerating social and political processes.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **GRST289**
Prereq: **None**

COL305 The Critic and Her Publics
The critic and her public are difficult concepts to define or fix. The critic is not a creative writer, an academic, a journalist, or a reporter, yet criticism borrows from the protocols of all four professions. The critic's publics are not made up exclusively of scholars, specialists, artists, or lay readers, but span these divisions. The aim of this course is to trace the evolution of the critic, her function, her style, and her publics from the seventeenth century to the present. Readings will include essays by Jane Anger, Margaret Cavendish, Joseph Addison, Richard Steele, Eliza Haywood, John Dryden, Samuel Johnson, Matthew Arnold, Henry James, T.S. Eliot, Virginia Woolf, Walter Benjamin, José Ortega y Gasset, Jorge Luis Borges, Clement Greenberg, James Baldwin, Mary McCarthy, Roland Barthes, Susan Sontag, Elizabeth Hardwick, Edward Said, Toni Morrison, Renata Adler, Michael Warner, Anne Carson, Margo Jefferson, and Elif Batuman. The class will be linked with the Shapiro Center talk series, "The Critic and Her Publics," and the Shapiro Center Master Classes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **WRCT305**
Prereq: **None**

COL306 Spectacles of Violence in Early Modern French Tragedy
The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts--many of which staged physical violence--not only reflected but also actively participated in the debates surrounding the 'troubles civils.' In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN306, THEA292**
Prereq: **None**

COL307 Negotiating French Identity: Migration and Identity in Contemporary France
With the largest minority in France being of Maghrebi origin, Islam has become the second largest religion in France today. What are the repercussions of this phenomenon for French identity? How did French society understand its identity and regard foreigners in the past? What do members of the growing Franco-Maghrebi community add to the ongoing dialogue surrounding France's republican and secular identity? This course will analyze the recent attempts at redefining French identity through a study of literary texts, films, and media coverage of important societal debates (e.g., the Scarf Affair, French immigration laws, the Algerian war). Readings, discussions, and papers will be in French.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN305**
Prereq: **None**

COL308 Translation in Theory and Practice
This seminar is a workshop devoted to helping students from a range of disciplines and departments hone their practices of translation. Translation is part of a wide range of academic, publishing, and creative activities: humanities and social science scholars read texts in translation, translate while doing field work and archival research, and include translations in their articles and books; translation is an engine of creativity for many writers, bilingual or not. This course will begin by looking at various alternate translations of the same texts, to expand our sense of options and possibilities. The next five weeks of reading will introduce students to some of the main debates, theories, and practices of translation into English.

The second half of the course will focus on students' own translation projects. While you are welcome to pursue a project you already have in mind, most students will be choosing and starting a new project, guided by the discussions and topics in the first half of the course. The scope can be small (a single short story, a chapter of a novel or biography, a few poems or song lyrics), or you can have an eye to a bigger project you want to pursue after the end of the semester (a senior thesis, a short-story submission for publication, a book pitch). Week by week, all students will respond in class and in writing to translations-in-progress. In the last week, we will get to see and respond to everyone's revisions.

Facility in a language other than English is required; perfect fluency is not required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT210, ENGL273**
Prereq: **None**

COL308Z Contemporary Short Stories in Translation
This course will introduce students to a wide range of contemporary short stories from around the world, translated into English. We will read fiction from four geographical clusters--Nordic Europe, Latin America, East Asia, Western Europe--as well as from outside these relatively well-defined categories. Along with exploring the fiction itself, we will consider how the English-language publishing industry treats these different zones, as we acknowledge the risk of ending up with national or regional stereotypes. We will also keep in mind the translator's role as an active creator of the works we are reading. In week two, we will pay special attention to the crucial professional role of the translator in getting these authors published and recognized, and there will be in-class visits from one translator in each cluster. The objective of the course is to get a basic overview of different contemporary trends and traditions, and their various paths to publication in English, as well as hopefully finding one or two new favorite writers.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT210Z, ENGL202Z**

Prereq: **None**

COL309 The Poet and Truth: Lyric Subjectivity, Phenomenology, and the Structure of Experience
Who is the poet? What is subjectivity? How is the "lyric I" located and articulated? How do lyric poems conceive of their own claims to truth? Is there a role for the poet in philosophy? What is phenomenology, and how did this particular branch of thought come about in the history of philosophy? Taking a key term for the exploration of the structure of experience in phenomenology, how might lyric poetry contribute to our understanding of 'intentionality'? Because phenomenology is not often taught, this course assumes no prior knowledge of phenomenological works. Some experience with close reading texts and prior familiarity with Descartes' Meditations will be useful but is not required. This course focuses on providing a foundation in phenomenology through the work of Edmund Husserl. Further developments in phenomenology will then be explored in Heidegger, Sartre, Levinas, Derrida, and Merleau-Ponty. Weekly selections of poetry will be taken from various time periods, cultures, and languages from antiquity to the present.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL310 More-Than-Human-Worlds: Theories and Fictions
How do we imagine the worlds of other life forms: what they know, what is meaningful to them, their ways of communicating? Which senses must we use and what forms of translation are necessary (if impossible) to turn their languages, their thoughts, their desires into our fictions or poetry or theory? What stories have been told and what stories could or should we tell in order to inspire more responsive and responsible relations between the diverse yet enmeshed worlds of human and non-human lives? These are some of the questions we will be asking as we move through a diverse range of writings about relations to other animals and to other worlds that are both within and beyond our own.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENVS320**
Prereq: **None**

COL311 Translation Workshop in Early Modern Spain: Topographies of Love, Arcadia, and History
This course takes a practical approach to the translation of early modern Spanish literature. We will begin by consulting various comments on the art and craft of translation made by 16th-century Spanish translators in their own works before we encounter the curious case of the "pastoral prosimetrum," a type of narrative fiction that reimagined the author and their contemporaries under literary pseudonyms in an updated version of an idyllic Arcadian landscape. From Spanish to English, from experience to poiesis, we'll recontextualize these topographies of love in their own literary and historical moment in order to translate those imaginaries into contemporary English. Readings will be in English and Spanish. Discussions and translations will be in English. There are no prerequisites, but reading knowledge of Spanish is required. Please consult the instructor if you have questions about your language ability.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **RL&L311**
Prereq: **None**

COL312 Love and Other Useless Pursuits
What is love? Is it an emotion? A judgment? A way of coming to know ourselves or others? What is the point of love? Does it have a defined object, a purpose, or an end? Does it have a logic or does it defy logic? What good or evil can it do in the world? "Love and Other Useless Pursuits" is an upper level seminar that approaches these questions through a comparative history of literature, literary theory, and philosophical aesthetics. The authors we read will likely include Plato, Andreas Capellanus, Tullia d'Aragona, Margaret Cavendish, Immanuel Kant, Stendhal, Johann Wolfgang von Goethe, Ralph Waldo Emerson, Marcel Proust, Djuna Barnes, James Baldwin, Simone de Beauvoir, bell hooks, and Lauren Berlant.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT304**
Prereq: **None**

COL313 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage
From 1580 to 1690, Spanish and Latin American playwrights created one of the great dramatic repertoires of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. A distinguishing feature of this theatrical tradition is the unusual prominence it lent to actresses (and roles written for them), as well as to women in the paying audiences. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists. Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us. We will examine five of the greatest of these plays by Cervantes, Lope de Vega, Calderón de la Barca, Tirso de Molina, and Sor Juana Inés de la Cruz (in Mexico or "New Spain") in a variety of genres and modes (history, epic, romantic comedy, tragedy, Islamic borderland, metatheater, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso; Calderón's "Spanish Hamlet" Segismundo; Lope's spitfire diva Diana, the Countess of Belflor; and Sor Juana's cross-dressing comic virtuosi) and their spirited dialogue, inventive plots, and dazzling metrical variety. We will look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to the shaping influence of women on the professional stage (in contrast to England) and to performance spaces and traditions. Organized around the careful reading of five key play-texts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with literary analysis. However, an interest in engaging these wonderful plays closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation. This counts as a Theater Method course for the Theater Major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN231, THEA231**
Prereq: **None**

COL314 Cuban Literature and Film: Imagination, Revolt, and Melancholia
This course surveys the major aesthetic and socio-historical movements in modern and contemporary Cuba. Since the late 19th century, the island of Cuba has been at the center of a number of key epochal disputes: between colonialism

and independence, racism and racial justice, neocolonialism and revolution, liberalism and socialism, isolationism and globalization. In the arts, the turn of the century launched a period of great imaginative invention. Considering the singular place of Cuba in Latin America, the Caribbean, and the globe, this course addresses some of the most representative works of Cuban literature and film since independence until the present time. Imagination, revolt, and melancholia are the three concepts that will orient our discussion. Imagination refers both to artistic creation and to the collective capacity of projecting new worlds, utopias, or impossible realities. Revolt, as opposed to revolution, is not restrained to politics as usual but relates rather to a deep experience of discontent and a return (from the Latin revolvere) to ancient psycho-social strata. Finally, melancholia serves as a point of view to understand what happens when history does not live up to emancipatory expectations. Special attention will be given to Afrocubanismo, ethnographic literature, the avant-garde aesthetics of the group Orígenes, Marvelous Realism, testimony, revolution, socialist experimental film, diaspora, the Special Period, and post-Soviet life.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN296, CGST324, LAST315**
Prereq: **SPAN221**

COL315 German Romanticism: Disenchantment and Re-enchantment
Famously, the sociologist Max Weber described the rational, enlightened age as "disenchanted": Unlike "the savage," he claimed, who uses "magical means" for manipulating "mysterious incalculable powers," the denizens of capitalist modernity use "technical means and calculation" to master "all things." At the same time, Weber indicated that the "process of disenchantment, which has been under way for millennia in Western culture," birthed abstract new enchantments: "Having lost their magic, the multiple gods of the past rise up from their graves in the form of impersonal forces, fighting for power over our lives and thus beginning anew their eternal struggle against one another." Against the backdrop of Weber's dialectic of disenchantment and re-enchantment, this course offers a representative overview of some of the key ideas, works, and authors of German Romanticism, a term that designates both a period that extends from about 1795 to 1848 and a style of creative and intellectual production that encompasses a remarkable diversity of phenomena, including the proto-avant-garde experiments with communal "sympoetry" and "symphilosophy" in the Early Romantic circles and the rise of "Dark Romanticism" that fuses a fascination with science and new technologies with a turn to the occult and demonic. In tracing the tensions between disenchantment and re-enchantment, we will consider works of literature, criticism, art, and music, including works by some of the key figures in the German intellectual and artistic tradition, such as Heinrich Heine, the Brothers Schlegel and the Brothers Grimm, E. T. A. Hoffmann, Ludwig Tieck, Caspar David Friedrich, Robert and Clara Schumann, Franz Schubert, Karoline von Günderrode, Bettina von Arnim, Novalis, Annette von Droste-Hülshoff, and the young Karl Marx.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST386**
Prereq: **GRST213**

COL316 The Corpse as Critique
From Ancient Greece to present-day Sri Lanka and Palestine, literary works have turned to the figure of the corpse in order to articulate critiques of domination and authority. In these texts, the dead human body, despite or perhaps because of its inertness, poses potent problems to the exercise of statist and racist violence, the depredations of plantation slavery and industrial capitalism, and the abuses of empire. What is this strange form of critique, rooted in mere matter that, itself, does nothing but decompose? And what might it teach us as we attempt to survive and thrive in a world defined by spiraling inequality, rising authoritarianism, and environmental catastrophe? In this course, we will begin to answer these questions by examining literary texts from authors including Sophocles, Nadine Gordimer, and Michael Ondaatje, as well as works of philosophy, history, anthropology, political theory, and literary theory from thinkers such as Walter Benjamin, Georges Bataille, and Katherine Verdery. In tracking invocations of the corpse at various historical junctures and in various literary genres, we will investigate what makes the dead human body such a compelling figure with which to expose and subvert the exercise of coercive power and violence. At the same time, we will attend to the unique affordances and limitations of literature, drama, and film in expressing this critical potential.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM314, ENGL358**
Prereq: **None**

COL318 French Renaissance Theater Lab
In this seminar students will explore a variety of dramatic texts written and performed during the French Renaissance (c. 1500-1610). The first two-thirds of the semester will provide an overview of the poetics, rhetoric, and performance of early French theater, followed by discussions about gender, religion, politics, violence, and other topics as they arise within each play. Authors will include Marguerite de Navarre, Jean de La Péruse, Étienne Jodelle, François d'Amboise, Louise Labé, Robert Garnier, and Catherine Des Roches. During the last third of the semester, students will participate in a collaborative digital (online) critical edition of one of the plays studied. Emerging technologies in the field of digital humanities will be integrated into this lab portion of the seminar, as well as more conventional methods of establishing critical editions. Readings, written assignments, and class discussions will be in French.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN318, THEA338**
Prereq: **None**

COL319 The Fact: Master Class on Fact Checking
How do you identify a fact? How do you verify it? In this master class, the head of the fact-checking department at The New Yorker, Fergus McIntosh, introduces students to the bizarre, delightful, and contentious world of fact checking. Across three sessions, students will learn what the roles and responsibilities of a fact checker are, how to approach the practice of checking, sourcing, and editing, and where to draw the line between fake news and the truth.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT413**
Prereq: **None**

COL320 Places of Remembrance: Historical Consciousness in Germany
Memorial days and monuments: every nation recalls its history. Antisemitism, the Holocaust, East Germany's STASI terror and the resistance to dictatorships, and the more recent debates about Germany's colonial history come to mind when we think of 20th century Germany. In this seminar, we will explore the culture of remembrance (Erinnerungskultur) and visit places of remembrance (Erinnerungsorte) virtually. We will discuss how and what we do--and do not--remember, based on selected readings, documentaries, and memorial sites. Speakers from Germany will be invited via Zoom to talk about specific places and activities of remembrance. We will develop online projects, for example, one's own family history or that of others, or geo-mapping memorial sites.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST320**
Prereq: **GRST213**

COL321 Dialogues of Love: A Close Reading
Towards the end of the fifteenth century amidst the burgeoning cultures of the Italian Renaissance in Naples, Genova, and Venice, the exiled Ibero-Sephardic philosopher and physician Judah Abravanel (Leone Ebreo) composed a philosophical work on erotic ethics as a dialogue between love (Philone) and wisdom (Sophia). "The Dialogues of Love" (1535) presented early modern readers with an erotic cosmology which drew upon Ancient and Medieval texts including Plato, Neo-Platonism, Neo-Aristotelianism, Kabbalah, and scriptural commentary. Widely translated, read, and reprinted throughout the sixteenth century, this text animated literary and cultural life throughout sixteenth-century Europe, finding its way into the work of poets and fiction writers such as Miguel de Cervantes. This course engages this unique and breathtaking work of early modern philosophy through a close reading of a Renaissance cosmos staged as a lovers' courtship.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **RL&L321, MDST321, CJST321**
Prereq: **None**

COL323 Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book "Male Daughters, Female Husbands: Gender and Sex in an African Society" (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category.

This seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST291, FGSS269**
Prereq: **None**

COL323Z Gender and History: Global Feminist Theories and Narratives of the Past
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book Male Daughters, Female Husbands: Gender and Sex in an African Society (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. For the first three weeks of the summer session we will focus on 1) Producing a Gendered Discipline 2) Feminist Theories and Sexualities and 3) Gender in the Archive. In the final week, students will produce a final research paper relating to one of four possible themes: International Feminisms, Women's Rights, Queering Histories, or Gender and Labor. Our readings for the week will guide an in-depth discussion of each topic. The course is especially appropriate for prospective history and feminist, gender and sexuality majors (this is a gateway course for FGSS), though all students interested in using gender as a category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST291Z, FGSS268Z**
Prereq: **None**

COL326 Literary Movements: Conceptual and Experimental Fiction
The course seeks to examine the modern novel by focusing on fiction structured around a concept ("conceptual fiction") and fiction which deviates from the traditional modes of storytelling in a coherent enough way ("experimental fiction"). Together, we will examine novels and short stories in which an idea, an image, or metaphor directly informs the structure, plot, characterization, or all of the above of the work. We will also look at works of formal invention and/or subtle experimentation as far as they are constructed around a discernible and coherent pattern. There have been countless such works in the modern/contemporary period and some of the notable practitioners include Virginia Woolf, Moshin Hamid, George Saunders, Cormac McCarthy, Carlos Fuentes, Toni Morrison, and John McGregor, amongst others have work in this "movement." We will also look at critical essays around these books including from David Lodge, James Baldwin, and Victor Schlovsky, amongst others.

We will study texts from some of these writers (Woolf, Hamid, Saunders, McCarthy) closely and try to determine what it means to create fiction around a "concept." Implicit in this inquiry would be the broader question of form, formal invention, and the vagaries of experimentation. What makes a novel unique? What new grounds does this novel or story break? Does the experimental mode help or hinder meaning? What makes a novel unique? How does structure distinguish a novel rather than plot or characterization, or, for that matter, ideas? What are the ways by which a novel can subvert the traditional form of the novel? What are the strictures of genre and how do they constrain or help expand the art of storytelling?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT310**
Prereq: **None**

COL327 Cervantes
Cervantes is known chiefly for DON QUIXOTE, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. DON

QUIXOTE also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about DON QUIXOTE, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN236, MDST254**
Prereq: **SPAN221**

COL328 Constructing the Past: Theories of Historical Knowledge
This seminar will explore how we "make history" by exploring issues and debates in contemporary theory of history. Wesleyan is known as the epicenter for theory of history because of the academic journal "History and Theory," owned and edited by Wesleyan University faculty for the past 60 years. We will discuss such topics as the nature of historical truth; time and temporality; fiction and fact; history as a science with laws vs history as an art, with style; gender history; agency and causation; history of the emotions; of animals, and history's moral imperatives. We will give special attention to recent arguments about the theory of history, and how we construct the past. Key figures are likely to include Walter Benjamin, R. G. Collingwood, Michel Foucault, Hayden White, Frank Ankersmit, Nancy Partner, Joan Scott, and Reinhart Koselleck as well as publications by Wesleyan faculty past and present.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST338**
Prereq: **None**

COL329 Madness and Its Others: The Ethics of Intelligibility
What does it mean to make madness speak? In his 1961 "History of Madness," Foucault took a critical view of the history of censure and confinement which relegated madness to the periphery of the social whole. Within this view, Foucault historicized four phases (or epistemes) of madness: Antiquity, Renaissance, Classical, and Modern. But, as Derrida asked in his rejoinder essay, "Cogito and the History of Madness," is the historicization of madness not itself a kind of censure and confinement? This course takes up the question of madness and otherness at the intersection of ethics and intelligibility. In addition to the Foucault/Derrida debate on madness and reason in Descartes's "Meditations," we will consider the ethics of dialectic, understanding, and the sovereignty of reason in Shakespeare's King Lear, Truffaut's L'enfant sauvage, selections from Plato's Phaedrus, and Levinas's "Philosophy and the Idea of Infinity." Where intelligibility marks the boundary between reason and unreason--where what can be spoken, what can be thought, and the possibility of articulation and of being understood are contingent on the relation to the other--we will explore the ethics of reason and unreason, self and other, and the spaces in between.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL330 The Craft of Criticism
This seminar will explore the craft of writing criticism for magazines and newspapers. Over the course of the semester, we will look at different genres of the form--the book review and the "briefly noted," the 4,000-word review-essay and the blurb, memorial essays and "braided" criticism--to consider the protocols of writing for different publications and publics. Students will be assigned to write four works of criticism of varying lengths and will be asked to select a different object for each assignment (e.g. novel, film, album, exhibition). A series of shorter reflections will also be assigned on questions of rhetoric, affect, and style in response to weekly readings. The course will be offered in conjunction with the Shapiro Center's "The Art of Editing" series and its master classes on editing and fact-checking taught by members of The New Yorker staff.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT330**
Prereq: **None**

COL331 Love, Madness, & Politics
Is love a private or a public matter? What role does the madness of love play in a well-governed society? Love is the singular and personal experience par excellence. And yet by virtue of connection with another, it is also the experience that pulls us out of ourselves into linguistic, corporeal, and social worlds. Does our conception of erotic love directly inform our understanding of the social and political whole? Or does our conception of the social and political whole inform our understanding of erotic love? Are questions of hospitality a public or a private matter? What is the role of intimacy in a well-governed society? This course begins by engaging three of Plato's Socratic dialogues -- the Republic, the Symposium, and the Phaedrus -- that link eros to questions of governance, language, and enlightenment. Turning from eros, we then examine the personal and public features of friendship (philia) in Aristotle's Nicomachean Ethics, before exploring Plotinus On Beauty and its role in the overlapping of eros and philia in Abravanel's Dialogues of Love. Turning to modernity, we closely engage Rousseau's positioning of the love relationship at the center of society in Emile and Arendt's deep critical engagement with our classical inheritance in The Human Condition. This philosophical exploration will be grounded in a reading of Ishiguro's novel, Never Let Me Go.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL332 European Intellectual History since the Renaissance
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST216**
Prereq: **None**

COL332L European Intellectual History since the Renaissance- Service Learning
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

This course is designed for Service Learning. Students in this course will read short selections about Aging, meet with a specific senior citizen to talk about the books we are reading for class (5 times in the semester), and write 2-page papers responding to those meetings. Otherwise, both History 216L and History 216 will have the same class requirements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST216L**
Prereq: **None**

COL333 Do We Truly Choose? Free Will in Philosophy and Theology
Free will has been a central pillar of philosophical inquiry throughout history. While contemporary debates often focus on issues of consciousness, mechanics, neurobiology, and physics, premodern discussions frequently revolved around the role of God in defining the boundaries of human freedom. This seminar will delve into diverse perspectives on free will, drawing from philosophical traditions across time and place -- both past and present, East and West -- with particular emphasis on the Islamic context. Through a close reading of key sources, the course examines how different thinkers have conceptualized human agency and the extent to which it determines action. Ultimately, the seminar will grapple with the vexed question: do human agents actually enable their acts, or, in the final analysis, truly "do nothing"?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **PHIL393, CHUM313**
Prereq: **None**

COL334 History of Spanish Cinema
This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematics. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

For a detailed description of the objectives, materials, viewing requirements and modes of assessments, please visit the course web site at: https://span301.site.wesleyan.edu/
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L301, FILM301**
Prereq: **None**

COL336 Theories of Translation
This course will examine a range of predominately 20th-century theoretical approaches to literary translation in the fields of philosophy, linguistics, literary criticism, and translation studies. In an effort to derive a definition of literary translation, we will focus on two questions. First: What is literal (or word-for-word) translation? How does it differ from other kinds of translation; how does it conceptualize meaning; what are its purposes; and what oppositions (e.g., literal vs. figurative) can we use to make sense of it? Second: What is the relationship between language and culture? Can translation give us access to an unfamiliar culture; can literary translation affect the culture in which it is produced; or does translation simply colonize foreign texts by transforming them into something legible to a domestic culture?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL356**
Prereq: **None**

COL337 What is (a) Language?
Scholarly inquiries into language have always faced the distinctive (though not unique) problem of how to define their object of study. What is language? Language in general, human language, a particular language, language as opposed to dialect or idiolect, etc.

This course will not answer these questions. It will, however, examine the most important and influential ways that they have been formulated and answered throughout the Western tradition of linguistic inquiry. Our survey will be organized around two main tendencies that are sometimes distinct but often complementary. First, the question of origins: Where does (a) language come from, and what does this tell us about its nature? We'll look at etymology and theories of language change alongside thought experiments and evolutionary theories that try to narrate the emergence of language from nonhuman forms of animal communication. Second, the questions of structure and function: How does (a) language work; what do we use it to do? We'll look at the medieval trivium of grammar, logic, and rhetoric, alongside the (approximate!) modern analogues of morphosyntax, semantics, and pragmatics. Our goal will be to get a sense of the major theoretical issues that have run through scholarly inquiries into language(s) across disciplines ranging from linguistics and philosophy through anthropology, sociology, and literary theory, to cognitive studies and evolutionary biology.

While our scope is large, our method will be narrow, focusing on close readings of important primary texts in the history of Western linguistic thought. Since our emphasis will be on the coherence of theoretical positions rather the coherence of historical narratives, we'll focus especially on works that have exerted the strongest influence on contemporary understandings of language, particularly those from the 20th and 21st centuries.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **CGST215**
Prereq: **None**

COL338 Utter Nonsense: Modernist Experiments with Meaning
In "The Use of Poetry and The Use of Criticism" (1933) T.S. Eliot wrote," The chief use of the 'meaning' of a poem, in the ordinary sense, may be [...] to satisfy one habit of the reader, to keep his mind diverted and quiet, while the poem does its work upon him: much as the imaginary burglar is always provided with a bit of nice meat for the house-dog."

To extend this analogy: this course will look at texts by meatless burglars, writers who set out not to sedate but to conscript the sense-sniffing house-dog as they pillage the house for things of value.

This course will survey some of literary modernism's most defamiliarizing texts, ones that challenge interpreters by withholding or avoiding that digestible (and perhaps soporific) "meaning" Eliot referred to. We will look at modernist formal experiments from Gertrude Stein and Guillaume Apollinaire through Dada, surrealism, the French New Novel, and the theater of the absurd, alongside the less prominent but equally influential exploration of aleatory, procedural, and machine-generated poetry by writers such as Jackson Mac Low and the Oulipo. Working with authors' manifestos and critics' interpretations alongside the primary texts, we'll pay special attention to the varied relationships to meaning that can be found at work in texts that a casual reader might lump together as simply meaningless or nonsensical.

As the semester progresses and we get a clearer sense of what these texts require from their readers, we'll begin to ask (with the help of some basic readings in semiotic and psychoanalytic literary theory) how our interpretive behavior when confronted with seeming nonsense might relate to the various things we do when we read normal or typical texts--ones that strike us as already or obviously meaningful. Is making sense something that a text can ever do on its own or something that we must always do to (or for) the text?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL346**
Prereq: **None**

COL339 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **CLST393, CEAS340, RL&L290, GRST231, RUSS340, RULE340, REES340, ENGL295**
Prereq: **None**

COL340 Daemons, Enigmas, and the Cosmic Image: Classical and Modern Allegory
Allegories are everywhere--from novels, art, and philosophy to news, political rhetoric and the law. They confront us as something strange, as overly baroque or disappointingly simplistic, as a symbolic mystery that becomes blandly prosaic once the proper interpretive key has been found. Allegories can be abstract and ethereal (e.g. Dante traveling through the heavenly spheres), but they can also make abstract ideas concrete: the idea of justice becomes the Roman goddess Iustitia, blindfolded, holding a sword and a set of scales, a statue in front of a courthouse. They try to explain life's complexities, but the stories they tell are much stranger than the lives that we live: the insatiable longing for our significant other is really the search for our other true half, since once we were round creatures rolling happily around but were cut in half by Zeus for our transgressions. What are these allegorical texts doing for us, and why are they doing it in such bewildering ways?

This course looks at the persistence of allegory. We will inquire into its origins in the Classical world, and we will try to understand how it has been found (or made) useful by writers and literary theorists in the 20th and 21st centuries.

The texts that interest us will make simple things mysterious and mysterious things simple, transforming the imaginable into the visible and the visible into the imaginary. And we will try to find our way through this mode of writing and of reading that insistently brings opposites together, connecting different realms of experience, knowledge, and language in ways that both produce and defy sense.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **CLST340**
Prereq: **None**

COL341 Plato's REPUBLIC
"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's Republic. No other work in the Western tradition can lay claim to setting the tone so influentially for the development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today--on matters of ethics, politics, moral psychology, epistemology, metaphysics, and aesthetics--receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of The Republic alongside various perspectives that have been taken on this magisterial work in contemporary philosophy, journalism, and literature. We will focus on The Republic primarily as a work of moral psychology by investigating the topical question of the dialogue: Why is it better to live justly rather than unjustly? For Plato, a just life is one governed by the pursuit of wisdom or learning, and this he believes will also be a psychologically healthy one. By contrast, a life governed by the indiscriminate pursuit of power--the life of a tyrant--is psychologically corrupted. These are bold claims. What is Plato's argument for them? In raising this question, we will consider the political project Plato embarks upon in the Republic in constructing a just society, as well as connected issues he raises in the dialogue concerning the nature of human motivation, the distinction between belief and knowledge, the distinction between appearance and reality, the importance of a proper education to the human good, and the role of art and beauty in furthering the common good. Alongside Plato, we will read various works of secondary literature, journalistic pieces, and works of fiction this semester, all inspired by The Republic.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL303, CLST257**
Prereq: **None**

COL347 Foucault: IYKYK
In this course we will follow Michel Foucault's trajectory and methodologies throughout his career from his early work on archeology of knowledge to his genealogical history of the present, focus on bio-power, and then governmentality. Part intellectual history and part theory/method of history, the course will take up Foucault's work within the context of his own time but also as a dynamic set of tools for critique, political activism, and history in the 21st century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-HIST**
Identical With: **HIST347**
Prereq: **None**

COL350 The First Female Historian: The Crusade-Era Epic History of Anna Komnena
Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena -- a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire -- to finally break into this most gendered of genres? And, how has Anna Komnena's accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with The Alexiad through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **MDST350, HIST328**
Prereq: **None**

COL351 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) impression of endurance and stability?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM339, GRST249, PHIL302, STS339**
Prereq: **None**

COL352 Coming Out/Coming of Age: Narratives of Becoming in Italian Culture
By examining narratives of "becoming" in Italian literary and screen texts, we will work to read against a dominant "master" narrative of Italian culture that is cis-male, patriarchal, and "white." The literary and screen texts we will explore in depth include some "classic" narratives of coming of age in the Italian cultural tradition which we will lay alongside Italian cultural "coming out" narratives, some "classic," others less so. What can we learn from such adjacencies? What does one "come out" of with regard to either strand of inquiry? Is adolescence a "closet" out of which one emerges with a sexual identity? Does one come of age as an artist or "come out" as a practitioner of a particular artistic genre (filmmaker, poet, novelist)? How do artistic choices of practice subtend and inform sexual identity? What gets left behind in this "progress" of "becoming"? These are some of the questions we will address in this course, conducted in Italian.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL247**
Prereq: **None**

COL354 Classical Islamic Theology and Philosophy
This course is a close-reading seminar on major debates in classical Islamic theology (kalam) and philosophy (falsafa). Instead of surveying Islamic civilization broadly, we will focus on key philosophical and theological problems that shaped disagreements among Muslim thinkers between the ninth and thirteenth centuries.

What can human beings truly know, and what are the limits of reason? Can truths about God, the soul, and the universe be demonstrated philosophically, or do they depend on revelation? Is philosophy an independent path to truth, or must it answer to theology? Is the world necessary or contingent? How should causation be understood? What counts as a legitimate method in theology or philosophy?

We will examine these questions through sustained engagement with Islamic sources in English translation. Readings include works by al-Farabi, Avicenna, al-Ghazali, and Averroes, alongside theological writings from major Islamic traditions. Particular attention will be given to tensions between philosophical and theological approaches, and to later efforts within theology to challenge, refine, or defend philosophical reasoning.

Although we will situate these debates historically, the primary emphasis of the course is on close reading, careful reconstruction of arguments, and philosophical analysis. Our aim is to understand what Islamic theologians and philosophers themselves took to be at stake in engaging these debates within their own intellectual traditions.

An associated Arabic CLAC (Cultures and Languages Across the Curriculum) section will be offered alongside this course. While not required, students at any level of Arabic who wish to engage our sources in their original language are welcome to enroll.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL354Z Self and Text in Roman North Africa: Augustine's Confessions
The native North African Augustine of Hippo wrote the most influential autobiographical text in (so-called) Western literature. It remains the most brilliant text I have ever read: a mind-bendingly complex and yet fully coherent literary self. Let's read it together. Set between Carthage and Rome in 400, Augustine wrote just 10 years before the Eternal City would be sacked by the disaffected former legions of the empire (the Goths). Split between conqueror and conquered, civilization and apocalypse, Augustine wove humanity's existential and epistemological questions into a literary tapestry for the ages: Who am I? How do you speak? Who are you? How do I listen? Who are we? How do we know? At once memoir, critique of empire, philosophy, psychology, theology, personal history, criticism, and a letter, these Confessions require close, careful, focused, attentive readings from a diverse group of interpreters. Join our learning community and spend two snowbound weeks at Wesleyan with a book you will never forget.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **HIST354Z, MDST354Z**
Prereq: **None**

COL355 The Treason of the Intellectuals: Power, Ethics, and Cultural Production
In his 1928 essay Julien Benda railed against the "treason" of the European intellectual establishment who abandoned disinterested intellectual activity in favor of political and nationalist engagement. In this course we will explore the relation of intellectuals to politics and the ethical ramifications thereof. Beginning with the Dreyfus Affair, the course will emphasize political involvement in France to focus on the vexed relationship between political action and intellectual production. We will examine figures such as Zola, Benda, Breton, Celine, Sartre, Camus, Beauvoir, Aron, Fanon, Foucault, Mbembe, Derrida, Kristeva, and Cixous.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST391**
Prereq: **None**

COL356 Reading Classical Islamic Theology and Philosophy in Arabic (CLAC.50)
Offered alongside Classical Islamic Theology and Philosophy, this Arabic CLAC provides guided close reading of selected primary texts in their original language, including excerpts from al-F¿r¿b¿, Avicenna, and Averroes. Conducted primarily in Arabic, the course develops facility with classical philosophical vocabulary, argument structure, and transliteration, and is open to students at any level of Arabic study.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL357 Arabic Accounts of Free Will (CLAC .50)
This CLAC accompanies the course Do We Truly Choose? Free Will in Philosophy and Theology and focuses on reading classical Arabic discussions of human agency and divine predestination. Students will deepen their understanding of key philosophical and theological terms related to causation, responsibility, and choice while strengthening advanced reading skills in Arabic.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Identical With: **CGST357**
Prereq: **None**

COL359 Philosophical Classics I: Ancient Western Philosophy
This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL201, CLST217**
Prereq: **None**

COL360 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant
Can we ever hope to attain certain knowledge of the external world? Can we know ourselves? How is our mind related to our body? Are our senses more reliable than our intellect? Or is it the other way round? Can we have science without a belief in God? These are some of the questions that excited the philosophical imagination of the major intellectual figures of the early modern period, an era of unparalleled collaboration between science and philosophy. In this course we will examine how the Scientific Revolution encouraged philosophers toward radical innovation in epistemology and philosophy of mind, laying the foundations for our own modern conceptions of natural law, scientific explanation, consciousness and self-consciousness, knowledge and belief. We will be reading, analyzing, and arguing with some of the most influential works in the history of Western philosophy, including Descartes' MEDITATIONS, Locke's ESSAY CONCERNING HUMAN UNDERSTANDING, Hume's ENQUIRY CONCERNING HUMAN UNDERSTANDING, and Kant's CRITIQUE OF PURE REASON.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL202**
Prereq: **None**

COL363 (Un)Popular Performances/Performances (Im)Populaires
In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular "study-abroad destination" for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 "season" are preserved in his personal papers in the National Library

of Scotland. This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FREN363, MDST363, THEA363**
Prereq: **None**

COL364 Body Politics: Desire, Sexualities, and Gender, Past and Present
Sexuality as a category to define, construct, and control the "self" has been seen as a product of the 18th and 19th century. This course turns to ancient Greek society to look at body politics before sexuality and to examine the different ways in which sex and gender are experienced and constructed.

We will approach sex and gender roles as organizing principles of private and public life. Using literary, scientific, historical, legal, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution, adultery); and ideas regarding desire, self-control, masculinity and femininity, and their cultivation in social and political contexts. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course by looking at theoretical approaches and contemporary movements and debates. We will end by looking at how ideas about sexuality in classical antiquity were used in Romer v. Evans, otherwise known as the 1993 Colorado Gay Rights Case.

For CLST Major requirements, this course counts toward the concentrations of Literature and Performance and History, Politics, and Social Justice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST363, FGSS363**
Prereq: **None**

COL367 Female Dicks: Police, Detectives, and Private Investigators in Contemporary Italian Culture
Through the act of detection and "solution" of a crime, classic detective stories and police procedurals often serve as consoling narratives, knitting up the unraveled social fabric and seeing that justice will either be served or promised. In solving the crime, the detective--sometimes called a "dick" in the classic American hard-boiled detective literature--often restores order to social chaos. What changes when women--female dicks--conduct the investigation? Do women investigators, as agents of detection, uphold existing (patriarchal) power structures, dynamics, and epistemologies? Challenge them? Transform them? These are some of the themes we will contemplate as we study Italian "gialli" published since 1995.

We will concentrate on three different types of female dicks: la Deferente (the deferential), la Scomoda (the disquieting, uneasy), and la Vendicatrice (the vindicator). We will read novels in several different book series privileging Bologna as a location; further, we will also explore films and television series, trying to plumb the relationship of these Italian screen texts to the phenomenon of global and transnational noir.

This course is conducted through the medium of Italian and is suitable for anyone who has already taken a fifth-semester course (or one that is more advanced) on the Middletown campus or who has participated on the ECCO Program in Bologna. If you have questions about whether this is the course for you, please contact the instructor.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL267**
Prereq: **ITAL112**

COL368 Nabokov
Vladimir Nabokov--brilliant writer, outrageous literary gamesman, and cosmopolitan exile--is a towering figure of 20th-century literature. His most famous novel, "Lolita," propelled him to international stardom and changed the transnational literary landscape. Child of a turbulent century, Nabokov wrote exquisite and at times disturbing prose in Russian and English, balancing between imaginary worlds and harsh realities. This seminar offers a sustained exploration of Nabokov's major Russian and American writings as well as film adaptations of his "Despair" (Rainer Werner Fassbinder) and "Lolita" (Stanley Kubrick). We will consider memory, exile, trauma, nostalgia, and identity as we read Nabokov, who saw existence as a "series of footnotes to a vast, obscure, unfinished masterpiece."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES268**
Prereq: **None**

COL369 Law, Personhood, and Democracy, Ancient & Modern
Legal texts -- law codes, decrees, and edicts, juristic discussions, law court cases -- help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, personhood in law and ethics, rights versus responsibilities, and the possibility of freedom and happiness -- some more progressive than our own. In an era when many of our democratic institutions and conventions are challenged, the classical sources offer alternate legal and social ways of thinking, and new tools for rethinking our own time. This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through narratives and case studies, we will examine Greek approaches to thorny legal issues that are still contested today: women's rights, freedom of gender and sexual expression, the right to trial, torture and coerced confession, immigration and the right to citizenship, foundational "myths" (and lies), and conspiracy theories, among others. The ancient sources will be brought into dialogue with US supreme court opinions and debates on these issues. We will also explore how constitutional frameworks are constructed and deployed alongside religious and moral beliefs -- whether that be overtly or covertly --0 to cultivate "civic thinking." For CLST

Major requirements, this course falls under the History, Politics, and Social Justice track.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST321**
Prereq: **None**

COL370 Writing Fiction
Chinua Achebe was famous for his quote "If you don't like another person's story, write your own." Although disliking another's story could inspire creative writing, there are various reasons why people write, ranging from the basic human desire to understand the world through storytelling down to the desire to respond to the issues of the day--be it moral, political, religious--through fiction. The course is designed to help students gain skills in writing fiction; recognizing the literary conventions of fiction; reading and critiquing published work from a writer's perspective; making deliberate creative choices; engaging the work of others in a workshop setting; and revising their work using feedback from their peers and other writing strategies. As such, our reading list will be diverse in scope, cutting across various continents, races, and creeds. We will hope to use the work on the reading list as stepping points for creating our own stories whether in response to various prompts or as original stories to be discussed in workshops. At the end of the semester, you will not only have read a good chunk of fiction and have a good sense of how fiction works, you will also have produced--and substantially revised--some of that writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT270, AFAM281, ENGL277**
Prereq: **None**

COL373 "Real" Love: Subjects of Unreason
Is love a special kind of madness? Do love and madness lead to kindred encounters with the limits of experience? What are the subjects of unreason that inform our conceptions of the world and the "real"? How might the novel (as a literary genre) help us to reason philosophically about irrational experience?

This course explores love and madness through depictions of reason and unreason in two major prose works by the author of "the first modern novel," Miguel de Cervantes through a close reading of Don Quixote and The Trials of Persiles and Sigismunda. From the adventures of a country gentleman turned knight-errant to the trials and tribulations of two sojourning lovers repeatedly separated and reunited on the road, we will explore the lived and the ideal, the rational and the irrational, the presence and the absence, the mortal and the immortal in the erotic encounter at the outset of the modern literary imagination.

Both texts will be read in contemporary English translation. No foreign language knowledge is required. Recommendations for appropriate critical editions in Spanish will be provided for any student who wishes to read in the original language.

This is a discussion-based close reading seminar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

COL375 Advanced Research in Digital History
The digital age has changed everything and nothing about the practice of historical research. After being equipped with core concepts, terminology, and practices of historical research, students will engage and explore various applications: across moth-eaten archives, curated library collections, optical scans, and digital-born objects. We will then immediately apply this work to collectively setting up an archival relational database through the digital tool Nodegoat. Students will finish the semester by curating their own historical archive and codifying it as a relational database. Depending on the specific project and student abilities, students will also connect this work to utilizing and/or learning skills in translation, GIS, database creation, database management, and digital visualization. Successful students will be connected to the Travelers' Lab international network: an opportunity to connect, receive feedback from, and collaborate with professors at higher education institutions in the United States and around the world. Depending on the year students may also be offered conference presentation and publication opportunities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **QAC375, HIST293**
Prereq: **None**

COL375Z Building a Relational Database: Introduction to Historical Research Data
This course empowers students to become not only readers of history but creators of historical data, new scholars actively seizing the current digital history moment as an occasion to break down history's myths through the activities of research, datafication, and analysis. The digital age -- even the advent of GenAI -- has changed nothing fundamental about the practice of historical research. But it could: the digital age is an opportunity for scholars to act as agents of change. This winter course focuses on the role of data in existing historical practices. Our series of focused workshops and targeted research investigations will enact and enable new methods and practices of history. Targeted readings address current theories and methods for working with the range of historical source materials: moth-eaten archives, curated library collections, digitizations, and digital-born objects. We will then get right to work on practices and your own research projects. Students will set up an archival relational database through the web-based tool Nodegoat. They will finish the session by curating their own historical archive, which they will codify as a relational database, and then explore development through further research or publication.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **HIST275Z, QAC205Z**
Prereq: **None**

COL382 Narrative Nonfiction and the Archive
Journalists, narrative historians, and biographers all work to reconstruct past events from interviews, archives, and in-person investigation before writing up their findings in an immersive and engaging form. This series of practical writing workshops with Distinguished Writer in Residence Cal Flyn will challenge its participants to produce nonfiction accounts of past events from decades ago, right into the present day -- and to grapple with the technical difficulties that come with uncertain histories, gaps in documentary evidence, and unreliable memories. We will also undertake close reading of carefully selected extracts from writers including Katherine Boo, Sadiya Hartman, Truman Capote, and

Patrick Radden Keefe, and practice our research skills using Wesleyan's own archives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT282, SOC295**
Prereq: **None**

COL384 How to Write about Pop Music and Why
What does it mean to write critically about a pop song or album at a time when anyone can listen to it with minimal effort? What is the value of an artist profile when artists' careers and lives are so publicly intertwined? How does a critic derive the aesthetic or moral authority to comment on music made by performers with dissimilar backgrounds, lifestyles, and values? In this class we'll look at the way the critical discourse around popular music has evolved in terms of immediacy, accessibility, scope, and purpose, paying attention to both "classical" pop journalism and ways of engaging with music that, while not quite reviews, nonetheless contribute significantly to the discourse around it. Most of all we'll listen to music together and explore different forms of interpreting and making sense of it.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT286, SOC298**
Prereq: **None**

COL385 Die Grenzen meiner Sprache bedeuten die Grenzen meiner Welt (CLAC .5)
This CLAC will explore the practice of translating philosophical German by focusing on Wittgenstein's Tractatus, its recent translations, and its (often unnamed) sources and influences -- including writings by Gottlob Frege and Immanuel Kant as well as by various Viennese intellectuals such as Karl Kraus and Otto Weininger. The Tractatus is a particularly productive focal point because it advances a theory of language and meaning that has immediate relevance for conceptualizing what is involved in translating from one language into another. In practicing translation, students will be testing the theory that they are attempting to translate. This will provide them an additional dimension in which to wrestle with the content of the text. Enrollment in the associated seminar, PHIL389/COL386, is encouraged but not required. The course is open to students at all levels of German study. Discussions will be conducted in a mixture of English and German, since we will be discussing the nuances of words and phrases in both languages. By preparing (and discussing) their own translations of texts, students will become familiar with the sorts of challenges that arise in rendering philosophical German into English and will develop strategies for negotiating these challenges. Students will also be encouraged to consider translations into other languages in which they are competent.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Identical With: **CGST243, GRST385**
Prereq: **None**

COL386 A Book of Nonsense: Wittgenstein's Tractatus
Wittgenstein's Tractatus Logic-Philosophicus is one of the most enigmatic and yet influential texts of 20th-century European philosophy. In this seminar we will explore its major themes in depth. In the Tractatus, Wittgenstein advances a conception of the nature of all representation. This conception invokes, on the one hand, the making of pictures, and, on the other, the uses of language. Central to the conception is the idea that representation and represented necessarily share a common form. So if language represents reality, then reality has the form of language. Wittgenstein thus declares, "The limits of my language signify the limits of my world." The pre-eminent place of language in the Tractatus is one of its most impactful legacies, contributing to the "linguistic turn" that can be observed in analytic philosophy around the turn of the twentieth century. Via this linguistic turn, Wittgenstein transforms the Kantian idea of the bounds of sense into a doctrine of meaningful linguistic use: distinguishing significant linguistic representations from signs that merely seem to make sense -- i.e., nonsense masquerading as sense. The Tractatus rejects "traditional" metaphysical philosophy as at bottom nonsense which says nothing true or false. But Wittgenstein also advances a distinction between what can be said by means of language, and what shows itself in our uses of language. And it turns out that what can be shown cannot be said. The twin ideas of nonsense and of showing lead to the deepest mysteries of the Tractatus: some seemingly "metaphysical" positions, such as solipsism and mysticism, in spite of being nonsense, nevertheless show what are, in some sense, truths. Most paradoxically, the words of the Tractatus themselves turn out to be nonsense and say nothing. Our final aim is an elucidation of what and how one is to learn from such a book of nonsense.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL389**
Prereq: **None**

COL387 Beyond Growth: Agrarian Visions
The era of endless growth has reached a point of crisis. In the face of climate catastrophe and widening inequality, of the proliferation of pointless work and spiraling burnout, it has become increasingly common to question the idea that human progress comprises ever-increasing levels of production and consumption. And yet in spite of a slew of attempts to transform the situation, from the Occupy movement to the recent mainstreaming of degrowth economics, it seems that things are only intensifying. How did we come to inhabit this world in which labor and economic growth are seen as ends in themselves? And how might we begin not just to refuse such understandings of labor and growth, but to imagine different forms that they might take? In this course we will confront these questions, exploring the relationship between labor, production, and human flourishing. We will begin by studying foundational articulations of this relationship from thinkers like Max Weber, Karl Marx, and Hannah Arendt, looking as well at the unique place that agricultural production, cultivation, has been understood to occupy therein. We will then turn to the agrarian realm as a particularly potent site from which to trouble and extend our conceptions of labor and growth, examining visions of spiritual labor, anticolonial resistance, and more-than-human entanglement in theoretical and literary texts from Leo Tolstoy, M.K. Gandhi, Mahasweta Devi, J.M. Coetzee, and others. Through our readings and discussions, we will learn to identify and critique the normative claims on which our current energy-intensive, exhaustion-inducting circumstances are based. At the same time, we will cultivate the skills required to seek out and imagine alternative forms of work, community, and the good life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM388, ENVS388, ENGL334**
Prereq: **None**

COL388 Weimar Modernism and the City of Berlin
One of the most fascinating aspects of Weimar modernism is the emergence of new forms of perception and consumption, reflected in a new urban consumer culture that generated an ever-changing array of visual and aural stimulations. This changed reality was perhaps best captured by the young medium of film, but older media like literature and painting also responded to this modernist challenge. This course will examine not only exemplary works of literary and visual production from the Weimar period, but also other aspects of Weimar

modernism, such as the development of radio, design, fashion, advertising, and architecture, emphasizing analyses of the new mass culture of entertainment, distraction, and "pure exteriority" (Kracauer) in combination with left-wing cultural and political criticism. The city of Berlin, then the third largest in the world and in many ways the international capital of modernism, will provide the main locus of investigation. All course readings, discussions, and assignments will be in German.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST391**
Prereq: **None**

COL391 Diderot: An Encyclopedic Mind
In this class we will come to know the most progressive and often radical thinker of the French Enlightenment, Denis Diderot (1713-1784). We will begin this seminar with an examination of how this country abbot grew into the most well known atheist of his generation. We will then move onto his famous 74,000 article Encyclopédie, a book that not only dragged sacrilege and freethinking out into the open, but triggered a decades-long scandal that involved the Sorbonne, the Paris Parliament, the King, and the Pope. (During this portion of the class, students will undertake translations of select entries [from French to English] of the "dictionnaire" for possible publication.) In the second half of the semester, we will also study the writer's freewheeling art criticism. Finally, we will read two groundbreaking novels. The first of these, "La Religieuse", is a gripping pseudo-memoir of a nun who suffers unspeakably cruel abuse after she announces that she wants to leave her convent. The second, "Jacques le Fataliste", is a freewheeling anti-novel where Diderot used fiction to take up the problem of free will. In the final portion of the class, we will also read selections from his anticolonial and antislavery writings.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN391**
Prereq: **None**

COL392 Empire, Memory, Translation: A Seminar on the Rings of Saturn
In this seminar, we will explore three themes: The lasting effects of European imperialism and colonialism in (mostly but not exclusively) Europe and their literary representations; the relationship between historical memory and fiction in these representations; and the role of translation in shaping the relationship between historical memory and fiction.

At the center of this course is W. G. Sebald's travelogue "The Rings of Saturn" ("Die Ringe des Saturn"), a work we will read in both its German original and its congenial English translation. Sebald's genre-defying narrative recounts the historical traces of empire, war, and colonialism in the observations and reminiscences of the protagonist's wandering through the de-industrializing landscape of England's Suffolk County during the early 1990s. Obsessively associating phenomena near and far in an almost paranoid fashion, Sebald's first-person narrator leads the reader to the devastations wrought in China during the Opium Wars and in the Congo during Belgian rule; the local and global effects of cycles of capital accumulation, resource exploitation, and climate change; and the challenges and pitfalls of memory's attempts to find an adequate narrative form for how the globally disparate effects of capitalist modernity are interlinked.
All discussions and papers will be in German, and readings will be in German and English, with a consistent focus on theoretical and practical questions of translating from German to English. We will proceed at a slow pace, with plenty of time to grant our superb primary text the time and attention it deserves. This course is designed for students who have taken GRST 213 or have spent a semester studying abroad in a German-speaking country. We will focus on developing critical writing, reading, interpretation, and translation skills in German. Since the quantity of reading is fairly modest, we will put much emphasis on regular writing and rewriting.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST342**
Prereq: **None**

COL393 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L390, GRST291, MDST390, FREN390**
Prereq: **None**

COL398 Marxism and Climate Crisis
Since the Communist Manifesto of 1848, the notion of "crisis" has played a prominent role in Marxist theorizing. Today's intensifying climate crisis is lending new theoretical and political weight to the Marxist critique of extractive, productive, and consumptive practices that transform nature into a means of production for ensuring ceaseless economic growth through the accumulation of capital. The consequences of this are not only the exhaustion of human labor-power and human sociality but also of non-human nature (fossilized carbon, wild animal biomass, topsoil, clean water, forests, etc.). Our perspective for studying and understanding this destructive transformation of nature will primarily be informed by a set of recent "eco Marxist" writings that oppose eco-modernist technocracy and instead reconceptualize capitalism as "a way of organizing nature" (J. Moore); extend the notion of social alienation to a "metabolic rift" between the labor process and the natural environment (Saito's "degrowth communism"); and explore the economic and ideological drivers behind the current expansion of fossil fuel extraction (Malm and the Zetkin collective).
In light of the Center's semester theme of Energy and Exhaustion, we will ask three kinds of questions: historical (about the origins of the "Capitalocene" and of "fossil capital"); theoretical (how is Marx's "general law of accumulation" also a law of environmental depletion and planetary limits?); and political (traditional "Promethean" Marxism envisioned revolution as the full actualization of productive forces -- what is the meaning of social revolution in our age of emerging fascism and overshooting climate limits?).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**

Identical With: **CHUM398, STS398, GRST298**
Prereq: **None**

COL399 Burnout
Moderns have excelled at exhausting themselves, their others, and the planet. In this seminar we will explore the disposition toward depletion as a constitutive problem of life and thought in the twentieth and twenty-first centuries. Why do we wear the world out and who do we become in so doing? We will examine "burnout" as a condition connecting psychic, political, aesthetic, and ecological distress in the simultaneously listless and overexcited present. Convening resources from philosophy, history, anthropology, political theory, literary studies, and contemporary art, we will consider, among other things: fossil fuels, neoliberal economic thought, enervation and nervous over-animation, stimulants, thermodynamics, empty calories, extravagant gift-giving, geological science, secular finitude, the "End of History," the loss of utopias, and deficits of attention.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM399, ENVS398**
Prereq: **None**

COL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COL403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

COL404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

COL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

COL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

COL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

COL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

COL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COL419 Student Forum
Offering: **Host**
Grading: **Cr/U**

COL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

COL423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COL424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **Cr/U**

COL466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

COL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COLLEGE OF SOCIAL STUDIES

The College of Social Studies (**CSS**) offers a distinctive blend of teaching methods, subject matter, and educational structure. Its collegial organization combines tutorials and courses in social theory within the college with individually selected courses from other departments and programs in the University to achieve an integrated education in the social sciences. Founded in 1959, the **CSS** has provided an unusual educational opportunity for many Wesleyan students whose

careers upon graduation have ranged from medicine to law, forestry to college teaching, international business to screenwriting.

AFFILIATED FACULTY

Robert Cassidy
BA, Fitchburg State University; MA, Boston University; MA, Tufts University; PHD, Tufts University; MA, U.S. Naval War College; MA, French War College
Assistant Professor of the Practice in the Allbritton Center for the Study of Public Life; Assistant Professor of the Practice, Government; Tutor, College of Social Studies; Mentor to the Veteran Scholars

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CHAIR

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

VISITING FACULTY

César Jeanpierre Castillo-García
BA, Universidad del Paciacute;fico Peruacute;; MA, Universidad del Paciacute;fico Peruacute;; MA, The New School; PhD, The New School
Visiting Professor in the College of Social Studies

DEPARTMENTAL ADVISING EXPERTS

Giulio Gallarotti; Cecilia Miller

- Undergraduate College of Social Studies Major (p. 1057)

CSS102F History and the Turn to the Present (FYS)
This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSS**
Prereq: **None**

CSS213 History and the Turn to the Present
This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSS**
Prereq: **None**

CSS220 Sophomore Economics Tutorial: Markets, Welfare & the State
This tutorial takes a topical approach to studying economic ideas and policy. We start with writers who drew either the admiration or ire of Adam Smith. These include the scholastics, mercantilists, and physiocrats. Next, we compare the classical school with competing schools of economic thought from Marxian, utilitarian, and Austrian to neoclassical and Keynesian. Throughout the course, we read radical critiques from the political right and left, touching upon monetarist theory, supply-side economics, institutional, behavioral and evolutionist schools. We see how the policy and economic debates reflect the socio-economic struggles of their time and shed light on the controversies of our own.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.50**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

CSS230 Sophomore Government Tutorial: State and Society in the Modern Age
This tutorial examines the rise and evolution of the modern state. While many of the readings focus on Western Europe and the United States, the course draws on cross-regional comparisons to tease out theoretical propositions, compare historical processes across different parts of the world, and consider different understandings of the body politic. We start by exploring what factors account for the rise and consolidation of the nation state in the Western context, after which we consider how the process of state-building occurred in the Middle East and North Africa and explore some of the challenges the sovereign state model faces outside the European context. We then move on to discuss the emergence of different systems of governance and some of the challenges to the state. We will consider whether there are certain paths that lead to democracy and whether there is something unique about American democracy. We will take into account the challenges posed by modernization and evaluate what factors best explain the rise of communism and fascism. We will then consider how the communist and fascist past impacted the rise of the social democratic model in Europe and compare the European and Japanese approaches to welfare provisions. We conclude by considering yet another model for organizing the political community--the religious state. We will examine when, how, and why the notion of the Islamic state emerged, reflect on the extent to which the concept of an Islamic state challenges Western notions of the nation-state and investigate how the discourse on Islam and the state has changed over time in Indonesia, the largest Muslim majority country.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.50**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

CSS240 Sophomore History Tutorial: The Emergence of Modern Europe
CSS Sophomore History is an intensive survey of European History from the French Revolution to the present. European history will be considered in terms of many types of history, often from conflicting perspectives -- including political history, economic history, social history, women's history, intellectual history, and psychohistory. Throughout the History Tutorial, emphasis will be placed on developing the students' skills in reading, writing, and debating. One of the astonishing benefits of the CSS sophomore year is that the students' academic skills develop as rapidly as if they were in a beginning language course. The History Tutorial is designed to ground the students in modern European history and also to develop the students' ability and confidence to master related materials in the future.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.50**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

CSS271 Sophomore Colloquium: Modern Social Theory
This colloquium examines a number of competing conceptual frameworks in the social sciences derived from major political philosophers and social theorists, such as Machiavelli, Hobbes, Locke, Rousseau, Mary Wollstonecraft, Marx, Durkheim, Weber, and Freud.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

CSS320 Junior Economics Tutorial
This is the CSS Junior Economics Tutorial.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

CSS330 Junior Government Tutorial: Uprisings and Revolutions in the Middle East: The Arab Spring in Context
The course examines the dynamics of uprisings and revolutions in the Middle East, with a primary focus on the "Arab Spring" and its historical antecedents. Drawing from theories of revolutions, contentious politics, and democratization, the readings examine both general patterns across the region and the political dynamics of individual cases. We will start with a discussion of the nationalist uprisings of the 1950s and the 1979 Iranian Revolution, after which we will examine the deep roots and major explanations of the Arab Spring. We will consider what explains the variation in protests and in government responses, what role different actors played during the uprisings, and what effects historical legacies had on the dynamics of the uprising. We will also attempt to understand what factors led to the militarization of the protests and the descent into civil

war in Syria. The course concludes with a discussion of the aftermath, exploring what factors led to the democratic breakdown in Tunisia a decade after the uprising.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

CSS340 Junior History Tutorial: The Historian as Detective
Whodunnit? In many ways, the craft of history is much like the art of detection. Historians arrive on the scene after the "crime" was committed. They look for traces, or clues, left behind. They try not to contaminate the crime scene. They pore over the evidence. They consider both motive and opportunity. They take note of silences. They keep an open mind. They seek the truth. And, as it happens, the professional historian and the professional detective -- in fact as well as fiction -- emerged roughly around the same time. They are like twins separated at birth. Perhaps, if the two are reacquainted, they will learn something useful about each other, and themselves. This course will draw upon classic (and not-so-classic) works of historical reflection, crime detection, and detective fiction to better understand the importance of forensics and method in the discipline of history, the role of history in the art of detection, and how both history and detection shape the emergence of the nation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

CSS371 Junior Colloquium: The Global Authoritarian Turn
This course provides a global history of the rise of political authoritarianism. It does so first by looking at numerous explanations for the crisis that liberalism has experienced since the mid-2010s as demonstrated by Trump's presidency, Brexit and the success of authoritarian movements throughout South America, continental Europe, and Asia. It traces the origins of today's authoritarian turn back to the 1990s, and specifically to the end of the Cold War and the rise of globalization that exploded in myriad sectarian reactions around the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

CSS391 Senior Colloquium: Visions of World Order in the Modern Era
This course offers a survey of how social scientists, philosophers, and statesmen have understood and imagined global order from the late 18th century until the present. The course first examines interpretations of global order that emerged during the late 18th and 19th centuries: Cosmopolitanism (Immanuel Kant), Positivism (August Comte, Saint Simon), Nationalism (Giuseppe Mazzini), and Marxism. The course then turns to the first half of the 20th century by examining the international thought of W.E.B. Dubois, Marcus Garvey, Rosa Luxemburg, and Gandhi, while also discussing fascist and liberal internationalist views of world order that emerged after World War I. The third part of the course discusses visions of Cold War order connected to American modernization theory (W.W. Rostow), neoliberalism (Friedrich Hayek), post-colonialism (Franz Fanon), Third Worldism, Neoconservatism (Jeane Kirkpatrick), and Systems Theory. The course concludes with the Post-Cold War period and how it has been imagined by such thinkers as Francis Fukuyama and Samuel Huntington along with a discussion of such topics as the global turn to nationalism, the Green New Deal, and the "New Cold War with China."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

CSS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **OPT**

CSS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CSS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CSS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CSS465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**
Grading: **OPT**

CSS467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

CSS469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CSS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CSS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COLLEGE OF THE ENVIRONMENT

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

The l (p. 1068)inked-major program (p. 1068) in environmental studies (ENVS) is the secondary major to a primary major (see Undergraduate tab, at top right, for details). Students cannot obtain the BA degree with ENVS as their only major. Students must complete all the requirements for graduation from their primary major in addition to those of ENVS as their linked major. Each student will work closely with an ENVS advisor to develop an individual course of study. From the class of 2025 forward, ENVS requires an introductory course, seven elective courses, the senior colloquium, and a senior capstone project (thesis, essay, performance, etc.) on an environmental topic that is researched, mentored, and credited in the primary major program, although other options are possible. Students are strongly encouraged to take at least one course, in any subject, with intensive writing; also, students are strongly encouraged to take at least one course that deals with data analysis or interpretation.

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

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

DEPARTMENTAL ADVISING EXPERTS

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

- Undergraduate Environmental Studies Major (p. 1068)
- Undergraduate Environmental Studies Minor (https://catalog.wesleyan.edu/minors/ugrd-envs-mn/)

ENVS105Z Plant Communities of New England
Students will become familiar with the fundamentals of plant structure, physiology, reproduction, adaptation and evolution. We will also explore community interactions, the role and impact of disturbance, invasive species and strategies in conservation. Four New England terrestrial plant communities will be used as case studies and exemplars: the northern mountains of New Hampshire, temperate deciduous forests of southern New England, the various terrestrial communities of outer Cape Cod, and natural and managed early succession habitats throughout. Our class periods will include discussions and other activities. While there is no formal lab component, students will have independent activities to provide hands-on observation and application of information. These include winter identification of native species and seed germination and growth observations which students will begin over break with seeds provided by the end of fall term. In addition to individual work, there is one group project.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS125F Community Gardening (FYS)
This course will provide students with skills and hands-on training so they can garden and grow food for themselves and their community.

Students will participate in UConn's Master Gardener Program, which has been offered to members of the community for 40 years and is well-respected in the gardening and farming community. Course topics will include: "botany, plant pathology, soils, entomology, pesticide safety, integrated pest management (IPM), woody ornamentals, herbaceous ornamentals, vegetables, trees and small fruits, turf grass, invasive plants, weeds, water quality, environmental factors affecting plant growth, and diagnostic techniques for the home gardener."

Hands-on training and application of the skills learned from the UConn Master Gardner Program will take place at Long Lane Farm on Wesleyan University's campus or at home for students learning remotely.

Students who complete this course will receive a certificate and name badge designating them as a University of Connecticut Certified Master Gardener.

This course is offered in partnership by the College of the Environment, Allbritton Center for the Study of Public Life, and UConn Extension Master Gardener Program.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS130F Thinking Animals: An Introduction to Animal Studies (FYS)
In 1789, British philosopher Jeremy Bentham wrote: "The question is not, 'Can they reason?' nor, 'Can they talk?' but, 'Can they suffer?'" This question, which challenged the social and legal norms of the 18th century that denied sentience to non-human animals, has influenced disciplines across the social sciences and humanities to focus on what has more recently become known as, "the question of the animal." Bentham's question has sparked centuries of debate about the sentience of non-human animals and our relationship to them. In this course, we will examine a range of theories and representations of "the animal" to understand the desire to tame or objectify animals (through zoos, factory farming, and taxidermy), as well as why they are often conceived of as guardians of inaccessible experience and knowledge, and how the human and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality. Readings may include Poe, Kafka, Derrida, Bataille, Haraway, and Coetzee (among others).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL130F, FGSS130F**
Prereq: **None**

ENVS135 American Food
This course investigates topics in the history of food production from the colonial period to the present, with emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics to be addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST135**
Prereq: **None**

ENVS186 Justifying Space: The History and Future of Space Exploration Visions
This will be a seminar class about the changing visions and motivations for space exploration, historically and to the present day. Readings will include historical perspectives such as those of K. Tsiolkovsky, H.G. Wells, Arthur C. Clarke, Gerard O'Neil, and Carl Sagan, the poetry of Diane Ackerman, the newsletters of space enthusiast organizations such as the National Space Society, the L5 society, and the Planetary Society, as well as more current readings from the popular and space policy literature. Perspectives will also include other cultural reference frames through readings from the literatures of Afrofuturism and Chinese science fiction. Through selected readings from both the fiction and nonfiction literature, students will become familiar with the history of space advocacy, and the various idealistic and utopian predictions and visions that have been associated over time with ideas of human crewed and uncrewed space exploration. We will look critically at how past visions and promises have measured up against the reality of space exploration and also, through this lens, critically examine the visions and motivations being espoused by today's range of government and corporate space organizations and enthusiasts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Prereq: **None**

ENVS188 Neotropical Acuatic Ecosystems: Their Importance, Sustainable Use, and Conservation (CLAC 1.0)
(English translation below Spanish text) El curso de Ecosistemas Acuáticos Neotropicales permitirá a los estudiantes buscar información y discusión sobre la diversidad y complejidad de los ambientes acuáticos en la América tropical. Comenzaremos a aprender definiciones, características, distribución y ejemplos de humedales, lagos, ríos y muchos otros hábitats acuáticos en todo el neotrópico. El origen del sistema hidrológico. Evolución de las principales cuencas: Amazonas, Magdalena, Orinoco y Paraná. El Paleo Orinoco-Amazonía: Importancia geológica y biótica. Dinámica geológica. Evidencia geológica y biológica. Hipótesis evolutivas de la fauna piscícola. Evolución del paisaje amazónico como parte del conocimiento para comprender los diversos procesos y patrones de riqueza y distribución de la biodiversidad. Los humedales (sabanas inundadas) de Colombia-Venezuela como ejemplo de humedales neotropicales. El Pantanal brasileño y las llanuras colombo-venezolanas como "áreas de criadero" para la biota acuática y terrestre y su importancia para el mantenimiento de la biodiversidad. Los estudiantes también leerán y buscarán información sobre el Sistema Fluvial Orinoco como ejemplo de estudio. La importancia biótica, el desarrollo sostenible y la conservación. Identificar los factores antrópicos que afectan al sistema. El desarrollo social y económico, y las contribuciones a través de los Programas de Evaluaciones Acuáticas Rápidas (RAP's) como metodología para producir información que permitió proponer áreas para la conservación de la biodiversidad. Terminamos con un análisis de los recursos y la importancia pesquera de las principales cuencas neotropicales: Amazonas, Orinoco y Paraná-Paraguay. Seguridad alimentaria. Ejemplos de ríos en riesgo.

This course will examine why the Orinoco and Amazon basins in South America harbor a biological richness much larger than other river basins around the world. About 50% of all higher plant species of the world are included in these basins. Data on vertebrates showed that about 3,000 freshwater fish species, thousands of birds (migratory and local), and hundreds of amphibians, reptiles, and mammals have been found so far in those basins geographically included in six countries: Bolivia, Brazil, Colombia, Ecuador, Peru, and Venezuela. We will examine the key factors that have affected their historical-geological development, the actual richness, and the threats to sustainable development and conservation. We will ask questions about the nature and interactions of the key factors and agents that harbor and transformed the high ichthyological and other aquatic biota diversity, reflected by the wide range of landscapes and aquatic ecosystems included in those basins. We will try to identify fragile aquatic ecosystems depending upon the biological richness, endemicity, importance for local communities, and potential threats. We will examine the current trends in the fisheries, forest exploitation, and agriculture for human consumption, noting that stocks of many species of fish are in steep decline, and that current fishing practices are not sustainable. Finally, the major impacts and threats faced by the fishes and aquatic ecosystems of the Orinoco River Basin are discussed with the purpose of studying potential plans for sustainable development. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **CGST266, LAST260**
Prereq: **SPAN221**

ENVS195 Environment and Society: Introduction to Environmental Studies through the Social Sciences
The environmental social sciences (ESS) examines how humans interact with their surroundings and the contexts for their behaviors that have impacts across local, regional, and global scales. ESS draws from multiple disciplines that address various aspects of environmental experience including, but not limited to anthropology, geography, psychology, public health, and sociology. This course utilizes ESS as a framework to explore the interdisciplinary field of environmental studies to better understand the characteristics of human interaction with, and dependence on, the environment and the causes and consequences of environmental degradation at local and global scales. We will explore the disciplinary frameworks in ESS, as well as touch on key elements of related research approaches commonly utilized across this interdisciplinary field. This is a fundamental, introductory, survey course. In addition to providing the opportunity to apply and synthesize material, the course will likely fill in knowledge gaps. Many students will find that some information will be a review--but what that information is, will vary with the student!
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Prereq: **None**

ENVS197 Introduction to Environmental Studies
This course explores the interdisciplinary field of environmental studies to better understand the characteristics of human interaction with and dependence on the environment, and the causes and consequences of environmental degradation at local and global scales. We will explore key processes, characteristics, and phenomena of the natural world, and relevant human system and social dynamics. We will apply this information to identifying important issues and trends of global climate change and sustainability. Projects facilitate synthesis and application, skill development, reflection, and independent exploration.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **BIOL197, E&ES197**
Prereq: **None**

ENVS201 Body and Earth: Emergent Strategies for Reimagining the Human-Environment Relationship
We live in a world in which humans are inextricably connected to nature, humanity's life support system. Yet at the same time we live on a planet in peril, in which environmentalists across the globe are working to catalyze societal transformation for sustainable living on Earth. This course explores these themes by 1) analyzing how social and ecological systems are intertwined, 2) exploring diverse ways of knowing nature through movement and mindfulness exercises, and 3) investigating and communicating mechanisms of sustainable environmental practice. The course will introduce conceptual frameworks and methodologies to explore the embeddedness of humans in nature--a task that remains critical for addressing today's environmental challenges. Students will engage with interdisciplinary frameworks engaging in environmental problem solving, as well as movement and place-based approaches for experiential learning. Through case studies and individual storytelling projects, we will examine how embeddedness in nature, interdisciplinary perspectives, and human agency provide sustainable pathways for both people and planet.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **DANC203**
Prereq: **BIOL182 OR BIOL216 OR ENVS197 OR EES199**

ENVS202 Constructing the Human: Humans and Animals in the Hebrew Bible
How do we define "humanness" and what assumptions do we make about our own distinctions between "humans" and "animals" through this definition? This course will look at the process of constructing the human category in the ancient world and Hebrew Bible and then compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI202, CJST202**
Prereq: **None**

ENVS203 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology
New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP203, ANTH212, STS203, IDEA203**
Prereq: **None**

ENVS206 Public Policy
"Public policy" describes the actions employed by the government to achieve a variety of social goals. Some of these actions may be of great consequence (e.g., incarcerating prisoners, providing income maintenance to the poor, preventing deaths from pollution or workplace hazards). This course provides a survey of several key public policies in the U.S. It will begin with an exploration of the policy-making process, policy design, and policy evaluation. The remainder of the course will be devoted to the examination of several key policy areas including criminal justice, education, social welfare, economic management, health care, and environmental protection regulation. In each case, the current Trump administration has made significant changes that we will place in the larger historical context. By integrating theoretical debates and the historical evolution of core public policies, the course aims to develop analytical skills as well as an appreciation for the technical and political complexities of policy-making.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT206**
Prereq: **None**

ENVS207 Introduction to Archaeology
What can fragments of pottery, stones, and bones reveal about the lives of people who lived thousands or even millions of years ago? What does the archaeological record reveal about human evolution, past human diets and health, ancient socioeconomic systems, and the emergence of early cities? And how can we preserve archaeological sites and artifacts for future generations? This course will introduce students to the interdisciplinary field of archaeology. We will discuss key methods and principles that archaeologists use to study the

human past while covering a survey of world prehistory from the earliest stone tools to the archaeology of contemporary material culture. Students will have the opportunity to examine real archaeological artifacts -- including artifacts excavated from historic Middletown -- and will be encouraged to think critically about the ways that archaeology informs our understanding of both the past and the present.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP204, ANTH214, IDEA204**
Prereq: **None**

ENVS208 System Mapping for Social and Environmental Impact
In recent years, growing interest in social entrepreneurship has pushed students to "solve" complex social and environmental problems with new ventures of their own design. Unfortunately, this approach often overlooks a critical foundation of social change: understanding the root causes of problems and the contexts that surround them before seeking solutions.

In this six-week, half-credit class, students will study a problem and the systems that surround it. By the end of the course, students will create a "systems map" that documents the economic, political, and cultural factors behind their problem, as well as the current "solutions landscape."
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL257, AFAM257**
Prereq: **None**

ENVS209F Interrogating Sustainability (FYS)
In 1987, the United Nations' publication "Our Common Future" -- also known as the "Brundtland Report" -- elevated sustainability as a central concern in international policymaking. The report focused on sustainable development as an essential method for achieving sustainability, defining it as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs." Since then, sustainable development and other methods for fostering sustainability have played an important role in debates related to environmental, economic, and social policies at multiple scales around the world. In this course, we will interrogate the concept of sustainability, examining its history, its impact on environmental policies and social and economic development, critiques of the sustainability concept, and alternative visions for securing equity between current and future inhabitants of the earth. As a first year seminar, the course will use a variety of scaffolded writing assignments along with readings, discussions, and films to explore concepts including the commons, climate change, water scarcity, petrochemical and plastic pollution, land use, biodiversity loss, industrial agriculture, One Health, degrowth, ethical consumers, and circular economies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS210 Evolution in Human-Altered Environments
Human activities have altered natural environments and, indeed, have created entirely novel ecosystems such as cities and high-input farms. This course examines how these human alterations to the environment affect the evolution and coevolution of diverse organisms. Starting with an intensive overview of microevolutionary processes, we will consider a number of contemporary scenarios: evolutionary response to environmental contaminants, exploitation of natural populations, and global climate change; evolution in urban and agricultural ecosystems; and the evolutionary impact of nonnative, invasive, and genetically modified organisms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL215, BIOL515**
Prereq: **[BIOL182 or MB&B182]**

ENVS210Z Evolution in a Changing World
Human activities have dramatically altered natural environments, and have even created entirely novel ecosystems such as farms and cities. How do these changes affect the evolution of animal and plant populations? In contrast to the traditional view that evolution takes place over millions of years, 21st-century scientists have been astonished to observe that rapid, human-caused environmental changes can lead to evolution in just a few short generations. Can the process of adaptive evolution keep up with the rapid pace of human-caused environmental change and allow species to cope with new conditions? What factors can promote "evolutionary rescue," and what may constrain it in different types of organism?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL215Z**
Prereq: **MB&B182 OR BIOL182**

ENVS211 History of Ecology
The word "ecology" has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST221, STS221**
Prereq: **None**

ENVS212 Introduction to Ethics
This course will begin with some ancient questions about values. We find that two ancient approaches to right living (Platonic-Stoic and Aristotelian) differ radically over how much experience or society can teach us about what is good. Yet both insist that moral life is essentially connected to individual happiness. Turning next to modern ideas of moral action (Kantian and utilitarian), we find that they both emphasize a potential gulf between individual happiness and

moral rightness. Yet, like the ancients, they disagree over whether morality's basic insights derive from experience. The last third of the course explores more recent preoccupations with ideas about moral difference, moral change, and the relation between morality and power. Especially since Marx and Nietzsche, moral theory faces a sustained challenge from social theorists who allege moral norms and judgments serve hidden ideological purposes. Some have sought to repair universal ethics by giving an account of progress or the overcoming of bias, while others have argued for plural or relative ethics. Ecological critics have challenged moral theorists to overcome their preoccupation with exclusively human interests and ideals. What kinds of moral reflection might be adequate to problems of global interdependence? Students will come to understand the distinctive insights and arguments behind all of the positions considered, to recognize more and less cogent lines of response to them, and to shape their own patterns of moral reasoning through careful reflection.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL212**
Prereq: **None**

ENVS213 Invoking the Earth Mother: Ecofeminisms and Indigenous Spiritual Ecologies
Over the past 50 years, a radical reshaping of our relationship to the organic world has infused national economic strategies, United Nations discourses, indigenous land rights movements, environmental legal frameworks, and a subtle mainstreaming of neopagan ritual practices and goddess worship in the Americas. This seminar will explore the social, legal and metaphysical aspects of myriad eco-feminist and indigenous spiritual ecologies. We will explore these worldviews and ritual practices from animist, pantheist, monist, and panentheist perspectives, with a particular focus on gender constructs, implicit and explicit, within these movements. What is the relationship between the 1970s environmental movement and the rise of Goddess worship in the U.S.? Between the United Nations and Amazonian ayahuasca practitioners? Legally, Should Trees Have Standing (Stone 1972)? Politically, Is the Goddess a Feminist (Hiltebeitel & Erndl 2000)? Is Mother Earth, ultimately, empowering for LGBTQ2S folks? Engaging emerging podcasts, shamanic documentaries, social manifestos, and provocative religious studies texts, students will wrestle with a profound set of humanistic questions that may prove crucial to our survival as a species, namely: under what circumstances do we successfully invoke the gods to self-regulate the ecologically destructive practices of our late-stage capitalism? Who invokes who, how and when, shared where? To whom do we tend to listen on these matters, and why are they quaked to speak?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI204, FGSS204**
Prereq: **None**

ENVS214 Environmental Economics
This course introduces students to the role of applied economics in climate change policy and analysis. Students will learn how economists view climate change causes, mitigation, adaptation, and policy challenges. Key topics include: economics of market failures, socially optimal greenhouse gas emissions, overview of theoretical and real-world policies to reduce emissions, evaluating the relative abatement costs of command and control versus market-based policies, valuing climate change impacts, evidence of adaptation strategies in the economy, discounting costs and benefits across multiple generations, impacts of uncertainty on optimal policy design, the role of international cooperation and consequences of unilateral action, and distributional effects.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON210**
Prereq: **ECON110 OR ECON101**

ENVS215 Humans, Animals, and Nature
A variety of important issues are central to understanding the complexity of relationships between humans, nonhumans, and the rest of nature. The goals of the course are to help students to think critically, to read carefully, to argue well, and to defend their own reasoned views about the moral relations between humans, animals, and nature.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL215, STS214**
Prereq: **None**

ENVS216 Ecology
Ecology is the scientific study of interactions between organisms and their environment, both biotic and abiotic. We will look at how these interactions shape fundamental characteristics of populations, communities, and ecosystems. Topics will include predation, competition, symbioses, and effects of stress and resource limitation in diverse environments. We will cover important consequences of interactions such as coevolution, population outbreaks, ecological coexistence, patterns of biodiversity, ecological succession, species invasions, food web dynamics, nutrient and energy cycling, variation in ecosystem goods and services, and global change.

This course emphasizes several learning goals in biology, including skill in formulating original ideas and experiments, using quantitative and graphical tools and interpreting quantitative information, and scientific writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL216**
Prereq: **[BIOL182 or MB&B182]**

ENVS217 The Environment, The Bible, and Moral Debate
The environment is a pressing concern for many people and is the center of much modern debate. Within this debate, many people draw on biblical texts for a source of religious or moral superiority. These biblical texts have been used to support many different, and often contradictory, arguments within the environmental debate. So what does the bible actually say about the environment? Is there a singular "biblical" view about what the environment is and how one should treat it? This course aims to look at how the bible has been used in environmental debate and then look at the texts cited, analyzing both in a modern and ancient context.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI217, CJST219**
Prereq: **None**

ENVS218 Nature/Culture
In this course, we are going to explore--and problematize--the boundary between the so-called "natural" world and human social and cultural life. Rather than assuming that "nature" is something that already exists in the world that humans have systematically excoriated and transformed, we consider instead the idea that nature and culture are fundamentally co-constitutive concepts--

that is to say, that one cannot exist without the other. As we go, we will explore pressing concerns such as the boundaries between human and non-human, the nature of the Anthropocene, the question of what it means to be "modern," and the power of ecological politics in our contemporary orders of global capitalism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH215, STS255**
Prereq: **None**

ENVS219 Hydrology
This course is an overview of the hydrologic cycle and man's impact on this fundamental resource. Topics include aspects of surface-water and ground-water hydrology as well as discussion about the scientific management of water resources. Students will become familiar with the basic concepts of hydrology and their application to problems of the environment.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES246, E&ES546**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

ENVS219F Knowing the Natural World (FYS)
As humans we interact with the natural world through a wide array of perspectives. Nature is an adversary, a food pantry and medicine cabinet, a force to be reckoned with, mimicked, managed and revered. This course will explore various ways that humans experience and understand the natural world through a series of sensory, scientific, intellectual and creative investigations (some outdoors), and reflection and synthesis. Topics include the human biology that shapes our views (e.g., sensory systems), ecological interactions, land development and conservation, environmental assessment, biomimicry, food production and diversity, wildlife interactions, aesthetic and spiritual appreciation, and sustainability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS220 Conservation Biology
This course will focus on the biology of conservation rather than cultural aspects of conservation. However, conservation issues will be placed in the context of ethics, economics, and politics. We will cover the fundamental processes that threaten wild populations, structure ecological communities, and determine the functioning of ecosystems. From this basis, we will explore important conservation issues such as habitat loss and alteration, overharvesting, food web alteration, invasive species, and climate change. We will use readings from the primary literature and field projects to learn about current research methods used in conservation biology. This course emphasizes reading and interpreting primary scientific literature and quantitative information, thinking critically about morals and ethics in society, and includes some hands-on research methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL220**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

ENVS221 Environmental Policy
Arguably, environmental protection is the most complex and fascinating regulatory policy area. This course explores U.S. environmental regulation. We will examine the key features of policy and administration in each major area of environmental policy. Moreover, we will place regulation in a larger context and examine the factors that shape the environmental decisions of various economic actors. Although the course focuses primarily on domestic policy, at various points in the course we will draw both on comparative examples and the challenges associated with coordinating national policies and practices on an international level.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT221**
Prereq: **None**

ENVS222 Metabolism and Technoscience
This course will investigate the scientific idea of metabolism through the lens of technoscience. Metabolism is a flexible and mobile scientific idea, one that has been applied at the micro-level of analysis within biological organisms, at the meso-level of social collectivities, and at the macro-level of global ecologies. Metabolism encompasses all of the biological and technosocial processes through which bodies (both human and not human) and societies (again, human and not) create and use nutrients, medicines, toxins, and fuels. The lens of technoscience enables us to investigate the technological and scientific practices that define and drive metabolic processes within sciences, cultures, and political economies. These processes implicate forces of production, consumption, labor, absorption, medicalization, appropriation, expansion, growth, surveillance, regulation, and enumeration. Accordingly, as we will learn, metabolism is also a profoundly political process that is inextricably linked to systems that create structural and symbolic violence as well as modes of resistance and struggle. In these contexts, we will interpret some of the most pressing metabolic crises facing human societies, including ecological disaster, industrial food regimes, metabolic health problems, and industrial-scale pollution.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP215**
Prereq: **None**

ENVS223 Chinese Eco-Civilization: History, Experience, and Myths
The course traces the historical roots of the ideas of eco-civilization, a policy platform that appeared in the twenty-first century by examining how Chinese agrarian civilizations and their nomadic neighbors transformed the bio-physical environment over the course of 3,000 years of history. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore the relationship between power and social inequities as we explore the everyday politics of agrarian civilizations through China's transformation from feudal ages to the modern period. How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of ecojustice? Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST223, CEAS223, STS284**
Prereq: **None**

ENVS224 Intro to History: Biodiversity and its Histories
Biodiversity loss may portend the next mass extinction, but what is biodiversity? Euro-American concepts of biodiversity have become a category of policy and politics at local, regional, national, and international levels. This course will

track the development of these concepts from the 18th century to the present, paying special attention to the growth of natural history collections to document taxonomy, evolution, biogeography and ecology of species. How does the idea of living variation in genes, traits, species, and ecosystems relate to human and non-human beings?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST179**
Prereq: **None**

ENVS225 Liminal Animals: Animals in Urban Spaces
This course examines the major ways in which nonhuman animals influence and are influenced by human-built environments, with specific attention to the ethical, political, and social dimensions of human-animal interactions in these spaces. Discussions, films, readings, and an independent research project will introduce students to key concepts related to urban/suburban animal life. Specifically, it will focus on topics including the use of animals for food, the use of animals as spectacle or entertainment, animals as human companions, urban wildlife, "invasive" species, "vermin" and "problem" animals, animals and the law, ecological webs, and human encroachment in animal spaces.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **STS223**
Prereq: **None**

ENVS227 A Thousand Years of Iteration: Design for an Uncertain Future
The climate emergency is a product of design. Centuries worth of aesthetic and industrial innovation have created extractive infrastructure, efficient machines, and disposable products that make it increasingly easy to consume energy and resources on a global scale. As new conversations about just transitions, a circular economy, and a Green New Deal have begun to proliferate among designers, the discipline's troubled relationship to notions of "progress" remains largely unquestioned.

This reading- and research-intensive studio asks students to examine this history of technology and to critically evaluate shifting theoretical perspectives on nature and human development as they relate to design. Topics will include the lifespan of buildings and products, relationships with and obligations to materials and resources, and strategies for de-growth in indigenous and vernacular design precedents. These will be studied through assigned readings and in-class discussion, a series of design exercises, and the production of a final project from materials immediately at hand in Middletown.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST221, IDEA221**
Prereq: **None**

ENVS229 What Can the Middle Ages Teach Us About Nature?
Today nature is at the center of our preoccupations. This course will go back to a time before human beings thought they were the masters of nature, when nature was at the same time teaching and allegory, metaphor and science. We will explore the different functions of nature in bestiaries, poems, romances, and herbaria from the Middle Ages to the beginning of the Early-Modern period (in modern French translation). We will be able to see a real herbarium in the Special Collections & Archives. Students will also visit the Davison Center for the Arts and the Joe Webb Peoples Museum to explore visual representations of nature as well as scientific displays. During the semester, students will put together a herbarium that will be displayed in an exhibition at the end of the semester.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN229, MDST227**
Prereq: **None**

ENVS230 Startup Incubator: The Art and Science of Launching Your Idea
The Startup Incubator is a one-semester, experiential learning program designed to teach and enable student entrepreneurs to develop sustainable business models from their ideas. The program will bring together an ambitious, committed, and diverse group of individuals from all classes and majors who are passionate about developing successful solutions to challenges; identify as entrepreneurs, disruptors, and thought leaders; and have the tenacity, work ethic, and ability to succeed. All participating students should have a promising business idea and take the course with the intention of launching or running their own venture. Student Incubator students actively participate in one cohort meeting a week: most are "classes" that take the form of lectures or workshops, and some are "practice days" that provide time to practice theories and methods necessary for success. Students also dedicate at least 10 additional hours per week to assignments, self-directed work, customer discovery, networking, and mentoring sessions. This course will feel like a combination of a college class and a rigorous startup incubator program. Success is a student using theories learned in class to validate their ideas by developing and accurately testing business assumptions, identifying and researching their target market, and pivoting to develop a sustainable business model. By enrolling, students make a commitment to themselves, the instructor, and the other members of the class. Note: This course is offered by the Patricelli Center for Social Entrepreneurship (wesleyan.edu/patricelli/) in partnership with the MEWS+ (themewsplus.co/).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL239**
Prereq: **None**

ENVS230F The Simple Life (FYS)
As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors--as individuals, groups, societies, and cultures--affect the conditions under which we, future generations, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an "après moi, le déluge" attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living "green" make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives and threats to the environment in the present moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-GRST**
Identical With: **GRST230F, GELT230F**
Prereq: **None**

ENVS231 Irrigation
Irrigation is the artificial application of water to support crop growth, playing a crucial role in ensuring sustainable agricultural production and global food security. This course provides students with a comprehensive understanding of irrigation techniques, systems, and management practices essential for optimizing water use efficiency and enhancing crop productivity. Students will explore various irrigation methods, including surface, sprinkler, and drip irrigation, analyzing their advantages, limitations, and suitability for different crops and environments. Key topics include soil-water relationships, crop water requirements, irrigation system components, irrigation scheduling techniques, and sustainable water management strategies. Through a combination of theoretical learning and hands-on activities, students will gain the skills needed to design, implement, and manage efficient irrigation systems.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES242, E&ES542**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

ENVS232 Ecological Design I: Being at Home in the World
Being at Home in the World is an introduction to the skills and thinking involved in the ecologically responsible creation of objects. This course is intended to provide a foundational understanding of the language of design, sources of materials, and energy systems. The studio encourages students to develop a rigorous, iterative working method to deeply analyze the nature of land and resources, explore options, and test ideas. This process of making is complemented and supported by an introduction to the history and theory of design, training with techniques and equipment, and active practice in keeping a sketchbook. Early exercises and projects in the course build familiarity and confidence with analytical drawing, making, and modeling techniques, which build toward the creation of a novel piece of design work presented at the final review.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST220, IDEA120**
Prereq: **None**

ENVS233 Geobiology
Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology). Typically, this involves studying fossils within the context of their sedimentary setting. In this course, we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on the climate.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES234, BIOL233**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES199 OR [ENVS197 or BIOL197 or E&ES197]**

ENVS234 A Tale of Three Food Systems: Accessing Food in the US
The US food system is complex and characterized by both abundance and scarcity. In this course we will investigate the three main streams of the food system (conventional, alternative, and emergency) to understand the various ways food is procured in everyday life. We will utilize interdisciplinary food studies and health equity approach to explore the social, ecological, and health implications of these various streams and the impacts on different communities, with a focus on populations experiencing food insecurity. The course is intended as an introductory foundation in food systems and will include historical background and ongoing policies that have shaped the current food landscape, access, and inequities. We will also explore alternatives and actions in the ongoing struggle for food justice. We will use a range of texts from a variety of disciplines, as well as materials from popular culture including films, TV, and podcasts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS235 Calderwood Seminar in Public Writing: Radical Sustainability
The environmental challenges widely known and discussed for the past 50 years not only remain: they have grown. Maybe we haven't worked hard enough, or maybe we've been going about sustainability the wrong way. Radical sustainability explores the intersection of these now-critical challenges--extinction, climate change, and many others--as well as the physical and social constraints on action to address them. Our aim is to identify the pressure points for an effective response within the geo-ecosystem and the human systems embedded within it, and then to focus on making change through writing.

Calderwood Seminars in Public Writing are writing-intensive courses that emphasize writing for general audiences about expert subject matters. Students work with their peers to hone the skills that enable them to translate scientific understanding of sustainability for the public. Using an intensive author/editor model, students will explore public communication in a variety of forms, including news articles, radio features, and editorials. The goal is prose that is polished and persuasive. Course readings are chosen to highlight the physical nature of human systems as they relate to natural systems. While there is no prerequisite, the course is intended for upper-level students with experience in environmental and sustainability studies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS105, WRCT235**
Prereq: **None**

ENVS237 Introduction to History: Environment
Humans have profoundly altered the character of Earth's environment since the advent of agriculture and settled societies some 10,000 years ago. This course is a study of the historical relationship between human beings and their habitats, with additional attention to arid lands as places of settlement, cultivation, and development. We explore how global problems such as climate change, biodiversity attenuation, and depletion of fossil soils, fuels, and water are linked to social problems such as economic inequality, food insecurity, conflict, and declining public health. The course reviews evidence of major environmental problems; considers how varied academic disciplines address them; and models a historical approach to understanding environmental change.

The course is divided into two parts: "Environmental Concepts," and "Case Studies." In Spring 2022, the case studies will be devoted to biodiversity.
Offering: **Crosslisting**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST190, STS190**
Prereq: **None**

ENVS237Z Forests: Ecology, Conservation and Futures
Forests are critical to the survival of humans and their fauna. Tropical and temperate forests, by their structure and composition, contain extraordinarily high biological diversity and provide critical ecosystem services with complex interactions with humans. This course will examine the structure, function, and diversity of tropical and temperate forests, with an emphasis on the ecological processes that shape plant and animal communities within these unique and diverse ecosystems. The class will examine major threats to the global forests and measures that may be put in place to allow for their recovery post disturbance. The course will be delivered though lectures, student-led discussions and debates and other in-class activities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **E&ES237Z**
Prereq: **None**

ENVS238 Bioethics and the Animal/Human Boundary
In this course, we will explore the construction of the animal/human boundary through the lens of bioethics. We will define bioethics as the study of the ethical consideration of medical, scientific, and technological advances and their effects on living beings. At the same time, we will pay close attention to the cultural contexts in which these advances emerge, imagining the realms of scientific progress and popular culture as mutually constitutive. We will consider topics such as cloning, organ transplantation, pharmaceutical testing, and gestational surrogacy, with a focus on the late 20th and early 21st centuries. We will begin by interrogating how ideas of the "animal" and the "human" are constructed through biomedical and cultural discourses. We will ask, How is the human defined? By intelligence or consciousness levels? By physical capabilities or esoteric qualities? Similarly, how has the human been defined against ideas of the animal? Or, what ethical justifications have been cited in the use of animals in biomedicine? What makes certain species "proper" research subjects and others not? What do these formulations tell us about our valuation of animal and human life, and what kinds of relationships exist between the two? To answer these questions, we will consult a wide range of interdisciplinary scholarship, from authors in the fields of animal/ity studies, bioethics and medicine/science history, sociology, anthropology, and philosophy. Students will also be exposed to the basics of biopolitical theory.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST260, STS260**
Prereq: **None**

ENVS239 Renewable Energy
This course is an introduction to renewable energy from an Earth science perspective, covering the physical principles of power generation from natural energy flows and the transformation, transmission, and storage of energy on the electrical grid, as well as topics from energy markets and utilization. We focus on hydroelectric, wind, solar, geothermal, wave, and tidal energy, along with modern bioenergy. For comparison, we also briefly cover the conventional energy technology of fossil fuels and nuclear power. We discuss each renewable-energy resource, including the advantages, disadvantages, and environmental impacts of its accompanying technology. The course is quantitative with bi-weekly problem sets. Students are expected to gain theoretical and practical knowledge of renewable energy.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES254**
Prereq: **None**

ENVS240 Abolition Geographies
"Space always matters, and what we make of it in thought and practice determines, and it is determined by, how we mix our creativity with the external word to change it and ourselves in the process. In other words, one need not be a nationalist nor imagine self-determination to be fixed in modern definitions of states and sovereignty, to conclude that at the end of the day, freedom is a place. How do we find the place of freedom? More precisely, how do we make such a place over and over again?" --Ruth Wilson Gilmore, "Abolition Geographies" This course is not only an introduction to the burgeoning field of abolition geographies, introduced through the work of Ruth Wilson Gilmore, but invites students to engage with abolition geography as an intellectual and political practice. In this seminar, we will consider the relationship between freedom and place-making (the production of places) by examining Ruth Wilson Gilmore's analytics and by also engaging in a range of geographic struggles. For example, students will consider the extent to which enslaved rebellions, not limited to the Haitian Revolution, remade what we envision today as the Atlantic. Students will also have the opportunity to apply an abolitionist framework to their own research.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM213**
Prereq: **None**

ENVS241 Startup Accelerator: The Art and Science of Growing Your Idea
The Startup Accelerator is a one-semester, experiential learning program designed to build upon the foundation of CSPL 239 Startup Incubator. The program will bring together an ambitious, committed, and diverse group of individuals who are passionate about growing their social venture. The group will explore core topics such as: 1) developing a product or service beyond an MVP, 2) marketing, and 3) pitching an idea. Each founder will create and work towards specific goals for their own social venture.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL249**
Prereq: **CSPL239**

ENVS242 Quantitative Methods for the Biological and Environmental Sciences
This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL242, BIOL542, E&ES270, E&ES570**
Prereq: **None**

ENVS243 Averting Catastrophe: Public Policy and Risk Management
The U.S. faces several significant risks that, if poorly managed, could have significant implications for the economy, the environment, and public health. This course focuses on the government's role as risk manager. We will explore how public policies can be used to manage risk, mitigate the extent of damages to the environment, the economy, and public health, and avert catastrophic outcomes. After examining the concept of risk, decision-making under conditions of uncertainty, and competing policy instruments, we will turn to a series of case studies, including offshore oil spills, nuclear accidents, financial crises, the COVID-19 pandemic, and climate change. In each case, we will seek to better understand the factors that shape performance and consider the implications for strengthening the government's role as risk manager. We will conclude with an examination of an emerging issue: the regulation of artificial intelligence, a technology that even its strongest advocates admit could result in unprecedented dislocations and risks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT222**
Prereq: **None**

ENVS244 Strategies in Conservation and Environmental Action
This course is only open to Wesleyan sophomores and above, with permission of instructor during pre-registration. This course provides students with a framework for better understanding how environmental policy, programs, and change goals are developed and actions are taken. Content will provide students with information from different disciplines in order to better understand the context, challenges, and intent of a specific environmental project to be addressed by the class over the course of the semester. The class project will have a land or material management focus and be developed with an environmental partner. Content topics may include logistics and impacts of various management systems; ecosystem function and landscape ecology; environmental policy and stakeholder dynamics; data collection and analysis; and communications and education. Project work will include research, meetings, and field work, including service work that contributes to short-term goals and tests protocol. Time required may vary by week. Class periods, assessments, and readings will be right-sized to facilitate this time commitment. Students will be assigned project tasks according to their major and skills. The class will collectively produce and present finished products to the environmental partner. Projects change with each semester and vary in emphasis and ecological vs. social components.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **E&ES274**
Prereq: **None**

ENVS246 People and Places: An Introduction to Environmental Psychology
This course explores human-environment interactions and the relationships between natural, social, and built environments in shaping people as individuals, and in turn, how people shape their environment(s). This course will critically explore theories and research that serve as the foundation of the field, as well as examine applications to real-world problems. This course will incorporate inquiry-based approaches to environmental psychology including the methods of participant observation and PhotoVoice. This course will engage ecological approaches and multi-level concepts in understanding human-environment dynamics and interactions from the home/personal space, community, and urban life, among others, as well as reflect on students' experience of their physical and social environments. As a survey course, this course will cover myriad topics with consideration to social justice, and varying conceptualizations and experiences addressing gender, race, class, age and people with disabilities. Considering the COVID-19 pandemic, this course will give special consideration to public space and home environments. As a discussion-based seminar, topics will ultimately be driven by student interest. Several films and podcasts may be incorporated into class. This course counts as an elective towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **PSYC282**
Prereq: **None**

ENVS247 Ecologies of Attention: Biosemiosis, Attunement, and Ethics
We consider variants on biosemiotic accounts of meaning, following one thread through Emerson to Nietzsche, another from Peirce and James to Bateson (Ecology of Mind, 1972) and Gibson (Ecological Approch to Visual Perception, 1979), and a third through contemporary indigenous thinkers and anthropologists attempting to bridge scientific ecology and animist panpsychism--Kimmerer, Whyte, Kohn, Ingold, Strathern. While most of the texts here focus on the nature of meaning as a living process, they are also in constant dialogue with normative concerns, being both motivated by subversive or non-humanist ecological values and inspiring distinctive insights about how to lead meaningfully connected lives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM366, PHIL354**
Prereq: **None**

ENVS248 Environmental Investigation and Remediation
This course will cover environmental investigation and remediation methods in varying geologic settings and how they have changed over time due to regulatory changes and advances in technology. An introduction to various aspects of environmental consulting will be incorporated throughout the term using case studies, guest lecturers, and emerging trends and research from online sources.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES248**
Prereq: **E&ES101 OR E&ES115 OR EES199 OR E&ES197**

ENVS249 Energy Legacies and Ecological Futures
Manresa Island, on the coast of South Norwalk, Connecticut, was the site of an NRG coal-fired power plant (and later oil). The plant, slated for decommission, was shuttered overnight after heavy flooding during Hurricane Sandy. Its planned transformation, funded by a 501(c)3 non-profit corporation, includes the remaking of its massive turbine hall as a community space and the remediation of the entire peninsula for use as a public park. The 125-acre site includes a birch forest on a coal ash dump, salt marsh, and other coastal wetland habitats that currently harbor populations turkey, osprey, and deer. Casual observers liken Manresa's abandoned spaces to those of Chernobyl, with the detritus of human settlement engulfed by resurgent vegetation and wildlife. This flawed analogy obscures as much as it reveals, conjuring ethically compromised aesthetics of post-industrial ruin photography and associated practices of dark tourism. But there is a parallel history of energy, hazard, and aftermath with which we have yet to reckon locally or globally. The objective of this course is to produce histories of energy transition calling on (1) records of Manresa Island recently acquired by the 501(c)3, and (2) the testimonies of NRG workers present during Hurricane Sandy. The course will train students in modalities of archival and oral history with reference to these untapped resources. This course will require 2-4 field site visits to Manresa Island, to be scheduled 12-5 p.m. Thursday or Friday.

Multiple scheduling options will be available, and students should be able to commit to at least two field trips per semester. Transportation will be provided.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST161, STS161**
Prereq: **None**

ENVS250 Capitalism and the Politics of Climate Change: When an Unstoppable Force Meets an Immovable Object
This course explores the complex relationship between capitalism and climate change. In the first part of the course, taking a comparative approach with a primary focus on the US, we begin by examining how capitalism has evolved since the Industrial Revolution, and how various capitalist models have developed worldwide, depending on the role of the state. In the second part, we question the "hegemony of growth" -- how growth has been perceived as an indicator of progress and distributive justice -- and explore competing visions of green growth and degrowth. In the third part, the course shifts to the political economy of decarbonization. We discuss the history and current realities of carbon dependency, examine cross-national variations in decarbonization efforts, consider the challenging trade-offs, and explore the economic and political factors underlying the struggle over climate policies. Our discussion will also focus on the role of economists and other experts in shaping mitigation efforts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT254**
Prereq: **None**

ENVS250Z Pandemic and the Environment
The COVID-19 pandemic is a global disturbance with important environmental causes, effects, and interactions. We will explore four key topics, evaluating what occurred and implications for future policy and practice. Wildlife: SARS-CoV-2 is a zoonotic disease, facilitated by "bush meat" markets and development of habitat that bring wildlife in close proximity to each other and humans. Stay-at-home orders, and temporary abandonment of human spaces released wildlife from constraints, while exposing the nature of our interdependence. Air pollution: Rates of hospitalization and mortality are greatest for those living with chronically high levels of air pollution, particularly PM

We will examine these themes through readings and apply our understanding of scientific process, peer-review, sources of data, context, voice, and audience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS254 Architecture of the 20th Century
The course considers influential works in architecture, its theory and criticism, and ideas for urbanism, mostly in Europe and the United States, from about 1900 to the present. Early parts of the semester focus on the origin and development of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, postmodernist, and deconstructivist work, urbanism and housing, computer-aided design from the 1990s, green buildings, and postwar architecture in Latin America and Japan and in postcolonial India and Africa. Major movements and architects considered include the Viennese Secession, the Bauhaus, Le Corbusier, Mies van der Rohe, Frank Lloyd Wright, Alvar Aalto, and Louis Kahn, among many others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA254, IDEA254**
Prereq: **None**

ENVS255 The Flooded Savannahs of the Orinoco River: Biodiversity, Aquatic Ecology and Sustainable Use
The flooded savannahs, known as Llanos (pronounced Yan-nos), are the largest ecotype in the world extending more than 570,000 km2. During the peak rainy season of May through July, more than 106,000 km2 are flooded. The rains are torrential, and a vast wetland emerges. The ecology of the llanos changes dramatically from a principally terrestrial savannah ecotone to one of a water-dominated wetland. With the inundation of the llanos, the biomass and species richness of the fishes increases dramatically to be among the richest of the planet, exceeding all estuaries in richness and biodiversity. In this course we will discuss the aquatic ecology principally of the fishes to learn about their diversity and the historic evolution of the habitat. Other species such as birds, amphibians, reptiles and mammals will also be discussed. The course will include analyses of the intersection of human use and the ecology of the fishes, which provide sustenance for hundreds of thousands of people. Through seminars and discussions this course will allow an analysis of the importance of the fish as natural resource. The evolution, ecological adaptations and natural history will be examined with an emphasis to understanding how sustainable use can be achieved.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS256 A Celebration of Women in Jazz: A Critical Analysis of Gender
How can we take the lessons of Jazz with us into other spaces? In this course, students will study Women in Jazz and examine the broad impact of our social structures and power systems to consider how the lessons of Jazz can help us navigate our future. How can we take the values of Jazz, such as improvisation, listening skills, democracy, a celebration of diversity, and equity work, and use our agency to effect change for the better in our communities? This course will examine the traditionally male-dominated nature of Jazz, its history of misogyny, and underrepresentation of women and other gender expressions. Students will learn in general about the musical art form of Jazz, its history as Black American music, and its unique qualities including improvisation, the blues, and swing. There will be a strong focus on listening to music from women musicians, and students will learn how to actively listen to jazz and all music. Together, we will look at case studies of successful women musicians and composers from the history of Jazz through the present, reading biographical information and reviewing their performance and compositional contributions. Musicians may include Mary Lou Williams, Carla Bley, Terri Lynn Carrington, esperanza spalding, Nina Simone, Billie Holiday, Ella Fitzgerald, Melba Liston, Lil' Hardin Armstrong, Dinah Washington, Abbey Lincoln, Toshiko Akiyoshi, and Marian McPartland.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **AFAM256, MUSC256, FGSS258**
Prereq: **None**

ENVS257 Environmental Archaeology
Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants,

animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the "collapse" of civilizations such as the ancient Maya. The course will involve hands-on preparation and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ARCP257, ANTH257, E&ES257**
Prereq: **None**

ENVS258 Remote Sensing for Natural Hazards
This course explores the role of remote sensing in monitoring and mitigating natural hazards. Students will learn how to acquire, process, and analyze remote sensing data, with a specific focus on both optical and radar satellite data. These technologies will be applied to assess the spatial extent, severity, and risk of natural hazards such as earthquakes, landslides, floods, hurricanes, wildfires, and volcanic activity. Emphasis will be placed on understanding how different types of remotely sensed data interact with various environmental features, such as landforms, vegetation, and water bodies. Through a combination of lectures, data analysis exercises, and practical applications, students will gain hands-on experience in using remote sensing tools to develop hazard models and response strategies. Case studies from recent natural disasters will be used to illustrate key concepts. Prior knowledge of GIS or geospatial analysis is recommended.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES275**
Prereq: **None**

ENVS259 Development, Disasters, and Beyond: The Global Politics of Aid
Development is one of the most important ideas of our times. It is a powerful way of reorganizing the world into the Global South and the Global North (or the Third and First Worlds) and promising modernity to "backward" places and people. It is an equally powerful way of intervening in "underdeveloped" regions in the name of progress and beneficence through aid programs. Our purpose in this course is to use the spy lens of anthropology to critically examine the global politics of development aid, whether given for poverty alleviation, infrastructure projects, disease and healthcare, or disaster relief. While development aid is certainly a potent way to exert power over and regulate Third World Others, it is also a fiercely contested space of struggle. This course approaches it as a "problematic"--an unsettled, contentious, and unpredictable formation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH259**
Prereq: **None**

ENVS260 Global Change and Infectious Disease
This course will cover how human demands upon the environment have come back to bite us through infectious diseases. The most devastating infections, now and in the past, have spilled into humanity from other animals through our quest for food, either through hunting and trade of wild animals (COVID-19 and HIV) or through agriculture (smallpox and measles). Additionally, taking over huge swaths of land has fragmented natural habitats, with the result that some pathogens have increased in abundance (Lyme disease) and some pathogens have moved closer to humanity when humans have encroached on natural lands (Ebola). Living at high density in interconnected cities has sustained the severe infections that became humanity's childhood diseases (mumps, measles, smallpox); high densities have also brought us diseases brought by fecally contaminated water, as well as those diseases brought by the animals that cohabit our cities and suburbs (rats, robins). Our demand on energy has brought us global warming, which is transporting tropical diseases, such as malaria, poleward from the tropics; the extreme weather events of a changed world are leading to outbreaks of zoonotic diseases (hantaviruses). Moreover, our penchant for transporting wild animals and ourselves has had the potential to spread any local flare-up of any novel disease to the whole world (plague, COVID-19). We will discuss how, even if we mitigate every existing human infection, we should expect an unending stream of new pathogens. We will discuss technological solutions to infectious diseases, as well as how changes in our ethics might help contain existing pathogens and avoid future spillovers. Lectures will cover these and other topics. There will be two 65-minute lectures each week, with frequent opportunities for students to break out into smaller sections to figure out interesting biological challenges. There will also be a 30-minute discussion each week for each of 11 discussion sections (probably about 15 students each). These discussions will focus mostly on how policy changes might best mitigate the environmental disturbances that are bringing us infections. The course has no formal prerequisites and will introduce material from ecology and microbiology, as needed, to allow students to read and interpret the recent literature on global change and infectious disease.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL173**
Prereq: **None**

ENVS261 Science Materials For a Malagasy Classroom
Students will design and produce a variety of educational science materials to be used in a fifth grade classroom in Madagascar. These items include a science logo, bookmarks, educational science games, posters, and a comic book with conservation themes for children. Students who are interested in design and natural history as a means through which to communicate science themes on wildlife endemism, evolution, and climate change would be appropriate for this course. All students will need to conduct independent research into science topics, distill down the salient features, and use that information to design elementary school materials. Working both individually and in teams, students will conceive, design, critique, and move into product production (MakerSpace). In addition, prototypes of the materials will be reviewed and rated by fifth graders in a Middletown elementary school for feedback.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL161, IDEA261**
Prereq: **None**

ENVS262 Archaeology of Food, Trade, and Power in South India
This course examines patterns of life in premodern South India, focusing on the millennium from about AD 600 to 1600. It explores the persistent practices and institutions that structured social life--agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority--as well as historical events and processes that brought change to those patterns. The course capitalizes on South India's rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and various forms of coinage and coin hoards informing on economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion

and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART, SBS-ART**
Identical With: **ARHA292, ARCP292**
Prereq: **None**

ENVS263 Botanizing Worlds
What can plants tell us about the human condition, and more broadly about the rapidly changing conditions on Earth? In recent years, scholars, writers, and artists have been calling for new ways to address "plant blindness"; finally, it appears that plants are having a moment. Plants are crucial to the survival of human life. From the food we eat to the air we breathe to the clothes we wear, plant bodies are used to build homes, cure our ailments, and feed our addictions. Putting plants to use is tantamount to survival, but this course aims for a less extractive relationship with plants. This course explores what we might gain by learning from plants -- to know them, think with them, and attune our senses to their liveliness -- raising fundamental questions about human-plant relations to reconsider what it means to be human. This course aims to gather the lively energies surrounding plants today and the expertise of scholars and regional collaborators, and direct them toward the development of a cutting-edge, interdisciplinary curriculum by bringing together researchers, artists, and curators from multiple institutions to read and discuss key works in the botanical humanities and connect with related sites (botanic gardens, greenhouses, laboratories, archives, special collections, etc.) at our campuses. This course will showcase exercises, assignments, and reading lists that can promote humanistic research and thinking with and about plants.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST252, STS252**
Prereq: **None**

ENVS263B Curatorial Workshop: Art and the Ecological Imagination, 1840-1870
This course examines the emergence of an "ecological consciousness" in art during the mid-19th century through readings, discussion, and firsthand study of works in the Davison Art Center print collection. Although the term "ecology" was first coined in 1866, 19th-century thinkers had long been concerned with the interrelationship of organisms, including humans' place and impact on nature. This class examines how visual artists before Impressionism contributed to the 19th century's "ecological imagination" through their representations of landscapes. Known as the "Barbizon School," this group of artists left the metropolis of Paris to immerse themselves in the wild and rugged terrain of the Fontainebleau Forest while also embarking on journeys to remote regions of France. These members of the first artists' colony seceded from the French Academy of Fine Arts and pursued strategies of independence that were allied at the time with radical politics. In their works they experimented with new materials and approaches to composition that included but no longer prioritized humans, in order to foreground processes of transformation internal to nature itself. The consciousness that artists forged through painting and printmaking led them to become among the world's first conservationists; they successfully petitioned the French government to protect parts of the Forest of Fontainebleau some 20 years before the creation of the first National Park in the United States.
The first half of the course will be devoted to reading and discussion; the second half will center on the study of works in the Davison Art Collection, which includes a superb collection of original and experimental prints by Barbizon School artists. The final project will be the curation of a temporary exhibition of works from the collection, including a selection and arrangement of works, explanatory texts, and a public gallery talk.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA263B, RL&L235B**
Prereq: **None**

ENVS264 Waterways: Maritime World History
Human history has been shaped by the sea. Whether as a source of food, a frontier, a boundary, or a bridge, the sea has represented a site of both opportunity and danger. This course will examine the way humans have responded to their marine and maritime environments, both in terms of the technologies they have developed to navigate and exploit them but also insofar as the sea has shaped the way humans think about themselves. While our inquiry will extend into the deep past and the early development of human culture and civilization, we will focus on maritime history over the past millennium, the development of oceanic worlds, the rise of the "age of sail" between the 16th and 19th centuries, and the transformation of global navigation and politics with the rise of steam, diesel, and nuclear power.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **HIST264**
Prereq: **None**

ENVS265 Environmental Justice & Health Equity
The environmental justice movement (EJM) has evolved over the last several decades, both in the US and globally. The EJM seeks to respond to environmental inequalities that directly impact human health and safety, particularly among people who live or work in settings that put them at higher risk of exposure to environmental hazards. The Agency for Toxic Substances and Disease Registry (ATSDR, part of the Centers for Disease Control and Prevention) describes the goal of environmental justice as "...when everyone enjoys the same degree of protection from environmental and health hazards, and equal access to the decision-making process to live, learn, and work in a healthy environment." In this course we recognize the current environmental crisis as rooted in systemic inequities that are implicated in social determinants of health (SDOH) and have major implications for health outcomes of affected populations. Therefore, we will explore the EJM from a health equity lens, including racial capitalism, intersectionality, and other forms of structural violence that serve as SDOH, to explore the implications of environmental injustices on health equity. In addition, we will examine how academics, nonprofit/community-based organizations, community members, and government agencies collaborate to address environmental justice-related health equity. Finally, we will look at the notion of "just sustainabilities" to investigate and imagine solutions to these ongoing challenges that build community power to advance sustainable communities and health equity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **BIOL197 OR E&ES197 OR ENVS197 OR ENVS219F OR E&ES155 OR EES199**

ENVS266 Free the Land: Histories of Environmental Racism
This course will introduce students to the study and discussion of environmental racism and environmental justice in the United States that centers the histories and experiences of communities of color. Environmental racism is defined by Dr. Robert Bullard ("the Father of Environmental Justice'') as "any policy, practice or directive that differentially affects or disadvantages (where intended or unintended) individuals, groups or communities based on race." This course expands and illuminates this definition through examinations of watershed moments--from the Transatlantic Slave Trade to struggles in the greater Connecticut River Valley today--in which communities of color in the United States bear the deadly brunt of toxic fumes, poisoned groundwater, nuclear waste, perilous disaster work, land theft, and the slow violence of biological extermination. Throughout the semester, we will read scholarly texts, engage primary sources, analyze popular and independent media, and study testimony and self-published materials from activists and eyewitnesses.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST271**
Prereq: **None**

ENVS267 Development in Question: Conservation in Africa
"Why not plant trees?" In 1977 Wangari Maathai started the Green Belt Movement, a popular environmental revolution, in Kenya. Then in the 1990s Nigeria Ken Saro-Wiwa fought for the rights of local communities against the multi-national oil industry. Like many African activists, scientists, and farmers, they placed African experiences at the center of environmental policy and conservation. Yet, popular images of the continent's environment in perpetual crisis blame African practices or disregard African efforts. Such depictions of "desertification" or "over grazing" have impacted international and governmental policy. Recent scholarship suggests that such common perceptions of the environment in Africa and conservation policy are misleading. This course will allow students to critically study the history of environmental management on the continent and the development of the idea of conservation. We will examine game park politics, the history of resource extraction, climate change, and other pressing environmental concerns. We will also study diverse African environmental perspectives from the guardians of sacred forests to activists such as Wangari Maathai and Ken Saro-Wiwa.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST267, STS267**
Prereq: **None**

ENVS268 Environmental and Industrial History of the Long Island Sound
This course is a history of the Long Island Sound, the body of water which stretches from the East River in New York City to Block Island in Rhode Island and connects the eastern seaboard states of New York and Connecticut to the Atlantic Ocean. After a brief account of the sound's glacial history and riverine geography, we will focus on the environmental, social, and economic history of the region from the 18th to 21st centuries, with a focus on exploitation for textiles, metal production, fishing, and oystering. We will dedicate special attention to industrial pollution and federal, state, and local efforts to assess environmental impacts and restrict dumping in the sound. Field trips will include a visit to Manresa Island, the site of a coal-fired power plant (and later, oil), shuttered amid heavy flooding during Hurricane Sandy (2012). Topics discussed include the regulation and remediation of dumped sediment in Norwalk Harbor and Manresa Island containing heavy metals and coal ash.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST290**
Prereq: **None**

ENVS268Z Environmental Justice Advocacy: Assessing Law, Community-Based Engagement, and More
ONLINE COURSE: Synchronous class meetings via Zoom,10am-noon and 2-5pm. Classes held Jan 4, 6, 8, 10, 12, 14, 16, 18. (Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings.) The concept of "environmental justice" focuses on the equitable distribution of pollution and health burdens--such as the siting of fossil fuel infrastructure and pollution-emitting facilities--as well as benefits such as clean air and clean water. Procedural justice and restorative justice are also key demands of the environmental justice movement. In addition, as communities of color and low-income communities disproportionately bear the burdens of climate change and resulting "climate gentrification," the overlap between environmental injustice and climate change is becoming increasingly apparent. After a brief introduction to the concept of environmental justice, this course will focus on advocacy efforts to promote environmental justice and, in particular, the benefits and limitations of various tools including the law, grassroots organizing, and policy work. For their final project, students will use what they learn in the course to design and propose their own environmental justice intervention. By the end of the course, students will understand the history, foundational theory, and key case studies of environmental justice as well as the tools and strategies that environmental justice advocates use. Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL309Z**
Prereq: **None**

ENVS269 Drones and Change
Civilian use of unoccupied aerial vehicles or drones to capture data and measure change can enhance our understanding of the natural and built environments. While drones are increasingly available for entry-level to professional level adoption, there remains value in understanding how the infrastructure for their development and deployment have evolved and what is required to ensure their continued safe and ethical utility of these devices. In this class, we will explore the legal and infrastructure elements of drone development and deployment for civilian utility of drones, while working on data collection, analysis, and interpretation that will allow students to better appreciate the value and utility of drones. Over the course of the semester, students will work on understanding and building drones, collecting data with small drones, examining the commercial versus open-source platforms for drones, and preparing to take the Federal Aviation Authority Part 107 license to allow them to fly drones safely.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES283, IDEA283**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

ENVS270 Environmental Philosophy
This course offers philosophical resources for understanding and addressing environmental concerns. At the same time, we will recognize how ecological insights challenge some of the most influential ideas in the European philosophical tradition--human-centered and individualist accounts of existence, agency, knowledge, and value. Shared questions may include: Is there a coherent way of distinguishing "nature" from the non-natural? What can we understand about non-human experience and value? How do people become motivated

to recognize and respond to problems whose effects play out in far-away or unfamiliar bodies? How do concepts of moral responsibility apply to climate change? How does environmentally directed action relate to social justice? When there are ecological impacts attached to choices that are conventionally seen as matters of personal liberty (such as food choices, living arrangements, reproductive choices), how do we constructively engage with one another? Despite near consensus about our times being rife with environmental crises, concepts like "environment" and "nature" defy any straightforward account. Similarly, it seems even when people come together around problems of injustice and unsustainability, they may not share any clear positive account of justice or of sustainability. Rather than be defeated by the lack of shared foundational concepts, students will become familiar with at least three patterns of critique--each of these being not a theory or kind of information but a set of skills with perceptual, conceptual, and dialogical aspects. These three patterns of critique are ecological critique, standpoint critique, and sustainability critiques, and they correspond roughly to three traditional domains of philosophy: inquiry into being (metaphysics), inquiry into knowledge and understanding (epistemology), and inquiry into norms and ideals for action (ethics). Understanding these three patterns of critique allows students to address emerging environmental problems more effectively, recognizing the intertwined relations among empirical inquiry, moral accountability, and social justice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL270**
Prereq: **None**

ENVS271 Designing With Living Systems: Soft + Hairy
In this part seminar, part studio course, students will go on field trips and read extensively to develop an understanding of mycelium and how it is explored in design. We will explore temporality in design with particular focus on how biodegradable materials such as mycelium can form our experience of an object. We will study how mycelium can be utilized as a living material to form a built ecology. In particular, we will study how to design for impermanence -- sometimes using waste materials -- and develop an understanding for material recovery. Students will work both individually and collaboratively in a studio environment. Field trips to New York City museums, fabricators, and galleries, as well as around CT may be expected as part of this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST271, IDEA271**
Prereq: **ARST131 OR IDEA110 OR IDEA180**

ENVS272 Knowing Their Place: Two Centuries of Women Generating Wonder in the Natural World
This seminar will examine the intersection of natural science, women's history, and poetic prose through the writings of Rachel Carson and the female nature writers who both preceded and succeeded her, including Mary Treat, Anna Botsford Comstock, Mabel Osgood Wright, Annie Dillard, Terry Tempest Williams, Robin Wall Kimmerer, Camille Dungy, and others. These women looked closely at the natural world and wrote intimately on botany, birdwatching, and the ecology of their local landscapes, teaching their readers to feel wonder and a sense of connection with place. What does it mean to know a landscape or an ecosystem intimately? How does a sense of place become political? How does gender affect perspective on the natural world and environmental stewardship? Each student will put these ideas into play in a portfolio of place-based personal essays.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **FGSS272, WRCT272**
Prereq: **None**

ENVS273 Environmental Politics in East Asia
This is an upper-division course on the environmental politics of East Asia. It will focus on the major environmental issues of our time (pollution, conservation, energy, waste, environmental justice, etc.), and how East Asian countries are coping with them from both policy and politics perspectives. It will cover both transnational and international efforts, as well as national and local initiatives. The course will require that students "do" environmental politics as well as study environmental politics through a civic engagement component.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT273, CEAS273**
Prereq: **None**

ENVS274 Narratives of the Latin American Jungle
This course is a critical exploration of the ways in which forests and its plurality of beings, and particularly the tropical territories marked as jungle or rainforest in South America (the Amazon, the Darién), have been narrated, imagined, and contested in cultural production and in indigenous and peasant ontologies and place-based practices for more than a century. We will investigate the construction of jungle as a territory of dwelling shaped by the relational condition between human and other-than-human beings (plants, animals, water) and as a place where diverse anxieties about sovereignty, politics, race, development, gender, and subversion collide. We will examine this cultural geography in relation to diverse histories of modernization, development and extractivism, the global angst over the environment and its destruction, local processes of (cosmopolitical) resistance, and the various political and environmental conflicts that have shaped the region over the past century. Attending to Amazonian indigenous thought and to political ecology and other intellectual practices emerging from Latin America, as well as to literature, film, popular culture and visual art, we will discuss the potential to disavow modern/colonial binaries like nature-culture, human-nonhuman and civilization-barbarism, in a place that has been central to the way in which Latin America has been imagined for centuries.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN278, LAST278**
Prereq: **None**

ENVS276 Law and Policy of Natural Resources: Water, Air, Biodiversity, and Climate Change
How do we protect our environmental and natural resources, and why have we chosen this path? When and how do the public, NGOs, and regulated industries have a voice? When is an environmental impact statement required and which alternatives must be considered? When and how are environmental considerations part of the decision-making process? Is there a path forward to better address greenhouse gases and climate change? How can we protect endangered and threatened species and preserve their habitats? Where do we go from here as we confront the more complex issues associated with greenhouse gases/climate? How do our energy sources impact our environment? This highly interactive course will examine the source of environmental and natural resource law, its evolution, and boundaries. It will explore how and when we have access to the process and then turn attention to the programs most central to natural resource and environmental protection: the National Environmental Policy Act, The Clean Water Act, The Clean Air Act, as well as certain land-focused state and municipal programs. Given renewed

commitments to alternative energy and environmental justice (EJ), the course devotes time to considering both through the lens of environmental law and policy. The course concludes with a capstone project in which students are assigned to a team as either proponent or opponent. Each team is then provided an information packet setting a scenario, setting, certain facts, and any legal information beyond course coverage. Following this, each team prepares for and advances technical, legal, and policy arguments in support of its goals and is afforded the opportunity to cross-examine the opposition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **ENVS195 OR ENVS197 OR ENVS219F OR EES199 OR E&ES155**

ENVS277 Law and Policy of Contamination, Cleanups, Communities (Environmental Justice), and Chemicals
How do we protect our environment and ourselves from wastes and chemicals? Why have we chosen this path? When and how do the public, NGOs, and regulated industries have a voice? When is something that is not used considered waste, and when is that waste a hazardous waste? When does someone need to clean up the contaminated environment? Who is that someone? How clean is clean? How have chemicals ended up in commerce? When and under what circumstances can new chemicals enter our lives? When and how are environmental and health considerations part of the decision-making process? How do we avoid environmental disasters? What is required in terms of thinking about and planning for the "unthinkable"? What drives sustainability initiatives, beneficial reuse, and life cycle analysis? This highly interactive course will examine the source of environmental law, its evolution, and boundaries. Students will explore how and when we have access to the process and examine: (i) the Resource Conservation Recovery Act, Superfund, and related brownfield initiatives; (ii) the Toxic Substances Control Act and international counterparts; (iii) the Emergency Planning and Community Right To Know Act; (iv) environmental justice in the context of waste and chemical management; and (v) sustainability, product stewardship, and related initiatives. The course concludes with a capstone project in which students are assigned to a team as either proponent or opponent. Each team is then provided an information packet setting a scenario, setting, certain facts, and any legal information beyond course coverage. Following this, each team prepares for and advances technical, legal, and policy arguments in support of its goals and is afforded the opportunity to cross-examine the opposition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **ENVS195 OR ENVS197 OR ENVS219F OR EES199 OR E&ES155**

ENVS278 Introduction to GIS
Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities; literally any field that uses spatially distributed information. In this course, we will explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Coursework will include lectures, discussions, and hands-on activities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES280, E&ES580**
Prereq: **None**

ENVS279 Eating Others: Histories and Cultures of Animal Edibility
For many people, animals form a significant and cherished part of their diet. Indeed, humans have used other animals as sources of nutrients for hundreds of thousands of years. What can these animal-based dietary practices tell us about humans and their relationships with other animals? Of course, these inter-species relationships have varied as radically across time and cultures as the dietary practices that have shaped them. To better understand some of these practices and the relationships they generate, this course will explore the following questions: How did animal-based food practices develop from pre-domestication to the contemporary era of industrialized animal agriculture? How have cultural categories of "edibility" developed in different cultural contexts? What is meat, and how does it differ from inedible flesh? How have gender, class, race, sexuality, and other categories of difference intersected with and shaped animal consumption practices in different times and contexts? How has animal consumption shaped and been shaped by animal ethics, philosophy, and scientific knowledge production? How has large-scale animal consumption contributed to the ecological crises of the Anthropocene, and how have these in turn affected animal consumption practices? What is the future of animal-based food? This course will use ethnographies, historical and legal analyses, and philosophical inquiries to examine the histories and cultures of animal edibility. Specifically, it will focus on topics including human evolution, animal domestication, slaughter practices, industrialized animal agriculture, indigenous ecological ontologies, hunting, dairy and egg consumption, cannibalism, cultural conflicts over the edibility of specific species, and recent technological innovations that can produce animal products without animals.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS266, ANTH279**
Prereq: **None**

ENVS280 Environmental Geochemistry
This course is a qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, oceans, and the atmosphere. General topics include equilibrium thermodynamics, acid-base equilibria, the carbonic acid system, oxidation-reduction reactions in nature, and isotope geochemistry. The associated lab course (E&ES 251) must be taken concurrently if offered. The lab course will be a service-learning course in which students work with a community organization to solve an environmental problem or a semester-long research project. There are no official prerequisite classes, but students should be comfortable with chemical concepts or should have taken introductory college chemistry or advanced high school chemistry courses.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES250**
Prereq: **None**

ENVS281 Environmental Geochemistry Laboratory
This course will supplement E&ES 250 by providing students with hands-on experience of the concepts taught in E&ES 250. Students must enroll in E&ES 250 at the same time. This course will emphasize the field collection, chemical analysis, and data analysis of environmental water, air, and rock samples. This course will be taught as a service-learning course where the class works with a community organization to solve an environmental problem or will work on a semester-long research project. The subject of this class will be announced on the first day of class.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**

Identical With: **E&ES251**
Prereq: **None**

ENVS282 Sustainable Agriculture and Food Systems
This course explores strategies to create a sustainable agriculture and food system. The course will begin with an overview of the environmental issues associated with our agriculture and food system along with current production and consumption trends. Other topics covered in the course will include: environmental certification, starting and managing a farm, organic versus conventional farming, and the impact of diet choice on the environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS283 Venezuela: The Effect of Oil Discovery on People, the Environment, and on Democracy (CLAC 1.0)
(English translation follows below) Este curso examinará los factores clave que han afectado el desarrollo de Venezuela y su entorno desde el período precolonial hasta el presente. Dividiremos la historia de Venezuela en dos períodos críticos: antes y después del descubrimiento de petróleo. Haremos preguntas sobre la naturaleza y las interacciones de los factores y agentes clave que transformaron a Venezuela de una colonia a la de un país económicamente independiente. Al examinar los períodos económicos anteriores y posteriores al petróleo por separado, aprenderemos que los factores clave, como la agricultura, el uso de la tierra y la influencia colonial europea, cambiaron drásticamente, transformando así muchas instituciones sociopolíticas. Los contrastes incluirán la resiliencia y la erradicación de enfermedades, los derechos humanos y la esclavitud, la propiedad de la tierra, la salud humana, los impactos en la biodiversidad y la salud humana, y la protección de las culturas indígenas. En última instancia, examinaremos los factores que han llevado al colapso de la democracia. Leeremos una literatura interdisciplinaria que incluye antropología, religión, sociología, ciencias ambientales, derecho e historia. El curso se presenta en un formato de lectura / discusión en el que todas las lecturas, escritos y discusiones serán en español. This course will examine the key factors that have affected the development of Venezuela and its environment from the pre-colonial period to the present. We will divide the history of Venezuela into two critical periods: before and after the discovery of oil. We will ask questions about the nature and interactions of the key factors and agents that transformed Venezuela from a colony to that of an economically independent country. By examining the pre- and post-oil economic periods separately, we will learn that the key factors, such as agriculture, land use, and European colonial influence, changed dramatically, thereby transforming many sociopolitical institutions. The contrasts will include resilience to and eradication of diseases, human rights and slavery, land ownership, human health, impacts on biodiversity and human health, and protections of indigenous cultures. Ultimately we will examine the factors that have led to the collapse of democracy. We will read an interdisciplinary literature that includes anthropology, religion, sociology, environmental sciences, law, and history. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **LAST383, CGST283**
Prereq: **SPAN221**

ENVS284 Animal Law and Policy
This course will provide an overview of law and public policy as they apply to non-human animals. The course will explore the historical and philosophical treatment of animals; discuss how such treatment impacts the way judges, policymakers, lawyers, legal scholars, and lay people see, speak about, and use animals; survey current animal protection laws and regulations, including overlap with such policy issues as food and agriculture, climate change, and biodiversity protection; consider recent political and legal campaigns to reform animal protection laws; examine the concept of "standing" and the problems of litigating on behalf of animals; interrogate the current classification of animals as "property" and the impacts of that classification; and debate the carceral turn in animal legal advocacy.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS293, PHIL283**
Prereq: **None**

ENVS285 Environmental Law and Policy
If you are interested in the environment and want some perspective on where our environmental law and policy came from, how it works, where it has succeeded and failed, what the unresolved issues have been and which remain, where the emerging topics (e.g. climate, PFAS, Environmental Justice) may take us, and a sense of the past and present battlegrounds of environmental law, then Environmental Law and Policy is for you. This course is taught using the Socratic (highly interactive) method, includes a "brownfield" negotiation, and culminates in student run hearings in which you will prepare, present, and argue about issues from what is a "water" of the U.S. to recycling and reclamation to what is solid and hazardous waste?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Prereq: **[ENVS197 or BIOL197 or E&ES197] OR EES199**

ENVS286 Plant Form and Diversity
The course begins with an overview of plant evolutionary history, then covers the basic structure and function of the plant body, the plant life cycle in nature, including interactions with animals, and ecological diversity of plants in contrasting habitats. Special events include a field trip to the Smith College Botanic Garden, two hands-on days for working with living specimens, and a special guest lecture by a local plant biologist.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL290, BIOL590**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

ENVS288 Community Paleoecology
The study of community paleoecology seeks to derive ecological meaning from the reconstruction of ancient ecosystems. From this vantage point, fossil assemblages are used to observe long-term patterns in biogeography, evolution, and organism-environment interactions. The overarching themes in this course will emphasize theoretical frameworks in community ecology and stratigraphic paleobiology that advance the collective understanding of how to read and interpret the fossil record to document ecosystem interactions over geologic history. Case studies from across Earth's history will underscore the necessity of examining past ecosystems to contextualize modern and future ecosystem structure. We will accomplish these aims with lectures, readings and discussion of the primary literature, and student presentations. Pre/co-requisites: BIOL182, E&ES101, E&ES115, E&ES155, E&ES197, or E&ES199.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES258**

Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR ENVS197 OR EES199 OR BIOL182**

ENVS289 Introductory Ecological Methods in R
This lab class is required of students enrolled in the accompanying lecture (EES 258). We will learn to use R to analyze paleontological records with multivariate methods and specifically become familiar with the vegan package for interpreting large ecological datasets such as species abundance data. Prior knowledge of or experience with R is not a prerequisite and beginners are especially encouraged to enroll in this course. Students with intermediate and advanced R skills are still welcome to enroll, but should recognize that much of this course will focus on the beginner experience. Assignments and projects will be collaborative, such that students across experience levels will work together to complete the course material. Pre/co-requisites: BIOL181/BIOL182, E&ES101, E&ES115, E&ES155, E&ES197, or E&ES199.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **E&ES259**
Prereq: **E&ES101 OR E&ES115 OR EES155OR ENVS197 OR EES199 OR BIOL182**

ENVS290 Oceans and Climate
Earth's climate is not static. Even without human intervention, the climate has changed, but mostly at a slower rate. In this course we will study the major properties of the ocean and its circulation and changes in climate during the Cenozoic Era (the past 66 million years). We will examine the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. Once a basic understanding of the climate system is attained, the focus will be on how we know about past climates. Through reading and in-class exercises students will look at data from sediment cores, ice cores, and tree rings to learn about past climates. The final project will investigate measures humans can take to slow the rate of climate change. It is possible and must be done. Although this course is offered pass/fail, participants are expected to maintain a grade of B- or better to pass.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES260, E&ES560**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

ENVS291 East Asian Archaeology
This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with "Peking Man" and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th-century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP291, ANTH291, CEAS291, IDEA291**
Prereq: **None**

ENVS292 Techniques in Ocean and Climate Investigations
Weekly field trips, computer and/or laboratory exercises will allow us to see how climate and oceans function today and in the past. We will use data sets from international organizations to examine what we know about past climates. There may be an opportunity to use a climate model, En-ROADS, with a community group to investigate what can be done to reduce greenhouse gases input to the atmosphere. Although this course is offered pass/fail, participants are expected to maintain a grade of B- or better to pass.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES261**
Prereq: **E&ES101 OR E&ES115 OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

ENVS293 Environmental Justice: Community-based Participatory Research
This course provides a foundation for addressing environmental and food justice through community-based participatory research (CBPR). Students will develop competencies to prepare them to work with communities to identify and understand environmental, food security, health, and social conditions that impact their communities and organizations. We will be drawing on theoretical and practical approaches from across the environmental social sciences (ESS) including psychology, anthropology, sociology, community health, and geography to help us frame ways of looking at critical community issues. Specifically, we will discuss a wide range of mixed methods with an emphasis on participatory approaches to developing research questions and hypotheses, community-engaged evaluation planning, needs assessments, and landscape scans. Students will also learn about ethical issues in research, particularly as pertaining to working with community stakeholders. Over the course of the semester, students complete a variety of practical exercises designed to gain experience with qualitative and quantitative data collection, analysis, and community learning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **BIOL197 OR E&ES197 OR ENVS197 OR ENVS219F OR E&ES155 OR EES199**

ENVS294 Current Environmental Issues in Latin America (CLAC 1.0)
(English translation below Spanish text) Este curso proporcionará información histórica y actual sobre el desarrollo de temas ambientales en América Latina. La información se dividirá en la evaluación del uso del medio ambiente durante los períodos precolombino y colonial (a); y b) período moderno. Se discutirá la organización, estructura y gobernanza del medio ambiente. El desarrollo de políticas públicas, planes de gestión, factores que se deterioran y los posibles usos sostenibles del medio ambiente y sus recursos. Leeremos literatura interdisciplinaria incluyendo: académica, informes, documentos oficiales gubernamentales y proyectos de ONG dedicados al diagnóstico, desarrollo y uso o nuestros recursos en América Latina. Por último, se estudiarán casos particulares de países latinoamericanos como Argentina, Brasil, México, Costa Rica, Perú y Venezuela. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. This course will provide historical and current information on the development of environmental issues in Latin America. The information will be divided into assessing the use of the environment during (a) pre-Columbian and colonial periods and (b) the modern period. The organization, structure, and governance of the environment will be discussed, as will the development of public policies, management plans, factors that deteriorate, and the potential sustainable uses of the environment and its resources. We will be reading interdisciplinary literature including academic, reports, official governmental documents, and NGOs' projects dedicated to the diagnostic, development, and use of resources in Latin America. Finally, particular cases of Latin American countries such as Argentina, Brazil, Mexico, Costa Rica, Peru, and Venezuela will be studied. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **CGST267, LAST290**
Prereq: **SPAN221**

ENVS295 Saving Animals: The Politics of Rescue, Captivity, and Care
This course examines the major issues related to captive animal care and rescue across a wide variety of contexts, especially the current global extinction crisis, with specific attention to the ethical, political, and social dimensions of human-animal interactions. Discussions, films, readings, and an independent research project will introduce students to key concepts related to animal care and rescue. Specifically, the course will focus on topics including the ethical dilemmas of care, the politics of extinction and conservation, animal trafficking, wildlife rehabilitation efforts, wildlife refuges, captive animal sanctuaries, and zoos.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **STS294**
Prereq: **None**

ENVS296 Environmental Art: Research through Art/Art through Research
How can communities understand the conditions wrought by fossil fuel infrastructure and anthropogenic climate change? How should they confront environmental crisis and imagine ecological futures? What can we know about our environment, and what eludes us? Co-taught with visiting artist-composer Ari Benjamin Meyers, this class is a practical experiment in "Research through Art," and "Art through Research" (Dombois, 2009) focusing on the site of coal and oil-fired power plant shuttered amid heavy flooding during Hurricane Sandy. The landscapes of Manresa Island (South Norwalk, CT) include an abandoned turbine hall, a birch forest on a coal ash dump, and an array of wetland and coastal habitats. Participants will use practice-based research methods to develop works of art engaging with the site in its past, present, and future conditions. The course models artistic research methods with reference to a specific site and set of environmental conditions, bringing together students from arts/performance, sciences, humanities, and social sciences to produce site-specific works in a coastal ecosystem transformed by fossil fuel infrastructure.

At the heart of this course is a concern with what it means to be uncertain. The sciences provide tools to address problems of uncertainty. Practices of research, within and beyond the sciences, gather varied approaches to not knowing. Artists employ methods drawn from multiple academic disciplines (ethnography, sociology, history, the sciences), media (technoscience, video, audio, installation, multimedia), and sites of research (archive, laboratory, biome, habitat). While artists may engage many of the same practices as academic researchers, their works break the analytic frame. Art may be prescriptive or descriptive, didactic or agnostic, pointed or indeterminate; it may delight, frustrate, provoke, agitate, or inspire. Art may be curious or inquire; it may also make space for the experience of uncertainty. How does uncertainty make us feel? How should we respond?

Students across disciplines -- performance, visual arts, music, ecology, biology, geochemistry, history, religion, sociology, psychology, anthropology, economics, government, etc. -- are encouraged to submit a statement of interest for permission of instructor (POI). The purpose of the POI is to secure a collaborative balance of students across disciplines, toward the production of environmental art that engages a broad public.

This course will require 4-6 scheduled site visits to Manresa Island in South Norwalk, CT, requiring students to leave campus by 12 p.m. Friday and return by 5 p.m. Transportation will be provided.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST297, CSPL297, STS297**
Prereq: **None**

ENVS297 Food Security and Environmental Conservation (CLAC 1.0)
(English translation below Spanish text) En este curso los estudiantes investigarán información y discusión sobre la seguridad alimentaria y el uso del medio ambiente en una selección de países de América Latina. Haremos preguntas sobre la base de la producción y disponibilidad de alimentos. También examinaremos la información disponible de las agencias públicas y privadas sobre los programas establecidos por los países para garantizar la seguridad alimentaria de sus habitantes y el uso sostenible y la conservación del medio ambiente. Discutiremos conceptos como: La soberanía alimentaria y la seguridad como un sistema alimentario en el que las personas que producen, distribuyen y consumen alimentos también controlan los mecanismos y políticas de producción y distribución de alimentos; La nutrición como normas mundiales y particulares de consumo de alimentos; La Justicia social relacionada con la accesibilidad de los alimentos; y el derecho humano a una alimentación adecuada y a la libertad del hambre como uno de los objetivos del milenio de las Naciones Unidas. El estudiante revisará casos particulares en América Latina. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. In this course students will research and discuss food security and the use of the environment in a selection of Latin American countries. We will ask questions about the basis of food production and availability. We will also examine the available information from public and private agencies about programs established by countries to ensure the food security of their inhabitants and the sustainable use and conservation of the environment. We will discuss concepts such as: food sovereignty and security as a food system in which the people who produce, distribute, and consume food also control the mechanisms and policies of food production and distribution; nutrition as a global and particular standard of food consumption; social justice related to the accessibility of food; and the human right to adequate food and freedom from hunger as one of the United Nations' objectives of the millennium. Students will look at particular cases in Latin America. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **CGST268, LAST298**
Prereq: **SPAN221**

ENVS298 Earthwatch: Satellite Data Storytelling for Science Communication
The fingerprint of human activity on planet Earth continues to magnify as we move deeper and deeper into the Anthropocene. Satellite remote sensing is a rapidly developing field for monitoring and visualizing planetary change in real time. Vast amounts of satellite data are now freely available for documenting, mapping, and communicating the impacts of natural and human disturbances on the Earth system. Students in this course will learn how to 1) analyze remotely sensed imagery using open-source software, 2) make high-quality maps documenting planetary change, and 3) communicate satellite data patterns to broad audiences using data storytelling. Students will master a wide range of techniques for detecting and articulating the stories behind satellite images and

data sets through visual, oral, and written assignments aimed at diverse public audiences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **None**
Identical With: **E&ES282**
Prereq: **E&ES115 OR E&ES101 OR E&ES155 OR E&ES197 OR ENVS197**

ENVS299 Drones and Change Lab
Civilian use of unoccupied aerial vehicles or drones to capture data and measure change can enhance our understanding of the natural and built environments. While drones are increasingly available for entry-level to professional level adoption, there remains value in understanding how the infrastructure for their development and deployment have evolved and what is required to ensure their continued safe and ethical utility of these devices. In this class, we will explore the legal and infrastructure elements of drone development and deployment for civilian utility of drones, while working on data collection, analysis, and interpretation that will allow students to better appreciate the value and utility of drones. Over the course of the semester, students will work on understanding and building drones, collecting data with small drones, examining the commercial versus open-source platforms for drones, and preparing to take the Federal Aviation Authority Part 107 license to allow them to fly drones safely.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES284**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

ENVS301 The Art of Narrative Science
There is neither conflict nor antagonism between the realms of art and science. Indeed, the two infinitely complement and complete one another in ways so intimate, intricate, and oft-times invisible that only great storytelling, artful narrative, can fully reveal them. A poet, through metaphor, builds bridges from entangled inscapes of thought and emotion to a place of shared understanding. A good narrative science writer must do the equivalent with the often recondite minutia of modern scientific exploration, and do so with ever-increasing urgency as new discoveries and insights mount daily across a broad array of disciplines.

As we'll be highlighting in our course readings, writing assignments, and class discussion, all the key tenets of good storytelling are at play in effective narrative science writing: voice, point of view, narrative arc, dramatic tension, setting and scenes, characters, action, and dialogue. Science, in this sense, is incidental to this course's primary concern. The singular challenge that science does pose to writers, however, is how not to be cowed and/or overwhelmed by the daunting complexities of the subject matter; how to, through your own powers of observation, accrued research, and fearless, persistent questioning, own the material in such a way that frees you to imaginatively represent it again to the lay reader as story.

In this course students will learn:

1) How to read effective creative nonfiction about scientific subjects and understand what techniques different writers use to achieve both clear and compelling narratives.

2) How to choose the subjects they'd like to write a story about and how to compose a proposal describing that story to prospective editors at a variety of different publications.

3) How to compile research and conduct interviews for their stories.

4) How to construct the story itself using all the techniques of effective storytelling in feature-length narratives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Prereq: **None**

ENVS302 Extinction/Rebellion: Christianity and the Climate Crisis
Although this course is not devoted specifically to the subject of "XR"--the decentralized environmental activist organization and global campaign of civil disobedience--it borrows the movement's self-designation as a point of departure for an exploration of the historical, conceptual, and geopolitical significance of Christianity to the "Anthropocene." How is Christianity entangled among the "historical roots of our ecologic crisis"? What is "eco-theology"? How do ancient narratives of creation and traditional Christian teachings regarding the origin of humankind continue to shape modern, scientific, and popular assumptions about the natural world and our place in it? What does the book of Genesis have to say about commercial agriculture, ethical veganism, and the relation of divinity with the more-than-human, animal-vegetal-mineral web of life? Whence this "planet of slums" and whither Paradise or the Promised Land? Which elements of the Christian imagination enabled colonization of the New World, indigenous displacement and genocide, the transatlantic slave trade, and capitalist globalization? Is another world still possible, and could Christian thought and practice play a pivotal part in actualizing an alternative planetarity today? We will pursue these questions together by way of readings in theology, philosophy, critical science studies, ecology, geography, political economy, Black feminism, queer theory, and Indigenous studies. Ultimately, the course analyzes aspects of Christianity's intimate involvement in the history of climate change and considers how critical attention to this history may contribute to collective acts of rebellion against mass extinction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI303, STS313**
Prereq: **None**

ENVS303 Ukraine and Its Environment
International perspectives on environmental issues are critical in order to address the challenges facing the world. Developing an international perspective requires more than learning from printed literature--it requires in-country experience and the desire to be able to view issues through different cultural lenses. This course will provide such experience by learning about the diversity of Ukrainian environments, people, and cultures both in the classroom at Wesleyan and by traveling to Ukraine during Spring Break. During our time in Ukraine we will receive lectures in English from noted scholars, politicians, professors and scientists on topics such as environmental law, global environmental security, urban environment, environmental policy in developing states, and sustainable development for the developing world. We will travel and learn from scientists at Chernobyl about the regeneration of forest ecosystems, learn from agronomists about agriculture on the steppes, and learn from politicians and scholars about Ukrainian environmental policy and their views of U.S. policies. We will also enter into round table discussions with university students to exchange ideas about potential international solutions and approaches to environmental problems.

These are just some of the experiences that are planned for our visit. Ukraine, as a pivotal democracy of the former Soviet Bloc, is an amazing place to witness how a nation wrestles with dramatic changes in policy. At the same time Ukraine is culturally diverse, which presents interesting challenges to formulating fair and cohesive policies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **CGST303**
Prereq: **ENVS197 OR EES199**

ENVS304 The History of Global Warming
Our planet is now hotter than at the beginning of modern industrialization, and more places on earth are on the brink of becoming uninhabitable due to extreme heat. There is little prospect that the steady rise of global surface temperatures is going to stop or revert anytime soon. We are only beginning to see the dangerous ecological and social consequences of this planetary heating up. With the collective failure to meet the Paris climate goals, the planet has entered a period described by Wim Carton and Andreas Malm as "The Long Heat." Drawing on their and the work of other historians and critical theorists, we will explore the past and future history of global warming, from the mass adoptions of first coal and later oil as the "prime movers" of industrial production, to the politically embattled introduction of alternative energy sources. We will ask why there has not been a large-scale transition to green energy, and why the proposed technological solutions to planetary overheating are so inadequate. Throughout the semester, we will pay close attention to the political, social, economic, and cultural causes that have shaped both high- and low-carbon technologies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST293**
Prereq: **None**

ENVS306 Ecology and Natural History of Freshwater Fishes of South America
South America has the highest diversity of freshwater fishes anywhere in the world. In fact, there are more than twice the number of mammals and about the same number of birds in the world. Why has this remarkable radiation occurred in a relatively short period of time? How can so many fishes coexist in the same rivers, utilizing the same resources? In this intensive course, we will travel to Colombia during spring break (March 7-21) in order to gain firsthand knowledge about the ecology and natural history of freshwater fishes in South America. We will learn about the ecological and environmental factors that contribute to perhaps the largest biological radiation on the planet.

Students will obtain firsthand experience with the South American tropics, freshwater fishes, and with doing experiments in the field. Each day there will be a combination of lectures and field or laboratory exercises. We will travel to and explore fish ecology in different types of rivers at different elevations. Students will gather and analyze data about biological, physical, and environmental issues that are covered in the lectures. The habitats that we explore will be both terrestrial and freshwater rivers. Our base will be at the Instituto Humboldt in Villa de Leyva, Colombia. We will interact with Colombian students who are studying ecology and biodiversity at the Institute in order to exchange ideas about current environmental issues.

All the costs of travel, lodging, and meals will be covered by the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL306, E&ES306**
Prereq: **None**

ENVS307 The Economy of Nature and Nations
On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek oikos, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the oikos over this period, from cameralism's vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, the course explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the "economy of nature," to the design of markets for carbon credits today.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST307, STS307**
Prereq: **None**

ENVS308 Comparative Urban Policy
Cities are home to more than half of the world's population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now--individually and collectively--major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives--from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what cities in the global north are learning from the cities in the global south, and how cities are bypassing toxic partisan politics in their nations' capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the city of Middletown.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT308, CEAS308, IDEA308**
Prereq: **None**

ENVS309 Animate Landscapes: Spirits and Sovereignty in Indigenous Religions
Scientific understandings of the world are grounded in a distinction between animate beings and inanimate matter, but people all over the world have understood land and landscapes as alive and filled with agency. Indigenous religious practices often include relationships with mountains, rivers, glaciers, and other powerful "other-than-human persons" who must be respected, who can protect, but who are also feared. In the eyes of early Christians and often in contemporary popular culture, these animate and agentive landscapes can seem monstrous. We will explore medieval ideas about the Wild Man of the Forest, Indigenous and Feminist theory, and draw on case studies from North America, Siberia, Mongolia, and the instructor's fieldwork materials with landscape beings in Buryatia. The class will explore the different relationships human beings

have with animate and sacred landscapes, think about the ramifications these relationships have for sovereignty over and in the "natural" world and why the idea that land is alive might be threatening. The course includes a 4 day/3 night trip to Penikese Island off Cape Cod for an immersive learning experience with the Gull Island Institute during Fall Break. The trip will be fully funded with no cost to the students). The trip is required, and in order to take the class you must be available to participate in this travel during Fall Break (10/24-10/27).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI306, REES306**
Prereq: **None**

ENVS311 Global Change Biogeography
On our home planet, Earth, the current geologic epoch is characterized by rapid changes to the environment due to human behavior. Biogeography examines the spatiotemporal distribution of life on Earth, from species to ecosystems and from landscapes to continents. How is anthropogenic climate change modifying the distribution and function of organisms and ecosystems? What can we learn from the evolutionary history of the life-planet system that can help us understand the possible impacts of future climates on the biosphere? To address these questions rigorously, we will explore primary literature from a wide range of theoretical and empirical studies. The course emphasizes inquiry, contact with primary literature, discussion, statistical and spatial coding, learning to obtain data, and visualization. The beginning of the semester provides an overview of physical geography and the Earth System, with field and data experiences that build remote sensing and spatial analysis skills. The second half of the semester is focused on the exploration of relevant scientific literature based on student interests and recent papers, as well as independent research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES312, BIOL312**
Prereq: **None**

ENVS312 Economics of the Environment and Climate
This course introduces environmental economics: we begin with the theory, including cost-benefit analysis, externalities, and concepts of economic efficiency that combine standard economic consumption with environmental benefits. We then turn to practical applications of the theory to policy questions: for example, in the contexts of air and water pollution, energy use, the economics of the climate, and sustainability. These topics will be treated mathematically using formal economic models and also acknowledge that the the field is heavily influenced by the natural sciences and policy constraints.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON310**
Prereq: **ECON301**

ENVS314 The Environmental Crisis and Nuclear Testing Narratives in Global Francophone and Arabic Cultures
This interdisciplinary course examines nuclear themes, with a particular focus on nuclear testing as depicted in novels, film documentaries, and poetry within Francophone and Arabic cultures. It emphasizes the profound impact of nuclear testing on human life and the environment. The course analyzes literature in French and English as well as visual materials (photography and films), archival materials, political writings, news articles, and websites. Students must possess reading ability in French and an interest in North African culture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM360, CGST316**
Prereq: **None**

ENVS315 Eat, Grow, Heal: The Anthropology of Food and Justice
This course uses the lens of justice to examine the politics of food. We will look at the cultural and political-economic dynamics of food production and consumption, considering questions of taste, class, labor, marketing, and food sovereignty. We will also examine the environmental and social impact of food production and the consumption choices we make, from organic, to vegan, to animal proteins, to foraging and hunting. We will use a range of texts, including ethnographies, theory, film/documentary/TV shows, creative nonfiction, fiction, cookbooks, blogs, and magazine articles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH312**
Prereq: **None**

ENVS316 Community Research Seminar
Small teams of students will carry out research projects submitted by local community groups and agencies. These may involve social science, natural science, or arts and humanities themes. The first two weeks of the course will be spent studying the theory and practice of community research. Working with the community groups themselves, the teams will then design and implement the research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC316**
Prereq: **None**

ENVS317 Colonizing Space: Exploration, Extraction, and Inhabitation
In his 2025 Inauguration Address, the US President promised that the nation "will pursue our manifest destiny into the stars, launching American astronauts to plant the Stars and Stripes on the planet Mars." What is "manifest destiny," and what does it have to do with outer space? Would planting a flag on Mars amount to claiming it as territory? And why is this administration setting its highest hopes on Mars? This course will track the ideological and colonial history of the Apollo era before approaching the scientific, economic, and legislative landscape of the corporate sector known as "NewSpace." It will explore the mythological underpinnings, narrative imaginings, and theological justifications for the unfettered exploitation and inhabitation of Earth, the Moon, asteroids, and Mars. Finally, it will ask whether an ethically and ecologically sustainable space program is possible.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI317, STS327**
Prereq: **None**

ENVS317F Colonizing Space: Exploration, Extraction, and Inhabitation (FYS)
Under its "Artemis Mission," NASA plans to put "the first woman and first person of color" on the Moon to build a permanent outpost. This lunar base will allow NASA to mine the Moon, extract precious metals from asteroids, and eventually colonize Mars--hopefully before China and Russia do the same. Thanks to recent legislation, NASA will rely throughout this mission on the rocket and extractive technologies of private corporations like SpaceX, Blue Origin, Moon Express, and Deep Space Industries, whose CEOs proclaim they are saving the human race by

expanding it into space. It will also rely on the backing of the newly-created sixth branch of the U.S. military: the Space Force.

This course will track the ideological and colonial history of the Apollo era before approaching the scientific, corporate, and legislative landscape of "NewSpace." It will explore the mythological underpinnings, narrative imaginings, and theological justifications for the unfettered exploitation and inhabitation of the Earth and its cosmic neighbors. Finally, it will ask whether an ethically and ecologically sustainable space program is possible.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI317F, STS327F**
Prereq: **None**

ENVS318 The Politics of Death: The Living, the Dead, and the State
This course will explore the intersections between the living, the dead, and the state, focusing on the ways that death and the dead body raise particular questions and problems for different kinds of political regimes. The course will examine the collisions between the state and the dead, both symbolic and material, by investigating spaces where the state and death intersect in revealing ways: cemeteries, cremation, monuments, rituals, and religious institutions and cultures. The course will also follow, borrowing anthropologist Katherine Verdery's term, "the political lives of dead bodies," the ways in which states mobilize dead bodies to reconfigure the political order.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **HIST318, REES318**
Prereq: **None**

ENVS319 Animals in Film
Some of the oldest known visual art--the paintings on the walls of Chauvet Cave--appear to depict animals in motion. Today, 36,000 years later, humans are still deeply fascinated with depictions of animals and their actions, from television documentaries to animated films to viral Internet videos. John Berger argues in his famous essay "Why Look at Animals?," "animals are always the observed," while the "fact that they can observe us has lost all significance. They are the objects of our ever-extending knowledge." The history of film provides many examples to support Berger's claim. But can film also help us understand how animals see us, or the rest of the world? And what can film tell us about how we see and attempt to understand other animals? Through an examination of the history of animal depictions in documentary, animated, and live-action fictional films, this course will explore these questions and provide a deeper understanding of how the cinematic medium shapes our relationships with other species. Films may include Electrocuting an Elephant, The Hunters, Babe, The Bear, White God, Kedi, Stray, Gunda, and Zootopia.

Readings will include: John Berger, "Why Look at Animals?"; Andre Bazin, "What is Cinema?"; Anat Pick, "Vegan Cinema"; Anat Pick and Guinevere Narraway, "Screening Nature: Cinema Beyond the Human"; Gregg Mitman, "Reel Nature: America's Romance with Wildlife on Film"; Cynthia Chris, "Watching Wildlife"; Helen Hughes, "The Contemplative Response"; and Akira Mizuta Lippit, "Electric Animal: Toward A Rhetoric of Wildlife."

Examination and Assignments: A final project, film review paper, and weekly reflection papers.

Consent: No special consent required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS319Z Animals in Film
Some of the oldest known visual art--the paintings on the walls of Chauvet Cave--appear to depict animals in motion. Today, 36,000 years later, humans are still deeply fascinated with depictions of animals and their actions, from television documentaries to animated films to viral internet videos. In his famous essay, "Why Look at Animals?," John Berger argues that "animals are always the observed," while the "fact that they can observe us has lost all significance. They are the objects of our ever-extending knowledge." The history of film provides many examples to support Berger's claim. But can film also help us understand how animals see us, or the rest of the world? And what can film tell us about how we see and attempt to understand other animals? Through an examination of the history of animal depictions in documentary, animated, and live-action fictional films, this course will explore these questions and provide a deeper understanding of how the cinematic medium shapes our relationships with other species.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Prereq: **None**

ENVS320 More-Than-Human-Worlds: Theories and Fictions
How do we imagine the worlds of other life forms: what they know, what is meaningful to them, their ways of communicating? Which senses must we use and what forms of translation are necessary (if impossible) to turn their languages, their thoughts, their desires into our fictions or poetry or theory? What stories have been told and what stories could or should we tell in order to inspire more responsive and responsible relations between the diverse yet enmeshed worlds of human and non-human lives? These are some of the questions we will be asking as we move through a diverse range of writings about relations to other animals and to other worlds that are both within and beyond our own.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL310**
Prereq: **None**

ENVS321 Ecological Design II: Worn Out/Broken In
This course will function as a design studio that examines the afterlife of material production. While designers have traditionally focused their attention on the creation, distribution, and consumption of new products, this course asks students to carefully consider everything that follows those acts. By scrutinizing the use, care, maintenance, repair, and eventual demise of designed objects, students come to understand the intended and unintended consequences of making. Rigorous observation and research lead to the creation of analytic drawings and models for presentation at project reviews.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST320, IDEA320**
Prereq: **ARST270 OR ARST235 OR ARST220**

ENVS322 Polycrisis: Investigating Our World Crisis of Ecology, Economics, Empire
Our world crisis of ecology, economics, and empire continues to interact and metastasize in surprising ways. It is shaking confidence in all of our established worldviews and in ruling elites everywhere. People are searching for big, urgent, powerful frames of analysis. This course will explore the interdisciplinary frame of polycrisis to characterize the newness, unprecedented scale, and pace of our planetary predicament. What is new and what is old about this polycrisis? Why is there no money for some things and plenty for others? Why is there a return of war? Why are people so angry? What should be done about the escalating ecological and climate crisis? And why, oh why is everyone talking about supply chains and industrial policy? In exploring these questions, we will pick up the lens of different academic disciplines, emphasizing their interconnections, with a focus on global political economy, namely the politics of who wins and who loses and how people and nations make justice. The four thematic units of this course will introduce students to: (1) Finance, analyzing distinct causes of recent financial crises and their unequal impacts on people and countries, spanning the 2008 global financial crisis, the 2010s eurozone crisis, the 2020s Covid Crisis, and the Global South debt crisis still unfolding today; (2) commodities (markets of energy, food, metals), trade, and the return of Industrial policy; (3) geopolitics, the return of war, (nuclear) arms races, the end of unipolarity, and the rise of multipolarity; and (4) the escalating climate and ecological crisis. Students will be expected to write a weekly blog post of 250-500 words responding to course material, and a final paper or collaborative media project. Grades will be based on in-class participation, assigned discussion leading, two written papers, or a final collaborative media project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Prereq: **None**

ENVS323 It's All Happening in the Cafeteria: The (In)Justice of School Food
The National School Lunch Program (NSLP) is a federally-assisted meal program operating in public and nonprofit private schools across the US. In FY 2022, the NSLP provided nearly 5 billion meals to children in preK-12th grade. Given the scale of this operation, school food serves as an important lever for food systems change and a window into food justice through examining production, procurement, distribution, and consumption. This course will look at school feeding programs to explore a variety of facets of the food system including school food policy (with state-level advocacy for universal free meals), farm-to-school, food service workers, and child and household food security. This course is intended as an advanced seminar for students with a background and interest in the related areas of food systems and social justice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **EDST323**
Prereq: **ENVS197 OR ENVS219F OR E&ES155 OR EES199**

ENVS324 Wood: Building with the Forest
This studio introduces students to full-scale design and construction through the production of a single, collaborative project over the course of the semester. Working from land-based research and precedent analysis, students develop a detailed design for a structure on a specific site in Middletown, then build it together in the field. Materials will be sourced from the northern hardwood forest and the design crafted to suit its ecosystem.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-ART**
Identical With: **ARST321, IDEA321**
Prereq: **ARST270 OR ARST235 OR ARST220**

ENVS325 Biocapital and the Commodification of Life
Karl Marx described capital as "dead labour, that, vampire-like, only lives by sucking living labour." But what happens when capital itself is alive? Biotechnological and scientific advancements have enabled the commodification and exploitation of living organisms and tissue at a scale barely imaginable in Marx's time, opening new global markets for the circulation of "biocapital." What is biocapital, and how might it transform our understandings of labor, value, property, and even life itself? Drawing on a variety of course material -- including critical theory, ethnography, literature, and films -- the seminar seeks to answer these questions by exploring the historical, socio-cultural, and political-economic dimensions of biocapital and the technoscientific processes employed to extract value from living things.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS323, ANTH323**
Prereq: **None**

ENVS327 The Microbial Fossil Record
This course invites students to investigate the fossil record of microbial life to reveal the outsized impact microbes have on Earth and environmental systems. We will explore topics such as the origin of life, micropaleontology, marine biogeochemistry, biological oceanography, environmental microbiology, and astrobiology. This course will present students with the opportunity to engage with primary literature, write integrative narratives, and craft microbially inspired creative works.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES327, E&ES527**
Prereq: **None**

ENVS328 Human Rights and Spiritual Ecologies of Indigenous Peoples
This seminar will explore the social, legal, and metaphysical aspects of indigenous spiritual ecologies and their relation to United Nations discourses, indigenous community media production, and land rights movements. We will consider how indigenous peoples both respond to legal frameworks and press their positions into national and international human rights standards, on issues ranging from governance to cultural survival, from environmental management to language policy.

A particular emphasis will be put on the Andean and Amazonian regions of South America, the Mesoamerican highlands (Chiapas, Guatemala), the United States, and the United Nations Permanent Forum on Indigenous Issues, but students are encouraged to pursue their research projects across Abya Yala (the Americas).

This course focuses on developing critical thinking skills and places a special emphasis on writing and thoughtfully responding to the materials presented in class. Classes will not only consist of framework lectures and discussion questions, but also a combination of student panel presentations and writing in a collaborative environment. Participation in these activities is crucial to success in this course. Opportunities for student engagement in Manhattan at

the April 2024 United Permanent Forum on Indigenous Issues are currently in development.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI316**
Prereq: **None**

ENVS329 Fire Ecology and Management
Fire is a fundamental ecological disturbance process that regulates the structure and function of plant communities worldwide. However, increasing aridity under climate change and shifting human land use in recent centuries have altered fire behavior, imperiling many species. This course explores the ecological and social aspects of fire and sustainable fire management on planet Earth. Students examine shifting fire regimes over time, from indigenous use of fire prior to European colonization of the globe, to contemporary fire management. Class participants study the effects of global climate change on fire regimes and how such changes influence contemporary fire regimes and human livelihoods. The course format consists of a mixture of lectures, field exercises, active class discussions, student presentations, and research papers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **E&ES329**
Prereq: **BIOL182 or ENVS197 or BIOL216 or EES199**

ENVS330 Special Topics: Ecopoetics - Experimental Poetry in the Anthropocene
How do poets speak for and from a world in flux and crisis? How do poets register and attempt to restore the degradation of the planet through language? How might altering the boundaries of conventional language use "through poetry" alter the bounds of conventional thinking and behaving, thus leading to more engaged and sustainable modes of living? This course, in part, will serve as a tour of contemporary eco-poets invested in looking at and caring for the current state of our planet through poetry. We will read poems that reflect the most critical environmental concerns of our time, and we will learn to see how these poems resist closure and are instead guided by exploration and interrogation in an attempt at reorienting our attention and intention as inheritors of this planet.

This is an advanced workshop for students committed to developing an understanding of eco-poetry's place in the more-than-literary world, as well as developing a personal eco-poetics from which to write. Students will choose an environmental topic to research and write in service of for the semester and, by the end of the semester, will have a project-centered collection of poems. There will be bi-weekly presentations on the poetry collections we read, in-class writing experiments, in-the-field experiments, and intensive workshops of participants' work. The class will culminate in an eco-book arts project and a reflective essay.

Special attention will also be given to cultivating community and the benefits of sustaining an embodied artistic practice during extreme times and how doing so may benefit the health of the whole artist.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL340**
Prereq: **(ENGL216 AND ENGL336) OR ENGL337**

ENVS331 Race, Colonialism, and the Nonhuman
This course responds to growing scholarly attention to the entwinement of racial slavery and settler colonialism as foundational forces in U.S. society as well as to the relationships between colonial, racial, and ecological violence. Through materials from anthropology, Black studies, Indigenous studies, environmental history, and critical animal studies, this class will explore the entanglement of human and nonhuman difference--primarily in North America--both historically and in the present. Students will become familiar with conversations about racialization, settler colonialism, and the figures of the human/nonhuman that are increasingly prominent in anthropology as well as adjacent fields in the humanities and humanistic social sciences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **ANTH331**
Prereq: **None**

ENVS332 Botanical STS: Plants as Nature, Capital, Empire
Interest in the social and technoscientific lives of plants has been rising. Described as the Plant Turn or Critical/Transnational Plant Studies, this multidisciplinary field of study encompasses the social and environmental sciences, experimental humanities, and visual/sonic/literary arts. In this course, we will delve into contemporary works that situate the relationship between plants and botanical studies at the center of critical analysis and creative practice. What happens to notions of agency/intelligence, property/exchange, and power/knowledge when we think with and about plants? We will explore answers to these questions by engaging in three types of activities: readings and film screenings, field visits to botanical collections and agricultural stations, and online use of global plant databases.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS310**
Prereq: **None**

ENVS333 Media and Environment: In/Sensible Worlds
In this seminar, we will examine the relationship between media technologies, sensory apparatuses, and changing environments. How do various kinds of media shape perceptions and interactions with our surroundings, multispecies ecologies, and planet Earth? How might we study the environment AS media? These seemingly simple questions matter because, like never before, media and environment co-produce who/what becomes sensible or insensible--and, ultimately, available or not available for life. This seminar will include readings from the fields of Critical Media and Communication Studies, Feminist/Postcolonial Science, and Technology Studies, Environmental/Digital Arts, and Humanities. Importantly, we will examine a range of creative media projects that explore ecology, environment, and earthly survival: films, games, sensors, and web projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS311, IDEA311**
Prereq: **None**

ENVS334 Pacific Ecologies
From the Whanganui River of the Whanganui Maori in Aotearoa (New Zealand) to Litekyan of the CHamoru people in Guåhan (Guam), Pacific Indigenous peoples' conception of the environment challenges the Western dichotomy that separates humans from nature. Grounded in islands and flowing with

oceanic currents, this upper-level seminar will engage with Indigenous and migrant histories of what constitutes the "natural world," including attention to more-than-human relations. We will also examine the effects of militarism, imperialism, and climate change in shaping human-to-environment relations; and engage with how Pacific Indigenous peoples have led environmental movements rooted in Pacific genealogies, motivations, and worldviews. In doing so, we will examine how different perspectives of the environment and ecologies can influence notions of time and temporality in historical narration and writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST331**
Prereq: **None**

ENVS337 The Origins of Bacterial Diversity
Wherever there is life, there are bacteria. Free-living bacteria are found in every environment that supports eukaryotes, and no animal or plant is known to be free of bacteria. There are most likely a billion or more species of bacteria, each living in its unique ecological niche. This course will explore the origins of bacterial biodiversity: how bacteria evolve to form new species that inhabit new ecological niches. We will focus on how the peculiarities of bacterial sex and genetics facilitate bacterial speciation. Topics will include the characteristics of bacterial sex, why barriers to genetic exchange are not necessary for speciation in bacteria, the great potential for formation of new bacterial species, the evolutionary role of genetic gifts from other species, and the use of genomics to identify ecologically distinct populations of bacteria.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL337, BIOL537**
Prereq: **[BIOL182 or MB&B182]**

ENVS338 Nature and Nurture: The Interplay of Genes and Environment
Ever since Watson and Crick proposed the DNA molecule as a heritable genetic "code," biology has emphasized genes ("nature") rather than environmental influences ("nurture") as the primary agents of biological causation. This genetic determinism continues to shape perspectives beyond research, including such critical concerns as public health and human diversity. Recent insights to environmental and inherited epigenetic factors demand that we rethink this established view to build a more integrated understanding. In this advanced seminar, we consider how genetic and environmental factors jointly determine the development and behavior of organisms, including ourselves. After an initial series of lecture/discussion sessions on foundational concepts, this seminar course will consist of student-led discussions of scientific articles on genetic and environmental causes of specific diseases, capacities, and behaviors. Subject to class choice, possible topics will include: causes of lung cancer and of asthma; variation in IQ; the Human Genome Project; and "personalized medicine."
Any 200-level course in genetics, development, or neuroscience can fulfill the required prereq; interested COE or other students without this background are encouraged to directly contact Prof Sultan to request a prerequisite override.
Students gain understanding of scientific inquiry and interpretation, as well as specific knowledge of a range of human health issues and behavioral capacities. Through reading recent data papers, participating actively in small-class discussions, and giving short oral presentations, students will build their skills in critical thinking about biological and environmental questions and related ethical issues, scientific scholarship, and oral communication of scientific information.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL318, BIOL518**
Prereq: **BIOL214 OR BIOL218 OR [BIOL210 or MB&B210] OR [BIOL224 or NS&B224]**

ENVS340 The Forest Ecosystem
This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES238, BIOL346, BIOL546, E&ES538**
Prereq: **[BIOL182 or MB&B182] OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

ENVS344 Renewable Energy and Negative Emission Technologies
This course explores renewable energy solutions society must transition to in order to mitigate global climate change. The course will focus on renewable energy technologies such as solar, wind (onshore and offshore), geothermal, biofuels, hydro, and wave power. It will also cover negative emission technologies including soil carbon sequestration, reforestation, and carbon capture and storage (CCS).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS, SBS-ENVS**
Prereq: **None**

ENVS347 Ethics, Ecology, and Moral Change
People commonly recognize that in facing global climate crises, we need to change our habits and practices. Yet our activities are bound up with our perceptions and with our embodied experience of value and possibility. This seminar dives into recent attempts to radically rework our ways of understanding and inhabiting the world. As the flip-side of environmental alienation is alienation from our embodiment, our sessions will incorporate movement and other challenges to sedentary classroom habits.

Given an account of thinking and action as always actively embodied and embedded in our surroundings, we will consider the hypothesis that shifts in action emerge together with shifts in perception. Radical accounts of metaphor and its uptake will help us develop accounts of perceptual change. Our readings will follow a variety of metaphorical directions, including animism and animacies, affordance and hyperobject, process, event and intra-action, native and other, inflammation and balance, dwelling and death, consumption and sustainability. How -- and with what risks and unexpected outcomes -- can these patterns of recognition help in orienting us to the challenges of environmental interdependence and volatility?

This course benefits from collaborative visits with philosopher-dancer Jill Sigman, via Wesleyan's Creative Campus Initiative. Sigman will co-shape discussion and activities during at least two of our sessions.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL347**

Prereq: **None**

ENVS348 Animals in Archaeology
This laboratory course will explore how zooarchaeological methods for analyzing animal bones and teeth excavated from archaeological sites allow us to reconstruct ancient human-animal-environmental interactions. We will cover a range of topics and techniques, including hands-on sessions for the identification and quantification of faunal remains. By the end of the course, students will be able to identify every bone in the mammalian skeleton and distinguish between the bones of common non-mammalian taxa. Additional topics will include ancient DNA in zooarchaeology, bone stable isotope analyses, human-caused extinctions, animal domestication, bone artifact production, and animal sacrifice.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ARCP350, E&ES350**
Prereq: **None**

ENVS350 Environmental Justice and Sustainability
The US Environmental Protection Agency defines environmental justice as "the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies." Although we still have a long way to go in achieving this goal, over the last fifty years a vibrant environmental justice movement of racially-diverse activists and international coalitions has struggled to create a more equitable and sustainable world. Specifically, they have worked to expose and end the vastly disproportionate impacts of environmental degradation, climate change, air and water pollution, waste disposal, draught, wild fires, and famine on Black communities, Indigenous communities, and other communities of color around the globe. In this course, students will examine the environmental justice movement, its historical development, its strategies and tactics, and the many contemporary environmental harms it strives to eliminate. Discussions, films, readings, and an independent research project will introduce students to topics including environmental racism, environmental health, (un)natural disasters, climate refugees, agricultural and industrial pollution, international waste export, seed imperialism, food sovereignty, water contamination, reproductive justice, environmental reparations, the extinction crisis, and just forms of sustainability.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **STS349**
Prereq: **ENVS197 OR EES199**

ENVS350Z Environmental Justice and Sustainability
The United States Environmental Protection Agency defines environmental justice as "the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies." Although we still have a long way to go in achieving this goal, over the last fifty years a vibrant environmental justice movement of racially diverse activists and international coalitions has struggled to create a more equitable and sustainable world. Specifically, they have worked to expose and end the vastly disproportionate impacts of environmental degradation, climate change, air and water pollution, waste disposal, drought, wildfires, and famine on Black communities, Indigenous communities, and other communities of color around the globe. In this course, students will examine the environmental justice movement, its historical development, its strategies and tactics, and the many contemporary environmental harms it strives to eliminate. Daily readings and discussions, weekly films, and an independent research project will introduce students to topics including environmental racism, environmental health, (un)natural disasters, climate refugees, agricultural and industrial pollution, international waste export, seed imperialism, food sovereignty, water contamination, reproductive justice, environmental reparations, the extinction crisis, and just forms of sustainability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **STS349Z**
Prereq: **None**

ENVS352 Energy and Modern Architecture, 1850-2020
This seminar explores the evolution of mechanical systems for heating, ventilating, and cooling in modern architecture from the mid-19th century to the present. The aim is to show how architects, engineers, fabricators, and urban governments worked to develop modern systems of environmental controls, including lighting, as means of improving both the habitability of buildings and health of their occupants. The course will trace the adaptation of technical innovations in these fields to the built environment and how those responsible for it sought to manage energy and other resources, such as funds and labor, to create optimal solutions for different building types, such as factories, theaters, assembly halls, office buildings, laboratories, art museums, libraries, and housing of various kinds, including apartment buildings for higher- and lower-income residents. An important theme will be the relationship of energy systems for individual buildings and urban infrastructure, including water systems, electrical, and other utilities. The last part of the course focuses on contemporary green, or sustainable, architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling, LEED certification, wind and geo-exchange energy, green skyscrapers, net-zero energy buildings, vertical farming, and zero-carbon cities in the United States, Europe, and Asia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA352**
Prereq: **None**

ENVS357 AI, Algorithms, & Power
This seminar offers an interdisciplinary approach to the study of artificial intelligence, cybernetics, and robotics. Students will critically engage with "generativity" as a social theoretical concept: as a structural effect of capitalist accumulation, as a metaphor for creativity, and as an ethos for futures of care. The course begins with texts in the history of technology that examine the extraction of labor and environmental resources to power artificial systems under racial capitalism. Students will engage with feminist cyborg studies to consider how categories and classifications of humanity and intelligence have organized techniques of resource extraction. The seminar continues with contemporary scholarship on the constructions of intimacy and affect in social robotics and care infrastructures.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **STS357**
Prereq: **None**

ENVS358 Post-Animal Agriculture: Biotechnology, Alternative Proteins, and the Future of Food
The burgeoning alternative protein industry seeks to use biotechnological innovations to produce animal products outside the bodies of animals. With the long-term potential to entirely remove animals from the industrial food system, the successful implementation of these new technologies could ameliorate many of the negative impacts of animal agriculture on the environment, human health, and animal welfare. But what are the social, political-economic, and

ontological implications of a post-animal food system, and how might they transform human relations with animals currently used for agriculture? How might these innovations transform understandings of food categories like meat and dairy, and how likely is their commercial success? This seminar will draw on ethnographies, legal analyses, design theory, media coverage, techno-economic analyses, and speculative fiction to examine the recent historical development of the alternative protein industry and its potential impacts on the futures of both food production and interspecies relations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS358**
Prereq: **None**

ENVS359 Space Design for Performance
In this course, students will study, construct, and deconstruct the performative space, whether in the theater or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including close reading, concept development, visual research, renderings or drawings, model making and drafting. In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements. Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA359, DANC359, IDEA359**
Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

ENVS360 Art and Ecology, 1960s to the Present
This seminar examines the place of ecological thinking in modern and contemporary art since the 1960s. Through a series of case studies, we will explore a range of approaches, from works investigating systems of interconnecting flows binding the living and non-living, to interventions that more directly confront ecological destruction and climate emergency. Projects of activist immediacy will be considered alongside works of more distanced aesthetic experimentation, across a range of modalities including lens-based media, performance, painting, site-specificity, and sculpture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA360**
Prereq: **None**

ENVS361 Living in a Polluted World
This course treats the occurrences and origins, natural pathways, toxicologies, and histories of the major environmental contaminants. We all know about lead and its effects on humans, but how about cadmium and hexachromium, or the many unpronounceable organic contaminants, usually referred to by some acronym (e.g., DDT, POPs)? We also deal with the larger topics of CO2/climate change, the environmental nitrogen-oxide balance, and eutrophication of coastal waters (the "dead zones"). To be effective in this course, students will need basic high school/college-level proficiency in chemistry and math as we will delve into aspects of geochemistry, geology, toxicology, environmental law, and some simple modeling. The class consists of lectures, one problem set, one Hg-in-hair class study, and a class project on lead in drinking water in the Middletown area. This is also a service-learning course, providing environmental outreach to the larger Middletown community on local pollution.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **E&ES361**
Prereq: **None**

ENVS365Z Writing 21st Century Science
Twenty-five years ago, the landscape of biology looked very different. As the century began, the "rough draft" of the Human Genome was nearly complete, a year ahead of schedule. Biomedical scientists envisioned an era of unparalleled progress, leading in a straight line from the new DNA sequence data to human health and behavior. At the same time, new technologies were expected to produce genetically modified crops that would end global hunger. Any evolutionary impacts of climate change on animals and plants in nature were thought to be far in the future. Instead, molecular insights have uncovered unexpected factors in development and disease including epigenetics and the microbiome. Genetically modified crops have led to unforeseen threats to their wild relatives, while constructed ecosystems are providing completely new ways of farming. For natural populations, twenty-first century biologists are scrambling to understand the human-caused evolutionary changes taking place within our lifetimes. Tools are available not just to decode genes but to edit them, at once raising new possibilities and urgent ethical questions.

This course invites students to grow as writers by engaging with these new areas of scientific investigation in an intensive workshop format. Drawing on common content from recent journal articles, Q&A sessions with guest researchers, and a virtual field trip to an innovative farm, students will unpack contemporary biology by explaining the basic science in their own voices, while considering the science in larger societal contexts through connections to their own knowledge and experience. Through science journalism pieces, blogposts, Powerpoint slideshows and researcher profiles, students will learn to communicate cutting-edge scientific findings in clear, non-specialist language. The course will build strengths in communication and collaboration through individual writing and revising, active peer editing, and in-class workshopping of each piece, in a collective student-led format. In place of a final exam, students submit a final essay reflecting on their experience in the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL365Z, STS369Z, WRCT301Z**
Prereq: **None**

ENVS369 Ecological Resilience: The Good, the Bad, and the Mindful
This course will examine the concepts of resilience, fragility, and adaptive cycles in the context of ecosystem and social-ecological-system (SES) structures. These concepts have been developed to explain abrupt and often surprising changes in complex ecosystems and SES that are prone to disturbances. We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory.

All of the terms--resilience, fragility, adaptation, restoration, reconstruction--are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **E&ES342, BIOL368**
Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]**

ENVS374 Food Security: History of an Idea
The Food and Agricultural Organization of the United Nations has held that "food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life." This course is a history of food insecurity as a material condition and a geopolitical concept for explaining uneven access to provisions. Although we begin with the emergence of food security as a concept during World War II, we will spend the majority of the course studying other ways of organizing access to the means of subsistence. Topics discussed will include why human beings share food, the invention of agriculture, transportation infrastructure, international trade, food aid, agricultural research and development, poverty, conflict, and famine.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST374, STS374**
Prereq: **None**

ENVS376 The Artist in the Community: Civic Engagement and Collaborative Dancemaking
Through both theoretical analysis and practical application, students will grow their understanding of community-based performance and collaborative art-making. Grounded in readings and seminar discussions about the practice and process of community-based art, students will apply their learning through community-engaged research. Through direct practice, students in the course will explore how collaborative performance can address local issues, spark community dialogue, and encourage civic participation--whether on a college campus, in a neighborhood, or across a city.

Class meetings will take place virtually during the semester. Student research and project development will be conducted in person. Note: This course includes required Spring Break travel to work on a Forklift Danceworks project. Travel expenses for the trip are paid by the University.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **DANC376, THEA376**
Prereq: **None**

ENVS382 Physical Chemistry for the Life Sciences
The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of physical chemistry in the life sciences. Theory, methodology, and biophysical concepts are distributed throughout the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B381, CHEM381, MB&B581**
Prereq: **(CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

ENVS383 Anthropocene as Modern Grand Narrative
The Anthropocene refers to the new age in which humankind started to have a significant impact in altering or rupturing the Earth's systems, where the Earth is now moving out of its current geological epoch (the Holocene) and into "a less biologically diverse, less forested, much warmer, and probably wetter and stormier state." (Steffen, Crutzen, and McNeill 2007, Sciences Module, 614). This course begins by examining the debates on the definition and periodization. It then explores precursors to the concept of the Anthropocene, such as Confucian and Daoist writings on the taming of the natural environment for human needs, the catastrophism versus uniformitarianism debate, and contesting definitions of sustainability. Finally, it looks at how recent works of environmental history engaged with the concept of the Anthropocene and brought our attention to the impact of the transition from organic economy to carbon economy. Is the Anthropocene a new meta-narrative that professes to be the theory that explains all human activity? Is the Anthropocene a call to arms for environmental justice? Is the Anthropocene just a declensionist fairy tale--one that leads us down a dead end, throwing up our arms in resignation over the irreversible destruction of the natural environment?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST382, STS382**
Prereq: **None**

ENVS387 History of the End
How will it end? Scientific hubris, a nuclear event, an asteroid, environmental disaster, overpollution, resource scarcity, commodity price spikes, riots, social chaos, social control? This seminar investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST387, STS387**
Prereq: **None**

ENVS388 Beyond Growth: Agrarian Visions
The era of endless growth has reached a point of crisis. In the face of climate catastrophe and widening inequality, of the proliferation of pointless work and spiraling burnout, it has become increasingly common to question the idea that human progress comprises ever-increasing levels of production

and consumption. And yet in spite of a slew of attempts to transform the situation, from the Occupy movement to the recent mainstreaming of degrowth economics, it seems that things are only intensifying. How did we come to inhabit this world in which labor and economic growth are seen as ends in themselves? And how might we begin not just to refuse such understandings of labor and growth, but to imagine different forms that they might take? In this course we will confront these questions, exploring the relationship between labor, production, and human flourishing. We will begin by studying foundational articulations of this relationship from thinkers like Max Weber, Karl Marx, and Hannah Arendt, looking as well at the unique place that agricultural production, cultivation, has been understood to occupy therein. We will then turn to the agrarian realm as a particularly potent site from which to trouble and extend our conceptions of labor and growth, examining visions of spiritual labor, anticolonial resistance, and more-than-human entanglement in theoretical and literary texts from Leo Tolstoy, M.K. Gandhi, Mahasweta Devi, J.M. Coetzee, and others. Through our readings and discussions, we will learn to identify and critique the normative claims on which our current energy-intensive, exhaustion-inducting circumstances are based. At the same time, we will cultivate the skills required to seek out and imagine alternative forms of work, community, and the good life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM388, COL387, ENGL334**
Prereq: **None**

ENVS391 Senior Colloquium: Environmental Studies
This course provides an opportunity for students to share and workshop their environmental studies senior capstone projects. Each student will present a live or videorecorded report to the class once during each semester. Before their presentation, the student will make available readings and questions they have regarding the most challenging issues about their research project. Classmates will prepare for each student's presentation by reviewing the materials made available before class. During class, students will discuss and critique each project with the goal of 1) improving the depth and content of senior capstone research projects and 2) sharing project content and goals among the wide range of student interests across the environmental studies major.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

ENVS392 Senior Colloquium: Environmental Studies
This course provides an opportunity for students to share and workshop their environmental studies senior capstone projects. Each student will present a live or videorecorded report to the class once during each semester. Before their presentation, the student will make available readings and questions they have regarding the most challenging issues about their research project. Classmates will prepare for each student's presentation by reviewing the materials made available before class. During class, students will discuss and critique each project with the goal of 1) improving the depth and content of senior capstone research projects and 2) sharing project content and goals among the wide range of student interests across the environmental studies major.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

ENVS398 Burnout
Moderns have excelled at exhausting themselves, their others, and the planet. In this seminar we will explore the disposition toward depletion as a constitutive problem of life and thought in the twentieth and twenty-first centuries. Why do we wear the world out and who do we become in so doing? We will examine "burnout" as a condition connecting psychic, political, aesthetic, and ecological distress in the simultaneously listless and overexcited present. Convening resources from philosophy, history, anthropology, political theory, literary studies, and contemporary art, we will consider, among other things: fossil fuels, neoliberal economic thought, enervation and nervous over-animation, stimulants, thermodynamics, empty calories, extravagant gift-giving, geological science, secular finitude, the "End of History," the loss of utopias, and deficits of attention.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM399, COL399**
Prereq: **None**

ENVS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENVS402 Individual Tutorial, Undergrad
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENVS403 Senior Essay: Environmental Studies
All ENVS majors are required to complete a senior capstone project in a form that is approved by their primary major with a topic that is approved by the student's ENVS advisor. In the event that the student cannot find a mentor for their capstone project, the student may complete a special written research project to meet the research requirement. The topic must be approved by the ENVS advisor and progress must be reported to both the ENVS advisor and the Program Director during the fall semester. The written project is a senior essay, using primary sources and must concern an environmental topic from the perspective of the student's primary major. The senior project is due at the senior thesis deadline. It will be the responsibility of the ENVS Program Director to find a suitable reader to evaluate the written work.
Offering: **Host**
Grading: **OPT**

ENVS404 Senior Essay: Environmental Studies
All ENVS majors are required to complete a senior capstone project in a form that is approved by their primary major with a topic that is approved by the student's ENVS advisor. In the event that the student cannot find a mentor for their capstone project, the student may complete a special written research project to meet the research requirement. The topic must be approved by the ENVS advisor and progress must be reported to both the ENVS advisor and the Program Director during the fall semester. The written project is a senior essay, using primary sources and must concern an environmental topic from the perspective of the student's primary major. The senior project is due at the senior thesis deadline. It will be the responsibility of the ENVS Program Director to find a suitable reader or to evaluate the written work.
Offering: **Host**
Grading: **OPT**

ENVS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ENVS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **A-F**

ENVS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ENVS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENVS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENVS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ENVS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ENVS427 Central Asian Music Ensemble
The Central Asian Music Ensemble is dedicated to the study and performance of music from a region at the crossroads of Eurasia, encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan. Established in Fall 2023, the ensemble currently comprises Kazakh and Kyrgyz plucked and bowed lutes, plucked zithers, end-blown flutes, clay ocarinas, jaw harps, frame drums, and other percussion instruments. Students learn the basic techniques of playing the instruments and singing in a variety of regional styles while exploring the history and cultural significance of music in nomadic and sedentary Central Asian societies through individual tutorials, group rehearsals, and engagement with visiting artists from Central Asia. In addition to playing traditional and contemporary repertoires from the region, students are encouraged to compose and improvise with ensemble instruments. Previous experience with string or wind instruments such as the guitar, violin, cello, or flute is desirable but not required. Students from diverse backgrounds are welcome to participate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC427, MDST427, REES227**
Prereq: **None**

ENVS465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

ENVS467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ENVS469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ENVS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ENVS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ENVS493Z Summer Research Fellowship
This course is open to students engaged in summer research fellowships and receive .25 credit upon successful completion of a summer research educational experience. Summer Research Fellows conduct independent research with faculty mentors in one or more departments. Students must satisfy the requirements of the fellowship and complete the course assignments in order to receive credit. Requirements are specific to the program students are sorted into (CIS, COE, QAC, or Other). Please see your program's webpage for details. Please email scienceresearch@wesleyan.edu with any questions.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CIS493Z, QAC493Z**
Prereq: **None**

DANCE

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

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

CHAIR

Katja Kolcio
MA, University of Georgia Athens; PHD, Ohio State University; MA, Ohio State University

Chair, Dance; Associate Professor of Dance; Affiliated Member; Associate Professor, Environmental Studies; Associate Professor, Russian, East European, and Eurasian Studies

EMERITI

Pedro Alejandro
BS, Cornell University; MFA, Ohio State University
Associate Professor of Dance, Retired

Susan F. Lourie
BA, Temple University; MALS, Wesleyan University
Adjunct Professor of Dance, Emerita

Urip Maeny
DIPL, Indonesian Conservatory of Mus
Retired Artist-in-Residence, Dance; Visiting Instructor of Dance

FACULTY

Patricia Beaman
BFA, University of Michigan; MA, New York University
University Professor of Dance

Douglas Elkins
MFA, Hollins College; BFA, SUNY Purchase
Associate Professor of the Practice in Dance

Katja Kolcio
MA, University of Georgia Athens; PHD, Ohio State University; MA, Ohio State University
Chair, Dance; Associate Professor of Dance; Affiliated Member; Associate Professor, Environmental Studies; Associate Professor, Russian, East European, and Eurasian Studies

Hari Krishnan
BA, University of Manitoba; MFA, York University; PHD, Texas Womans University
Co-Chair, Global South Asian Studies; Professor of Dance; Professor, Feminist, Gender, and Sexuality Studies; Professor, Global South Asian Studies

Chelsie McPhilimy
BA, University of Wisconsin at Madison; MFA, Ohio State University
Assistant Professor of the Practice in Dance

Joya Powell
BA, Columbia University; MA, New York University
Assistant Professor of the Practice in Dance; Assistant Professor of the Practice, African American Studies

Iddrisu Saaka
DIPL, University of Ghana; MFA, University of California, Los Angeles
Douglas J. and Midge Bowen Bennet Associate Professor of Dance; Associate Professor of Dance; African Scholars Faculty Mentor; Associate Professor, CPE

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

Shirley L Sullivan
Visiting Instructor of Dance; Center for Prison Education Associate Director of Programs

VISITING FACULTY

Juli Brandano
BA, Barnard College; MFA, University of Illinois at Urbana-Champaign; MFA, University of Illinois at Urbana-Champaign
Visiting Professor of Dance

Maya Coupard LaLiberte
BA, Smith College
Visiting Instructor of Dance

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

mayfield brooks
BA, Trinity College; MFA, University of California-Davis; MFA, University of California-Davis; MA, Northwestern University
Visiting Professor of Dance

DEPARTMENTAL ADVISING EXPERTS

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

- Undergraduate Dance Major (p. 1060)

DANC102F Perspectives: Dance as Cultural Knowledge (FYS)
This FYS course--a writing intensive and introduction to Wesleyan's culture--investigates the various social, political, and historical contexts that have contributed to the explosive evolution of dance since the nineteenth century, and conversely, explores the ways that performers and choreographers have utilized the medium of dance to reflect their personal concerns back to society in powerful ways. Dynamic artistic movements, choreographers, and dancers examined will include Imperial Russian Ballet, Gesamtkunstwerk of Diaghilev's Les Ballets Russes, gender manipulation in the roles of Nijinsky; WWI and II and its aftermath in the German Ausdruckstanz of Mary Wigman and Kurt Jooss; Modernism's effect on seminal choreographers in America such as Martha Graham; politics, race, class, and the Harlem Renaissance; the anthropological research in dance of Black choreographers Katherine Dunham and Pearl Primus; experimentations of Merce Cunningham; exploration of Postmodern rebellion of the Judson Dance Theater; and the response of choreographers and performance artists to Civil Rights and the AIDS crisis. Students will view performance videos and documentaries, pursue extended research, and be expected to speak and write about dance in a way that will prepare them for academic writing at Wesleyan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC103 Dancing Bodies
This course introduces students to basic dance literacy by viewing dances on film and video, making movement studies, and practicing writing in different modes about bodies in motion. The utopian ideal of "the natural" dancing body will guide our investigation of dance as art and culture, from Isadora Duncan to the postmoderns. We seek answers to such questions as, What do performance codes about the natural body feel and look like? How do dance traditions

preserve, transmit, and reconfigure eco-utopian desires? No dance experience is necessary. The desire and confidence to create and move collaboratively with others is expected.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC104F Introduction to Contemporary Dance from Global Perspectives (FYS)
This interdisciplinary course aims to understand contemporary dance and the moving body from global perspectives. It draws from a range of approaches to aesthetics and choreography, politics, and understandings of culture-at-large. It examines an eclectic array of movement and choreographic styles from North America to Europe to Asia. The course is divided into 6 units: 1. Old and New Definitions of Contemporary Dance 2. "East Meets West" -- Global-Cultural Flows in Contemporary Dance 3. Social Justice and Contemporary Dance 4. Queering Contemporary Dance 5. Special Topics -- Stillness and Silence 6. Traditional Dance/Contemporary Dance -- Deconstruction and Reconstruction
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **GSAS108**
Prereq: **None**

DANC105 Dance Tech Lab: Lights, Screen, Projection
This class includes the practicum and experimentation of lighting design and production with use of projection, video-screen technology, stage management, costume and scene design, and set construction.

The practical experience in the Dance Department's production season is emphasized in the course.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC107 Writing Is Dancing, Dancing Is Writing
We watch dance and then we write about it. Dance needs writing to be understood and to endure. Or maybe not. Maybe dance needs no help. Then, what do we write? Writing as dance, in dance, of, from, alongside... As readers, writers, and performers, we will explore established and experimental modes of writing and choreography and look for ways that each form can stretch and challenge the other.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC111 Introduction to Dance
This is an introduction to dance as an educational, technical, and creative discipline for students with no previous formal dance training. Classes will introduce the basic components of dance technique--stretching, strengthening, aligning the body, and developing coordination in the execution of rhythmic movement patterns. Through improvisation, composition, and performing, students will develop a solid framework applicable to all forms of dance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC202 Ballet I: Practice and Theory
This elementary level ballet course is a mix of practice and theory. Ballet terminology and stylistic concepts will be introduced with emphasis on correct alignment, musicality, and movement flow. In addition to learning the basics of ballet technique, various ways that ballet choreographers have addressed issues of politics, race, and class are examined through films, readings, and discussions. Traditional ballets will be juxtaposed with iterations from contemporary choreographers who have created unique and powerful works addressing issues from the eighteenth century to today.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC203 Body and Earth: Emergent Strategies for Reimagining the Human-Environment Relationship
We live in a world in which humans are inextricably connected to nature, humanity's life support system. Yet at the same time we live on a planet in peril, in which environmentalists across the globe are working to catalyze societal transformation for sustainable living on Earth. This course explores these themes by 1) analyzing how social and ecological systems are intertwined, 2) exploring diverse ways of knowing nature through movement and mindfulness exercises, and 3) investigating and communicating mechanisms of sustainable environmental practice. The course will introduce conceptual frameworks and methodologies to explore the embeddedness of humans in nature--a task that remains critical for addressing today's environmental challenges. Students will engage with interdisciplinary frameworks engaging in environmental problem solving, as well as movement and place-based approaches for experiential learning. Through case studies and individual storytelling projects, we will examine how embeddedness in nature, interdisciplinary perspectives, and human agency provide sustainable pathways for both people and planet.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **ENVS201**
Prereq: **BIOL182 OR BIOL216 OR ENVS197 OR EES199**

DANC204 Spicy and Sweet-Bollywood Dance
Get ready to move, groove, and tell stories through dance! This intro-level Bollywood Dance course dives into the vibrant, high-energy world of Indian film choreography -- where classical roots, folk traditions, and global dance styles collide. You'll learn signature Indian cinematic dance moves, explore their cultural history, and build confidence performing dynamic routines set to iconic film music.

Designed for students of all experience levels, the course emphasizes joyful movement, musicality, and expression over perfection. Along the way, you'll develop rhythm, coordination, and stage presence while collaborating with classmates in a supportive, inclusive environment. Expect lots of sweat, smiles, and a deeper appreciation for how dance functions as storytelling in popular culture.

By the end of the course, students will be able to:

-Perform foundational Bollywood dance techniques and choreography

-Understand the cultural, historical, and cinematic contexts of Bollywood dance

-Express emotion and narrative through movement and music

-Collaborate in group performances and reflect on dance as a global art form

No prior dance experience required -- just curiosity, energy, and a willingness to have fun!
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC205 Afro-Brazilian Dance I
Dance is a nexus between Africa and Brazil. It holds ancestral knowledge, and demonstrates a clear evolution of form, function, and tradition. This course will examine the study of embodied practices of the African diaspora as it relates to Brazilian life and culture. It will introduce various religious, social, and contemporary dance forms through a historical perspective of African identity in Brazil. Students will dive into the vibrant Afro-Brazilian culture and history through rigorous physical explorations, which will be complemented with lectures, readings, discussions, and video. Topics will include, yet are not limited to: the symbolic aspects of the body, historical context of movement behavior, the sociopolitical aspects of the dances, the derivation of the movement techniques, as well as connection of mind, body, and spirit in culture and dance.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC210 Afro-Brazilian Dance II
This level II course will bring deeper experience of embodied practices of the African diaspora as it relates to Brazilian life and culture. Level II will continue to explore various religious, social, and contemporary dance forms through a historical perspective of African identity in Brazil. Students will learn a greater perspective into the vibrant Afro-Brazilian culture and history through rigorous physical explorations, which will be complemented with lectures, readings, discussions, and video. Topics will include, yet are not limited to: the symbolic aspects of the body, historical context of movement behavior, the sociopolitical aspects of the dances, the derivation of the movement techniques, as well as connection of mind, body, and spirit in culture and dance.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC211 Contemporary Technique I: Partnering and Social Dance - The Athletics of Intimacy
ATHLETICS: involving the use of physical skills or capabilities, such as strength, agility, stamina and a sense of play; INTIMACY: closeness of observation or knowledge of a subject. These classes will combine skills and applications based on decades of movement research (martial arts Capoeira and Aikido, low acrobatics, partnering/social dancing, dynamic games, contact improvisation, somatic training). We will start with floorwork skills training (falls, rolling, quadrupedal crawling patterns, cartwheeling, inversion/upside-down arm balancing, etc). We will then move into strong investigations into partnering with one another and ensemble dancing. You will safely learn these skills through progressively scaled movement challenges in our class! Then our class will focus will be on the physical, sensorial, and imaginative challenges and risks with partnering movement practices using mutual touch, balancing, and weight sharing skills with one another. We will connect with our own bodies and to each other through playful focused interaction with our fellow group members/classmates. This class will honor the individual within the group. Each student brings their own unique history and movement experiences into the shared experience of creating duet and ensemble movement scores together. No previous partnering experience is necessary. All who are curious about connection and partnering are welcome!
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC212 Composition Across the Arts: Theory And Practice of Interdisciplinary Curating
Wesleyan's Center for the Arts (CFA) opened in 1972 with an understanding that throughout the 20th century, the arts have continued to move away from "tightly bound categories" once defined by medium or genre--and with the goal of providing "[a] complex in which the exploration of the role of the arts in society, their interrelationships and new forms may ... stimulate the student and provide a vital cultural force in the community." In short, the CFA's mission was (and remains) to foster interdisciplinarity both within and beyond the field of artistic practice. This course will explore both the theory and practice of interdisciplinary art curating and making. We will read texts that situate our keyword ("interdisciplinary") within the context of social, political, and pedagogical struggles from the 1950s to the present. Simultaneously, we'll look at how different artists, critics, and scholars have attempted to frame definitions of contemporary art in which the older discipline-specific criteria no longer apply. Throughout the course, we'll consider how the turn towards interdisciplinarity places pressure not only on artists but curators, while we work to envision what a liberatory, contemporary institution might be both aesthetically and politically.

Course readings relate to contemporary curating within the global arts ecosystem. Course work, however, will be derive directly from the skill sets most often sought in entry-level job postings for arts organizations--research, writing, project development, and management. Through this process, we will rethink the underlying assumptions and values reproduced by these skills and field-wide practices. Ultimately, students will be invited to experiment with day-to-day operations of the CFA and given a chance to have a direct impact on future programming for the CFA. One way we will do this is to invite enrolled students to help assemble and participate in a director's council that will impact the future of the Center for the Arts. If a director's council is traditionally populated with executive leaders, this student-led director's council will convene representatives from the largest and most impactful population of the Wesleyan community: the students.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC213 Jazz Technique
This course is an introduction to the African American jazz dance vernacular through the embodied practice of Simonson jazz. It will cover basic principles of alignment, centering, and technique through the context of jazz's African roots. Class sessions will principally consist of movement exploration including a comprehensive warm-up and will be supplemented by online discussions and media to better understand the place of jazz dance in society and culture at large.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Identical With: **AFAM262**
Prereq: **None**

DANC214 Hip Hop
This studio practice course introduces students to urban dance practices, aiming to broaden students' understanding of hip hop culture beyond the commercialized representations prevalent in the media today. This class will explore the history and practice of different forms of hip hop: b-boying/b-girling (breaking/breakdancing), uprocking, popping, waving, and locking. We will also look at hip hop's connection to other club forms such as house dance and house-ballroom forms, waacking, and voguing. Students will view video performances of cultural practice (battles and "cyphers"), as well as media- and theatrically-influenced forms of hip hop, to identify significant commonalities and differences within hip hop practices. Our classes will be conducted to hip hop, house, and dance music from the past four decades, and will begin with a set warm-up and follow with stretching and conditioning exercises. Class will always conclude with a combination that incorporates that week's dance form, and it will be compared to other hip hop dance forms we will be studying. Required readings will explore these forms through the lens of historical context and critical theory perspectives on urban dance, supporting an immersive studio practice.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC215 Hip Hop Dance II
This intermediate hip hop studio practice course further develops urban dance practices, and broadens the hip hop culture beyond the commercialized representations prevalent in the media today. This class will further explore the history and practice of different forms of hip hop: b-boying/b-girling (breaking/breakdancing), uprocking, popping, waving, and locking. We will also look at hip hop's connection to other club forms such as house dance and house-ballroom forms, waacking, and voguing. Students will view video performances of cultural practice (battles and "cyphers"), as well as media- and theatrically-influenced forms of hip hop, to identify significant commonalities and differences within hip hop practices. Our classes will be conducted to hip hop, house, and dance music from the past four decades, and will begin with a set warm-up and follow with stretching and conditioning exercises. Class will always conclude with a combination that incorporates that week's dance form, and it will be compared to other hip hop dance forms we will be studying. Required readings will explore these forms through the lens of historical context and critical theory perspectives on urban dance, supporting an immersive studio practice.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC216 Contemporary Dance Technique: Dancing During Pandemic
This combined-level dance class draws on multiple approaches to dance technique and the moving body in an outdoor, site-specific, pandemic-specific context. We will focus on large group ensemble movement as well as on individual movement specificity, and developing awareness of space, time, energy, technical precision, and dynamic variation. Course content will draw on modern dance techniques, contemporary/release techniques, and improvisational forms, as well as somatic practices.

During any major social transformation or crisis, like this pandemic, movement practice is essential. Our world and our rules of engagement are changing before our eyes. Creative physical movement is integral to our physical and psycho-social well-being, and through it we learn how to navigate the new context. On a basic level, we move our bodies to stimulate circulation of blood, breath, and digestive tract. But, equally important, and more central to higher education, we also need to move in ways that help us adjust to and make sense of our new circumstances--to orient ourselves to this new environment. This is the overarching purpose of this course: to collectively find new ways of being, understanding, moving, and creating our new world.

Classes will be held outside, and students will be expected to dress for the weather, and with freedom of movement in mind--in other words, wear safe footwear and clothing that does not constrict range of motion. Classes will only be canceled in the case of severe weather (i.e., hurricane). In those cases, hybrid practice-based assignments will be given to supplement in-class material.

This course is intended as an alternative to our regular Contemporary Technique course DANC300, which is being taught in an online format. Students are invited to choose the format that they feel most comfortable with. Both courses count toward major and minor requirements.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC220 Performing Indonesia
This course will examine the theater, dance, and puppetry of Indonesia in the context of its cultural significance in Indonesia and in the West. Students will read a variety of texts related to Indonesian history, myth, and religion. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts are integrated into the overall life of the island archipelago. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that are the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Indonesian texts will be analyzed and adapted for performance. The direct and indirect influence of Indonesian performance and history on the West will be discussed by examining the work of theater artists such as Robert Wilson, Arianne Mnouchkine, Lee Breur, and Julie Taymour, who have all collaborated with Balinese performers.
Offering: **Crosslisting**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA220, CEAS229**
Prereq: **None**

DANC231 Performing Arts Videography
This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing and discussion of works such as Wim Wenders's Pina, Elliot Caplan's Cage/Cunningham, John Cohen's The High Lonesome Sound, and Peter Greenaway's Four American Composers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC231, THEA213**
Prereq: **None**

DANC236Z Writing the Body
How does the body write? Do we trace our words with fingers and toes, with a pen and paper, with flour or glitter or dust or the soles of our feet? Can the written word remind us that we are more than our eyes or our heads? Writing the body is an attempt to link the worlds of the written and the somatic through the act of writing. This class is both a generative creative writing course and a theoretical exploration of the ways in which the body has been rendered in literature, poetry, and philosophy. Putting queer studies, disability studies, Black studies, and Indigenous studies into conversation with prose, plays, and poetry, students will explore different strategies of embodied writing. Looking to the work of Maggie Nelson, Jean-Luc Nancy, Eileen Myles, Christina Sharpe, Aisha Sabatini Sloan, Melissa Febos, Hortense Spillers, Eve Tuck, Billy Ray Belcourt, Torrey Peters, Wendy Ortiz, Lidia Yuknavitch, Jordy Rosenberg, Gabrielle Civil, Ursula Le Guin, adrienne maree brown, and Frank O'Hara students will produce a written work that moves promiscuously between theory and creative nonfiction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA236Z, FGSS233Z, ENGL255Z**
Prereq: **None**

DANC237 Performance Art
This course can be understood as an ephemeral, time-based art, typically centered on an action or artistic gesture that has a beginning and an end, carried out or created by an artist. It also contains the elements of space, time, and body. This hands-on course explores the history and aesthetics of performance art and how it relates to the performing arts (dance and theater). In a project-based format, students conduct performance assignments and conceptual research within the gaps that exist between performative art forms. The course focuses on analyzing and studying artists who used the concepts of chance, failure, or appropriation in their work.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA237**
Prereq: **None**

DANC244 Delicious Movement: Time Is Not Even, Space Is Not Empty
This course contemplates massive violence and bodily experiences of time and space through interdisciplinary discourse. Taught by NYC-based movement artist Eiko Otake, students will examine how being or becoming a mover reflects and alters each person's relationships with the environment, history, and other beings. Topics of study and discussion include war, atomic bomb literature, postwar Japan, and environmental violence such as the Fukushima nuclear explosions. A key concept of study will be metaphorical nakedness and how distance is malleable. Please note that homework load is heavy with weekly assignments and journals. Seeking collective learning, the course will culminate with a final project sharing. The class is fiercely non-competitive and non-technical. No previous dance training is necessary, but willingness to move with and in front of others is important. Please visit eikootake.org to learn about this instructor.

Fall 2026 schedule:

First Class: Monday, September 7 (on Labor Day)

Sundays: 2:30 - 6:00 pm and

Mondays: 6:30 - 9:30 pm

Last Class: Sunday, November 1

Questions: Please email: eikootake@gmail.com
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS244**
Prereq: **None**

DANC249 Making Dances I: Solo Work
This course is a practical lab in body-based performance making with a focus on the solo form. Students will work towards developing and honing their personal artistic interests and goals, and supporting those of their peers. We will experiment with various modes of composition, viewing and researching a broad range of artistic work and ideas, expanding our notions of what constitutes a dance. Students will explore performance in public space, collaboration, and work across artistic disciplines, engagement with technology, awareness of cultural context and appropriation, and social practice/participatory/community engaged art. Finally, we will develop methods for peer critique, working towards finding a challenging and supportive approach that pushes each artist forward. NOTE: This is a laboratory course for students interested in diving deeply into body-based artistic practice. It is appropriate to students with a background in any artistic discipline. An interest in rigorous (and playful) experimentation and research is key.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC250 Dance Composition: Choreography Workshop
This course in creating and performing choreography emphasizes the diversity of techniques, methods, and aesthetic approaches available to the choreographer. Assignments will revolve around inventing, organizing, and evaluating movement styles and on solving composition tasks that are drawn from various art mediums. This class will focus on the process of making a dance in a theatrical

setting. Skills in organizing and leading rehearsals, creative decision-making, and movement observation will be developed within the context of individual students honing their approach and style as choreographers. Practical and theoretical issues raised by the works in progress will frame in-class discussions and all necessary technical aspects of producing the dances will be addressed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC251 Javanese Dance I
Instruction in the court dance of Central Java will begin with the basic movement vocabulary and proceed to the study of dance repertoires. Emphasis will be on the female and refined male court dance of the Kasultanan court of Yogyakarta. At the end of the semester, a recital will be arranged with the accompaniment of live gamelan music and as part of the Worlds of Dance concert.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC260 West African Dance I
West African dance is a gateway to the cultures and ways of life of its people. It is the medium on which the very existence of the people is reinforced and celebrated. In this introductory course, students will learn the fundamental principles and aesthetics of West African dance through learning to embody basic movement vocabulary and selected traditional dances from Ghana. The physical embodiment of these cultures will be complemented with videos, lectures, readings, and discussions to give students an in-depth perspective on the people and cultures of Ghana. Students will also learn dances from other West Africa countries periodically.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC261 Bharata Natyam I: Introduction of South Indian Classical Dance
This course is designed to introduce students to the fundamental aesthetic, social, and technical principles underscoring the culture of Bharata Natyam dance in its both indigenous and modern contexts. The course introduces students to Bharata Natyam largely through classroom practice (in the form of rhythmic and interpretive exercises), supplemented by brief lectures outlining the sociohistorical and cultural contexts of the form. Class lectures will also include video presentations. Occasionally, the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Identical With: **GSAS262**
Prereq: **None**

DANC300 Contemporary Dance Technique II/III
This course is an exploration of contemporary and modern dance techniques. Classical modern dance, contemporary release, somatics, improvisation, country line dance, Cunningham, and yoga will all inform our time together. Over the course of the semester, we will develop several set warm up sequences and utilize repetition as a way of getting deeper inside of our physical and intellectual work. We will spend each day warming the body from the inside; moving collectively and specifically; developing a sense of weighted momentum; and practicing technical skills and alignment. We will spend time on rigorous phrase material and improvisational methods together, with additional practice viewing dance, reading about dance, and writing our own scores.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC301 Anatomy and Kinesiology
This course is designed to develop understandings of anatomy and biomechanical principles of movement from both scientific and experiential perspectives. Studies include musculoskeletal and nervous systems, concepts for re-patterning and realigning the body, and prevention and care for common dance/sports injuries. Daily practice is based in embodied movement explorations and exercises in dialogue with scientific study and discussion of the mechanical/functional, poetic, and social context of our bodies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC302 Ballet II
This is an intermediate-level course. Strong emphasis on correct alignment and the development of dynamics and stylistic qualities will be prominent while students learn combinations.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC307 Mobilizing Dance: Cinema, the Body, and Culture in South Asia
This course focuses on questions of "mobility"--cultural, social, and political--as embodied in two major cultural forms of South Asia, namely "classical" dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of "flows of culture" at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years.

The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **FGSS307, ANTH306, GSAS307**
Prereq: **None**

DANC309 Modern Dance III
This advanced-level class draws on multiple approaches to dance technique and the moving body. Some of these include modern dance techniques, contemporary/release techniques, contact and other improvisational forms, as well as somatic practices. Modern III focuses on the exploration of complex dance movement sequences, cultivating a specific and personal engagement with movement material, along with heightened attention to the subtleties of phrasing, initiation, and musicality. The course's primary aim is each individual's

continued development as a strong, well-rounded, creative, and thoughtful dancer.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **DANC215**

DANC310 Afro-Brazilian III
This advanced technique-based Afro-Brazilian course will build upon embodied knowledge gained in Afro-Brazilian I (DANC205) and Afro-Brazilian II (DANC210). Students who have prior experience in Afro-Brazilian dance, or West African dance may also consider this course. Evaluation for the course will be based on class participation, participation in the Worlds of Dance Concert, and a short journal due at the end of semester. Students will also be responsible for learning basic Portuguese words and phrases, learning contemporary choreographic investigations created by the instructor and will be guided through processes of improvisation in creating their own phrases. This advanced course is designed to continue students' knowledge and understanding of the technique, culture, and history of Afro-Brazilian dance as a means for preserving cultural legacy. As an advanced course, it will move rapidly.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC311 Immersive Theater: Experimental Design, Material Culture and Audience-Centered Performance
This course offers a comprehensive exploration of Third Rail Projects' approach to crafting and performing in immersive performance formats. Students will work closely alongside Co-Artistic Director Tom Pearson to explore Third Rail's toolbox of techniques, including:

- Developing presence and clarity around audience engagement

- Remaining spontaneous and responsive to the changing landscape of an active audience

- Generating game play for crafting immersive scenes

- Understanding ritual, narrative, and audience initiation through the study of a scene from one of our immersive productions
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA301**
Prereq: **None**

DANC320 Theatre for Social Change - Taught from Ecuador with Local Participants
This course is taught in Spanish. Students should have Spanish proficiency equivalent to SPAN 112 or higher. This course is designed to lead Wesleyan students and Ecuadorian community counterparts through the process of creating social change by practicing social change. Using exercises and activities that pull from the areas of Theatre of the Oppressed and Performance Activism, as well as traditional theatre tools such as movement and mask-making, we engage challenging concepts and conflicts by dialoguing via our performative work. Our exploration stretches from the theoretical foundations of structural and symbolic oppression to ongoing real-life events related to themes that are selected by the course participants (examples include cultural identity, systemic racism, privilege, power, environmental justice, and gender equality/equity). Each course participant chooses a thematic area and joins a small group with which they will apply learned methods to exploring their theme. Together, Wesleyan students with local counterparts create short virtual theatrical projects to be presented to the whole cohort. Readings cover theory and methods in Applied Theatre, community-based case studies, and articles related to the chosen themes. The readings are contextualized to the diverse lived realities of the course's participants as well as to our globalized society.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST321**
Prereq: **None**

DANC322 Storying and Re-Storying (Storytelling for Social Change) - Taught from Ecuador w Local Participants
This course is taught in Spanish. Students must have proficiency in Spanish equivalent to SPAN 112. When we consciously appropriate the power of stories to collectively reimagine our world, we turn the word story into a verb. We "story" our world. When our "storying" seeks to transform a system founded on unjust stories, we are "restorying" our world. This course begins with our human ability, and need, to tell stories, examining how we use them for communication, as well as how we become empowered or disenfranchised by them. Based on the realities present in our communities (our local community of place, college campuses, cities, neighborhoods, spiritual communities, etc.), students work with their counterparts, combining theory with practice, to create and tell stories with the goal of identifying shared conflicts and inspiring change. Since stories are told in many ways, the course engages the "telling" through various methods: writing stories and poems, Spoken Word, coloring/drawing, mapmaking, and moving our bodies. In each project, we implement the elements of storytelling, balancing distinct narrative traditions, such as myth and legend, with influences of the modern world. Readings look at a wide array of narrative theory and methods, focusing on storytelling as a form of creating and expressing knowledge. The course concludes with the interweaving of local and international stories into "our stories."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST322**
Prereq: **None**

DANC341 Dance Teaching Workshop
Whether you are interested in teaching a traditional dance class (like jazz, salsa, choreography), OR integrating movement into other classes (like 'science choreography' or 'poetry through movement') this class is for you!

Leap, spin, fall, and reach! Dance Teaching Workshop familiarizes students with methods and practices for teaching dance and movement to children and adults. Combining theoretical perspectives on education, dance, embodiment, and creativity together with hands-on practice teaching dance, students will gain practical skill in syllabus design and methods of teaching while developing a "teaching statement" reflecting on the role of dance/movement in education.

Prior dance training is not required; however, students should have an interest and some experience in either dance, arts, or education. It is highly encouraged that you take any dance or movement class concurrently with Dance Teaching Workshop. This can be a Wesleyan course, or an extracurricular club or movement practice. It is important to be engaged in a regular physical practice when teaching movement. Please email Katja at kkolcio@wesleyan.edu with a paragraph describing your interest and your experience in either dance or education (or both).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC354 Improvisation: Diasporic Modalities
Freestyle, groove, jam: Improvisation has always been a key tool in the creation and evolution of dances of the African Diaspora. This movement-based course will deepen the inquiry of the Africanist aesthetic in dance through an improvisatory experiential framework. What movement conversations are created through a deep listening to self and our impulses to engage with sound/music, the environment, and our community? How do we honor the self in collective experiences? Students will embody explorations of the improvisatory concepts, sequences, and modalities that are rooted in the dances of: West African, Afro-Beats, Afro-Brazilian, Jamaican Dancehall, Capoeira, Jazz, African American Social Dances, House, and Bomba. We will use the foundational improvisational principles of these dance forms through a balance of play, investigation, and rigor. Studio work will be supplemented with readings, video, and homework assignments geared toward creating new improvisational scores. The course will also include visits from guest artists.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **THEA354**
Prereq: **None**

DANC357Z Space and Materiality: Performing Place
Scenography explores and shapes the material world in and through the performative event. In site-specific performances, it transforms place and time to create an alternative reality in which the materiality of the artistic design and the performer's body intervene in the architecture of a place and the spectator's reception of meaning. In this course, we will study site interventions through the lens of street performance, immersive theater, and the theatrical apparatus to build a theoretical and direct understanding of the material potential and limitations of the four key elements involved in the scenographic project -- artistic design, the actor's body, local architecture, and time.

This course is divided into three units: (1) site-specific; (2) street performance; and (3) immersive theater. Each unit includes scholarly readings, assignments in performance and scenography, and specific showings. There will be two written responses for the course (5-to-7-page papers) on two of the works experienced at the festival that demonstrate the student's cumulative grasp of site specificity, scenography, and materiality. There will also be a final media journal showing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **THEA357Z**
Prereq: **None**

DANC359 Space Design for Performance
In this course, students will study, construct, and deconstruct the performative space, whether in the theater or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including close reading, concept development, visual research, renderings or drawings, model making and drafting. In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements. Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA359, ENVS359, IDEA359**
Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

DANC360 West African Dance II
This intermediate-level course is intended for students who have had some previous training in West African dance. In this course students will learn more complex and physically challenging dances drawn from several cultures in Ghana. In addition, students will be presented with a rich pallet of general West African movement vocabulary and will continue to engage in the discussion of the cultural context in which the dances occur, through reading, writing, video, and lecture.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC362 Bharata Natyam II: Embracing the Traditional and the Modern
This advanced course is designed to further students' understanding of the technique, history, and changing nature of Bharata Natyam dance and of Indian classical dance in general. The primary aim of the course is to foster an understanding of the role, function, and imaging of Bharata Natyam dance vis-à-vis ideas about tradition and modernity. Although the course assumes no prior knowledge of Bharata Natyam, we will move rapidly through the material. We will focus mainly on more complex studio work, extensive readings, and video presentations. In preparation for this course, students should have movement experience in other dance tradition(s). Occasionally, the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Identical With: **GSAS362**
Prereq: **None**

DANC363 Dancing Bodies, Cultures and Environments
This course will look at the intersections and common spaces between body/self, community/culture, and environment/place. To do this we will employ several research methods. Students will be asked to complete readings, participate in discussions, view relevant media, and participate in movement master

classes. We will also create solo and group performance works that explore our individual and communal experiences of body/community/environment. Students will be asked to complete readings, participate in discussions, participate in improvisational movement sessions, and work in a collaborative context. Each student will develop a final project that contains both a written and a performative component.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC364 Media for Performance
This course examines the use of media and technology as it relates to dramaturgy and design for performance. Class time will be used for lecture, discussion, and experimentation, during which we will explore new technologies used in the industry, including projections, motion tracking, and software such as After Effects and Isadora. Throughout the semester, students will use the skills learned to create their own digital performances.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA360, IDEA360**
Prereq: **None**

DANC365 West African Dance III
Building on the knowledge gained in West African Dance I and II (DANC260 and DANC360), this course is intended for the very advanced student who has a lot of experience in West African dance. Students will learn rhythmically and physically complex traditional dances from selected ethnic groups in Ghana and will continue to hone in on the general movement vocabulary and discourse of West African dance in general. Students will also learn original contemporary West African dance phrases choreographed by the instructor and be guided through a creative process through improvisation to create their own phrases.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC366 Queering the Dancing Body: Critical Perspectives on LGBTQ Representation
This course focuses on questions of "queering" dance as a historical, cultural, social, and political enterprise. Focusing on both historical and postmodern dance contexts, the course explores key issues around gender and identity, with special reference to the concepts of performativity, impersonation, sexuality, and transformation. The course places the notion of "flows of gender and transformation" at its center, and examines historical, social, and aesthetic shifts in these ideas over the past 50 years. It draws on case studies ranging from female/male dance traditions of impersonation in India, China, Japan, and Indonesia, to postmodern shifts of "classical" dance (such as the all-male cast of Matthew Bourne's "Swan Lake") and more popular forms such as voguing and "RuPaul's Drag Race."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **FGSS366, GSAS366**
Prereq: **None**

DANC370 Choreography Workshop/Proscenium
This class will focus on the process of making a dance. Skills in organizing and leading rehearsals, creative decision making, and movement observation will be developed within the context of individual students' honing their approach and style as choreographers. Practical and theoretical issues raised by the works in progress will frame in-class discussions, and all necessary technical aspects of producing the dances will be addressed. Students will prepare to present for proscenium theater/audience.
Offering: **Host**
Grading: **A-F**
Credits: **2.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC371 Site-Specific Choreography
This course addresses the construction of contemporary performance in alternative, nontheatrical spaces. Students will create, design, and structure movement and image metaphors; design and realize scenic objects; and integrate technologies that enhance performance at large. Daily practice will focus on developing compositional tools to trigger events, to set off the performance space, and to create optimal conditions for audience and performer participation. Skills in movement observation, critical reading, and video analysis will inform the course's practical and historical frameworks.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **THEA372**
Prereq: **None**

DANC372 Choreography and Performance Art Perspectives
This course considers theories and methods of dance scholarship and takes a comparative approach to dance as research, research as choreography. This is a research methods course in which we will consider ways that knowledge is constructed and legitimated, focusing on the role of physical/somatic engagement, creativity, and performance in research. Problems and issues central to research pertaining representation, authority, validity, rigor, reliability, and ethics will be addressed in the context of dance studies and critical qualitative research studies. A final research project will be required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC374 Perspectives in Dance as Culture: Black Praxis
In this project-based course we are shedding light on the magic of praxis. Our focus will be rooted in the work of Black artists and dance makers, tuning into the choreographic seeds of their processes. Most Black artists go unrecognized for their contributions and tools they have shared in the field of dance--how they do what they do. Together we will uplift the rigor, complex methodologies, embodied research practices, tools, devices, recipes, and alchemy that is present in crafting works. We will engage in the art of archive through research, witnessing, writing, interviews, multimedia, and embodied practice, disrupting a Eurocentric lens on documented compositional methods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC375 Dance History: Why Dance Matters
Dance History: Why Dance Matters investigates myriad social, political, and historical events that have impelled performers and choreographers to create dances that broadcast their personal concerns to society in powerful ways. Artistic movements, choreographers, and dancers examined will include the aristocratic Imperial Russian Ballet; gender fluidity in Nijinsky's roles in

Diaghilev's Les Ballets Russes; the microcosm of immigrant and black performers in vaudeville; dance and the Harlem Renaissance; the rejection of ballet by Löie Fuller, Isadora Duncan, and Ruth St. Denis; the political work of early modern dancers Martha Graham, Doris Humphrey, and Charles Weidman; war's aftermath in the German Ausdruckstanz of Mary Wigman and Kurt Jooss and Japanese butoh; the anthropological research of black choreographers Katherine Dunham and Pearl Primus; the psychological dance-theater of Antony Tudor and Pina Bausch; democracy within the postmodern rebellion of the Judson Dance Theater; Civil Rights-era social activist choreographers; and the response of choreographers and performance artists to the culture wars of the 1990s and the AIDS crisis. Students will pursue extended research, view performance videos and documentaries, and be expected to write and talk about dance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC376 The Artist in the Community: Civic Engagement and Collaborative Dancemaking
Through both theoretical analysis and practical application, students will grow their understanding of community-based performance and collaborative art-making. Grounded in readings and seminar discussions about the practice and process of community-based art, students will apply their learning through community-engaged research. Through direct practice, students in the course will explore how collaborative performance can address local issues, spark community dialogue, and encourage civic participation--whether on a college campus, in a neighborhood, or across a city.

Class meetings will take place virtually during the semester. Student research and project development will be conducted in person. Note: This course includes required Spring Break travel to work on a Forklift Danceworks project. Travel expenses for the trip are paid by the University.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **ENVS376, THEA376**
Prereq: **None**

DANC377 Perspectives in Arts as Culture: Dancing With the Machine
Perspectives: Dancing With the Machine is an intensive studio course exploring the breadth and depth of dance and technology. Students will learn advanced post-production, motion capture, and video recording techniques, and be introduced to historical examples of dancing with early modes of technology as well as to contemporary cutting-edge works. Class sessions will include viewings of dance works, technical demonstrations, group discussions, and conversations with practitioners in the field. Readings and screenings will examine the relationship between dance, technology, contemporary art, and popular culture. Students will learn how to use the 3D motion capture studio and record live dance performances. Software will include Adobe Premiere, AfterEffects, Blender, and DaVinci Resolve. Through weekly exercises and a final independent project, students will learn to work collaboratively and develop a distinct creative voice. The course will culminate with a final dance video project, to be screened at the end of the semester. Previous experience in Adobe Premiere Pro software is required. Preference will be given to students who have successfully completed ARST 286, ARST 386, DDC 108, or DDC 448. All students must be concurrently enrolled in the virtual production lab which meets Fridays 1:20 p.m.-2:50 p.m. in DDC 100.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC378 Repertory and Performance: The Jewel Thief: A Ballet of the Mind
In this permission of instructor repertory course, we will weave the past with the present in order to create a Neo-Baroque drama based on Alfred Hitchcock's thriller, To Catch a Thief that is studded with heiresses, thugs, and other underworld characters. Students will have the opportunity to learn 18th century French Baroque dance, the aristocratic entertainment that evolved at the court of Louis XIV. Once this foundation is laid, we will incorporate period dances and more contemporary movement into a lavish spectacle that draws inspiration from Madame Sevigny's reminiscences of the fêtes of Louis XIV's court, the 1920s modernist costume parties of the Bauhaus, and Truman Capote's infamous Black and White Ball of 1966. The course will culminate in a performance in the CFA theater December 6th and 7th, 2024, and is a collaboration with Wesleyan Music Professor Neely Bruce, composer of the score. Attendance is absolutely required. Three short reflections on your progression will be submitted over the span of the course. During performance week from Monday through Wednesday, students are required to be at all technical rehearsals in the CFA theater from 7:00 p.m. until 10:00 p.m. Dress rehearsal is Thursday, December 5th at 7:00, and the performances are on December 6th and 7th. This class is Permission of Instructor (POI). Students should have at least reached the level of Ballet II or Modern II at Wesleyan, however, movement ability of athletes and actors who have not taken those courses may all request permission of the instructor, and will be taken into consideration. Note: This narrative requires not only dancing, but the development of a character--students must be willing to abandon their comfort zone and go out on a limb! Sensational masks will be fashioned by students, and worn in performance. Please contact Professor (pbeaman@wesleyan.edu) if you have questions about the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC378A Repertory and Performance: Storied Places
Grounded in the experiences of the multiple African American migrations of the late-19th and early-20th centuries, this course will explore the ideas of migration, displacement, home, and place writ large. As a community, we will collaboratively develop a performance that will utilize movement, text, and objects as research tools and creative processes as our methodology to engage these themes.

Our process in creating this work will include improvisation, development of set materials, readings, discussion, and writing. Students will have the opportunity to work alongside professional dancers as well as Wesleyan faculty and their peers in preparation for an interdisciplinary performance in the spring.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC379 Dance as Activism
How does art effect change? Why does the phrase "social movements," include the action word - movement? In what ways does dance instigate action as a means of resistance? This course is an investigation into these questions through both lecture/discussion and embodied practices. It will look at various choreographers whose work is rooted in grappling social justice issues, choreographic and community engagement tools, as well as protests as

choreographed performance art. All course work and inquiry will lead up to a final project wherein students create their own choreographic sketch/community engagement using the language of dance/performance art, as the foundation for addressing a particular historical or present social issue of their choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC380 Transforming Bodies: Movement and Agency in West Africa
Dancers in West Africa embody human agency and transform historical worlds. As one elder farmer proclaimed: "Our ciwara have power[!]" Masked ciwara dancers on the Mande Pleateau call upon the collective labor of farmers to produce rural life, and more recently, have responded to transformations of the agricultural landscape. They emphasize the power of the human body over agricultural machines. Elsewhere in West Africa, the Atsiagbekor dance energized and celebrated Ewe male soldiers by acting out scenes from the battlefield. The dance movements were also secret codes used during battle to give instructions. How and when to fight, defend, or retreat depended on this embodied communication. The accompanying loud drum music served an added purpose of instilling fear in enemy ranks because it created the impression of a mighty army on the march. Still performed, the dance now symbolizes Ghanaian cultural heritage and helps to shape local historical memory.

In this course we will examine the body as an active agent in West African social and political life. We will study the historical and contemporary meanings of laboring bodies through dance and everyday movement, such as women's pounding of fufu or stirring of toh daily meals. We will also reflect on the ritual enactment of enslavement or colonial rule as a means to subvert old power structures. The body in these cases was a tool for resistance. We will also unpack multiple interpretations for specific women's embodied protests such as "sitting on a man." Collective body movement was powerful, but individual bodies might also enact healing or express religious devotion. Spirit possession, for example, marked the body as a site for human interaction with the supernatural. In this and other examples, the body is an archive in motion and subject to social renewal. By taking the body and movement as a lens, we will explore shifting histories of labor, performance, gender, politics, aesthetics, and religion from the pre-colonial era to the contemporary moment. We will also learn new ways to creatively move and narrate the African past and present.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-HIST, SBS-HIST**
Identical With: **HIST380**
Prereq: **None**

DANC382 Bharata Natyam III
This is an advanced technique-based Bharatanatyam course. Students are required to have taken both Bharata Natyam I (DANC261) and Bharata Natyam II (DANC362). This is to ensure that students have a foundation in both the practical and theoretical study of Bharata Natyam prior to enrolling in this course. Evaluation for the course will be based on class participation, a full-length studio performance of Bharatanatyam compositions and a short journal due at the end of semester. We will focus mainly on advanced studio work. Students will also perform one repertory piece at the Worlds of Dance concert. This advanced course is designed to further students understanding of the technique, history and changing nature of Bharatanatyam dance. The primary aim of the course is to foster an understanding of the role, function, and imaging of Bharatanatyam dance vis-à-vis ideas about tradition and modernity. The course will be moving rapidly through the material.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Identical With: **GSAS383**
Prereq: **[DANC261 or GSAS262] OR [DANC362 or GSAS362]**

DANC398 Senior Colloquium in Dance Research
This course focuses on workshopping senior capstone research projects/theses, critically analyzing and situating their work within the larger fields of dance and dance research. In addition to sharing senior capstone research in progress, the course incorporates opportunities to interact and study with successful dance artists/scholars, including but not limited to, CFA visiting artists and current faculty, and to thereby encounter the most current shifts happening in the field of dance and dance research. Issues concerning dance/research that will be addressed include the following: relevance, validity, rigor, diversity and globalization, interdisciplinarity, citizenship, and social justice as they pertain to dance and dance research and to the senior capstone projects/theses specifically. This is an opportunity for our students to delve deeper into their own research while expanding their focus to better understand and frame their work in a larger context.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

DANC404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

DANC407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

DANC408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

DANC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **OPT**

DANC411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

DANC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

DANC420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

DANC435 Advanced Dance Practice A
Participation as a dancer in faculty- or student-choreographed dance concerts. Course entails 30 hours of rehearsal and performance time.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC444 Applied Tech Practice
Students have been required to practice technical crew work as long as we have had a major. In other departments, this work is acknowledged through the allocation of credit. Offering credit for this curricular experience brings us in line with practice in the Theater Department, and acknowledges the value we attribute to learning about production aspects of dance. Students will work under the guidance of faculty member Chelsie McPhilimy.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC445 Advanced Dance Practice B
Identical with DANC435. Entails 60 hours of rehearsal and performance time.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC447 Dance Teaching Practicum
This course is an exploration and practice of creating programs/projects that are relevant and inspiring for specific communities. The practicum will involve engaging with a community beyond the Wesleyan campus through dance/movement.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

DANC450 Senior Dance Colloquium
This colloquium is for all senior dance majors who intend to complete honors theses or senior projects. It is designed to enable students to pursue individual research projects in a group context, with attention to bridging creative practice with theoretical inquiry. The colloquium is structured as a workshop: each student will present their proposals and their work in progress, exchange writing, and discuss the process moving between stage and page; equally important is engaging with and offering constructive criticism of the projects presented by others. Thesis and Project students will participate in a public presentation of work-in-progress in mid-November.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

DANC492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

DANC501 Individual Tutorial, Graduate
Offering: **Host**
Grading: **OPT**

DIGITAL DESIGN COMMONS

The Digital Design Commons is a newly formed multimedia center on Wesleyan's campus, currently in its second phase of construction. Formerly home to the Davison Art Center, the DDC engages students in creative research and artistic practice across a range of disciplines. Once completed, the DDC will feature a series of production spaces, including a motion capture studio, and several video editing and sound recording suites. Courses offered within the DDC deepen conceptual and technical knowledge of multimedia approaches within a variety of artistic practices. The DDC also offers student-led training and workshops, along with a growing inventory of multimedia equipment.

EARTH AND ENVIRONMENTAL SCIENCES

The Earth and Environmental Sciences Department (E&ES) at Wesleyan University covers many aspects of the natural world, on Earth and on other planets. Course topics range from active volcanoes to climate change to eco-conservation. The E&ES major is designed to prepare students for graduate

school, as well as provide a basis for a variety of careers in the private or public sectors. Courses in geology, environmental science/environmental chemistry, environmental science/ecology, and planetary geology lead to different areas of specialization and career options.

Many E&ES students work with faculty on research projects that range from climate studies to active volcanoes in the Andes, from the structure of the Grand Canyon to the structure of the planet Venus, from nearby coastal areas (Long Island Sound) to faraway lagoons (Vieques Island, Puerto Rico). The culmination of the major is a capstone course where students perform independent research in the field (Puerto Rico, Death Valley, the Connecticut River Valley, or Hawaii).

CHAIR

James Greenwood
BS, SUNY at Binghamton; MS, Brown University; PHD, Brown University
Chair, Earth and Environmental Sciences; Associate Professor of Earth and Environmental Sciences

EMERITI

James T. Gutmann
BA, Amherst College; PHD, Stanford University; MAA, Wesleyan University
Professor of Earth and Environmental Sciences, Emeritus

Peter C. Patton
BA, Franklin & Marshall College; MS, Colorado St University; PHD, University of Texas Austin; MAA, Wesleyan University
Alan M. Dachs Professor of Science, Emeritus

Johan C. Varekamp
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Assistant Professor of Earth and Environmental Sciences; Assistant Professor, Environmental Studies

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Smith Curator of Paleontology of the Joe Webb Peoples Museum; Harold T. Stearns Professor of Integrative Sciences, Emerita

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BS, University of Utrecht; MS, University of Utrecht; PHD, University of Utrecht
Smith Curator of Mineralogy and Petrology of the Joe Webb Pe; Harold T. Stearns Professor of Earth Science, Emeritus

VISITING FACULTY

Gabriel Eggers
BA, Princeton University; PHD, Georgia Tech
Visiting Professor of Earth Environmental Sciences

Gebremedhin Gebremeskel Haile
PHD, Chinese Academy of Scienc
Frank B. Weeks Visiting Professor of Earth and Environmental Sciences; Visiting Professor of Earth Environmental Sciences

Kathleen (Kate) E Miller
BA, Tufts University; MA, Yale University; PHD, Wesleyan University
Visiting Professor of Environmental Studies

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS

All program faculty

- Undergraduate Earth and Environmental Sciences Major (p. 458)
- Master of Arts in Environmental Sciences (p. 461)

E&ES101 Dynamic Earth!
The earth is a dynamic planet, as tsunamis, hurricanes, earthquakes, and volcanic eruptions make tragically clear. The very processes that lead to these natural disasters, however, also make life itself possible and create things of beauty and wonder. In this course, we will study the forces and processes that shape our natural environment, as well as the effect we have on this world. Topics range in scale from the global pattern of mountain ranges to the atomic structure of minerals, and they range in time from billions of years of Earth history to the few seconds it takes for a fault to slip during an earthquake. Hands-on activities and short field trips complement lectures to bring the material to life. So put on your hiking boots and get ready to explore our planet.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES102 Dynamic Earth! Lab
Connecticut is rich with geologic features that can be reached by a short van ride from the Wesleyan campus! This course explores the Earth and environmental sciences through field trips that provide the opportunity to examine evidence for volcanoes, dinosaurs, glaciers, and rifting continents right here in Connecticut. This course is required for students enrolled in EES 101.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES102Z Natural History of the Connecticut River Valley
Please note: Readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

What did Middletown look like 200 million years ago? What about 20,000 years ago, or 200 years ago? The natural history of Middletown and the broader Connecticut River valley is a rich tapestry. In this course, we will explore some of its major threads, including the geologic, glacial, Native American, early European, and industrial histories. The primary goal of the course is to deepen your sense of place for this valley that you call home during your four years at Wesleyan. The majority of the class time will be spent visiting sites in the valley, both indoor and outdoor. You must be prepared to spend multiple hours outside, including walking up to two miles. The presence of snow may cause some trips to be postponed or cancelled. To remain flexible for these possible contingencies, students should keep the entire January 7-21 block open in their schedules.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES111F As the World Turns - Earth History, with Life's Ups and Downs (FYS)
An introduction to the major events that shaped our modern Earth over the 4.5-billion-year history of our planet. We discuss the composition of the early atmosphere devoid of oxygen, the great oxygenation event related to the emergence of cyanobacteria, snowball Earth, origin and evolution of life prior to 500 million years ago, and then a treatment of the major asteroid impacts, mega-volcanic periods, and other disasters that catastrophically modified the Earth and influenced all that lived on it. We close with possibly the biggest disaster of them all: the human era, with the climate crisis, pollution, and possibly the largest extinction event ever? We use the Earth and environmental sciences, astronomy, and the basic sciences to introduce and explain the processes that ultimately shaped our modern world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES115 Introduction to Planetary Geology
This course will examine the workings of Earth and what we can learn from examining Earth in the context of the solar system. Comparative planetology will be used to explore such topics as the origin and fate of Earth, the importance of water in the solar system, the formation and maintenance of planetary lithospheres and atmospheres, and the evolution of life. Exercises will utilize data from past and present planetary missions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES115F Introduction to Planetary Geology
This first-year seminar course will examine the workings of Earth and what we can learn from examining Earth in the context of the solar system. Comparative planetology will be used to explore such topics as the origin and fate of Earth, the importance of water in the solar system, the formation and maintenance of planetary lithospheres and atmospheres, and the evolution of life. Exercises will utilize data from past and present planetary missions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES125 Black Speculative Fictions and the Anthropocene
The genre of black speculative fiction--in the form of literature, art, music, and theory--provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the "future," black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term "Anthropocene" first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which "humans" had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a "species"? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human? Further, how does artificial intelligence complicate definitions of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-CHUM**
Identical With: **AFAM312, FGSS301**
Prereq: **None**

E&ES130F Digital Storytelling with Maps: Science Stories (FYS)
Digital storytelling describes the practice of using digital tools to tell a 'story' in an engaging and compelling format. A story map is a digital storytelling tool that combines maps with multimedia content (e.g., images, video, text) to convey geographic information as a narrative. In this course, students will employ elements of cartographic design, spatial analysis, and data visualization within story maps as a means for creating interactive 'stories' about empirical scientific data. (No prior experience with web maps or story maps is required.) Students will explore multiple story map formats and their utility in the effective communication of science to scientists, the public, and policy makers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

E&ES141F Out of Ice: Exploration of the Impact of Melting Glaciers, Esp. Mountain Glaciers on Humans (FYS)
Exploring the impact of melting glaciers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES142F Astrogeochemistry: The Search for Life in the Solar System and Beyond (FYS)
This course will examine the role that geochemistry plays in our search for life in the Solar System as well as exoplanetary systems. We will examine the habitability of different environments on different bodies (Venus, Mars, Europa, Enceladus), and compare them to the environments of the ancient and modern Earth. We will consider what would constitute geochemical evidence of life in these different systems, and how this can aid us to interpret chemical signals from exoplanets. We will also critically evaluate past and recent claims of extraterrestrial life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES151 The Planets
More than 100 planets are now known in the universe, eight of which circle the sun. NASA missions and improved telescopes and techniques have greatly increased our knowledge of them and our understanding of their structure and evolution. In this course, we study those eight planets, beginning with the pivotal role that they played in the Copernican revolution, during which the true nature of the Earth as a planet was first recognized. We will study the geology of the Earth in some detail and apply this knowledge to our closest planetary neighbors--the moon, Venus, and Mars. This is followed by a discussion of the giant planets and their moons and rings. We will finish the discussion of the solar system with an examination of planetary building blocks--the meteorites, comets, and asteroids. Additional topics covered in the course include spacecraft exploration, extrasolar planetary systems, the formation of planets, life in the universe, and the search for extraterrestrial intelligence.
Offering: **Host**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **NSM-EES**
Identical With: **ASTR103**
Prereq: **None**

E&ES154F Volcanoes of the World (FYS)
In this First Year Seminar, we will discuss how volcanology was historically a descriptive science: people watched eruptions, looked at the deposits, and then tried to relate older rocks to the newly-erupted analogs. However, the science has evolved as the theory behind volcanic processes has been developed and researchers pursue investigations in the field, lab, and via numerical modeling. In this class, we will explore the nature and composition of the Earth and how plate tectonics controls the global distribution of volcanoes. We will discuss volcano types, magmas, minerals and rocks, and the complex interplay of chemistry and physics that shapes volcanic eruptions via nine case studies. Moreover, we will consider the effects these eruptions have had on human history, politics, and art.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES155 Earth System Science
An introduction to Earth system science intended for students pursuing the Earth and environmental sciences major and others with good high school math and science preparation. Earth system science integrates chemistry, physics, biology and geology to understand the Earth as an integrated planetary whole. The course will focus on the four major earth systems: land, water, air, and life and how their interactions determine past, current and future global changes. Required laboratory sections will meet every other week and include a combination of lab and field exercises.
Offering: **Host**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES160 Life in the Oceans in the Anthropocene and Beyond
Little is known about life in the deep sea, the largest habitat on Earth, even about the largest animals living there, such as the giant squid. Humans, however, are severely affecting even these most remote areas of our planet, and wildlife populations in the oceans have been badly damaged by human activity. We will look at the amazing diversity of ocean life and the disparate building plans of its animals, and see how oceanic ecosystems are fundamentally different from land ecosystems. Then we will explore how human actions are affecting oceanic ecosystems directly, for instance by overfishing (especially of large predators and filter feeders), addition of nutrients (eutrophication) and pollutants, and the spread of invasive species, as well as indirectly, through emission of carbon compounds into the atmosphere. Rising atmospheric CO2 levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at ecosystem changes during periods of rapid warming in the geological past and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **CIS160, BIOL160**
Prereq: **None**

E&ES195 Sophomore Field Course
This course is designed for sophomores who have declared a major in earth and environmental sciences. The course will give students a common experience and a more in-depth exposure to the department curriculum prior to their junior

year. Students will be exposed to the wide variety of geological terrains and ecological environments of southern New England.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES197 Introduction to Environmental Studies
This course explores the interdisciplinary field of environmental studies to better understand the characteristics of human interaction with and dependence on the environment, and the causes and consequences of environmental degradation at local and global scales. We will explore key processes, characteristics, and phenomena of the natural world, and relevant human system and social dynamics. We will apply this information to identifying important issues and trends of global climate change and sustainability. Projects facilitate synthesis and application, skill development, reflection, and independent exploration.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS197, BIOL197**
Prereq: **None**

E&ES201 Geology of Connecticut
The geology of Connecticut offers a unique opportunity to study the formation and deformation of rocks dating back more than a billion years. These rocks occur in belts that each record the arrival of exotic (plate tectonic) terranes that together built and rebuilt the Appalachian mountain belt. Few states in the nation possess a similar diversity of exposed rock and mineral occurrences. The course consists of weekly Friday afternoon field trips to key localities. Students will learn how to recognize and classify different rock types and distinguish their formational and deformational histories. Emphasis will be on learning (1) to recognize the clues to identifying the origin and evolution of the large variety of sedimentary, volcanic, metamorphic, and igneous rocks in Connecticut and (2) to use them to reconstruct their plate tectonic context. We will include visits to historic sites that influenced our socioeconomic development such as the brownstone quarries and "copper" mines in the Connecticut Valley, and the granite quarries in the southeastern part of the state. A one-day required Saturday field trip will be scheduled during the first class meeting. Student co-enrollment in EE&S 213 or 223 or 230 is encouraged.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES213 OR E&ES223 OR E&ES230**

E&ES205 The Shaping of a Landscape: Exploring the Geology of Western North America
In this course, students will explore the geologic history that formed the western margin of the North American continent over more than 600 million years. The first half of the course will review fundamental solid earth processes, including plate tectonics, sedimentology, and volcanology in the context of the geology of western North America, in preparation for a mandatory one-week field trip to the region during the first week of spring break. In the second half of the course, students will interpret their observations from the field in the context of the ongoing study of the geology of western North America.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES213 Mineralogy
Most rocks and sediments are made up of a variety of minerals. Identifying and understanding these minerals are initial steps toward an understanding of the genesis and chemistry of Earth materials. Crystallography is elegant in its own right. In this course, we will study the crystal structure and composition of minerals, how they grow, their physical properties, and the principal methods used to examine them, including polarized-light microscopy and x-ray diffraction.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES214 Laboratory Study of Minerals
This lab course presents practical aspects of the recognition and study of the common minerals in the lab and in the field. It includes morphologic crystallography and hand specimen identification, the use of the polarizing microscope, and x-ray powder diffractometry.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES215 Earth Materials
This course introduces students to the solid, natural, and nonbiological materials that make up our world. We will cover the fundamentals of mineralogy and the petrology of igneous, metamorphic, and sedimentary rocks. We will also discuss materials that are used by humans and form the basis of societies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES216 Earth Materials Laboratory
This course will introduce students to laboratory techniques used in identifying and understanding rocks, minerals, and other Earth materials.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES220 Geomorphology
This inquiry into the evolution of the landscape emphasizes the interdependence of climate, geology, and physical processes in shaping the land. Topics include weathering and soil formation, fluvial processes, and landform development in cold and arid regions on Earth and other planets. Applications of geomorphic research and quantitative theories of landform development are introduced throughout the course where appropriate. This course must be taken concurrently with E&ES 221: Geomorphology Laboratory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197 OR EES199**

E&ES221 Geomorphology Laboratory
This course will introduce various methods of measuring landforms in the field, including stream measurement, hazard assessment, and the classification of glacial, volcanic, coastal, and tectonic features. The course includes laboratory exercises in the utilization of topographic maps, aerial photographs, and various remote-sensing techniques. This will include field trips to various

locations in CT. This laboratory class must be taken concurrently with E&ES 220: Geomorphology.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197 OR EES199**

E&ES223 Structural Geology
Structural geology is the study of the physical evidence and processes of rock deformation, including jointing, faulting, folding, and flow. Geologic structures can be used to interpret tectonic history and understand physical process responsible for geologic hazards such as earthquakes, volcanoes, and landslides. Many structures also exert a primary control on fluid flow in the earth's crust and thus play an important role in determining the distribution of natural resources and environmental contaminants. In this course students will learn the theoretical foundations, observational techniques, and analytical methods used in modern structural geology. Case studies are drawn from local field work (see description of E&ES224) and published data sets from around the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES523**
Prereq: **E&ES101 OR EES199 OR E&ES115 OR [ENVS197 or BIOL197 or E&ES197]**

E&ES224 Field Geology
This course is designed to provide students with a basic understanding of geological principles in the field. Emphasis will be on describing, measuring, and mapping bedrock geology and structures with applications to tectonics, mountain building, earthquake science, volcanology, and groundwater hydrology.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR EES199 OR E&ES115 OR [ENVS197 or BIOL197 or E&ES197]**

E&ES230 Sedimentology
Sedimentary geology impacts many aspects of modern life. It includes the study of sediment formation, erosion, transport, deposition, and the chemical changes that occur thereafter. It is the basis for finding fossil fuels, industrial aggregate, and other resources. The sedimentary record provides a long-term history of biological evolution and of processes such as uplift, subsidence, sea-level fluctuations, climate change, and the frequency and magnitude of earthquakes, storms, floods, and other catastrophic events. This class will examine the origin and interpretation of sediments, sedimentary rocks, fossils, and trace fossils. Students must take E&ES231 Sedimentology Laboratory concurrently. There may be optional weekend field trips.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR ENVS197 OR E&ES155**

E&ES231 Sedimentology Laboratory
This course provides macroscopic and microscopic inspection of sedimentary rocks. It will include laboratory analyses and field trips. There may be optional weekend field trips. E&ES230 must be taken concurrently.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

E&ES234 Geobiology
Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology). Typically, this involves studying fossils within the context of their sedimentary setting. In this course, we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on the climate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **BIOL233, ENVS233**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES199 OR [ENVS197 or BIOL197 or E&ES197]**

E&ES235 Geobiology Laboratory
This laboratory course will explore more deeply some of the concepts introduced in E&ES234. Both the fundamental patterns and practical applications of the fossil record will be emphasized.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **BIOL229**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES199 OR [ENVS197 or BIOL197 or E&ES197]**

E&ES237Z Forests: Ecology, Conservation and Futures
Forests are critical to the survival of humans and their fauna. Tropical and temperate forests, by their structure and composition, contain extraordinarily high biological diversity and provide critical ecosystem services with complex interactions with humans. This course will examine the structure, function, and diversity of tropical and temperate forests, with an emphasis on the ecological processes that shape plant and animal communities within these unique and diverse ecosystems. The class will examine major threats to the global forests and measures that may be put in place to allow for their recovery post disturbance. The course will be delivered though lectures, student-led discussions and debates and other in-class activities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS237Z**
Prereq: **None**

E&ES238 The Forest Ecosystem
This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL346, BIOL546, E&ES538, ENVS340**
Prereq: **[BIOL182 or MB&B182] OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

E&ES242 Irrigation
Irrigation is the artificial application of water to support crop growth, playing a crucial role in ensuring sustainable agricultural production and global food

security. This course provides students with a comprehensive understanding of irrigation techniques, systems, and management practices essential for optimizing water use efficiency and enhancing crop productivity. Students will explore various irrigation methods, including surface, sprinkler, and drip irrigation, analyzing their advantages, limitations, and suitability for different crops and environments. Key topics include soil-water relationships, crop water requirements, irrigation system components, irrigation scheduling techniques, and sustainable water management strategies. Through a combination of theoretical learning and hands-on activities, students will gain the skills needed to design, implement, and manage efficient irrigation systems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES542, ENVS231**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

E&ES244 Soils
Soils represent a critical component of the world's natural capital and lie at the heart of many environmental issues. In this course we will explore many aspects of soil science, including the formation, description, and systematic classification of soils; the biogeochemical cycling of nutrients through soil systems; and the issues of soil erosion and contamination.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197 OR EES199 OR BIOL182**

E&ES245 Soils Laboratory
This course will explore more deeply the concepts introduced in E&ES244 in a laboratory setting. Emphasis will be placed on the analysis of soil profiles both in the field and in the laboratory.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197 OR EES199 OR BIOL182**

E&ES246 Hydrology
This course is an overview of the hydrologic cycle and man's impact on this fundamental resource. Topics include aspects of surface-water and ground-water hydrology as well as discussion about the scientific management of water resources. Students will become familiar with the basic concepts of hydrology and their application to problems of the environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES546, ENVS219**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

E&ES248 Environmental Investigation and Remediation
This course will cover environmental investigation and remediation methods in varying geologic settings and how they have changed over time due to regulatory changes and advances in technology. An introduction to various aspects of environmental consulting will be incorporated throughout the term using case studies, guest lecturers, and emerging trends and research from online sources.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS248**
Prereq: **E&ES101 OR E&ES115 OR EES199 OR E&ES197**

E&ES250 Environmental Geochemistry
This course is a qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, oceans, and the atmosphere. General topics include equilibrium thermodynamics, acid-base equilibria, the carbonic acid system, oxidation-reduction reactions in nature, and isotope geochemistry. The associated lab course (E&ES 251) must be taken concurrently if offered. The lab course will be a service-learning course in which students work with a community organization to solve an environmental problem or a semester-long research project. There are no official prerequisite classes, but students should be comfortable with chemical concepts or should have taken introductory college chemistry or advanced high school chemistry courses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS280**
Prereq: **None**

E&ES251 Environmental Geochemistry Laboratory
This course will supplement E&ES 250 by providing students with hands-on experience of the concepts taught in E&ES 250. Students must enroll in E&ES 250 at the same time. This course will emphasize the field collection, chemical analysis, and data analysis of environmental water, air, and rock samples. This course will be taught as a service-learning course where the class works with a community organization to solve an environmental problem or will work on a semester-long research project. The subject of this class will be announced on the first day of class.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS281**
Prereq: **None**

E&ES254 Renewable Energy
This course is an introduction to renewable energy from an Earth science perspective, covering the physical principles of power generation from natural energy flows and the transformation, transmission, and storage of energy on the electrical grid, as well as topics from energy markets and utilization. We focus on hydroelectric, wind, solar, geothermal, wave, and tidal energy, along with modern bioenergy. For comparison, we also briefly cover the conventional energy technology of fossil fuels and nuclear power. We discuss each renewable-energy resource, including the advantages, disadvantages, and environmental impacts of its accompanying technology. The course is quantitative with bi-weekly problem sets. Students are expected to gain theoretical and practical knowledge of renewable energy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS239**
Prereq: **None**

E&ES255 The Changing Ocean
The Earth is always changing, and we're currently experiencing some of the most rapid changes to have occurred within the history of life. This course presents a topical approach to major oceanographic concepts, particularly those impacted by an anthropogenic change, by linking core concepts in modern oceanography with paleoceanographic proxies and the fossil record. We will integrate geological, chemical, physical, and biological oceanography across multiple timescales to build a conceptual understanding of not only how the ocean works but how we can understand the past, present, and future of the world's ocean.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES257 Environmental Archaeology
Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the "collapse" of civilizations such as the ancient Maya. The course will involve hands-on preparation and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ARCP257, ENVS257, ANTH257**
Prereq: **None**

E&ES258 Community Paleoecology
The study of community paleoecology seeks to derive ecological meaning from the reconstruction of ancient ecosystems. From this vantage point, fossil assemblages are used to observe long-term patterns in biogeography, evolution, and organism-environment interactions. The overarching themes in this course will emphasize theoretical frameworks in community ecology and stratigraphic paleobiology that advance the collective understanding of how to read and interpret the fossil record to document ecosystem interactions over geologic history. Case studies from across Earth's history will underscore the necessity of examining past ecosystems to contextualize modern and future ecosystem structure. We will accomplish these aims with lectures, readings and discussion of the primary literature, and student presentations. Pre/co-requisites: BIOL182, E&ES101, E&ES115, E&ES155, E&ES197, or E&ES199.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS288**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR ENVS197 OR EES199 OR BIOL182**

E&ES259 Introductory Ecological Methods in R
This lab class is required of students enrolled in the accompanying lecture (EES 258). We will learn to use R to analyze paleontological records with multivariate methods and specifically become familiar with the vegan package for interpreting large ecological datasets such as species abundance data. Prior knowledge of or experience with R is not a prerequisite and beginners are especially encouraged to enroll in this course. Students with intermediate and advanced R skills are still welcome to enroll, but should recognize that much of this course will focus on the beginner experience. Assignments and projects will be collaborative, such that students across experience levels will work together to complete the course material. Pre/co-requisites: BIOL181/BIOL182, E&ES101, E&ES115, E&ES155, E&ES197, or E&ES199.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ENVS289**
Prereq: **E&ES101 OR E&ES115 OR EES155OR ENVS197 OR EES199 OR BIOL182**

E&ES260 Oceans and Climate
Earth's climate is not static. Even without human intervention, the climate has changed, but mostly at a slower rate. In this course we will study the major properties of the ocean and its circulation and changes in climate during the Cenozoic Era (the past 66 million years). We will examine the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. Once a basic understanding of the climate system is attained, the focus will be on how we know about past climates. Through reading and in-class exercises students will look at data from sediment cores, ice cores, and tree rings to learn about past climates. The final project will investigate measures humans can take to slow the rate of climate change. It is possible and must be done. Although this course is offered pass/fail, participants are expected to maintain a grade of B- or better to pass.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS290, E&ES560**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

E&ES261 Techniques in Ocean and Climate Investigations
Weekly field trips, computer and/or laboratory exercises will allow us to see how climate and oceans function today and in the past. We will use data sets from international organizations to examine what we know about past climates. There may be an opportunity to use a climate model, En-ROADS, with a community group to investigate what can be done to reduce greenhouse gases input to the atmosphere. Although this course is offered pass/fail, participants are expected to maintain a grade of B- or better to pass.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS292**
Prereq: **E&ES101 OR E&ES115 OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

E&ES262 An Inspection of Human-Wildlife Interactions
Humans adore their animals, but only some types of animals. Do animals adore humans? Do all animals care about humans? While this class does not set out to specifically answer these questions, it will explore the complex relationship between humans and animals, in particular how humans view and approach wild animals. The class will take a historical view of humans and their interactions with wildlife and move through to the more modern tools and strategies used to better appreciate the value of wild animals in both terrestrial and marine settings. Through a series of lectures, data analysis sessions, and data collection exercises, the class will examine how humans perceive wild animals, in particular, and seek to understand how human wildlife-interactions scenarios may impact the survivability of both humans and wildlife alike. Students will analyze data on human-wildlife conflict, and develop projects aimed at understanding how people perceive various species of wild animals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES 197 OR EES199**

E&ES270 Quantitative Methods for the Biological and Environmental Sciences
This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on

data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL242, BIOL542, E&ES570, ENVS242**
Prereq: **None**

E&ES271Z Mapping the Pandemic
The COVID-19 pandemic has altered the global community's daily relationship with space and movement, both at a hyperlocal scale of social distancing to a global scale of disease spread. Spatiotemporal visualizations in the form of maps and apps have allowed us to watch the worldwide spread of COVID-19 and keep tabs on local case counts in our own spaces. Geographic information systems (GIS) provide citizens, researchers, health care providers, and policy makers with a powerful analytical framework for visualization, data exploration, spatial pattern recognition, response planning, and decision making within our life in the time of COVID-19. This course is designed to develop spatial thinking and visualization skills relevant to COVID-19. Students will look at (and critically evaluate) existing maps and apps related to the current pandemic, create their own maps and apps, and critically evaluate their classmates' maps and apps. Class meetings will consist of case study lectures/discussions, instructor-led skill-building workshops, studio work sessions, and presentation/critique sessions. Spatial data collection, management, analysis, and visualization will occur within a cloud-based GIS (ArcGIS Online). Readings prior to the first class will establish a baseline for student comprehension of the breadth of applied geospatial thinking in today's research arena. The course is aimed at students with limited or no prior GIS experience.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **QAC232Z**
Prereq: **None**

E&ES274 Strategies in Conservation and Environmental Action
This course is only open to Wesleyan sophomores and above, with permission of instructor during pre-registration. This course provides students with a framework for better understanding how environmental policy, programs, and change goals are developed and actions are taken. Content will provide students with information from different disciplines in order to better understand the context, challenges, and intent of a specific environmental project to be addressed by the class over the course of the semester. The class project will have a land or material management focus and be developed with an environmental partner. Content topics may include logistics and impacts of various management systems; ecosystem function and landscape ecology; environmental policy and stakeholder dynamics; data collection and analysis; and communications and education. Project work will include research, meetings, and field work, including service work that contributes to short-term goals and tests protocol. Time required may vary by week. Class periods, assessments, and readings will be right-sized to facilitate this time commitment. Students will be assigned project tasks according to their major and skills. The class will collectively produce and present finished products to the environmental partner. Projects change with each semester and vary in emphasis and ecological vs. social components.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS244**
Prereq: **None**

E&ES275 Remote Sensing for Natural Hazards
This course explores the role of remote sensing in monitoring and mitigating natural hazards. Students will learn how to acquire, process, and analyze remote sensing data, with a specific focus on both optical and radar satellite data. These technologies will be applied to assess the spatial extent, severity, and risk of natural hazards such as earthquakes, landslides, floods, hurricanes, wildfires, and volcanic activity. Emphasis will be placed on understanding how different types of remotely sensed data interact with various environmental features, such as landforms, vegetation, and water bodies. Through a combination of lectures, data analysis exercises, and practical applications, students will gain hands-on experience in using remote sensing tools to develop hazard models and response strategies. Case studies from recent natural disasters will be used to illustrate key concepts. Prior knowledge of GIS or geospatial analysis is recommended.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS258**
Prereq: **None**

E&ES280 Introduction to GIS
Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities; literally any field that uses spatially distributed information. In this course, we will explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Coursework will include lectures, discussions, and hands-on activities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES580, ENVS278**
Prereq: **None**

E&ES281 GIS Service-Learning Laboratory
This course supplements E&ES280 by providing students the opportunity to apply GIS concepts and skills to solve local problems in environmental sciences. Small groups of students will work closely with community groups to design a GIS, collect and analyze data, and draft a professional-quality report to the community.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES581**
Prereq: **None**

E&ES282 Earthwatch: Satellite Data Storytelling for Science Communication
The fingerprint of human activity on planet Earth continues to magnify as we move deeper and deeper into the Anthropocene. Satellite remote sensing is a rapidly developing field for monitoring and visualizing planetary change in real time. Vast amounts of satellite data are now freely available for documenting, mapping, and communicating the impacts of natural and human disturbances on the Earth system. Students in this course will learn how to 1) analyze remotely sensed imagery using open-source software, 2) make high-quality maps documenting planetary change, and 3) communicate satellite data patterns to broad audiences using data storytelling. Students will master a wide range of techniques for detecting and articulating the stories behind satellite images and data sets through visual, oral, and written assignments aimed at diverse public audiences.
Offering: **Host**

Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **None**
Identical With: **ENVS298**
Prereq: **E&ES115 OR E&ES101 OR E&ES155 OR E&ES197 OR ENVS197**

E&ES283 Drones and Change
Civilian use of unoccupied aerial vehicles or drones to capture data and measure change can enhance our understanding of the natural and built environments. While drones are increasingly available for entry-level to professional level adoption, there remains value in understanding how the infrastructure for their development and deployment have evolved and what is required to ensure their continued safe and ethical utility of these devices. In this class, we will explore the legal and infrastructure elements of drone development and deployment for civilian utility of drones, while working on data collection, analysis, and interpretation that will allow students to better appreciate the value and utility of drones. Over the course of the semester, students will work on understanding and building drones, collecting data with small drones, examining the commercial versus open-source platforms for drones, and preparing to take the Federal Aviation Authority Part 107 license to allow them to fly drones safely.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS269, IDEA283**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

E&ES284 Drones and Change Lab
Civilian use of unoccupied aerial vehicles or drones to capture data and measure change can enhance our understanding of the natural and built environments. While drones are increasingly available for entry-level to professional level adoption, there remains value in understanding how the infrastructure for their development and deployment have evolved and what is required to ensure their continued safe and ethical utility of these devices. In this class, we will explore the legal and infrastructure elements of drone development and deployment for civilian utility of drones, while working on data collection, analysis, and interpretation that will allow students to better appreciate the value and utility of drones. Over the course of the semester, students will work on understanding and building drones, collecting data with small drones, examining the commercial versus open-source platforms for drones, and preparing to take the Federal Aviation Authority Part 107 license to allow them to fly drones safely.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS299**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

E&ES301 New England Geology
For more than a century, students and professionals interested in the geology of New England have gathered at the annual meeting of the New England Intercollegiate Geologic Conference (NEIGC), a weekend of field-based education. In this seminar, we will choose three NEIGC fieldtrips to attend, study the appropriate background material in preparation for the trips, and compile our own guide to the trips that summarizes the appropriate background material. The class will culminate in attendance at the annual NEIGC meeting on the weekend of October 12-14, 2018 in the Lake George region of Upstate New York and Vermont. At the end of this course, you will not only know a lot more about New England geology and have met many current and future field geologists, but you will also have learned to synthesize the literature to assess the current state of knowledge and evaluate how field studies can advance our understanding of regional geology and environmental issues.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES306 Ecology and Natural History of Freshwater Fishes of South America
South America has the highest diversity of freshwater fishes anywhere in the world. In fact, there are more than twice the number of mammals and about the same number of birds in the world. Why has this remarkable radiation occurred in a relatively short period of time? How can so many fishes coexist in the same rivers, utilizing the same resources? In this intensive course, we will travel to Colombia during spring break (March 7-21) in order to gain firsthand knowledge about the ecology and natural history of freshwater fishes in South America. We will learn about the ecological and environmental factors that contribute to perhaps the largest biological radiation on the planet.

Students will obtain firsthand experience with the South American tropics, freshwater fishes, and with doing experiments in the field. Each day there will be a combination of lectures and field or laboratory exercises. We will travel to and explore fish ecology in different types of rivers at different elevations. Students will gather and analyze data about biological, physical, and environmental issues that are covered in the lectures. The habitats that we explore will be both terrestrial and freshwater rivers. Our base will be at the Instituto Humboldt in Villa de Leyva, Colombia. We will interact with Colombian students who are studying ecology and biodiversity at the Institute in order to exchange ideas about current environmental issues.

All the costs of travel, lodging, and meals will be covered by the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS306, BIOL306**
Prereq: **None**

E&ES312 Global Change Biogeography
On our home planet, Earth, the current geologic epoch is characterized by rapid changes to the environment due to human behavior. Biogeography examines the spatiotemporal distribution of life on Earth, from species to ecosystems and from landscapes to continents. How is anthropogenic climate change modifying the distribution and function of organisms and ecosystems? What can we learn from the evolutionary history of the life-planet system that can help us understand the possible impacts of future climates on the biosphere? To address these questions rigorously, we will explore primary literature from a wide range of theoretical and empirical studies. The course emphasizes inquiry, contact with primary literature, discussion, statistical and spatial coding, learning to obtain data, and visualization. The beginning of the semester provides an overview of physical geography and the Earth System, with field and data experiences that build remote sensing and spatial analysis skills. The second half of the semester is focused on the exploration of relevant scientific literature based on student interests and recent papers, as well as independent research projects.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **BIOL312, ENVS311**
Prereq: **None**

E&ES313 Petrogenesis of Igneous and Metamorphic Rocks
This course studies the occurrence and origin of volcanic, plutonic, and metamorphic rocks and how to read the record they contain. Topics will include the classification of igneous and metamorphic rocks, but emphasis will be on the geological, chemical, and physical processes taking place at and beneath volcanoes, in the Earth's mantle, and within active orogenic belts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES513**
Prereq: **E&ES213 OR E&ES215**

E&ES314 Laboratory Study of Igneous and Metamorphic Rocks
This lab course focuses on the recognition and study of volcanic, plutonic, and metamorphic rocks in hand specimen and in thin section.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **(E&ES213 AND E&ES215)**

E&ES317 Volcanology
Volcanic eruptions, among the most impressive natural phenomena, have been described throughout history. In this course, we will look at the physical and chemical processes that control volcanic eruptions and their environmental impacts. We also examine the direct impact on humanity, ranging from destructive ashfalls to climate change, and the benefits of volcanoes for society (e.g., geothermal energy, ore deposits).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES517**
Prereq: **E&ES101 OR E&ES213 OR E&ES215**

E&ES319 Meteorites and Cosmochemistry
This course will focus on the materials in the world's collection of extraterrestrial samples and what they tell us about Earth, our nearest planetary neighbors, and the origin of our solar system. Planetary geochemical processes will be discussed through the examination of samples from comets, asteroids, Mars, the moon, Vesta, and Earth. Other topics covered will be impact cratering and the delivery of meteorites to Earth. Meteorites teach us about the earliest history of planet formation in this solar system, and we will compare this to what is observed in other solar systems. The course is intended for majors and graduate students in Wesleyan's Natural Science and Mathematics (NSM) division.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES519**
Prereq: **None**

E&ES320 Meteorites Laboratory
This will be the lab component of E&ES319 Meteorites and Cosmochemistry and must be taken concurrently. This class will be primarily hands-on learning using extraterrestrial materials and their terrestrial analogs.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES520**
Prereq: **None**

E&ES321 Planetary Evolution
Why are we the only planet in the solar system with oceans, plate tectonics, and life? This course examines how fundamental geologic processes operate under the unique conditions that exist on each planet. Emphasis is placed on the mechanisms that control the different evolutionary histories of the planets. Much of the course will utilize recent data from spacecraft. Readings of the primary literature will focus on planetary topics that constrain our understanding of geology as well as the history and fate of our home, the Earth.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES521**
Prereq: **E&ES213 OR E&ES220 OR [E&ES223 or E&ES523] OR [E&ES250 or ENVS280]**

E&ES325 Geologic Field Mapping
In this project-based service learning course students will learn to construct accurate large-scale (>1:24000) geologic maps (2D) and photo-realistic outcrop models (3D). They will apply these skills to make maps and models of local open-spaces to enhance recreational use and environmental education. The specific mapping technologies learned and applied will depend on the project and be determined in consultation with community partners. Methods may include GPS and/or total station surveying, structure from motion (photogrammetric) ranging, lidar data processing and analysis, drone imaging, and GIS synthesis. The instructor will introduce the theory and practice for each method used.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES201 OR E&ES213 OR E&ES215 OR E&ES220 OR E&ES223 OR E&ES230**

E&ES327 The Microbial Fossil Record
This course invites students to investigate the fossil record of microbial life to reveal the outsized impact microbes have on Earth and environmental systems. We will explore topics such as the origin of life, micropaleontology, marine biogeochemistry, biological oceanography, environmental microbiology, and astrobiology. This course will present students with the opportunity to engage with primary literature, write integrative narratives, and craft microbially inspired creative works.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS327, E&ES527**
Prereq: **None**

E&ES329 Fire Ecology and Management
Fire is a fundamental ecological disturbance process that regulates the structure and function of plant communities worldwide. However, increasing aridity under climate change and shifting human land use in recent centuries have altered fire behavior, imperiling many species. This course explores the ecological and social aspects of fire and sustainable fire management on planet Earth. Students examine shifting fire regimes over time, from indigenous use of fire prior to European colonization of the globe, to contemporary fire management. Class participants study the effects of global climate change on fire regimes and how such changes influence contemporary fire regimes and human livelihoods.
The course format consists of a mixture of lectures, field exercises, active class discussions, student presentations, and research papers.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS329**
Prereq: **BIOL182 or ENVS197 or BIOL216 or EES199**

E&ES336 Global Change Biogeography
On our home planet, Earth, the current geologic epoch is characterized by rapid changes to the environment due to human behavior. Biogeography examines the spatiotemporal distribution of life on Earth, from species to ecosystems and from landscapes to continents. How is anthropogenic climate change modifying the distribution and function of organisms and ecosystems? What can we learn from the evolutionary history of the life-planet system that can help us understand the possible impacts of future climates on the biosphere? To address these questions rigorously, we will explore primary literature from a wide range of theoretical and empirical studies. The course emphasizes inquiry, contact with primary literature, discussion, statistical and spatial coding, learning to obtain data, and visualization. The beginning of the semester provides an overview of physical geography and the Earth System, with field and data experiences that build remote sensing and spatial analysis skills. The second half of the semester is focused on the exploration of relevant scientific literature based on student interests and recent papers, as well as independent research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES342 Ecological Resilience: The Good, the Bad, and the Mindful
This course will examine the concepts of resilience, fragility, and adaptive cycles in the context of ecosystem and social-ecological-system (SES) structures. These concepts have been developed to explain abrupt and often surprising changes in complex ecosystems and SES that are prone to disturbances. We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory.

All of the terms--resilience, fragility, adaptation, restoration, reconstruction--are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS369, BIOL368**
Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]**

E&ES350 Animals in Archaeology
This laboratory course will explore how zooarchaeological methods for analyzing animal bones and teeth excavated from archaeological sites allow us to reconstruct ancient human-animal-environmental interactions. We will cover a range of topics and techniques, including hands-on sessions for the identification and quantification of faunal remains. By the end of the course, students will be able to identify every bone in the mammalian skeleton and distinguish between the bones of common non-mammalian taxa. Additional topics will include ancient DNA in zooarchaeology, bone stable isotope analyses, human-caused extinctions, animal domestication, bone artifact production, and animal sacrifice.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ARCP350, ENVS348**
Prereq: **None**

E&ES359 Global Climate Change
The climate of the earth has been changing over the course of earth history. Over the last few decades, we have come to realize that humans may be the strongest driver of climate change in the 20th century and near future. In this class we evaluate that hypothesis in some depth, using the basic physical foundations of climate science with a focus on radiative principles. We study the details of the short carbon cycle and the empirical climate record of the last 1000 years, with data from the instrumental record, historical indicators, and physical (pollen, geochemical/isotopic temperature indicators) records. Besides the principles of fundamental climate science, we will deal with some of the results of climate change, mainly sea-level rise and feedbacks on the biosphere. We look at the impact of humans on atmospheric chemistry and how human civilization has caused changes in the carbon cycle, possibly as early as the transition period from hunter-gatherers to agricultural society. The final part of the lecture section is on future climate, using economic scenarios, mitigation and adaptation efforts, and climate/economics models. Parallel to the lectures, several experimental projects are done by groups of students: studies with our experimental "analog earth" climate model; monitoring CO2 in Middletown air for a semester; working with data from the Wesleyan weather station to calculate theoretical climate fluctuations; experimental work on the absorption of CO2 into water for the geochemically inclined; the impact of increased CO2 levels on plant growth for the biologically inclined; and a social-economic global assessment on carbon policies for the environmental studies types. In other years, students built solar ovens and a basic infrared spectrometer among projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES360 An Inspection of Human-Wildlife Interactions
Humans adore their animals, but only some types of animals. Do animals adore humans? Do all animals care about humans? While this class does not set out to specifically answer these questions, it will explore the complex relationship between humans and animals, in particular how humans view and approach wild animals. The class will take a historical view of humans and their interactions with wildlife and move through to the more modern tools and strategies used to better appreciate the value of wild animals in both terrestrial and marine settings. Through a series of lectures, data analysis sessions, and data collection exercises, the class will examine how humans perceive wild animals, in particular, and seek to understand how human wildlife-interactions scenarios may impact the survivability of both humans and wildlife alike. Students will analyze data on human-wildlife conflict, and develop projects aimed at understanding how people perceive various species of wild animals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES361 Living in a Polluted World
This course treats the occurrences and origins, natural pathways, toxicologies, and histories of the major environmental contaminants. We all know about lead and its effects on humans, but how about cadmium and hexachromium, or the many unpronounceable organic contaminants, usually referred to by some acronym (e.g., DDT, POPs)? We also deal with the larger topics of CO2/climate change, the environmental nitrogen-oxide balance, and eutrophication of coastal waters (the "dead zones"). To be effective in this course, students will need basic high school/college-level proficiency in chemistry and math as we will delve into aspects of geochemistry, geology, toxicology, environmental law, and some simple modeling. The class consists of lectures, one problem set, one Hg-in-hair class study, and a class project on lead in drinking water in the Middletown area. This is also a service-learning course, providing environmental outreach to the larger Middletown community on local pollution.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS361**
Prereq: **None**

E&ES368 Isotope Geochemistry
This class introduces the theory and application of the main radiogenic (Rb-Sr, Sm-Nd, U-Th-Pb, and K-Ar) and stable (O, H, C, N, S) isotopic techniques used in environmental geochemistry and geology. Applications include geochronology, earth evolution, provenance, biogeochemical cycles, paleoenvironments, paleoclimate, hydrology, paleontology, ecology, and archaeology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES568**
Prereq: **None**

E&ES375 Modeling the Earth and Environment
Models can provide insights into Earth systems that are difficult to obtain by direct experimentation or observation. This course will introduce students to the process of translating Earth systems into idealized mathematical models, specific methods for solving the resulting equations, and implementation of models in MATLAB. We will explore cases from a range of topics in the earth and environmental sciences to gain a better appreciation of the insights models can offer. Students should have MATLAB installed on a laptop computer for in-class work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES575, IDEA375**
Prereq: **MATH120 OR MATH121**

E&ES376 Mass Extinctions in the Oceans: Animal Origins to Anthropocene
Geoscientists are debating whether we are living in the Anthropocene, defined as a period during which humans are having a significant effect on atmospheric, geologic, hydrologic, and biospheric earth system processes. There is considerable discussion whether we are indeed affecting the biosphere to such an extent that life on Earth will suffer an extinction similar in magnitude to these that have occurred during earth history. Studies of the fossil record provide unique evidence that is used to evaluate the large extinctions of the past and compare them to ongoing extinction processes, extinctions rates and patterns, and magnitude. Organisms with hard skeletons are most easily and most abundantly preserved in the rock record. Many of these are invertebrates that lived in the oceans (e.g., clams, sea urchins, corals). In the first part of this course, students will become familiar with the nature of the fossil record, the most common marine animals in the fossil record, and their evolution and diversification. Lectures will be combined with studying fossils. In the second part of the course, possible causes for mass extinction will be considered, together with their specific effects on environments and biota, and these predicted effects will be compared to what has been observed. Potential causes include asteroid and comet impacts, large volcanic eruptions, "hypercanes," and "methane ocean eruptions," and more exotic processes. Students will present in class on these topics, and we will compare rates and magnitude of environmental change with severity and patterns of extinction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **CIS375**
Prereq: **E&ES101 OR E&ES115 OR ASTR155 OR MB&B181**

E&ES385 Remote Sensing
This course studies the acquisition, processing, and interpretation of remotely sensed images and their application to geologic and environmental problems. Emphasis is on understanding the composition and evolution of the Earth and planetary surfaces using a variety of remote-sensing techniques. This course will discuss the theory and technology behind a number of remote sensing platforms and how data at different wavelengths interacts with rocks, soils, water and vegetation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES585**
Prereq: **[E&ES234 or BIOL233 or ENVS233] OR E&ES213 OR E&ES220 OR [E&ES223 or E&ES523] OR [E&ES250 or ENVS280] OR [E&ES260 or ENVS290 or E&ES560] OR E&ES215**

E&ES386 Remote-Sensing Laboratory
This laboratory course includes practical application of remote-sensing techniques, primarily using computers. Exercises will include manipulation of digital images (at wavelengths from gamma rays to radar) taken from orbiting spacecraft as well as from the collection of data in the field. Students will learn the software program ENVI, a marketable skill.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES213 OR E&ES220 OR [E&ES223 or E&ES523] OR [E&ES234 or BIOL233 or ENVS233] OR [E&ES250 or ENVS280] OR [E&ES260 or ENVS290 or E&ES560]**

E&ES390 Environmental Geophysics
In this course you will learn to apply physics to tackle real-world challenges under our feet. You will learn the theory and application of near surface geophysical methods including ground penetrating radar, GPS surveying, electrical resistivity, magnetics, and seismology. Applications will focus on societally relevant questions with a focus on the environment but also touch on broader applications in archeology, engineering, geology, and planetary science.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **MATH120 OR MATH121**

E&ES391 Environmental Geophysics Laboratory
In this laboratory course you will get hands-on experience designing, completing, and analyzing near-surface geophysical studies.
Offering: **Host**
Grading: **A-F**

Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **MATH120 OR MATH121**

E&ES395 Quantitative Chemical Analysis
Measurement and chemical analysis are at the very heart of the chemical sciences. Practicing chemists depend heavily on chemical analysis, as do medical professionals, environmental scientists, and many others. Quantitative chemical analysis is the science of determining "how much" -- as in, "how much toxic lead is in your drinking water?" In this course, you will first learn how to treat measured chemical data to extract meaningful information, and then we will proceed to study classical methods of chemical analysis, expanding upon your knowledge of general chemistry. A practical laboratory experience will reinforce the curriculum and build your skills as a chemist. This course is part of the required curriculum listed in the American Chemical Society Guidelines for Bachelor's Degree Programs, and this course is highly recommended for students who intend to pursue graduate studies and/or employment in a chemical discipline.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM317**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144 OR CHEM145) AND (CHEM152 OR CHEM152Z)**

E&ES395L Quantitative Chemical Analysis Laboratory
This laboratory course is designed to accompany Quantitative Chemical Analysis (CHEM 317) and provides hands-on experience with the techniques and principles covered in the lecture. This course is a required component of CHEM 317, and only students concurrently enrolled in CHEM 317 may register for this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CHEM317L**
Prereq: **CHEM152**

E&ES396 Instrumental Analysis
Chemical analysis has kept pace with the advent of modern technology through the development of instruments capable of ever-improving levels of detection for both qualitative and quantitative analysis. Many students are exposed to the use and interpretation of these modern methods of chemical analysis, but this experience typically comes with little understanding of how and why these instruments work. This course will investigate instrumentation across three broad categories of analysis: electrochemical, spectrochemical, and separations. The lecture course will be supplemented with a practical laboratory experience. Instrumental analysis is part of the required curriculum listed in the American Chemical Society Guidelines for Bachelor's Degree Programs, and this course is highly recommended for students who intend to pursue graduate studies and/or employment in a chemical discipline.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM318**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM152 OR CHEM152Z)**

E&ES399 Calderwood Seminar in Public Writing: Environmental Science Journalism
This is a seminar for science majors who want to develop skills in communicating science to non-scientists, by writing about environmental science topics. The course will concentrate on writing, public presentations and interviews. Students will read scholarly articles, interview scientists, and/or conduct independent research to write articles, essays and op-eds. Each week students will take alternating roles as writers and editors. The course is only open to science majors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

E&ES401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

E&ES408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

E&ES409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

E&ES410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

E&ES411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

E&ES420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

E&ES421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**

Grading: **OPT**

E&ES422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

E&ES423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

E&ES424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

E&ES465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

E&ES466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

E&ES469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

E&ES491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

E&ES492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

E&ES497 Senior Seminar
This seminar-style capstone course for E&ES seniors focuses on career-building and improving scientific research skills by completing an original research project. In groups, students will develop original, field-based research projects, write a proposal, and complete the project. The goal of the course is to help students transition to independent, professional scientists. This year's trip is to Puerto Rico in mid-January 2025 for approximately one week. The department will cover the costs of airfare, food, and lodging. Students need to be comfortable being outside for hours with moderate hiking. Participation in the trip and the spring course (E&ES 498) is required to receive credit. In contrast to previous years, the course is not required for the E&ES major, but still counts toward major requirements as an elective. This class requires the approval of the instructor (POI). To register for this class, please complete the Google Form that will be emailed to all current EES junior majors once pre-registration opens on April 2, 2024. POI decisions will be handled promptly.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES497A Introduction to Portuguese and the Azores (CLAC .25)
This course will be an introduction to Portuguese/Azorean history and geography. It will include an introduction to Portuguese pronunciation, greetings, basic expressions, food, weather, and vocabulary related to the geology and culture of the islands.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Identical With: **CGST497A**
Prereq: **E&ES497**

E&ES498 Senior Field Research Project
This course is a continuation of the E&ES 497 Senior Seminar and focuses on improving scientific research skills for E&ES Seniors. The class includes a research field trip to Puerto Rico in January 2025 and will conclude with student group presentations and reports before spring break in March.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES497**

E&ES500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**
Prereq: **None**

E&ES501 Individual Tutorial for Graduate Students
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

E&ES513 Petrogenesis of Igneous and Metamorphic Rocks
This course studies the occurrence and origin of volcanic, plutonic, and metamorphic rocks and how to read the record they contain. Topics will include the classification of igneous and metamorphic rocks, but emphasis will be on the geological, chemical, and physical processes taking place at and beneath volcanoes, in the Earth's mantle, and within active orogenic belts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES313**
Prereq: **E&ES213 OR E&ES215**

E&ES517 Volcanology
Volcanic eruptions, among the most impressive natural phenomena, have been described throughout history. In this course, we will look at the physical and chemical processes that control volcanic eruptions and their environmental impacts. We also examine the direct impact on humanity, ranging from destructive ashfalls to climate change, and the benefits of volcanoes for society (e.g., geothermal energy, ore deposits).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES317**
Prereq: **E&ES101 OR E&ES213 OR E&ES215**

E&ES518 E&ES Colloquium I
This course includes presentations by outside experts and discussion of material at the forefront of the discipline. The course is open to graduate students and undergraduate majors and potential majors. Attendance at all meetings required. Undergraduates may take this course up to four times for credit towards graduation.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

E&ES519 Meteorites and Cosmochemistry
This course will focus on the materials in the world's collection of extraterrestrial samples and what they tell us about Earth, our nearest planetary neighbors, and the origin of our solar system. Planetary geochemical processes will be discussed through the examination of samples from comets, asteroids, Mars, the moon, Vesta, and Earth. Other topics covered will be impact cratering and the delivery of meteorites to Earth. Meteorites teach us about the earliest history of planet formation in this solar system, and we will compare this to what is observed in other solar systems. The course is intended for majors and graduate students in Wesleyan's Natural Science and Mathematics (NSM) division.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES319**
Prereq: **None**

E&ES520 Meteorites Laboratory
This will be the lab component of E&ES319 Meteorites and Cosmochemistry and must be taken concurrently. This class will be primarily hands-on learning using extraterrestrial materials and their terrestrial analogs.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES320**
Prereq: **None**

E&ES521 Planetary Evolution
Why are we the only planet in the solar system with oceans, plate tectonics, and life? This course examines how fundamental geologic processes operate under the unique conditions that exist on each planet. Emphasis is placed on the mechanisms that control the different evolutionary histories of the planets. Much of the course will utilize recent data from spacecraft. Readings of the primary literature will focus on planetary topics that constrain our understanding of geology as well as the history and fate of our home, the Earth.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES321**
Prereq: **E&ES213 OR E&ES220 OR [E&ES223 or E&ES523] OR [E&ES250 or ENVS280]**

E&ES523 Structural Geology
Structural geology is the study of the physical evidence and processes of rock deformation, including jointing, faulting, folding, and flow. Geologic structures can be used to interpret tectonic history and understand physical process responsible for geologic hazards such as earthquakes, volcanoes, and landslides. Many structures also exert a primary control on fluid flow in the earth's crust and thus play an important role in determining the distribution of natural resources and environmental contaminants. In this course students will learn the theoretical foundations, observational techniques, and analytical methods used in modern structural geology. Case studies are drawn from local field work (see description of E&ES224) and published data sets from around the world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES223**
Prereq: **E&ES101 OR EES199 OR E&ES115 OR [ENVS197 or BIOL197 or E&ES197]**

E&ES527 The Microbial Fossil Record
This course invites students to investigate the fossil record of microbial life to reveal the outsized impact microbes have on Earth and environmental systems. We will explore topics such as the origin of life, micropaleontology, marine biogeochemistry, biological oceanography, environmental microbiology, and astrobiology. This course will present students with the opportunity to engage with primary literature, write integrative narratives, and craft microbially inspired creative works.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES327, ENVS327**
Prereq: **None**

E&ES528 E&ES Colloquium II
This course includes presentations by outside experts and discussion of material at the forefront of the discipline. The course is open to graduate students and undergraduate majors and potential majors. Attendance at all meetings

required. Undergraduates may take this course up to four times for credit towards graduation.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

E&ES533 Planetary Science Journal Club
Presentation and discussion of current research articles in the field of planetary science.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES538 The Forest Ecosystem
This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES238, BIOL346, BIOL546, ENVS340**
Prereq: **[BIOL182 or MB&B182] OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

E&ES542 Irrigation
Irrigation is the artificial application of water to support crop growth, playing a crucial role in ensuring sustainable agricultural production and global food security. This course provides students with a comprehensive understanding of irrigation techniques, systems, and management practices essential for optimizing water use efficiency and enhancing crop productivity. Students will explore various irrigation methods, including surface, sprinkler, and drip irrigation, analyzing their advantages, limitations, and suitability for different crops and environments. Key topics include soil-water relationships, crop water requirements, irrigation system components, irrigation scheduling techniques, and sustainable water management strategies. Through a combination of theoretical learning and hands-on activities, students will gain the skills needed to design, implement, and manage efficient irrigation systems.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES242, ENVS231**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

E&ES546 Hydrology
This course is an overview of the hydrologic cycle and man's impact on this fundamental resource. Topics include aspects of surface-water and ground-water hydrology as well as discussion about the scientific management of water resources. Students will become familiar with the basic concepts of hydrology and their application to problems of the environment.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES246, ENVS219**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

E&ES547 Environmental Biology Journal Club
Presentation and discussion of current research articles in the field of environmental biology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL547**
Prereq: **BIOL182 OR E&ES197**

E&ES548 Environmental Biology Journal Club II
Presentation and discussion of current research articles in the field of environmental biology.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL548**
Prereq: **BIOL182 OR E&ES197**

E&ES549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

E&ES550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

E&ES555 Planetary Science Seminar
This course will examine topics and methods in the interdisciplinary field of planetary science. Students will join several faculty members in the planetary science group to discuss the origin, evolution, and habitability of planets in this and other solar systems. This class is intended for graduate students who are pursuing or who intend to pursue the planetary science concentration. Other graduate and undergraduate students may request admission to the course.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Identical With: **ASTR555**
Prereq: **None**

E&ES557 Research Discussion in Earth & Environmental Sciences
This course focuses on the specific research projects of individual graduate students in the E&ES department, and it comprises student presentations and discussion, including the department faculty and graduate students. The course offers a forum for presenting new results and exploring new ideas, as well as for providing researchers with feedback and suggestions for solving methodological problems. It also provides an opportunity for graduate students in the program to become familiar with the wide range of research taking place in the department. This course may be repeated for credit.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

E&ES558 Research in Progress in Earth & Environmental Sciences
This course focuses on the discussion of research projects, strategies and challenges between the department faculty, postdocs, graduate and undergraduate students. The course offers a forum for presenting new results and exploring new directions, as well as for providing researchers with

collaborative feedback and suggestions for solving methodological and analytical problems. It also provides an opportunity for students in the program to become familiar with the wide range of research taking place in the department. This course may be repeated for credit.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES560 Oceans and Climate
Earth's climate is not static. Even without human intervention, the climate has changed, but mostly at a slower rate. In this course we will study the major properties of the ocean and its circulation and changes in climate during the Cenozoic Era (the past 66 million years). We will examine the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. Once a basic understanding of the climate system is attained, the focus will be on how we know about past climates. Through reading and in-class exercises students will look at data from sediment cores, ice cores, and tree rings to learn about past climates. The final project will investigate measures humans can take to slow the rate of climate change. It is possible and must be done. Although this course is offered pass/fail, participants are expected to maintain a grade of B- or better to pass.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES260, ENVS290**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

E&ES568 Isotope Geochemistry
This class introduces the theory and application of the main radiogenic (Rb-Sr, Sm-Nd, U-Th-Pb, and K-Ar) and stable (O, H, C, N, S) isotopic techniques used in environmental geochemistry and geology. Applications include geochronology, earth evolution, provenance, biogeochemical cycles, paleoenvironments, paleoclimate, hydrology, paleontology, ecology, and archaeology.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES368**
Prereq: **None**

E&ES570 Quantitative Methods for the Biological and Environmental Sciences
This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL242, BIOL542, E&ES270, ENVS242**
Prereq: **None**

E&ES575 Modeling the Earth and Environment
Models can provide insights into Earth systems that are difficult to obtain by direct experimentation or observation. This course will introduce students to the process of translating Earth systems into idealized mathematical models, specific methods for solving the resulting equations, and implementation of models in MATLAB. We will explore cases from a range of topics in the earth and environmental sciences to gain a better appreciation of the insights models can offer. Students should have MATLAB installed on a laptop computer for in-class work.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES375, IDEA375**
Prereq: **MATH120 OR MATH121**

E&ES580 Introduction to GIS
Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities; literally any field that uses spatially distributed information. In this course, we will explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Coursework will include lectures, discussions, and hands-on activities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES280, ENVS278**
Prereq: **None**

E&ES581 GIS Service-Learning Laboratory
This course supplements E&ES280 by providing students the opportunity to apply GIS concepts and skills to solve local problems in environmental sciences. Small groups of students will work closely with community groups to design a GIS, collect and analyze data, and draft a professional-quality report to the community.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES281**
Prereq: **None**

E&ES585 Remote Sensing
This course studies the acquisition, processing, and interpretation of remotely sensed images and their application to geologic and environmental problems. Emphasis is on understanding the composition and evolution of the Earth and planetary surfaces using a variety of remote-sensing techniques. This course will discuss the theory and technology behind a number of remote sensing platforms and how data at different wavelengths interacts with rocks, soils, water and vegetation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES385**
Prereq: **[E&ES234 or BIOL233 or ENVS233] OR E&ES213 OR E&ES220 OR [E&ES223 or E&ES523] OR [E&ES250 or ENVS280] OR [E&ES260 or ENVS290 or E&ES560] OR E&ES215**

EARTH AND ENVIRONMENTAL SCIENCES MAJOR

MAJOR DESCRIPTION

The Major in Earth and Environmental Sciences (E&ES) provides students with a broad base of knowledge of the natural world. Topics of study range from planetary evolution to climate change to ecosystem conservation. Courses in geology, environmental science, environmental chemistry, ecology, and how the Earth's spheres—geosphere, hydrosphere, atmosphere, biosphere—interact with each other prepare students to choose their own areas of specialization. E&ES majors work with faculty on research projects that range from research into past climates using terrestrial and ocean proxies to the geological makeup of the planet Venus, and from nearby coastal areas to faraway lagoons. The major culminates in a capstone course where students perform independent research in the field.

Students drawn to this major may have a passion for environmental awareness and responsibility, understanding natural systems, or an orientation toward problem-solving. They may enjoy spending time in nature doing fieldwork as well as working in the lab and communicating complex concepts to diverse audiences.

Earth and Environmental Sciences majors are equipped with the knowledge and skills to decipher the structure, composition, and dynamics of the Earth system, conduct research, analyze data, evaluate scientific claims, and communicate their findings. They are well prepared to pursue advanced post-graduate opportunities or various careers in fields like education, environmental consulting, conservation science, planetary science, sustainability, urban planning, renewable energy, and climate analysis.

ADMISSION TO THE MAJOR

GATEWAY COURSES FOR THE MAJOR

To declare E&ES as a major, students are required to have completed an E&ES gateway course (E&ES101, E&ES115, E&ES155, E&ES197), and to have completed (or be currently taking) two gateway courses (or higher) in biology, chemistry, mathematics, or physics.

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

SOPHOMORE SEMINAR

Code	Title	Hours
E&ES195	Sophomore Field Course	0.5

MAJOR REQUIREMENTS

The Department of E&ES does not require completion of Wesleyan's General Education Requirements to complete the major. Honors students are required to complete Wesleyan's General Education Requirements through stage II.

The following is a list of required courses for the major (**14 credits total)**:

Code	Title	Hours
E&ES Gateway Course		
E&ES101	Dynamic Earth!	1.25
or E&ES115	Introduction to Planetary Geology	
or E&ES155	Earth System Science	
or E&ES197	Introduction to Environmental Studies	
Natural Science Courses & Mathematics *		
BIOL181 & BIOL182	Principles of Biology I: Cell Biology and Molecular Basis of Heredity and Principles of Biology II	4
or CHEM145	Honors General Chemistry	
or PHYS111 & PHYS112	Introductory Physics I and Introductory Physics II	
or PHYS113 & PHYS116	General Physics I and General Physics II	
or MATH121 & MATH122	Calculus I and Calculus II	
Upper-Level Requirements **		**7**
E&ES195	Sophomore Field Course ***	.5
E&ES497	Senior Seminar #	1

* E&ES majors are required to take one year (two semesters) of gateway courses from two of these disciplines for a total of four courses.

**Students must complete seven upper-level courses and senior seminar/capstone.

***This course is typically taken during the spring semester of the sophomore year.

\# This course is typically taken during the senior year.

We require a capstone experience in EES. The options are:

--Senior Seminar (EES 497 and 498) OR

--Senior Thesis (EES 409 and 410) OR

--Two full credits of Advanced Research Tutorial with the same faculty member (EES 423 and 424) in senior year OR

--Capstones with significant EES components in other majors (by petition)

NATURAL SCIENCE COURSES

Upper-level courses in these disciplines can be substituted, as can statistics courses for mathematics. Students are urged to complete these introductory courses within their first two years. Students considering professional work in the sciences are encouraged to take gateways in more than two disciplines, including any associated lab courses, as well as upper-level coursework in other natural science and mathematics disciplines.

UPPER-LEVEL ELECTIVES

Students must complete seven upper-level courses. Five of these courses must cover the following thematic areas: two from "Earth and Planets" (numbered 201-233 and 301-333), two from "Hydrosphere, Biosphere, and Atmosphere" (numbered 234-266 and 334-366), and one from

"Methods" (numbered 267-299 and 367-399). Lab courses associated with the primary courses are required. The remaining two courses may come from any thematic area. Also, the following can be used: up to two upper-level natural science or math courses taken in other departments, and up to two pre-approved courses from study-abroad programs. At least four of the upper-level courses must be Wesleyan E&ES courses. Tutorials and the senior thesis do not count towards the requirement.

THEMATIC AREAS

EARTH AND PLANET COURSES

Code	Title	Hours
E&ES201	Geology of Connecticut	1
E&ES205	The Shaping of a Landscape: Exploring the Geology of Western North America	1.5
E&ES215 & E&ES216	Earth Materials and Earth Materials Laboratory	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5
E&ES230 & E&ES231	Sedimentology and Sedimentology Laboratory	1.5
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES319 & E&ES320	Meteorites and Cosmochemistry and Meteorites Laboratory	1.5
E&ES321	Planetary Evolution	1
E&ES325	Geologic Field Mapping	1
E&ES327	The Microbial Fossil Record	1

ECOSYSTEM AND ENVIRONMENT COURSES

Code	Title	Hours
E&ES234 & E&ES235	Geobiology and Geobiology Laboratory	1.5
E&ES238	The Forest Ecosystem	1
E&ES240		1
E&ES242	Irrigation	1
E&ES244 & E&ES245	Soils and Soils Laboratory	1.5
E&ES246	Hydrology	1
E&ES250 & E&ES251	Environmental Geochemistry and Environmental Geochemistry Laboratory	1.5
E&ES257	Environmental Archaeology	1
E&ES258	Community Paleoecology	1
E&ES260 & E&ES261	Oceans and Climate and Techniques in Ocean and Climate Investigations	1.5
E&ES312	Global Change Biogeography	1
E&ES327	The Microbial Fossil Record	1
E&ES329	Fire Ecology and Management	1
E&ES342	Ecological Resilience: The Good, the Bad, and the Mindful	1.25
E&ES350	Animals in Archaeology	1

METHOD COURSES

Code	Title	Hours
E&ES270	Quantitative Methods for the Biological and Environmental Sciences	1
E&ES275	Remote Sensing for Natural Hazards	1
E&ES280 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	1.5
E&ES368	Isotope Geochemistry	1
E&ES375	Modeling the Earth and Environment	1
E&ES380	Advanced GIS and Spatial Analyses	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5
E&ES399	Calderwood Seminar in Public Writing: Environmental Science Journalism	1
E&ES568	Isotope Geochemistry	1

CAREER OPTIONS AND THE E&ES MAJOR

Earth and environmental sciences majors go on to pursue a wide range of careers, limited only by their own imaginations. **E&ES** courses can be selected to help prepare for a student's long-term interests. The course listings below are not requirements, but suggested guidelines. Students interested in academic or research careers should consider involvement in research or producing a senior thesis.

Geology. These courses can help prepare students for academic careers or jobs in industry or government in natural resource or geohazard management (e.g., USGS, water resources, mining and energy industries).

Code	Title	Hours
E&ES101	Dynamic Earth!	1.25
E&ES115	Introduction to Planetary Geology	1
E&ES155	Earth System Science	1.25
E&ES201	Geology of Connecticut	1
E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5
E&ES230 & E&ES231	Sedimentology and Sedimentology Laboratory	1.5
E&ES246	Hydrology	1
E&ES260 & E&ES261	Oceans and Climate and Techniques in Ocean and Climate Investigations	1.5
E&ES280 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	1.5
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES321	Planetary Evolution	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5
E&ES497	Senior Seminar	1

Environmental Science/Environmental Chemistry. These courses can help prepare students for jobs in consulting, government, or nonprofit organizations (e.g., EPA, NOAA, USGS, state agencies), or for academic careers in climate science and water resources.

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

Planetary Geology. These courses can help prepare students for jobs in government and industry (e.g., NASA, remote sensing, and GIS contractors) or for academic careers in space science and remote sensing.

Code	Title	Hours
E&ES101	Dynamic Earth!	1.25
E&ES115	Introduction to Planetary Geology	1
E&ES155	Earth System Science	1.25
E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5
E&ES280 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	1.5
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES321	Planetary Evolution	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5

GENERAL EDUCATION

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

STUDENT LEARNING GOALS

Students graduating with a BA degree in Earth and environmental sciences should be able to:

- **Decipher the structure, composition, and dynamics of the Earth system.** The student should understand the structure and composition of Earth's spheres (geosphere, hydrosphere, atmosphere, biosphere), and how these spheres interact with one another and change over time.
- **Apply the scientific method.** The student should be able to develop and test scientific hypotheses.
- **Understand data.** The student should understand how earth and environmental sciences data are produced, interpreted, and applied.
- **Apply quantitative tools.** The student should be able to select and apply appropriate quantitative techniques to Earth and environmental sciences questions (e.g., calculus, statistics, spatial analysis).
- **Use the primary literature.** The student should be able to search for and understand publications from the primary scientific literature.
- **Critically evaluate scientific claims.** The student should be able to critique arguments made in the Earth and environmental sciences literature.
- **Communicate.** The student should be able to present Earth and environmental sciences data and their interpretation in a variety of written, visual, and oral formats.
- **Conduct research.** The student should be able to carry out an original research project, including: the identification of a research problem; the formulation of a hypothesis; the design of the methodology; the collection, processing, and interpretation of data; and the presentation of findings in written, visual, and oral formats.

RELATED PROGRAMS OR CERTIFICATES

- **The College of the Environment,** which includes the environmental studies-linked major and Environmental Studies Certificate, provides a linkage between the sciences, public policy, economics, and the arts and provides a wide variety of career options.
- **The Planetary Science Group and the Planetary Science Course Cluster** seek to understand the origin and evolution of the solar system in which we live and the other solar systems that we have identified in our galaxy.
- **The Service-Learning Center and Service-Learning Course Cluster** seek to broaden students' understanding of course content through activities that are, at the same time, of service to the community.

BA/MA PROGRAM

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

For details about the BA/MA program see: https://www.wesleyan.edu/grad/graduate-programs/bama_program.html

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

HONORS

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

CAPSTONE EXPERIENCE

Code	Title	Hours
E&ES409	Senior Thesis Tutorial	1
E&ES410	Senior Thesis Tutorial	1
E&ES497	Senior Seminar	1
E&ES498	Senior Field Research Project	.5

MASTER OF ARTS IN EARTH AND ENVIRONMENTAL SCIENCES

The Earth and Environmental Sciences Department (E&ES) at Wesleyan University covers many aspects of the natural world, on Earth and on other planets. Course topics range from active volcanoes to climate change to eco-conservation.

The Department of Earth and Environmental Sciences offers a program leading to the degree of Master of Arts in Earth and Environmental Sciences. This program is designed for students who desire further training prior to initiation of a doctoral program at another university or for whom the master's degree will be the terminal degree. Wesleyan also offers a BA/MA program for exceptional undergraduate students. Graduate students are offered a unique opportunity for accelerated and personal instruction in a small department setting with strengths in geology, paleoclimate, ocean sciences, planetary science, and environmental science. MA or BA/MA students may elect a course of study resulting in the planetary science concentration.

MA candidates typically take six upper-level science or math course credits and two MA thesis research credits. All students are expected to enroll in a graduate pedagogy course in the first semester of enrollment and the Research Discussion in Earth and Environmental Sciences course. Conducting original research is an important component of graduate studies. Students should identify a project and advisor in the course of their first semester so that they can start their research as soon as possible. The E&ES Department requirements for the BA/MA degree are the same as those for the MA degree.

All admitted MA students are offered a full tuition waiver, stipend, and benefits for this two-year program. Graduate students are typically offered one 9-month and one 12-month stipend. Teaching assistants are assigned specific duties by their supervising faculty. Duties may include supervising laboratories, assisting the faculty in lecture preparation, providing help sessions, and grading.

To complete their MA degree, students will submit a written thesis describing their research, give a public oral presentation and defend the results before the faculty.

COURSES

Students typically take six upper-level science or math course credits (of which at least four must be in E&ES) and two MA thesis research credits (E&ES549 and E&ES550). Based on a student's background and research interests, the thesis committee will decide on the program of study, which may include increasing or decreasing the number of required courses. Students who enter the MA program with greater than eight upper-level science or math courses (the minimum necessary for a Wesleyan E&ES BA) may use those courses in place of Wesleyan MA credits. Students must earn a minimum of six credits (including the two MA thesis research credits) at Wesleyan. All students are expected to enroll in a graduate pedagogy course in the first semester of enrollment and E&ES557, Research Discussion in Earth and Environmental Sciences, each semester it is offered.

Full-time graduate students are expected to complete all courses with a grade of B- or better. Failure to achieve these minimal expectations may result in dismissal from the program. All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

LANGUAGE REQUIREMENT

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

PROGRESS AND QUALIFYING EXAMS

Qualifying Exam. Competence in general knowledge about the Earth and environmental sciences will be assessed by a written examination taken after the end of the second semester. The thesis advisor, in concert with the E&ES faculty, will construct several questions. The student will then have two days to answer these questions. The student can use any written source for guidance ("open book" format), and each answer should not exceed one page (single-spaced). The committee and any interested E&ES faculty will then meet with the student to have a 30-minute conversation about the questions and answers. Based on the outcome of the exam, the committee may suggest coursework or independent study on particular topics.

TEACHING

FUNDING

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

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

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

PRACTICAL INFORMATION

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

RESEARCH

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

Areas of faculty specialization (also check faculty webpages):

- Raquel Bryant (starting Fall 2022): Ancient earth-ocean interactions, paleoceanography and paleoenvironmental reconstructions, quantitative paleoecology, and marine micropaleontology
- Barry Chernoff: Systematics and biogeography of freshwater fishes of Latin America; morphological evolution; conservation of aquatic ecosystems
- Kim Diver: Island biogeography, Geographic Information Systems (GIS)
- Martha S. Gilmore: Planetary geomorphology; remote sensing of Mars, Venus, southwest U.S., and Long Island Sound
- James Greenwood: Cosmochemistry, hydrogen, oxygen and sulfur isotopic systematics of lunar rocks, chondrites and martian meteorites, Mars analogue studies in St. Lucia
- Tim Ku: Aqueous geochemistry; isotope geochemistry; the biogeochemistry of marine and terrestrial sediments of the tropics (Panama, St. Lucia) and North America
- Suzanne O'Connell: Sedimentology; marine geology, paleoceanography/ climate change, continental margin sedimentology in the North Atlantic and Southern Oceans
- Helen Poulos: Forest and fire ecology, plant ecophysiology, forest disturbance dynamics
- Phil Resor: Structural geology and crustal deformation, Geographic Information Systems (GIS)
- Dana Royer: Terrestrial paleoclimatology and paleoecology, paleobotany, carbon cycle, plant physiology

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

THESIS AND DEFENSE

Thesis Proposal

Upon admission to the program, the student will meet with the E&ES Graduate Program committee to discuss the general requirements and goals of graduate study. Students should select an advisor, thesis topic, and thesis committee by the end of the first semester. After students have made a choice of faculty advisor and thesis committee, they must, in cooperation with the advisor, write a 1-2 page thesis proposal, in which they provide an outline of the proposed research. The thesis committee will read the proposal, and discuss it with the student before acceptance of the research project.

Meetings with the Thesis Committee

At the beginning of each semester, and at the beginning of the summer, each graduate student will be asked to prepare a written summary (2-3 pages) of his or her progress and accomplishments and meet with their thesis committee. This summary will be reviewed by the thesis committee and used to discuss and evaluate the student's progress; failure to make adequate progress can be grounds for dismissal from the program. The discussion of the committee will be summarized by the student's advisor and relayed to the student in writing. Typical topics of discussion by the committee include:

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

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

An ideal timeline of student responsibilities is:

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

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

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

Early Summer: Qualifying exam.

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

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

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

End of program: Thesis and Defense.

Thesis and Defense

Competence in research will be assessed by a written thesis and an oral presentation of research results before the faculty. The format of the written work is to be discussed and agreed upon with the student's advisor and committee.

The advisor and thesis committee in consultation with the student will agree upon the schedule of the defense. All members of the thesis committee must have read and must approve, in writing, a complete thesis before a defense can be scheduled. Practically, this requires that a thesis draft, already vetted by the advisor, be made available to the remainder of the thesis committee at least one month before any proposed defense date. Once the committee has agreed that the thesis is ready to defend, the form for scheduling the defense can be obtained from the E&ES department.

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

The oral defense typically consists of:

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

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

Please consult Wesleyan's Office of Graduate Student Services.

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

CONCENTRATIONS

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

Program of Study. MA or BA/MA students in the natural sciences and mathematics may elect a course of study resulting in the planetary science concentration. The concentration is designed to engage students in the research results, skills, and methods of planetary science. The planetary science concentration requires:

- **Completion of a minimum of four courses from the list below with a grade of B- of better.** At least one of these courses must be from a department outside the student's home department.
- **Students are also required to attend the Planetary Science Seminar,** ASTR555/E&ES555.
- **All students must complete a written thesis on a topic relevant to planetary science.** A member of the student's thesis committee will be from the planetary science concentration committee. The planetary science concentration will be designated on the student's transcript upon the successful completion of this program of study and MA requirements of the student's home department. For more information, please contact the any of the members of the planetary science concentration committee or the graduate school.

Planetary Science Concentration Committee: Martha Gilmore, *Earth and Environmental Sciences;* James Greenwood, *Earth and Environmental Sciences;* William Herbst, *Astronomy;* Meredith Hughes, *Astronomy;* Seth Redfield, *Astronomy*

PLANETARY SCIENCE COURSES

Code	Title	Hours
Planetary Science Courses		
Select at least 4 of the following (one from outside the home department):		4
ASTR524	Exoplanets: Formation, Detection, and Characterization	
ASTR531	Stellar Structure and Evolution	
ASTR532	Galaxies, Quasars, and Cosmology	
BIOL214	MacroEvolution, Pattern and Process	
BIOL231	Microbiology	
CHEM337 & CHEM338	Physical Chemistry I and Physical Chemistry II	
CHEM361	Advanced Inorganic Chemistry	
CHEM383	Biochemistry	
E&ES513	Petrogenesis of Igneous and Metamorphic Rocks	
E&ES517	Volcanology	
E&ES519	Meteorites and Cosmochemistry	
E&ES521	Planetary Evolution	
E&ES575	Modeling the Earth and Environment	
E&ES580	Introduction to GIS	
PHYS213	Waves and Oscillations	
MATH AND COMP courses as appropriate in consultation with advisor		
Seminar		
ASTR/E&ES555	Planetary Science Seminar (offered each semester; take a minimum of three semesters)	0.75
Thesis		
The MA degree program requires a thesis that demonstrates the student's ability to perform original, independent research in planetary science. The specific guidelines for the thesis are those of the student's home department.		

ADDITIONAL INFORMATION

THE BA/MA PROGRAM

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

For details about the BA/MA program see: https://www.wesleyan.edu/grad/graduate-programs/bama_program.html

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

ECONOMICS

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

AFFILIATED FACULTY

Martin Gosman
BBA, University of Wisconsin at Madison; MBA, University of Wisconsin at Madison; PHD, University of Wisconsin at Madison
Visiting Scholar in Economics

CHAIR

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

EMERITI

Richard Adelstein
BS, Massachusetts Institute of Technology; MAT, Harvard University; JD, University of Pennsylvania; PHD, University of Pennsylvania; MAA, Wesleyan University
Woodhouse/Sysco Professor of Economics, Emeritus; Professor of Economics, Emeritus

John Bonin
BA, Boston College; MA, University of Rochester; PHD, University of Rochester
Chester D. Hubbard Professor of Economics and Social Science, Emeritus

Joyce Jacobsen
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Andrews Professor of Economics, Emerita

Richard A. Miller
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Christiaan Hogendorn
BA, Swarthmore College; PHD, University of Pennsylvania
Professor of Economics

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

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

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Assistant Professor of Economics

Anthony Bruno Keats
BA, Macalester College; MA, Tufts University; MA, University of California, Los Angeles; PHD, University of California, Los Angeles
Associate Professor of Economics

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Omer Koru
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Associate Professor of Economics

Tyler Porter
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Assistant Professor of the Practice in Economics

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Assistant Professor of Economics

VISITING FACULTY

Asa Cort
BS, Johnson & Wales University; MBA, Southern Connecticut State University
Visiting Professor of Economics

Seoyeon Jo
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Mary Stephanie Mazzella
BA, Iona College; MBA, Iona College
Visiting Professor of Economics

DEPARTMENTAL ADVISING EXPERT

Christiaan Hogendorn

- Undergraduate Economics Major (p. 1064)
- Undergraduate Economics Minor (p. 1122)

ECON101 Introduction to Economics
A general introduction to the principles of economic analysis and their implications for public policy, covering concepts and issues in both microeconomics (concerning the function and performance of individual markets, organizations, or institutions) and macroeconomics (concerning the function and performance of the economy as a whole). This course is intended primarily for students without significant prior study in the discipline, and it satisfies the prerequisites for most 200-level economics electives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON102 Mathematical Tools for Economic Analysis
This course will cover the basic mathematical tools students will need to understand and apply in ECON 110, the gateway introductory course for the economics major. Topics covered include basic arithmetic and algebraic calculations; analysis of functions, including the properties of specific functional forms; graphing of single-variable functions; basic single-variable differentiation and integration; and optimization of univariate functions. This course is not recommended for students who have taken two or more semesters of calculus or who have placed out of MATH 121
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON103 Introduction to Probability and Statistics for Economic Analysis
This course studies the mathematical concepts of probability and statistics as needed for ECON 300 and upper-level economics electives. Topics include sampling, descriptive statistics, probability distributions, estimation, and hypothesis testing. Students who received a 4 or 5 on the AP Statistics exam or have completed a course equivalent to MATH 132 or 231 are not allowed to take this course.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON108F Race, Ethnicity, and Economic Disparity (FYS)
This seminar explores the following questions: (1) How do economists explain economic disparity by race, ethnicity, and gender? (2) What policies follow from those explanations? The course devotes particular attention to the interplay among market forces, institutional structures, and the social constructs of race. Market outcomes by ethnicity, gender, and gender identity form another central line of inquiry. In the process of studying these topics, students investigate markets for labor, housing, and financial assets. Students will learn economists' methods for analyzing these markets. The seminar includes a strong writing component with assignments that emphasize writing for the social sciences. While exploring approaches used by economists, the seminar also introduces students to central debates within the discipline.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON110 Introduction to Economic Theory
An introduction to the principles of micro- and macroeconomic theory, this course is intended for prospective majors and students wishing to prepare themselves for a broad range of upper-level elective courses in economics. Mathematical tools essential for further study in economics are introduced throughout the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **MATH120 OR MATH121 OR MATH122 OR MATH221 OR ECON102**

ECON124F Political Economy (FYS)
Economic and political processes are intertwined in that political institutions have an impact on economic outcomes and vice versa. This course is a survey of some of the important topics in political economy. Some of the questions that will be addressed with the help of country-studies are: Do democratic institutions and greater political freedom result in higher economic growth? Is the size of

government determined by political decentralization and federalism? What is the role played by the different constituents in shaping societies' economic priorities? Do interest groups weigh economic outcomes in their favor?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON127 Introduction to Financial Accounting
In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting choices allowed to firms for reporting to stockholders and creditors and learn how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **CSPL127**
Prereq: **ECON101 OR ECON110**

ECON127Z Introduction to Financial Accounting
In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting choices allowed to firms for reporting to stockholders and creditors and learn how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **CSPL127Z**
Prereq: **ECON101 OR ECON110**

ECON129 Selected Problems in American Criminal Law
Crime and punishment are constantly in the news, and lay observers of the American system of criminal justice are often puzzled by its procedures and outcomes. What exactly is the criminal law trying to do? Why does it seem so difficult to convict criminals? What are the governing principles of American criminal justice, and how are they actually applied in the courts? This First-Year-Initiative course is intended to address these questions through a close analysis of cases and related materials concerned with the substantive criminal law and, at the same time, to introduce students to the legal method itself and the close-case-analysis characteristic of legal argument. It is thus not a course in law and economics, or law and philosophy, or law and government, but a course in law itself, much as it is taught to law students. Topics include the legal definition of criminal acts, causation, the mental element of crime, basic principles of justification, criminal responsibility and mental abnormality, and the law of homicide. Readings consist entirely of judicial opinions and related materials, and in class we will analyze these readings in detail to expose their logic and consider their practical implications. These readings are dense and intensive, and students will be asked in class to address difficult issues and defend their answers against rigorous critical questioning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON145 Culture, Commerce, and Context
In this course, students will learn the importance of "culture" in a commercial and economic context. More precisely, students will have the opportunity to examine the nexus between individual interactions and broader structure, market, and particularly business. Students will read business and organizational ethnographic works only to be reinforced with empirical research from the field of business economics. Moreover, given the study of business organizations is inherently multidisciplinary and interdisciplinary, we will leverage the principles and wisdom of anthropology (i.e., business anthropology, business archaeology, design anthropology). Principles of futurity, precarity, "studying up," and "financescapes" and "economicscapes" will be explored. Students will also learn the craft of business and organizational ethnography, which is critical to the fields of entrepreneurship, engineering, marketing, and design studies -- covering the entire research process which includes designing a project, ethical considerations, and fieldwork (e.g., participant observation and interviews). In the end, students will learn why it is fundamental for current and rising leaders to understand culture and the material impacts different cultural values and preferences have on the success or failure of business.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON168F Globalization and Development (FYS)
This class aims to provide first year students with a set of critical skills to succeed through their undergraduate studies while also introducing them to classic and contemporary discussions on development and globalization. Before getting into the core topics of the class, we will start by discussing the contemporary disciplinary fragmentation in social science, while reading about integrative approaches introduced to the discussion about the past, present, and future of social science. Additionally, the class will discuss the contributions of classic authors such as Karl Marx and Max Weber, who presented the founding theories about the interconnections between development and social change. Later, issues on modernization and development will be studied, as well as critiques on these issues coming from the Latin American Dependency School. This intellectual debate will set the ground to discuss contemporary approaches to development and globalization considering insights coming from the rise of East Asia and feminist approaches to development theory. Finally, the class will discuss what globalization is and how to approach development and social change in the current globalization era.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON206 Race and Education Policy
This course will provide a broad introduction to contemporary education policy centered on issues of race/ethnicity. This course introduces the application of economic analysis to education policy. The course will analyze major education policy debates such as school desegregation, school finance, school resources, school choice, student tracking, accountability, educator policies (diversity, certification), special education, college entrance, and the current policy landscape.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **EDST206**
Prereq: **ECON110**

ECON207 Demographic Economics
This course explores topics in demographic economics. It is divided into three main modules: macroeconomic effects of demographics, human migration, and family economics. In the first module, we explore issues such as population aging, population distribution across the globe, the Demographic Transition and the Industrial Revolution, and the environmental effects of population growth. In the second module, we discuss the costs and benefits of human migration from the point of view of both sending and receiving countries. Finally, in the third module, we investigate how economic incentives shape family formation and family decision-making.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON208 Healthcare Economics Policy
This course introduces the economic principles underlying health and medical care and public policies. Students will analyze how economic forces shape health behaviors, healthcare delivery, and policy decisions. Emphasis is placed on understanding the structure of the healthcare system, the role of incentives, and the impact of policy interventions on health outcomes and equity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON210 Environmental Economics
This course introduces students to the role of applied economics in climate change policy and analysis. Students will learn how economists view climate change causes, mitigation, adaptation, and policy challenges. Key topics include: economics of market failures, socially optimal greenhouse gas emissions, overview of theoretical and real-world policies to reduce emissions, evaluating the relative abatement costs of command and control versus market-based policies, valuing climate change impacts, evidence of adaptation strategies in the economy, discounting costs and benefits across multiple generations, impacts of uncertainty on optimal policy design, the role of international cooperation and consequences of unilateral action, and distributional effects.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ENVS214**
Prereq: **ECON110 OR ECON101**

ECON211 Introduction to Behavioral and Experimental Economics
This course compares what economic theory predicts with what economic agents actually do when faced with decisions. A number of in-class experiments will be conducted to identify systematic deviations or to confirm theoretical models. Students will learn new material both by participating in experiments and by studying related economic theory. This course will investigate some of the major subject areas that have been addressed by laboratory and field experiments: market behavior, decisions under risk, self-control issues, bargaining, auctions, public goods, cooperation, trust, and gender effects.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON213 Economics of Wealth and Poverty
Who are the very wealthy and how do they acquire their wealth? Why is poverty still with us after almost 50 years of antipoverty programs? What explains rising inequality in the distribution of income and wealth? These are just a few of the questions that we address in this course. The problem of scarcity and the question of production for whom are basic to the study of economics. Virtually all courses in economics give some attention to this topic, yet few study the distribution of income in depth. This course takes a close look at evidence on the existing distribution of income and examines the market and nonmarket forces behind the allocation process. Our investigation makes use of U.S. economic history, cross-country comparisons, and fundamental tools of economic analysis. Topics include normative debates surrounding the notions of equality and inequality, analytic tools for measuring and explaining income inequality, determinants of wage income and property income, the importance of inheritance, the feminization of poverty, and the economic analysis of racial discrimination. A central subject throughout the course is the role of policy in altering the level of poverty and inequality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON214 Introduction to Economic Networks
This course will serve as an introduction to networks and discrete structures as they're used in economics, sociology, and computer science. In this course, we will study the relationship between economic incentives and the structure of connections that are inherent in collections of individuals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON215 Labor Economics
This course will introduce topics, theories, institutions, and policy issues relating to the functioning of labor markets. The topics we will cover include labor supply decisions, investments in human capital, compensating wage differentials, firms' labor demand decisions, compensation programs, the economics of unemployment, and labor market discrimination. We will begin the course by analyzing the neo-classical labor supply, demand, and equilibrium. Then, we will explore the possible reasons why labor market outcomes may deviate from what the perfectly competitive neo-classical model predicts: factors such as human capital accumulation choices, productivity heterogeneity, institutional rigidities (e.g., minimum wage, unions), labor mobility, and discrimination.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON220 Alliances, Commons, and Shared Resources
Some resources are only useful in large units and therefore need to be shared by multiple users. Examples include agricultural and forest land, fisheries, streaming video and music services, highways, computer platforms, and news reporting. This course studies methods of sharing resources including common property, formal and informal alliances, clubs, open source, and government regulation and ownership. Students interested in the environment, rural development, news and entertainment media, transportation, and communications should consider this course, as we will cover all of those topics and see their economic similarities.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON221 Economic Topics in Sports
This course intends to provide students with a new perspective on both sports and economics. It will not only shed light on the business components of professional sports, but also lead students through analyses of other aspects of sports such as the nature of the game on the field, how leagues are organized, how playing rules are formulated and enforced, and how owners and coaches make personnel decisions. The goal of this course is to reveal the persuasiveness of economic reasoning underlying such decision-making in the world of sports.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON222 Public Economics
In this course, we examine the economic roles of government and the tools that governments use to fulfill these roles. We will start with the questions, Under what circumstances is it possible for governments to improve on the outcomes that would occur in their absence? And how do we decide whether one outcome is better than another? The course will continue with an examination of the performance of governments in the United States. The primary questions addressed will be, What policies do governments pursue? How do they spend money to achieve the goals of these policies? How do they raise the money that they spend? And what sorts of undesired side effects might result from taxation and expenditure policies?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON223 Finance, Regulation, and the Economy
With recent financial scandals and crises, it is important to ask whether the finance industry should be regulated and should undergo further policy reforms. Many scholars and policy experts contend that the current system is simply not designed to make policy choices on behalf of the public. In this course we will explore current financial innovations (e.g., mutual funds, hedge funds, securitizations, cryptocurrencies) and potential policy options in order to protect "Main Street" from "Wall Street." Additionally, we will explore the manner in which modern finance has grown out of powerful theories, both mathematical and psychological.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON224 Regulation and Antitrust: Government and the Market
Firms and the public sector interact via regulation and antitrust. Firms use (or fail to use) the regulatory process for competitive advantage, and agencies and legislators use (or misuse) regulation to accomplish their policy objectives. Topics covered in this course include the analysis of market power, predation and discrimination, mergers, regulation of infrastructure industries, and health and safety regulation. Case studies include railroads; telephone, cable, and broadband; the energy industry; differences between the EU and United States in merger reviews; and cybersecurity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON225 Economic Analysis and the Law
This course uses economic analysis as a way of understanding the structure and evolution of the legal system from an economic perspective. Selected rules and institutional forms are drawn from the common law of tort, contract, property, and crimes. Students will be able to apply microeconomic theories (and thus develop economic intuition) by learning how legal rules evolve to handle imperfect information and especially moral hazard, which lead to disputes and lawsuits.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON227 Introduction to Financial Analysis
The course introduces students to the primary sources of information and data used in equity and debt valuation and portfolio management. Both corporate finance and investment finance topics will be covered: financial statement analysis, micro- and macroeconomic analyses of how industry trends and economic growth impact corporate performance, discounted cash flow analysis, asset pricing models (bonds, DDM, CAPM, APT), portfolio theory, and, time permitting, capital structure. This will be a very intense, inquiry-based course with significant hands-on work analyzing data of publicly traded companies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON228 Investment Finance Principles
The course aims to develop an understanding of the application of the principles of economics to the study of financial markets, instruments, and regulations. The course emphasizes major financial institutions and methods: insurance, portfolio management, corporate management of dividends and debt, forwards and futures, options, and swaps. We will discuss the importance of human psychology in developing and utilizing financial tools as well as the difficulty of battling moral hazard. Students will work with financial data and case studies to explore the potential and limitations of financial theory in dealing with real-world problems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON229 Alternative Investments
A study of alternative investment vehicles and their economic impacts. Students will learn how fast-growing investment strategies such as private equity, private credit, venture capital, and hedge funds impact capital flows, risk assessment, and corporate strategy in today's complex economy. Regulation, conflicts of interest, and systemic risks associated with alternative investment vehicles will also be explored, along with current trends.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON231 Corporate Finance Principles
The course aims to develop an understanding of the application of the principles of economics to the study of the theory of corporate finance. Topics that will be

covered include financial statement analysis, project valuation, and asset pricing (equity and debt). Students will work with financial data to explore the potential and limitations of financial theory in dealing with real-world problems
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON233 Economics of Discrimination
This is an applied economics course that introduces students to intuitions and concepts relating to race and gender discrimination in the labor market. It will provide an overview of the historical context, important economic models, and empirical research on this issue. While we will not delve into intensive analyses of the techniques used in these papers, we will discuss and present the findings and implications. The exams and assignments will focus on being able to explain the causes and consequences of gender and racial disparities and discuss the possible impacts of hypothetical polices.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON234 Economics of Religion
This class explores how economic ideas and statistical tools can be used to look at the role of religion in society. This course examines both the application of economic techniques to the study of religion and the relationship between economic and religious behaviors. Course topics may include: the demand for religion, religious supply, giving behavior, religion-based terrorism/extremism, and religion and economic development.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON237 Financial Crises: Beginning to End
This course provides an introduction to the economics of financial crises. Using introductory economics we will examine banking, security, and currency crises in order to illuminate the role of financial crises more generally in the archetypical life cycle of financial systems. By the end of the course, students will be able to define what causes financial crises, how they lead to contractions in economic activity, why they reoccur, and what policy measures can be used to promote financial stability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 or ECON110**

ECON238 Gender Economics
Gender Economics (200-level) explores gender issues from an economic perspective within diverse societies. This course investigates theoretical frameworks and empirical analyses to examine the changes in labor force participation, the gender gap in pay, workplace discrimination, social norms, household decision-making, and human capital. Through a multidisciplinary approach drawing from economics, sociology, and feminist theory, students critically assess topics such as the gender wage gap, occupational segregation, caregiving responsibilities, and the impact of policy interventions on gender equality. By engaging with contemporary research and real-world case studies, students will develop a nuanced understanding of the intersections between gender, economics, and social justice, preparing them to navigate complex issues in both academic and professional spheres.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **FGSS344**
Prereq: **ECON101 OR ECON110**

ECON241 Money, Banking, and Financial Markets
This course provides an introduction to money, banking, and financial markets, from both a theoretical and policy perspective. The class will emphasize the evolution of banking and financial market institutions--both in the United States and in other developed countries.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110 OR ECON101**

ECON242 Banking and Financial Fragility
Why are banks susceptible to financial crises? This course studies the mechanisms behind banking crises as an introduction to the microeconomics of banking. Motivated by a survey on historical and empirical evidence on banking crises, we will study why an economy needs financial intermediation and why such intermediaries face crises. Based on these analyses, the last part of the course will discuss optimal design of financial regulation on banking systems. This course will also discuss topics such as recent developments in shadow banking and digital currencies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON245 Global Markets and Financial Institutions
With the advent of globalization and financial innovation, the financial markets and financial institutions are more globally integrated than ever. This course is designed to help students understand the structure and evolution of financial markets, financial instruments, and financial institutions, all through a global lens. The course covers financial intermediaries in detail, particularly new entrants on the global scene, and central banks. Finally, the course will delve into the most recent global financial crisis to understand its causes and lessons.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON251 Economics of Alexander Hamilton's America
What was Alexander Hamilton's contribution to the early American republic? This course combines concepts and models from introductory economics with a mix of primary sources and modern-day scholarship. After a survey of the colonial American economy, we will focus on the role of economics in the American Revolution, the movement from the Articles of Confederation to the Constitution, and major economic policy debates of the early republic. Throughout, students will encounter the views and influence of the first U.S. Treasury Secretary, Alexander Hamilton. By the end of the course, students will be equipped to assess Hamilton's economic legacy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON254 State and Economy in Industrial America, 1870--1940
This course considers the transformation of the political and economic institutions of the United States in the 70 years ending in 1940 and the revolution in political ideology that occurred alongside this transformation and helped bring it about. We begin by examining the growth of large corporations after 1870, the new techniques of management they called forth, and the antitrust movement that arose in response to them. We then turn to the many changes in American government brought by the Fourteenth Amendment, the granting of constitutional personality to business corporations, and the attempt of Progressives before World War I to analogize the administrative state to business firms and bring the newly developing techniques of management science to bear in politics and policy, an effort with profound effects on American life. Finally, the role played by war in these changes, the creation of the modern American economy in the 1920s, and the New Deal's attempt to adapt the nation's political and legal institutions to the economic and ideological realities of the 20th century are considered. Along the way, the course addresses a range of theoretical issues, including the contrast between markets and central planning as ways of organizing economic activity, the tension between the individual and the collective in complex societies, technocracy and social engineering, and the impact of war on economic and political institutions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 or ECON110**

ECON255 Introduction to Open-Economy Macroeconomics
The course will explore current issues, models, and debates in the international finance and open-economy macroeconomics literature. Topics to be covered include international financial transactions and the determination of the current account balance, models of exchange-rate determination, monetary and fiscal policy in open economies, optimal currency areas, currency crises, and the international financial architecture. There may be scope for student input into the topics covered. Theoretical and empirical approaches will be explored.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON258 History of Economic Thought
In this course, we will explore the conceptual foundations of economics and political economy through original source materials. By viewing economists as 'worldly philosophers,' we will examine how they developed analytical frameworks to study the social world while simultaneously shaping it with their ideas. We will begin with the classical political economy school, represented by Adam Smith and David Ricardo. Next, we will analyze Karl Marx's work, which provides one of the major critiques of capitalism and economic theory. Finally, we will explore more contemporary paradigms, focusing on the 19th-century neoclassical school of economics--today's dominant theory--and Keynes' innovations in economic thought. Throughout this journey, we will assess the impact of these ideas on the development of economic theory and policy design.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON261 Latin American Economic Development-Macro
In this course, we try to understand the puzzle of differential economic development of Latin America as a region and its countries in particular. Our lens of analysis is employing economic tools but also draws on other disciplines such as history and sociology. The course covers a broad range of economics and introduces you to aspects of macroeconomics, microeconomics, international economics, labor and development economics. Initially, we will study different ways to measure development in Latin America. We will then begin our journey to identify reasons and causes for various development outcomes of the Latin American region and differential economic success and failure of specific countries. In the first half of the semester we will examine the historical background and endowments, policies of export-led growth and import-substitution, the debt crisis and the subsequent stabilization. We will cover the financial crisis of the late 1990s and the early 2000s. Then we will turn our focus to the recent years and challenges to economics growth in Latin America and Latin American countries. Here, we will assess trade, investment climate, poverty, and inequality in the region. The situation and policies addressing the informal economy, education and health in Latin America will be discussed in detail. Thereafter, we will analyze gender and ethnicity in the context of Latin American development.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **LAST219**
Prereq: **ECON101 OR ECON110**

ECON263 China's Economic Transformation
China is a country that is both transitioning to a market-oriented economy and developing rapidly into a global economic power. As such, it has characteristics of both an emerging market economy and a developing country. China is large enough to create its own institutional infrastructure to support a third way between capitalism and socialism. This course examines in detail China's great economic transformation beginning in 1978 in what is often described as a "gradualist" transition to market economy. In the past three decades, the speed of China's development and its growth rates of GDP are without precedent in history. The course concludes by addressing the incompleteness of China's transition to a mature, developed market economy and by probing the issue of what is left to be done to create a harmonious society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **CEAS263**
Prereq: **ECON110 OR ECON101**

ECON266 The Economics of Developing Countries-Lower Level
This course provides students with the foundations of the study of development economics. It begins by reviewing how economists think about and measure income, poverty, and inequality, and then explores how these outcomes shape and are shaped by human development (including, e.g., education and health), institutions, and markets.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON268 Economic History of Latin America Since Bretton Woods
In most historical accounts, Latin America has been cited as an example of underdevelopment, institutional instability, and external dependence. However, these perspectives often oversimplify its complex political economy. This course aims to examine the key institutional and structural elements that have shaped Latin American economies. To begin, we will explore the response to the Great Depression, which influenced Latin American positions on the Bretton Woods agreements. In the second part, we will review the region's macroeconomic, financial, and institutional evolution during the Golden Age of capitalism (1950-1970), noting the divergence between agricultural and industrialized economies. In the third part, the course will cover the impact of the Latin American Lost Decade, characterized by debt and currency crises. Afterwards, we

will study the stabilization period of the 1980s-1990s, known as the Washington Consensus. Finally, we will analyze the commodities boom period of the 2000s.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON270 International Economics
This class examines the economic interactions between countries in the world economy and recent international economic events. The first part of the course will focus on explaining trade patterns between countries and the gains and losses associated with international trade. Trade policies such as tariffs and the institutional arrangements governing them (e.g., the World Trade Organization) will also be analyzed. The second part of the course covers international finance topics including the balance of payments, exchange rates, and the history of the international monetary system. We will also discuss how international linkages between countries affect economic development. Economics majors who want to be exposed to a more advanced treatment of international trade and international finance topics are encouraged to take ECON371 and/or ECON331.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON272 Macroeconomics: Selected Topics
The course aims to explore select topics in macroeconomics that may have been introduced loosely in Econ 110 or may not have been covered at all. It covers a variety of topics in macroeconomics, including the determinants of economic growth, inflation, the role of central banks, exchange rates, cross-border capital flows, and more. Students will use Matlab and be instructed in the software.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON273 Economic Growth and Development in Sub-Saharan Africa
This course will focus on macroeconomic theories and practices of growth and development by using the Sub-Saharan African economies as case studies. The course will be both a retrospective and prospective analysis of the Sub-Saharan African economies. In particular, it will attempt to provide some answers to various questions such as:

What are the determinants of long-run growth? Why has Sub-Saharan Africa lagged behind the rest of the world in terms of economic growth and development? What are the economic explanations and implications of some of the conflicts in Sub-Saharan Africa? What are the long run growth implications of foreign aid, remittances, and immigration?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON281 Introduction to Game Theory
This course is a quantitative introduction to game theory and its applications to economics. This means the application of algebra and logic to solving formal models of strategic situations. Topics will include strategic and extensive form games, pure and mixed strategies, Nash equilibrium, subgame perfect equilibrium, games of incomplete information, formation of expectations, collective action games, evolutionary games, and the suitability of equilibrium concepts. Examples will be drawn from bargaining, auctions, market competition, employment markets, voting and collective choice, and other areas. In-class experiments as time permits.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON301 Microeconomic Analysis
This course develops the analytical tools of microeconomic theory; studies market equilibrium under conditions of perfect and imperfect competition; and considers welfare economics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON302 Macroeconomic Analysis
This course focuses on the study of economic aggregates such as employment and inflation and on the public policies (monetary and fiscal) aimed at controlling these aggregates. The first half of the course will concentrate on short-run issues: aggregate demand and supply in closed and open economies, business cycles, and stabilization policies. The second half of the course will focus on long-run issues: economic growth and microfoundations of unemployment and consumption. Upon completion of this course, students should be capable of an informed analysis of recent macroeconomic debates and should be prepared for upper-level electives on a variety of macroeconomic subjects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110 AND (ECON103 OR PSYC200 OR MATH132)**

ECON303 Introductory Econometrics
This course is an introduction to econometric techniques widely used by economists. The weekly lab sections are required; labs explore issues relating to the nature and sources of economics data and introduce appropriate statistical computing tools. This class will meet three times each week: twice with an economics professor, and once with a Quantitative Analysis Center (QAC) instructor.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 AND ECON302**

ECON306 Economics of Education
This course introduces the application of economic analysis to education policy. The theoretical basis for private and public investment in education is examined. Additionally, the tools of empirical analysis are used to evaluate research. Topics covered include the returns to education, the importance of school resources, teacher labor market, school financing, school choice, and accountability among other education economics topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON308 Healthcare Economics
In this course, we examine the United States healthcare system in some detail, with some attention to useful international comparisons. We will start with the questions: What makes healthcare provision different from that of other goods and services? And How are these differences reflected in the structure of the

healthcare industry in the United States? We will use our new understanding of the U.S. health system to evaluate various reforms that have been proposed. Other questions that we will address include, What is health? How is it measured and valued? What do we get for the money that we spend on health care? And How do we decide whether what we get is a "good value" or not?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON310 Economics of the Environment and Climate
This course introduces environmental economics: we begin with the theory, including cost-benefit analysis, externalities, and concepts of economic efficiency that combine standard economic consumption with environmental benefits. We then turn to practical applications of the theory to policy questions: for example, in the contexts of air and water pollution, energy use, the economics of the climate, and sustainability. These topics will be treated mathematically using formal economic models and also acknowledge that the the field is heavily influenced by the natural sciences and policy constraints.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ENVS312**
Prereq: **ECON301**

ECON311 Behavioral Economics
This course is an advanced undergraduate treatment of behavioral economics. Behavioral economics is the study of human behavior that falls outside of the standard model of perfect rationality, pure selfishness, and exponential discounting. The objectives of this course include the following: (1) review the standard economic model; (2) show empirical evidence (both experimental and observational) that deviates from the standard model; (3) discover new models of decision making that better explain behavior in certain areas; and (4) learn about best practices in data collection and analysis. Course work will include readings of economics research papers as well as textbooks, along with problem sets with both theoretical and empirical aspects. Students will participate in classroom experiments and, as part of a final project, will write a behavioral economics research proposal.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON301**

ECON313 Economic Inequality
This course examines the determinants and consequences of income and wealth inequality. We study how economic growth, technological change, globalization, discrimination, and public policies -- such as taxation, welfare programs, and labor market regulations -- shape the distribution of resources within and across countries. The course is divided into three parts: (1) measurement and empirical trends in inequality; (2) theoretical frameworks explaining inequality in labor income, capital income, and wealth; and (3) policy analysis, evaluating the effectiveness and trade-offs of redistributive and inclusive growth policies. By the end of the course, students will understand key concepts, models, and policy debates surrounding economic inequality in modern economies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON302**

ECON314 Comparative Economics of Child and Family Policy in Postindustrial Countries
This course uses tools of economic analysis and measures of child well-being to make cross-country comparisons of policies and outcomes. Children rank high on the list of a country's most valuable resources. Yet equally rich nations differ dramatically in funding investments for children and providing support for the people who raise them. These differences in investment persist despite a growing body of research that shows costly negative consequences for early child development of both absolute and relative deprivation. With these observations in mind, this course investigates the following questions: Why do equally wealthy nations differ so profoundly when evaluated by these fundamental indicators of economic success? What factors and policies explain the differences? What are the economic consequences? How might the research on international comparisons inform the construction of more successful child and family policy?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON300 AND ECON301) OR (ECON300 AND ECON302)**

ECON315 Labor Economics
This course will survey the economics of labor markets with a focus on the determinants of labor supply and labor demand. Other topics will include the returns to education, globalization, automation, pay gaps, and the minimum wage.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON301**

ECON316 Urban Economics
This course uses economic methods and perspectives to analyze urban issues. The first half of the course has a more theoretical focus; the second half, a more applied and empirical focus. Topics covered include how and why cities arise and develop and how their growth or decline is affected by various events. Policy areas studied in the second half of the course include regional development and zoning, housing programs and regulations, antipoverty programs, local public finance, development of transportation systems, education, and crime.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON317 Low-Wage Labor Markets: A Data-Driven Exploration
Students will read journal articles on low-wage labor markets and will be introduced to several data sets that are useful for exploring such markets. Throughout the course, students will work on their own empirical projects and will be guided in carrying out these individual investigations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON300 AND ECON301)**

ECON318 Economics of Science and Technology
This course examines technology and technological change using the tools of microeconomics. We will study the historical evolution of technology and compares it with modern developments. Then we will analyze the interaction of technology with industrial market structure and public policy. Particular emphasis is given to transportation, communications and the Internet, big data, and blockchains, .
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON319 Low-wage Labor Markets - A Data-driven Exploration
This course is a data-driven exploration of low-wage labor markets providing students with the skills to work independently on a major project of their own design. In the first half of the course, students will be introduced to several data sets including the Panel Survey of Income Dynamics, the Current Population Survey, and the National Longitudinal Studies of Young Men and Women. During that time, students will also be introduced to useful resources for exploring research topics and will begin to craft research questions. In the second half of the course, students will design and complete their own research papers using the data sets and research resources introduced in the first half of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 OR ECON302**

ECON321 Industrial Organization
This course focuses on game-theoretic models of oligopoly, investment and preemption, and vertical interaction. Extensive use is made of Mathematica.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON322 Public Finance
This course analyzes the government's influence on economic efficiency, resource allocation, income distribution, and economic growth. The course covers government spending, regulation, and tax policy. Concepts discussed include tax incidence, public goods, market imperfections, and externalities. Reference is made to issues of health care and environmental issues, welfare reform, the U.S. tax system, the federal budget, and the Congressional budget process.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON323 Media Economics
This course covers the economics of entertainment and news both in their traditional forms (newspapers, magazines, radio, television) and their social media manifestations (social networks, media sharing, discussion forums, blogging). It uses economic analysis to understand the structure of media industries, the characteristics of media products, the effects of regulation in media markets, and changes brought about by digital technology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON301**

ECON324 Regulation and Antitrust - Upper Level
Firms and the public sector interact via regulation and antitrust. Firms use (or fail to use) the regulatory process for competitive advantage, and agencies and legislators use (or misuse) regulation to accomplish their policy objectives. Topics covered in this course include the analysis of market power, predation and discrimination, mergers, regulation of infrastructure industries, and health and safety regulation. Case studies include railroads; telephone, cable, and broadband; the energy industry; differences between the EU and United States in merger reviews; and cybersecurity. Microeconomic models will be used to understand each topic.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON325 Law and Economics
This course examines the efficacy of alternative legal arrangements using microeconomics as the basic investigative tool. The core of the course consists of a thorough analysis of the common law, with emphasis on the areas of tort, contract, property, and criminal law.

To analyze tort law, a microeconomic model of accidents is developed; using this model, the rules of caveat emptor, strict liability, negligence, and contributory negligence are compared for determination of causation, damages, activity levels, and accident risk. With a discussion on product liability, we will shift the topic to contract law, in which we will study the contracting process as well as the rational conditions for breach of contracts. Viewing the relationship between the government and its people as a social contract, we will study cases of eminent domain and discuss whether the government performs land acquisitions with "just compensation." Lastly, we will analyze criminal law under a framework assuming that crime is a rational act (in some contexts). If time permits, we will study how different cost allocation rules influence litigation and settlement.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON326 Empirical Political Economy
This upper-level elective brings politics and political institutions into economics. In standard micro and macro classes, politics are absent from agents' decisions. In this class, we will study how states emerge, how dictators manage to remain in power, why countries democratize and what are the benefits of democratization, how electoral institutions affect policy outcomes, why people vote, what motivates politicians, and why groups engage in costly conflicts and war. By the end of this course you should have gained a deeper understanding of political processes both in the developed world and in developing countries, and how important it is the think about political power to understand economic policy. In terms of methodology, we will focus on empirical approaches and on how to critically read and understand academic articles in the field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 AND ECON300**

ECON327 The Global Firm: A Calderwood Public Writing Seminar
Students will combine their knowledge of economics, including macro, micro, and quantitative methodologies, with their skills at exposition in a journalistic format, in order to address current economic issues related to firm-level decisions (e.g., where to locate production) and the economic consequences of these decisions at home and abroad for different shareholders. Students will conduct independent research to produce weekly articles. Assignments may include coverage of journal articles, book reviews, and interviews with academic economists. Class sessions will be organized as workshops devoted to critiquing the economic content of student work.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 OR ECON302**

ECON328 Investment Finance
This course explores theoretical and empirical aspects of investment finance. Topics include portfolio theory, portfolio evaluation, and asset pricing models for equities, bonds, and options.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 AND ECON300**

ECON329 Corporate Finance
The course aims to develop an understanding of the applications of the principles of economics to the study of financial markets, instruments, and regulations. The objective is to provide an understanding of the theory of corporate finance and how it applies to the real world. Students will work with financial data and case studies to explore the potential and limitations of financial theory in dealing with real-world problems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 AND ECON 300**

ECON330 The Multinational Enterprise
An examination of the economic consequences of the globalization of markets and industries will be used as the foundation for discussion of firm-level responses, focusing on foreign direct investment and corporate strategy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302 OR ECON301**

ECON331 Open-Economy Macroeconomics
This course will consist of three broad modules all relating to international finance/open-economy macroeconomics. First, we begin by a discussion of national income accounting, and we will discuss concepts such as the balance of payments, current account, financial and capital accounts, and their interrelations. Second, we discuss how exchange rates are determined, and their role in shaping countries' macroeconomic trajectories. We will cover important concepts such as interest rate parity, purchasing power parity, and real exchange rates. Third, we will apply what we learned to discuss topics such as fixed versus flexible exchange rate regimes, how the international monetary system works and its history, optimum currency areas and the eurozone, and other relevant case studies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302**

ECON332 Economics of Firms, Market Power, and Competition
In this course, we study firm decision-making by exploring the fundamentals of demand and identifying categories of costs that firms must consider like pricing, exit, or market entry. We learn about market power, antitrust, and how the interplay between cost and demand fundamentals of various industries (e.g., healthcare, fintech/blockchain, social media, retail, fine arts, entertainment, and financial services to name a few) determines profit-maximizing decisions for firms. Lastly, we will explore strategic interactions between firms by way of games and "tactics." Specific, industrial organization frameworks such as holdouts, switch costs, multi-sided markets, network effects, and economies of scope will assist in deciphering firm behavior. Case studies will be used to sharpen and reinforce the principles of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON 110**

ECON333 Financial Intermediation and Crises
This course applies economic theory to understand the functions and fragility of financial intermediation. The main focus of this course is to learn theoretical models of strategic interactions among economic agents to examine the causes and amplification mechanisms of banking crises. Through the lens of the models, we will discuss how to interpret the recent episodes of banking crises. We will then use the models to evaluate the effectiveness of various government policies in decreasing fragility. These concepts apply not only to traditional depository institutions but also to shadow banks and digitization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON341 Money, Banking, and Financial Markets
This course applies macroeconomic theory and econometric tools to selected topics in money, banking, and financial markets. The course will cover monetary policy, financial crisis, financial regulation, and the role of financial development in economic growth. Students will replicate the key empirical results in the literature throughout the semester and, toward the end of the semester, write an empirical paper of their own. Proficiency in statistical softwares (e.g., Eviews or Stata) is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302**

ECON342 Finance and Economic Growth
This course studies the role of financial systems in long-run economic growth. We examine how banks, financial markets, and institutions affect capital allocation, innovation, productivity, and macroeconomic stability. Topics include financial development, credit constraints, misallocation, financial crises, and the interaction between finance and technological change. The course combines theoretical models with empirical evidence from cross-country, historical, and firm-level data.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON303**

ECON347 Transmission Mechanisms of Monetary Policy
This course applies macroeconomic theory and econometric tools to evaluate the empirical evidence on the timing and effect of monetary policy decisions on the economy. The course will explore several transmission channels of monetary policy, such as the interest rate, asset price, credit, and unconventional channels. Students will read about and evaluate key empirical results in the current literature throughout the semester and, toward the end of the semester, write a research paper of their own.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON302**

ECON348 Equilibrium Macroeconomics
Since the 1970s, macroeconomics has witnessed a methodological shift away from models based on relationships among aggregate variables in favor of models based on optimizing individual behavior in multiperiod settings. This course will develop skills and introduce concepts and techniques necessary to understand these models. Likely topics include the Solow growth model, dynamic consumption theory, the equity-premium puzzle, and real-business-cycle theory. This course introduces some graduate-level material and makes intensive use of mathematics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302**

ECON349 Economic Growth
This course examines the causes and consequences of cross-country differences in economic performance. We will investigate why some nations are much wealthier than others. Using the neoclassical growth model as a starting point, we will explore the fundamental determinants of per-capita income and growth. In addition to the use of a standard textbook, we will work through a number of journal articles and policy papers to obtain a deeper understanding of the long-run drivers of economic development. Over the course of the semester, we will discuss numerous controversial issues with regard to economic growth. Examples include the importance of openness for the development process as well as the long-run impacts of colonialism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302 AND ECON300**

ECON351 Introduction to Income and Wealth Inequality: Theory and Empirics
This course is an introduction to the research on income and wealth inequality. The first part of the course presents the main statistical and mathematical concepts applied to the study of income and wealth distribution. In the second part, we will deal with the conceptualization of income distribution from the time of the pre-classical and classical political economists (Petty, Quesnay, Ricardo, Marx) to the 20th-century economists (Pareto, Kuznets, Atkinson, Taylor, Milanovic, Piketty). In the third part, we will explore the methods for reconstructing income and wealth data and the main results exposed in several databases such as the World Inequality Database (WID), the LIS Database, and the Estimated Household Income Inequality Data Set (EHII). Finally, we will discuss the literature on the determinants and consequences of income and wealth inequality from a critical perspective. That literature review includes discussions about race, gender, class, and global inequality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON301 AND ECON302**

ECON352 Political Economy
This course introduces the tools of rational-choice and evolutionary game theory and applies them to the study of social interactions with both political and economic elements. This study concerns the distinction between public and private elements of social life. Topics covered include the economics of lawlessness and the emergence of property rights, the economic nature of the state, effects of political structure on economic development, and the economic determinants of democracy and dictatorship.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON353 American Economic History
This course focuses on 19th- and 20th-century U.S. economic history. The course emphasizes the application of economic tools to the analysis of U.S. history. In addition, it aims to provide students with a sense of the historical dynamics that have shaped the contemporary economic system. Rather than providing a general survey of the economic history of the entire period, the course will focus on topics including cyclical fluctuations, the evolution of the monetary and financial systems, immigration, labor markets, and the role of government policy.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON303 AND ECON301) OR (ECON303 AND ECON302)**

ECON354 Institutions
Neoclassical economic theory has relatively little to say about the problem of economic organization, how the economic activity of individuals is structured and governed by a complex network of social institutions that includes the law of property and liability, informal codes of morality and fair dealing, and formal organizations. This course attempts to address this imbalance by examining the origins and historical development of two of the most important of these institutions, firms and states. Why do firms and states exist? What functions do they perform in economic systems? How do they arise, and how do they change over time? In considering these questions, students will be introduced to several contemporary alternatives to neoclassical analysis, including the institutional, Austrian, public-choice, and constitutional approaches to the problem of economic organization. All of these traditions have both a rich history and an active research community, and readings will include both classic texts and modern scholarship in each of them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON355 Financial History
This course will focus on the evolution of financial institutions and markets from the ancient world until today. Topics covered will include contracts and property rights, the emergence of money and payments mechanisms, the beginnings of public debt and central banks, the development of joint stock commercial banking and banking regulation, debt and equity markets, and financial crises. The course will emphasize the application of the tools of economic analysis to financial history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON356 American Macroeconomic Policy
What can history teach us about macroeconomic policy? This course will use American macroeconomic history from 1870 to the present to explore key issues in macroeconomic policy which remain relevant today. We will both extend the theoretical frameworks presented in ECON302 and delve into the empirical literature on both historical and contemporary monetary and fiscal policy. Students will produce an original, independent research paper on a topic relating to macroeconomics. Previous completion of or concurrent enrollment in ECON385 is useful though not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON302**

ECON357 Topics in European Economic History
This course emphasizes the application of economic tools to the analysis of European history since the Industrial Revolution. Much of the course will center on Britain, although the experiences of France, Germany, Scandinavia, and other countries will also be discussed. Rather than providing a survey of all of modern European economic history, the course will focus on topics such as industrialization, demography, the evolution of money and capital markets, and cyclical fluctuations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON303 AND ECON301) OR (ECON303 AND ECON302)**

ECON358 History of Economic Thought
This course explores the major ideas of the classical school of political economy as developed by its central figures and traces the unfolding legacy of these ideas in the history of economic thought. For each author studied, the goals will be to understand the arguments presented on their own terms, interpret those arguments in the terms of modern economic theory, and consider their contemporary empirical relevance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302 OR ECON301**

ECON361 Latin American Economic Development-Micro
This upper-level elective course will look specifically at the literature of labor markets and related human capital accumulation, mostly in the context of Latin America, which has emerged as an entirely separate area of research in recent years. Readings about other regions will be used to better develop a framework for studies of Latin America. In this course, students will read recent economic research papers, drawing on journal articles and policy papers in this area, and discuss the theoretical and empirical results from research and its implication for economic policy. Students are expected to actively present and discuss them and work on individual or group projects, and also have to produce their own research paper. Basic quantitative methods will be taught throughout the course, relating to the economic research papers, and the course will also draw on the resources provided by the Quantitative Analysis Center (QAC).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **[ECON 300 AND ECON 301]**

ECON362 Financial Markets, Policy, and Crisis: Insights from Japan
This course will use modern macroeconomics and economic history of Japan to shed some light on important questions in macroeconomics. Students will read empirical macroeconomics research not only on the Japanese economy but also on the United States and other countries to develop a sense of empirical research in macroeconomics. The course will also emphasize the major developments of macroeconomic policy in Japan since the Meiji Restoration to appreciate the role of history in understanding contemporary macroeconomic policy debates.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **CEAS251**
Prereq: **ECON301 OR ECON302**

ECON363 Microfoundations of Growth in China
The rise of China is one of the most remarkable, if not miraculous, economic events in recent history. The course seeks to present a comprehensive overview of the transition challenges China faces as it continues to move from a centrally planned economy to adopting a greater reliance on market-based mechanisms. By reviewing the microeconomic literature on China's recent economic and institutional transformation, the class hopes to provide a general analytical framework for understanding the economic implications of the process.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **CEAS363**
Prereq: **ECON301 AND ECON300**

ECON366 The Economics of Developing Countries
This course presents an examination of the characteristics of developing economies and an evaluation of various policies to foster development. Specific topics include health, education, savings and credit, microfinance, insurance, and institutions, with particular emphasis on experimental and quasi-experimental methods of rigorous evaluation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON301**

ECON371 International Trade
This course examines the causes and consequences of cross-border flows of goods and services. We will investigate various theories of international trade and discuss the empirical validity of their predictions. Particular emphasis will also be placed on the motives for countries to restrict or regulate trade and the institutional arrangements governing the world trading system. Moreover, we will discuss how trade between countries can shape economic development. Over the course of the semester, we will also address numerous controversial issues with regard to international trade. Examples include the impact of trade on the environment, labor standards, wages, jobs, and inequality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON380 Mathematical Economics
The uses of mathematical argument in extending the range, depth, and precision of economic analysis are explored. The central goal of the course is to promote sophistication in translating the logic of economic problems into tractable and fruitful mathematical models. Particular attention is paid to the analysis of optimization and strategic interaction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON301 AND MATH221 AND MATH222) OR (ECON301 AND MATH223 AND MATH222)**

ECON381 Advanced Game Theory
This course is a quantitative introduction to game theory. This means the application of algebra and logic to solving formal models of strategic situations. Topics will include dominance and rationality, pure and mixed strategies, Nash equilibrium, collective action problems, subgame perfect equilibrium, strategic moves, credibility, repeated interactions, asymmetrical information, adverse selection, signaling, and the suitability of equilibrium concepts. Wide applications

of game theory in everyday life, economics, politics, international relations, management, sociology, and sports will be discussed in class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON385 Advanced Econometrics
Econometrics is the study of statistical techniques for analyzing economic data. This course reviews multiple regression and develops several more advanced estimation techniques. Students work on individual research projects and learn to use econometric software.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON301 OR ECON302) AND (MATH221 OR MATH223 OR QAC220)**

ECON386 Introduction to Forecasting in Economics and Finance
This course is an introduction to forecasting widely used by economists; forecasts are constantly made in business, finance, economics, government, and many other fields, and they guide many important decisions. The course focuses on core modeling and forecasting methods that are very widely applicable. We first introduce several fundamental issues relevant to any forecasting exercise, and then treats the construction, use, and evaluation of modern forecasting models.

Students work on individual research projects and learn how to build and use forecasting models.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302**

ECON387 Causal Inference in Applied Economics
Learn modern tools economists use to identify cause-and-effect relationships in real-world data. The course emphasizes research design, credible identification, and hands-on empirical work through replications and original projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ECON407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ECON408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ECON409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ECON420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ECON466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ECON469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ECON491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ECON492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **Cr/U**

ECON495 Research Apprentice, Undergrad
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

ECON496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

ENGLISH

The English Department offers courses that foster critical thinking about the relationships among literature, culture, and history. Students of English become adept critics of poetry, novels, essays, and plays. They develop knowledge of the history of literary culture and about the evolving genres, forms, and ideologies of literary expression. They study the relation of literary texts to their historical contexts, and they learn to read both literary and non-literary texts critically. As they develop their knowledge, students of English hone their skills as critical writers and explore their potential as creative voices.

AFFILIATED FACULTY

Elizabeth (Beth) Hepford
BA, University Of Kansas; MA, Arizona State University; PHD, Temple University
Associate Professor of the Practice in TESOL; Associate Professor of the Practice, English; Associate Professor of the Practice, Education Studies

Edwin Sanchez
CER, Yale University
Associate Professor of Theater; Associate Professor, English

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

CHAIR

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

EMERITI

Henry Abelove
AB, Harvard University; PHD, Yale University
Willbur Fisk Osborne Professor of English, Emeritus

Lisa Cohen
BA, Brown University; MPHIL, Yale University; PHD, Yale University
Associate Professor of English, Retired

John Anthony Connor
MA, Manchester University; MAA, Wesleyan University
Professor of English, Emeritus

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Professor of African American Studies, Emerita; Professor of English, Emerita

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Professor of English, Emerita

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Olin Professor of English, Emeritus; Professor of English, Emeritus

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FACULTY

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Assistant Professor of English

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Associate Professor of English

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Assistant Professor of English

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Professor of English

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

Danielle Vogel
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Director; Associate Professor of English, Creative Writing

Stephanie Kuduk Weiner
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Professor of English

Jennifer Piper Wood
BA, University of Connecticut; EDM, Harvard University; MA, Yale University; PHD, Yale University
Visiting Professor of English; Dean for the Class of 2027

VISITING FACULTY

Jimin Seo
BA, Florida State University; MFA, Columbia University in the City of New York; MFA, Columbia University in the City of New York
Visiting Professor of English

DEPARTMENTAL ADVISING EXPERTS

Several professors serve as Advising Experts each year. Responsibility for transfer of credit and study-abroad courses for non-majors is assigned to a specific faculty member and can change from year to year. Please refer to the department website: wesleyan.edu/english/contact/ (https://wesleyan.edu/english/contact/).

- Undergraduate English Major (p. 1066)

ENGLINB Indian Baccalaureate Credit
Offering: **Host**
Grading: **Transfer**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ENGL111F 21st Century American Literature (FYS)
This course will explore American literature of the 21st century and in so doing, we will consider the portrayals of race, class, ethnicity, religion, trauma, citizenship, migration and sexuality. We will approach these portrayals in engaged class discussion as well as in writing, both analytical and creative. We will also discuss the ways in which these authors conceptualize and problematize American identity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL112F Reading Black Culture (FYS)
Blackness is the lifeblood of the culture industry. U.S. popular culture--which traverses national boundaries due to the workings of imperialism and global capital--has a predominantly Black face, at the same time that Black people, in

the United States and across the globe, are made to live in unrelenting proximity to death and destitution. This introductory course aims to tackle this seemingly contradictory state of things by considering the manifold ways Blackness circulates in the global cultural landscape. With the ultimate aim of increasing cultural literacy, we will engage with key questions such as: What makes a Black text? What, if any, political duty does the Black cultural worker have to the larger "Black community"? How does a critique of capital figure into Black culture? How might we conceptualize intellectual work as central to Black cultural traditions? This course traces these questions through the analytic of "reading"--as a mode of critical engagement that exceeds the textual. We will contend with Blackness in its varying permutations and figurations across the domains of literature, music, film, sport, visual art, and performance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM112F**
Prereq: **None**

ENGL113 A Nation of Immigrants?
America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT113**
Prereq: **None**

ENGL113F A Nation of Immigrants? (FYS)
America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT113F**
Prereq: **None**

ENGL121F Are You a Feminist? (FYS)
Taking our cue from Beyoncé and the debates her music has produced, this First Year Seminar investigates the meaning of feminism by considering how writers, artists, activists, academics, and public intellectuals discuss the topic. Students' curiosity about feminism - as topic, politics, identity, and practice - will guide class meetings where we will discuss readings by prominent feminist writers, scholars, and critics. Students will leave the course with a clear sense of themselves as writers and thinkers, as well as an understanding of the ways in which gender and sexuality intersect with race, class, and other social identities and of the multiplicities of feminisms in our contemporary moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **WRCT121F, FGSS121F**
Prereq: **None**

ENGL122F Magical Creatures & Phantastic Allegories in Spenser's Faerie Queene (FYS)
This course explores the imaginative worlds of magical creatures through a study of phantastic allegory in Edmund Spenser's Faerie Queene. Through a sustained careful reading of this major work of imaginative poetry, we will come to understand the way in which Spenser employs rich and dynamic poetic figurations towards the construction of highly nuanced and complex allegorical meaning which responded to the political, philosophical, and social context of Spenser's own day. This course is open to all readers of any major who have ever wanted to explore Spenser's imaginative poetic fictions, or who have wanted to extend their knowledge of early modern English poetry beyond Shakespeare.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL122F**
Prereq: **None**

ENGL131B Writing About Places: Africa
This course is one in a series called "writing about places" that explore the long tradition of writing about travel and places and changing attitudes toward crossing cultural borders. We will examine historical and cultural interactions/ confrontations as portrayed by both insiders and outsiders, residents and visitors, colonizers and colonized--and from a variety of perspectives: fiction, literary journalism, travel accounts, and histories. Writing assignments will include critical and analytical essays as well as encouraging students to examine their own experiences with places and cultural encounters.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **CGST131B**
Prereq: **None**

ENGL132F The Library (FYS)
The library is not just a physical repository of texts. Rather, it is an institution organized around the fear of oblivion. It has developed all sorts of protocols and systems to save ideas, texts, and people from being lost to history. But fantasies of the infinite library and the pursuit of the perfect cataloguing system have, in turn, disciplined knowledge, produced new categories, and rendered entire traditions and histories unfindable via its organizing logics. In this course, we will approach the library as both a space for democratizing knowledge and a locus of exclusion too -- a lifeline and a tomb all at once. While we will read and write about different libraries across time and space, we will also ground many of our discussions in the holdings, spaces, and history of our very own Olin Library. One of the aims of this course, beyond introducing students to the intellectual history of the library as such, is to familiarize students with Wesleyan's libraries so that they can learn how to navigate its many resources in future courses and intellectual pursuits. To this end, we will spend a considerable amount of time in the stacks, in Special Collections, and learning from our librarians.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL135 Writing about Research: U.S. Style
This course is designed to prepare non-native speakers of English to write about research in U.S. academia. Students will focus on the structure, cohesive devices, citation styles, and academic vocabulary commonly used in literature reviews, theoretical papers, and primary research studies. As a topic of common interest, example readings will focus on language research including statistical analyses of

language learners; anthropology studies of how gender, race, and socioeconomic group affect language; and overviews of theories about language acquisition. Throughout the course, students will learn organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT135**
Prereq: **None**

ENGL141F The Revolutionary Rupture: Slavery, Latifundio & Rev. in Caribbean & Lat. Amer. Lit. & Cinema (FYS)
The word "Revolution" often evokes a vertical and/or eruptive image: a standing militant who was once a "premodern," non-European figure; a bottom-to-top explosion of imperial and colonial disorder and normative violence; a rising and world-overturning wind or "natural event." Does the eruption of an "event" worthy of the name "Revolution" begin on the imagined x-axis, say, of the earth's surface? Or does it point beyond that plane of seemingly commonly shared life? Or to that notion itself--i.e., commonly shared life--as a question? How do configurations of hell, heaven, God, Satan, the dead--what's below, what's above--come to bear in representations of "Revolutions"?

In this course, we will slow down, read, and work through these and other questions and figurations on the verge, in the midst, and/or seemingly on the other side of revolutionary ruptures--ruptures which are also returns. We will read select literatures and cinemas of Haiti, The Dominican Republic, Mexico, Guatemala, Puerto Rico, and Cuba that convey refusals of "given" life and death and that render different imperial, colonial, and neo-liberal systems of oppression and their attendant philosophies of the human, non-human, animal, native, enslaved, and blackened. The Haitian Revolution of the late 18th and early 19th century, insurrections in Chiapas before and after the Mexican Revolution of 1910, and 20th-21st century armed movements against U.S. economic and military invasions of the Caribbean and Central American regions would be the historical "flashpoints" of the course. While de-romanticizing the commercialized Che-t-shirt notion of "Revolution" in the U.S., we will, more importantly, encounter and deconstruct discourses of hetero-masculinity, modernization, mestizaje, whitening, and "development" that sometimes appear radical and/or revolutionary.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM141F**
Prereq: **None**

ENGL143L Introduction to TESOL
This Community-Engaged Learning course will explore social issues, classroom management, and current debates related to Teaching English to Speakers of Other Languages (TESOL), as well as learning languages in general. The course introduces the "best practices" of TESOL through current research, practical assignments, and students' reflection on their experience teaching English over the course of the semester. Students will critique existing materials, create their own lesson plans and activities, and conduct teaching demonstrations for our class. Working with community partners, students will also complete 20 hours of teaching/tutoring English Language Learners. This course fulfills both the pedagogy and practicum requirements for the Education Studies major and minor.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST140, WRCT140L**
Prereq: **None**

ENGL150F American Crazy: Four Myths of Violence and National Identity (FYS)
Among the industrialized nations of the world, the United States has long had unusually high levels of crime, violence, and imprisonment. This course will explore five especially prominent cultural explanations for American violence. We will consider the origins of these explanations in American myth and history, and we will investigate their appearance in literary expression, journalistic reporting, popular culture, and social science.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL152F The Armchair Adventurer (FYS)
At the turn of the 20th century, stories of travel, action, and adventure enjoyed enormous market success and cultural prominence. This course examines the interaction between the adventure stories told in popular genre fiction--science fiction, historical romance, detective novels, children's literature, stories of overseas adventure, etc.--and their "high" literary cousins. We will read classic works of genre fiction in order to understand the appeal of these stories and storytelling modes, for both writers and readers, and to identify their generic structures, plots, and premises. And we will examine how prestige-oriented fiction drew from, adapted, and altered these conventions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL156F Contemporary American Literature (FYS)
This course will explore contemporary American literature by focusing on novels written by Jhumpa Lahiri, Colson Whitehead, Junot Diaz, Tommy Orange, Ocean Vuong, Mbue Imbolo, Edwige Danticat, and a play by Lynn Nottage. Extra readings will include poems and short stories. We will consider the portrayals of race, class, ethnicity, religion, trauma, citizenship, migration, and sexuality in these works, as well as the ways in which these authors conceptualize and problematize American identity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL157F Caribbean Literature and Writing the Environment (FYS)
This is a writing and reading course in which students will use Caribbean literature focused on the environment and the environment around them as starting points for writing of their own.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL161F Captive and Confined: Literatures of Imprisonment (FYS)
Is it more than just a metaphorical turn of phrase that causes us to speak of being held captive by works of literature and art? Or are there links between writing, reading, and being imprisoned that are as material as they are psychological? Our class will consider the relationship between spaces of confinement and writing to explore how various writers have used writing to respond to various states of captivity. Is carceral writing particularly captivating

to readers, and if so, why? We will read texts about prisons (physical and psychological), as well as texts written in prisons, to explore relationships among writing, power, literacy, and freedom.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL162 Poetry Lab
The Poetry Lab is intended for first-year students interested in literature or creative writing. Come join us for a semester of hands-on experiments with the stuff of poetry -- interpreting and translating but also taking apart, writing over, scrambling, collaging. We will ask big questions: What is poetry, anyway? How and why do we read it? We will read some of the most powerful poems in the English tradition and explore how modern poets speak back to them or make new poems from their pieces. We will engage with important scholarly debates and encounter various theoretical and methodological approaches, inviting us to approach poetry as a self-enclosed artifact, as historical evidence, as a kind of thinking, or as political action. And we will also constantly tinker with poems, imitate them, and creatively play as we investigate the fundamental workings of language and meaning.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL162F The Past and Present of American Journalism (FYS)
This course will expose students to the history of print culture in the United States and familiarize students with the current state of affairs in American journalism. Each week we will read historical and contemporary texts alongside one another, seeing how recent journalism continues in the tradition of older forms of public writing but also deviates from and altogether abandons them. Some of the assignments for the course will be critical, asking students to describe, explain, and make arguments about the texts they encounter; others will be creative, asking students to generate their own journalistic practices informed and inspired by the assigned readings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL163F Literature of London (FYS)
This first-year seminar examines the role of London in the literary imagination of nineteenth-century Britain. A vibrant multi-class and multi-ethnic jigsaw puzzle, London was a "world city" at the center of the empire, the seat of crown and Parliament, and a place of both danger and opportunity. In addition to being the economic and political center of Great Britain, some authors viewed London as the nation's narrative center as well. Together, we will explore how writers depicted the city, how they envisioned the relationship between urban living and modern life, how they understood London's inhabitants and their plots, and how they placed the city in networks of stories reaching around the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL165F Querying the Nation: American Literature and Ethnic Studies (FYS)
This course poses the study of American literature as a way to explore issues of race and ethnicity in the United States. From 1960s student strikes demanding ethnic studies courses in California to recent dismantlings of the field in some high schools and colleges, the role of ethnic studies in education has been a topic of heated debate. We will examine a range of multiethnic texts to understand how they have generated critical frameworks for cultural study that are attuned to the contradictions of various American ideals. Toward the end of the course, we will direct some of our energies to investigating how ethnic studies has circulated at Wesleyan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL175F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST125F, AFAM152F, FGSS175F, THEA172F, COL125F**
Prereq: **None**

ENGL176F August Wilson (FYS)
During his lifetime, the world-renowned African American playwright August Wilson graced stages with award-winning plays from his "Century Cycle." This course examines the cycle's 10 plays in the order in which the playwright wrote them, from Jitney (1982) to Radio Golf (2005). In all cases, we pay special attention to the playwright's presentation of language, history, memory, religion, visual art, and music within his oeuvre.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **THEA175F, AFAM177F**
Prereq: **None**

ENGL178F The Literature of Business, and Vice Versa (FYS)
This course will consider some of the ways that business, markets, and commercial enterprise have been depicted in American fiction from the 19th century to the current moment. Our focus will be on the ways that writers sought, at various stages in history, to understand the changing features of capitalism. At the same time, we will consider the development of the American publishing industry and the ways that it influenced literary production and literary values.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL190F Place, Character, and Design: Techniques in Writing Nonfiction and Fiction (FYS)
We begin this writing course with questions central to students' work in both nonfiction and fiction: how to establish characters and a narrator's voice and how to frame the spatial and emotional world of the piece. The course encourages students to explore questions of design and structure while focusing also on style and technique at the sentence level. This creative writing course explores features of narrative and design that are central to work in fiction and creative nonfiction. We will also compare the design of college papers, written for academic courses, with pieces written for general readers. Readings include works by writers interested in these questions, including, in fiction, Andre Aciman, Vladimir Nabokov, Henry James, Robert Stone, Deborah Eisenberg, and Edward P. Jones, and, in nonfiction, Brian Doyle, Junichiro Tanizaki, Joan Didion, Charles Bowden, Mark Doty, Linh Dinh, Dubravka Ugresic, and George Orwell.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL200 The Narratives of Illness and Recovery
This course provides a detailed examination of primarily first-person accounts of illness and recovery. The focus will be on narratives that deal with mental illnesses and trauma or the psychological aspects of physical illnesses. We will explore the relationship of story and narrative to the healing process. Students will analyze across texts the common psychological traits that lead to recovery and generativity, as well as the response to loss and the experience of suffering. Particular emphasis will also be placed on the role of "the wounded healer," those persons who have suffered and then choose to assist others who face similar predicaments.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL200, PSYC285**
Prereq: **None**

ENGL201A Ways of Reading: Originality and Its Opposites
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL 201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

Believe it or not, the idea that a work of art should be unique, new, and inventive has a history, and it's a fairly recent one. In this section we will read novels, poems, and plays that embody or somehow resist the ideal of originality. We will start with theories of originality that emerged at the end of the 18th and beginning of the 19th century, and with contemporaneous texts that exemplify that aesthetic philosophy. Then we will turn to originality's many opposites: translations, collaborations, adaptations, forgeries and hoaxes, parodies, hymns and vernacular songs, and works that are so conventional or derivative as to fail the originality test. Throughout, since this is a section of "Ways of Reading," we'll pay attention to our expectations, experiences, and strategies as readers as well as to developing skills in discussing and writing about literature.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201B Ways of Reading: Unreliability
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. In this "Ways of Reading" course we will examine how notions of unreliability and indeterminacy shape literary writing and interpretation alike. We see this most obviously in the figure of the unreliable narrator in fiction, but we also grapple with the (un)reliability of poetic speakers in lyric poems. In fact, unreliability might as well be another way of naming and representing subjectivity. Learning to recognize and parse signs of subjective and/or unreliable accounts is a keystone of literary analysis because it helps us make sense of--and take pleasure in--how the story is told in addition to the content of story. Conversely, some literary texts turn the mirror on us (the readers); that is, they prompt us to reevaluate how our own assumptions, biases, and blind spots figure in our interpretations of texts and dynamics. In this course, students will read and write about a wide range of literary genres including novellas, short stories, lyric poems, and plays that thematize unreliability, confusion, and misprision. In so doing, they will learn to develop their own interpretations of literary texts and craft compelling and nuanced arguments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201C Ways of Reading: Texts and Territories
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This is a course on reading and writing about literary works from a variety of genres and historical periods. We will focus on how these texts describe and define territory -- land, space, nature, environment, and sovereignty. Over the course of the semester, we will work toward an understanding of how our texts function both formally and historically, as documents of their respective eras -- from the Middle Ages to the present day. Together with each text, we will engage with critical articles that show how other scholarly readers approach literature using a wide range of methodologies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201D Ways of Reading: Stories and Storytelling
In this course we will read literary, philosophical, and scholarly works that explore stories and storytelling. Some of the questions we will consider are: what makes a story a story? What are its building blocks? How does it matter if a story is told in verse or prose, in a book or onstage, orally or in print? What human, personal, and societal needs are served by telling and consuming stories? How do literary texts incorporate or represent the activities of telling stories and of listening to, reading, and watching them? We will define and examine foundational aspects of literary narration, including first-person and third-person narrators, events, plot, voice, and setting and worldbuilding. We will also practice and develop skills in literary analysis and interpretive, scholarly writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201E Ways of Reading: Gifts, Debts, and Promises
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course will offer an introduction to the formal study of literature. Our discussion will be oriented by a consideration of poems, plays, and novels that address the bonds created among people by the exchange of gifts, promises, and debts. We will consider the way changing ideas about such bonds have been represented in literary texts and the way such ideas have affected our understanding of literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201G Ways of Reading: Contact Zones
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

In this course, our studies of 20th- and 21st-century works will focus on how various forms of "contact"--interracial encounters, travel and migration, genre mixing, etc.--produce literary tensions that comment on broader social and political worlds. In addition to analyzing texts from a range of genres, we will situate them in their historical contexts, approach them from a variety of critical perspectives, and examine how literary expressions of "contact" shape perceptions of the contemporary world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201H Ways of Reading: Influence, Imitation, Invention
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.
Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This "Ways of Reading" course will consider how works of literature respond to one another, imitating and departing from what has come before. We will learn to identify a writer's stylistic, rhetorical, and generic commitments, and we will develop a set of technical and conceptual approaches to reading to generate a facility and ease with the practice of close reading. At the same time, we will remain alert to the influence of historical, geographic, and social contexts on the production and reception of works of literature. As responsible readers, we will combine attention to a text's formal properties with an awareness of its situatedness within worlds--and literary histories--outside the text.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201J Ways of Reading: Literary Form and Forms
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose

narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course focuses on the techniques of interpretation, beginning with words and tropes like metaphor and metonymy and advancing to narrative theory. It introduces students to different theoretical approaches to the text, including formalist, psychoanalytic, cultural, and new historicist studies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201K Ways of Reading: Borrowing and Stealing: Authorship and Originality in Literature
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will explore the meaning of authorship and originality in literary study. What does it mean to be original within a literary tradition? How do genres retain their coherence while also enabling originality? When does inspiration become plagiarism? Where do we draw the line between borrowing and stealing in literature? What legal, ethical, and historical frameworks help us to distinguish between them? How do such norms vary across genres and media? This course will focus on the different ways that poetry, fiction, and drama foster the recirculation of particular plots, figures, and formal structures while still maintaining the value of originality. We will pay particular attention to the crises of authorship that mark what Walter Benjamin famously called the "Age of Mechanical Reproduction." But we will also look at the central role that borrowing and rewriting has played in the very constitution of the idea of a literary tradition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201L Ways of Reading: Forms of Difference
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will focus on the politics of literary form--that is, how literary form and content work together to produce arguments about the social world. We will pay special attention to how 20th- and 21st-century writers use literary form to explore, illuminate, negotiate, and challenge categories of social difference, including race, gender, and sexuality. In addition to practicing techniques of close reading on a range of texts from different genres, we will also read literary criticism from a variety of theoretical and political perspectives--psychoanalytic, feminist, postcolonial, historicist, etc.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201M Ways of Reading: Literature and/as Philosophy
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will consider what lies at the intersection of literature and philosophy. We will read philosophies of literature-texts that consider the function, context, and fundamental characteristics of literary production-alongside literary texts that foreground key philosophical questions. We will consider the literary dimensions of philosophical writing alongside the philosophical dimensions of literary writing, toward a way of reading that destabilizes the notion of a fixed boundary between the two categories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201N Ways of Reading: Adaptations: From Page to Stage
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular

culture, and in the discourses that shape everyday life. This course investigates Black dramatic adaptations that have originated from poetry, short stories, novels, and historical events. Through multiple modes of inquiry, we interrogate form, genre, narrative, aesthetic, and intended audience as well as the social, political, gender, sexuality, and/or racial context of each literary piece. Within these various "page to stage" adaptation processes, we track the evolution of our source texts and chart the longevity and changeable dynamics of elements, such as character, theme, plot, point of view, setting, and time, as they appear within each dramatic iteration.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201P Ways of Reading: Autobiography
"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

"Ways of Reading" courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry, drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays; but also in political speech, in popular culture, and in the discourses that shape everyday life.

This "Ways of Reading" course will explore autobiography as an elusive and multifaceted literary form. We will ask: Who or what is the subject of autobiography? Who besides the author is implicated in the acts of writing and reading autobiography? How elastic are the distinctions between fiction and fact, self-reportage and self-fabrication within autobiography? What kinds of narratives and artistic forms count as autobiographical? To pose these questions, we will explore hybrid texts that splice together varying genres and forms under the umbrella of autobiography, including poems, memoirs, graphic memoirs, personal essays, metafictional novels, documentary films, performance pieces, and biomythographies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201Q Ways of Reading: The Pleasures of the Text
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course introduces the bundle of characteristics we think of as "literary" and the methods for studying them, with an eye toward pleasure: What spurs us to read, and what spurs us to return to certain texts? We will develop strategies for careful and close reading and techniques for the analysis of poetic and narrative forms; we will examine the idea of literature as a social institution and explore ways of making connections between textual details and the world beyond the text.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201R Ways of Reading: Strange Inheritance
Language precedes us. Nay, writing does. What do "we" do with this inheritance? What is the relationship between language, writing, speech, technology, and violence in the "strange inheritance" configured in this course? And what specific insights into that relationship does this uncanny thing called "English" reveal? This foray into the English major weaves together Caribbean and British literature with literary and critical theory that meditate sometimes literally on each other and always on "shared" linguistic and colonial heritages--ones alternately preserved, cursed, and/or set on fire. We will reckon with "inheritance" as a figure and unravel what is destructive, desirous, and gothic in it by reading: Jamaica Kincaid's Annie John and Lucy; Jean Rhys' Wide Sargasso Sea; Charlotte Bronte's Jane Eyre; and parts of Gayatri Spivak's A Critique of Postcolonial Reason: Towards a History of the Vanishing Present. All of these texts structure and deconstruct themselves via unruly "feminine" figures who happen, also, to be damningly good readers. Supplemental to our readings of the aforementioned are select poems by Aimé Césaire, Derek Walcott, and William Wordsworth; selections from Frantz Fanon's Black Skin, White Masks; key works of structural linguistics and deconstruction; and some cinema. The framework and assignments are designed with both the literary and creative writing tracks of the major in mind.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201S Ways of Reading: Imitation and the Real Thing
Are artworks imitations of "the real world," or are they "real things" in themselves? And what happens when one artwork imitates another? This Ways of Reading course explores the relationship between artistic representation and the reality it tries to capture, paying particular attention to what happens when literature engages with other kinds of art. We'll read variations of the Pygmalion myth--in which an artist falls in love with his creation and it comes to life--across a range of genres: poems, short fiction, novels, plays, and film. We'll also turn to various forms of literary critical inquiry, from close reading to psychoanalytic theory, and various kinds of historicism to ask how these depictions imagine the act of artistic creation and the kind of truth-claims that literature makes. Along the way, we'll think about the ways that these meditations on the mediated nature of literature--depictions of the relationship between the art objects and the world, the act of reflection, copying, or imitation--are used to imagine social difference, including questions of class, gender, race, and national identity. Throughout the course, we'll be paying attention to the ways that texts construct and convey meaning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201T Ways of Reading: Literature About Literature
"Ways of Reading" courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit. "Ways of Reading" courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry, drama, and prose narratives like novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays; but also in political speech, in popular culture, and in the discourses that shape everyday life. This "Ways of Reading" course will ask: What is literature? We will read literature written by authors in their most playfully self-aware, self-interrogating moods: William Shakespeare raising questions about the nature and limits of imagination, Jane Austen dramatizing the perils of novel reading, and Tyehimba Jess celebrating the history of Black expression. Throughout, we will reckon with literary texts on their own terms but also with the ways they have been read at different moments in history. What is literature and what was it? How do we read it? What methods and theories have been ascendant at different moments? And *why* do we read it? What are its pleasures, problems, and possibilities? How did we end up with an English Department organized like this anyway?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201V Ways of Reading: Imitation and the Real Thing
Are artworks imitations of "the real world," or are they "real things" in themselves? And what happens when one artwork imitates another? This Ways of Reading course explores the relationship between artistic representation and the reality it tries to capture, paying particular attention to what happens when literature engages with other kinds of art. We'll read variations of the Pygmalion myth--in which an artist falls in love with his creation and it comes to life--across a range of genres: poems, short fiction, novels, plays, and film. We'll also turn to various forms of literary critical inquiry, from close reading to psychoanalytic theory, and various kinds of historicism to ask how these depictions imagine the act of artistic creation and the kind of truth-claims that literature makes. Along the way, we'll think about the ways that these meditations on the mediated nature of literature--depictions of the relationship between the art objects and the world, the act of reflection, copying, or imitation--are used to imagine social difference, including questions of class, gender, race, and national identity. Throughout the course, we'll be paying attention to the ways that texts construct and convey meaning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201Z Ways of Reading: Gifts, Debts and Obligations
Ways of Reading courses introduce students to the characteristics thought of as literary, and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading as well as techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. While students will become adept literary critics, they also will learn that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, popular culture, and the discourses that shape everyday life.

This course will offer an introduction to the formal study of literature. Our discussion will be oriented by a consideration of poems, plays, and novels that address the bonds created among people by the exchange of gifts, promises, and debts. We will consider the way changing ideas about such bonds have been represented in literary texts and the way such ideas have affected our understanding of literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL202 Investigative Storytelling
This creative writing workshop is designed for students who aim to craft new narrative work through investigative or documentary research. Students might create a play, a screenplay, poetry, fiction, creative nonfiction, a digitally driven project, or something else. We will study some existing investigative artworks--dramatic pieces by Moises Kaufman, nonfiction by Leslie Jamison, poetry by Robin Coste Lewis, documentary film by the Maysles brothers, long-form journalism by Nikole Hannah-Jones, and podcasts by Brian Reed. We will cover interview techniques, research strategies, issues of rights and intellectual property use, and structure/dramaturgy as we plan, research, write, and workshop material together. Class members will regularly share work-in-progress and offer feedback to one another. By the end of the semester, students will be well acquainted with best practices for crafting investigation-based pieces and will have completed full or partial drafts of their projects, depending on project scope. Students are expected to have some workshop experience.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT203**
Prereq: **None**

ENGL202Z Contemporary Short Stories in Translation
This course will introduce students to a wide range of contemporary short stories from around the world, translated into English. We will read fiction from four geographical clusters--Nordic Europe, Latin America, East Asia, Western Europe--as well as from outside these relatively well-defined categories. Along with exploring the fiction itself, we will consider how the English-language publishing industry treats these different zones, as we acknowledge the risk of ending up with national or regional stereotypes. We will also keep in mind the translator's role as an active creator of the works we are reading. In week two, we will pay special attention to the crucial professional role of the translator in getting these authors published and recognized, and there will be in-class visits from one translator in each cluster. The objective of the course is to get a basic overview of different contemporary trends and traditions, and their various paths to publication in English, as well as hopefully finding one or two new favorite writers.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT210Z, COL308Z**
Prereq: **None**

ENGL203 American Literature to 1865
This lecture course charts a selective path through the English-language literatures of conflict in North America. Our optic will be double: one eye on history, the other on literary form, and we will experiment with ways of dialectically combining these two lines of vision. The scope of the course is wide, but we will proceed in the style of an anti-survey. Rather than unifying America through a gathering of textual parts, we will attempt to understand how literary forms supply an important index of historical evidence even as their pleasures and contradictions refuse the stabilities of the evidentiary.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST243**
Prereq: **None**

ENGL203A American Literature on Fire: Conquest, Capitalism, Resistance: 1492-1865
We begin with a 1938 Langston Hughes poem, a north star shining light on American unexceptionalism and then move back in time: from Columbus's dismemberment and enslavement of the Arawaks when demanding gold; to Cabeza de Vaca's feel-good handbook for the conquest of indigenous peoples; to Puritan inventions of a "God" that pulls the trigger; to Franklin's blowing the whistle on a mercantile capitalism he supercharged with a secular work ethic; to a Declaration of "Independence" in 1776 that provoked alternative declarations written by workers, women, and formerly enslaved persons in the 19th century; to Poe's readings of a Divided States of America (race, gender, domesticity) as gothic; to Douglass's representations of the tactical artfulness and subversions of "slave" culture; to Hawthorne's deconstruction of the Americanization of power; to Thoreau's entwining of collective protest and what he hoped would be an individualized escape route; to Melville's attacks on imperialism, racism, and class domination; to Elizabeth Stuart Phelps's critique of domestic slavery; to Stowe's socially transformative antislavery novel (whose sentimentalization recirculated stereotypes). Along the way, we will draw on Howard Zinn's classic A PEOPLE'S HISTORY OF THE UNITED STATES to help historicize the Americanization of inequality. During our literary-intellectual time travel, we will engage some of America's most "on fire" writers who make possible insights into the ideological foundations of American cultures, identities, and hegemonies that provocatively illuminate America's situation today (and offer some lessons for how to change it). And, not least of all, we will have critical fun throughout.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST243A**
Prereq: **None**

ENGL204 American Literature, 1865-1945: The Americanization of Power
Together we'll explore not only the complexities of American literature from the 1860s to 1940s, but also how this literature is usable today and excels as critical equipment that can advance our understanding of the modern Americanization of power (put narrowly, we'll develop insights into a "democratic" capitalism, what some called a "Robber Baron" plutocracy, that pulled off and contrived to maintain systemic class, gender, and ethnoracial hierarchies to reproduce its power). As we unpack the relationship of literary form and social form, we'll trace connections between historical developments such as the gothic genre and gender ideologies, domestic romance and the social reproduction of labor, realism and mass-urbanism, naturalism and immigration, modernism and imperialism, and narrative experimentation and anti-racism. The creative works of Emily Dickinson, Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnutt, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Eugene O'Neill, Nathanael West, William Faulkner, Richard Wright, and Zora Neale Hurston will help teach us to be more imaginative readers of literature, ourselves, and what America was, is, and might be. While pooling ideas about this, we'll savor the pleasures of reading inspiring and transformative writing. This is very much a thinking-intensive course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST235**
Prereq: **None**

ENGL204A American Literature, 1865--1945
This course considers the way a large range of American writers responded to the industrial transformation of the United States. We will look at the way writers conceived and understood the rise of the corporation, the growth of the metropolis, the surge of migration, and the expansion of American power through war and settlement, and we will consider the way such visions related to the writers' understanding of the nature of American culture and the significance of literary expression. Among the authors discussed will be William Dean Howells, Charles Chesnutt, Henry James, Mark Twain, Stephen Crane, Sarah Orne Jewett, Mary Wilkins Freeman, Kate Chopin, Edith Wharton, Frank Norris, T. S. Eliot, Willa Cather, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Jean Toomer, and Richard Wright.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL205 Shakespeare
This lecture course is designed to introduce students to the often-demanding texts of Shakespeare's plays, their major genres (comedy, history, tragedy, and romance or tragicomedy), and the contexts in which they were produced. Shakespeare's career spanned a period of remarkable social, political, religious, and economic change, including the Protestant Reformation, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the rise of the first purpose-built, commercial theaters. Innovations in dramatic form and genre, which Shakespeare helped craft, sought to make sense of these momentous shifts for a diverse public theater. The lectures assume no prior knowledge of Shakespeare or his times and are designed to illuminate the texts of the plays by examining their cultural contexts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **THEA210**
Prereq: **None**

ENGL206 British Literature in the Enlightenment: Individualism, Consumer Culture, and the Public Sphere
England was changing rapidly in the 17th and 18th centuries. Indeed, it is often said that this period was crucial for the emergence of individualism, consumer culture, and the public sphere--for the modern world itself. The period is sometimes described as the Age of Reason, but it was also an age of bawdy laughter, intense emotion, brazen self-promotion, serious faith, and gossip in coffeehouses and magazines. It was an age, too, of flourishing marketplaces, imperial expansion, slavery and abolition. This course will track how literary writers celebrated, condemned, participated in, or simply tried to make sense of

their changing moment (and the changing understandings of literature available in it).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL204**
Prereq: **None**

ENGL207 Chaucer and His World
In this course, we will read Chaucer's fascinating dream-visions, The BOOK OF THE DUCHESS and THE HOUSE OF FAME and his best-known work, THE CANTERBURY TALES. We will also read selections from Chaucer's sources and consider how he adapts these texts in his own literary works. Some of the topics we will explore are the various genres of Chaucer's poetry (allegory, epic, romance, satire), medieval ideas about psychology and dreams, the ideology of chivalry, Chaucer's reinvention of the classical world, and views of gender and sexuality. All readings will be in Middle English, so we will read slowly and carefully, with attention to the language.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **MDST207**
Prereq: **None**

ENGL208 Feminist Theories
How does "feminist" (a political commitment) modify "theory" (an intellectual practice)? We will address this question by reading a range of contemporary feminist theorists working to analyze the complex interrelations of social differences (gender, race, class, sexual orientation, religion, and so on), and relations of social domination and economic exploitation in a globalized world. The question "what is to be done?" will oversee our work.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS209**
Prereq: **None**

ENGL209 From Seduction to Civil War: The Early U.S. Novel
This course examines the relationship between nation and narrative: the collective fantasies that incited reading and writing into the 19th century. We will study the novel as a field of literary production both in dialogue with European models and expressive of changes in national culture, a form that both undermined and reinforced dominant ideologies of racial, gender, and class inequality during this turbulent period of national formation and imperial expansion. We will consider the ways the pleasure of novel-reading depends upon, even as it often disavows, the world outside the story. Throughout our reading, we will trace the ways these novels both reflect and participate in the historical development of the United States during a period that spans national founding, the consolidation of northern capitalism and an exacerbated North/South division, expansion into Mexico and the Pacific, and civil war. Through close attention to literary form, we will continually pose the question, What is the relationship between literary culture and historical change? We will examine who was writing, for whom they wrote, and the situation--political, commercial--in which the American novel was produced and consumed. We will begin with the novel of sentiment and seduction and conclude with reflections on slavery and racial revolution on the eve of the Civil War, all the time asking about the ways the novel might seduce us into either tolerating or resisting the way of the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST298**
Prereq: **None**

ENGL210 The Rise of the Novel
What is a novel? And where did this literary form come from? This course will explore some of the complexities of the "rise of the novel," one of the most important and oft-told tales of literary history. As we read fictions full of criminals, love letters, scandals, and satirical self-referentiality, we will think about the differences between early novels and the not-quite novels that preceded them. We will focus on how novels work through plot, character, and realist prose, as we also explore the ideological work that the form does. We will ask, too, about the workings of scholarly narratives like "the rise of the novel": how do these critical narratives help us, as novel readers, understand our relationship to the past and to the novel as a form? What do we get from thinking about novels as, say, first written by white men to express the attitudes and capitalize on the reading practices of an emergent middle class? Or as evolving from a less respectable, altogether sexier tradition of romance writing by and for women? What's at stake in our tendency today to keep continually returning -- and trying to remake as our own -- the world of early English novels, in Jane Austen fan fiction and shows like Bridgerton?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL211 Calderwood Seminar in Public Writing: Writing Science, Writing Science Studies
This Calderwood Seminar in Public Writing will give students practice writing about science, technology, and medical studies for general audiences. It will also function as a capstone experience for SISP majors: students will have a chance to reflect on the methodologies and theories they have learned during their time in the program, while also using those methodologies and theories to analyze issues and texts in our world today. Students will work collaboratively, editing each other's work, and significant class time will be spent workshopping student writing. The aim will be to produce publishable pieces of cultural analysis for the popular press.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP213**
Prereq: **None**

ENGL212 Too Much to Know: Nineteenth-Century British Fiction in the Age of Information
This course will investigate the relationship between literary production and new models of scientific evidence during the heyday of Britain's global power. We'll ask how novels grappled with new scientific paradigms and forms of evidence, the invention of anthropological fieldwork, the police archive, the geological and fossil record, the statistical average and explore how those developments were reimagined through British fiction between 1830 and 1900. We'll focus on the theories of self and other that accompanied new scientific methods the categories of primitive, deviant, minor, pathological, everyday and the relation of this research to the construction of evidence, the scientific self, labor, and gender as social, historic, and economic processes. We will read fiction by Gaskell, Eliot, and Carroll, alongside social theory by foundational thinkers of the nineteenth century (Marx, Simmel, Martineau) and our own (Barthes, Said, Steedman). As a part of the course, we will also extend the conceptual questions raised by research to our own work, as we explore a range of scholarly tools and methods -- from special collections archives to digital databases -- in reflecting on the practices and infrastructures of research. The class will include trips to Wesleyan Special Collections.

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

ENGL213 Literature and Black Feminism: The Dramas of Black Capital
This class explores Black women's fiction as a mode of critique and intervention into Black Americans' complicated relationships with social and economic capital in the wake of US chattel slavery. How do Black people negotiate the transition from being to owning property? How does the persistence of capital, even in the absence of the system of racial slavery that ushered it into being, continue to shape Black institutional access and Black intramural relations? How are white, Western regimes of value--constructed as they are through the production of racial-sexual difference in dominant habits of thought and representation--contested and, at times, recapitulated in Black social life? How does Black women's literature take up these questions, and what about Black women's literature uniquely equips it to meet this challenge? Ultimately, the course takes seriously Black women's literature as Black feminist thought, exploring how it indicts and imagines beyond the violence of modern racial capitalism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS220, AFAM222**
Prereq: **None**

ENGL214 Writing Nonfiction
In this creative course, students will address the elements of creative nonfiction, such as narrative, character, voice, tone, conflict, dialogue, process, and argument. The work of nonfiction writers such as James Agee, George Orwell, Joseph Mitchell, Walker Percy, Anne Lamott, Caroline Knapp, and Dave Eggers will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week.

Charles Barber is the author of two works of nonfiction and a novel in progress. He is a lecturer in psychiatry at Yale Medical School and a visiting writer at the College of Letters.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL201**
Prereq: **None**

ENGL214Z Reading and Writing Memoir
In this intensive Winter Session class, we will read a variety of short and long works from the beloved, bewitching nonfiction genre of memoir, paying close attention to how the authors parse the past--and which parts they parse--to convert memories into lyrical works of literature that are at once personal and universal. We will also write our own examples of memoir, which will be the course's primary assignments. Students will have short writing exercises every day in class, so the course will offer a writing immersion experience.

Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus: http://www.wesleyan.edu/wintersession.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL215Z Art and Practice of Literary Publishing
The Art and Practice of Literary Publishing is an introduction to the editorial and acquisitions process in academic and literary publishing. Students will gain hands-on experience with the life cycle of a book -- from submission and review to production, marketing, and distribution -- while learning how publishers shape literary and scholarly cultures. The course combines practical exercises with discussions of publishing theory and contemporary industry challenges.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT208Z**
Prereq: **None**

ENGL216 Techniques of Poetry: Self, Self Divided, Self Revised
One difference between poetry and the other arts is the reader never asks of a poet "how did they do this," because the only possible answer is both poet and reader arrive to language simultaneously. No one really questions the why of a poem because language is already communion. After all, we use language every day to get by. But in those moments of extreme feeling, there is an overwhelming desire -- to borrow George Eliot -- to roar on the other side of silence. So, why and what is poetry? In this introductory course, we'll read variously from a breadth of traditions, exploring poems of the self, the self no longer possible as it lives, and the self revised and revived to an ever-shifting world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL216A Techniques of Poetry: Hidden Histories
Through a series of immersive reading and writing experiments, we will work toward uncovering and preserving histories that might otherwise be forgotten. In order to do this, we will study the documentary and investigative techniques poets have employed while attempting to write about hard-to-articulate events like grief, secrecy, unrecorded events, ecological disasters and environmental concerns, traumas, racism, gender politics, bright-but-fleeting moments of existence, and hauntings of all kinds. We will read and record accounts that cannot be told but must be told. We will work to uncover--and possibly heal--areas of historical numbness. We will explore poetry's relationship to preservation and the dynamic bonds between representation and reparation. And we will rewire history through history, making use of archival materials, public testimony, newspaper accounts, photographs, family documents, and more.

Guided by critical and creative investigations, in-class writing experiments, and extended projects, students will compose poems inspired by their own research. There will be presentations on the literature we read, as well as class discussions and workshops of one another's creative work. The class will culminate in a book arts project and a reflective essay.

Special attention will also be given to cultivating community and the benefits of sustaining an embodied artistic practice during extreme times and how doing so may benefit the health of the whole artist.

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

ENGL217 Recent American Fiction
This course explores American fiction of the last fifteen years. We will discuss the particular demands that contemporary texts place on their readers while developing a map of the styles and preoccupations that mark our own moment of literary production.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL218 "The History that Hurts": Reading Saidiya Hartman
This course will introduce students to the major works of the Black literary theorist and cultural historian Saidiya Valarie Hartman (b. June 25, 1961), who was named a 2019 MacArthur "Genius" Fellow in Literary History and Criticism and American History. After graduating from Wesleyan in 1984, Hartman earned her PhD in American Studies from Yale in 1992; she is currently a professor in the Department of English and Comparative Literature at Columbia University. Students enrolled in this course will read and write about Hartman's trilogy of scholarly monographs: "Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America" (Oxford University Press, 1997); "Lose Your Mother: A Journey Along the Atlantic Slave Route" (Farrar, Straus and Giroux, 2007); and "Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals" (W. W. Norton, 2019). Finally, if her new book project is published before the syllabus is finalized, then students enrolled in this course will also read and write about Hartman's fourth scholarly monograph (tentatively titled "N Folio: An Essay on Slavery and the Archive"").
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM219, FGSS219**
Prereq: **None**

ENGL219 The Great American Novel
In this survey of classic works of American fiction, we will focus on texts celebrated not just for their literary achievement but for their aspiration to define the nature of American life and the aesthetic forms suitable to it.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL219Z Homer and the Epic
IN-PERSON COURSE: 10:00am-noon and 1:00pm-3:00pm, Monday through Friday. Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings.

In this course we will read both the Iliad and the Odyssey (in English translation). These two great epics are recognized as the first major texts of the Western literary tradition, and they have had an incalculable influence on everything from literature, to history, to the visual arts. Through a close reading of both epics, we will consider issues such as Homeric composition and poetic practice, heroes and the heroic code, the relation between humans and gods, the role of fate, and the structure of Homeric society (e.g., the status of women; clan and community). We will also read a number of contemporary critical essays to help us frame our discussions.

Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST220Z**
Prereq: **None**

ENGL220 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT280, CLST285, GRST280, RL&L279, RUSS281**
Prereq: **None**

ENGL221 The African Novel
This class considers several canonical novels from sub-Saharan Africa. Our focus will be on their aesthetic and thematic properties; the novels are not meant as introductions to African histories, cultures, peoples, or practices. We will explore instead the specific subjects and styles of each work in the context of wider debates about orality, language, colonialism, gender, and the novel. To fathom the political and aesthetic stakes of African literary canon formation, we will also attempt to identify what makes a work canonical.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM221**
Prereq: **None**

ENGL222 Poetics of Blackness
This course brings together Black critical theory and contemporary Black poetry in order to think through key sites of conflict in the theorization of Blackness. Rather than offer a literary history of Black poetry, this course is interested in approaching poetry as a crucial node of Black critical thought. Throughout this course we will pay particular attention to questions of form, genre, archive, queerness, gender, affect, visuality, ontology, and temporality as they approach and are undone by Blackness.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-ENGL**
Identical With: **AFAM220**
Prereq: **None**

ENGL223 The African Novel II: After Achebe
Chimamanda Ngozi Adichie's 2003 novel, Purple Hibiscus, summons Chinua Achebe, the "grandfather of African literature," in its opening line: "Things started to fall apart at home when my brother, Jaja, did not go to communion." While Achebe is a formative influence on Adichie and on many other contemporary African writers, the central preoccupations of African literature have shifted considerably in recent years. This class will consider recent topics animating the field. These include debates about Afropolitanism, the role of publication houses and prize committees in the canonization and circulation of texts, queer African literature, African-language literature, and the position of African literature vis-à-vis world literature. Readings will be chosen from among the newest novels and short stories in publication.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL224 Special Topics: Merging Forms
In this workshop for first- and second-year students, we will explore works that unsettle, cross, merge, hybridize, and otherwise play with genres--fiction, poetry, nonfiction--and with readers' expectations of such boundaries and conventions. We will look closely at how a range of writers both depend on and interrogate definitions of genre, while keeping in mind that such definitions are themselves historical constructs. Students will experiment with various forms in their own work, in shorter exercises, and in longer assignments.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL225 Transpacific Ecologies: Race, Literature, Environment
Although our climate emergency is undoubtedly planetary, the writer Amitav Ghosh has argued that the continent of Asia is in fact "conceptually critical to every aspect of global warming." This course explores how writers from both sides of the Pacific confront the Anthropocene and its related disasters of climate change, species extinction, deforestation, chemical pollution, and oceanic waste. Theoretical readings will address the challenges that the Anthropocene poses to literary representation, the literary innovations and strategies that have emerged in response to environmental crisis, and the question of what a specifically Asian/American (or transpacific) perspective on the environment introduces to ecocriticism. Fictional works will address specific ecological crises such as the 2011 Tohoku earthquake and tsunami and also attend to less punctual conundrums, including: recognizing nonhuman interests and assemblages; envisioning collective human agency; representing vast and complex planetary systems; coordinating human and geological histories; and assimilating scientific models and perspectives. In all cases, we will be particularly attuned to the question of how ecological problems impact literary form, asking which tools writers use to capture the new realities of today's climate emergency?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL226 Sublimity, Visions, and the Self in British Literature, 1789-1830
This course is an introduction to British literature from the 1790s to the 1820s. We will trace three central thematic and formal preoccupations through the poetry, fiction, and philosophical prose of the era: (1) sublimity and the Gothic; (2) the imagination, dreams, and visions; and (3) individualism and interiority.

No experience with philosophy, history, or British literature is expected; the course functions as an introduction to all of them and, in this sense, to the interdisciplinary study of literature.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL227 Reporting for Narrative
Narrative nonfiction--a.k.a. feature writing, or literary journalism--deploys exhaustive reporting and research in a form that draws on the tools and traditions of literature: character, plot, and scene, along with essayistic inquiry and lyric attention to the line. This course, structured as a weekly writing seminar, will provide an editorial and critical scaffolding for students to produce a final work of long-form nonfiction of their own, which will go through a rigorous process of development and revision. Workshopped peer critique of writing in progress will be supplemented by discussions of readings in the craft of nonfiction, the theory of narrative, and classic and contemporary examples of the form, from magazine features to book-length dispatches.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT217, COL237**
Prereq: **None**

ENGL228 Life Writing: Writing About the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include Shadd Maruna, William Styron, Mary Karr, Donna Tartt, James Joyce, and many others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL227, WRCT227**
Prereq: **None**

ENGL228Z Life Writing: Writing about the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include William Styron, Mary Karr, Ta-Nehisi Coates, Malcolm X, Donna Tartt, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**

Identical With: **COL227Z, WRCT227Z**
Prereq: **None**

ENGL230 Introduction to Asian American Literature
This course introduces students to Asian American literature, culture, and literary criticism. In addition to exploring narratives concerning Asian American migration, exclusion, citizenship, and intersectionality, we will also focus on newer critical trajectories. These include Asian Americans and the U.S. and Global South, genealogies of violence, recent trends in Asian American and diasporic popular culture, climate change, and critical refugee studies. By examining a range of genres and critical methods, this course will advance understanding of how Asian America has shaped the making of American culture and history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL231 Foundations: Nation, South Asia, Diaspora
This course examines the relationships between the central narratives of South Asia and those of the global diaspora. What stories have been central to the idea of South Asian identity, experience of imperialism and colonialism, and nationhood? How have those stories been useful in navigating going to and living in global diasporic locations? Beginning with The Ramayana, our class will see its characters, plots, and messages adapted to diaspora, in such works as Life Isn't All Ha Ha Hee Hee, and Sita Sings the Blues. Salman Rushdie's Midnight's Children and The Satanic Verses respond to fairy tales and even the Koran, as they circulate globally. India's much loved R.K. Narayan's The Guide serves to direct us to the worldwide phenomenon of Bollywood films, particularly those considering what it means to be South Asian in diaspora, such as Dilwale Dulhania Le Jayenge or Swadesh.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS150**
Prereq: **None**

ENGL232 Mystics and Militants: Medieval Women Writers
In this class we will read a wide range of works written by European women between ca. 1100--1400, including courtly, devotional, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the antifeminist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical religious experience, heresies, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **MDST238, FGSS224, RL&L231**
Prereq: **None**

ENGL233 All Ah We: Contemporary Afro-Caribbean Drama & Performance
What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present "Caribbean" and/or "West Indian" subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM233, THEA233, CHUM233**
Prereq: **None**

ENGL234 Introduction to Postcolonial Theory
The 1978 publication of Edward Said's Orientalism signaled the presence of postcolonial studies, a field of intellectual inquiry that proved influential in the humanities and social sciences. How, from our vantage point, do we understand both the age of imperialism/colonialism, and what happens afterwards? What are the conditions of decolonization and national independences? How do the cultures of the formerly colonized countries use and modify imperial vestiges, and invent themselves anew? Central to our course will be the work of three major theorists in the field of postcolonial studies: Edward Said, Gayatri Spivak, and Homi Bhabha. Among other important ideas, we will discuss Orientalism, subalternity, and mimicry.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS233, AFAM236, COL207**
Prereq: **None**

ENGL235 Children's Literature
Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the "golden age" of children's stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-EDST, SBS-EDST**
Identical With: **EDST241**
Prereq: **None**

ENGL235Z Children's Literature
Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, giving us ways of seeing and understanding the world, investing us with important mythologies, and guiding our identities and behaviors. But who or what is a child? Who creates "children's literature" and what is a child's relationship with it? "Literature," in this case, is often pictorial as much as literate. Our intensive Winter session class will begin with definitions of the child, using images as well as historical and scholarly discussions, then move to an examination of picture books. Illustrations and fairy tales both guide lessons in literacy and language skills, and illuminate the world the child is entering. Next, we examine three authors from the golden age of children's literature in the U.S.: Louisa May Alcott, Mark Twain, and Frances Hodgson Burnett. The course moves into the twentieth century with Laura Ingalls Wilder's creation of the American frontier mythology -- and Louise Erdrich's answer to it. We conclude with Christopher Curtis's The Watsons Go to Birmingham and J.K. Rowling's Harry Potter: a specific history of the U.S., and the allure of historical nostalgia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-EDST, SBS-EDST**

Identical With: **EDST241Z**
Prereq: **None**

ENGL236 British Modernist Fiction
This course will introduce students to British novels from the modernist period of 1900-1945, a time of massive formal innovation. We will explore the formal, thematic, and philosophical features of British modernist fiction through close readings of novels and through occasional readings in essays of the period and more recent criticism. This course will provide a broad, if necessarily selective, picture of modernist fiction in all its considerable variety. In addition to some iconic examples of high modernism, we will read some arguably minor novels as well. Much of our attention will be on modernism's recurrent concern with the meaning of modernity itself. Are modernism and modernity identical, antagonistic, or mutually dependent? How is modernism implicated in Britain's waning imperial fortunes? Is modernism avant-garde or canonical, elitist or engaged with popular culture?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL237 The Sonnet: Forms of Love, Death, and Beyond
This course explores motifs of love, death, and beyond through a single poetic form: the sonnet. We will read transhistorically from the "invention" of the sonnet in the 13th-century Sicilian School to its use in contemporary American poetry, touching on poets in a variety of languages and time periods. From individual poems to sonnet sequences, we will explore the way in which lyric poetry engages non-narrative modes of meaning-making within the formal expectations of the sonnet. Are sonnets uniquely adapted to types of experience which defy easy articulation? In what ways does the form of the sonnet make it possible to give literary representation to the ineffable? This course pays close attention to the relationship between form and content in a variety of poetic works. Poets to be read include Dante, Labé, Shakespeare, Inés de la Cruz, Barrett Browning, Yeats, Millay, Rilke, and Stallings. Writing assignments will include both creative and analytic writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL271, RL&L271**
Prereq: **None**

ENGL238 ST: Nest, Wave, Spiral, Bloom: A Cross-Genre Workshop
With Gaston Bachelard's classic The Poetics of Space and Jane Alison's Meander, Spiral, Explode: Design and Pattern in Narrative as our guides, we will examine a series of natural forms to deepen our writing practice and to discover new narrative possibilities. What can the spirals of nautilus shells and galaxies reveal to us about how to map a timeline of events for our poems or stories? What can the horizon teach us about consciousness? What can the effects of tidal patterns help us understand about trauma's effect on epigenetic inheritance and how to best represent that complexity on the page syntactically and visually? What can the silkworm teach us about poetic structure? What can a glacial moraine teach us about time in the sentence? What can a river teach us about narrative voice? In the company of writers like Mei-Mei Berssenbrugge, M. Nourbe, Se Philip, Jamaica Kincaid, Anne Carson, Inger Christensen, Jen Bervin, Clarice Lispector, Cecilia Vicuña, Angela Rawlings, and others, we will discover what becomes possible when we write in collaboration with (re)generative forms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL238Z Jane Austen and Her World
In this course we will explore Jane Austen's unique approach to the realist novel and her distinctive engagement in contemporaneous debates about art, personhood, and politics. Austen was a sharp, subtle, and principled writer who tended to explore competing arguments and assumptions rather than render explicit judgments. She weighed in on aesthetic controversies involving beauty and the picturesque, the appropriate language for literature, the ethics of readers' identification with characters, and the truth claims inherent in realism. She considered philosophical questions about how individuals come to know the world and themselves, and the value and danger of a complex inner life of emotion and imagination. She examined the competing claims her contemporaries made for the primacy of the individual, the family, and the community, and for local rootedness and cosmopolitan independence. Our course reading will consist of three novels by Austen as well as works of painting, literature, and nonfiction prose. Students will complete frequent exercises designed to open up new ways of encountering and investigating a literary text. Curiosity and a willingness to experiment are the only prerequisites.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL239 Anticolonial/Decolonial: Literature and Film
This course examines how histories of twentieth century anti-imperialist writing and cinema are relevant for contemporary decolonizing agendas. We will compare works by colonial and postcolonial theorists, writers and filmmakers, to examine how literature and film address processes of colonization, anti-imperialist struggle, decolonization, and neo-colonization. Readings will be drawn from a range of countries in both the Global North and South and films include Ousmane Sembène's La Noire de.../Black Girl (1966), Gillo Pontecorvo's The Battle of Algiers (1966), Sarah Maldoror's Léon G. Damas (1994), Stephanie Black's Life & Debt (2001), and Ciro Guerra's Waiting for the Barbarians (2019).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **WLIT208**
Prereq: **None**

ENGL240 Introduction to African American Literature
This course will introduce students to African American literature. It will be divided into two parts. The first will pay particular attention to the experience of enslavement by focusing on several unique primary and secondary textual couplings, including (but not limited to): Frederick Douglass's "Narrative of the Life of Frederick Douglass, an American Slave" (1845) and Saidiya Hartman's "Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America" (1997); and Harriet Jacobs's "Incidents in the Life of a Slave Girl" (1861) together with Hortense Spillers's "Mama's Baby, Papa's Maybe: An American Grammar Book" (1987). In addition to these classic 19th-century slave narratives and contemporary sources, then, the first part will also include supplementary readings by Kenneth Warren, David Blight, Angela Davis, Alexander Weheliye, Spillers, Hartman, Farah Jasmine Griffin, Shelly Eversley, Jennifer Morgan, and Frank Wilderson. The second part will focus on 20th- and 21st-century African American literature and literary criticism. It will bring together a wide range of readings from across genres and disciplines, attempting to sketch out the major aesthetic and political features of the black literary project. Authors here will include W. E. B. Du Bois, Booker T. Washington, Michael Rudolph West, Hazel Carby, Cheryl Townsend Gilkes, Alain Locke, Shane Vogel, Alice Walker, Zora Neale Hurston, Richard Wright, Ralph Ellison, Asia Leeds, Roderick Ferguson, Claude McKay, Amiri Baraka, James Baldwin, Toni Morrison, Samuel Delany, Octavia Butler, Teju Cole, Ta-Nehisi Coates, Cornel West, Claudia Rankine, Warren, and Fred Moten.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **AFAM202**
Prereq: **None**

ENGL241 Reading Toni Morrison: Blackness and the Literary Imagination
This course will introduce students to the major works of the late Nobel laureate Toni Morrison (1931-2019). In addition to the trilogy--"Beloved" (1987), "Jazz" (1992), and "Paradise" (1997)--and "Playing in the Dark: Whiteness and the Literary Imagination" (1992; originally delivered as the William E. Massey, Sr. Lectures in the History of American Civilization at Harvard University in 1990), readings may also include the following novels (in chronological order): "The Bluest Eye" (1970); "Sula" (1973); "Song of Solomon" (1977); "Tar Baby" (1981); "Love" (2003); "A Mercy" (2008); "Home" (2012); and "God Help the Child" (2015).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM229**
Prereq: **None**

ENGL242 Longform Narrative
This course will explore techniques and theories that sustain multifaceted and long narratives in fiction and nonfiction. Students will read texts that transpire over many pages, over long periods of time, and which involve deep explorations of character, setting, and theme. Readings will draw on various genres: classics ("Crime and Punishment" and Thomas Mann's "The Magic Mountain"), crime fiction (Donna Tartt's "The Secret History"), and narrative nonfiction (Rebecca Skloot's "The Immortal Life of Henrietta Lacks" and Gay Talese's "Honor Thy Father"). We will examine and explore the elements that sustain long and complex stories. Students will write one very long (50-page) essay or piece of fiction over the course of the semester.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL230**
Prereq: **None**

ENGL243 Caribbean Writers in the U.S. Diaspora
The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **GSAS247, AFAM243, LAST247**
Prereq: **None**

ENGL244 Kill Anything That Moves: The Vietnam War in Literature and Film
This course examines various forms of literature and film to understand the legacies of one of the most transformative events in American culture and history: the Vietnam War. "Kill anything that moves" was the order that American soldiers reportedly received while on the ground in Vietnam, yet, to a large extent, the historical focus on the American experience of the conflict has overshadowed other perspectives. Thus, this class will take a comparative approach, exploring works by canonical and noncanonical American, Southeast Asian, and Southeast Asian American authors and directors. Among the diverse genres we will study are prose, poetry, graphic narrative, and narrative and documentary film. To think about the Vietnam War's broader relevance, we will situate the works under study within current debates concerning refugees, genocide, human rights, and the complex politics and aesthetics of war representation. Students will have the opportunity to investigate an under-studied aspect of the Vietnam War toward the end of the semester.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL245 Introduction to Literary Theory: Suspicion, Ideology, Deconstruction
There are ways of reading concerned with fixing, policing, and reifying assumed meanings, as well as the violent, normative structures that ground them, and there are ways of reading to the limits of what is (un)certain yet articulatable--reading that renders visible so as to destabilize antiblack, colonial, sometimes literalist and other times deceptively metaphorical constraints on language and invention. This course is devoted to the latter, as it is to disturbing normativity's self-entrenched truths, for normativity's colonial and imperial impunity and sedimentation are not the same things as eternal. While some approaches to language, and the ideologies they shroud and animate, might promise the seeming comforts of sudden breaks with history and complicity, or safekeep status quo notions of prophetic fulfillments of history as it was allegedly supposed to be, the texts of this course are less pious, and move more slowly, suspiciously, and "weirdly" with the linguistic structures of being and time. The reading modes featured in the course (i.e., deconstruction, black critical theory, Afro-Caribbean negative thought, speculative theories, and mysticism) would compel ideologically gnarly forces to tremble--exposing their violence and suspending any swift retrenchment to the very mechanisms that made such possible. And they ask us: what transformations might be necessary to not restore power to the very juggernauts we, as readers, have worked to possibly make tremble? In other words, how do we read literature and theory to learn how to read any use of language for ideology and not only locate, say, representations of sovereign violence in such, but even--dare we think it?--initiate depositions of power, and invent?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL247 Imperial Education: Colonial Template
Where, how, and for what reasons did our modern structures of education originate? Beginning with the sketching out of an educational model in the British Raj, we will examine the dissemination of that model globally, in the British and French colonies of Asia, Africa, the Americas, and among immigrants and the proletariat. How and where does that model change, and to what effect? History will provide the context for our major subject matter: literature focussing on the educational experience. Among our historical and theoretical readings will be Macaulay's Minute on Indian Education, Viswanathan's The Beginnings of English literary study in British India, Wa Thiong'o's Decolonizing the Mind, Freire's Pedagogy of the Oppressed, and José Marti's On Education. We will also analyze literary texts and films, including Narayan's The English Teacher, Beti's Mission to Kala, Dangarembga's Nervous Conditions, Adichie's Purple Hibiscus, the film Sugar Cane Alley, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST237, GSAS237, AFAM238**
Prereq: **None**

ENGL248 Shakespearean Revolutions
Shakespeare's works emerged during a period of revolutionary social, political, religious, economic, and cultural change, including the Protestant Reformation, the rise of print culture, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the emergence of the first, purpose-built, commercial playhouses. Innovations in dramatic form and genre, which Shakespeare helped craft, sought in varying ways to make sense of these momentous shifts for diverse theater publics. Revivals and adaptations of his works on stage and screen during times of revolutionary change have rendered the Shakespearean canon a site of subsequent social and cultural contestation. This class considers the "revolutionary" dimension of four Shakespeare plays both in their own time and place, and in later theatrical and filmic productions and adaptations. We will trace first-, second-, and third-wave feminist reimaginings of "The Taming of the Shrew"; Second World War- and Vietnam War-era renderings of "Henry V"; civil rights and anti-apartheid era restagings of "Othello"; and attempts to decolonize "The Tempest."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **CHUM248**
Prereq: **None**

ENGL249 Data and Culture
What does the mass digitization of the print cultural record mean for the making and study of literature, art, and culture? This course introduces students to the critical and cultural study of data by introducing key debates around the meaning of data in the humanities. Like "slow food"--a movement where diners, farmers, and chefs rethink what and how we produce and consume--we will explore data as local, embedded, and requiring careful critical reflection. How can computational tools help us to understand art and literature? What do digital archives reveal (or obscure) about the people who make them? What kinds of writing have, historically, been seen as "uncreative" or automatable and what might this reveal about ideas of labor, gender, race, class, and computation? We will explore the foundations of this field while also discussing concerns that emerge when accessing and maintaining digital cultural artifacts in time and across global and local contexts. Weekly readings will introduce concepts for understanding the cultures (and cultural artifacts) that produce and are produced by data and key techniques that humanities researchers use to organize, mediate, and analyze digital sources. This course will draw on a range of critical traditions, including history of the book, media studies, science & technology studies, computational literary studies, and critical data studies. Students will explore these methods through reflection papers, short code assignments, exercises in data curation and critique, and final projects. Course meetings will alternate between discussions and workshops with data from local libraries and special collections, including Olin Library Special Collections & Archives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL250 Technologies of the Self
Where does the idea of an authentic self come from? The desire to represent the authentic self informs the narrative genres of the confession and memoir and visual ones of the selfie and self-portrait alike. Yet both the memoir and the selfie "self" are mediated, first, via the technologies of print and screen, and second, via the conventions of particular genres that make these legible as a memoir and selfie, as opposed to, for example, an interview or a portrait. In this course, we will examine how different technologies not only represent but produce the self. These technologies include "writing" technologies: print and digital; genre and medium (autobiography, the slave narrative, memoir, self-portraits, and selfies); and technologies of the state, which produce citizens, subjects, and humans.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM237**
Prereq: **None**

ENGL252 Animal Theories/Human Fictions
The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL238, FGSS239**
Prereq: **None**

ENGL253 Science and/as Literature in Early Modern England
Seventeenth- and 18th-century Britain saw the development and popularization of the "new science." Microscopes, telescopes, air pumps, automata, and experiments captured the popular imagination. The first important scientific societies and journals were founded, and the public learned about new discoveries through sermons and coffeehouse lectures. British science was brought to its colonies across the globe, and it was shaped, in turn, by the different natural products and the brutal realities of slavery there. This course will trace the literary reaction to these cultural changes. A woman natural philosopher wrote utopian science fiction, and satirists skewered mathematicians and experimenters. While the best of early 18th-century nature poetry takes Newton quite seriously as it depicts the way light glimmers off objects, by the century's end William Blake villainized Newtonian thought as reductive and deadening. We will try to understand what writers found exhilarating, scary, confusing, hilarious, or important about science at this key moment of its development. At the same time, we will read this science as literature--considering, say, Francis Bacon's symbolically fraught "idols" and Robert Boyle's "literary technology," the role of poetry in spreading scientific ideas and the importance of analogy and metaphor to the very logics that structured scientific thought. The disciplines of science and literature were not as cleanly separated in this period as they are now, and we can better understand both by exploring their intersections.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **STS253**
Prereq: **None**

ENGL254 India: Identity, Globalization, and Empire
In this course, we will read literature and watch films that shed light on how various socio-economic and political trends have impacted India and its inhabitants during the twentieth and twenty-first centuries. We will begin our study in the early 2000s, when the country made international headlines for being a "globalization" success story and a new global superpower, and then move backwards in time to the post-colonial and colonial eras. We will discuss various questions: What exactly is globalization, and is it something new and

inevitable? How is it related to empire, and how do entities like globalization and empire impact the evolution of both individuals and communities? We will watch Bollywood and Hollywood films and closely examine the literature of Partition. We will discuss the undying presence of communal violence in modern India, and the rise of the Hindu Right. We will read English-language texts, and also texts translated from Urdu, Hindi, Kannada, Malayalam, and Bengali. English/GSAS 254 fulfills the gateway requirement for the GSAS major and minor
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **GSAS254**
Prereq: **None**

ENGL255 The Comic Novel in the Long Nineteenth Century
This course examines the tradition of the comic novel from the origins of the novel itself to the early twentieth century. We will begin by examining the two models for the comic novel that emerged at the beginning of our period, Fielding's TOM JONES and Austen's PRIDE AND PREJUDICE: a narrator who is colloquial and digressive or reclusive and ironic; a plot that is episodic and fragmentary or unified and spare; an ethical scheme that relies on satire and social commentary or on poetic justice and the implications of theme. We will then trace the ways later writers drew on and rebelled against those two modes. While enjoying these very funny books on their own terms, we will also take seriously their experiments with narrative form; their complicated relationship to the categories of "the novel," comedy, realism, and modernism; and their engagement with the social, economic, and political tensions of the world they depict, however hilariously.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL255Z Writing the Body
How does the body write? Do we trace our words with fingers and toes, with a pen and paper, with flour or glitter or dust or the soles of our feet? Can the written word remind us that we are more than our eyes or our heads? Writing the body is an attempt to link the worlds of the written and the somatic through the act of writing. This class is both a generative creative writing course and a theoretical exploration of the ways in which the body has been rendered in literature, poetry, and philosophy. Putting queer studies, disability studies, Black studies, and Indigenous studies into conversation with prose, plays, and poetry, students will explore different strategies of embodied writing. Looking to the work of Maggie Nelson, Jean-Luc Nancy, Eileen Myles, Christina Sharpe, Aisha Sabatini Sloan, Melissa Febos, Hortense Spillers, Eve Tuck, Billy Ray Belcourt, Torrey Peters, Wendy Ortiz, Lidia Yuknavitch, Jordy Rosenberg, Gabrielle Civil, Ursula Le Guin, adrienne maree brown, and Frank O'Hara students will produce a written work that moves promiscuously between theory and creative nonfiction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA236Z, FGSS233Z, DANC236Z**
Prereq: **None**

ENGL256 Comedy and the Comic Spirit in the Long 19th Century
This course follows the Comic Spirit (as novelist George Meredith called it) as it frolics through nineteenth-century literature and popular culture. We will examine how writers experimented with traditional elements of comedy such as courtship plots, playful language, and eccentric characters as well as with universal aspects of storytelling such as the narrator's voice and the ethical implications of poetic justice. While enjoying these hilarious works on their own terms, we will also take seriously their experiments with narrative form; their complex relationship to the categories of the novel, comedy, and realism; and the ways humor created links between literature and the visual and musical arts. This course fulfills the English Department's Literary History II, Theory, and British Literature requirements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL257 Introduction to Detective Fiction
This seminar introduces two intertwined genres: detective fiction and crime fiction. Surveying a range of British, American, as well as postcolonial writers from Kenya and India, we'll explore how novelists and short story writers imagined the operations (and failures) of law, justice, and truth in different historical moments, and towards different ends. We'll learn some techniques for analyzing detective fiction--from its form, to its format in early periodicals, to its social and historical and political subtexts. We will pay particular attention to the ways of knowing the genre enables--from the early colonial detective fictions and constructions of race to the later-day crime fiction that uses the genre to stage problems of adjudicating and redressing imperial harms. Along the way, we'll use these at-times pulpy mysteries to think through the status of genre fiction in the university canon and the relationship of art, entertainment, and commodity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL258 New World Poetics
God and money, love and beauty, slavery and freedom, war and death, nation and empire: The themes of early American poetry will carry us from London coffeehouses to Quaker meetinghouses, from Philadelphia drawing rooms to Caribbean plantation fields. Our texts will range from pristine salon couplets to mud-bespattered street ballads, from sweetest love poems to bitterest satire. Digging deeply into the English-language poetry written, read, and circulated after the first English settlement in North America, we will trace the sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature in our own time. Our poets ignored false divisions between art and society, and so will we.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST269**
Prereq: **None**

ENGL259 Fact into Fiction
Although we think of literature as the realm of the imagination, many works of fiction are inspired by facts. A Kentucky slave's attempt to murder her child rather than let it grow up in bondage; a bombing in Saigon that ushered the U.S. invasion of Vietnam; the transformation of the Congo in the years after its independence from Belgium; and the epic journey of the bank robber Ned Kelly in Australia: all these are true events that have inspired the novels we might read in this seminar. How do novelists take history and turn it into story? How do they fashion characters out of real people? And how do they create fully realized worlds none of us who are alive have seen? We will examine aspects of characterization, point of view, plot, narrative time, setting, dialogue, language, structure, themes, imagery, and subtext. We will also read some theoretical texts to help us expand the language we use to describe and discuss novels. The goal of this seminar is to teach you to read like a writer.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-WRCT**
Identical With: **WRCT215, COL215**
Prereq: **None**

ENGL259Z The Art of the Personal Essay
We all have stories to tell. But there is hard work in the act of transforming our intimate experiences into meaningful and captivating stories. This course dives into this labor by focusing on the craft of essay writing. Quite specifically, students will practice a variety of creative nonfiction writing techniques as a means of critically reflecting and analyzing personal experiences in order to produce essays that speak to readers in and outside of our immediate communities and contexts. Course assignments will include a writer's journal, workshop letters to classmates, two micro/flash essays, a longer essay whose subject and style is decided by the writer, and a reflective collage essay. Readings will include essays published notable essayists and memoirists such as (but not limited to) Kiese Laymon, Jose Antonio Vargas, Zadie Smith, and Gloria Anzaldúa. We will also read chapters from Mary Karr's book on writing craft, The Art of Memoir.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **WRCT228Z**
Prereq: **None**

ENGL260 The Word for World is Information: Ideologies of Language in Science Fiction & Film
By the middle of the 20th century, it had begun to seem possible to produce a grand theory of communication that would use language as a basis for understanding all of human thought, behavior, and culture. As competing versions of such a theory circulated through academic disciplines as disparate as anthropology, neurophysiology, and the emerging field of computer science, they also filtered out--sometimes in strangely warped or oversimplified forms--into popular culture.

This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logic of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL258**
Prereq: **None**

ENGL261 "Before the 'Body' there is the 'Flesh'": Reading Hortense Spillers
This course will introduce students to the major works of the black feminist theorist and literary critic Hortense J. Spillers (b. April 24, 1942), one of the greatest essayists and most gifted intellectuals of our times. While her published writings are legion, Spillers is perhaps best known for her scholarly article titled "Mama's Baby, Papa's Maybe: An American Grammar Book" (originally published by Diacritics in 1987). In addition to "Mama's Baby," then, together we will read and engage at close range with the essays collected in "Black, White, and in Color" (published by the University of Chicago Press in 2003) in order to reveal the extraordinary complexity and clarity of her thought.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **AFAM264, FGSS262**
Prereq: **None**

ENGL262 Beyond the Talking Book: Reading African American Literature in the Newspapers
The majority of late-nineteenth and early twentieth century African American writers, such as Frances Harper, Martin Delany, Pauline Hopkins, W.E.B. Du Bois, and Langston Hughes, published their work in African American periodicals. In this course, we will examine the works of these canonical authors (as well as some lesser known ones) in their original publication context, the magazine archives of The Christian Recorder; The Anglo-African Magazine; The Colored American Magazine; The Crisis; Opportunity; and Fire!! The guiding question in our readings is this: how does our understanding of African American Literary History change when we spotlight the original magazine and newspaper contexts of its key texts? We will thus examine the serial installments of novels like Blake and Hagar's Daughter in relation to the various texts and images alongside which they were published and read. In addition to honing students' literary close-readings skills, this course aims to teach students how to do original research and critically engage with multi-genre, mixed forms like the magazine. Learning how to read a newspaper as both a historical document and a literary one will require you to navigate between multiple different texts on the same page, in the process of which you will acquire a new reading practice. Students will write five (5) 200-250-word blog posts and four (4) short papers, including a creative assignment, a paper on reading literature in newspaper formats, an essay on illustrations and visual culture in African American Magazines, and an essay that tells the story a literary text's significance through a discussion of its different reprints and editions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM261**
Prereq: **None**

ENGL263 Black Performance Theory
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheilye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA266, AFAM266, FGSS276**
Prereq: **None**

ENGL264 Outsiders in European Literature
Modern literature is replete with protagonists who represent a position or identity that is outside an accepted mainstream; they are different, peculiar and/or attractive, and potentially dangerous. This course will focus on the experience of being or being made into such an outsider, or other, and on the moral, cultural, racial, gendered, sexual, or national norms or boundaries such an outsider establishes for the inside. Reading both fiction and theory, we will ask how the terms of inside and outside are culturally and historically constructed

as we also look for proposals for dealing with outsiders and their otherness. Authors may include Kafka, Mann, Camus, Colette, Fanon, Sartre, Beauvoir, Duras.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL274**
Prereq: **None**

ENGL266 Body and Text
In this class, students will study authors who are considering their own identities and those of their writings, working through and working out affinities. Readings will generate larger discussions about language, art, genre, (body) politics, and aesthetics. Students will also write texts of various types--stories, notebooks, essays, fictions, and/or poetry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL267 Pessimism, Nihilism, and Black Literature
This course considers Black literature's interventions into philosophical discourses of pessimism and nihilism. In contrast to the pathologization and dismissal with which they are often met, we will take both seriously as schools of thought. How are pessimism and nihilism distinct from each other? What do they offer as interpretative lenses for and approaches to Black art and Black existence? How are they reflected in literary form? We will closely consider these, and related, questions, looking to the work of authors such as Percival Everett, Jesmyn Ward, Dambudzo Marechera, Frank B. Wilderson III, and Gayl Jones.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM269**
Prereq: **None**

ENGL268 Spiritual Autobiography: Building Community Through Interfaith Literacy
This course will invite students to learn about the art of spiritual autobiography (SAB) and consider the impact of one's spiritual, religious, and cultural identities and beliefs, and how they are influenced by, and influence, their context, communities, and experiences. This course carefully blends intellectual curiosity and learning with self-reflection, self-integration, and civic engagement.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CSPL207, RELI207**
Prereq: **None**

ENGL268Z Solitude, Society and Loneliness in Romanticism and Modern Culture
We are now living in an age of constant connection to anybody, anywhere, at any time. An indirect result of this is that individual privacy and solitude are being sacrificed (sometimes consciously, sometimes not) for the pleasures as well as the risks of interconnection. The recent COVID-19 pandemic has, however, highlighted the risks of extended solitude, which has made reconnection a newly relevant theme in our lives. We thus find ourselves at a moment in history when we think of both solitude and connection with deep feelings of ambivalence. How can literature, sociology, art, and film about solitude and connection help us to think clearly and deeply about their roles in our lives?

We will read and discuss authors who consider the risks and pleasures both of solitude and interconnection, from early Romantic writers such as Mary Shelley, to American Romantics such as Henry David Thoreau and Emily Dickinson, to modern European writers such as Franz Kafka and Dino Buzzati. We will also examine non-fiction works such as Sherry Turkle's Reclaiming Conversation: The Power of Talk in the Digital Age and Virginia Woolf's A Room of One's Own. We will use these works ultimately to consider our own culture of interconnectivity. What place and meaning do the solitude and privacy so prominent in Romantic literature have in a modern culture that makes them virtually obsolete? What can films such as Kieslowki's A Short Film about Love and Hitchcock's Rear Window show us about the relationship of solitude and privacy? More generally, what can these books and films tell us about solitude and interconnection in and since the nineteenth century?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL288Z**
Prereq: **None**

ENGL269 Introduction to Playwriting
This course provides an introduction to the art and craft of writing for theater. In the course of the semester, students will create plot and characters, as well as compose, organize, and revise a one-act play for the final stage reading. The course will help students develop an artistic voice by completing additional playwriting exercises, as well as reading and discussing classic and contemporary plays. The instructor and students' peers will provide oral and written feedback in workshop sessions. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA199**
Prereq: **None**

ENGL270 Introduction to Translation
Literary translation is popularly misunderstood to be the mechanical transfer of words from one language into the words of another. However, literary translators must also bring to life in a new language the intangibles of a text, such as the culture, the mood, the aesthetics, and the vibes. Our modern word vibes derives from an instrument often used in jazz performances called the vibraphone, a percussive instrument that produces a resonant, vibrato effect. In Sanskrit, this vibrato effect is defined by the versatile word dhwani, which is used to describe reverberations and echoes in music, poetry, and theater. In this class (taught by Distinguished Writer in Residence, Daisy Rockwell), we will try our hands at translating not just the words, but the dhwani of texts. This will help us explore what translation has entailed in various eras and cultures, and what we can learn from intermodal translation, when text is brought alive through non-linguistic media, such as sound, visual imagery, and dramatization. Students will formulate a final project halfway through the semester, such as the translation of a short story, a chapter of a book, or a set of poems.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT266, COL268, REES266, RL&L266**
Prereq: **None**

ENGL271 Distinguished Writers/New Voices
Students will read a range of nonfiction and fiction as well as works by writers visiting Wesleyan for our reading series. The class will survey past and

contemporary American authors who have successfully captured the artistic, social, and political stakes of the world they inhabit. We will juxtapose literary generations ("distinguished writers" and "new voices"), examine their legacies and ruptures, and explore topics such as the voice, positionality, identity, gender, and the archive. Readings include pieces by well-known writers ranging from Virginia Woolf, James Baldwin, George Orwell, Joan Didion, Claudia Rankine, Cathy Park Hong, Teju Cole, Anne Boyer, Valeria Luiselli, Robin Wall Kimmerer. On several Wednesdays throughout the semester, critically acclaimed and award-winning authors will be reading on campus. You are required to attend and respond to these readings. We will prepare for these authors' visits by reading selections of their work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL272 Modernist City-Texts
Since the 19th century, the city has been both a privileged and a problematic object of representation for narrative realism: privileged because urban spaces have increasingly been seen as shaping or producing the very social relations and individual experiences that realism wants to describe; problematic because the city itself, as a coherent totality that might explain those relations and experiences, is too vast, heterogeneous, and complex to be represented through the traditional techniques of realism. This course will approach the problems and possibilities of the city for realism through a close reading of two large, ambitious texts that attempt to represent the city as a totality: James Joyce's novel ULYSSES (1922) and David Simon's television series THE WIRE (2002-2008). We will be particularly concerned with two techniques, pioneered by Joyce, for representing the city: stream of consciousness, which creates a tour of the city from the perspective of a single, mobile flâneur; and montage, which creates a map of the city by juxtaposing various cross-sections of social life or various institutions central to the city's functioning.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL270**
Prereq: **None**

ENGL273 Translation in Theory and Practice
This seminar is a workshop devoted to helping students from a range of disciplines and departments hone their practices of translation. Translation is part of a wide range of academic, publishing, and creative activities: humanities and social science scholars read texts in translation, translate while doing field work and archival research, and include translations in their articles and books; translation is an engine of creativity for many writers, bilingual or not. This course will begin by looking at various alternate translations of the same texts, to expand our sense of options and possibilities. The next five weeks of reading will introduce students to some of the main debates, theories, and practices of translation into English.

The second half of the course will focus on students' own translation projects. While you are welcome to pursue a project you already have in mind, most students will be choosing and starting a new project, guided by the discussions and topics in the first half of the course. The scope can be small (a single short story, a chapter of a novel or biography, a few poems or song lyrics), or you can have an eye to a bigger project you want to pursue after the end of the semester (a senior thesis, a short-story submission for publication, a book pitch). Week by week, all students will respond in class and in writing to translations-in-progress. In the last week, we will get to see and respond to everyone's revisions.

Facility in a language other than English is required; perfect fluency is not required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT210, COL308**
Prereq: **None**

ENGL274 Caribbean Poetry and Cinema: "Fields of Islands" in an Open Sea
In this course, we will consider poetry and cinema that make radical images, sounds, and shapes of the Caribbean as a "field of islands"--islands that presume other islands, islands of foraging, convening, gathering, and concentrating on the small, in the words of Édouard Glissant--in an open, relational sea.

We will trace how the Enlightenment installs itself in the longstanding colonial tropes that render the Caribbean as a space outside of time, outside of history, perpetually under the sun, and, were it not for machetes, filled with redundantly bursting vegetation. This course will present an array of 20th-21st century Caribbean poetics and cinemas that deviate from, challenge, escape, and mangle these tropes and their spatio-temporal unimaginativeness. And we will investigate the ways that these texts and forms make use of the figures of sea, plantation, slavery, indigeneities, uprising, marronage, desire, revolution, apocalypse, vengeance, and imagination. Concerns of nationalism, development, humanism, capitalism, and subjectivity will manifest.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL275 Introduction to Writing Fiction
Fiction is a lie--a beautiful lie that holds inside it a human truth. In this class, we will explore this apparent contradiction and learn how to craft truthful lies. Over the course of the semester, we will read selected contemporary fiction, with a special emphasis on the craft of writing. We'll discuss characterization, point of view, plot, structure, dialogue, fictional time, and fictional space. You'll write one short story and bring it to class for your peers to critique, in a format commonly known as the "workshop." You will also revise this story, using techniques discussed in class. The aims of this course are: (a) to refine your understanding of the attributes, techniques, and styles of fiction; and (b) to help you improve your own writing through effective use of reader feedback and revision strategies. Readings may include work by Franz Kafka, Alifa Rifaat, J.M. Coetzee, Louise Erdrich, Julie Otsuka, Gabriel García Márquez, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT229**
Prereq: **None**

ENGL276 South Asian American Literature
The South Asian diaspora spans the world; communities are located in Africa, the Middle East, England, North and South America, and the Caribbean, as well as Southeast Asia. Using novels, poems, short stories, and film, as well as scholarship on history, this course will focus upon the literary and cultural production of the South Asian diaspora in the Americas, focusing especially on the United States. We will examine the conditions of historical arrival and

identity-making under shifting regimes of politics, economics, and culture. What does being in the United States mean for the claiming of "Indian" and "American" identities, and how is this inflected by relationships with other ethnic or racial communities? The relationship with an often romanticized "India" is a central question, expressed through the concepts of diaspora, exile, and transnationalism. Consequently, what are the conditions of "authenticity," and of cultural authority? What aesthetic forms, questions, and issues express or preoccupy the artists of the South Asian American community?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GSAS**
Identical With: **GSAS273**
Prereq: **None**

ENGL277 Writing Fiction
Chinua Achebe was famous for his quote "If you don't like another person's story, write your own." Although disliking another's story could inspire creative writing, there are various reasons why people write, ranging from the basic human desire to understand the world through storytelling down to the desire to respond to the issues of the day--be it moral, political, religious--through fiction. The course is designed to help students gain skills in writing fiction; recognizing the literary conventions of fiction; reading and critiquing published work from a writer's perspective; making deliberate creative choices; engaging the work of others in a workshop setting; and revising their work using feedback from their peers and other writing strategies. As such, our reading list will be diverse in scope, cutting across various continents, races, and creeds. We will hope to use the work on the reading list as stepping points for creating our own stories whether in response to various prompts or as original stories to be discussed in workshops. At the end of the semester, you will not only have read a good chunk of fiction and have a good sense of how fiction works, you will also have produced--and substantially revised--some of that writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT270, AFAM281, COL370**
Prereq: **None**

ENGL278 Writing on and as Performance
This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and staging live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Toni Morrison, Lidia Yuknavitch, Oliver Baez Bendorf, Glenn Ligon, Eve Sedgwick, Fred Moten, and Billy Ray Belcourt, this course will challenge students to craft ideas and arguments by enhancing critical and creative writing skills. We will experiment with style and form from academic arguments, to performance lectures, artist interviews, and free-form creative prose essays. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists. Students will also be asked to complete hybrid creative writing assignments in response to prompts that imagine writing as always in conversation with performance. More specifically, students will write pieces about embodiment, sound, and the visual. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for "insurrection" (Moten) and "listening in detail" (Vazquez).

This course encourages students to experiment with their writing practices. Over the course of the semester students will be asked to write four separate creative/critical pieces, all of which will be workshopped in the space of the classroom.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA235, FGSS235**
Prereq: **None**

ENGL278Z Writing On and As Performance
This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and doing live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Hilton Als, Glenn Ligon, Claudia Rankine, Eve Sedgwick, Fred Moten, and Ann Pellegrini, this course will challenge students to craft ideas and arguments by enhancing critical reading skills, creative thinking, and clear writing. We will experiment with style and form from academic essays to performative writing, performance lectures, artist interviews, and free-form prose. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for "insurrection" (Moten), "gaps, overlaps, dissonances" (Sedgwick), and "listening in detail" (Vazquez). Online course. Special schedule: 11am - 4pm (EST) January 10-13, 16-19.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA235Z**
Prereq: **None**

ENGL279 Introduction to Latina/o/x Literature and Art
We will study Latina/o/x aesthetics and poetics to ask questions about the history, sociality, and semiotics of Latinidad, as well as the formation of Latina/o/x studies in the U.S. university. The course understands Latinidad as an assimilable disturbance, around which specific ethical questions may emerge. We will study modes of "ethnic," aesthetic, poetic, theoretical, and geographic disturbance--assimilated and unruly--specific to the semiotics of Latinidad and Latinx studies, as well as their relationship to Blackness, anti-Blackness, whiteness, form, language, ontology, race, gender, and assumptions of futurity. Readings, viewings, and listenings focus on the 20th century, but that temporal provision will surely be shot through by reference points from 1500 to 2020.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL280 On the Essay
This course is a sustained meditation on the literary and cinematic genre of the essay. What makes an essay an essay? How do we understand the sign "essay," which holds within it the French (le essai) for "attempt" (which, by implication, can fail) and the Latin (exagium) for "weigh" and "measure" (which, by implication, reckons with imbalance) -- and how does one write a really "good" one? Is a really "good" one, given the contradictions at play, a "bad" one? What's the relationship between the essay as mode and genre and the representationally unwieldy, destructive, mysterious, and unresolvable? This course will be a sustained essay-writing experience, one thematized, partly but not only, via the metaphorical and figurative uses of cats in 20th-century Western literatures, experimental cinema, continental philosophy, and legal studies. We will consider various representations and rhetorical positions of cats, sometimes by looking at them directly (though one risks their disdain or indifference with direct engagement) in select essays and essay films by Jacques

Derrida, Agnès Varda, Chris Marker, José Lezama Lima, Beatriz Santiago Muñoz, and others, and sometimes indirectly -- through juxtaposition in a bestiary of animals that seem to generate other kinds of metaphors, such as dogs, pigs, possums, and snakes. But we will start out in our readings and screenings by tracking certain tendencies that accumulate around cats or, perhaps, that they set off, such as the uncontrollable, peripatetic, esoteric, mysterious, luciferian, blackened, feminine -- that which understands and perhaps even has speech, but will not lower itself to mirror or mime the limits of "civilized language." And we will draw direct connections between some of those signs and what it means to write an essay -- to suspend the arrogance of knowing for the exacting and risky attempt at saying -- in the letter. The assigned readings and viewings for this class engage Caribbean, southern U.S., and "World" literatures, continental philosophy and specifically deconstruction, black critical theory, French "New Wave" cinema, and experimental Caribbean cinema.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL281 Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM279, THEA280**
Prereq: **None**

ENGL281Z Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first third of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM279Z, THEA280Z**
Prereq: **None**

ENGL282 Joyce's ULYSSES
A study of Joyce's 1922 text that looks closely at its formal innovations and its historical context. While secondary readings will include a range of critical responses to the novel, our emphasis will be on a close reading of Ulysses itself.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

ENGL283 Old Poetics for New Poets
We today tend to assume that poetry is lyrical, personal, emotional, and short. These assumptions are not universal truths but products of a specific historical moment; they were popularized by Romantic poets such as William Wordsworth at the turn of the 19th century. This class will explore poetry and poetics before Romanticism, when poems were as often public and political as personal, as often philosophical and scientific as emotional, as often book-length as quite short. These are poems in which metaphors are stretched to their furthest limits, and passions pop to life to figure in allegorical plots. In them, the lyric "I" is less important than the didactic "you," the narrative "he"/"she," or the satirical persona. We will explore the workings of different forms and figures in this old poetics, including meter, rhymes, couplets, personas, personifications, periphrases, and conceits. Wonderfully, some of these old techniques are in the ascendant again today: hip hop privileges rhyme, and post-humanism raises new questions about personification.

Students in this course will read poetry, but they will also write it. We will think about how older poetic techniques and tropes offer resources to new poets. Both trained and amateur poets are welcome!
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL284 Literary Perversions: Revolution, Democracy, Identity
The Federalist Papers wrote under the strong impression that the American Revolution was imperiled by an overwhelming debt and the lack of a national authority and identity to bind the States together. Public fear of moral degeneration via the replacement of the "Old World" symbolic order with a "New World" order under the aegis of "representative democracy" loomed over the republic.

Taking these concerns and the dissemination of The Federalist Papers as our point of departure, this course will examine how representations of "non-normative" identities in several major 19th-century works relate to the problems of representing democracy in the aftermath of the American Revolution. Many of the most famous canonical literary texts in the United States during the 19th century write about "non-normative" topics such as maternity, slavery, bestiality, and gender inequality in the context of narratives that attempt to rewrite the legacy of the American Revolution. By focusing on the literary treatment of these "perverse" topics, we shall attempt to understand whether the authors we will undertake close readings of in this course were successful in their endeavors to not only amend the shortcomings of the Revolution, but also to think more rigorously about the history of slavery and gender inequality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM288**
Prereq: **None**

ENGL285 Victorian Modes and Moods
This course offers an introduction to British literature from the 1830s to the 1870s, with an emphasis on the main artistic modes of the era such as realism, gothic, "sensation," scientific essays, and religious meditations. Each half of the course will center on a big novel that incorporates these storytelling styles:

Wilkie Collins's *The Woman in White* and George Eliot's *Middlemarch.* We will also examine poetry, nonfiction prose, and paintings to explore how these modes opened up cross-genre and cross-media conversations. Central themes include changing concepts of personhood; relations between science, nature, and faith; the experience of embodiment; the languages of everyday life and of literature; and the role of art in the modern world. Throughout, we will investigate how artists used these modes to capture moods they saw as distinctively modern, from pessimism to optimism, from alienation to friendship and love.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL285Z Fantasy And Speculation
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

In this class we will read fantasy written by multi-ethnic authors in a variety of genres, mostly in the United States in the long nineteenth century (1770-1920). Our readings include texts that feature supernatural beings and events in imaginary settings -- but also texts that take on well-known myths and legends, create fictional characters to participate in historical events, fold time and space to place historical characters in the midst of fictional events, or gesture toward radically different futures. This broad understanding of fantasy will challenge us to redefine its constitutive features. The choice of readings draws on the work of scholars committed to the recovery of little-known texts, especially by African American authors.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL286 Harlem Renaissance Literature
During this course, students will read canonical and popular literary works by early 20th-century African American authors in tandem with the vibrant body of literary criticism that emerged from this cultural moment in order to arrive at a richer understanding of how the early 20th-century African American canon was curated and proliferated. To this end, we will pay special attention to the role of anthologies and literary magazines (such as "The Crisis," "Opportunity," and "Fire!!") in collating an emergent modern African American literary tradition. At the end of this course, students will be familiar with not only the key authors and works of the Harlem Renaissance, but also with the central debates about the direction and uses of African American literature in the early 20th century. These discussions of the uses and selection criteria of the book-form anthology on the one hand, and the serial literary magazine on the other will prepare students for one of the main assignments: curating a new syllabus entry for future versions of this course. The aim of this assignment is to alert students to the politics of knowledge production that determine which texts get taught, anthologized, and studied. Finally, the differing lengths and types of course assignments will require students to learn how to present their ideas across a variety of genres (syllabus proposal, annotated bibliography, research paper, short close-reading paper).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM286**
Prereq: **None**

ENGL286Z "Writing Should Do Something": The Essays of James Baldwin
Baldwin's essays, both deeply personal and political, speak of a divided self in a divided country. As a Black man, he saw himself as a problem for America; as a gay man, he was a problem for many; and as a self-described "maverick," he resisted any identification other than "writer." He wrote frankly of hating, and being hated, while insisting that without love and compassion, even for those who hated him, a decent life was unattainable. In this course, we will consider Baldwin as one of the greatest essayists of his century, a social critic who believed that "writing should do something," in the words of a letter he wrote to his brother.

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

This is not a theory course, either social or literary. While our supplementary material will place Baldwin's essays within their historical and social context, our focus will be on the narrative nonfiction techniques Baldwin used to such startling and timeless effect. We will read Baldwin's most famous essays, and some that are less well known. Our supplementary readings and viewings will explore his continuing influence, and the influence of Black music on Baldwin.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM288Z**
Prereq: **None**

ENGL287 Class and Contemporary Literature
On one account, the political and cultural conflicts that have roiled the US in recent decades are rooted in a widening gulf between people who are employed in information, media, and technology industries and people working in extractive, construction, and service industries. The former are typically people whose careers depend on college and, often, post-graduate education and who value expertise. The latter are often people who have some or no years of college education and who in some cases express skepticism or hostility toward technical expertise and institutional authority. In this seminar, we will consider the way literary artists have responded to these developments and the way in which their work may be influenced by the close association between contemporary literary expression and university education.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL288 Poets, Radicals, and Reactionaries: Romantic Poetry in Conversation
This course provides an introduction to major poets of late eighteenth- and early nineteenth-century Britain -- Blake, Wordsworth, Coleridge, Byron, and Keats -- and to questions central to the study of Romanticism as an artistic movement. These questions include: how do people experience nature? What is poetry's relationship to music, storytelling, and visual arts? How did Romantic poets

respond to the French Revolution and the social and economic change that mark the period? What new ideas about originality and literary experimentation did they promote? Why do their works continue to resonate today? No experience with poetry or with British literature is expected; the course functions as an introduction to both.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL290 Place, Character, and Design: Techniques in Writing Nonfiction and Fiction
The distinction between creative nonfiction and fiction is that nonfiction professes to tell the truth with very little embellishment. Rather than present reality as a series of raw facts, CNF writers borrow techniques of fiction writing--description, anecdote, scene construction, characterization, and dialogue--to tell dynamic and compelling true stories. In this course we will investigate craft aspects that are relevant in nonfiction and fiction such as establishing characters and a narrator's voice, building the spatial world and emotional tone of the narrative, and using structure to communicate what we want to say with the story or essay. This course will explore topics to help writers mine their lives and experiences for material in both genres. We will emphasize reading, writing, and critical thinking about narrative craft, operating on the philosophy that you must become a skilled critical reader to become a better writer. Students will study the work of a diverse range of established writers, respond to weekly writing prompts and exercises, and participate in several small group workshops leading to a longer narrative along with developing a writing habit founded on the knowledge that, as with any skill, good writing requires consistent practice and revision.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL291 The First Stories: Oral Poetry in Greece and Anglo-Saxon England
An introduction to the themes, techniques, poetics, and ideologies of the oldest surviving poems in Greek and Old English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL292 Techniques of Nonfiction
In this introductory workshop on nonfiction writing -- which has also been termed the literature of fact -- we will read personal essays and profiles, writing about place and experimental prose. The writers you will study join a compulsion to bear witness to a commitment to style. They also, invariably, investigate the status of the facts they are documenting or representing. Reading these texts, we will ask: How do they ask us to understand nonfiction writing? What strategies do they use to assert and/or undermine their own authority? What is the relationship between fact and imagination in this work? How might we articulate an ethics of nonfiction writing? Over the semester, you will work on exercises, experiments, and longer essays, and build a critical vocabulary for analyzing your own and one another's writing. Lydia Davis has said: "You need at least two brains to write. You need to ... [work] intuitively and at the same time remain in some kind of control." This semester, you will learn to follow your best intuitions and to develop a more controlled editorial eye.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL292A Techniques of Nonfiction: Memory and Memoir
Taking the shifting nature of memory--sometimes fluid, often repressed, shape-shifting, nonlinear, occasionally contradictory--as our starting point, we will read and write memoirs, personal essays, and experiments. We will examine how writers convey not only remembered events but also the events' lasting emotional and symbolic significance, almost invisibly, within the technical aspects of their texts. As we read and write, we will consider the relationship between content and form in personal nonfiction, and we will explore the various ways writers employ narrative and anti-narrative structures when writing about oneself and one's own life. In other words, this semester, you--everything that composes who you are as an individual--will be your primary subject matter as we think about memory, consciousness, the (un)reliability of linearity and "truth," and language's relationship with time, presence, and place. We will look deeply into the complexities of what it means to be a person in the world with language alive inside of us. We will walk into the rooms of our memories and heritages. We will question our relationships with temporality and language, and we will dredge up--in order to write through--our most impossible thoughts. We will divide our time between reading contemporary investigations into nonfiction forms--the memoir and anti-memoir, experimental fictions that cull from one's life and heritage, the lyric essay, and hybrid essay forms--and writing our own nonfiction texts in response. There will be biweekly presentations, in-class writing experiments, and intensive workshops of one another's work. The class will culminate in a book arts project and a reflective essay.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL292Z Techniques of Nonfiction
Techniques of Nonfiction is a five-week introductory-level course in creative writing. We'll be focusing on some of the basic elements of writing nonfiction. You'll write four nonfiction assignments, contribute weekly writing prompts and written reflections on assigned readings, and generate peer reviews of your classmates' writings. Through guided practice in writing, and through assigned readings and video lectures, you'll learn the basics of writing nonfiction. (The course will consist of a blend of recorded lectures and synchronous office hours and conferences, scheduled according to student availability.)
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL293 Afro-Asian Intersections in the Americas
This course explores a range of historical, cultural, and political intersections between African and Asian diasporic people in the Americas from the late 19th century to the present. Taking an interdisciplinary approach, we will examine key moments in the history of Afro-Asian encounters in the Americas, including the importation of slave and coolie labor in the 19th century, the formation of anticolonial and antiracist "Third World" movements in the United States and abroad, and the 1992 Los Angeles uprising. We will also study forms of cultural interracialism, from African Americans' mania for kung fu in the 1970s, to interracial buddy films like Rush Hour (1998), to the contemporary fiction of writers such as Patricia Powell and Charles Johnson.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AFAM291**
Prereq: **None**

ENGL294 Edith Wharton and the Art and Science of Fiction
Edith Wharton's prolific literary career coincided with two major developments in the history of fiction: the emergence (associated with Flaubert and Henry James) of the novel as a form of high art, and the rise (associated with Zola and Frank Norris) of the "naturalist" novel and its claim to represent a newly scientific depiction of human life. Although these new schools of fiction have often been thought of as antagonists, Wharton participated enthusiastically in both. In this research seminar, we will consider the ways that Wharton responded to both aestheticism and naturalism and the reasons she considered them appropriate to her depiction of contemporary life--especially in relation to the issues crucial to her fiction of gender, marriage, and sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL295 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, RL&L290, GRST231, RUSS340, RULE340, REES340**
Prereq: **None**

ENGL296 Techniques of Fiction
This introduction to the elements of fiction and a range of authors is for students who want to write and, through writing, increase their understanding and appreciation of a variety of short stories. In this course, we will learn how to write and revise short pieces of fiction. To achieve this goal, we will constantly be working on creating and editing our own fiction, and we will perform various writing exercises. Moreover, we will read our colleagues' short stories and offer them thoughtful, generous, and rigorous feedback. Finally, we will scrutinize stories by veteran authors in order to understand some integral elements of fiction writing. Upon completing this course, students will have a deeper understanding of the process-oriented nature of crafting successful prose. They should also have a more profound knowledge of concepts like plot, dialogue, character, and interiority.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL296Z Techniques of Fiction
ONLINE COURSE: Synchronous class meetings via Zoom 1:00pm-4:30pm, Classes held on Jan 4, 5, 6, 8, 9, 10, 12, 13, 14, 16, 17. Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings. ENGL 296 is an introduction to fiction course that emphasizes reading, writing, and critical thinking about story. This workshop operates on the philosophy that you must become a skilled critical reader of fiction to become a better writer and to articulate your impressions and criticisms when we workshop the stories of your peers. We will read selected stories to facilitate our craft discussion, supplemented by the textbook readings. You will write a story of approximately 4000 words, and we'll use the techniques of fiction and feedback from workshop to take it from rough first draft to a polished story. Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL297 Practical Criticism
In the early twentieth century, I.A. Richards, an instructor in English Literature at Cambridge, ran an experimental class he called "practical criticism." Each week, he distributed a single poem to his students without revealing the poem's title, author, and date of publication. He asked students to take the poem home, read it as many times as they felt necessary, and write a brief essay that simultaneously judged and interpreted the poem. This course revives Richards's experiment for the twenty-first century. We will follow Richards's protocols for a different set of twelve poems, which students must read, judge, and interpret. (Students must vow not to use Google to identify the authors.) The first half of seminar will be spent discussing the poems and the students' judgments of them; the second half will be spent reflecting on the discussions in the first half, with the help of theoretical writings by Immanuel Kant, Jeremy Bentham, Theodor Adorno, Frank Sibley, John Guillory, and Sianne Ngai.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **WRCT262, COL267**
Prereq: **None**

ENGL297Z Creating Children's Books
The goal of the course is to introduce and begin to develop the skills necessary to create stories and sequential art specifically aimed at young readers, and produce a written story and small dummy book that could eventually be developed into a picture book submission to a publisher if the student chooses to pursue publication of their story idea. In an industry that welcomes unique voices and styles, there are underlying guidelines that inform children's literature and typically apply to most picture books. The course will cover specific considerations for writing manuscripts for children as well as the creation, style, layout, and pacing of sequential art for picture books. By looking at, reading, and analyzing picture books -- both current titles and classics from the past -- and reading about the work process of published authors and illustrators, students will examine the elements that help create compelling narratives, engaging characters, and memorable themes. In addition to studying the craft of effective storytelling, we'll look at how imagery reinforces and expands the narrative through the use of dynamic elements like scale, perspective, texture, line, color, lighting and pattern. We'll also take a look at the business of publishing. There will be a visit, in person or virtual, by a publishing professional -- an editor or literary agent -- to discuss what expectations are for manuscript and dummy book submissions, current trends in book proposals being bought by publishing houses, the business of publishing, and what their jobs entail beyond editing books for young readers. The class will operate in a workshop format with group feedback and support on story concepts and development, thumbnail sketches demonstrating the pacing of the written and visual narrative, and book dummies with text and sketches in place.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL298 Richard Wright and Company
This course offers an in-depth consideration of the work and career of Richard Wright, a defining figure in 20th-century African American literature, and seeks to understand Wright's interactions with a wide array of mentors, proteges, and enemies. By placing Wright amid the network of supporters, admirers, and detractors who surrounded him, we will gain a deepened understanding

of Wright's development and a useful map of 20th-century African American literary expression and American literary history more broadly. Writers to be covered in the course may include, along with Wright, Hannah Arendt, James Baldwin, Gwendolyn Brooks, Horace Cayton, Ralph Ellison, James T. Farrell, Dorothy Canfield Fisher, Chester Himes, Langston Hughes, Zora Neale Hurston, Alain Locke, Gertrude Stein, Margaret Walker, John Williams, and Frank Yerby.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL299 Introduction to Fiction
This course introduces students to the craft of short-story writing. In the first half of the course, we'll read and discuss stories by Joyce Carol Oates, Edward P. Jones, Kazuo Ishiguro, Akhil Sharma, and other successful writers as a means of exploring the conventions (and contentions) of the short-story form. In the second half of the course, students will use their newly filled "writer's toolbox" to plan, draft, and ultimately share their own stories with the rest of the class, while also learning to provide focused, supportive feedback for each other along the way.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT212**
Prereq: **None**

ENGL300 Shakespeare's Sonnets
An investigation of the Mona Lisa of literature, Shakespeare's Sonnets, that will undertake a close reading of the texts considered both as formal models and as a narrative of both homoerotic and heteronormative sexualities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL300A Creative Writing Workshop: Multi-Genre: Writing Ecologies
How can environmental literatures wake us up to the more-than-human world, re-wild our senses and syntaxes, realign our perspectives, and call forth an awakened sense of belonging? How do the lenses of culture, gender, and class affect how we observe and describe the world in which we live? How might thinking, synergistically, as an ecosystem forge new lenses, new emotional and intellectual centers?

In this open-genre workshop, we will read and write texts that honor a wider ecological consciousness, that celebrate the interconnectedness of the biota, and that are a call to action. We will keep field notebooks, perform site-specific writing experiments, apply permacultural perspectives to the ways we language and read our environments, take steps toward bioregional literacy, consider interspecies encounters, climate change, sustainability, environmental justice, geologic time, artistic-practice-as-research, and bear witness as acts of remediation.

We will divide our time between reading environmental literatures in nonfiction, fiction, poetry, and hybrid forms and writing our own texts in conversation. There will be weekly presentations, writing experiments, suggested field trips, and workshops of one another's work. The class will culminate in a book arts project and reflective essay.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL292 OR ENGL296ENGL216 OR ENGL292 OR ENGL296**

ENGL301 1492: States of War
This course approaches 1492 as a signifier and time-stamp of modernity. It signifies an ongoing "war" against people of African descent -- one that goes beyond the terrestrial plane. It anchors systems of representation, racialization, colonization, and religion with which we must reckon -- ones that preceded it and that we continue to inherit. The course uses the specific historical frame of 1440 into the late 18th century. This frame holds with reference to Frank B. Wilderson III's notion of when the "gratuitous violence" of the Middle Ages begins "to mark the Black ontologically" and Sara E. Johnson's notion of "slavery in the plantation Americas as a 'veritable state of war.'" Thus, we will read symptomatic, primary historical documents and fiction about "blood," race, African slavery, and geography and being (including 15th and 16th century Castilian law, sundry genres that represent early Spanish colonial Mexico, Santo Domingo (contemporary Dominican Republic), Cuba, and French Saint Domingue (contemporary Haiti)), as well as contemporary fiction, cinema, and theory that configure historicity via the Caribbean. We will read sometimes for imperial notions of sovereignty, selfhood, force, indigeneity, (anti)blackness, property, labor, and the relation between conceptions of the heavens and "just wars" on earth, and other times for Caribbean notions and narratives that are at war with said Western theological and onto-epistemological schemata. Conceptually, the course thinks from and/or about Caribbean literary studies, black critical theory, demonology, scholasticism, mysticism, the functions and tropes of (anti)blackness in the discursive formation of the New World, Vodou(n) in the Haitian Revolution, colonialism and international law, and deconstruction.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM303**
Prereq: **None**

ENGL302 Special Topics: Environmental Fiction
In this course, we will study contemporary fiction that grapples with our changing environment alongside critical texts that contextualize environmental literature through the lenses of race, sexuality, and place, as well as post-coloniality, decolonization, and tourism, with a view to understanding what this means for fiction writers interested in writing about such topics. Some questions we might ask include: What do we mean by terms such as 'wilderness' or 'nature'? To whom does 'nature' belong, and what are the differing or contradictory ways in which different groups of individuals interpret and navigate it? How do we, as creative writers, write about the environment, especially in the current moment, in a manner that is urgent, ethical and fresh? If we believe in the power of fiction to change the world around us, what tools of craft do we have at our disposal to imagine a future we want to live in? This course is a seminar-workshop hybrid, i.e. the first half of the semester will be spent reading and discussing assigned books, the second half of the semester will be a workshop in which students write and discuss their own stories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL296**

ENGL303 Narrative Theory
Narrative, one great critic suggests, may be the central function of the human mind. It is, as another once wrote, "simply there, like life itself." As these claims

indicate, narrative gives form to our collective experience: from the shadow of history and the shape of the future to the very texture and meaning of time itself. This course provides an introduction to the tradition of narrative theory -- the theory of how stories work and of how we make them work -- through a sustained engagement with three core narrative-theoretical concepts: structure, text, and time. A single book will anchor and orient each of the course's units: for structure, Vladimir Propp's Morphology of the Folktale; for text, Roland Barthes's S/Z; for time, Gérard Genette's Narrative Discourse. Herman Melville's novella Benito Cereno will supply our "control text," a narrative to which we will return as we study the theory and through which we will test the powers and the limits, both analytical and historical, of our theorists. In each of our units, we will begin with a careful reading of our main theorist, move on to consider work that elaborates on the theory, and then turn to robust approaches -- Marxist, historicist, queer, psychoanalytic, sociological -- that challenge or modify the theoretical terms with which we started.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL304 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice
Lyric poetry may be the most musical of literary forms. In one of its basic definitions, the lyric poem begins after the overhearing of a sound. This sound may be familiar and pleasant, like the timbre and cadence of a lover's voice. Or it may be unrecognizable and terrifying. It may be imbricated with other senses and feelings, provoking a memory that stimulates a sense of touch or smell. Or it may stimulate a sense of horror at the inevitability of death. In any of these cases, sound is thought to reveal an attachment, a memory, and to give rise to composition in the poet's effort to reshape memory and feeling in lyric form. But such articulations do not always come out as evenly as this description may imply. Indeed, moans, screams, stutters, cries, and the madness of possession by the Muses are part of lyric's history and practice. In this course, we will read from African American, African diasporic, Caribbean, Latina/o/x, and Indigenous poetics, and we will consider their relation to myth and musical forms, such as the blues, son, bomba, biguine, jazz, reggae, hip-hop, salsa, among others. The dynamics between lyric speakers and musicians, sound and story, seen and voiced language will play out.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM305**
Prereq: **None**

ENGL305 Shakespeare's Macbeth: From Saga to Screen
A close reading of Shakespeare's play that will position the play in terms of its historical and political contexts and its relation to early modern discourses on the feminine, witchcraft, and the divinity of kings. We will begin with a consideration of the historical legends that constitute Shakespeare's "sources," then read the play slowly and closely, coupling our discussions with readings from the period, exploring how Shakespeare's contemporaries thought of the political and cultural issues raised in the play. We will then compare how our contemporaries have recast these concerns by comparing scenes from films of MACBETH from 1948 to the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **THEA310**
Prereq: **None**

ENGL306 Asian American Posthumanisms: Biopolitics, Ecopoetics, and Literature
From 19th-century anxieties concerning subhuman coolies to 21st-century celebrations of suprahuman cyborgs, United States discourses have always figured people of Asian descent as peripheral to the category of the human. While Asian Americanist scholarship has often responded by asserting the humanity of Asian Americans, a number of scholars and writers have begun to explore and even embrace the inhuman character of the Asian American. Drawing from recent scholarship in science studies, political ecology, anthropology, and literary studies, this course will consider what it looks like to shift the scale of analysis from the individual, organismal human to the social logics, biopolitical infrastructures, and ecological entanglements that supersede the human, or conversely, to the bodily fragments, molecular processes, and fragments that subtend the scale of the human. We will pay particular attention to the question of what consequences decentering the human has for the ethnic novel, a genre often valued for its ability to affirm the humanity of racialized subjects. For instance, what kinds of aesthetics and politics emerge from an imaginary centered not on the human individual but on systems, landscapes, entanglements, and other imaginative forms and social practices? What does a novel centered not on a human protagonist but on an object, a clone, or an ecosystem look like?

To explore these non-human centered logics and forms, we will read theoretical texts by Anne Cheng, Rey Chow, Donna Haraway, Aihwa Ong, Rachel Lee, Nikolas Rose, Anna Tsing, and others, alongside a selection of contemporary (and capaciously defined) Asian/American novels by writers such as Kazuo Ishiguro, Larissa Lai, Chang-rae Lee, Ruth Ozeki, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

ENGL307 Literature, Laughter, Philosophy: Tristram Shandy
Laurence Sterne's novel, The Life and Opinions of Tristram Shandy, Gentleman (1759-67) has been described as a literary masterpiece, a hilarious satire, a sentimental tear-jerker, and a pornographic abomination. It was a favorite of Karl Marx and Friedrich Neitzsche, and it was heralded (in a recent film adaptation) as "a postmodern classic written before there was any modernism to be post about." The book is deeply learned -- engaging texts from skeptical philosophy to 18th-century science and from Hamlet to early novels. It is also, indisputably, very odd. Though Tristram is trying to tell the story of his life, he fails to get himself born in the first hundred pages, and the text is full of doodles, blank pages, madcap digressions, and missing chapters. In this course, we will read Tristram Shandy alongside the many, many texts it references, borrows from, and mocks, as well as the many, many texts it has influenced. Throughout, we will take Tristram Shandy as our rich test case for some fundamental questions: What is literature, and why do we tell stories anyway? How is literature related to philosophy? How do our minds work? What is the meaning of human life -- of laughter, learning, love, and death?

This course is a research seminar that will prepare students to write an English thesis (though it will be valuable even for students who don't plan on thesis writing). Students will cultivate their skills in writing and research, in engaging thoughtfully and confidently with theoretical and critical secondary sources. The course will culminate in a major research paper.
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL309 Entertaining Social Change
"Our problem," Tom Frank writes, "is that we have a fixed idea of what power is, of how power works, and of how power is to be resisted." This is especially true of "entertainment." Power that may not seem like power -- only, say, like "fun" or "amusement" -- can be especially powerful. A thread that connects all of our texts will be: how has the systemic critique of social contradictions been popularized as compelling and fascinating in modern times? A related concern: what are the seductions and violence built into "enjoyment" -- "enjoyment" that reproduces "Americans"? We will "entertain" the diverse strategies that progressive moviemakers have developed to entertain Americans -- to teach, persuade, seduce, provoke, upset, anger, and move them through laughter, tears, and, not least of all, ideas -- so that Americans will be more inclined to "entertain" social critique that inspires and envisions social change. Our critical focus will be on the popularizing (and sometimes the selling) of social critique in movies including Straight Outta Compton, Malcolm X, Medium Cool, Network, El Norte, Smoke Signals, Before the Flood, The Black Panthers: Vanguard of the Revolution, Salt of the Earth, Matewan, and The Big Short. We will place special emphasis on self-reflexive movies about "entertainment" and about labor/social movement organizing. Entertainment, we will see, plays a key role in organizing and reorganizing Americans. In doing so, it can place limits on our vision of what -- and who -- needs to be changed. By putting our movies in conceptual dialogue and making these limits more visible, we will help one another think, see, and feel beyond these limits. As we are "entertained" (and we will be) we will consider the stakes of being "entertained."
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST315, FGSS315**
Prereq: **None**

ENGL310 The Medieval Beast
How did medieval writers think about the distinction between human and animal? This course will begin with the categories of soul and body, ruler and ruled, speech and noise--among others. We will also read about human-animal hybrids like werewolves and bird-men in order to think through some of these binaries. Texts will include bestiaries (encyclopedias of animals), treatises on hunting, beast-fables from Christian, Muslim, and Jewish traditions, Marie de France's "Lais" and "Fables," Chrétien de Troyes's "Knight of the Lion," "Sir Gawain and the Green Knight," and Chaucer's "Parliament of Fowls."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **MDST312**
Prereq: **None**

ENGL311 Modernist Writers: Virginia Woolf and Jean Rhys
This course will allow readers to explore and engage with the oeuvres of two important but very different female modernist writers. We will read major and minor works of both novelists, but we will also dip into their short stories, essays, diaries, and/or memoirs. In addition, we will also read some of the most significant criticism on both authors to understand how their critical status has been established and modified in the decades since their works were first published.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL312 Vitalism and Black Aesthetics
What is the relationship between Black art and Black life? Does Black art, broadly construed, serve a mimetic function-merely re-presenting reality-or is it a vital expression of the essence of Blackness? These questions are at the root of Black Cultural Studies' engagements with the problem of the aesthetic. In the current conjuncture, reacting to the theorization of Black social death, many theorists have (re)turned to the aesthetic as "proof" of the mattering of Black life and "evidence" of a vibrant sociality. This course will consider the connection between (the theorization of) Black aesthetics and (the affirmation of) Black life. In so doing, we will question the political stakes of Black aesthetics, as well as the value placed upon the concept of life as such, in and through the aesthetic encounter. Additionally, we will explore ways of thinking of the aesthetic that challenge presumptions of its innate liveliness. Readings will include canonical texts in aesthetic theory and vitalist philosophy, as well as more contemporary engagements with these questions from the perspective of Black performance theory, literary theory, and Afro-pessimism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM311**
Prereq: **None**

ENGL313 Literatures of Empire
This seminar will reexamine the literary and cultural history of Britain by tracing the emergence of "English literature" from the same transatlantic crucible as the racial categories of Enlightenment empire. Through readings from English literature's early origins in the Anglo-American transatlantic to its consolidation during the apex of the British empire, we will look at how the genres most frequently associated with liberal individualism (novels, lyric poetry) run parallel to the emergence of visual and rhetorical categories for imagining the boundaries and limits of the human and the individual. We'll focus on the techniques of literary form--and literary study--that helped construct and make sense of empire. Over the course of the semester, we will consider how the conceptual crises and contradictions in the production of British imperial power through the tangled nexus of capitalism, colonialism, and slavery spurred on new genres (the historical novel, the colonial anti-bildungsroman, the imperial gothic), and how novelists wrestled with the period's key categories of race, gender, class, sexuality, and nationality. Along the way, we'll trace how an archive of imperial writings have been taken up by anti- and decolonial theorists and writers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL314 Circulating Bodies: Commodification, Sex Work, and Enslavement in Eighteenth Century England
In the newly booming consumer culture of Enlightenment England, people were constantly buying and selling things--bespoke suits and manufactured trinkets as well as human bodies. Sex workers used their bodies to enter into trade agreements, and the imperial economy was built on the enslavement of African people. This course will explore how people and things were turned into circulating objects, and it will trace these as they were passed from hand to hand, valued and revalued, used, abused, and discarded. We will listen as the "things" themselves tell ethically and socially urgent stories. In the period, consumer objects, sex workers, and enslaved peoples all wrote memoirs (or had ones imagined for them). We will read these texts alongside contemporary debates about economics, labor, race, abolition, and women's rights, and we will return again and again to fundamental questions about personal identity,

individual agency and passivity, commodification, objectification, and the very limits of the human.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL315 Close, Distant, Archival, Experimental: New Methods of Literary Study
What does it mean to craft a "new" approach to literary study? And why is it that since at least the early twentieth century literary critics have insisted on the need for "new" methods? This course examines the different moments in literary history when literary critics developed "new" methods to read literature--particularly efforts to understand literature at scale and in context. We will look at theoretical approaches to literature, ranging from Edith Rickert's obscure 1927 New Methods for the Study of Literature through mid-century New Criticism, up to the movements and methods of the late twentieth century and present day, alongside the archives of everyday sites where literature is constituted and practiced--such as colonial lending library records and course syllabi--in order to examine what's at stake in determining the object, scope, and ends of literary study.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL316 Rethinking World Literature
Globalization has changed the speed at which people, goods, information, and ideas circulate in space, altering how we read and write and what we read and write about. This course examines the resurgence of the category "world literature" to explore how globalization affects practices of writing and reading in the 21st century. What does the "world" in "world literature" mean, and who writes world literature? To better understand how economic, environmental, technological, and political transformations affect our understanding of world literature, we will read pivotal theoretical works in the expansive field of world literature alongside several recent novels that thematize these scales of global comparison.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL317 Gothic Bodies
This seminar examines the Gothic mode and its literary afterlives in the texts of the British empire. During the nineteenth-century, the Gothic mode--darkened old houses, discoverable family secrets, mysterious moving objects, threatened bodies--migrated to a wide range of narrative forms. We will read some of this range, exploring early political fiction, science fiction, slave narratives, domestic fiction, and the ghost story. We'll think about how the Gothic mode was used to imagine different kinds of harm to bodies. We'll explore how these formal conventions involving unseen terrors, old family houses, and threatened bodies intersected with some of the key formations of the period: the rise of individualism, industrial and racial capitalism, Orientalism, automation, changes in property and inheritance law, theories of freedom and slavery and sexual consent. Along the way, we'll read key theorists who write about the Gothic as we develop our own theories of how to read the ways this genre still haunts our present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL318 Black Literary Theory
This course will bring together readings both literary and critical/theoretical, beginning with Frantz Fanon's "Black Skin, White Masks" (1952). Taking Fanon as its point of departure, then, this course will necessarily turn to a discussion of the recent discourse on Afro-pessimism and Black optimism, attempting to introduce students to important issues and questions of race, race relations, anti-Black racism, Black sociality, the universality of whiteness and white supremacy, the fungibility of the Black body, and the vulnerability and precarity of Black life; and together we will think more closely about how the complex and "unthinkable" histories and afterlives of chattel slavery, racial capitalism, settler colonialism, and the Middle Passage, for examples, continue to challenge the representational limits and potentialities of traditional literary genres and modes of emplotment. In addition to Fanon, authors will include Orlando Patterson, Toni Morrison, Hortense Spillers, Saidiya Hartman, Achille Mbembe, Frank Wilderson, Jared Sexton, Fred Moten, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **AFAM315**
Prereq: **None**

ENGL319 Asian American Posthumanisms: Biopolitics, Ecopoetics, and Literature
From 19th-century anxieties concerning subhuman coolies to 21st-century celebrations of suprahuman cyborgs, U.S. discourses have always figured people of Asian descent as peripheral to the category of the human. While Asian Americanist scholarship has often responded by asserting the humanity of Asian Americans, a number of scholars and writers have begun to explore and even embrace the inhuman character of the Asian American. Drawing from recent scholarship in science studies, political ecology, anthropology, and literary studies, this course will consider what it looks like to shift the scale of analysis from the individual, organismal human to the social logics, biopolitical infrastructures, and ecological entanglements that supersede the human, or conversely, to the body parts, molecular processes, and fragments that subtend the scale of the human. We will pay particular attention to the question of what consequences decentering the human has for the ethnic novel, a genre often valued for its ability to affirm the humanity of racialized subjects. For instance, what kinds of aesthetics and politics emerge from an imaginary centered not on the human individual but on systems, landscapes, entanglements, and other imaginative forms and social practices? What does a novel centered not on a human protagonist but on an object, a clone, or an ecosystem look like? To explore these nonhuman centered logics and forms, we will read a selection of theoretical texts by Asian American and other authors, alongside a selection of contemporary (and capaciously defined) Asian/American novels by writers such as Kazuo Ishiguro, Larissa Lai, Ruth Ozeki, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

ENGL320 The Senses and the Subject in Cinema and Poetry
In this course, we will study a mixture of emotionally stimulating and structurally difficult contemporary cinema and lyric poetry, as well as select philosophical and theoretical approaches to the senses and the subject. Do theories and notions of the senses assume the subject, and/or subjectivity? If so, then how? What is the relationship between embodiment, the senses, the world, racialization, blackness, and being? How do select Western theoretical, aesthetic, and poetic frameworks represent and think as such? While cinema and lyric poetry might seem like strange neighbors, this course specifically foregrounds them as "repositor[ies] of synesthesia," where not only the reconstitution of the

subject after some disturbance (i.e., sensorial, physiological, social, historical, etc.) will be relevant to how we read, but also when that either does not happen or constitutively cannot happen. (Note that some short fiction may also be part of the course readings.)
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **FGSS310**
Prereq: **None**

ENGL321 Insubstantial Pageants: Late Shakespeare
This seminar examines the Center for the Humanities' Spring 2020 theme of "Ephemera" through the lens of four late plays by Shakespeare ("Hamlet," "King Lear," "The Winter's Tale," "The Tempest") and their preoccupation with the time, temporality, belatedness, and the ephemerality of theater (and the world-as-stage).

In addition to considering the mutability of the play-texts themselves (several of which exist in multiple versions), we will consider how they refashion their sources, and how they are themselves refashioned in later productions and adaptations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM337, THEA337**
Prereq: **None**

ENGL322 Samuel Beckett
This seminar will be an adventure through immersion in the prose of an uncompromising modernist whose work would have revolutionized the possibilities for literature--and didn't.

We will focus intensively on Beckett's major novels (anti-novels) and short prose, with some attention to the poems and letters. Our reading will concern matters of style and form, and we will attempt to situate the texts within the political and social force fields they so often seem to defy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL323 Staging the Real in Early Modern England
The stage in Shakespeare's time was by modern standards "relatively bare," lacking illusionistic sets that would later be relied upon to conjure the reality of a particular time and place onstage. What, then, defined the "real" prior to the emergence of modern theatrical realism and the illusionistic conventions associated with it? What representational strategies (of text, costume, props, sound, stage machinery, etc.) were used to convey "realness" onstage at the Globe and other early English theaters, which lacked the "fourth wall" of the proscenium arch that separated the realities of the play-world from those of everyday life?

This course explores the dramaturgy of the "real" in early modern England in conjunction with the Center for the Humanities Spring 2024 theme of "Get Real," in plays by Shakespeare and his contemporaries that experimented with new ways of bringing to life the realities of war, true crime, sex and gender "deviance," street life and lingo in London's underworld, serendipitous wealth gleaned from capitalistic enterprise, and other sensational news ripped from the headlines.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM320**
Prereq: **None**

ENGL324 Black Power and the Modern Narrative of Slavery
The historical moment immediately after the Civil Rights and Black Power movements saw an explosion of African American writing about slavery. In the past half-century, black writers wrote award-winning novels that gave unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers--the slave narrative--into a fictional form that has served them as they dissect their own cultural moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM324**
Prereq: **None**

ENGL324Z Black Power and the Modern Narrative of Slavery
The historical moment immediately after the Civil Rights and Black Power movements saw an explosion of African American writing about slavery. In the past half-century, black writers wrote award-winning novels that gave unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers -- the slave narrative -- into a fictional form that has served them as they dissect their own cultural moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM324Z**
Prereq: **None**

ENGL325 Intermediate Nonfiction Workshop
This workshop is designed for experienced writers looking to deepen their practice in narrative nonfiction. Students will explore a range of forms -- including memoir, criticism, interviews, travel writing, and autofiction -- while engaging with core elements such as plot, structure, character, and place. Together, we'll grapple with questions like: How do we write about the self in conversation with broader social and political realities? How can we depict others with both acuity and empathy? And how might we write about art and literature in ways that are both intellectually rigorous and emotionally resonant? The course will include local field trips and visits to author readings. By semester's end, students will have crafted and refined several original works of nonfiction and developed greater confidence as both writers and editors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**

Prereq: **ENGL224 OR ENGL228 OR ENGL278 OR ENGL292 OR ENGL326 OR ENGL266**

ENGL326 Advanced Nonfiction Workshop
In this upper-level nonfiction workshop, we will read texts that investigate the meanings of place, particularly as they concern intersecting intimacies and violences of home, of migration, of colonial settlement, of environmental racism, and of climate crisis. Being from, leaving, and returning to both actual and imagined spaces are often at stake in these texts, as are forms of enclosure, naming, and mapping. Questions about how language moves on a page are inextricable from these concerns. Your own writing will include short exercises and experiments, a longer essay, revision, and responses to the published work, and throughout the semester, we will attend collectively to your work, as well as to these published texts. This course is part of the Sustainability and Environmental Justice Pedagogical Initiative.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL327 Criticism and Psychoanalysis
This course introduces some classical psychoanalytic methods of reading and interpretation, with accent on the four concepts Jacques Lacan identified as foundational: the unconscious, repetition, the transference, and the drive. We will approach psychoanalysis as a style of close reading whose influence on forms of interpretation--especially literary interpretation--has been immeasurable. One central concern will be the capacity of psychoanalysis to enable us to read ourselves reading, to make the interpretive situation itself the object of our analysis. Students with an interest in literary-critical methods will benefit from the course, as will students with an interest in the internal logic of an important body of thought.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **RL&L327, GRST227**
Prereq: **None**

ENGL328 Researching and Writing Historical Narrative Nonfiction: A Workshop
Historical Nonfiction will be a workshop-based course. Students will have the opportunity to work on a project led by Charles Barber, a book-in-progress of historical narrative nonfiction based in Palm Beach, Florida in the 1920s. The project involves a decade-longs conflict between a gang and two father and son sheriffs, set against the explosive (and often corrupt) growth of Palm Beach as a resort in the early 19th century. Students will work with court and governmental records, as well as archival materials of all sorts. Students will receive professional credit for their contributions. A focus of the first part of the course will be historical methodology and evaluation of records; the second half of the course will address the question of transforming historical materials into compelling narratives. Readings will include models of historically based nonfiction, such as David Grann's Killer of the Flower Moon and Patrick Radden Keefe's Say Nothing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL301**
Prereq: **None**

ENGL330 Facts, Counterfactualisms, and the Historical Novel
The aim of this course is to explore "the fact" as the site of contradictory desires and investments in nineteenth-century fiction. Charting two paths through both foundational examples of historical novel and through early counterfactual work (Uchronie, Aristopia: A Romance History of the New World), this course will trace the versions of historical thinking made possible within these traditions. As part of the course, we will explore some of the ephemera materials novelist's working notebooks, research sources, and unpublished manuscripts. Seminar work will include both theoretical readings on historical fiction, philosophy of history, and critical archival studies. We will read novels and narrative fiction from the Brontë siblings, George Eliot, Walter Scott, Maria Edgeworth, Charles Renouvier, and Thomas Hardy, alongside critical work by Georg Lukács, Catherine Gallager, Roland Barthes, Frederic Jameson, Michel Foucault, Saidiya Hartman, Hayden White, Dipesh Chakrabartky, Paul Ricouer, Carolyn Steedman, Natalie Zemon Davis, Kumkum Sangari, Elaine Freedgood, and Michel-Rolph Trouillot.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **CHUM350**
Prereq: **None**

ENGL332 About Clothes: Styles, Histories, Activisms, Poetics
What kinds of work go into the making and wearing of clothes, and what kinds of work do clothes do? This course is a chance to think together about how a range scholars, journalists, curators, and others have written about, handled, studied, preserved, and displayed clothing. At the same time, we will pay close attention to what it means for you to live in relation with your clothes. In conversation with works of literature, historical and curatorial scholarship, visual art, reporting, activism, and more, we will investigate clothes as objects of imagination and resistance, as well as elements of material culture. As we think about the global circuits that have informed various fashion systems, we will consider how particular textiles and textures, cuts of cloth, and racialized, gendered, and sexualized ideas of style emerged in conjunction with particular forms of labor -- and will also note how sustained attention to this multi-billion-dollar business has been devalued historically. Over the semester, you will conduct your own writing experiments at the intersections of language, image, identities, and the materiality-ephemerality of clothing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS333**
Prereq: **None**

ENGL333 Special Topic: Novel Forms
In this special topics course, we will undertake a study and writing in long-form prose work. While our primary examples might most easily be classified "fiction," we may also engage periodically in complicating such designation. Engagement with the reading list will be based upon arising concerns within current and more historical pieces. Classroom discussion will help us develop a series of theories and practices beyond the pale of the standardized.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL292 OR ENGL296**

ENGL334 Beyond Growth: Agrarian Visions
The era of endless growth has reached a point of crisis. In the face of climate catastrophe and widening inequality, of the proliferation of pointless work and spiraling burnout, it has become increasingly common to question the idea that human progress comprises ever-increasing levels of production and consumption. And yet in spite of a slew of attempts to transform the situation, from the Occupy movement to the recent mainstreaming of degrowth economics, it seems that things are only intensifying. How did we come to inhabit this world in which labor and economic growth are seen as ends in themselves? And how might we begin not just to refuse such understandings of

labor and growth, but to imagine different forms that they might take? In this course we will confront these questions, exploring the relationship between labor, production, and human flourishing. We will begin by studying foundational articulations of this relationship from thinkers like Max Weber, Karl Marx, and Hannah Arendt, looking as well at the unique place that agricultural production, cultivation, has been understood to occupy therein. We will then turn to the agrarian realm as a particularly potent site from which to trouble and extend our conceptions of labor and growth, examining visions of spiritual labor, anticolonial resistance, and more-than-human entanglement in theoretical and literary texts from Leo Tolstoy, M.K. Gandhi, Mahasweta Devi, J.M. Coetzee, and others. Through our readings and discussions, we will learn to identify and critique the normative claims on which our current energy-intensive, exhaustion-inducting circumstances are based. At the same time, we will cultivate the skills required to seek out and imagine alternative forms of work, community, and the good life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM388, ENVS388, COL387**
Prereq: **None**

ENGL335 Wordsworth and Blake
This course examines the long, parallel careers of the two greatest poets of their generation writing in English: William Wordsworth and William Blake. Although they exerted little or no influence upon one another, their writing developed along strikingly similar paths as it responded to--and shaped--the rapidly changing, often disorienting literary, political, and cultural world of late 18th- and early 19th-century Britain. We will examine the artists and events that inspired them, from John Milton to Robert Burns to the French Revolution. We will bring into conversation their songs, autobiographical poems, aesthetic manifestos, and prophetic and visionary works. Throughout, we will pay attention to how they approached traditional and experimental literary forms, engaged with visual arts and with music, and developed a theory and practice of literary and everyday language.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL336 Intermediate Poetry Workshop: Music and the Poet
There may be no greater compliment than "your poem is musical." Then a problem presents itself -- what does that really mean? "Musical" -- used synonymously with that other adjectival nightmare, "beautiful" -- corners the poem and the poet to the mercy of one kind of sound. But just as we have various notions of beauty, poetry also occupies multiplicity -- every poet has their own set of voices. Whether in the variety of languages generating its own sound sensibilities -- to borrow from the pianist Rudolf Serkin who was, in his day, accused of the occasional "ugly sound," his response is "music isn't just about la la la tra la la" -- even ugliness is a repertoire of personal sound, or voice. In this intermediate class, we will identify and perform the voices your poems inhabit, and work to recognize the voices of others troubling the neutral voice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL216A OR ENGL372 OR ENGL226 OR ENGL224**

ENGL337 Advanced Poetry Workshop
This seminar-style course will focus on the reading and constructive discussion of poetry submitted by members of the workshop. We will explore an extensive reading list of contemporary poetry as well as philosophies of art-making written by both writers and artists. A final book arts project--consisting of 15 pages of revised poetry and a statement of poetic--is due at the end of the semester. This course may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL337A Advanced Poetry Workshop: Radical Revision
"Poetry," writes Yusef Komunyakaa in his essay collection Blue Notes, "is an act of meditation and improvisation. And need is the motor that propels the words down the silent white space." In this intermediate poetry workshop, students will consider various perspectives on the revision process and explore strategies for redrafting poems-in-progress. While this class is open to any poetry student with previous workshop experience, those who stand to gain the most are those who've already amassed a sizable body of work--poems, drafts, notes--with which they are, for the most part, dissatisfied and eager to improve. It is imperative that students come with an open mind and a willingness to surprise themselves and one another.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL336 OR ENGL337**

ENGL338 Serial Sensations
Regardless of their medium or period, serial texts are often associated with sensationalism. Not only do they frequently feature sensational plots, but by virtue of producing intense fan cultures the texts themselves become public sensations. From Bleak House to Marvel comics, and from Game of Thrones to the podcast Serial, serials have produced vibrant if not fanatical fan forums and fan cultures. This course will examine the aesthetics and politics of serial texts ranging from didactic novels to gory and racy ones, and from television shows to podcasts and audio books. Throughout the course of the semester, students will engage in forms of serial reading, listening, and writing, and will discuss the effect of the serial format on plot, characterization, and genre. Moreover, they will examine the ways in which the serial format shapes narrative desire, and the ways in which it molds reading and viewing habits -- that is, the mechanisms and logics through which a serial reader, listener, or viewer is produced. This course asks you to engage with the long history of serial forms from the nineteenth century to the present, and in so doing, examine the continuities between Victorian reading practices and our reading and viewing habits today. Contributes to fulfillment of ENGL major requirements: American Literature, British Literature, Literary History 2, Theory, elective.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL339 Intermediate Fiction Workshop
This course may be repeated for credit. This workshop is for students who already have a basic understanding of how to write literary fiction, either by having taken an introductory course (e.g., ENGL296 Techniques of Fiction) or by other means.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL296 OR ENGL342 OR ENGL224**

ENGL339A Intermediate Fiction Workshop: Vernacular
This workshop examines English-based vernaculars from around the world. Students will compose at least two short-stories incorporating the vernacular.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL296**

ENGL340 Special Topics: Ecopoetics - Experimental Poetry in the Anthropocene
How do poets speak for and from a world in flux and crisis? How do poets register and attempt to restore the degradation of the planet through language? How might altering the boundaries of conventional language use "through poetry" alter the bounds of conventional thinking and behaving, thus leading to more engaged and sustainable modes of living? This course, in part, will serve as a tour of contemporary eco-poets invested in looking at and caring for the current state of our planet through poetry. We will read poems that reflect the most critical environmental concerns of our time, and we will learn to see how these poems resist closure and are instead guided by exploration and interrogation in an attempt at reorienting our attention and intention as inheritors of this planet.

This is an advanced workshop for students committed to developing an understanding of eco-poetry's place in the more-than-literary world, as well as developing a personal eco-poetics from which to write. Students will choose an environmental topic to research and write in service of for the semester and, by the end of the semester, will have a project-centered collection of poems. There will be bi-weekly presentations on the poetry collections we read, in-class writing experiments, in-the-field experiments, and intensive workshops of participants' work. The class will culminate in an eco-book arts project and a reflective essay.

Special attention will also be given to cultivating community and the benefits of sustaining an embodied artistic practice during extreme times and how doing so may benefit the health of the whole artist.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENVS330**
Prereq: **(ENGL216 AND ENGL336) OR ENGL337**

ENGL341 Writing the War on Terror: Literature and Film after 9/11
September 2026 marks the twenty-five year anniversary of the tragic 9/11 terrorist attacks at the World Trade Center and Pentagon. In this interdisciplinary seminar, we will explore how contemporary literature, film, and television have depicted 9/11 and the ensuing War on Terror, while considering the historical roots of these events. We will examine the ethical implications and underlying biases of stories about violence, warfare, and torture, and study the techniques artists use to craft meaningful narratives that shape our understanding of justice, power, and human experience. This course will include a significant workshop component, in which students will create essays and fictional stories that engage critically with our course material. By the end of the seminar, students will have a deeper understanding of how 9/11 and the War on Terror have influenced literature, film, and society, and they will develop stronger skills in writing thoughtfully about historical and political issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL296 OR ENGL292 OR ENGL216 OR ENGL292A OR ENGL216A OR ENGL380 OR COL227 OR COL227Z**

ENGL342 Advanced Fiction Workshop
This course in short fiction is for people who have already had an introduction to fictional technique and, preferably, an additional course in creative writing. Students will generate and engage in their own writing projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL343 The Library: Its Past, Present, and Future
The library is both a repository and a site for disciplining information. It is, at once, a space for democratizing knowledge and a locus of exclusion. A lifeline and a tomb. A place of radicalization and community, but also the handmaiden of state power. Indeed, the library's vexed role in the history of Western colonization has prompted scholars of African and postcolonial literature like Simon Gikandi to ask whether one can be a revolutionary in the library. This question has shaped the archiving sensibilities of African American collectors and librarians like Arthur Schomburg and Dorothy Porter Wesley as well as those of contemporary Black librarians and artists. This will be one of the central questions we explore in this course, too. We will examine artistic and literary representations of libraries, archives, and museums ("The Library of Babel," The Shadow Book, Lote, The Name of the Rose, Voyage of the Sable Venus, Yinka Shonibare's "The British Museum"), paying special attention to the fantasies, nightmares, and cultural narratives that cohere around the idea of the library. We will pay special attention to the place of the library in the Black literary imagination and to the theoretical and political interventions that Black librarians and bibliophiles brought into systems for categorizing and recovering knowledge.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM393**
Prereq: **None**

ENGL344 Women's Lib, Women's Lit
The social movement known as second-wave feminism, but often referred to at the time as "Women's Lib," took center stage in much of the best-selling fiction of the 1970s. This course will look at popular fiction that concerned itself with women's issues and the way it popularized, memorialized, complicated, and contested feminism in the popular imagination. We will look at a range of novels that focused attention on the nature of and possible solutions to women's political, material, and sexual subjection by men. Although our focus will be on the 1970s, we will look at both some important pretexts, and some later responses to the ongoing crises of gendered inequality in the 1980s. We will pay particular attention the gendering of publishing and reception, exploring the contexts in which these books were produced, marketed, reviewed, and read.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **FGSS345**
Prereq: **None**

ENGL345 Plague and Care-Work in Shakespeare's England
Plague exerted an enormous influence on the plays of Shakespeare and his contemporaries, and indeed on theater as a commercial enterprise. Pandemic theater closures and quarantines were frequent throughout his career, and it is likely that his son Hamnet died of plague. This seminar examines four Shakespeare plays (Romeo and Juliet, Hamlet, King Lear, The Winter's Tale) and their preoccupations with time, temporality, belatedness, mortality and ephemerality (of theater and the world-as-stage) and with an ethics and recognition of the work of care, as these are shaped by the recurrence of plague-

a perspective that will allow us to draw connections and discern differences between Shakespeare's time and our own.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM348, THEA347**
Prereq: **None**

ENGL346 Utter Nonsense: Modernist Experiments with Meaning
In "The Use of Poetry and The Use of Criticism" (1933) T.S. Eliot wrote," The chief use of the 'meaning' of a poem, in the ordinary sense, may be [...] to satisfy one habit of the reader, to keep his mind diverted and quiet, while the poem does its work upon him: much as the imaginary burglar is always provided with a bit of nice meat for the house-dog."

To extend this analogy: this course will look at texts by meatless burglars, writers who set out not to sedate but to conscript the sense-sniffing house-dog as they pillage the house for things of value.

This course will survey some of literary modernism's most defamiliarizing texts, ones that challenge interpreters by withholding or avoiding that digestible (and perhaps soporific) "meaning" Eliot referred to. We will look at modernist formal experiments from Gertrude Stein and Guillaume Apollinaire through Dada, surrealism, the French New Novel, and the theater of the absurd, alongside the less prominent but equally influential exploration of aleatory, procedural, and machine-generated poetry by writers such as Jackson Mac Low and the Oulipo. Working with authors' manifestos and critics' interpretations alongside the primary texts, we'll pay special attention to the varied relationships to meaning that can be found at work in texts that a casual reader might lump together as simply meaningless or nonsensical.

As the semester progresses and we get a clearer sense of what these texts require from their readers, we'll begin to ask (with the help of some basic readings in semiotic and psychoanalytic literary theory) how our interpretive behavior when confronted with seeming nonsense might relate to the various things we do when we read normal or typical texts--ones that strike us as already or obviously meaningful. Is making sense something that a text can ever do on its own or something that we must always do to (or for) the text?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL338**
Prereq: **None**

ENGL347 Black Grammars
In her text In the Wake: On Blackness and Being, Christina Sharpe argues that Blackness, due its rearrangement of and resistance to hegemonic modes of meaning making, is "anagrammatical." As a concept, anagrammatical Blackness points to "the failure of words and concepts to hold in and on Black flesh." Taking this provocation as a point of departure, this course will consider the relationship between Blackness and the grammatical, with a particular focus on rhetoric and poetics. Each week will focus on a particular rhetorical figure or grammatical concept: subject, metaphor, metonymy, apostrophe, tense, irony, catachresis, parataxis, etc., considering how Blackness shifts our understandings of their operations. Readings will include Ronald Judy, Barbara Johnson, Jacques Derrida, Zakiyyah Iman Jackson, Fred Moten, and Paul de Man, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM347**
Prereq: **None**

ENGL348 Special Topics: Conversations with Writers
What is a writer like, beyond their book(s)? How might they discuss the preoccupations and questions that inform their work? Structured as a seminar that extends on select days to include the Russell House Reading Series, this course will give students the opportunity to speak with some of the writers whose books we will read in class. In addition to this, we will read/watch interviews of those other writers assigned in class. Together, we will discuss how writers grapple with complex questions about being alive today. We will analyze structure, content, idea, and writerly intent. We will attend the Russell House Reading series prepared to engage in informed conversations with the guest. What we bring back to class will be an understanding of some aspect of literature that will help us frame our ongoing readings. This course will be dynamic and expansive in how it imagines (and reimagines) the ideas resting within a text, and those complicated further by having a conversation with its author.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL216A OR ENGL292A OR ENGL266 OR ENGL296**

ENGL349 Historicizing Early Modern Sexualities
This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1680). Our focus will be the historical construction of sexuality in relation to categories of gender, race, religion, and social status in a variety of sources, both literary and nonliterary, verbal and visual, including poetry, plays, masques, medical treatises, travel narratives, and visual media. Topics covered include intersecting constructions of the sexed/gendered/racialized body; diverse sexual practices; sexual identities prior to the homo/hetero divide; and the histories of pornography and masturbation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **FGSS350, CHUM345**
Prereq: **ENGL201**

ENGL350 The Law, the Citizen, and the Literary and Cinematic Imaginations
What gives the law its authority? (Can it remember?) Does it have rational or mystical foundations? What are the functions of the categories of slave, savage, scapegoat, stranger, other, family, and citizen in and for the law? How do we apprehend the relationship between the extensively legalized violations of the earth, the black, and the feminine? What gives the ongoing event of the Middle Passage so much force, and on a planetary scale? If laws of hospitality are sacred, then what are the implications of their prolific sacrilege? And what, for we can trace it, do such laws' selective "application" have buried within them? This course will attune us to who/what may be incorporated into the body politic and who/what cannot be borne in the letter, by design, and on safeguarded, terrorizing terms -- legal, historical, and metaphysical, yes, and harboring those, ontological. We will read and analyze how literary and cinematic texts represent, critique, as well as reproduce the rhetorical and psychic effects of the law.
To echo Calvin Warren, "[Our] concern is not a particular law, but that all the laws are subordinate to a Law." Thus, while we will look at the language and aesthetic configurations of specific legal events and echoes -- the Zong Case, partus sequitir ventrem, Jim Crow, Nuremberg Laws, The Code of Native Status

(in French-occupied Algeria), and so on -- we will not do so "comparatively" nor to inadvertently idolize encoded violence, but to apprehend what is buried and stirs beneath the law's foundations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM350**
Prereq: **None**

ENGL351 Aesthetics and/or Ideology
An introduction to prominent works of aesthetic theory and to their influence on Anglo-American literary theory and literary expression.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL352 Flaunting: Extreme Fashion on the Early Modern Stage
Frilly ruffs and cuffs, bulging codpieces, towering "chopines" (platform shoes) -- oh my! This course considers the early modern stage as an engine of fashion and the forms of sartorial ostentation to which it gave rise. How did fashion contribute the rise of the commercial theater? How did clothing shape gender, sexuality, class, and race in plays by Shakespeare and his contemporaries, which were performed by adult men and gender-fluid, "boy" actors? How did sartorial excess and the sumptuary laws that sought to control it affect social status and mobility during the rise of capitalism? And how were early modern fashion trends updated in later productions of these plays?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

ENGL353 Race, Ethnicity, and Religion in Medieval Literature
Why do white supremacists celebrate the European Middle Ages as a lost era of racial and religious purity? This course approaches that question and related issues by considering the emergence of medieval ideas of race, ethnicity and religious difference. We will also think through the meaning of these categories and recent controversies about locating "race" in medieval studies. Our focus will be on a selection of texts dealing with encounters -- real and imaginary -- of Western European Christians with cultures ranging from the Mongol Empire to the Jewish communities in their own territories. The readings will begin historically with the Crusades and the gruesome chronicles written by Christian, Muslim, and Jewish authors. We will move on to religious polemics, travel accounts, and romances: fictions that re-imagine the past in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **MDST353, CJST353**
Prereq: **None**

ENGL354 Why Literary History?
Why should poems, novels, and plays written centuries ago engage our attention? Why should we care? And how have answers to these questions themselves changed over the course of literary history? We will dwell, in particular, on two key historical turning points: eighteenth-century Britain, when influential canonizing projects in print worked to define a native "English" tradition at the same time as the country pursued imperial expansion, and mid-twentieth-century America, when New Criticism institutionalized certain modes of reading historical literature just as English as a discipline was taking something like its modern shape. And, of course, we will grapple with the purposes, the pleasures, and the possibilities of literary history now. Throughout, we will also be attending to the practical work of doing literary history. Students will work in Special Collections to produce their own edition of a historical text.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

ENGL356 Theories of Translation
This course will examine a range of predominately 20th-century theoretical approaches to literary translation in the fields of philosophy, linguistics, literary criticism, and translation studies. In an effort to derive a definition of literary translation, we will focus on two questions. First: What is literal (or word-for-word) translation? How does it differ from other kinds of translation; how does it conceptualize meaning; what are its purposes; and what oppositions (e.g., literal vs. figurative) can we use to make sense of it? Second: What is the relationship between language and culture? Can translation give us access to an unfamiliar culture; can literary translation affect the culture in which it is produced; or does translation simply colonize foreign texts by transforming them into something legible to a domestic culture?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL336**
Prereq: **None**

ENGL357 Black Texts, Lost and Found
This course examines histories of loss and recovery of black texts in the US and the Atlantic world more broadly. We will bring a three-pronged approach to our subject matter. We will analyze first the constitutive silences of the archive: epistemic and material neglect, or what Michel Trouillot has termed the "silencing of the past"; second, the preservation efforts of black newspaper editors, librarians, and bibliophiles; and third, the "counter-archiving" work of Afro-diasporic historical and speculative fiction. As we traverse different periods and empires we will consider what the concepts of the "black archive" and "black ephemera" mean to different disciplines. We will study the repressions of black Arabic writing practices in the US South and our fragmentary recovery of them in the late 20th century, unfinished novels about Black Atlantic revolutions such as Martin Delany's "Blake," incomplete runs of historic black newspapers, debates about the illusions and desires of "recovery," and the criteria that determine what counts as ephemeral and when.

We will move across different media, from print--"I, Tituba," "M Archive," "Blake," "(Dis)forming the American Canon: African-Arabic Slave Narratives and the Vernacular"--to films--"The Watermelon Woman," "Looking for Langston," "The Last Angel of History"--and from digitized databases of photographs at the ongoing archiving project The Missing Chapter: Black Chronicles to digitized newspaper archives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM336, AFAM336**
Prereq: **None**

ENGL358 The Corpse as Critique
From Ancient Greece to present-day Sri Lanka and Palestine, literary works have turned to the figure of the corpse in order to articulate critiques of domination

and authority. In these texts, the dead human body, despite or perhaps because of its inertness, poses potent problems to the exercise of statist and racist violence, the depredations of plantation slavery and industrial capitalism, and the abuses of empire. What is this strange form of critique, rooted in mere matter that, itself, does nothing but decompose? And what might it teach us as we attempt to survive and thrive in a world defined by spiraling inequality, rising authoritarianism, and environmental catastrophe? In this course, we will begin to answer these questions by examining literary texts from authors including Sophocles, Nadine Gordimer, and Michael Ondaatje, as well as works of philosophy, history, anthropology, political theory, and literary theory from thinkers such as Walter Benjamin, Georges Bataille, and Katherine Verdery. In tracking invocations of the corpse at various historical junctures and in various literary genres, we will investigate what makes the dead human body such a compelling figure with which to expose and subvert the exercise of coercive power and violence. At the same time, we will attend to the unique affordances and limitations of literature, drama, and film in expressing this critical potential.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM314, COL316**
Prereq: **None**

ENGL359 Criticism and Marxism
This course introduces students to the Marxist (or historical-materialist) tradition, with an accent on its centrality to interpretative methods in literary studies and to related fields in the human sciences. We will study foundations, beginning with Marx and Engels, and our reading will carry us through the range of Marxisms that inform contemporary critical practice. We will focus on historical materialism as a style of dialectical thought, uniquely equipped to grasp both our immediate objects of study (literary texts and other cultural productions) and the social forces through which those objects are determined. In the same dialectical mode, we will reflect often on the relation between our work in the classroom and our contemporary social and historical situation. Students with an interest in literary and social theory will benefit from the course, as will students who know a little bit about Marxism but want to understand the logic of this crucial body of thought.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **GRST259**
Prereq: **None**

ENGL360 Special Topics: Writing Lives
In this course, students will read profiles, biographies, and theories of biography, texts that focus on the stakes of writing the lives of women, people of color, people with disabilities, and queer subjects. As we analyze these attempts to capture a life, to define the problems of this form, and to expand its possibilities, students will work on their own biographical writing. Throughout the semester, we will ask: Whose lives get written, and by whom? What constitutes evidence of a life, according to whom--and what gets left out? What kinds of research are necessary? How does a writer's relationship to her subject inform such a portrait, and what are the ethics of that relationship?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **FGSS360**
Prereq: **None**

ENGL361 After Orientalism: Asian American Literature and Theory After 2000
From early articulations of cultural nationalist pride to today's transnational, intersectional, deconstructive, feminist, and queer critiques, Asian American studies is a field that has radically expanded and transformed since its original emergence out of the Third World and student strikes of the late 1960s. Fifty years after the field's inception, this course seeks to take the temperature of Asian America today by exploring a range of contemporary works published after the millennium. Alongside a selection of novels, poetry, short stories, and essays by some of the most acclaimed contemporary writers in America, we will also consider critical and theoretical texts that offer different perspectives on our contemporary historical moment, as ways of situating contemporary Asian America's aesthetic innovations. Though not required, it is strongly recommended that students have taken ENGL230 Introduction to Asian American Literature or a comparable substitute prior to enrolling. *Students may wish to read Ed Park's Same Bed Different Dreams in advance due to the length of the novel and the timing of the author's campus visit early in the semester.*
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL362 Friendship and Collaboration: In Theory, In Practice
How do we conceive of friendship, collaboration, love, and collectivity? In an interview, Michel Foucault stated that the relational task of the homosexual was to "invent, from A to Z, a relationship that is still formless, which is friendship: that is to say, the sum of everything through which they can give each other pleasure." This course considers theories and performances of relationality, queer belonging, and friendship with an emphasis on forms of belonging and recognition that exceed normative protocols. We will ask how queer practices, Black thought, and Indigenous epistemologies inform our own imaginings of collaborative projects. Beginning with philosophical determinations of friendship, we will branch out to imagine ways in which artists, lovers, friends, and/or co-habitators enact togetherness. This class will focus on theoretical readings and creative exercises and will culminate in a collaborative project.

This counts as an Expanded Field of Theater course for the Theater Major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA364**
Prereq: **None**

ENGL364 Destroying the Audience: Limits of Performance and Representation in the Theater of (Non) Being
Young Jean Lee's Theatre Company, active between 2003 and 2016, is most known for a series of "racial-identity plays," written and directed by Lee, which adopt an experimental approach to the critique of racial politics, driven by the motto "destroy the audience." On the one hand, this course will explore literary and artistic works that express an ambivalent, if not antagonistic, relationship to the presence of an audience. On the other hand, this course will consider the role and function of the audience as a social category by considering how the concept of audience (broadly understood) contributes to cultural production about race and gender as a potentially active element in the creative process. Students can expect to read and/or view drama, visual art, performance, film, and self-writing (autobiography and memoir) which, explicitly or implicitly, address the presence of the audience as a way of tackling larger social and cultural problems related to race and ethnicity. The goal will be to foster an understanding of the politics of gender, sexuality, ability, language, and class that determine how these issues are conceptualized and articulated. This course will employ an interdisciplinary approach to the discussion of primary and secondary texts, engaging audience studies, performance studies, ethnic studies, and disability studies, in addition to queer/trans of color, postcolonial, and

legal theory, to historically contextualize and theoretically ground a cultural understanding of the relation between audience and racial performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS353, THEA353**
Prereq: **None**

ENGL365 Ethics and Literature
P.B. Shelley's claim that "the great instrument of moral good is the imagination" lacks the twentieth-century pessimism of his inheritor, W.H. Auden, who wrote that "poetry makes nothing happen." Beginning from this disagreement about the influence of creative work on social and material relations, this course explores the ethical effects of aesthetic production. Drawing on a historically broad set of readings, from the Enlightenment and Romantic period through the twenty-first century, we will look at how writers and philosophers address the relationship between literature and moral transformation. These works help us examine Wittgenstein's assertion that "words are also deeds."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL366 Dangerous Realisms
The aim of this course is to explore realism's ideological possibilities, past and present. We will begin with an introduction to realism as the preeminent formal technique for narrating novels and proceed by looking at other genres that either adapt, or respond to, realist writing. Readings will be drawn from 19th-century Europe and 20th-century Africa and will include works of realism, naturalism, and modernism. These will be considered alongside theories of realism and the novel. Theorists may include Aristotle, Armstrong, Barthes, Hartman, Jameson, Lukács, and Watt. We will read novels by Chinua Achebe, Buchi Emecheta, J.M. Coetzee, Daniel Defoe, and Gustave Flaubert.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL367 Nature Description: Literature and Theory
What happens to the world when we describe it using language? What happens to language? How much can we really know about nature as it is, in itself, outside of our representational strategies? In what ways do different kinds of description -- and the often unexamined assumptions that structure them -- limit what we can see? Do different modes of description and figurative language do different things to the world? And what do they do *in* the world -- what ideological or political work? How, in short, does language reflect, touch, and transform the material world? This course will grapple with big questions about nature, language, race, class, history, science, literary form, and human minds, as well as the complex interactions between and among these. We will seek answers by attending closely to literary, scientific, and theoretical texts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **STS365**
Prereq: **None**

ENGL368 Faulkner and the Thirties
An investigation of Faulkner's work and career in the context of American literature and politics of the thirties.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL369 Performance Remains: Slavery in the Black Dramatic Imagination
As sociologist Orlando Patterson notes, "In the absence of historical records, one way to explore the inner lives of slaves is to exercise one's literary imagination" (Slavery and Social Death, 2018). Taking direction from Patterson, this course is interested in mining the literary imagination of contemporary Black playwrights who are interested in recovering, reconstructing, rewriting, repairing and, in some cases, revolting against the fragmented and muted histories of the African slave trade and the lost experiences of the Black lives therein. From Aimé Césaire's A Tempest (1969), a bold postcolonial adaptation of Shakespeare's Tempest, to Winsome Pinnock's Rockets and Blue Lights (2020), an examination of British history inspired by two 19th-century paintings by the English romantic painter J.M.W. Turner, our plays originate from the Caribbean, England, and the United States. As African diasporic texts, these plays are exercises in the dramatic power of Sankofa, a principle derived from the Akan people of Ghana, meaning that the plays become the vessels through which audiences, readers, and characters return to the past in order to better understand and move forward in the present. We will engage in a thorough exploration of form, region, dialect, adaptation, and aesthetics, among other aspects, as we align lost and documented histories with dramatic conjuring.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM369, THEA369**
Prereq: **None**

ENGL370 The Novel as History
Ever since the historical novel's appearance in the early 19th century, the genre has flourished as a way to describe and invent the past. But historical novels tend to narrate history differently than traditional historiography, supplementing historical records, attending to overlooked psychic and material experiences, reimagining past lives and events to do work in the present. This course will examine the historical novel to explore how its formal strategies amend or improve upon conventional modes of writing history. Each week we will read historical novels paired with theoretical readings. Together this will allow us to think about how fiction might be uniquely positioned to address a range of topics including, but surely exceeding: memory, utopia, nationalism, romance, trauma, commemoration, objectivity, war, archives, realism, speculation, and the everyday.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **FGSS371, THEA371, AFAM371**
Prereq: **None**

ENGL372 Special Topics: Poets in Translation
In this craft seminar, students will read texts on the challenges of translation, then dive into the close readings of poems in various translations. What inclinations might we observe of poets of different regions and times, which break the customary "rules" of the American workshop poem? What new possibilities might we glimpse--and "translate" into our own work? In turn, we will read contemporary poets who exercise their own form of translation out of the English language elsewhere. Students will be invited to translate poems into English, as well as experiment with the techniques they have observed in poems in translation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL373 From Courtly Love to Cannibalism: Medieval Romances
Romance is the narrative form of medieval sexualities and courtly love, but it also gives literary shape to social worlds in which a protagonist switches genders, skin color changes with religion, and a dog might be the hero of a narrative. In this course, we will begin with texts that date from the Romance's origins in 12th-century France and continue with the form's development up to the well-known Middle English texts of the 14th century, including Sir Gawain and the Green Knight set at King Arthur's court. Some of the topics we will consider are Romance's engagement with "chivalry," the religious and racial conflicts of the Crusades, and of course, Christian mysticism and the Holy Grail.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **MDST373**
Prereq: **None**

ENGL374 Literature in the Age of Social Media
What does it mean to write, and to read, when the predominant form of self-expression for many of us resides in social media? What does it mean to construct a digital self, separate and apart from the selves that exist IRL? To interact primarily through the mediation of screens? In what ways do we commodify ourselves, and are we commodified? What risks do we run in revealing our inner most thoughts and feelings in an age of autocratic and capitalist surveillance, in which algorithms direct the attention once guided by more organic social forces? And how do all these issues affect the core mission of literature, which is to tell stories that reflect both the public self and the private one? We'll examine all these questions through a collection of texts, ranging from novels (Megha Majumdar's A Burning, Patricia Lockwood's No One Is Talking About This, Tao Lin's Taipei), essays (Jia Tolentino's Trick Mirror, Samantha Irby's wow, no thank you), and poems (Emily Berry's "Paris," Tommy Pico's "Junk"). We'll also consider these questions through some short writing assignments that ask students to engage in the creative act through the lens of social media.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT350**
Prereq: **None**

ENGL375 Black Global Cities
In this course, we will analyze representations of cities and Black urban modernity in Afro- diasporic literature of the twentieth and twenty-first century. Placing special emphasis on the global hubs of London, Cape Town, Kinshasa Lagos, New York, Marseilles, and Kingston, we will ask what makes these former imperial sites Black global cities? We will read literary works on and from Black Global Cities alongside sociological texts on urbanization, globalization and discuss the extent to which literary representations either collude with or challenge dominant national and transnational narratives about Black urban modernity. Although each week's readings will focus on a different location, we will approach these locales as nodes in larger global networks of people, texts, and goods rather than as discreet, bounded places. To this end, we will trace how histories of racial formation move across borders and are transposed onto different spaces, and to what effect. Authors we will read include: Claude McKay, James Baldwin, Gabeba Baderoon, Petina Gappah, Kei Miller, and Teju Cole. We will also watch films such as Girlhood (2014), Black Panther (2018), The Harder They Come (1972), Bad Friday: Rastafari After Coral Gardens (2011), Welcome to Nollywood (2007).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM375**
Prereq: **None**

ENGL376 Negativity in Black Critical Thought
Lack, nothingness, negation, the void, the abyssal, absence, wretchedness these and other corollary terms are omnipresent grammars within Black critical thought's attempts to explicate the singularity of Blackness. Conversant with philosophical genealogies of pessimism, nihilism, and negativity, this course will examine various theorizations of the relationship between Blackness and the negative. Rather than framing negativity as essentially apolitical or unproductive, this course will consider what a fidelity to the negative portends for questions of Black politics, Black theorizing, and revolutionary action. In so doing we will pay particular attention to questions of affect, gender, sexuality, aesthetics, and psycho-politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM372**
Prereq: **None**

ENGL377 Shakespeare's Islands
How did England's insularity and expansionist ambitions on the world's stage shape Shakespearean dramaturgy in his many plays with island settings? This course, taught in conjunction with the Center for the Humanities' spring 2022 theme of "Islands as Metaphor and Method" considers how Shakespeare's island locales (e.g., in ancient and medieval Britain, the Mediterranean, and the Americas) transformed the Globe theater into a physical and conceptual site for imagining the utopian and dystopian potential of early English nation-building and colonial expansion, and for exploring the poetics of relation and alterity, peripherality and centrality, archaism and futurity. In addition to studying the play-texts themselves, we will consider how their island settings are explored in subsequent theatrical and film productions and adaptations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM364, THEA346**
Prereq: **None**

ENGL378 Creative Writing, Post-Modernism, and Future Theories
Two main lines of inquiry will guide this class. First, what historically has been the place of creative writing workshops and the products they have galvanized? Second, how has post-modernism been defined in the past and how is it defined now? With various strategies and daily practice alongside long-term goals, we will think and write to create assemblages of compositions that go beyond traditional expectations, and potential exhaustion with generic form, towards renewed inspiration and commitments.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM395**
Prereq: **None**

ENGL379 American Modernism in a Time of Crisis
The heyday of modernist literature in the United States, the 1920s, was also a time of severe political and cultural conflict. In the wake of global war and a global pandemic, the US experienced multiple sources of social discord: renewed conflict between labor and capital; ascendent nativist politics and, in the Ku Klux Klan, a populist movement for authoritarian ethnic nationalism; and an intense culture war pitting cultural traditionalism against the emerging liberalization of norms about sex, gender, family, and race. All these conflicts were compounded by disruptive new media and technologies (movies, radio, the automobile) and a febrile consumer culture. In this seminar, we will consider the way literary artists responded to these conflicts and the possible comparison between their time and ours.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL380 Ecstatic Grief
In this hybrid forms workshop, we will devote ourselves to the study of the grieving body and composing hybrid texts as rituals of care. In the company of writers like Prageeta Sharma, Carolina Ebeid, Dawn Lundy Martin, dg okpik, Divya Victor, Christina Sharpe, angela rawlings, Heather Christle, Ilya Kaminsky, Mathias Svalina, Kristin Prevallet, Anne Carson, and Diana Khoi Nguyen, we will explore new elegiac forms and the many ways grief's dysregulation can reshape our syntactical tendencies. In part, this course is about learning to develop a writing practice that supports the grieving body as we consider the physiological effects of grief, the voice's connection to breath, lung health, epigenetic inheritance, and grieving rituals across the world. Special attention will also be given to cultivating community and the benefits of sustaining an embodied artistic practice during extreme times and how doing so may benefit the health of the whole artist. There will be presentations on assigned readings, in-class writing experiments, and intensive workshops of one another's work. The class will culminate in a book arts project and a poetics statement.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL381 The Gothic and the Sentimental
The gothic and the sentimental are hallmarks of modern literary imagination. Since the late 18th century, storytellers have returned time and again to tales of obsession and horror and to narratives of emotional affiliation, continually reinventing the trappings of the genres while seeming nevertheless to preserve their core concerns. Why did these two imaginative modes spring up contemporaneously, and why have they proven to be so durable? In this course we will examine classic texts in the gothic and sentimental traditions while reading them alongside influential theoretical texts that seek to explain the force of their preoccupations. Students will evaluate a range of critical approaches and develop a research project examining a contemporary example of gothic and/or sentimental narrative.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL382 Reading Between Freedom and Necessity
Mostly the culture of literacy has taken shape within a realm of freedom, seemingly distant from the needs of the body and the demands of sustenance. At the same time, the world represented within so much of the world's narratives, both truth and fiction, has been saturated in struggle and deprivation. In this seminar we will try to make some sense of this juxtaposition, freedom on one side and necessity on the other, to explore the flip side of the drama of revolution in modern times. For us, revolutions, those great upheavals that unite hope with practical action, will be the background against which we will try to understand the gravity and persistence of dispossession itself: the pull of past or residual forms of unfreedom in the sphere of cultural representation, within and against new or emerging expressions of emancipation, themselves accompanied or countered in modern times by ever-novel styles of exploitation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **CHUM383**
Prereq: **None**

ENGL383 Fascism and American Literature
American writers were deeply engaged by the rise of 20th-century European fascism. A number of American writers took part in a generational critique of liberal democracy and thus played a role in establishing the intellectual context for the success of fascist ideology. Some American writers were fascinated by the seeming dynamism and innovation of fascist regimes. Others recognized early on the rising threat of authoritarianism and militant nationalism. In the years after World War II, many American writers surveyed the wreckage of global war and the consequences of genocidal racism and worried about their significance for art and literary expression. Were literary writers meaningfully complicit in the rise of fascism? Had totalitarianism discredited literature and culture? Or could art be a challenge to the forces that drove the rise of fascism? This research seminar will examine a range of ways in which American writers responded to fascism. We will consult the historiography and theory of fascism, as well as scholarship in the sociology of culture, with the aim of understanding how the rise of fascism affected American writers' fundamental beliefs about literature, democracy, and modern society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL384 Special Topic: Between Forms: Intermedia Arts Workshop
This advanced project-based workshop is for poets and artists interested in interdisciplinary practices crossing over between poetry, visual art, and performance. It is taught in conversation with the Fall 2021 exhibition, The Language in Common, in Zilkha Gallery including the work of Cecilia Vicuña, Tanya Lukin Linklater, Julien Creuzet, Jasper Marsalis, and Alice Notley.

Facilitated by Professors Benjamin Chaffee and Danielle Vogel, with modules taught by visiting artists from across the arts, this workshop is designed for

students interested in working outside of--or between--their primary mediums. Professors will guide students as they choose "companion mediums" to work in for the semester while employing interdisciplinary approaches to writing and art-making in order to discover their own unique and hybrid forms.

We will divide our time between intensive laboratory-like spaces for composing work, conversations with visiting artists, student presentations and workshops, and studying the works of artists working between forms, all in an attempt to root ourselves more dynamically in our individual practices. The course will culminate in a reflective essay or artist statement, as well as an exhibit of poems, objects, installations, and performances created during our time together.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ARST384**
Prereq: **None**

ENGL385 Staging Blackness: African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. We begin with a deep historical examination of 19th century blackface minstrelsy that then progresses into a long-view of how black American dramatists and theater-makers have self-fashioned black dramatic narratives, black aesthetics, and black representations into the twenty-first century. In all cases, we are interested in surveying the ways in which these artists work within varying modes of dramatic expression and focus their plays and performances on such topics as class, ethnicity, era, fragmentation, gender, history, region, revolution, nationality, race, sexuality, and spectatorship.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **THEA323, AFAM323, FGSS323**
Prereq: **None**

ENGL386 Special Topics: Improvisation--Collaborating with the Unknown
To improvise is to compose as one goes along, to arrange the unexpected, to make work from whatever materials and sources are at hand without previous planning. In this course, students will cultivate their relationships with what lies outside their realm of knowledge or experience in order to invent unforeseen but dynamic written works. We will study contemporary practitioners (e.g., poets, composers, essayists, dancers, and visual artists), who use found materials, somatic experiments, creative acts of translation, divination, and other innovative modes of improvisation to generate work. Together, while always keeping language close, we will create a forum in which bewilderment guides us. The class will culminate in an installation of creative writing projects spanning fields.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL292 OR ENGL296 OR ENGL216**

ENGL387 Literature of London
This course examines the role of London in the literary imagination of nineteenth-century Britain. A vibrant multi-class and multi-ethnic jigsaw puzzle, London was a "world city" at the center of the empire, the seat of crown and Parliament, and a place of both danger and opportunity. In addition to being the economic and political center of Great Britain, some authors viewed London as the nation's narrative center as well. Together, we will explore how writers depicted the city, how they envisioned the relationship between urban living and modern life, how they understood London's inhabitants and their plots, and how they placed the city in networks of stories reaching around the world. Along the way, we will read works of literary and social theory from the nineteenth century to the present, and we will conduct our own investigations. Students will choose whether to undertake a single project culminating in a long research paper (fulfilling the requirement for honors thesis writers) or a combination of papers and targeted research projects, which may have a creative component.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL388 Calderwood Seminar in Public Writing: The Literature of the American 1960s
This workshop course will give students experience in writing for public audiences about literary and social history, along with practice in editing and collaborating to produce effective prose. Our focus will be on the literary and social history of the 1960s in the U.S. Each student will select an author or publication to research and report on and will work collaboratively with classmates to sharpen his or her writing. Featured genres in which students will practice will include: book review, interview, profile, memoir and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL389 Blackness and Affect
Critical theory and the humanities are in the throes of what has been termed "the affective turn," wherein scholars theorize affect--broadly construed as social feeling or bodily intensity--as central to understanding (post/human) relationality, the social, ethics, and the political. Haunting this field of inquiry is a series of questions: Can a turn to affect account for the figure of the Slave? Can an embrace of affectivity, as potential, bring Blackness into the realm of our understanding "without trying to fill in the void" (Hartman)? Rather than conceptualizing affect as the connective thread between bodies and worlds, or as a purely relational force, how might we think about affect and non-relationality; affect outside of and against the world; affect without the body? This seminar will engage these, and related, questions through extended explorations of the relationship between affect theory and Blackness. Readings will include: Frantz Fanon, Lauren Berlant, Brian Massumi, Sarah Ahmed, Rizvana Bradley, Xine Yao, Sianne Ngai, and Darieck Scott, among others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM325**
Prereq: **None**

ENGL390 Special Topics: Generative Novel Workshop
In this course, students will study contemporary novels, including the work of Toni Morrison, Julie Otsuka, Namwali Serpell and Kazuo Ishiguro with an eye for what differentiates the craft of writing a novel from that of writing a short story. Students then will conceptualize, explore, and write a substantial portion of a new novel project in class. They will submit outlines and excerpts for peer critique and participate in workshopping their peers' writing. The focus of this course will be generative rather than critical; that is, we aim to formulate questions, spark inspiration, and create momentum for a new novel project, rather than seek answers or completeness.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**

Prereq: **ENGL296 OR ENGL339 OR ENGL342**

ENGL391 Unsovereign Elements, Caribbean Poetics
This course aims to study and question sovereignty, begin to theorize "unsovereignty," and stake out what may be meant by "anticolonial imagination" in literary and other aesthetic forms, as well in the theories of history that it arranges under its name, "Unsovereign, Caribbean." Unsovereignty and the anticolonial will not be imagined as exact and liberated opposites of sovereignty and colonialism, but rather as epistemically and linguistically entangled therewith, and inviting further thought from Afro-Caribbean historical and deconstructive vantages. By reading richly symptomatic, primary, historical documents about race, geography, and slavery in San Domingue/Santo Domingo, as well as contemporary fiction, art, and criticism that re-narrate and theorize Caribbean history, we will focus on the historical frame of ~1492 into the 19th century. This frame holds with specific reference to Sara E. Johnson's notion of a foundational "state of war" against black people in the Americas and Frank B. Wilderson III's notion of when the "gratuitous violence" of the Middle Ages begins "to mark the Black ontologically." The 19th century will be studied comparatively, and not as the era of heralded "emancipation," but of abduction, re-enslavement, "travestied freedom" (Hartman), anti-emancipation (Eller), and white psychosis. We will read sometimes for imperial notions of sovereignty, force, race, property, and labor, and other times for Caribbean notions and narratives that are sometimes at war with and sometimes in bed with said imperial schema and this episteme. In the face of some contemporary critical theoretical tendencies to use terms like "fugitivity," "resistance," "freedom," "abolition," "the commons," etc., as ones that are equally at stake for all, or that signify one shared known, fixed, and agreed-upon meaning, we will, rather (and especially), attend to the historical specificity and signifying work of marronage in the Caribbean region and the complex tropology of unsovereignty and "unruliness" in the Caribbean. Conceptually, the course thinks from and about Caribbean studies, Black critical theory, Black studies, Enlightenment thought, and Deconstruction. Students who want to nerd-out on critical theory, history, and Caribbean aesthetics are encouraged to apply.

We will study digitized versions of imperial naval and commercial maps held at the John Carter Brown Library, Archivo de Indias, and in other archives, as well as primary texts of different genres (e.g., pilotes, ledgers, letters, legal documents), including the writing and thinking of Christopher Columbus, Moreau de Saint Mery, Baudry des Lozieres, María de las Mercedes Santa Cruz, Immanuel Kant, and G.W.F. Hegel. We will also read selections from some of the following scholars, artists, writers: Colin Dayan, Sara E. Johnson, Evelynne Trouillot, Jacques Derrida, Robin Derby, Maryse Conde, Alejo Carpentier, Demetrius Eudell, Anne Eller, Dixa Ramírez D'Oleo, Ronald Mendoza de Jesús, Frank Wilderson III, Walter Benjamin, Gayatri Spivak, Aimé Césaire, Beatriz Santiago Munoz, Joiri Minaya, Jean Rhys, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM391**
Prereq: **None**

ENGL392 Topics in the Early Modern Lyric: Metaphor
This course involves studies in the practice and theory of metaphor in 16th- and 17th-century lyric poems by Wyatt, Sidney, Shakespeare, Drayton, Daniel, Jonson, Donne, Herbert, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL393 Special Topic: Difficult Novels, Uneasy Narratives
These are turbulent times, but they are not entirely unique. In this class, we, as writers, will consider how other writers have accommodated histories and experiences that often feel too overwhelming to describe. How have the techniques of fiction and nonfiction helped them to construct narratives that take into account the incoherence and confusion of political and personal events? We will be reading challenging works that seek to embrace complexity. We will write extensively, continually in class and outside of class. We will be asking ourselves how novels, plays, and nonfiction can both verbalize and quiet some of the questions we have all been asking as one inevitable occurrence seems to lead to the next in this world and in our lives. This is a course dedicated to rigorous reading and writing. Bring a notebook specifically for this class. You will be thoroughly immersed in literary exchanges. You will be asked to reckon with complex questions that spring from each literary work, and to set several books in conversation with each other to see what surprising, new dialogue emerges. This is a class deeply engaged in the ideas that spring from your own careful interpretations of the texts we read together.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL292 OR ENGL296 OR ENGL339 OR ENGL342 OR ENGL325 OR ENGL326**

ENGL394 Special Topics: Writing the Poetic Sequence
In this special topics seminar, students will continue to hone their creative and critical skills while focusing on the joys, opportunities, and challenges of crafting the long poetic sequence. Throughout the semester, students will write, revise, and workshop their own drafts-in-progress, and will study some of the greatest sequences written in the language. Poets and artists under consideration include Francis Bacon, Black Thought, Erykah Badu, Gwendolyn Brooks, Lucille Clifton, John Coltrane, T.S. Eliot, Ross Gay, Allen Ginsberg, Aracelis Girmay, Robert Hayden, Major Jackson, Galway Kinnell, Yusef Komunyakaa, Layli Long Soldier, Adrienne Rich, Nicole Sealey, Danez Smith, Patricia Smith, and Walt Whitman.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216**

ENGL395 Hell: An Introduction
An inquiry into the changing experience of damnation, from sin to despair, in Dante's Inferno and Milton's Paradise Lost. Both are epics, poems of history, but their notions of history and of its lessons, belong to the specific historical moments of their composition. Both struggle, as Milton puts it, "To justify the works of God to man" but in different ways: Dante, through a representation of how hell represents divine justice as an expression of divine love: his sinners are not so punished for their sins as by them. Their torments are representations of the false good they pursue in their sins. They pursue damnation. For Milton, as for Shakespeare, original sin is not so much pride, an inborn sense of superiority, as ambition, an inborn sense of lack and intolerable sense of inadequacy that can be dispelled only by equaling the "most high," even if it means to reign in hell rather than serve in heaven.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL396 Thinking with Objects: Processing a Museum Collection from Southern Africa
In Thinking with Objects, students will gain hands-on experience processing a collection of Namibian artifacts in Wesleyan's care. The course will introduce students to many of the ethical and practical challenges facing museum collections today, providing an opportunity to apply the ideas we discuss all semester by processing a collection of decorative and everyday objects made from diverse materials (wood, beads, animal hide, and shells). Part of the course will be the investigation of the origins and function of these objects. Learning how to handle, label, store, and potentially exhibit objects from the collection will enable students to reflect on Wesleyan's relationship to the African continent, and to think more generally about university and museum collections and methodologies
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST364**
Prereq: **None**

ENGL397 Black Grief Geographies
This course introduces students to literature and practices centered on post-slavery and post-colonial bereavement. Employing an interdisciplinary framework of Black Geography, Feminist geography, and post-colonial thought, students will examine the spatial orientations of Black grief and mourning. Here students will also evaluate the connections and frictions between queries on emotional geographies and Black grief. What are the affective and material forces of Black grief and mourning, and do they vary by place? How can we read Black grief and mourning beyond narratives of dispossession? What are the human and non-human assemblages that constitute Black grief and mourning? Is it possible to repair infrastructures that mark Black death? This course invites students to meditate on the above questions as well as to apply Black framings on grief to their own research by developing a 15-page visual essay or a 30-minute in-class lecture that draws on any of these questions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM392, FGSS392**
Prereq: **None**

ENGL398 Laureates
Why do some writers win prizes? What is originality? This class will focus on two recent winners of the Nobel Prize in Literature, novelist J.M. Coetzee (winner 2003) and poet Louise Glück (winner 2020), to develop a deep familiarity with their decades of work and its reception. As time allows, we will also explore other Nobel Laureates' writing, including poetry by Derek Walcott, fiction by Abdulrazak Gurnah, and autobiography by Annie Ernaux. Placing the Nobel within wider sociological contexts, we will examine the changing history of notions of literary merit and taste, the politics of literary prizes and "best of" lists, and the predominance of Europhone languages in global cultural prestige economies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL399 Advanced Playwriting: Long Form
This is an immersive workshop for students working at a rigorous, committed level of playwriting. We will focus on long form as students begin, develop, and rewrite full-length plays, challenging themselves to expand their technique as they articulate their creative vision. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA399**
Prereq: **[THEA199 or ENGL269]**

ENGL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ENGL404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ENGL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ENGL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ENGL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ENGL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**

Grading: **Cr/U**

ENGL420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

ENGL420B Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

ENGL450 Senior Seminar in Creative Writing
This course is for seniors interested in the chance to devote more time to their creative writing. Structured as a space for workshop and exchange, the goal of this class will be to foster a community of ideas for students working on their own, independently directed creative writing projects. Our concerns and topics will be generated as a group with an eye toward flexibility with commitments. In part we will be exploring what it might mean to be a writer beyond the classroom. A spirit of generosity and adventure will be expected. We will be open to considering work in all its stages, and participants will have a part in setting readings to introduce issues and supplement concerns pertinent to ongoing writing, as we embark from inspirations to questions of generating goals, both as a group of writers and as individual artists.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL292 OR ENGL296 OR ENGL325 OR ENGL336 OR ENGL339 OR ENGL326 OR ENGL337 OR ENGL342**

ENGL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ENGL466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ENGL467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

ENGL469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ENGL470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ENGL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ENGL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ENGL496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

ENGL501 Individual Tutorial, Graduate
Offering: **Host**
Grading: **OPT**

ENGL502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FEMINIST, GENDER, AND SEXUALITY STUDIES

The Feminist, Gender, and Sexuality Studies (FGSS) Program is administered by the chair and other members of the program's core faculty. Core faculty are those who are actively involved in the program, who teach FGSS courses, advise FGSS majors and senior theses, and may serve as program chair. The program sponsors an annual symposium and the Diane Weiss Memorial Lecture.

AFFILIATED FACULTY

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Caleb Knapp
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DEPARTMENT ADVISING EXPERT

Victoria Pitts-Taylor

- Undergraduate Feminist, Gender, and Sexuality Studies Major (p. 1072)

FGSS102F Sex and Sexuality in Islam (FYS)
Islamic societies have long traditions of commentary about the body and sexuality. Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims throughout time. Instead of essentializing the Islamic "viewpoint" on sexuality, we will survey the variety of opinions and ideas about sex from medieval Islam to the modern world. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and modern sex manuals and debates, among other sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct in Islam, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL102F, RELI102F, HIST120F**
Prereq: **None**

FGSS105 Body, Self and Society (FYS)
In this course we explore the relation between the body, self, and society, and how the body can be viewed from social and cultural perspectives. We will examine the social construction of the normative body, looking at these in relation to gender, race, sexuality, and ability/disability and other social categories, and also consider representations of marginalized bodies. We will look at the coding of bodies in gendered, classed, racial, and ethnic terms, and consider how bodies 'figure,' so to speak, in current political struggles. We will also pay attention to how embodiment is felt and experienced, not as a universal site for perception, but rather as a potential space of feeling social difference and differentiation. The course will use a range of texts and materials from a range of scholarly fields, including feminist and queer theory, phenomenology, philosophy of mind/embodied mind theory, the medical humanities, and disability studies, and will look at representations of the body in film, social media, performance art, and other cultural sites.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS113F Reproductive Politics (FYS)
This course explores the history and current status of reproductive politics in the United States. Particular attention will be given to the intersection of scientific and bioethical concerns with matters of social difference and cultural meaning. Issues covered will include: the history and legacy of the birth control movement; the ideological construction of "infancy" and "childhood"; changing attitudes towards pregnancy and childbirth; conceptions of parenthood; abortion rights; the fetal personhood debates; the regulation of pregnancy within institutionalized settings; disability, selective abortion, and genetic engineering; race, gender, and reproductive justice; and more.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST115F**
Prereq: **None**

FGSS115F Reporting from the Inside: Journalism, Activism, and Intimacy (FYS)
What is the role of the reporter in today's divided and divisive America? While one approach has been to dip into the lives of others, get the story, and get out, this class will focus on pursuing the deeply human stories that matter most to you, guided by your own experience so that you can intimately connect with your subjects, your world, and yourself. From Black Lives Matter to the #MeToo movement to LGBTQ and Trans Rights, we are seeing writers and activists reporting events in real time, as they happen to and around them, celebrating the journalist as participant. This is hardly a new phenomenon. Many major historical moments--the Great Depression, the fight for Civil Rights and Women's Rights, the AIDS crisis--have had reporters on the inside, covering their own communities. In this First Year Seminar, students will immerse themselves in this kind of "intimate reporting" and its historical contexts, and also create a newsroom of their own design: learning the fundamentals of journalism through story idea meetings, research, and interview strategies; editing and fact-checking techniques; social media engagement; and pitching their work. Students will leave the class with a portfolio of writing that explores, from their own points of view, issues of gender, class, race, and sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS118 Reproduction in the 21st Century
This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL118, PHIL118, STS118**
Prereq: **None**

FGSS121F Are You a Feminist? (FYS)
Taking our cue from Beyoncé and the debates her music has produced, this First Year Seminar investigates the meaning of feminism by considering how writers, artists, activists, academics, and public intellectuals discuss the topic. Students' curiosity about feminism - as topic, politics, identity, and practice - will guide class meetings where we will discuss readings by prominent feminist writers, scholars, and critics. Students will leave the course with a clear sense of themselves as writers and thinkers, as well as an understanding of the ways in which gender and sexuality intersect with race, class, and other social identities and of the multiplicities of feminisms in our contemporary moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **WRCT121F, ENGL121F**
Prereq: **None**

FGSS123 Love, Sex, and Marriage in Renaissance Europe
This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to: How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123, MDST125**
Prereq: **None**

FGSS123F Love, Sex, and Marriage in Renaissance Europe (FYS)
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence

play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about homosexual love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123F, MDST125F, WLIT249F**
Prereq: **None**

FGSS123Z Love, Sex, and Marriage in Renaissance Europe
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, the Italian Peninsula, the Low Countries, Portugal, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about "homosexual" love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how have contemporary (21st-century) writers reimagined Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123Z, COL123Z, MDST125Z, WLIT249Z**
Prereq: **None**

FGSS130F Thinking Animals: An Introduction to Animal Studies (FYS)
In 1789, British philosopher Jeremy Bentham wrote: "The question is not, 'Can they reason?' nor, 'Can they talk?' but, 'Can they suffer?'" This question, which challenged the social and legal norms of the 18th century that denied sentience to non-human animals, has influenced disciplines across the social sciences and humanities to focus on what has more recently become known as, "the question of the animal." Bentham's question has sparked centuries of debate about the sentience of non-human animals and our relationship to them. In this course, we will examine a range of theories and representations of "the animal" to understand the desire to tame or objectify animals (through zoos, factory farming, and taxidermy), as well as why they are often conceived of as guardians of inaccessible experience and knowledge, and how the human and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality. Readings may include Poe, Kafka, Derrida, Bataille, Haraway, and Coetzee (among others).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL130F, ENVS130F**
Prereq: **None**

FGSS164F Hurting (FYS)
This course examines representations of harm (both received and enacted) at the intersections of race, gender, class, and sexuality. Through engagement with both artistic and social movements, we will explore questions about the ethics of representing pain. How do artists navigate depicting pain without simply reproducing violence? What constitutes an effective apology? (How) can complexly narrating the harm one has inflicted on others offer a reckoning rather than an excuse? How might we consider the relationship between identity and formal artistic choices, and how might such considerations open onto a more rigorous engagement of the social spaces texts make? How might we imagine and enact ecologies of care in the midst of ongoing histories of harm? We will consider these questions across media and genre and amidst structured self-reflection.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS175F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL175F, AMST125F, AFAM152F, THEA172F, COL125F**
Prereq: **None**

FGSS187 From Shirtwaists to Hoodies: Fashion and Public Life
Pictured prevalently and worn close to the body, fashion is a powerful and personal means of expression and documenting public life. With a focus on the United States, this course presents a loose chronology of fashion, from the late nineteenth century to today, through a selection of themes that will allow students to consider it in terms of its social, political, economic and aesthetic impact. Through the interplay of image, clothing, and text, each week, we will explore the fashion industry from various perspectives, examining the key role makers and consumers play in constructing fashion both historically and today. Guest speakers and museum visits will enhance these perspectives. Specifically, we will question the ways we deploy dress and style to document public life, from the personal to the political, and how it informs our material and visual relationships with the world. In addition to lectures and readings discussion, class

time will be allotted to students' fashion documentation projects. Fashion theory will also be introduced to ground our explorations of fashion, variously as a pictured and cultural entity, embodied practice, site of technological innovation, and tool for shaping one's identity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL187, IDEA187, SOC265**
Prereq: **None**

FGSS188 Introduction to History: Revolutionary Women
"I do not think the war would have been won without the women.... Now women have to liberate themselves." The fighter Maudy Muzenda's reflection on the role of women in Zimbabwe's liberation war speaks to a broader pattern in global history. Women have been central to the radical transformation of societies in Africa, Asia, Europe, and the Americas from the early modern era to the present. In this course we will examine revolutionary women who took up arms and others who protested for improved working conditions, voting rights, sexual liberty, and human rights. Our cases will include the history of political revolutions in France, Cuba, Russia, and China, as well as in Zimbabwe. We will also explore the critical role of women in the global Industrial Revolution, the Suffrage Movement, the rise of international feminisms, and the everyday struggles of women in multiple sexual revolutions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST188**
Prereq: **None**

FGSS200 Sex/Gender in Critical Perspective (FGSS Gateway)
Feminist, gender and sexuality studies is an exciting interdisciplinary field that addresses gender, sex, and sexuality as well as related issues of race, class, nation, and citizenship across multiple disciplines, epistemologies, methods, and vantage points. At its most fundamental, the field addresses how persons are identified and identify themselves as similar to and different from each other and the relation of these categories of difference to power relations. The study of feminist and queer thought on sex/gender and sexuality offers a critical lens through which to examine social structures and social problems, inequality, difference and diversity, identity and the self, belonging and community, and the possibility of social change, among other topics. This course will offer a broad introduction to the field and provide a foundation for further study of specific areas of interest. The primary goals are to (1) explore the multiple ways feminist and queer scholars have understood sex, gender, and sexuality; (2) explore different methods and styles of feminist thought and expression; (3) situate these in time and place, with attention to historical and cultural contexts; and (4) explore the intersections of sex, gender, and sexuality with race, nation, and other categories of difference. The course will cover aspects of first-wave feminism (e.g., suffrage and the abolitionist movement); second-wave feminism and critical theories of sex/gender; and contemporary feminism, including queer theory, intersectionality and race, and transnational and postcolonial feminism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS200F Sex/Gender in Critical Perspective (FGSS Gateway)(FYS)
Feminist, gender and sexuality studies is an exciting interdisciplinary field that addresses gender, sex, and sexuality as well as related issues of race, class, nation, and citizenship across multiple disciplines, epistemologies, methods, and vantage points. At its most fundamental, the field addresses how persons are identified and identify themselves as similar to and different from each other and the relation of these categories of difference to power relations. The study of feminist and queer thought on sex/gender and sexuality offers a critical lens through which to examine social structures and social problems, inequality, difference and diversity, identity and the self, belonging and community, and the possibility of social change, among other topics. This course will offer a broad introduction to the field and provide a foundation for further study of specific areas of interest. The primary goals are to (1) explore the multiple ways feminist and queer scholars have understood sex, gender, and sexuality; (2) explore different methods and styles of feminist thought and expression; (3) situate these in time and place, with attention to historical and cultural contexts; and (4) explore the intersections of sex, gender, and sexuality with race, nation, and other categories of difference. The course will cover aspects of first-wave feminism (e.g., suffrage and the abolitionist movement); second-wave feminism and critical theories of sex/gender; and contemporary feminism, including queer theory, intersectionality and race, and transnational and postcolonial feminism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS201 Queer Theories
This seminar will give you a solid foundation in queer studies. Although "queer" is a contested term, it describes -- at least potentially -- sexualities and genders that fall outside normative constellations. This theory-based, reading-intensive seminar considers multiple genealogies of queer theory, from foundational texts and authors in queer theory, queer of color critique, trans theory, and crip theory, to lesser-known but critically important interventions. Structured as a series of conversations, we explore multiple locations of theory and notions of "queer." Rather than understanding queer studies as a singular school of thought, we will continuously problematize queer studies as a mode of analysis, asking: What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its failures? What is the future of queer? This course is excellent preparation for a queer studies concentration in American studies. Students should expect to end the semester confident of their ability to read and draw on a range of queer theories.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST201**
Prereq: **None**

FGSS202 Feminist and Queer Methods Across the Disciplines
This course aims to better equip students to conduct rigorous and politically-engaged interdisciplinary research by exposing them to (and inviting them to reflect on) the range of methodological approaches that feminist and queer thinkers employ across the humanities and social sciences. Engaging feminist and queer uses of such methods as oral history, ethnography, visual-cultural analysis, literary criticism, and archival research, we will explore how feminist and queer thinkers intervene in dominant knowledge production. Further, we will consider how, in our own research, feminist and queer commitments might necessarily reshape how and what kinds of questions we ask, how we select and marshal evidence, and how we engage our subjects and objects of analysis. Students will be expected to practice using methods that are unfamiliar to them and to reflect on their relationships to power, method, and disciplinarity as they develop their own research programs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS203 Sex and Sexuality in Islam
Islamic societies have long traditions of commentary about the body and sexuality. Medieval Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims, both historically and in the contemporary world. Instead of essentializing the Islamic "viewpoint" on the body, we will survey the variety of opinions and ideas about the body that Muslims have held. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and contemporary sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature. While the course primarily focuses on the premodern period, it will also delve into contemporary Islamic discourses.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL202, RELI208**
Prereq: **None**

FGSS204 Invoking the Earth Mother: Ecofeminisms and Indigenous Spiritual Ecologies
Over the past 50 years, a radical reshaping of our relationship to the organic world has infused national economic strategies, United Nations discourses, indigenous land rights movements, environmental legal frameworks, and a subtle mainstreaming of neopagan ritual practices and goddess worship in the Americas. This seminar will explore the social, legal and metaphysical aspects of myriad eco-feminist and indigenous spiritual ecologies. We will explore these worldviews and ritual practices from animist, pantheist, monist, and panentheist perspectives, with a particular focus on gender constructs, implicit and explicit, within these movements. What is the relationship between the 1970s environmental movement and the rise of Goddess worship in the U.S.? Between the United Nations and Amazonian ayahuasca practitioners? Legally, Should Trees Have Standing (Stone 1972)? Politically, Is the Goddess a Feminist (Hiltebeitel & Erndl 2000)? Is Mother Earth, ultimately, empowering for LGBTQ2S folks? Engaging emerging podcasts, shamanic documentaries, social manifestos, and provocative religious studies texts, students will wrestle with a profound set of humanistic questions that may prove crucial to our survival as a species, namely: under what circumstances do we successfully invoke the gods to self-regulate the ecologically destructive practices of our late-stage capitalism? Who invokes who, how and when, shared where? To whom do we tend to listen on these matters, and why are they quaked to speak?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI204, ENVS213**
Prereq: **None**

FGSS206 Feminist Technoscience: Making Bodies, Bits, and Bombs
This course focuses on feminist transnational approaches to the study of science and technology. It introduces students to a range of critical and experimental figurations, post/decolonial theories and methods, and interdisciplinary reading and writing practices proposed by leading and emerging scholars who shape today's vibrant field of feminist STS. While the various approaches share strong commitments to justice, difference, and collective agency, they don't always mean the same thing. Students will learn to unpack affinities, tensions, and radical possibilities for living with greater care and less violence in a more-than-human, more-than-Western world. The course has three parts. Part I grounds students in canonical texts that have opened up multiple pathways for critically examining patriarchy, war, and technoscientific progress. These texts challenge binaries and hierarchies of nature-culture, organism-machine, modern-traditional, center-periphery and so on. Part II focuses on analyses of colonialism and racial capitalism, and the material-discursive apparatuses deployed to reconfigure how bodies, bits, and bombs come to matter. Part III looks at new works that refuse the end of history and propose a pluriverse of bold alternatives.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS210**
Prereq: **None**

FGSS209 Feminist Theories
How does "feminist" (a political commitment) modify "theory" (an intellectual practice)? We will address this question by reading a range of contemporary feminist theorists working to analyze the complex interrelations of social differences (gender, race, class, sexual orientation, religion, and so on), and relations of social domination and economic exploitation in a globalized world. The question "what is to be done?" will oversee our work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **ENGL208**
Prereq: **None**

FGSS211 Queer Pop Culture
This course introduces students to the intersections between sexualities and popular cultures in historical and contemporary contexts, focusing on queerness(es). We think about the politics of sexuality in and across a range of cultural forms -- including fashion, food, music, cinema, and beauty. We attend to how normative and non-normative notions and forms of sexuality are shaped by differences of race, language, ethnicity, gender, class, religion, region, and nationalism. We think of pop culture in an expansive way, that is, as everyday cultural forms, texts, practices, products, spaces, and histories that we engage with, use, enjoy, and participate in. We draw on women of color feminist studies, transnational feminist studies, global cultural and media studies, and queer/trans of color studies to explore the politics of sexuality through an intersectional framework across a range of public cultures and arts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

FGSS211Z Sexual Politics
This subject introduces ideas developed in feminist theory about the social and political construction of areas of experience relating to the body, gender and sexuality. Issues analysed in the subject include transsexualism, reproduction, pornography, sex work, sexual violence and sexual orientation. Students who complete this subject should be able to understand the ways in which issues connected with the body and sexuality are socially and politically constructed, understand the ways in which the construction of masculinity and femininity affects the learning and regulation of such areas of experience, and apply a variety of feminist approaches to the analysis of these issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**

Prereq: **None**

FGSS216 Global America: Gender, Empire & Internationalism Since 1890
This course explores the cultural history of America's relationship to the world across the long 20th century with particular attention to the significance of gender and sexuality. We will locate U.S. culture and politics within an international dynamic, exposing the interrelatedness of domestic and foreign affairs. While exploring specific geopolitical events like the Spanish-American War, World War I and II, and the Global Cold War, this course emphasizes the political importance of culture and ideology rather than offering a formal overview of U.S. foreign policy. How have Americans across the 20th century drawn from ideas about gender to understand their country's relationship to the wider world? In what ways have gendered ideologies and gendered approaches to politics shaped America's performance on the world's stage? How have geopolitical events impacted the construction of race and gender on the home front? In the most general sense, this course is designed to encourage students to understand American cultural and gender history as the product of America's engagement with the world. In so doing, we will explore the rise of U.S. global power as an enterprise deeply related to conceptions of race, sexuality, and gender. While reading key American studies texts in the history of the United States and the World, we will also examine films, political speeches, visual culture, music, and popular culture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS217 Key Issues in Black Feminism (FGSS Gateway)
This course surveys key issues in the historical development of black feminist thoughts and practices through readings of canonical works especially from the 1980s and '90s that contribute to this extensive body of knowledge. Our aim is to engage black feminist and womanist theorists, activists and artists from the diaspora who are exploring intersections of race, class, sexuality, religion, and other indices of identity affecting their daily lives. To that end, we will take an interdisciplinary approach to unpacking the historical tensions and politics and poetics in theory/practice, representation/self-making and expression/performance. We will also examine more recent turns in #BlackLivesMatter, #SayHerName and #BlackGirlMagic and conclude with Post-Zora Interventions--feminist interrogations on the borders anthropology, art, and activism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **ANTH201**
Prereq: **None**

FGSS218 Introduction to Queer Studies
This course will examine major ideas in the field of queer studies. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based identities as they have been formed within the contemporary United States. We will explore the idea of sexuality as a category of social identity, probing the identities of lesbian, gay, bisexual, and transgender to try to understand what they really mean in various cultural, social, legal, and political milieus. In doing so, we will ask, What does it mean to study queerness? What do we mean by "queer studies"? How do institutions--religious, legal, and scientific--shape our understandings of queer identities? In what ways do sexuality and gender interact, and how does this interaction inform the meanings of each of these identity categories? How do other social categories of identification--race, ethnicity, and class--affect the ways in which we understand expressions of queerness? Moreover, what does studying queerness tell us about the workings of contemporary political, cultural, and social life?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST218**
Prereq: **None**

FGSS219 "The History that Hurts": Reading Saidiya Hartman
This course will introduce students to the major works of the Black literary theorist and cultural historian Saidiya Valarie Hartman (b. June 25, 1961), who was named a 2019 MacArthur "Genius" Fellow in Literary History and Criticism and American History. After graduating from Wesleyan in 1984, Hartman earned her PhD in American Studies from Yale in 1992; she is currently a professor in the Department of English and Comparative Literature at Columbia University. Students enrolled in this course will read and write about Hartman's trilogy of scholarly monographs: "Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America" (Oxford University Press, 1997); "Lose Your Mother: A Journey Along the Atlantic Slave Route" (Farrar, Straus and Giroux, 2007); and "Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals" (W. W. Norton, 2019). Finally, if her new book project is published before the syllabus is finalized, then students enrolled in this course will also read and write about Hartman's fourth scholarly monograph (tentatively titled "N Folio: An Essay on Slavery and the Archive"").
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM219, ENGL218**
Prereq: **None**

FGSS220 Literature and Black Feminism: The Dramas of Black Capital
This class explores Black women's fiction as a mode of critique and intervention into Black Americans' complicated relationships with social and economic capital in the wake of US chattel slavery. How do Black people negotiate the transition from being to owning property? How does the persistence of capital, even in the absence of the system of racial slavery that ushered it into being, continue to shape Black institutional access and Black intramural relations? How are white, Western regimes of value--constructed as they are through the production of racial-sexual difference in dominant habits of thought and representation--contested and, at times, recapitulated in Black social life? How does Black women's literature take up these questions, and what about Black women's literature uniquely equips it to meet this challenge? Ultimately, the course takes seriously Black women's literature as Black feminist thought, exploring how it indicts and imagines beyond the violence of modern racial capitalism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **AFAM222, ENGL213**
Prereq: **None**

FGSS222 Identity and Jewish Literature: Sexuality, Race, and Gender
What, if anything, is Jewish literature? What, if anything, does it tell us about the history of the people called Jews? This course explores those questions through a variety of sources from Jewish writers, including Sholem Aleichem, Cynthia Ozick, Franz Kafka, I.B. Singer, and others (flexible based on student interest). Through these readings, we will explore how Jewish literature relates to broader questions of sexuality, race, gender, colonialism, etc., as well as specific questions of Jewish history, like the Holocaust and the state of Israel. All works will be read in translation and no previous knowledge of Jewish studies or Judaism is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-CJST**
Identical With: **CJST222, RELI222**
Prereq: **None**

FGSS223 Sex, Money, and Power: Anthropology of Intimacy and Exchange
Sex and money--intimacy and economy--are often imagined to occupy distinct and separate spheres. Sex and intimacy are located in the private or domestic realm, in spaces of leisure, feelings, care, and personal connections. Money and economy, on the other hand, are purportedly public, located in the market and tied to labor, rationality, and impersonal (non)-relations. This course brings these spheres together, focusing on the links, exchanges, and circuits between the intimate and the economic in diverse cultural contexts.

Drawing on anthropological, feminist, Marxist, queer, and critical race theory, we will build

working definitions of key concepts: intimacy, division of labor, domestic labor, sexual labor, exchange, commodity, value, neoliberalism, consumer culture, and more. We'll test, apply, critique, and expand these concepts as we work through ethnographic case studies on contemporary sex work and tourism, marketing and pornography, reproduction and domestic labor, marriage, class and sexual lifestyle, labor and care work, and sex stores and commodities. We will connect economic, cultural, and political formations with race, ethnicity, nation, sexuality, class, and gender, scaling up to consider global and transnational exchanges and down to consider how these circuits impact families and communities. Throughout, we will ask: Whose labor is valued and recognized, and why? How do bodies accrue value, and in what kinds of marketplaces? When are intimacies--sexual and social--commoditized? How is race, gender, and sexuality central to these exchanges? How do new transnational circuits constrain and/or empower people? And finally, who benefits from these relations, and who does not?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH203**
Prereq: **None**

FGSS224 Mystics and Militants: Medieval Women Writers
In this class we will read a wide range of works written by European women between ca. 1100--1400, including courtly, devotional, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the antifeminist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical religious experience, heresies, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL232, MDST238, RL&L231**
Prereq: **None**

FGSS226 Performance Curation as Relational Praxis
When we hear the word "curator" we might think of the iconic fictional character of Bette Porter--someone who works in a museum or gallery with a vision for how paintings, sculptures, and wall texts are put together for a show. In this class we will expand on this idea of the curator to explore what happens when we add performance to the task of curation. Or, put differently, we will ask what happens when we remove performance from the more theatrical tradition to add it into the gallery and museum space. Thinking between performance studies, visual art, and museum studies, this course explores the role of the performance curator. Connecting performance curation to community engagement, social practice, and transformative justice, we will explore the ways in which performance might address questions of racial inequality, gender variance, class access, and dis/ability. We will ask: How does performance live in art institutions? How do you compensate a performer for a fleeting piece of work? How does performance help us reimagine the space of the art institution itself? Does performance curation make possible new genres of performance? Can, and how, might we apply its practices back to more traditional theater contexts at the university, in the art world, and beyond?

In this class students will explore theories of performance curation as a practice of not only selecting and choosing, but of building relationships. We will look at museum shows, arts organizations, and performance scholars to eventually build individual proposals for our own performance events. Artists and scholars to be discussed include Nivald Acosta, Mariana Valencia, Justin Allen, Morgan Bassichis, Jamie Shearn Coan, Ralph Lemon, Thomas Lax, Adrienne Edwards, Tourmaline, Carolyn Lazard, The Poetry Project, Center for Experimental Lectures, Wendy's Subway, Adult Contemporary, and more.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA216**
Prereq: **None**

FGSS227 Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa
The 1929 Women's War is a touchstone for women's history in Africa. By 'sitting on a man' women in Nigeria shocked colonial authorities and demanded economic rights and a public voice. These unruly women danced in protest and rioted (sometimes nude), but their actions were not uncommon sights for their African audience. African women across the continent had long wielded power as queen mothers, prophets, and traders. Others challenged the constraints of ordinary domestic life through their labor, dress, or spirit possession. Gender and contested authority are central to everyday life and politics in Africa. In this course, we will study the history of political and domestic authority on the continent with special consideration for the ways in which gender, sexuality, and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of gender in African history. However, students who satisfactorily complete the course will be able to write knowledgeably about the major debates surrounding gender and sexuality in Africa. Major themes include: spiritual authority; domestic and sexual life; the division of labor; and the impact of colonial rule and post-colonial politics. We will examine how women (and also men) have grappled with these intricate social and political relations from the pre-colonial period into the post-colonial era.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST226**
Prereq: **None**

FGSS228 Performing Identities (FGSS Gateway)
Despite the ways that "difference" matters in our social world, identity categories--particularly race, class, gender, and sexuality--are largely constructed. This course uses "performance" as a lens through which to better understand the constructedness of identity. Further, it explores how minority

artists and theorists mobilize art and "performance" in their efforts to scrutinize these identity categories' coherence and authority. We will explore the following questions: To what extent can "identity" be understood as a biological truth? How do historical and political needs shape how categories of difference appear? What political potential might art and performance generate, especially for helping us to imagine beyond our current identificatory regimes? Ultimately, this course suggests that the "performativity" of identity might suggest possibilities for undoing its real oppressive implications.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS229Z Thinking with Octavia Butler's "Wild Seed"
Blend: Monday and Thursday class time synchronous; additional class hours asynchronous.

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

The seminar unfolds part-synchronously (via Zoom) and part-asynchronously (via writing assignments, screenings, and research project check-ins). Twice-weekly virtual meetings will be centered on presentations of research projects that students will develop over the course of the month, engaging a particular theme or question that they will identify in Butler's work. As such, the syllabus texts are subject to change. Students will be expected to read "Wild Seed" in its entirety in advance of the first class and to have begun thinking about topics they might explore for their presentation and research project (the former being preparation for the latter). The seminar's asynchronous component will consist primarily of weekly writing exercises asking students to reflect on how the assigned texts converse with Butler's novel and vice versa and to comment on one another's analyses. Shared annotatable pdfs will be used to generate conversations about the readings outside of class and to identify questions and topics for discussion. The professor will consider proposals for a creative final project, but it, too, will require substantive research.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **AFAM228Z**
Prereq: **None**

FGSS230 Contemporary Korean Cinema and Society
This course offers an in-depth exploration of contemporary Korean cinema from the late 1990s to the present, emphasizing its intricate relationship with societal issues. Students will engage with a diverse array of films that not only demonstrate the artistic innovations of Korean filmmakers but also reflect the dynamic sociopolitical landscape of South Korea. Through guided analyses of film texts, we will employ various critical perspectives, including auteurism, national cinema, cultural studies, and genre theory, to enhance our understanding of cinematic narratives. A central focus of the course will be the examination of how gender, sexuality, and identity are portrayed in contemporary Korean films. Additionally, the course will investigate the impact of economic factors and transnational influences on the production and reception of Korean cinema, including the rise of genres such as "K-horror" and the rhetoric of transgressive violence. All films will have English subtitles, and all readings will be available in English; no prior knowledge of Korean film, history, or culture required. Join us on this captivating cinematic journey as we explore the intersections of films and society in contemporary Korea.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS239, WLIT230**
Prereq: **None**

FGSS231 Black Women and the Sacred
This course examines how Black women engage spiritual practices, in and beyond religious traditions to remake an anti-Black world. Black women have famously been called the "mule of the world." In this role, the Black woman is beast of burden, property, ungendered, enslaved. As such the Black woman constitutes a limit for the normal, the human, and thus the religious. In the study and practice of religions in the modern, western world, Black women are included through exclusion as heretics, demons, and witches. Nevertheless, Black women and their practices across normative formations of nation, race, and religion have cultivated social practices, ideas, and communities which form a counter-poetics, a counter-mythology, and an otherwise possibility of what religion, unbounded and non-normative might be. This course examines typical accounts of Black women in different religious traditions, but more importantly, the course examines how Black women's practices upset normal accounts of nation, race, gender, sexuality, and religion. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI211, AFAM210**
Prereq: **None**

FGSS232 Gender and Spirituality in the United States
Reclaim your goddess energy. Worship at the altar within. Celebrate your moon cycle. Good vibes only. Messages like these invite women to sanctify themselves, find meaning in the workings of their bodies, and connect to supreme natural forces. They also have powered spiritual and political movements over the past 70 years. While we might we be inclined to relegate an interest in astrology, crystals, aromatherapy, yoga, or reiki to the realm of hobbies or health practices, this course will instead provide a more nuanced view. We will learn the historical and religious contexts of contemporary American spiritualities, particularly as they have been practiced by and marketed to women. We will answer questions such as: How different is spirituality from religion? Why has spiritual practice been commodified and gendered feminine since the New Age era of the 1960s? How has women's spirituality reflected changing ideals of womanhood and the feminine over time? Throughout the class, we will read and listen to popular spiritual content and contextualize it within broader struggles over identity, sexuality, and feminism. In particular, we will interrogate issues of religious

appropriation and consider the effects of contemporary movements on the communities who have cultivated sacred practices for centuries.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI210**
Prereq: **None**

FGSS233 Global Queer Studies
This course explores global experiences of LGBT/Q life, bringing an explicitly transnational lens to a field too often dominated by U.S.-centered perspectives.

Drawing on queer ethnography and film, we will explore the contours of queer and trans life around the globe, from the lives of gay men in Indonesia to Muslim yan daudu in Nigeria, gay tourism in post-Revolutionary Cuba, queer mati work among working-class Afro-Surinamese women, lesbian activism in India, LGBT asylum claims in Canada, the queer art of Carnival in Trinidad and Tobago, the everyday lives of lalas (lesbians) in China, and and the transnational lives of Filipino gay men in New York. Our aim is to challenge and expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative) and to center the ways sexual/gendered identities, cultures, and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST233, ANTH233**
Prereq: **None**

FGSS233Z Writing the Body
How does the body write? Do we trace our words with fingers and toes, with a pen and paper, with flour or glitter or dust or the soles of our feet? Can the written word remind us that we are more than our eyes or our heads? Writing the body is an attempt to link the worlds of the written and the somatic through the act of writing. This class is both a generative creative writing course and a theoretical exploration of the ways in which the body has been rendered in literature, poetry, and philosophy. Putting queer studies, disability studies, Black studies, and Indigenous studies into conversation with prose, plays, and poetry, students will explore different strategies of embodied writing. Looking to the work of Maggie Nelson, Jean-Luc Nancy, Eileen Myles, Christina Sharpe, Aisha Sabatini Sloan, Melissa Febos, Hortense Spillers, Eve Tuck, Billy Ray Belcourt, Torrey Peters, Wendy Ortiz, Lidia Yuknavitch, Jordy Rosenberg, Gabrielle Civil, Ursula Le Guin, adrienne maree brown, and Frank O'Hara students will produce a written work that moves promiscuously between theory and creative nonfiction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA236Z, ENGL255Z, DANC236Z**
Prereq: **None**

FGSS234 Queer Russia
Russia is accustomed to playing the role of the "evil empire." The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called "gay propaganda"--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES235, RULE235, RUSS235**
Prereq: **None**

FGSS235 Writing on and as Performance
This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and staging live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Toni Morrison, Lidia Yuknavitch, Oliver Baez Bendorf, Glenn Ligon, Eve Sedgwick, Fred Moten, and Billy Ray Belcourt, this course will challenge students to craft ideas and arguments by enhancing critical and creative writing skills. We will experiment with style and form from academic arguments, to performance lectures, artist interviews, and free-form creative prose essays. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists. Students will also be asked to complete hybrid creative writing assignments in response to prompts that imagine writing as always in conversation with performance. More specifically, students will write pieces about embodiment, sound, and the visual. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for "insurrection" (Moten) and "listening in detail" (Vazquez).

This course encourages students to experiment with their writing practices. Over the course of the semester students will be asked to write four separate creative/critical pieces, all of which will be workshopped in the space of the classroom.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA235, ENGL278**
Prereq: **None**

FGSS236 Activism and Theories of Change
In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. We will apply concepts and lessons from past movements to explore organized actions intended to protect communities and resist authoritarianism in our current climate. What strategic, ethical, or moral questions are raised by various types of protest and communications? What do history, research, and current events teach us about what causes social change? How do we measure whether various strategies and tactics work? The instructors will draw on their own experiences as activists for women's rights, queer rights, and social and economic justice. The course will be co-taught by Distinguished Visiting Professor of Public Policy Leslie Gabel-Brett and guest instructor Beverly Tillery, former Executive Director

of the Anti-Violence project in New York City, who will focus on the ways BIPOC and Queer BIPOC communities are reshaping the social justice landscape by addressing the safety of trans people, challenging the gender binary, and rethinking accountability and the carceral legal system. We will allow time to apply the course concepts to events occurring in real time during the semester. The instructors are deeply committed to maintaining a safe space for inquiry and learning where divergent opinions are welcome and respected. This course will be relevant to students interested in public policy, feminism, racial justice, gender and sexuality studies, and other social sciences, and will provide useful insight for current and future organizers and activists, lawyers, and public policy advocates.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL235, AFAM235, IDEA235**
Prereq: **None**

FGSS239 Animal Theories/Human Fictions
The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL238, ENGL252**
Prereq: **None**

FGSS240 The Gendering of Music in Cross-Cultural Perspective
This course presents a critical examination of issues explored and debated in recent studies of gender, sexuality, power, identity, and music from diversified music traditions, including Western art music, popular music, and world musics. Drawing upon interdisciplinary discourse on theories of feminism and gender, gay and lesbian musicology, as well as queer theory in ethno/musicology, through case studies and analysis of various musical examples, we will investigate the following topics: women's multiple roles in the historical and contemporary practices of music; desire, sexuality, and women's images in music; and how gender ideology, contextualized by sociocultural conditions, both constructs and is constructed by musical aesthetics, performance practice, creative processes, and the reception of music.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC291**
Prereq: **None**

FGSS241 Writings from the Abyss: Andean Women Authors Between Territory, Memory, and Body
This course explores literature written by Andean women through a lens that centers the body, gender, and territory as key axes of resistance writing. We will ask ourselves how authors from regions such as Peru, Bolivia, and Ecuador -- from the mid-20th century to the present -- articulate their experiences and genealogies from positions that engage with ancestral knowledge, Indigenous worldviews, Andean spiritualities, and political memory. The selected texts highlight representations of the female body as a site of conflict, pleasure, maternity, trauma, and rebellion. Topics will include the coloniality of gender, state violence, language and orality, racialization, and sexual dissidence. The course is organized thematically and combines literary analysis with approaches drawn from cultural studies, Andean feminisms, and decolonial theory. Readings will include texts written in Spanish as well as bilingual or translated works from Quechua, Aymara, or Kichwa, alongside visual materials, interviews, and digital archives when relevant.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN240, LAST239**
Prereq: **SPAN221**

FGSS242 Intimate Histories: Black Women's Sexuality
Black feminist theory teaches us that African American women have historically confronted racism and sexism in addition to other forms of oppression. How has this experience shaped the sexual lives of everyday black women and famous figures? This course places the sexual at the center of African American women's history. It will examine how regimes of violence have intervened in black women's sexual freedom, from intimate bonds to reproduction to same-sex desire. It will cover black women's resistance to these regimes; to their sexual agency in diverse spaces from the plantation to the porn industry. This course will also tackle the enduring impact of the Jezebel stereotype in the history of black women's sexuality. Using primary and secondary sources, this class will fundamentally investigate the significance of African American women's sexual history in the histories of American sexual, racial, gender, and class politics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM242, HIST258**
Prereq: **None**

FGSS243 Television: The Domestic Medium
Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH244, FILM349**
Prereq: **None**

FGSS244 Feminist and Queer Theories of Social Reproduction
This course will introduce students to the study of social reproduction and power with an emphasis on feminist, queer, and transnational approaches to inquiry and action. We will begin by exploring key methodologies and theoretical framings for understanding contemporary "American" cultural, social, and

political formations both within and beyond the territorial U.S., focusing on the effectiveness of discursive and historical modes of critical analysis. The subsequent sections of the course will turn to three case studies of the historical routes and transnational implications of U.S.-based political discourses around (1) population control and reproductive justice, (2) abolition and the prison-industrial complex, and (3) debt and higher education. By engaging with each area of inquiry through theoretical, historical, and grounded activist texts, we will think through the possibilities for utilizing academic work in concert with movement-based engaged scholarship to address the uneven distribution of life chances and the potential of imagining the world otherwise.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC244**
Prereq: **SOC151**

FGSS245 Intersectionality and Identity (FGSS Gateway)
Intersectionality has emerged as a central motif within both social analysis and political debate. We will examine the origins of this framework within black feminism and women-of-color activism, as well as the way this framework traveled to, and is used within, sociology and other disciplines. The course will also address critiques of intersectionality that have emerged within and outside of feminist theory, and extends the concept of intersectionality to think through intersections between various social identities and social institutions such as capitalism and colonialism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC245**
Prereq: **None**

FGSS246 Girlfriend, Sister, Self: 20th-c. Black Women's Writing
This course will examine textual and visual constructions of the girlfriend, sister, cousin, and daughter in 20th-century black women's writing. We will read works by Toni Morrison, Alice Walker, Veronica Chambers, and Marita Golden as narratives of women loving women (sexually and not) and as sites through which to engage black women's subjectivity more generally. In this course we will attend to the interior landscapes of individual black female subjects as well as the social landscapes that produce and/or complicate notions of love, kinship, friendship, and self. We will draw on African American literary theory, queer and affect theory, and black cultural memory as well as turn to influential works by bell hooks, Deborah McDowell, Kevin Quashie, and Valerie Smith, among others. How do writers of the period imagine and articulate the relationship between black women and their others?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM244**
Prereq: **None**

FGSS247 Gender and Power in Chinese Literature
This course explores the intersections of gender, power, and performance in Chinese society. Drawing on literary and historical sources, theories of gender and sexuality, and with reference to media forms such as theater and film, we assess the significance of gender as an analytical framework for studying Chinese literature, culture, and society. What power dynamics drive conceptions of gender and gender ideology in Chinese literature and history? And how do discussions around gender roles and sexuality change in the modern and contemporary periods? Course topics include: Chinese feminism; depictions of women in classical literature; gender roles, family, and marriage; conceptions of the body; constructing identities; women writers; the "new woman"; themes of cross-dressing; classical romance narratives; gender performance in Chinese theater; queer narratives; and more.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS240, WLIT229**
Prereq: **None**

FGSS250 The Renaissance Woman
This course takes seriously the socioeconomic, cultural, religious, and physical restrictions placed on women writing in the 16th and 17th centuries. Through a selection of literary works, we will examine the ways in which early modern women exercised considerable authorial agency in the poetic-fashioning of the literary tropes, genres, and forms of thought that they inherited. Often re-forming, reinventing, revising, and re-imagining poetic spaces, these women developed their own styles of critique and creation from within their historically specific concerns. This course recovers works that were frequently written out of the study of the early modern during the 18th, 19th, and 20th centuries in order to grapple with the imaginative voices of women writing under the constraints of their time.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL250**
Prereq: **None**

FGSS252 Guns and Society
Students will discuss some of the key questions that animate the emerging interdisciplinary field of gun studies, considering guns as objects and symbols and as sites of both shared and contested meanings in everyday life. Readings will include recent scholarship about the evolution of gun technologies and the changing place of guns in U.S. society, from the colonial era through to the present day, exploring how the history of guns in U.S. history is relevant to other histories, including studies of race, gender, class, labor and capital, social movements, and military and civilian life. Special focus will be put on visual studies, museum studies and public history, science and technology studies, public health, and legal history. Assignments include four shorter (2-page) papers and a 15-page final research paper. Each student, working in small groups, will also deliver a 10-minute presentation and have opportunities for site visits to local museums and gun violence memorials such as the Coltsville National Historic Park (Hartford), Springfield Armory National Historic Site (Springfield, Massachusetts), and the Connecticut Gun Violence Memorial (New Haven).

(This course is a prerequisite for individualized humanities "labs" designed for students to delve into a particular aspect of the topic of guns and society in a more applied way in the spring semester, through special projects that can include an individually designed research paper, a museum/archives project, a theater sketch, a podcast, a high school teaching module, an art project, an exhibit in a local museum, an oral history project, or a syllabus, among other possibilities to be discussed with the instructor.)
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST231, STS231**
Prereq: **None**

FGSS255 Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences that form sex work, as well as the way in which prostitution is used as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **SOC256**
Prereq: **SOC151**

FGSS255Z Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences which form sex work, as well as the way in which prostitution is utilized as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationships? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world. The course will be taught synchronously, but students who are in time zones that would make participation difficult will have an asynchronous option.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC256Z**
Prereq: **None**

FGSS256 Social Movements
How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce some of the major ways scholars have approached such questions and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including racial justice, class, gender, and sexuality-based activism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC246**
Prereq: **SOC151**

FGSS258 A Celebration of Women in Jazz: A Critical Analysis of Gender
How can we take the lessons of Jazz with us into other spaces? In this course, students will study Women in Jazz and examine the broad impact of our social structures and power systems to consider how the lessons of Jazz can help us navigate our future. How can we take the values of Jazz, such as improvisation, listening skills, democracy, a celebration of diversity, and equity work, and use our agency to effect change for the better in our communities? This course will examine the traditionally male-dominated nature of Jazz, its history of misogyny, and underrepresentation of women and other gender expressions. Students will learn in general about the musical art form of Jazz, its history as Black American music, and its unique qualities including improvisation, the blues, and swing. There will be a strong focus on listening to music from women musicians, and students will learn how to actively listen to jazz and all music. Together, we will look at case studies of successful women musicians and composers from the history of Jazz through the present, reading biographical information and reviewing their performance and compositional contributions. Musicians may include Mary Lou Williams, Carla Bley, Terri Lynn Carrington, esperanza spalding, Nina Simone, Billie Holiday, Ella Fitzgerald, Melba Liston, Lil' Hardin Armstrong, Dinah Washington, Abbey Lincoln, Toshiko Akiyoshi, and Marian McPartland.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **ENVS256, AFAM256, MUSC256**
Prereq: **None**

FGSS262 "Before the 'Body' there is the 'Flesh'": Reading Hortense Spillers
This course will introduce students to the major works of the black feminist theorist and literary critic Hortense J. Spillers (b. April 24, 1942), one of the greatest essayists and most gifted intellectuals of our times. While her published writings are legion, Spillers is perhaps best known for her scholarly article titled "Mama's Baby, Papa's Maybe: An American Grammar Book" (originally published by Diacritics in 1987). In addition to "Mama's Baby," then, together we will read and engage at close range with the essays collected in "Black, White, and in Color" (published by the University of Chicago Press in 2003) in order to reveal the extraordinary complexity and clarity of her thought.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **AFAM264, ENGL261**
Prereq: **None**

FGSS267 Revolution Girl-Style Now: Queer Performance Strategies
Looking to the rich cultural history of queer and feminist performance in the U.S, this course examines performances of gender, sexuality, obscenity, and refusal. In this class, we will ask how the terms "feminist" and "queer" come to determine a specific piece of theater or performance art. Is it the author's own political affiliation that establishes the work as feminist? Is it the audience's reading that gathers a work of art under a queer rubric? Furthermore, where does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing in on strategies for engaging the many meanings of the words "queer," we will pair theoretical readings with theatrical sites.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA267**
Prereq: **None**

FGSS268Z Gender and History: Global Feminist Theories and Narratives of the Past
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book Male Daughters, Female Husbands: Gender and Sex in an African Society (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. For the first three weeks of the summer session we will focus on 1) Producing a Gendered Discipline 2) Feminist Theories and Sexualities and 3) Gender in the Archive. In the final week, students will produce a final research paper relating to one of four possible themes: International Feminisms, Women's Rights, Queering Histories, or Gender and Labor. Our readings for the week will guide an in-depth discussion of each topic. The course is especially appropriate for prospective history and feminist, gender and sexuality majors (this is a gateway course for FGSS), though all students interested in using gender as a category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST291Z, COL323Z**
Prereq: **None**

FGSS269 Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book "Male Daughters, Female Husbands: Gender and Sex in an African Society" (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category.

This seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST291, COL323**
Prereq: **None**

FGSS271 Bad Sex
In a 2003 op-ed in support of same-sex marriage, conservative New York Times columnist David Brooks writes, "Anybody who has several sexual partners in a year is committing spiritual suicide. He or she is ripping the veil from all that is private and delicate in oneself, and pulverizing it in an assembly line of selfish sensations." Brooks is far from alone in this critique of promiscuity. What is it about "casual encounters" and hookup culture that so disturbs? Why is sex a magnet for anxieties about selfishness and irresponsibility? Why do we think of anonymity and intimacy in sex as mutually exclusive? What do we make of desires that are politically troubling? On what basis are particular forms of sex and sexuality vilified or valued? Is love the antidote to sexual hedonism, or hedonism in disguise? This course will consider widespread cultural anxieties about sex, sexuality, desire, and pleasure from sociological and psychoanalytic perspectives.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC269**
Prereq: **SOC151**

FGSS272 Knowing Their Place: Two Centuries of Women Generating Wonder in the Natural World
This seminar will examine the intersection of natural science, women's history, and poetic prose through the writings of Rachel Carson and the female nature writers who both preceded and succeeded her, including Mary Treat, Anna Botsford Comstock, Mabel Osgood Wright, Annie Dillard, Terry Tempest Williams, Robin Wall Kimmerer, Camille Dungy, and others. These women looked closely at the natural world and wrote intimately on botany, birdwatching, and the ecology of their local landscapes, teaching their readers to feel wonder and a sense of connection with place. What does it mean to know a landscape or an ecosystem intimately? How does a sense of place become political? How does gender affect perspective on the natural world and environmental stewardship? Each student will put these ideas into play in a portfolio of place-based personal essays.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS272, WRCT272**
Prereq: **None**

FGSS273 Unruly Knowledges: Remixed Methods and Creative Practices
This course offers an introduction to methods for all students who are interested in experimental, critical and creative approaches to research and scholarly inquiry in the social sciences and humanities. This course examines a variety of methodological approaches used in feminist studies, queer studies, and trans studies as (comparatively newer) fields of inquiry into complex intersections of sexuality, gender, race, nation, state, disability, class, ethnicity, religion, and diaspora. We draw from disciplines and fields in the humanities and social sciences (including literary studies, cultural studies, anthropology and sociology, history, and urban studies) and explore how scholars in feminist, queer, and trans studies have used, re-used, mixed, and re-mixed methods, including ethnography, archival research, close reading, oral history, and creative work. Through these (re)uses and (re)mixes, feminist, queer, and trans studies scholars have provided rich and complex questions of methodology (the study of method) and epistemology (the study of knowledge), and draw attention to how methodology and epistemology are intricately and inextricably linked. How do we know what we know about where, when, and whom -- and why does it matter, and in what ways? Considering questions of methodology and epistemology is particularly powerful and urgent for questions of sexuality and gender precisely because these terms gather together categories of intense attachment, categories and forms of experience, desire, value, belonging,

infrastructure -- in other words, categories and forms of power -- produced through frames of race, citizenship, diaspora, disability, class, ethnicity, religion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS274 Self & Social Transformation
Racism, sexism, and classism are deeply ingrained in our habits and feelings. It seems that in order to change objective conditions we need to change ourselves and our communities. But given that our habits and feelings are often unconscious and resistant to change, how do we philosophically go about doing this? This class tries to answer this question. It starts theoretically with ancient Greek and ancient Chinese virtue ethics as well as Foucault's later work on self-transformation. It then takes these concepts/theories and sees them in action in contemporary movements of self/community transformation. We start with a paradigmatic political activist movement of self-transformation: the Black feminist transformative justice movement with the goal of prison abolition. But as we progress, we will explore less obvious and seemingly more mundane movements of self- and community transformation such as Saba Mahmood's dawa movement from Egypt, Weight Watchers, and finally "ballroom" culture from Detroit. Anthropological ethnographies of these movements will help show how we can self-reflexively shape our own habits and transform ourselves.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL274, ANTH274**
Prereq: **None**

FGSS275 Feeling Black Feminism
In this course we will explore the connected histories of the "felt life of black feminism" (Nash 2019) and Black feminist contributions to empowerment movements both inside and outside of the academy. Our class proceeds by reading some of the seminal texts that circulate as theory in US academic Black feminism alongside 20th and 21st century memoirs and poetry to explore how Black feminists articulate the relationship between their politics and the everyday psychic negotiations that comprise moments of rage, anxiety, melancholy, tenderness, joy, etc. This course engages in the study of collective minoritarian affect, feelings, and emotions as well as outlines their relationship to Black and/or women's liberation movements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **AFAM274, AFAM275**
Prereq: **None**

FGSS276 Black Performance Theory
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheilye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA266, AFAM266, ENGL263**
Prereq: **None**

FGSS277 Feminist Philosophy and Moral Theory (FGSS Gateway)
This course explores the dialogue between feminist concerns and moral theory. It will explore not only how moral theory might support certain central feminist insights and aims but also why some feminists cast doubt on the project of "doing moral theory." Does the language of existing philosophical moral theories (reason, fairness, equality, utility, human nature, rights) sufficiently allow articulation of feminist problems? If not, how can feminist moral theorists move us beyond the grip of familiar gender-loaded oppositions? After surveying a range of perspectives on feminism and philosophy, we will give a deep reading to three book-length developments of feminist ethics: one from a Kantian perspective, one focused on care, and one focused on virtue ethics. As a gateway course for the FGSS program, this course serves to introduce critical thinking about the construction of gender and the intersection of gender with race, ethnicity, class, and sexuality.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL277**
Prereq: **None**

FGSS278 Magick and Her Practices, of Late
In this course we ask why paganism and Goddess worship have become "the fastest growing American religion," examining the tensions between science and society that so often provoke magic-infused social resistance movements. We explore the rise of Goddess worship in the Americas since the 1970s, considering its ties to ecofeminist, womanist, indigenous, and environmentalist movements. We examine the force of agency and its relation to ritual magic.

We then dive into the purported roots of several modern magic traditions, including Wicca, Dianic witchcraft, Feri traditions, and Haitian Vodou, among others, and ask how these cosmovisions define and/or transcend our gendered personhoods.

As we find our way back to a renewed understanding of modern paganisms, students will design individual or small group projects wherein they experience, ethnographically consider and/or perform extant manifestations of magic and ritual, bringing peoples lived experiences into conversation with course readings. This class is taught as a twice-weekly seminar designed around written assignments and engaged discussions, while inviting but not requiring students to engage in phenomenological experiences outside of class that may inform their written work. Students will produce ethnographic essays that are both analytical and personally reflective.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI277**
Prereq: **None**

FGSS279 Magick and Her Practices, of Late: A Digital Humanities Course
As soon as you step foot into this course, you will become an active member of a podcasting production team, and the teaching modalities and weekly DH seminar format of this course are designed to promote small team engagement, pre-and post-production workshops, and an approach to aural argumentation that moves

from written reflective essay to effective audio storytelling intended for public engagement.

In this course we ask why paganism and Goddess worship have become "the fastest growing American religion," examining the tensions between science and society that so often provoke magic-infused social resistance movements. We explore the rise of Goddess worship in the Americas since the 1970s, considering its ties to ecofeminist, womanist, indigenous, and environmentalist movements. Student teams will then dive differentially into case studies that explore the purported roots of these reclaiming traditions, including Wicca, Dianic Witchcraft, Feri traditions, and Haitian Vodou, among others, and produce podcast episodes for the broader University community that ponder where our human practices of magic originated, and why.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI278**
Prereq: **None**

FGSS284 Displaying Clothes: Fashion in the Museum
What are clothes doing in the museum and why do they attract so much public attention? This course explores fashion exhibitions in history and the practice of fashion curation today, a key component of critical cultural analysis. Part curatorial workshop, part seminar, in this class students consider issues that influence professional curatorial practices through readings, discussions, and site visits. Topics include the origins of museums, museum architecture, the ethics and cultural impact of collecting and display practices, the role of dress and textile objects in art, history, and science museums, visitor experience research, and the challenges facing museums in the twenty-first century. As a group the students will work on an exhibition project, developing its organization and design, object selection and research, and accompanying texts and label writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL289, IDEA289, SOC279**
Prereq: **None**

FGSS285 Gender and Slavery in the Atlantic World
For most of the 20th century, historians of slavery in the Atlantic world overlooked the critical role of gender in shaping the marketplace, culture, and experience of the institution. Slaveholding and its attendant violence were presumed to be the domain of men. With a tragically limited archive, the popularity of slave narratives such as Frederick Douglass's "Narrative of the Life of Frederick Douglass, an American Slave" (1845) reveal how the voices and perspectives of men have dominated our understanding of the enslaved experience. Since the 1980s, the work of black feminist historians such as Deborah Gray White's, "Ar'n't I a Woman?: Female Slaves in the Plantation South" (1985) have unpacked the profoundly gendered nature of slavery in colonial America, the United States, and the Caribbean. This course embarks on an exploration of this important intervention. We will engage primary sources to illuminate the voices of enslaved women and debunk some of the historical myths of slavery and slaveholding. We will also visit classic and fresh secondary literature to understand the evolution of the field. Major themes include but are not limited to the Middle Passage experience, gendered violence, fertility, reproduction and motherhood, the Southern Belle archetype and slaveholding mistresses, notions of beauty and purity in black and white, and fugitivity.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM285**
Prereq: **None**

FGSS286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice
This course explores the relationship between scholarship and activism, with a focus on intersectional radical queer scholarship and activism--queer left, black radical, trans, immigration, prison abolition, and sex work--in the United States. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making in and outside the so-called "ivory tower," explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, and community archive), and gain insight into the histories and current realities of social justice movements, campus activisms, the work of a radical imagination, art and activism, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization--past or present--of their choice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST286, ANTH286**
Prereq: **None**

FGSS288 Gender and Sexuality in Chinese Narrative
This course pays particular attention to gender relations and representations of sexuality in Chinese narrative. This course will require close readings of translated Chinese novels, short stories and movies. We will explore themes and motifs such as gender roles in Confucianism, female chastity, same sex desire, cross-dressing, masculinity and femininity, manhood and misogyny, eroticism, the cult of qing (passion), the New Woman, socialist and post-socialist desires, and writing bodies in the era of globalization. In addition to providing a platform for appreciation of the aesthetic beauty of Chinese narrative, the course encourages students to think about how representations of gender and sexuality incorporate or confront the mainstream moral values and social principles in China. All readings are in English, no prior knowledge of Chinese language or culture is required. No text book requirement.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS278**
Prereq: **None**

FGSS290 Too Much: Global Melodrama in Film
Often patronizingly dismissed as "women's weepies," this course will examine the proliferation and transformation of melodrama film within various national, subnational, postcolonial, queer, and global contexts. The course will focus on the specific language ad conventions of melodrama. We will watch a wide range of films from India, China, Japan, South Korea, Hong Kong, Hungary, Iran, Egypt, Kenya, Spain, Venezuela, Cuba, Argentina, and Mexico among various global film contexts. Importantly, this course will ask, what are the stakes and implications of "Global" in "Global Film Melodrama"? Moving away from an additive model that often present global film histories as an addendum to the "mainstream" cinemas, the focus will instead be on the emergence and significance of melodrama, and its specific idioms within transnational contexts. The course is open to all sophomores, including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM290, CEAS292**

Prereq: **None**

FGSS291 Writing Women's Bodies: Gender and Sexuality in Latin America
This class explores the narrative fiction of 21st century Latin American women. Through an analysis of visuality, art, ecology, nanotechnology, sexuality, and memory, among other themes, we study the ways in which women construct their bodily experience and forge ethical relations with the world through linguistic and aesthetic innovation. We will read authors such as Samanta Schweblin, Gabriela Wiener, Brenda Navarro, María Gaínza, Gabriela Cabezón Cámara, Juliana Javierre, and Lina Meruane.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN293, LAST293**
Prereq: **SPAN221**

FGSS293 Pleasure and Power: An Introduction to Sexuality Studies (FGSS Gateway)
This course seeks to denaturalize some of what are often the most taken-for-granted aspects of daily life: our bodies and genders, our erotic desires, and our sexual identities. To this end, this course will provide a critical-historical overview of dominant Euro-American understandings of sexuality and their embodied legacies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

FGSS294 Queering Latin America: Contemporary Gay, Lesbian, and Transgender Literature and Film
This course studies important and groundbreaking films, novels, and poetry by contemporary gay, lesbian, and transgender artists. It focuses on their strategies to survive, respond to, and defy the changing socio-political Latin American landscape of the last 80 years. We will introduce some key critical concepts and debates from queer theory to guide our discussions. Some of the artists we will study include: Alejandra Pizarnik, Lucía Puenzo, Manuel Puig, Pedro Lemembel, Karim Aïnouz, Lorenzo Vigas, Rosamaría Roffiel, and Norma Mosgrovejo, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN294, LAST294**
Prereq: **None**

FGSS295 Queer Opera
Opera is a total art: It weds elaborate fashions with scene design and lighting to create incredible dramas set to music. For this reason, opera forces us to think interdisciplinarily about the narratives it portrays. Every action, every emotion, every decision and recognition in the drama is conveyed to the audience in multiple and sometimes contradictory ways. Operas are also fantastic living experiments in the performative representation of human sexuality. In addition to all of the love and sex that occurs explicitly on the opera stage--and there is plenty of that--operatic narratives also bear witness to changing structures of normativity; regimes of social control are thematized, sometimes lampooned, and often transgressed within the drama, and operas allow us to see how this unfolds within an interconnected ensemble of media. This course serves to introduce students to the world of the opera stage and, through that world, the foundational texts of queer theory. Together we will explore operas from the 17th century to the present day, opera theory of the past century, and queer theory of the past three decades to ask what these bodies of knowledge have to teach each other.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC294**
Prereq: **None**

FGSS299 Constructing Black Interiors
An allusion to Elizabeth Alexander's noteworthy book of essays, this course will consider the way in which notions of the "interior" or "interiority" have been central to Black identity formation and Black cultural expression. We will begin by exploring the social and political reasons for this development and investigate the relationship between African American cultural production and the regulative force of race, gender, sexuality, class, and ability as systems of social organization. Making recourse to Black studies, theater and performance studies, affect theory, queer theory, geography, sociology, and their disciplinary intersections, we will attempt to engage the materiality of this spatial metaphor, encountering writers and artists who use text and image to construct interior space and do so in ways that challenge social structures and normative conceptions of identity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS301 Black Speculative Fictions and the Anthropocene
The genre of black speculative fiction--in the form of literature, art, music, and theory--provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the "future," black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term "Anthropocene" first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which "humans" had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a "species"? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human? Further, how does artificial intelligence complicate definitions of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM312, E&ES125**
Prereq: **None**

FGSS302 Critical Perspectives on the State
This course builds on Marxist, poststrucuturalist, feminist, anarchist, and cultural analyses to take a critical approach to the state--what it is and what it does. We will examine how the state is imagined by those who write about it and struggle against it. Where does the state begin? How do states act, and what are the consequences of these acts? How is rule consolidated and how are individuals and communities annexed to the project of rule? How do people

engage with state acts and ideologies? We will read texts drawn from a variety of disciplines, including anthropology, feminist theory, political theory, philosophy, sociology, and geography, that examine the nature, everyday workings, and effects of state power. Drawing upon ethnographic examples from around the world, we will analyze how states are cultural artifacts that produce and regulate people's identities and bodies, reproduce social inequalities, and engender resistances of all sorts. Some of the topics we will discuss include bureaucracy, governmentality, the security state, the prison industrial complex, terror and militarism, law and justice, citizenship, democracy, refugees, anti-state movements, the "man" in the state, and welfare and post-welfare politics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **ANTH302**
Prereq: **None**

FGSS303 Reproductive Politics and the Family in Africa
This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal and sexual health and technologies of reproduction, but for us reproduction will be an object of historical inquiry. One of the driving questions for this course will be how reproduction has been given meaning socially. How have African societies understood abortion, infanticide, or other medical means of controlling fertility and childbirth? What has been the relationship between the family and the state? We will also examine ideas about sexuality and love, changing notions of parenthood, childhood health, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced health policy and political ideologies which, in turn, changed conceptions of motherhood, fatherhood, and the family.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST302, STS302**
Prereq: **None**

FGSS304 Pantheologies: Animal, Vegetable, Mineral, World
Pantheism teaches that the world itself is divine. The idea seems simple enough, yet it has suffered extraordinary ridicule at the hands of western philosophers and theologians, who have considered "matter" to be lifeless, dark, and feminine (which is to say, as different as possible from "God.") This course will explore this generalized panic over pantheism--in particular, the anxieties it encodes over gender, race, nationality, and class, and the contribution such anxieties have made to an unequally distributed attack on the "environment."

Seeking an alternative to our raced and gendered ecocidal metaphysic, the course then turns to contemporary pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, anti-racist, and ecological stakes of these theories? Properly conceived, what is pantheism; is it ultimately distinguishable from atheism; and what use are any of these platforms in developing an ethic and politic of environmental justice?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI305, STS305**
Prereq: **None**

FGSS305 Techniques of the Liar: Performance, Artifice, Fraud
This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. We will explore both specific performance practices as well as theorizations of artifice, fraud, and authenticity. Topics will include illusion, ventriloquism, and sleight of hand; mimetic acting and the manufacture of "emotion"; dance technique and the concealment of effort; and musical improvisation and the politics of invention. We will also consider the complexities of drag, camp, and minstrelsy and historicize their surrounding discourses, centering the contributions of feminist, queer, and critical race studies. Looking at a range of (predominantly U.S.-based) practices from the mid-19th century to the present, we will consider how artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; how "authenticity" is both gendered and racialized; and how hiding, fabulation, exaggeration, and duplicity have also offered means of freedom or resistance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **THEA306**
Prereq: **None**

FGSS306 Black Feminist and Trans Theories of the Hu/Man
This seminar provides an introduction to Black feminist and trans theories' interventions into the modern Western category of the human and its violent exclusions. Since their inception, Black feminist and trans theories have brought attention to the violence of what Sylvia Wynter has called our "genres of the human," and in so doing, have laid bare the very preoccupations of power that condemn the non-white, non-cisgender being to sub-Human status and death in the material and discursive economies of racial capitalism. Students will develop broad knowledge of Black feminist and trans theories' provocations regarding the intersecting identity categories that organize our world, and will be encouraged to develop their own critical approaches that are attentive to the hegemony of racialized gender and its attendant violences.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **AFAM304**
Prereq: **None**

FGSS307 Mobilizing Dance: Cinema, the Body, and Culture in South Asia
This course focuses on questions of "mobility"--cultural, social, and political--as embodied in two major cultural forms of South Asia, namely "classical" dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of "flows of culture" at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years.

The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC307, ANTH306, GSAS307**

Prereq: **None**

FGSS309 Christianity and Sexuality
This course will explore a range of Christian teachings on, attitudes toward, and technologies of sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and trans practices and identities, and reproductive justice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI379, MDST379**
Prereq: **None**

FGSS310 The Senses and the Subject in Cinema and Poetry
In this course, we will study a mixture of emotionally stimulating and structurally difficult contemporary cinema and lyric poetry, as well as select philosophical and theoretical approaches to the senses and the subject. Do theories and notions of the senses assume the subject, and/or subjectivity? If so, then how? What is the relationship between embodiment, the senses, the world, racialization, blackness, and being? How do select Western theoretical, aesthetic, and poetic frameworks represent and think as such? While cinema and lyric poetry might seem like strange neighbors, this course specifically foregrounds them as "repositor[ies] of synesthesia," where not only the reconstitution of the subject after some disturbance (i.e., sensorial, physiological, social, historical, etc.) will be relevant to how we read, but also when that either does not happen or constitutively cannot happen. (Note that some short fiction may also be part of the course readings.)
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL320**
Prereq: **None**

FGSS311 Abolitionist University Studies
This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten's provocation to reinterpret abolitionism as "not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society." Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **SOC399M, EDST399**
Prereq: **None**

FGSS312 Women's Political and Sexual Revolutions--Middle East and South Asia
This course examines the role of politically organized women's movements, individual pioneers, hashtag and virtual campaigns, and the activism of grassroots and working-class movements in 20th-century Middle Eastern and South Asian contexts, with a focus on their political and sexual struggles, demands, and achievements.

The course is divided into two parts; it introduces a brief history of the nature and dynamics of women's movements in the MENA and SA regions. The second half of the course focuses on feminist documentation and debates around Muslim women's piety, sexuality, and political representation in a broader interdisciplinary frame. The course will examine how religious sensibility intersects with sexual orientation, gender identity, violence, sex work, the military, and even fashion. It will study these intersections as reflected in Muslim women's writings, desires, activism, and demands for sexual freedoms or against sex crimes, in different countries and under different legal regimes and geographies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS313 The Black Charismatic
In this course we will explore the interplay between black politics and popular culture in the post-civil rights era. More specifically, we will examine the aesthetics of affective (commonly called "charismatic") black political leadership by attending to Tavis Smiley's yearly "State of the Black Union" address, 2000-2010. We will rely almost entirely on film, video, and digital archives in order to trace the eleven-year-long evolution of Smiley's annual event, while focusing our hermeneutic attention on the racialized and gendered performances of Louis Farrakhan, Michael Eric Dyson, Cornel West, and others. Through close readings of their televised performances, then, this course will require students to think and write about the practice and rhetoric of the black charismatic. How might the black charismatic threaten to undermine the political opportunities afforded by the success of the modern civil rights movement? How did Smiley's yearly event create the illusion of a black public sphere? What are the unintended consequences of substituting affect for political action? Similarly, what are the potential perils of a politics that results in ephemeral catharsis without dangerous political consequences? While participating in the general discussion across the semester, students will be searching out specific research topics of their own, topics relating the seminar conversation to original research questions about: the new liberalism of black politics; the crisis of the black public intellectual; the importance of technology (particularly the ways in which new media have changed, even upended the political habitus itself); and the relationship between gender (particularly black masculinity), charismatic leadership, and respectability politics. Authors will include (in no particular order): Adolph Reed, Richard Iton, Hazel Carby, Hortense Spillers, Houston Baker, Erica Edwards, Melissa Harris-Perry, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM314, RELI323**
Prereq: **None**

FGSS315 Entertaining Social Change
"Our problem," Tom Frank writes, "is that we have a fixed idea of what power is, of how power works, and of how power is to be resisted." This is especially true of "entertainment." Power that may not seem like power -- only, say, like "fun" or "amusement" -- can be especially powerful. A thread that connects all

of our texts will be: how has the systemic critique of social contradictions been popularized as compelling and fascinating in modern times? A related concern: what are the seductions and violence built into "enjoyment" -- "enjoyment" that reproduces "Americans"? We will "entertain" the diverse strategies that progressive moviemakers have developed to entertain Americans -- to teach, persuade, seduce, provoke, upset, anger, and move them through laughter, tears, and, not least of all, ideas -- so that Americans will be more inclined to "entertain" social critique that inspires and envisions social change. Our critical focus will be on the popularizing (and sometimes the selling) of social critique in movies including Straight Outta Compton, Malcolm X, Medium Cool, Network, El Norte, Smoke Signals, Before the Flood, The Black Panthers: Vanguard of the Revolution, Salt of the Earth, Matewan, and The Big Short. We will place special emphasis on self-reflexive movies about "entertainment" and about labor/social movement organizing. Entertainment, we will see, plays a key role in organizing and reorganizing Americans. In doing so, it can place limits on our vision of what -- and who -- needs to be changed. By putting our movies in conceptual dialogue and making these limits more visible, we will help one another think, see, and feel beyond these limits. As we are "entertained" (and we will be) we will consider the stakes of being "entertained."
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST315, ENGL309**
Prereq: **None**

FGSS316 Decoloniality, Feminism, and Human Rights
Is decolonialism only about flag-burning, taking a knee, and bringing down statues of colonial figures? The course will study anticolonial critiques and theories about historic and current settler colonialism and connect these with the prevailing racial, gendered, and economic imperial order. Key classic texts will be studied about how former imperial powers continue to neocolonize the world through tax havens, as well as by leveraging the concept of human rights and often at the expense of gender rights. Specific case studies will be examined to illustrate the range of activism and global creative protests that widen the paths to a decolonized feminist future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS317 Sexuality, Gender, and Science
This course will consider how the concepts of gender and sexuality have been treated in scientific fields, focusing primarily on the 19th and 20th centuries. We will examine the history of ideas about gender and sexuality as reflected in the development of sexology, theories of homosexuality, psychology, and endocrinology. We will also discuss contraceptive and reproductive technologies, the inclusion of women in clinical trials, women in scientific professions, and recent studies that use algorithmic predictions of sex or sexual orientation. Readings may include selections from Sigmund Freud, Siobhan Somerville, Emily Martin, Sarah Igo, Laura Briggs, Ronald Bayer, Sandra Morgen, David Serlin, Allan Bérubé, Dorothy Roberts, Johanna Schoen, Jennifer Terry, Carolyn Herbst Lewis, Steven Epstein, Riley Snorton, Rebecca Jordan-Young, Mar Hicks, and Safiya Noble.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP317**
Prereq: **None**

FGSS319 Enemies of the State: Gender, Race, and the Nation
This course analyzes how gender and race function as boundaries for defining national belonging in contemporary political life. Students examine the construction of borders -- both literal and figurative -- that determine who counts as part of "the nation" and who is cast as a threat to it. Studying both right-wing movements and liberal opposition, their strategies and their failures, the course addresses anti-trans politics, migration and border enforcement, reproductive governance, and the reconfiguration of gender and racial hierarchies. Focusing primarily but not exclusively on the contemporary U.S., the course considers authoritarian and populist formations, liberal responses, and practices of refusal and resistance.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS321 BioFeminisms: Science, Matter, and Agency
This course rethinks feminism's relationship to nature, the body, and biological matter in light of new considerations of ontology in science studies, cultural studies, and feminist thought. We will read contemporary treatments of science, of Darwin and evolutionary theory, of neurobiology and epigenetics, and other fields and disciplines that consider biological matter, and think about them in feminist and queer frameworks. Readings will include "new materialists" alongside other works on the "new biology" and the "new sciences," and we will also revisit some second- and third-wave feminism. The course raises issues that challenge traditional boundaries of the body and self, conventional ideas of agency, and dualisms of mind/body. Readings include works by Donna Haraway, Anne Fausto-Sterling, Elizabeth Grosz, Karen Barad, Vicki Kirby, and Elizabeth Wilson, among others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **STS321**
Prereq: **None**

FGSS322 Decolonizing Gender and Sexuality
This course seeks to examine ways in which the history and ongoing presence of coloniality (including the deeply embedded forms of racial domination which coloniality generates) have shaped and been shaped by structures of gender and sexuality. The class will examine ways in which gender and sexuality have been mobilized historically and are mobilized today in ways that support imperial projects, even when presenting themselves in the guise of "protecting human rights," humanitarianism, or feminist/LGBT projects. In addition to linking together what Chandra Mohanty has described as the "One Third" and "Two Thirds" worlds, this discussion-based seminar seeks to reconnect the disparately gendered intimate and global spheres, situating the feminized "private" domains of love, sex, and caring within and around fields of action such as geopolitics and global political economy. Decolonial thinkers challenging Eurocentric framings will receive particular attention within the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS323 Staging Blackness: African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. We begin with a deep historical examination of 19th century blackface minstrelsy that then progresses into a long-view of how black American dramatists and theater-makers have self-fashioned black dramatic narratives, black aesthetics, and black representations into the twenty-first century. In all cases, we are interested in surveying the ways in which these

artists work within varying modes of dramatic expression and focus their plays and performances on such topics as class, ethnicity, era, fragmentation, gender, history, region, revolution, nationality, race, sexuality, and spectatorship.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL385, THEA323, AFAM323**
Prereq: **None**

FGSS324 Interpreting the "New World": France and the Early Modern Americas
The impact and long-lasting effects of the "discovery" of the "New World" on Europeans cannot be overestimated. This advanced seminar will compare and contrast styles of expedition and conquest among the European nations, though the course will focus on the French context and the various events and encounters that occurred in the early modern Americas, particularly between 1492 and 1610, a period that laid the groundwork for the subsequent colonial project. Throughout the course, we will pay special attention to the Amerindians' points of view. In turn, students will examine the insights and blind spots in 16th-century French navigators', cosmographers', cartographers', and intellectuals' interpretations, representations, and negotiations of difference by critically engaging with concepts such as nature, culture, alterity, gender, sexuality, marriage, religion, exchange, possession, conquest, and war. Reading, writing, and class discussions will be in French.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN324**
Prereq: **None**

FGSS326 Using Drugs: Race, Drugs, and the Colonial Present
This course addresses a variety of issues ranging from the social variation in and construction of drug experiences; the nature of scientific knowledge regarding drug use and the brain; the global trade in drugs and its relationship to histories of colonialism and contemporary forms of Western hegemony; notions of health, harm, and rehabilitation; and the various strategies that contemporary states rely upon in addressing issues pertaining to drug use (particularly criminal justice measures and interventions focused on harm reduction). The course places particular emphasis on the ways drug use is framed in relation to questions of freedom, justice, and the self, ultimately forming a part of a disciplinary apparatus that impacts everyone, whether we directly use drugs or not. Ultimately, drug use is often framed as an issue of "lost productivity" and/or "lost reproductivity," with "rehabilitation" framed as a way of restoring productive activity and eugenic reproduction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM329**
Prereq: **None**

FGSS327 Litanies for Survival, Plots for Revolution
This seminar centers black-feminist and queer-of-color theory, literature, and art from the 1970s to the present in order to interrogate and reimagine revolution and revolutionary praxes. We will examine the interrelatedness of art and activism, hope and despair, collaboration and erotics. Key questions include: How does "survival" put pressure on "revolution," and vice versa, particularly in light of contemporary and imminent catastrophes, local and planetary? How does a joint consideration of survival and revolution affect interpretations of the past, understandings of the present, and imaginings of the future? What political work might intellectual and creative labor perform? Is revolution an event, a practice, or both? A useful term or a ruse?

This seminar is offered in conjunction with the Center for the Humanities' Fall 2018-Spring 2019 theme, "Revolutions: Material Forms, Mobile Futures." Assigned readings will include the work of scholars participating in the Center's Monday night lecture series, and students will be required to attend several lectures over the course of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM326**
Prereq: **None**

FGSS329 Waiting: Bodies, Time, Necropolitics
This interdisciplinary course draws from social theory, gender studies, medical anthropology, disability studies and science studies to address the social stratification of time in corporeal terms. Many theorists have described the 21st century as marked by acceleration; this course addresses its counterpoint: the slow, interminable wait, the being made-to-wait, and the socially structured scenes and experiences of waiting. How can we understanding waiting in the city emergency room for the mentally ill immigrant? What is it in the gender transition clinic? The polluted, toxic neighborhood? The refugee camp? We will begin by surveying multiple frameworks through which we can theorize time and its suspension. We will then focus on experiences of waiting in intersectional terms, that is, in relation to gender and sexuality, race, class, and dis/ability. We will explore how practices that produce life, health, and well-being (biopolitics) can also be necropolitical, when attention, care, or action is given to some, but prolonged or suspended for others. Readings will include works on necropolitical theory (Georigo Agamben, Achille Mbembe), medical and state subordination and abandonment (Javier Auyero, Joao Biehl), and queer and crip time (Lee Edleman, Elizabeth Freeman, Alison Kafer). We will explore a wide range of experiences of waiting, from those related to cancer diagnosis (Sarah Jain), gender assignment surgery (Alexandre Baril), to environmental toxicity (Michelle Murphy) and asylum seeking (Jennifer Bagelman).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FGSS**
Identical With: **STS329**
Prereq: **None**

FGSS331 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course's animating (and unfixable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as "queer" or "trans"? What constitutes a "queer" or "trans" reading of visual culture? How might various formulations of "queer" and "trans" relate to, put pressure on, and/or resist "aesthetics"? What is the relationship between an artist's self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences' efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist's "identity" (asserted and/or imposed) have to do with their art? And what does a viewer's "identity" (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-CHUM**
Identical With: **THEA311, SOC300, AFAM331**
Prereq: **None**

FGSS333 About Clothes: Styles, Histories, Activisms, Poetics
What kinds of work go into the making and wearing of clothes, and what kinds of work do clothes do? This course is a chance to think together about how a range scholars, journalists, curators, and others have written about, handled, studied, preserved, and displayed clothing. At the same time, we will pay close attention to what it means for you to live in relation with your clothes. In conversation with works of literature, historical and curatorial scholarship, visual art, reporting, activism, and more, we will investigate clothes as objects of imagination and resistance, as well as elements of material culture. As we think about the global circuits that have informed various fashion systems, we will consider how particular textiles and textures, cuts of cloth, and racialized, gendered, and sexualized ideas of style emerged in conjunction with particular forms of labor -- and will also note how sustained attention to this multi-billion-dollar business has been devalued historically. Over the semester, you will conduct your own writing experiments at the intersections of language, image, identities, and the materiality-ephemerality of clothing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL332**
Prereq: **None**

FGSS334 Gender and Sexuality in Japanese History Across the Premodern/ Modern Divide
This seminar explores both changes and continuities in Japanese conceptualizations of gender and sexuality between premodern and modern times. Structured around the notion that modernization produced a paradigmatic shift in Japanese life and thought, the course will examine gender and sexuality as both discourse and practice, considering how Japanese people described, experienced, and shaped gender roles and sexual life in their daily existences. We will investigate the dominant gender system and understandings of gender and sexuality operating in Japan before and during the Edo period (1600-1868), then consider the influence of Western views and concepts like the male/female and heterosexual/homosexual binaries on Japanese society and culture from the Meiji period (1868-1912) through postwar times. Other topics include gendered differences in education, gender performance in kabuki, female and male prostitution, the "gender crisis" of the Japanese modern girl, the salaryman and professional housewife archetypes, and postwar gay masculinities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST327, CEAS326**
Prereq: **None**

FGSS335 The Work of Art Against Work: Art, Labor, Politics
Understandings of late 19th- and early 20th-century avant-gardes are tied inextricably to leftist theory, particularly that of the Frankfurt School. This advanced seminar will consider the legacies of that entwinement, while focusing more specifically on its transformations from the late 20th century to the present: We will examine how artists have engaged the "work" of art in relation to the rise of post-Fordism, a globalized economy, and new theories of work and anti-capitalism. We will pay special attention to gendered notions of work and the division of labor (including "craft," affective labor, domestic work, care work, sex work, and more), to debt and racial capitalism, and to the rise of speculative finance and its links to the art market and the patron class.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM325**
Prereq: **None**

FGSS339 Masculinities
This course examines masculinities and the psychology of men using theories and research findings. We survey a range of perspectives on men and masculinity, drawing from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, and queer theory. We will ask how the psychological attributes associated with men relate to private life and public spaces, and whether our enactments and conceptions of masculinity have changed over time. Exploration of these questions will be informed by both psychological research and close analysis of media representations; the course thus emphasizes methods for examining representations of masculinity in science and the media.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC338**
Prereq: **PSYC105 OR [FGSS209 or ENGL208]**

FGSS341 Contemporary Trans Literatures
This course will explore the creative and critical output of trans and gender non-conforming writers, paying special attention to poetry, narrative fiction, and memoir. What literary traditions do trans and gender non-conforming writers draw from to establish our own inhabitations of style and form? How do trans and gender non-conforming writers attend to the erotic dimensions of writing? How do trans literatures address the relation between race, gender and sexuality? What can transness illuminate about the relation between literature and the law? What are the ethical stakes of trans literature? In addition to a deep engagement with the racial politics of transness in the United States, we will make an equal effort to consider perspectives from the global south in our pursuit of answers to these questions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS342 Queer Robotics: Cyborgs in Science Fiction & Anthropology
What do representations of robots and cyborgs in popular film, sci-fi literature, and cultural anthropology tell us about gender, sexuality, race, and what it means to be "human"? In this class we will use critical race studies, queer and feminist theory, disability studies, and science and technology studies (STS) to analyze representations of "cyborg" bodies in speculative fiction and ethnography. Our case examples explore the politics of the body through narratives of military research, artificial intelligence, sex work, urbanism and segregation, biotech research, prosthetics and athleticism, new reproductive technologies, and more. We will engage with poetry, film, visual art, and speculative fiction to explore how bodies are dreamed, crafted, and represented.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS342**
Prereq: **None**

FGSS343 Imitations of Life: Experimental Bodies at the Interface of Science and Culture
This seminar will examine scientific and cultural practices of corporeal simulation, or, practices of bodily substitution, imitation, and re/modeling. Topics examined will include: reproductive surrogacy; gender reassignment

surgeries; experimental subject protocols; prosthetic enhancements; xenotransplantation; biometrics and alternative forms of bodily imaging; the use of nonhuman animals as human proxies; the rise of personalized medicine, and more. Students will engage with a wide range of case studies and theoretical materials from interdisciplinary perspectives. Special attention will be paid to the relationship between scientific discourses of "universality" and "particularity," where socio-cultural forms of difference (e.g., race, gender, disability, etc.) are at once ignored and exacerbated. While most of the material addressed in the class will relate to recent phenomena, we will also be attentive to relevant histories of corporeal differentiation and reimaging.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM, SBS-CHUM**
Identical With: **CHUM343, STS343**
Prereq: **None**

FGSS344 Gender Economics
Gender Economics (200-level) explores gender issues from an economic perspective within diverse societies. This course investigates theoretical frameworks and empirical analyses to examine the changes in labor force participation, the gender gap in pay, workplace discrimination, social norms, household decision-making, and human capital. Through a multidisciplinary approach drawing from economics, sociology, and feminist theory, students critically assess topics such as the gender wage gap, occupational segregation, caregiving responsibilities, and the impact of policy interventions on gender equality. By engaging with contemporary research and real-world case studies, students will develop a nuanced understanding of the intersections between gender, economics, and social justice, preparing them to navigate complex issues in both academic and professional spheres.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON238**
Prereq: **ECON101 OR ECON110**

FGSS345 Women's Lib, Women's Lit
The social movement known as second-wave feminism, but often referred to at the time as "Women's Lib," took center stage in much of the best-selling fiction of the 1970s. This course will look at popular fiction that concerned itself with women's issues and the way it popularized, memorialized, complicated, and contested feminism in the popular imagination. We will look at a range of novels that focused attention on the nature of and possible solutions to women's political, material, and sexual subjection by men. Although our focus will be on the 1970s, we will look at both some important pretexts, and some later responses to the ongoing crises of gendered inequality in the 1980s. We will pay particular attention the gendering of publishing and reception, exploring the contexts in which these books were produced, marketed, reviewed, and read.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL344**
Prereq: **None**

FGSS346 Entangled Sounding Objects: Musical Instruments of Central Asia
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they are at once tangible and symbolic sounding objects that hold significant meanings for the communities they serve. This course will explore the social roles and cultural meanings of musical instruments in Central Asia, a region once traversed by the Silk Road, which extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south.

Drawing on theories and ideas derived from interdisciplinary studies of material and sound culture, the course will examine how instrument making and performance are shaped by and entangled with social systems of value and cosmology, political ideology, ecology, and economy. Class meetings will focus on case studies of bowed and plucked lutes, zithers, mouth harps, end-blown flutes, and frame drums among historically nomadic and sedentary peoples of Central Asia. Through these case studies, students will learn about the origins and historical trajectories of individual musical instruments from the pre-modern period to the Soviet and post-Soviet eras; consider the social and political connotations of various performance configurations and repertoires; discuss the status of instruments in Islam and indigenous spiritual belief-systems, and the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM304, ANTH304, REES204**
Prereq: **None**

FGSS347 Melodrama and the Woman's Picture
Within film history and criticism, the usage of the term "melodrama" has changed over time, as has the presumed audience for the genre. This course will investigate the various ways in which melodrama and the woman's picture have been understood in the United States and around the world, beginning in the silent period; ranging through the 1930s, '40s, and '50s; and culminating in contemporary cinema. We will pay particular attention to issues of narrative construction and visual style as they illuminate or complicate various analytical approaches to melodrama and speak to gender, sexuality, race, and class. Screenings include films directed by D. W. Griffith, Evgenii Bauer, Oscar Micheaux, John Stahl, Frank Borzage, Naruse Mikio, King Vidor, Wu Yonggong, Douglas Sirk, Vincente Minnelli, Max Ophuls, Mizoguchi Kenji, Kim Ki-young, Rainer Werner Fassbinder, Pedro Almodovar, Ann Hui, Lars von Trier, Farah Khan, and Luca Guadagnino, among others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM347**
Prereq: **FILM304 OR FILM307**

FGSS350 Historicizing Early Modern Sexualities
This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1680). Our focus will be the historical construction of sexuality in relation to categories of gender, race, religion, and social status in a variety of sources, both literary and nonliterary, verbal and visual, including poetry, plays, masques, medical treatises, travel narratives, and visual media. Topics covered include intersecting constructions of the sexed/gendered/racialized body; diverse sexual practices; sexual identities prior to the homo/hetero divide; and the histories of pornography and masturbation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL349, CHUM345**
Prereq: **ENGL201**

FGSS351 Queer of Color Critique
This course will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions--religious, legal, and scientific--shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and, also, how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, and class, shape the ways in which we understand expressions of race and queerness?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST351, AFAM351**
Prereq: **None**

FGSS352 Black Thought and Critical Theory
This course follows Stuart Hall's insistence in "What is this 'Black' in Black Popular Culture?" that the theoretical articulations of "blackness" are always "conjunctural." We will investigate how black thought has been conjoined with critical theory through phenomenology, pragmatism, Marxism, semiotics, and psychoanalysis. In our readings of a variety of 20th- and 21st-century thinkers, we will elaborate the philosophical richness and contradictory tensions embedded in the notion of "blackness" at specific historical and theoretical conjunctions. How is "blackness" useful for social theory? Must we assume there is a transhistorical identity to "blackness"? In what ways does "blackness" conjoin with the conceptualizations of gender, sexuality, class, and religion? Black thought and critical theory is the provocation that we attend to the tensions these questions raise. In this course, we will read the works of James H. Cone, Cornel West, Hortense Spillers, Saidiya Hartman, Sylvia Wynter, Denise Ferreira da Silva, Frank Wilderson, Calvin Warren, Tommy J. Curry, Stuart Hall, and Frantz Fanon.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL352, AFAM352**
Prereq: **None**

FGSS353 Destroying the Audience: Limits of Performance and Representation in the Theater of (Non) Being
Young Jean Lee's Theatre Company, active between 2003 and 2016, is most known for a series of "racial-identity plays," written and directed by Lee, which adopt an experimental approach to the critique of racial politics, driven by the motto "destroy the audience." On the one hand, this course will explore literary and artistic works that express an ambivalent, if not antagonistic, relationship to the presence of an audience. On the other hand, this course will consider the role and function of the audience as a social category by considering how the concept of audience (broadly understood) contributes to cultural production about race and gender as a potentially active element in the creative process. Students can expect to read and/or view drama, visual art, performance, film, and self-writing (autobiography and memoir) which, explicitly or implicitly, address the presence of the audience as a way of tackling larger social and cultural problems related to race and ethnicity. The goal will be to foster an understanding of the politics of gender, sexuality, ability, language, and class that determine how these issues are conceptualized and articulated. This course will employ an interdisciplinary approach to the discussion of primary and secondary texts, engaging audience studies, performance studies, ethnic studies, and disability studies, in addition to queer/trans of color, postcolonial, and legal theory, to historically contextualize and theoretically ground a cultural understanding of the relation between audience and racial performance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **THEA353, ENGL364**
Prereq: **None**

FGSS354 Social Science, Black Life: Wells-Barnett, Du Bois, and Hurston's Empirical Experiments
This class has two interrelated areas of focus: first, the racist habits of imag(in)ing blackness's presumed racial-sexual difference that preoccupied social science in the late 19th and early 20th centuries; and second, the formative role that social scientific research and methods played in black people's quests for institutional inclusion during this same period. In their early years, canonical sociology and anthropology consistently proved unable to capture the beauty and complexity in black life, instead lending empirical authority to cultural ways of seeing blackness as inherently pathological. A counter-discourse of black expression took shape, attempting to overcome the negative impact that dominant empirical thought might have on black peoples' struggle for normative citizenship. Focusing particularly on the careers of Ida B. Wells-Barnett, W.E.B. Du Bois, and Zora Neale Hurston, we will explore the contradictory relationship that subsequently emerged between blackness and institutional power--discernible in empiricism's primacy during the long era of postbellum black inclusion. Rather than seeking evidence of black intellectuals' departure from empiricism and its attendant violences, we will explore the messiness of their efforts to experiment with and imagine beyond their misrepresentation and erasure in dominant empirical discourses. Indeed, black artists and intellectuals sometimes recapitulated the violence of empiricist paradigms and their enabling truth claims despite their sound political intentions. In considering the nexus of social science and black life in this period, then, we will also consider the intramural politics of racialized gender, the myriad costs of institutional incorporation, and the stubborn durability of epistemological authority. Secondary texts include works by Hazel Carby, Roderick Ferguson, Kevin Gaines, Julian Go, Avery Gordon, Saidiya Hartman, Katherine McKittrick, Reiland Rabaka, Michel-Rolph Truillot, Autumn Womack, Alexander Weheliye, Sylvia Wynter, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **SOC318, AFAM354**
Prereq: **None**

FGSS355 Social Movements Lab
What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge? This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We'll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S.

The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles, and contexts of the movements under study. Our goal is to understand a range of social justice activisms in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change. The activism you research can be contemporary or historical; local, national, or global; and can take any shape: direct action, community organizing, activist philanthropy, art as activism, etc. You do not need previous experience or activist contacts for this course--just passion and the desire to learn collaboratively!
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **CHUM355, ANTH355**
Prereq: **None**

FGSS357 Sex and Gender: From Synapse to Society
From movies like Think Like a Man to songs like "God Made Girls," from federal policies to gender reveal parties, much of our experience is defined by an ideology of gender dichotomy and an endorsement of fundamental sex differences in behavior. But does science agree? The field of neuroscience is bursting with research that both supports and questions inherent differences in the brains and behavior of men and women. In this course we will be taking an open and critical look at this scientific literature. We will begin by clarifying what it means, biologically, to be male/female, determine the limits to these definitions, and evaluate how these biological elements (genes/hormones/anatomy) interact with our environment and society to influence our behavior and gender identity. Additionally, we will evaluate nonhuman animal and human data regarding sex differences in behaviors (e.g., aggression, verbal communication) and neuropathological states (e.g., addiction, autism spectrum disorder). Student evaluation will include effortful participation, biweekly concept checkpoints, a final paper/presentation, and weekly editorials.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **BIOL357, NS&B357**
Prereq: **BIOL182 AND NS&B213**

FGSS360 Special Topics: Writing Lives
In this course, students will read profiles, biographies, and theories of biography, texts that focus on the stakes of writing the lives of women, people of color, people with disabilities, and queer subjects. As we analyze these attempts to capture a life, to define the problems of this form, and to expand its possibilities, students will work on their own biographical writing. Throughout the semester, we will ask: Whose lives get written, and by whom? What constitutes evidence of a life, according to whom--and what gets left out? What kinds of research are necessary? How does a writer's relationship to her subject inform such a portrait, and what are the ethics of that relationship?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL360**
Prereq: **None**

FGSS361 Queer & Trans Erotic Archives
Is it possible to capture and archive ephemeral, flickering pleasures? This course addresses this question by problematizing the relationship between embodied pleasures and affective memories on the one hand and historical analyses on the other. Based on Derrida's critique of archives' selective preservation mechanisms and reification of normative narratives, queer studies scholars have tried to create their own "counter-archives," often by means of an alternative reading of conventional archives. First, participants will discuss the ethics of reenactments and appropriations of archived desires, analyzing specific case studies that will be an entry point into broader issues related to the scholar's involvement in the voyeurism of the archive. Second, participants will discuss how a focus on queer cultures leads to a rethinking of what constitutes archival material, expanding this definition to include erotica and porn, feelings, ephemera, performances, and mass media. Course readings will also reveal the artificiality of the established boundaries between high and low culture, between authoritative knowledge and experiments with bodily pleasures. The course interrogates pornography's potential as a historical source that reveals non-normative fantasies. Participants will discuss the relationship between sexual fantasy and social reality, between representations of idealized boundless pleasure, and historical contexts of stigmatization, pathologization, and institutional violence. This will lead to debates on archival sexual activism and minoritized bodies in the archive, in order to fully grasp the contraposition between over-determination and queer utopianism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

FGSS363 Body Politics: Desire, Sexualities, and Gender, Past and Present
Sexuality as a category to define, construct, and control the "self" has been seen as a product of the 18th and 19th century. This course turns to ancient Greek society to look at body politics before sexuality and to examine the different ways in which sex and gender are experienced and constructed.

We will approach sex and gender roles as organizing principles of private and public life. Using literary, scientific, historical, legal, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution, adultery); and ideas regarding desire, self-control, masculinity and femininity, and their cultivation in social and political contexts. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course by looking at theoretical approaches and contemporary movements and debates. We will end by looking at how ideas about sexuality in classical antiquity were used in Romer v. Evans, otherwise known as the 1993 Colorado Gay Rights Case.

For CLST Major requirements, this course counts toward the concentrations of Literature and Performance and History, Politics, and Social Justice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST363, COL364**
Prereq: **None**

FGSS366 Queering the Dancing Body: Critical Perspectives on LGBTQ Representation
This course focuses on questions of "queering" dance as a historical, cultural, social, and political enterprise. Focusing on both historical and postmodern dance contexts, the course explores key issues around gender and identity, with special reference to the concepts of performativity, impersonation, sexuality, and transformation. The course places the notion of "flows of gender and transformation" at its center, and examines historical, social, and aesthetic

shifts in these ideas over the past 50 years. It draws on case studies ranging from female/male dance traditions of impersonation in India, China, Japan, and Indonesia, to postmodern shifts of "classical" dance (such as the all-male cast of Matthew Bourne's "Swan Lake") and more popular forms such as voguing and "RuPaul's Drag Race."
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC366, GSAS366**
Prereq: **None**

FGSS369 The Politics of Accessibility: Disability and Intersectional Feminism
This course will examine the social, historical, and political factors that have mediated the visibility of disabled people, as well as the legibility of disability as a marker of identity. As part of global discourses on human rights, disability activism has been a source of significant political change, intimately tied to struggles for the civil rights of racialized, gendered, and working class populations; at the same time, disability activists have pushed for a deeper critique of the assumptions and biases that condition and restrict access to political participation and social/cultural engagement. In order to unpack these connections, we will develop an interdisciplinary and intersectional academic practice, exploring a multitude of activist, artistic, and critical interventions in popular media, social media, documentary film, creative writing, and academic scholarship that have attempted to shift and transform cultural understandings of disability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL371, THEA371, AFAM371**
Prereq: **None**

FGSS374 Abolition and Social Praxis
This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM374, SOC280**
Prereq: **None**

FGSS379 Gendered Belonging and the Politics of Inclusion
If inclusion and belonging are tied to recognition, how do marginalized subjects establish their legibility and "right to appear"? This course addresses social exclusions around gender nonconformity and examines legal, activist, and artistic practices that contest them. Using several contemporary case studies, including fights over the sex segregation of bathrooms, controversies over the diagnosis and treatment of trans* youth, and the movements defending the lives of trans* women of color and advocating for trans* people in immigrant detention, the course will address how U.S.-based social contests over sex/gender are implicated in hierarchies of race, citizenship, and dis/ability, and situated in (neo)colonialism, racial capitalism, and geopolitics in complex ways.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FGSS**
Prereq: **None**

FGSS381 Afro-pessimism, Gender, and Performance
This class engages African and African diaspora critical thought and aesthetic production (dance, visual art, performance art, installation, film) to think about colonial dispossession, objectification, and reparation. We will address topics such as the repatriation of artifacts and other ephemera taken from Europe's colonies that are housed in the archives of European cultural institutions. The objects in question have been described as either artwork, artifacts, or anthropological fetish objects (depending on which field one engages with). How can we rethink our understanding of objecthood as irreducible to "inanimate" things but as also signaling a regime of imperial domination and enslavement that violently turned African personality into a status of objecthood? What does it mean to think about the object (broadly defined) in relation to loss and the (im)possibilities of repatriation and reparation? How does the Black performer's body's disappearance/remains endow the Western art institution? The course will encourage students to think about repatriation as well as certain losses that can neither be repaired/repatriated nor evidenced in conventional ways. In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, as well as the promises and ends of reparation? The assigned readings offer ways to think about colonial archives not merely as neutral repositories of past events, but also as performances; as enactments of power, aesthetic value judgment, and hierarchical arrangements of knowledge production. The theoretical, art historical, psychoanalytic, philosophical, and creative reading materials engage contemporary scholars', artists', and activists' response to both the recorded and ephemeral archives of Black dispossession. Students are encouraged to engage in events and workshops outside of the classroom, such as visiting library archives, attending performances, gallery exhibits, and film screenings.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM371, THEA373**
Prereq: **None**

FGSS382 Queer Migrations and Refugee Politics
This interdisciplinary course explores the politics of migration, refuge, exile, border, diaspora, and home from transnational feminist, queer diasporic, and trans of color perspectives. Our main themes include citizenship, memory,

intimacy, belonging, movement, land, nationhood, and statehood. We will explore how sexuality is integral to each of these as processes and structures of power.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **GSAS380**
Prereq: **None**

FGSS385 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM385, HIST332**
Prereq: **None**

FGSS386 Women and Politics
In this course we will study a variety of topics related to the theme of women and politics: women's political participation, the gender gap, women in political parties, female leadership, and women's issues. Because women's political engagement is affected by their position in society and in the economy, we will also study topics such as inequality, power, discrimination, and labor force participation. Although we will consider these issues in the U.S., our approach will be strongly cross-national.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT385**
Prereq: **None**

FGSS387 Feminist Dispute Resolution
Is feminist negotiation possible? What would egalitarian alternative dispute resolution (ADR) entail? In the first part of this course, we will study and practice traditional dispute resolution techniques. Each student will participate in two-person and multiparty mediations, arbitrations, and quasi-judicial presentations. In the second part of the course, we will study and practice feminist dispute resolution techniques, including "invitational rhetoric." Students will then draw upon the course readings and in-class negotiation exercises to answer questions such as: Should we match dispute resolution strategies to parties' personalities or desired outcomes? Whose conception of fairness and social good should guide our negotiation practices? Are dispute resolution techniques gendered? By the end of the course, students will be more confident negotiators. They will also be able to discuss, debate, and recommend strategies for resolving conflicts and contributing to social justice. Students will be assessed based upon: their preparation for negotiations; their participation in negotiations; their performance on a written mid-term examination; and their performance on a final oral examination addressing the question: "Is feminist negotiation possible?"
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS390 Politics and Society in Japanese Women's Writing
How have some of modern Japan's most celebrated and insightful authors responded to key events and social conditions in contemporary Japan? What sorts of perspectives have these authors brought to issues of industrial pollution, or to youth crime and social change under capitalism, or to ongoing crises in Okinawa and Fukushima? This course seeks to hear the voices of these authors--and the social actors with whom they engage--by grappling with key modern Japanese literary texts in English translation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS390, WLIT322**
Prereq: **None**

FGSS392 Black Grief Geographies
This course introduces students to literature and practices centered on post-slavery and post-colonial bereavement. Employing an interdisciplinary framework of Black Geography, Feminist geography, and post-colonial thought, students will examine the spatial orientations of Black grief and mourning. Here students will also evaluate the connections and frictions between queries on emotional geographies and Black grief. What are the affective and material forces of Black grief and mourning, and do they vary by place? How can we read Black grief and mourning beyond narratives of dispossession? What are the human and non-human assemblages that constitute Black grief and mourning? Is it possible to repair infrastructures that mark Black death? This course invites students to meditate on the above questions as well as to apply Black framings on grief to their own research by developing a 15-page visual essay or a 30-minute in-class lecture that draws on any of these questions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM392, ENGL397**
Prereq: **None**

FGSS393 The Politics of Authenticity
Is there such a thing as an authentic self? If so, can politics help us realize it? Fifty years ago, authenticity was a thriving political ideal, invoked by radical feminists, black liberation movements, gay and lesbian activists, Marxists and conservatives alike. Over the past four decades, however, political appeals to authenticity have come under heavy scrutiny. Some claim that appeals to authenticity inadvertently marginalized individuals who are not "true women," "real blacks," or "actual natives." Others argue that the idea of an authentic culture can be deployed to constrain individual members of cultural minorities. Where does authenticity reside--in gender, sexuality, experience, or culture--and how do we know which one is "real"? Is it worth faulting politicians for hypocrisy if there is no such thing as a "true self"? What becomes of certain emancipatory or justice claims--such as those coming from trans-politics or multiculturalism debates--without a notion of authenticity? In this course, we will discuss what authenticity is or might be, how it has been conceptualized in political theory and contemporary social movements, and why it has become an object of widespread suspicion and continuing appeal.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT393**
Prereq: **None**

FGSS395 Afterparty: End Times, Pleasure, and Clean Up
What do we do in end times, or "after the party" as Joshua Chambers Letson would have it? Already exhausted, with streamers and confetti scattered on the ground, what happens after the party is over? How do we pick up the pieces and move on? Can narratives of perpetual end times create new beginnings and new horizons? Beginning at the end, this course will engage conversations in science fiction, Black studies, art and performance, Indigenous studies, queer of color critique, and environmental justice to explore the work of endings and beginnings, of hope and hopelessness, of destruction and desire. We will pay particular attention to questions of futurity and pleasure as they are manifest in the aesthetic. Writers and artists to be discussed will include N.K. Jemisin, Sylvia Winter, Ursula Le Guin, Katherine McKittrick, Ohan Breiding, Franny Choi, Saeed Jones, Calvin Warren, Joshua Chambers Letson, Dana Luciano, David Wojnarowicz, adrienne maree brown, Autumn Brown, José Esteban Muñoz, Nick Estes, Dionne Brand, Samuel Delany, Tourmaline, Allison Akootchook Warden (AKU MATU), Jordan Peele, and M.E. O'Brien & Eman Abdelhadi. Students will be invited to craft both creative and theoretical responses to class assignments.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **THEA393**
Prereq: **None**

FGSS397 Difficult Women: Post/Feminism in Television Comedies and Dramedies
Although postwar family sitcoms represented women as homemakers, one of the first and most popular sitcom wives also articulated discontent with domestic femininity. Lucy Ricardo became the prototype of the "unruly woman," a figure with feminist potential whose desires exceed and disrupt dominant gender norms. As those norms have shifted, so have TV's unruly women. Second-wave feminism, anticipated in I Love Lucy, was incorporated into a 1970s cycle of comedies centered on single working women whose career aspirations were rewarded. Over the following decades, a postfeminist sensibility dominated television comedies and dramas and became central to a gendered neoliberalism in which energetic individuals "empower" themselves. In recent years, a new type of female protagonist has emerged. Alongside the can-do optimism of single-women comedies from The Mary Tyler Moore Show to Sex and the City to 30 Rock and Parks and Rec, a stream of comedies and dramedies, made largely by and for women, have depicted a variety of flawed, difficult, unruly women coming of age under conditions of socioeconomic precarity, whose less focused energies seem to articulate a more uncertain, downbeat, post-recessional mood. In this course we will situate the latter cycle in relation to both the longer history of televisual representations of women and to the current state of feminist politics. Among the shows we will look at are: I Love Lucy, Bewitched, The Mary Tyler Moore Show, Sex and the City, Ally McBeal, Girlfriends, The Mindy Project, 30 Rock, Parks and Rec, Girls, Insecure, Broad City, Better Things, Two Broke Girls, New Girl, Crazy Ex-Girlfriend, Jane the Virgin, Unreal, Abbott Elementary, Fleabag, Dear White People, and Somebody Somewhere.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ANTH397, FILM202**
Prereq: **None**

FGSS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS405 Senior Seminar
This course is a required seminar for senior FGSS majors. Structured as a workshop, the goal of this course is to develop a collaborative intellectual environment for majors to work through the theoretical, methodological, and practical concerns connected with their individual projects. Seminar topics to be examined will be based on students' research projects, and participants are expected to engage critically, yet generously, with the projects of their peers. We begin by addressing feminist methodologies, including questions of praxis, representation, and theory. Participants are expected to lead discussions on readings relating to their own projects, submit written work on their senior research in stages (project proposal, annotated bibliography, drafts), and do class presentations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FGSS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FGSS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

FGSS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

FGSS444 Race and Reproduction
This interdisciplinary course explores the intimacy of race and reproduction against the backdrop of capitalist modernity. We scrutinize the policies, priorities, and perversions of slave owners, the racially differentiated family

planning programs under apartheid, the eugenicist movements and the criminalization of poverty in the United States to interrogate what is generated by the incapacitation of blackness across scales of time and space. We examine the Marxist feminist elaboration of the concept of social reproduction and then consider black feminist rejoinders that center the reproductive labor of black women -- as slaves, as domestic workers -- that implicate violence and ownership in the mediation of biological and social reproduction as a set of racializing practices in which value is generated, accumulated, and expropriated. Finally, the course considers the proliferation of assisted reproductive technology (ART) in the 20th century, the recourse to surrogacy, and family abolition to interrogate the extent to which the "race-reproduction bind" is disaggregated or reanimated in the present.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH325, AFAM329**
Prereq: **None**

FGSS466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

FGSS469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

FGSS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

FGSS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

FRIES CENTER FOR GLOBAL STUDIES

MISSION

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

VISION

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

GOALS & STRATEGIES

The Fries Center for Global Studies pursues it goals by drawing on resources at hand: the Wesleyan curriculum, faculty, student body, and staff; the Office of Study Abroad; Fellowships; Language and Intercultural Learning; and Language Resources and Technology. Our strategies are designed specifically to:

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

AFFILIATED FACULTY

Dalit Katz
BA, Hebrew University; MA, Hebrew University
Director, Center for Jewish Studies; University Professor of Jewish Studies; Jeremy Zwelling Professor of Jewish Studies; University Professor, Religion; University Professor, Fries Center for Global Studies

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

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BA, University of Arizona; MA, University of Arizona; PHD, Princeton University
Associate Professor of the Practice in French; Associate Professor of the Practice, Fries Center for Global Studies; Associate Professor of the Practice, Russian, East European, and Eurasian Studies

Camilla Zamboni
MA, Ohio State University

Section Head, Italian; Associate Professor of the Practice in Italian; Associate Professor of the Practice, Fries Center for Global Studies; Associate Professor of the Practice, Education Studies

FACULTY

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BA, University of Colorado Boulder; MA, University of Colorado Boulder
Associate Professor of the Practice in Arabic

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Visiting Instructor of Global Studies; Director for Intercultural Learning

Hrissi Haldezos
Adjunct Instructor in Modern Greek; Adjunct Instructor in Greek; Senior Associate Director of Student Accounts and Loan Services

Erica Kowsz
Assistant Staff Professor; Associate Director of Fellowships

Emmanuel Paris-Bouvret
Coordinator, Less Commonly Taught Languages; Adjunct Instructor in French; Director, Language Resources and Technology; Adjunct Instructor in Romance Languages and Literatures

Pedro Pascual
Assistant Professor of the Practice in American Sign Language

VISITING FACULTY

John Kiarie Wa'Njogu
BA, Kenyatta University; MA, Ohio State University-Main Campus; PhD, Ohio State University-Main Campus
Visiting Professor of African Languages

Leslie A. Warren Warren
BA, University of Vermont
Visiting Instructor in American Sign Language

ARABIC

ARAB101 Elementary Arabic I
Arabic 101 is the first introductory course of Modern Standard Arabic (MSA). The course will be conducted primarily in Arabic, except at the very beginning when students are learning the alphabet (Sound and Script). The course is communicative proficiency-based but other methods such as the translation are integrated in the course. While the communicative approach stresses the importance of developing the oral skills in class, all the other skills of language learning be emphasized. Arab culture and history are systematically integrated in the course through student groups cultural presentations as well as other activities.

The class will focus on speaking as an effective way of learning (speak it to learn it). Students will be able to write and create basic words, sentences and eventually write their first essay. The latter will cover--but will not be limited to--FORTE elements (family, occupation, recreation, travel and education). Students will able to converse basic dialogues comfortably in class, and HW will be assigned on a daily basis. There is a weekly Teaching Assistant's session conducted by a native Fulbright scholar from an Arab country.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

ARAB101Z Elementary Arabic I
ARAB101Z is the first introductory course of MSA (Modern Standard Arabic) designed for students who have never had any training in MSA while ARAB102 is its sequel appropriate for students who have taken ARAB101 and/or for individuals who are decent heritage speakers of an Arabic regional dialect. By taking ARAB101 & ARAB102, the student would earn 3 credits and would be able to enter ARAB201 if they choose to do so, as well as reach a low-intermediate level in MSA.

MSA is the official medium of oral and written communication in the Arab World and for religious services in the Islamic world. It has derived from Aramaic, has a close kinship to Hebrew, and it is the language spoken first by the Bedouins of the Arabian Peninsula in the fourth and fifth centuries A.D. It is the language used in books, novels, newspapers, conferences, official and religious speeches, business transactions, legal and government documents, court rulings, public signs, TV and radio newscasts and many TV/cinema productions and shows. It is the language of the Holy Quran and Hadith (sayings by the prophet Mohamed (PBUH) and/or his companions), and it is understood practically by every native Arabic speaker from Morocco to Bahrain. Being the language of Islam, more than one billion Muslims use it in their religious daily rituals all around the world, namely central Asia, South East Asia (Indonesia, Malaysia, India & Bangladesh etc.), the Middle East, the Great Sahara & North Africa.

It is very important to note that Modern Standard Arabic is not exactly the language spoken on the streets in the Arab world. However, anyone with a solid knowledge of MSA will have little to no problem "picking up" any of the main regional Arabic dialects (North African, Egyptian/Sudanese, Gulf, Iraqi, or Levantine)

The course will be conducted primarily in Arabic, except at the very beginning stages which will require the use of English (during Sound and Script discussions). The course is communicative proficiency-based, which stresses the importance of developing the oral skills but also aims at developing the other skills of language learning (listening, reading and writing).

Arab Culture and History are systematically integrated in the course and will be referred to, whenever appropriate and possible. References will also be made to the regional dialects for comparison with Modern Standard Arabic. Student Groups in-class presentations will be an excellent tool for students to learn about different aspects of Arab & Muslim culture, society and history.

The course will be supplemented by audio and video material as well as printed handouts provided by the instructor. Students are expected to do daily homework, role-play, group work, and give regular in-class feedback/ presentations, and are supposed to come prepared for class on a daily basis.

Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

ARAB102 Elementary Arabic II
This course is a second-semester course in modern standard Arabic (MSA) that will continue to stress the basic skills of reading, writing, speaking, and listening. The course will focus on speaking as an effective way of learning (speak it to learn it). Students will continue to learn MSA grammar, write and create paragraphs, and begin to converse comfortably in the target language. Students are expected to develop better listening, speaking, reading, and writing skills in Arabic and to become familiar with Arabic culture. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-LANG**
Prereq: **ARAB101**

ARAB102Z Elementary Arabic II
ARAB102 is its sequel appropriate for students who have taken ARAB101 and/or for individuals who are decent heritage speakers of an Arabic regional dialect. By taking ARAB101 & ARAB102, the student would earn 3 credits and would be able to enter ARAB201 if they choose to do so, as well as reach a low-intermediate level in MSA.

MSA is the official medium of oral and written communication in the Arab World and for religious services in the Islamic world. It has derived from Aramaic, has a close kinship to Hebrew, and it is the language spoken first by the Bedouins of the Arabian Peninsula in the fourth and fifth centuries A.D. It is the language used in books, novels, newspapers, conferences, official and religious speeches, business transactions, legal and government documents, court rulings, public signs, TV and radio newscasts and many TV/cinema productions and shows. It is the language of the Holy Quran and Hadith (sayings by the prophet Mohamed (PBUH) and/or his companions), and it is understood practically by every native Arabic speaker from Morocco to Bahrain. Being the language of Islam, more than one billion Muslims use it in their religious daily rituals all around the world, namely central Asia, South East Asia (Indonesia, Malaysia, India & Bangladesh etc.), the Middle East, the Great Sahara & North Africa.

It is very important to note that Modern Standard Arabic is not exactly the language spoken on the streets in the Arab world. However, anyone with a solid knowledge of MSA will have little to no problem "picking up" any of the main regional Arabic dialects (North African, Egyptian/Sudanese, Gulf, Iraqi, or Levantine)

The course will be conducted primarily in Arabic, except at the very beginning stages which will require the use of English (during Sound and Script discussions). The course is communicative proficiency-based, which stresses the importance of developing the oral skills but also aims at developing the other skills of language learning (listening, reading and writing).

Arab Culture and History are systematically integrated in the course and will be referred to, whenever appropriate and possible. References will also be made to the regional dialects for comparison with Modern Standard Arabic. Student Groups in-class presentations will be an excellent tool for students to learn about different aspects of Arab & Muslim culture, society and history.

The course will be supplemented by audio and video material as well as printed handouts provided by the instructor. Students are expected to do daily homework, role-play, group work, and give regular in-class feedback/ presentations, and are supposed to come prepared for class on a daily basis.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-LANG**
Prereq: **ARAB101 OR ARAB101Z**

ARAB201 Intermediate Arabic I
This course is a second-year, lower intermediate course in modern standard Arabic (MSA) designed mainly for students who have completed at least two semesters of Arabic Fusha or those who already possess a basic foundation in Arabic. Students will develop more skills in writing concrete essays and narrating. They will start talking about current events and describing places and people. Narration, in fact, is the hallmark of the intermediate level, so conjugation tenses will need to be memorized. The course will primarily be conducted in Arabic, except for some cases which require the use of English. The course is communicative proficiency-based, which stresses the importance of developing the oral skills, while giving equal attention to the other skills of language learning (reading, writing and listening). The measure chart and the case system will continue to be discussed and practiced. Aspects of contemporary life and culture in the Arab world as well as Arabic regional dialects will be constantly referred to. Students are expected to do daily homework, role-play, group work, and give regular in-class feedback/presentations. The course will be supplemented by audio and video material as well as printed handouts by the instructor.
Offering: **Host**
Grading: **A-F**
Credits: **1.25**
Gen Ed Area: **HA-LANG**
Prereq: **ARAB101 AND ARAB102**

ARAB202 Intermediate Arabic II
This course is a second-year, upper intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak Arabic comfortably enough to communicate with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts on familiar or concrete topics, as well as newspaper articles and storybooks. Culture will continue to be integrated in the classroom.The class will be conducted primarily in Arabic.
Offering: **Host**
Grading: **A-F**
Credits: **1.25**
Gen Ed Area: **HA-LANG**
Prereq: **ARAB101 AND (ARAB102 OR ARAB201)**

ARAB301 Advanced Arabic I
Arabic 301 is the fifth semester of Arabic MSA and is designed for students who have had at least two full years of Arabic MSA or its equivalent.

This first semester of third-year Arabic will continue to emphasize the four skills in language learning mainly through readings that introduce students to

more advanced topics that draw from literature, Arab Media, sciences and other disciplines. The course will be conducted entirely in Arabic, apart from cases where intricate grammar concepts necessitate English use.

The course is communicative proficiency-based, and students will continue to do role-play, pair work, write weekly reports and commentaries and give regular in-class feedback/presentations. They are expected to contribute orally to class discussions and lectures.

Arab culture and history will continue to be systematically integrated in the course through constant reference. Regional dialects will continue to be referred to, with the purpose of comparing them to Modern Standard Arabic.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **None**

ARAB311 Introduction to Colloquial Levantine Arabic I
This course offers students an introduction to the spoken Arabic of the Levant (Syria, Lebanon, Jordan, Israel, and the Palestinian territories). One of the difficulties facing nonnative speakers trying to master Arabic is that very few Arabs can carry on a conversation in modern standard Arabic, so students must be familiar with a colloquial dialect as well as the standard literary language to communicate effectively in Arabic. Although Levantine Arabic is not as widely spoken as is the Egyptian dialect, it provides a useful entry for English speakers into colloquial Arabic, as it is about halfway between the Egyptian dialect and that spoken in Iraq and offers a useful bridge to mastering either dialect. The text for this course uses the Arabic alphabet. Students need to have a thorough knowledge of the Arabic alphabet and writing conventions to take this course. As much of the vocabulary used by the speakers of the Levantine dialect is derived from standard Arabic, this course will help build students' knowledge of basic Arabic vocabulary.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **ARAB201**

ARAB322 Media in the Arab World: From TV and Film to Social Media (CLAC.50)
Media in the Arab world has undergone significant changes in recent times, with the emergence of new technologies, platforms, and voices across various mediums such as movies, newspapers, magazines, and social media. This course will introduce students to some of the main channels for the communication and expression of information in the Arab world today.

While television remains the most popular source of information - with channels such as Al-Jazeera even having an international audience - access to information has expanded to include online news websites and social media. Social media, in particular, has become an increasingly important source of information, especially among younger generations.

In this course, we will delve into the evolution and impact of media in the Arab world, exploring its role in shaping public opinion, identities, and narratives across different channels. We will look at movies, television series, and social media programs, as well as sources of traditional information, such as newspapers, magazines, and news broadcasts.

This course is open to students studying all levels of Arabic, but is particularly suited to students who have completed Intermediate Arabic as well as native speakers of Arabic.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST325**
Prereq: **None**

ARAB380 Arabic in Translation: Arabic-English & vice versa (CLAC.50)
This course is aimed at introducing students of Arabic, who are already advanced in the Arabic language and have a decent command of it, to the art of translation--namely, translation between Arabic and English. After an overview of translation concepts and techniques, we will study and tackle samples from news media, literature, publicity announcements, novels, and a wide range of actual translation assignments. The course will be conducted in Arabic, except for the parts where English has to be used as part of the translation processes.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST380**
Prereq: **None**

ARAB381 Arabic Calligraphy (CLAC.50)
This course caters to students with an interest in Arab culture, offering hands-on workshops to acquire basic skills in various Arabic calligraphy styles using classical materials (qalam, pen, ink, brush). In addition to practical sessions, the course provides a historical perspective on calligraphy, showcasing examples from the Middle East and North Africa. The instructor, who is experienced in creating calligraphic art, will guide students through the intricate world of Arabic calligraphy.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST381**
Prereq: **None**

ARAB401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARAB402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARAB492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CENTER FOR GLOBAL STUDIES

CGST131B Writing About Places: Africa
This course is one in a series called "writing about places" that explore the long tradition of writing about travel and places and changing attitudes toward crossing cultural borders. We will examine historical and cultural interactions/ confrontations as portrayed by both insiders and outsiders, residents and visitors, colonizers and colonized--and from a variety of perspectives: fiction, literary journalism, travel accounts, and histories. Writing assignments will include critical and analytical essays as well as encouraging students to examine their own experiences with places and cultural encounters.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL131B**
Prereq: **None**

CGST136 Writing for Fellowships
National fellowships are prestigious, competitive awards that enable the recipient to pursue graduate study, a research project, or travel abroad. While fellowship winners experience great personal growth and gain credentials that aid future success, preparing the application itself helps students clarify their goals and learn how to present themselves to an unfamiliar audience, such as future employers. In this course students will learn about various fellowship opportunities, identify steps toward building a strong candidacy, and create a portfolio of compelling application materials. To inspire creative thinking, we will read short writings in various genres; authors may include Octavia Butler, Jose Antonio Vargas, Ruth Bader Ginsburg, N.K. Jemisin, Ursula Le Guin, and Ocean Vuong. We will then craft personal statements and other fellowship materials, taking them through a rigorous writing process with multiple revisions. By completing the course students will grow as writers and gain skills that can also be used in writing grants and seeking a job.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CGST141 Depicting Death in Literature
This course analyzes the theme of death primarily within French and francophone writing (in English translation), tracing the evolution of death imagery over time in literary texts. The curriculum will investigate various contexts related to the environment and language usage, offering a nuanced understanding of how the portrayal of death has changed in literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **CHUM141, RL&L211**
Prereq: **None**

CGST155 Portuguese (Romance Language Speakers) I
This course offers students who have a strong working knowledge of Spanish or another Romance language the opportunity to study Brazilian Portuguese in an accelerated format. This course is conducted entirely in Portuguese. Completion of both semesters is required for study abroad in Brazil.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **PORT155**
Prereq: **FREN112 OR ITAL112 OR SPAN112**

CGST201Z Teaching English as a Foreign Language (TEFL)
This course is designed for students that are considering teaching English outside of the United States in the future. It may be particularly useful for those considering applying for a Fulbright English Teaching Assistant, the JET program, the Peace Corps, or continuing after Wesleyan to get a TEFL or TESOL certificate or master's degree. The course will include basic language acquisition theory, TEFL teaching techniques, readings by sojourners in various programs, and opportunities to reflect on personal reasons for choosing to teach abroad.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT201Z, EDST201Z**
Prereq: **None**

CGST202 Preparing to Study Abroad: Culture and Language
This course is designed to facilitate students' preparations to study abroad during the following term. Through exploration of intercultural and language learning theories, intercultural communication strategies, and theories about culture, students will build a foundation for their learning and achieving their individual goals during the semester abroad. The course is open to those who are studying abroad in English as well as those who are studying a language. The course is graded at the end of the term, but ungraded check-ins during the study abroad experience are required for the credit to be awarded.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST203 Returning from Study Abroad: Integrating Your Experience
This course will facilitate returning students' integration of the study abroad experience into their academic and personal lives. Through guided activities, readings, and weekly writing assignments, students will reflect on the many facets of the study abroad experience and how they relate to identity, academic interests, and future plans, including fellowship applications and career opportunities abroad.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Prereq: **CGST202**

CGST204 Artificial Intelligence and Other Digital Tools for Learning Another Language
This course will explore the applications of generative artificial intelligence and other technologies to enhance the language learning process. Through readings of current literature in the fields of Computer Assisted Language Learning (CALL) and language pedagogy, as well as hands-on experience, students will develop an understanding of guiding principles for implementing various technologies soundly in language learning activties. Class format will include conversations based on readings and work on projects using various technologies such as generative AI, augmented reality, and virtual reality environments; video games; and dedicated language learning software. Students will develop sample learning activities, participate in a presentation for the language teaching/learning community, and develop a project of their choice. This course is well suited to students with an interest in learning languages and understanding pedagogical approaches to the teaching of languages and cultures.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**

Gen Ed Area: **HA-CGST**
Prereq: **None**

CGST205 Introduction to Global Engagement
This team-taught and community-engaged seminar introduces students to the ideas and practices central to strengthening one's intercultural competence, in part through a critically informed approach to globalization. The course views "cultures" as porous, fluid, internally contested, and often overlapping -- and yet still as vital realities shaping the lived experiences of all people. Building intercultural competence requires not just acquiring new knowledge but also practicing the skills and honing the attitudes that are needed to interact effectively and appropriately on a basis of informed, mutual respect. This course is a core requirement of the Global Engagement Minor (GEM); students will begin to work with the eportfolio that they will use over their time in GEM to track, reflect on, and synthesize the various experiences making up the minor.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST206 Global Engagement in Practice, Swahili Language and NGO Case Study in Kenya
This integrative, hands-on course is only open to Global Engagement Minors selected during the fall application process. Building on the theoretical frameworks and practical tools introduced in the gateway course, CGST 205: Introduction to Global Engagement, it weaves together Swahili language learning, regional studies, and an immersive spring break engagement with an educational NGO in Nairobi, Kenya. Situated within the broader regional education landscape, the course invites students to contextualize the NGO's work while also making their experience personally relevant through the design and implementation of a micro-project aligned with their academic interests. Course content introduces key historical, cultural, and contemporary dynamics of East Africa, with particular attention to the NGO's role within this evolving ecosystem. Through structured reflection and post-travel analysis, students critically examine their field experiences, strengthening their intercultural competence and deepening their global perspective. Throughout the semester, students will study beginning Swahili while exploring the broader context of the case study NGO, Kenya Education Fund. Course content will introduce students to key historical, cultural and contemporary dynamics of the East African region, with particular attention to the youth-led movements shaping present-day Nairobi and the NGO's role within that landscape. In preparation for the trip, students will design a personalized micro-project aligned with their academic interests, to be implemented during their time on the ground. Upon return, they will reflect on and analyze their experiences, deepening their intercultural understanding and global perspective.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Prereq: **CGST205**

CGST208 ¿Convivencia o conflicto?: Las tres culturas de la España medieval a través del arte (CLAC.50)
For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual wellbeing. This Spanish-language section complements the ARHA 310 curriculum, by exploring the resonance between medieval experiences of identity, pluralism, appropriation, and exchange and our own uneasy attempts at building a multiethnic, multicultural society. This class will be conducted in Spanish. ARHA 208 is open to intermediate and advanced Spanish learners (SPAN 113 and above), bilingual students, and heritage speakers. Enrollment in ARHA 310 is optional but encouraged.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ARHA208**
Prereq: **None**

CGST210 Language and Thought: Introduction to Linguistics
What makes human language unique? This course is an introduction to the study of human language and its underlying properties. Much of our linguistic competence lies below the level of conscious awareness, and linguists seek to uncover the subconscious principles and parameters that govern our knowledge of language. This course first explores the core theoretical areas of linguistics: phonology (sound structure), morphology (word structure), syntax (sentence structure), and semantics (meaning). Then, we will explore such topics as the workings of language use, language variation, and first- and second-language acquisition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST213F How Language Works: The Beliefs and Bias that Affect our Social World (FYS)
This first-year seminar takes an in-depth look at how we communicate. What do we believe about language? How does that affect our interactions on personal and societal levels? Drawing on readings from the fields of linguistics and anthropology, we will challenge common language myths and beliefs related to multilingualism, language and dialectal stereotypes, gendered language, and language learning. To synthesize those ideas, students will write reflectively and discuss their own oral and written language, conduct short research projects, and synthesize their ideas into a final paper related to a topic in the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT135F**
Prereq: **None**

CGST214 Language Shift, Change, and Loss
South Asians (India and Pakistan) are multilinguals or at least bilinguals. Most of the world's population is at least bilingual, if not trilingual or more; nevertheless, fluent bilingualism in the United States is relatively uncommon, and biliteracy is even more rare. However, much of the research on language development and bilingualism has been conducted in the United States, even though we (USA) are a "minority world population" in these matters and we interpret the research findings in ways that most of the world's multilingual speakers would find unusual. In this course, we will study both first language and multiple language development. We will look carefully at both simultaneous bilingualism (early bilingualism, bilingualism as a first language, or "bilingualism from the crib") and sequential bilingualism (learning a second language, or more, after the first language is established). We will explore language shift (from mother tongues to majority language), and change and loss from South Asians' perspectives and how these perspectives are different from and similar to the rest of the world, and consider what should be done for language maintenance.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **GSAS214**

Prereq: **None**

CGST215 What is (a) Language?
Scholarly inquiries into language have always faced the distinctive (though not unique) problem of how to define their object of study. What is language? Language in general, human language, a particular language, language as opposed to dialect or idiolect, etc.

This course will not answer these questions. It will, however, examine the most important and influential ways that they have been formulated and answered throughout the Western tradition of linguistic inquiry. Our survey will be organized around two main tendencies that are sometimes distinct but often complementary. First, the question of origins: Where does (a) language come from, and what does this tell us about its nature? We'll look at etymology and theories of language change alongside thought experiments and evolutionary theories that try to narrate the emergence of language from nonhuman forms of animal communication. Second, the questions of structure and function: How does (a) language work; what do we use it to do? We'll look at the medieval trivium of grammar, logic, and rhetoric, alongside the (approximate!) modern analogues of morphosyntax, semantics, and pragmatics. Our goal will be to get a sense of the major theoretical issues that have run through scholarly inquiries into language(s) across disciplines ranging from linguistics and philosophy through anthropology, sociology, and literary theory, to cognitive studies and evolutionary biology.

While our scope is large, our method will be narrow, focusing on close readings of important primary texts in the history of Western linguistic thought. Since our emphasis will be on the coherence of theoretical positions rather the coherence of historical narratives, we'll focus especially on works that have exerted the strongest influence on contemporary understandings of language, particularly those from the 20th and 21st centuries.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL337**
Prereq: **None**

CGST218 Teaching Spanish K-12: Second Language Pedagogy (CLAC 0.5)
This is a community engagement course in which students learn basic principles of language pedagogy and language acquisition to inform their teaching of Spanish to children at one of the Middletown public schools. Readings in English and Spanish; class discussion and assignments in Spanish. Students will familiarize themselves with characteristics of second language (L2) learning and teaching, a basic know-how on analyzing and preparing materials for language learning/teaching, and L2 teaching as a profession.

Language and course requirement: Students must have recently taken a SPAN course numbered 221 or above. Preference will be given to EDST and HISP majors, as well as juniors and seniors.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN204, EDST204**
Prereq: **None**

CGST220 Italian Gaming Lab: Using Tabletop Games for Language Learning (CLAC.50)
Italian Gaming Lab is designed as a game-based Italian language laboratory that will focus on why and how tabletop games can be effective tools for language learning; examples will include board games, card games, and tabletop role-playing games (TTRPGs), an increasingly popular type of game that is based on collaborative storytelling in which participants either impersonate one or more characters or create and organize entire worlds.

In this CLAC course, we will explore how a game-informed pedagogy can work in Italian language and culture classrooms and to highlight analog gaming approaches that have worked inside and outside the language classroom. We will discuss the basics of Game-Based Learning (GBL) applied to L2 acquisition, as well as play a series of games that can illustrate the gameful principles previously studies. Participants will discuss the application of gaming principles to L2 acquisition and create reports and playful presentations on their linguistic journey through play. The course offers students the opportunity to use language creatively and to develop critical knowledge within the rising and innovative field of Game-Based Learning and educational game design.

The course will be conducted in Italian, and games will be played in Italian. Both intermediate/advanced learners of Italian (second-year level or above) and native speakers are welcome. If you are unsure about whether your language background is sufficient for the course, please contact the instructor.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL220**
Prereq: **ITAL102**

CGST221 Food in Japanese Media (CLAC.50)
This 0.50 CLAC section is conducted in Japanese and will feature Japanese-language media (documentaries, films, TV shows, anime, and some texts such as news articles and manga). It is designed to supplement CEAS 210: From Tea to Connecticut Rolls: Defining Japanese Culture Through Food. All materials and discussion will be in Japanese. There may be some writing assignments depending on ability. The section is open to students with Japanese-language ability, from intermediate level to native speakers. With the instructor's approval, this section may be taken independently of the parent course. Evaluation will be primarily based on participation, effort, and completion of assignments.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS211**
Prereq: **None**

CGST222 Translating Modern Japanese Song Lyrics (CLAC.50)
This course offers students the opportunity to build skills and experience as translators of cultural texts by producing Japanese-to-English translations of the lyrics to select modern Japanese popular songs. Students will formulate their own individual translations of the assigned song each week, and then work together in class sessions to amend and further develop those translations, learning from each other's choices and strategies in order to arrive at the most effective rendering possible. Successful completion of JAPN 218 required; heritage learners, native speakers of Japanese, and others with advanced

Japanese language skills (both spoken and written) are welcome in the course, with advance permission from the instructor.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **JAPN285**
Prereq: **JAPN218**

CGST223 French Literary Masterpieces on Screen (CLAC 0.5)
This CLAC course is linked to the FYS RL&L 252F: French Literary Masterpieces in Translation and on Screen. In this CLAC course, conducted entirely in French, students will have the opportunity to read the texts in their original language, and to hone their French speaking, listening, and writing skills. Assignments will include written commentaries (i.e., close readings) and short presentations on the material. As for the films, students in the CLAC course will be expected to watch and discuss French-language adaptations. This CLAC course is intended for students who have at minimum an advanced intermediate level of French. Learners of French as well as native and heritage speakers of French are welcome. Credit: 0.5. Regardless of students' previous exposure to the French language, including AP and IB courses, students interested in the CLAC course must take Wesleyan's French placement test and score into at least FREN 215 (Advanced Intermediate French). Should they place into FREN 215, they must enroll in this class in order to be eligible for the CLAC course. Students who place into FREN 112 or below will not generally be eligible due to the degree of difficulty, though students may submit a petition. Moreover, all students must meet with the instructor before enrolling in the CLAC course for an oral comprehension and expression evaluation. This CLAC course, in combination with the FYS in English, will count toward the French Studies Major or Minor, as well as the Romance Studies Major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN253F**
Prereq: **None**

CGST224 Living a Good Life: Chinese Lab (CLAC.50)
This optional "lab" class is intended for students (1) who have taken or are currently taking PHIL 210: Living a Good Life; and (2) who have little or no exposure to classical Chinese. Each weekly session will introduce students to aspects of the classical Chinese language--the written language of pre-20th-century China. Students will be able to read (in Chinese) and discuss (in English) key passages from the Confucian classics on which the Living a Good Life courses is partly based. No previous knowledge of Chinese (classical or modern) is necessary.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL151, CHIN151**
Prereq: **None**

CGST225 Living a Good Life: Greek Lab (CLAC.50)
This half-credit "Greek Lab" uses a slow reading of Plato's Republic to invite students into the world of Ancient Greek. In the first three weeks of the semester, students will be introduced to the Ancient Greek alphabet and explore the meanings of two key Greek philosophical terms -- eudaimonia (often translated as "happiness" or "flourishing") and dikaiosune ("justice" or "righteousness") -- that will set the stage for our study of Plato. In subsequent weeks, we will progress through each of the ten books of the Republic, highlighting a pivotal Greek keyword in each class session and discussing how its nuances inform Plato's argument for the good life as the just life.

No prior experience with Greek (ancient or modern) is required, and all readings and discussion will be geared toward students with little to no background in classical languages. Our goal is twofold: to develop an appreciation for Attic Greek, and to discover how direct exposure to the language enhances our understanding of a core text in the history of philosophy. Through short reading assignments prior to class, followed by group work and guided discussion in class, students will gain a unique perspective on some of philosophy's most enduring questions, while also developing the tools to navigate Ancient Greek terminology with confidence. Please note: this course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative and is not meant to replace a full introductory course in Ancient Greek. Students seeking more in-depth language training should enroll in GRK 101.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL152**
Prereq: **None**

CGST226 French and Francophone Gastronomy (CLAC .50)
This course explores the variety of French and Francophone gastronomy through texts, recipes, and other media such as films and cooking shows. Through these materials, students will reflect on the relationship between food and culture and the shape it takes in French and Francophone cultures. They will develop a deeper knowledge and appreciation for various foods and dishes. The course will include a hands-on component through which students will cook and taste foods from various areas in the Francophone world. The course will culminate in a final public event during which students will introduce and share foods from the Francophone world, which attendees will have the opportunity to taste. In addition to weekly meetings, there will be a few cooking workshops. Grade will be based on class participation, weekly reflection journals, a final presentation, and a final paper. This course is taught entirely in French. Readings, written assignments, and class discussions will be in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, and the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN233**
Prereq: **None**

CGST227 Writing Short Fiction in Spanish
This course will be both an examination of the short story form in Latin American letters, a genre that has been crucial to the region's intellectual traditions and its ruptures, and a deep exploration of the act of writing short fiction in Spanish. By examining diverse aspects of the craft of fiction writing, and through a discussion of their own writing and that of their peers, students will search for their (multilingual) voice to explore some of their philosophical, affective and linguistic concerns, become stronger writers and storytellers and improve their skills in Spanish. They will also familiarize themselves with some of the most captivating fiction produced by Latin American and Latinx short story writers over a century.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN227, WRCT277**
Prereq: **SPAN221**

CGST228 Deaf Communities: Facts and Perspectives
This course explores the diversity of the Deaf communities in the United States, examining Deaf cultures and the factors shaping them including history, education, technology, and institutions. We will discuss the prevalent perspectives in American society towards the Deaf experience, clinical and cultural. We will also compare American Deaf cultures and American mainstream cultures.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **ASLD160**
Prereq: **None**

CGST229 Language and Politics: Making and Unmaking of Nations
This course explores the key topics at the intersection of language and politics, including language choice; linguistic correctness; (self-)censorship and hate speech; the performance of ethnic and national identity in language; gender politics and "powerful" language; rhetoric and propaganda; and changing conceptions of written language, driven in part by technological advances. One of the examples of such topics is Tweet politics or incivility on the web around the globe. This course consists of three modules. In the first two modules the above-mentioned topics will be discussed in general, while in the last module we will see how preferences in language policies and politics played a significant role in making and unmaking of nations in different parts of the world, from South Asia to East Asia to North America.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS210, CSPL212**
Prereq: **None**

CGST230 Between Marx and Coca-Cola: European Cinema of the 1960s and 1970s
In the 1960s and early 1970s, a growing sense of alienation and social unrest spread across Europe, making their marks in both society and cinema. Borrowing the words of New Wave director Jean-Luc Godard, these years led to the emergence of "the children of Marx and Coca-Cola." This course, taught in English, will introduce students to a multi-faceted portrait of Europe in the 1960s and 70s through avant-garde and popular cinema from France, Italy, Spain, Germany, and Eastern Europe. We will focus on films that depict global capitalism, gender relations, and government control. Some of the themes we will discuss include the critique of consumerism and materialism, the changing role of women in society, life under socialism and dictatorship, and youth counterculture. Last but not least, students will learn how New Wave directors challenged traditional approaches to narrative cinema.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **RL&L230**
Prereq: **None**

CGST231 Love and Suffering in Ancient Rome (CLAC.50)
In this CLAC course students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on "love." We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate "western" beliefs on love and marriage, that is, "all you need is love," over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLAS**
Identical With: **LAT230**
Prereq: **LAT102**

CGST233 Introduction to ASL / English Interpretation (CLAC 0.5)
Having completed course work in Beginning ASL I, II and Intermediate I, II, students who have demonstrated a strong interest in continuing their studies at a more sophisticated and challenging level may find this course work interesting pursuant to becoming a professional, credentialed Sign Language Interpreter.

This experience will provide students with a working knowledge of the profession of interpreting including the Code of Professional Conduct, certification criteria, the roles and responsibilities of a professional interpreter and discussions of the role of the interpreter in a variety of professional settings including educational, medical, legal, the performing arts, counseling, and rehabilitation.

Students who attend this course demonstrate that they are able to express in ASL, with some confidence, routine and everyday experiential topics within a conversational format with some elaboration. They demonstrate clear and accurate signing and fingerspelling at a moderate rate of speed.

This coursework uses a process-oriented approach for applying the essential cognitive strategies for interpretation. These strategies include organizing and manipulating visual images, analyzing message for meaning, and self-monitoring for message accuracy. This experience serves as a transition from language learning to beginning interpretation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Identical With: **LANG233**
Prereq: **LANG191**

CGST234 Introduction to Russian and Soviet Cinema (CLAC.50)
This course provides an introduction to the history and poetics of Soviet and Russian cinema--in Russian. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia. Students will learn the key works, names, events, and concepts of the Russian cinematic tradition. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film studies in Russian and English. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. This class consists of lectures and focused discussion of films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS234, FILM234, REES234**
Prereq: **RUSS202**

CGST235 Brazilian Culture and Identity Through Media (CLAC.50)
If asked about Brazil, chances are one may answer by invoking stereotypes that once conveyed Brazil's global image: samba and futebol (soccer). While music, carnaval, and soccer are central elements of the national identity, these aspects of Brazilian culture fail to do justice to the complexity of a country of ever-increasing global impact, with a top-ten economy, a massive, continental territory. and some 200 million inhabitants who constitute what may be the most diverse population on the planet.

In this course we will critically examine how the media has helped shape Brazilian identity and how the country is perceived from outside. We will cover topics such as social relations, race, poverty, gender, violence and human rights. Readings will draw upon theories and concepts in media studies and cultural studies. Class discussion will consider cultural texts, television shows, films, music, poetry, fashion, and social media posts. This course will be taught in English and Portuguese (introductory or intermediate level is sufficient).
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST236 Music, Culture and Social Justice in Latin America (CLAC.50)
This course examines influential Latin American musicians and the relationship between their artistic production and the battles for human rights, democracy, and social justice in the hemisphere. The seminar will focus on the periods of dictatorial rule and transition to democracy in the Americas (mostly, from the 1960s through the late 1980s). We will study the main musical trends and leading artists in Spanish and Portuguese speaking countries in those decades, assessing the role of their music in battles for free expression, democracy, and social justice in human rights. Among the artists whose work we will consider are Victor Jara (Chile), Mercedes Sosa (Argentina), Los Guraguao (Venezuela), Catano Veloso, Gilberto Gil, and Chico Buarque (Brazil). Students will be encouraged to analyze music through lyrics and song form, while understanding the historical, political, and social climates in which these artistic productions developed. Students will understand how music and culture can be powerful tools of resistance, assessing their impact in educating, inspiring, and creating social awareness and commitment in Latin American societies. This course will be taught in English, Portuguese, and Spanish (introductory or intermediate level is sufficient).
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST237 The Soviet Century (CLAC.50)
This course begins and ends with two crucially important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the Russian government with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to remake the world. On December 26, 1991, the Soviet Union collapsed into 15 countries. The Soviet project raises fundamental questions about political systems, economics, and human nature--questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will explore the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the course will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider key theoretical writings in addition to poetry and prose by major Russian and Russophone authors. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. This class consists of lectures and focused discussion of essays and films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-REES**
Identical With: **REES257**
Prereq: **RUSS202**

CGST238 Investigaciones Importantes en Psicología (CLAC.5)
This course will focus on several key empirical studies that have had an impact on the field of psychology. We will explore the big-picture question each study was examining, what the thinking in the field was then and is now on this big-picture question, how the data were gathered and analyzed, what relevant replication attempts have found, and what the implications of the findings are for the field of psychology. Lectures and conversations will be conducted in Spanish. Readings will generally be in Spanish, but some may be in English. Students should be at the intermediate level or above.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC281**
Prereq: **SPAN110 OR SPAN111 OR SPAN112 OR SPAN113**

CGST240 Introduction to Tamazight: The Native Language of North Africa and Beyond (CLAC.50)
This course will introduce students to the language (sounds and script) and culture of the Amazigh people, an ethnic group (commonly known as Berbers) native to North Africa and West Africa, specifically Morocco, Algeria, Tunisia, Libya, Mauritania, northern Mali, and Niger, with some oases in Egypt and the Canary Islands. The Tamazight language--the alphabet of which is called Tifinagh--has been a written language for almost 3000 years, although it was disrupted throughout history due to various invasions and conquests of the area. The Tuareg people of the Sahara desert in Northern Africa, and as of late Morocco and Algeria, have been using the Tifinagh alphabet (oldest dated inscription from about 200 BC) and the Tamzight language as a secondary national language. The objectives of this course are: 1. To introduce students to the sounds and script of Tifinagh; 2. To teach students basic conversation and essential elements of the Tamazight language; and 3. To familiarize students with the culture of the different Amazigh peoples.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **LANG160**
Prereq: **None**

CGST241 Introduction to ASL in the Performing Arts (CLAC.50)
This course offers an introduction to artistic ASL interpreting. "Artistic ASL Interpreting" does not apply only to performing groups who present songs in sign language on a stage. Nor is it a term that is exclusively linked with theatrical interpreting in a "platform" setting of plays, musicals, or poetry. Artistic interpreting can be explained as a refined, more creative style of interpreting at the highest levels of the profession. For students, it presents challenges that encourage more attention to eye gaze and contact; shifts in body stance and positioning; size and style of sign production; facial expressions; gestures as communication and sign alternatives in overall concept formations and messaging. These are, in fact, some of the most important components in ASL communication and some of the most challenging aspects to encourage or teach.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-ASLD**
Identical With: **ASLD221**
Prereq: **LANG191**

CGST242 Introduction to ASL / English Interpretation (CLAC.50)
Having completed course work in Beginning ASL I, II, and Intermediate I, II, students who have demonstrated a strong interest in continuing their studies at a more sophisticated and challenging level may find this coursework interesting pursuant to becoming a professional, credentialed sign language interpreter.

This experience will provide students with a working knowledge of the profession of interpreting including the code of professional conduct, certification criteria, the roles and responsibilities of a professional interpreter, and discussions of the role of the interpreter in a variety of professional settings including educational, medical, legal, the performing arts, counseling, and rehabilitation.

Students who attend this course demonstrate that they are able to express in ASL, with some confidence, routine and everyday experiential topics within a conversational format with some elaboration. They demonstrate clear and accurate signing and fingerspelling at a moderate rate of speed.

This coursework uses a process-oriented approach for applying the essential cognitive strategies for interpretation. These strategies include organizing and manipulating visual images, analyzing message for meaning, and self-monitoring for message accuracy. This experience serves as a transition from language learning to beginning interpretation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Identical With: **ASLD222**
Prereq: **LANG191**

CGST243 Die Grenzen meiner Sprache bedeuten die Grenzen meiner Welt (CLAC .5)
This CLAC will explore the practice of translating philosophical German by focusing on Wittgenstein's Tractatus, its recent translations, and its (often unnamed) sources and influences -- including writings by Gottlob Frege and Immanuel Kant as well as by various Viennese intellectuals such as Karl Kraus and Otto Weininger. The Tractatus is a particularly productive focal point because it advances a theory of language and meaning that has immediate relevance for conceptualizing what is involved in translating from one language into another. In practicing translation, students will be testing the theory that they are attempting to translate. This will provide them an additional dimension in which to wrestle with the content of the text. Enrollment in the associated seminar, PHIL389/COL386, is encouraged but not required. The course is open to students at all levels of German study. Discussions will be conducted in a mixture of English and German, since we will be discussing the nuances of words and phrases in both languages. By preparing (and discussing) their own translations of texts, students will become familiar with the sorts of challenges that arise in rendering philosophical German into English and will develop strategies for negotiating these challenges. Students will also be encouraged to consider translations into other languages in which they are competent.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Identical With: **COL385, GRST385**
Prereq: **None**

CGST245 Not Just Neorealism: Italian Cinema, its History and Politics (CLAC.50)
This 0.5-credit course is conducted in Italian and designed to supplement the English-language Italian cinema course "Not Just Neorealism: Italian Cinema, its History, and Politics" (RL&L 245). The presentations that are part of the requirements for the parent course (RL&L 245) will serve as our basis in this discussion-based section: Students will be responsible for screening films in addition to those required for 245, for presenting them, and, during the discussion sections in Italian, responsible also for linking them to the course material. Further, students enrolled in the CLAC will also make mini-presentations to the broader body of the students enrolled in the parent course only, linking the extra screenings to those that are part of the course syllabus, and enriching the discourse and knowledge base.

Students are required to be simultaneously enrolled in the parent course in order to enroll in the CLAC section. For this reason, enrollment is granted on a POI basis.

Students must have advanced competency in Italian: completed ITAL 221 or a course with a higher number, spent a semester (or more) in Wesleyan's Program in Bologna, or be linguistically proficient. For any questions about linguistic preparation, please contact the instructor.

Please note that at present this section is not acceptable as one of the nine required courses for the ITST major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL245**
Prereq: **ITAL221**

CGST250 Body, Soul, and Afterlife Journeys in Ancient Greece (CLAC.50)
The connection between body and soul and their journey in the afterlife were at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This CLAC course is connected to the Classical Civilization course titled "Death and Afterlife in Egypt and Greece" that will be taught in the fall by Kate Birney. The parent course explores the archaeology of death and burial in Egypt and Greece. It examines how the funerary practices and the very notions of death, the soul, the body, and the afterlife operated in these societies by drawing upon diverse evidence--archaeological, art historical, and mythological.

In this CLAC course students with some background in ancient Greek will read selections of the surviving evidence on death and the afterlife. Sources will be drawn from diverse genres and periods: historiography, Homeric poetry, Platonic philosophy, and religious tablets. This diversity will offer a unique opportunity to identify different registers and to explore how language itself reflects and in turn shapes the ideas and practices for which it is used. We will thus be looking at: how different media and performances are used to express loss, hope, and heroism in the face of death; how social class, gender, and political ideology are reflected in these media and how they influence ideas about death and the afterlife; and, last, how we are to create adequate methodologies as "readers" of such diverse evidence.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Greek.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **GRK250**
Prereq: **GRK102**

CGST251 Classical Chinese Philosophy: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Classical Chinese Philosophy (PHIL205) course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN351, PHIL251**
Prereq: **None**

CGST252 Chinese Calligraphy (CLAC.25)
This 0.25 CLAC course will provide students with a brief understanding of the art of Chinese calligraphy through calligraphy practice. They will learn about the characteristics of Chinese calligraphy from the "Four Treasures of the Study," as the tools of calligraphy (writing brush, ink stick, ink stone, and paper). They will understand the development history of Chinese calligraphy from five basic scripts of Seal (zhuanshu), Clerical (lishu), Standard (kaishu), Semi-cursive (xingshu), and Cursive (caoshu). The course focuses on imitation and practice of the Standard script kaishu. Prerequisite: Current or future Chinese class students are preferred.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN303**
Prereq: **None**

CGST253 East Asian Culture Through Chinese Pop Music (CLAC .50)
Even after the meteoric rise of K-Pop in recent years, Mandarin Chinese Language pop music, also known as Mandopop, remains a highly popular musical genre that influences East Asian popular culture. This course introduces students to the literary history and cultural forces that shaped Chinese popular music. The songs featured in the syllabus serve as a soundtrack to the "Introduction to History: Foundations of East Asian Cultures," as the themes largely mirror the contents of the parent course.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN305, CEAS305**
Prereq: **CHIN205**

CGST254 Self and Other in Cross-Cultural Encounters (CLAC.50)
This course is open to students currently enrolled in ANTH101: Introduction to Cultural Anthropology or in ANTH103: Gifts and Giving. It is intended for students with an interest in improving their spoken and written Spanish through an exploration of the problems and possibilities of cultural anthropological practice. This exploration will happen via class discussion and short ethnographic research assignments. The course will be conducted in Spanish and is open to students with some level of proficiency: from intermediate to advanced and to heritage speakers of the language. Students are expected to be currently enrolled in, or to have previously taken, ANTH101 or ANTH103. Email the instructor for information about alternatives to this requirement.
Offering: **Crosslisting**
Grading: **OPT**

Credits: **0.50**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH254**
Prereq: **None**

CGST255 Modern History and Culture of Korea: From Imperialism to Two Koreas (CLAC.50)
This course will serve as an introduction to the more recent history and culture of Korea; South Korea's rebirth from the remnants of a devastating war into a globalized country whose cultural influence has grown drastically since the 2000s. We will be discussing politics and diplomacy, economic development and industrialization, the growth of mass culture, and social changes concerning Korean women and family. Key topics will include the colonial period, the Korean War and national division, the struggle for democracy, and Korean pop culture. Course material will include films, dramas, and literature on these topics.

This course will be conducted in Korean. Students who have either completed three years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean are also welcome.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **KREA255**
Prereq: **None**

CGST256 Exploring Korea Through a Multifaceted Cultural Lens (CLAC .50)
This course will address a variety of aspects of traditional and modern Korean culture, ranging from traditional cuisine, music/art, religion, and the modernization of Korea in the 20th century to the Korean Wave, films, education, and the history of Korean pop music. Video clips, movies, and other multimedia materials will be utilized to better facilitate students' learning of Korean culture and heritage. This course will be conducted mostly in Korean. Students who have either completed one or two years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean and heritage speakers are also welcome.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **KREA256**
Prereq: **None**

CGST260 Reading Mencius in Chinese (CLAC.50)
This course offers students the opportunity for guided reading of the original, classical Chinese text of the great Confucian classic Mencius (or Mengzi). Advanced (fourth-year level or above) competence in Chinese (including native Chinese competence) is required for the class, but previous experience in classical Chinese is not. The pace of reading and language of discussion will be determined based on student enrollment.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **PHIL260**
Prereq: **None**

CGST261 Reporting on Global Issues: International Journalism in Action
This course is designed to introduce students to various mediums of international reporting beyond the traditional print format, like video and podcasting. Visual and auditory formats have gained widespread prominence, making journalism more accessible to diverse audiences. After delving into sourcing, research, and reporting techniques, students will engage in discussions with accomplished innovative journalists, hosts, and reporters who possess extensive experience in covering international issues. Throughout the semester, students will gain valuable insights from these conversations and collaborate in teams to produce a podcast episode for a class series focused on migration.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL268, WRCT267**
Prereq: **None**

CGST262 Korean Music from Shamanism to Television (CLAC.50)
This course is open to intermediate learners, advanced learners, and native speakers. The discussion topics will be broadly approached, utilizing various music video examples as vehicles to deeper social, religious, and cultural understanding. These various music examples are from ancient to current Korean music practices. Historically, Korean music was integrated with dance, literature, art, song, and ceremony. Therefore, music (sound) was not separated from other elements but was essential to daily life, community activities, religious practice, artistic collaboration, costumes, food, and the very soul of the Korean people. Traditional Korean music is imbued with the history of court ritual, folk village stories, and myths, in addition to religious rituals of Confucianism, shamanism, and Buddhism. The music is central to a broad range of cultural, social, and humanitarian aspects of Korean life.

Korean traditional music has been evolving for over 2,000 years, and it is now rapidly moving in many directions with contemporary life and influence from Western culture. Historically, music was created as a group activity by village people oftentimes working with a spiritual leader shaman. Currently, the most acceptable music is created and performed by individual performers as a repertoire for TV programs. In the 21st century, as society changes, Korean music is changing also, with differing values of popular culture brought in through recordings, film, and of course the internet. Young musicians go beyond traditional music and are developing a new repertoire that mixes Western instruments or electronics with various traditional instruments. This is a new Korean identity. Newly created Korean ensembles and bands such as K-pop are successfully beginning to dominate the international music scene. In contrast to the formerly inner-looking "Hermit Kingdom," Korea has now entered into instant global communications with the production of more individual music in various styles.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC262, KREA262**
Prereq: **None**

CGST264 Portuguese and the Luso-Brazilian Short Story (CLAC.50)
This course offers students a chance to read and discuss short stories written in Portuguese from around the world (Brazil, Portugal, Mozambique, and Macao). It is open to students with intermediate or advanced Portuguese. Heritage learners and students with native Portuguese, both spoken and written, are also welcome. Assignments will include presentations and written work in Portuguese; assessment will be tailored to each student's language background.

All classroom discussion will be in Portuguese. Readings/films will be discussed weekly, including topics of language and content. Everyone will participate in discussions. Each class will include a short presentation (5-10 minutes) by a

student on the week's assignment, including a brief introduction of the text, author, and geographical/historical context. Each student will contribute a discussion question before class on the assignment.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CGST**
Prereq: **None**

CGST265 History of Spanish Cinema for Spanish Speakers (CLAC.50)
Spanish 265 is designed as a discussion section for students who are enrolled simultaneously in SPAN 301 and who have advanced proficiency in Spanish. This half-credit course offers students the opportunity to master the critical vocabulary and tools of film analysis in Spanish.

Weekly student-led discussions will provide students with the unique opportunity to exercise these tools regularly and gain greater fluency in the language. Students will be responsible for the same material included on the SPAN 301 website at: https://span301.site.wesleyan.edu/. Students will submit their assignments in Spanish and contribute weekly posts to a blog set up for SPAN 265.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN265**
Prereq: **None**

CGST266 Neotropical Acuatic Ecosystems: Their Importance, Sustainable Use, and Conservation (CLAC 1.0)
(English translation below Spanish text) El curso de Ecosistemas Acuáticos Neotropicales permitirá a los estudiantes buscar información y discusión sobre la diversidad y complejidad de los ambientes acuáticos en la América tropical. Comenzaremos a aprender definiciones, características, distribución y ejemplos de humedales, lagos, ríos y muchos otros hábitats acuáticos en todo el neotrópico. El origen del sistema hidrológico. Evolución de las principales cuencas: Amazonas, Magdalena, Orinoco y Paraná. El Paleo Orinoco-Amazonía: Importancia geológica y biótica. Dinámica geológica. Evidencia geológica y biológica. Hipótesis evolutivas de la fauna piscícola. Evolución del paisaje amazónico como parte del conocimiento para comprender los diversos procesos y patrones de riqueza y distribución de la biodiversidad. Los humedales (sabanas inundadas) de Colombia-Venezuela como ejemplo de humedales neotropicales. El Pantanal brasileño y las llanuras colombo-venezolanas como "áreas de criadero" para la biota acuática y terrestre y su importancia para el mantenimiento de la biodiversidad. Los estudiantes también leerán y buscarán información sobre el Sistema Fluvial Orinoco como ejemplo de estudio. La importancia biótica, el desarrollo sostenible y la conservación. Identificar los factores antrópicos que afectan al sistema. El desarrollo social y económico, y las contribuciones a través de los Programas de Evaluaciones Acuáticas Rápidas (RAP's) como metodología para producir información que permitió proponer áreas para la conservación de la biodiversidad. Terminamos con un análisis de los recursos y la importancia pesquera de las principales cuencas neotropicales: Amazonas, Orinoco y Paraná-Paraguay. Seguridad alimentaria. Ejemplos de ríos en riesgo.

This course will examine why the Orinoco and Amazon basins in South America harbor a biological richness much larger than other river basins around the world. About 50% of all higher plant species of the world are included in these basins. Data on vertebrates showed that about 3,000 freshwater fish species, thousands of birds (migratory and local), and hundreds of amphibians, reptiles, and mammals have been found so far in those basins geographically included in six countries: Bolivia, Brazil, Colombia, Ecuador, Peru, and Venezuela. We will examine the key factors that have affected their historical-geological development, the actual richness, and the threats to sustainable development and conservation. We will ask questions about the nature and interactions of the key factors and agents that harbor and transformed the high ichthyological and other aquatic biota diversity, reflected by the wide range of landscapes and aquatic ecosystems included in those basins. We will try to identify fragile aquatic ecosystems depending upon the biological richness, endemicity, importance for local communities, and potential threats. We will examine the current trends in the fisheries, forest exploitation, and agriculture for human consumption, noting that stocks of many species of fish are in steep decline, and that current fishing practices are not sustainable. Finally, the major impacts and threats faced by the fishes and aquatic ecosystems of the Orinoco River Basin are discussed with the purpose of studying potential plans for sustainable development. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS188, LAST260**
Prereq: **SPAN221**

CGST267 Current Environmental Issues in Latin America (CLAC 1.0)
(English translation below Spanish text) Este curso proporcionará información histórica y actual sobre el desarrollo de temas ambientales en América Latina. La información se dividirá en la evaluación del uso del medio ambiente durante los períodos precolombino y colonial (a); y b) período moderno. Se discutirá la organización, estructura y gobernanza del medio ambiente. El desarrollo de políticas públicas, planes de gestión, factores que se deterioran y los posibles usos sostenibles del medio ambiente y sus recursos. Leeremos literatura interdisciplinaria incluyendo: académica, informes, documentos oficiales gubernamentales y proyectos de ONG dedicados al diagnóstico, desarrollo y uso o nuestros recursos en América Latina. Por último, se estudiarán casos particulares de países latinoamericanos como Argentina, Brasil, México, Costa Rica, Perú y Venezuela. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. This course will provide historical and current information on the development of environmental issues in Latin America. The information will be divided into assessing the use of the environment during (a) pre-Columbian and colonial periods and (b) the modern period. The organization, structure, and governance of the environment will be discussed, as will the development of public policies, management plans, factors that deteriorate, and the potential sustainable uses of the environment and its resources. We will be reading interdisciplinary literature including academic, reports, official governmental documents, and NGOs' projects dedicated to the diagnostic, development, and use of resources in Latin America. Finally, particular cases of Latin American countries such as Argentina, Brazil, Mexico, Costa Rica, Peru, and Venezuela will be studied. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS294, LAST290**
Prereq: **SPAN221**

CGST268 Food Security and Environmental Conservation (CLAC 1.0)
(English translation below Spanish text) En este curso los estudiantes investigarán información y discusión sobre la seguridad alimentaria y el uso del medio ambiente en una selección de países de América Latina. Haremos

preguntas sobre la base de la producción y disponibilidad de alimentos. También examinaremos la información disponible de las agencias públicas y privadas sobre los programas establecidos por los países para garantizar la seguridad alimentaria de sus habitantes y el uso sostenible y la conservación del medio ambiente. Discutiremos conceptos como: La soberanía alimentaria y la seguridad como un sistema alimentario en el que las personas que producen, distribuyen y consumen alimentos también controlan los mecanismos y políticas de producción y distribución de alimentos; La nutrición como normas mundiales y particulares de consumo de alimentos; La Justicia social relacionada con la accesibilidad de los alimentos; y el derecho humano a una alimentación adecuada y a la libertad del hambre como uno de los objetivos del milenio de las Naciones Unidas. El estudiante revisará casos particulares en América Latina. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. In this course students will research and discuss food security and the use of the environment in a selection of Latin American countries. We will ask questions about the basis of food production and availability. We will also examine the available information from public and private agencies about programs established by countries to ensure the food security of their inhabitants and the sustainable use and conservation of the environment. We will discuss concepts such as: food sovereignty and security as a food system in which the people who produce, distribute, and consume food also control the mechanisms and policies of food production and distribution; nutrition as a global and particular standard of food consumption; social justice related to the accessibility of food; and the human right to adequate food and freedom from hunger as one of the United Nations' objectives of the millennium. Students will look at particular cases in Latin America. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS297, LAST298**
Prereq: **SPAN221**

CGST273 Tatort - Window into Germany (CLAC.50)
Few television shows have become anchored in German cultural discourse as firmly as "Tatort," a weekly crime show produced and broadcast by public television since 1970. Watched by up to 40% of all potential viewers, new episodes are prominently reviewed in major daily newspapers and serve as a focus for discussions about German politics, culture, and society. Episodes have tackled questions of police brutality, immigration, gentrification, and the surveillance state, while also shining a light on Germany's changing conception of itself. Over the years, the show has attracted some of the major directors and actors from German-speaking regions, such as Wolfgang Petersen, Margarethe von Trotta, Dominik Graf, Sibel Kekili, and Götz George. In this course, we will watch current and canonical episodes of the show, using it as a way into discussions about Germany's past, present, and future.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **GRST273**
Prereq: **GRST212**

CGST281 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)
This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi "New Order." We will explore the reasons for the ultimate failure of the German war effort and the country's catastrophic destruction and defeat in 1945, as well as Germany's postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizone Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **HIST281, GRST350**
Prereq: **GRST213**

CGST283 Venezuela: The Effect of Oil Discovery on People, the Environment, and on Democracy (CLAC 1.0)
(English translation follows below) Este curso examinará los factores clave que han afectado el desarrollo de Venezuela y su entorno desde el período precolonial hasta el presente. Dividiremos la historia de Venezuela en dos períodos críticos: antes y después del descubrimiento de petróleo. Haremos preguntas sobre la naturaleza y las interacciones de los factores y agentes clave que transformaron a Venezuela de una colonia a la de un país económicamente independiente. Al examinar los períodos económicos anteriores y posteriores al petróleo por separado, aprenderemos que los factores clave, como la agricultura, el uso de la tierra y la influencia colonial europea, cambiaron drásticamente, transformando así muchas instituciones sociopolíticas. Los contrastes incluirán la resiliencia y la erradicación de enfermedades, los derechos humanos y la esclavitud, la propiedad de la tierra, la salud humana, los impactos en la biodiversidad y la salud humana, y la protección de las culturas indígenas. En última instancia, examinaremos los factores que han llevado al colapso de la democracia. Leeremos una literatura interdisciplinaria que incluye antropología, religión, sociología, ciencias ambientales, derecho e historia. El curso se presenta en un formato de lectura / discusión en el que todas las lecturas, escritos y discusiones serán en español. This course will examine the key factors that have affected the development of Venezuela and its environment from the pre-colonial period to the present. We will divide the history of Venezuela into two critical periods: before and after the discovery of oil. We will ask questions about the nature and interactions of the key factors and agents that transformed Venezuela from a colony to that of an economically independent country. By examining the pre- and post-oil economic periods separately, we will learn that the key factors, such as agriculture, land use, and European colonial influence, changed dramatically, thereby transforming many sociopolitical institutions. The contrasts will include resilience to and eradication of diseases, human rights and slavery, land ownership, human health, impacts on biodiversity and human health, and protections of indigenous cultures. Ultimately we will examine the factors that have led to the collapse of democracy. We will read an interdisciplinary literature that includes anthropology, religion, sociology, environmental sciences, law, and history. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**

Identical With: **ENVS283, LAST383**
Prereq: **SPAN221**

CGST285 Global Hip Hop of the Non-Anglophone World (CLAC .50)
Proficiency in a language other than English is required. Each student will present to the class a single piece of their choice in a non-English language every other week (for a total of five presentations). Presenters will provide the class with written lyrics in both the original language and in English translation. In lieu of analyzing recordings by others, students have the option to compose their own non-English rap songs and record (or perform) them for in-class discussion. The final paper will tie the five presentations together in a single formal document (or website). Class discussion will be in English, but the topics will all be rap lyrics and hip hop/youth culture in the non-Anglophone world.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC285**
Prereq: **None**

CGST290 Nietzsche als Versucher (CLAC.50)
The term "Versucher" combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes "Versucher" as "the not-undangerous name [he] dares to bestow" on the "philosophers of the future"--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 "Nietzsche - Science, Psychology, Genealogy," though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **GRST330, COL287, PHIL253**
Prereq: **None**

CGST291 "Sexuality" in the Making: Gender, Law, and the Use of Pleasure in Ancient Greek Culture (CLAC.50)
The parent course (CCIV 281/FGSS 281) examines the construction of gender roles in ancient Greece and approaches gender as an organizing principle of private and public life in ancient Greek society by using literary, scientific, historical, and philosophical sources as well as material evidence. Issues addressed include: the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution etc.); ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties (symposia), the law court, and the theater.

The textual sources used in the course cover a spectrum of genres: medical texts, Homer, lyric poetry, tragedy, comedy, law-court speeches, and philosophy among others. In the CLAC connected to this course students with some background in ancient Greek will read selections from these genres and will be able to compare different discourses and registers in the original. In the past, even through brief lexical examples--e.g., pointing at the use of ta Aphrodisia (the things/matters related to Aphrodite) in a culture that has no one term/ concept for our notion of "sexuality"--students were intrigued by how different terms and discursive media in the original may offer access to perspectives, visions, and values that differ from and can, in turn, inform our own. The CLAC will create an opportunity precisely for this kind of access and a better informed and nuanced conversation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **GRK291**
Prereq: **GRK102**

CGST302 Narrating China: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Narrating China: Introduction to Modern Chinese Literature (CEAS 202) course. It allows students to encounter a selection of modern and contemporary Chinese literary texts in their original Chinese. As the parent course guides students through major literary movements and themes from 20th-century China, students in the CLAC tutorial will read poems, short stories, or excerpts of longer texts from the same periods in the original Chinese. In weekly meetings, students will discuss the readings in Chinese, to delve deeper into their stylistic and linguistic characteristics unobservable in translations.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Evaluation is based on students' preparedness, participation, and formal oral presentations, and will be tailored to students' language background. If you are unsure about whether your language background is sufficient for the course, please contact the instructor.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN302**
Prereq: **None**

CGST303 Ukraine and Its Environment
International perspectives on environmental issues are critical in order to address the challenges facing the world. Developing an international perspective

requires more than learning from printed literature--it requires in-country experience and the desire to be able to view issues through different cultural lenses. This course will provide such experience by learning about the diversity of Ukrainian environments, people, and cultures both in the classroom at Wesleyan and by traveling to Ukraine during Spring Break. During our time in Ukraine we will receive lectures in English from noted scholars, politicians, professors and scientists on topics such as environmental law, global environmental security, urban environment, environmental policy in developing states, and sustainable development for the developing world. We will travel and learn from scientists at Chernobyl about the regeneration of forest ecosystems, learn from agronomists about agriculture on the steppes, and learn from politicians and scholars about Ukrainian environmental policy and their views of U.S. policies. We will also enter into round table discussions with university students to exchange ideas about potential international solutions and approaches to environmental problems. These are just some of the experiences that are planned for our visit. Ukraine, as a pivotal democracy of the former Soviet Bloc, is an amazing place to witness how a nation wrestles with dramatic changes in policy. At the same time Ukraine is culturally diverse, which presents interesting challenges to formulating fair and cohesive policies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS303**
Prereq: **ENVS197 OR EES199**

CGST304 Urdu Literature and Poetry (CLAC 1.0)
This course is specifically designed for the learners who want to advance their skills through reading and discussing authentic materials in poetry and prose. The syllabus includes readings which range from the classic to current traditions. Students will read Mir Taqi Mir, Mirza Ghalib, Iqbal, Nasir Kazmi, Ahmad Nadeem Qasmi, Sadat Hassan Manto, Bano Qudsia, Abdullah Hussein, and many more. The main goal of the course is to familiarize students with Urdu literary traditions before and after partition of the subcontinent. Students will also get opportunity to improve their writing and creative writing skills in Urdu scripts (Nastaliq) by completing various projects and assignments.

Medium of instruction for this course will be standard Hindi/Urdu. This course is suitable for the advanced heritage learners, advanced Hindi/Urdu and native speakers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-GSAS**
Identical With: **GSAS303**
Prereq: **None**

CGST305 Global Engagement Capstone Seminar
This is the required capstone seminar for the new global engagement minor. As part of this seminar, GEM students are expected to complete an e-portfolio that will synthesize their experiences from all requirements. The e-portfolio requires students to reflect on their intercultural development, knowledge, and skills gained throughout the GEM program and to interpret intercultural experience from the perspectives of their own and others' worldviews. GEM seniors will present their e-portfolio to other participants and to the advisors of the program.

Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **CGST205**

CGST308Z Dealing with Difference: Intercultural and Multicultural Education
How do students learn about cultural difference in school and college? Multicultural education, intercultural education, international education, global learning, internationalizing the curriculum -- all are terms related to bringing cultural competence into teaching and learning. These different approaches are often in conflict with each other, while ostensibly teaching the same knowledge, skills, and attitudes. In this course, we will trace the histories of multicultural and international education to the present day. We will explore the purposes, theories, practices, and pedagogies associated with these two fields, as well as their intersections, convergences, and divergences. Finally, we will view these fields through a critical lens to reveal their successes and shortcomings, and formulate our own recommendations for the future direction of each -- or both.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST312 Theory and Practice of Torture: From Middle Age to Modern Times
This course is centered around the analysis of the theory and practice of torture during wartime, in prisons, under political dictatorship, and in civil life. It includes examples from visual art, cinema, and literature around the world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM312**
Prereq: **None**

CGST316 The Environmental Crisis and Nuclear Testing Narratives in Global Francophone and Arabic Cultures
This interdisciplinary course examines nuclear themes, with a particular focus on nuclear testing as depicted in novels, film documentaries, and poetry within Francophone and Arabic cultures. It emphasizes the profound impact of nuclear testing on human life and the environment. The course analyzes literature in French and English as well as visual materials (photography and films), archival materials, political writings, news articles, and websites. Students must possess reading ability in French and an interest in North African culture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM360, ENVS314**
Prereq: **None**

CGST319Z Islamic Spain
Islamic Spain is a history and culture course that deals with Muslims in and in relation to the Iberian Peninsula. The course will not only be limited to the first period spanning roughly over nine centuries (711-1614 CE) but will also cover the area in question from the 17th century to present. The course will be conducted in English but will additionally draw on sources written in other languages which the instructor will translate into English and provide to students for class purposes (mainly French, Spanish, Arabic and German).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST320 La cultura y la historia de la España islamica (CLAC.50)
This course will be taught in Spanish, and spans a timeline between 711 and 1492, i.e., from the date of the conquest/invasion of Iberia by Muslim troops to the fall of Granada and the expulsion of Muslims and Jews from Spain. Before

starting discussion of the course material, students will be introduced to Arabic sound and script, as well as some common vocabulary and lexical concepts shared between Spanish and Arabic. This makes sense because Muslim culture and the Arabic language were present in Iberia for the better part of 800 years. We will discuss not only the main events that took place during the Muslim occupation of parts of Iberia but also the cultural legacy Muslims and Jews left behind in the peninsula after they were expelled in 1492, especially in the realms of art, science, language, architecture, and le savoir-vivre. We will look at the different theories put forth by scholars about the conquest/invasion of the peninsula, in regard to the ease and speed with which the peninsula was overrun by Muslims. We will examine the hereafter and the consequences of the expulsion of Muslims and Jews on the Iberian peninsula as well as the neighboring territories. Finally, we will make a jump to the 21st century and try to connect some dots by looking at the current situation in and around the Strait of Gibraltar, particularly the influx of illegal immigrants from North Africa and sub-Saharan countries, and the ensuing issues.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST321 Theatre for Social Change - Taught from Ecuador with Local Participants
This course is taught in Spanish. Students should have Spanish proficiency equivalent to SPAN 112 or higher. This course is designed to lead Wesleyan students and Ecuadorian community counterparts through the process of creating social change by practicing social change. Using exercises and activities that pull from the areas of Theatre of the Oppressed and Performance Activism, as well as traditional theatre tools such as movement and mask-making, we engage challenging concepts and conflicts by dialoguing via our performative work. Our exploration stretches from the theoretical foundations of structural and symbolic oppression to ongoing real-life events related to themes that are selected by the course participants (examples include cultural identity, systemic racism, privilege, power, environmental justice, and gender equality/equity). Each course participant chooses a thematic area and joins a small group with which they will apply learned methods to exploring their theme. Together, Wesleyan students with local counterparts create short virtual theatrical projects to be presented to the whole cohort. Readings cover theory and methods in Applied Theatre, community-based case studies, and articles related to the chosen themes. The readings are contextualized to the diverse lived realities of the course's participants as well as to our globalized society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **DANC320**
Prereq: **None**

CGST322 Storying and Re-Storying (Storytelling for Social Change) - Taught from Ecuador w Local Participants
This course is taught in Spanish. Students must have proficiency in Spanish equivalent to SPAN 112. When we consciously appropriate the power of stories to collectively reimagine our world, we turn the word story into a verb. We "story" our world. When our "storying" seeks to transform a system founded on unjust stories, we are "restorying" our world. This course begins with our human ability, and need, to tell stories, examining how we use them for communication, as well as how we become empowered or disenfranchised by them. Based on the realities present in our communities (our local community of place, college campuses, cities, neighborhoods, spiritual communities, etc.), students work with their counterparts, combining theory with practice, to create and tell stories with the goal of identifying shared conflicts and inspiring change. Since stories are told in many ways, the course engages the "telling" through various methods: writing stories and poems, Spoken Word, coloring/drawing, mapmaking, and moving our bodies. In each project, we implement the elements of storytelling, balancing distinct narrative traditions, such as myth and legend, with influences of the modern world. Readings look at a wide array of narrative theory and methods, focusing on storytelling as a form of creating and expressing knowledge. The course concludes with the interweaving of local and international stories into "our stories."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **DANC322**
Prereq: **None**

CGST323 Hebrew in the Media: From National Literature to International Films and TV Shows (CLAC 1.0)
This language course is offered as an enrichment opportunity to students with intermediate or advanced Hebrew skills who are interested in improving all their language skills and/or acquiring additional linguistic and cultural preparation for study abroad in Israel. Cultural activities including participating in the 24th Annual Contemporary Israeli Voices 2026 and Lunch and Learn meetings with native speakers are part of the course. In addition, special writing workshops with internationally renowned Israeli scholars will be integrated into the course curriculum. The course explores the changes in Israeli society as it moves from national ideological literature to the exploration of new multicultural media such as films and TV shows and thus gaining international fame and inspiring widespread emulation. The course may be repeated for credit. The course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts toward the minor in Jewish and Israel Studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST315, HEBR315**
Prereq: **None**

CGST324 Cuban Literature and Film: Imagination, Revolt, and Melancholia
This course surveys the major aesthetic and socio-historical movements in modern and contemporary Cuba. Since the late 19th century, the island of Cuba has been at the center of a number of key epochal disputes: between colonialism and independence, racism and racial justice, neocolonialism and revolution, liberalism and socialism, isolationism and globalization. In the arts, the turn of the century launched a period of great imaginative invention. Considering the singular place of Cuba in Latin America, the Caribbean, and the globe, this course addresses some of the most representative works of Cuban literature and film since independence until the present time. Imagination, revolt, and melancholia are the three concepts that will orient our discussion. Imagination refers both to artistic creation and to the collective capacity of projecting new worlds, utopias, or impossible realities. Revolt, as opposed to revolution, is not restrained to politics as usual but relates rather to a deep experience of discontent and a return (from the Latin revolvere) to ancient psycho-social strata. Finally, melancholia serves as a point of view to understand what happens when history does not live up to emancipatory expectations. Special attention will be given to Afrocubanismo, ethnographic literature, the avant-garde aesthetics of the group Orígenes, Marvelous Realism, testimony, revolution, socialist experimental film, diaspora, the Special Period, and post-Soviet life.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN296, COL314, LAST315**
Prereq: **SPAN221**

CGST325 Media in the Arab World: From TV and Film to Social Media (CLAC.50)
Media in the Arab world has undergone significant changes in recent times, with the emergence of new technologies, platforms, and voices across various mediums such as movies, newspapers, magazines, and social media. This course will introduce students to some of the main channels for the communication and expression of information in the Arab world today.

While television remains the most popular source of information - with channels such as Al-Jazeera even having an international audience - access to information has expanded to include online news websites and social media. Social media, in particular, has become an increasingly important source of information, especially among younger generations.

In this course, we will delve into the evolution and impact of media in the Arab world, exploring its role in shaping public opinion, identities, and narratives across different channels. We will look at movies, television series, and social media programs, as well as sources of traditional information, such as newspapers, magazines, and news broadcasts.

This course is open to students studying all levels of Arabic, but is particularly suited to students who have completed Intermediate Arabic as well as native speakers of Arabic.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **ARAB322**
Prereq: **None**

CGST330 Reading Tolstoy in Russian (CLAC .50)
In this half-credit course, students will read excerpts from works by Lev Tolstoy in Russian. Class will be devoted both to translating the Russian texts and to discussing them in Russian. Non-native speakers should have studied Russian for at least four semesters.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS330, REES330**
Prereq: **None**

CGST331 Love and Suffering in Ancient Rome (CLAC .50)
In this CLAC course, students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on "love." We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate "western" beliefs on love and marriage, that is, "all you need is love," over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **LAT330**
Prereq: **LAT102**

CGST333 The Cosmos of Dante's Comedy - Medieval Italian Lab (CLAC .50)
This optional lab is dedicated to students who are taking or have taken RL&L 226 (The Cosmos of Dante's Comedy) and want to read and discuss sections of Dante's masterwork in Italian. The lab is designed for upper-intermediate and advanced learners of Italian, but students with reading knowledge of Italian should contact the instructor if they feel this course may be appropriate for them.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL333**
Prereq: **None**

CGST334 Exploring Personhood in the 20th and 21st Centuries (CLAC 1.0)
The goal of this course is to provide a thorough examination of the concept of personhood in the 20th century by studying how it has been portrayed and understood in diverse cultural contexts across Arabic, English, and Francophone cultures. Through the use of comparative analysis and an interdisciplinary approach to cultural artifacts--such as works of literature, art, and religious texts as well as current debates around AI and personhood--students will explore how different cultures have approached the question of what it means to be a person and how this has evolved over time. By the end of the course, students will have a deeper comprehension of the various ways in which personhood has been created and perceived throughout different cultural and historical contexts.

The impact of historical occurrences and cultural movements on the construction of personhood, the influence of religion and politics or the fictional writing on conceptions of personhood, the representation of personhood in literature and art, and the emergence of AI as a new frontier in the investigation of personhood are some of the major topics covered in the course. This will open up new discussion topics about posthuman beings and persona status, particularly in science fiction.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM380, RL&L280**
Prereq: **None**

CGST335 Politics, Revolutions and Visual Culture in the Post-Revolutionary Arab Societies
The course "Politics, Revolutions, and Visual Culture in Post-Revolutionary Arab Societies" critically investigates the interaction of politics, social revolutions, and visual culture in the aftermath of the Arab Spring. This course examines the dynamic interaction between political transformation, revolutionary movements, and the various forms of artistic expression in Arab countries.

Students will delve into the complex interplay between politics and visual culture through a combination of theoretical discussions, case studies, and visual analysis, gaining a nuanced understanding of how images, art, photography, film, and other visual media have shaped and reflected sociopolitical changes in post-revolutionary Arab contexts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM382, RL&L382**
Prereq: **None**

CGST340 Identity and "Pacha" (Land-Based Knowledge and Re-imagining Community) - Taught from Ecuador
This course is taught from Ecuador by our study abroad partner, Pachaysana.

According to indigenous Andean scholars, Pacha refers to the time-space continuum, or as the "everything around and inside us." This course asks students to challenge their identities by broadening their epistemological and ontological lenses to see their individual and collective lives as they relate to Pacha. To synthesize this complicated process, we ask participants to examine who they are as related to the ever-changing ecology in which they live. For this course, ecology is approached broadly, referring to the Greek origin on the word oikos, meaning home. We take advantage of our virtual exchange and examine home as an interconnection of how we relate to "place and space," exploring our ecology as the triad of our immediate territory (llakta in Kichwa), our surrounding natural environment (allpa in Kichwa), and our global and pluriversal space (pacha). Throughout the course, we use an interdisciplinary lens to examine "who we are" as related to this diverse understanding of ecology, taking into consideration that our ever-changing environment includes an ever-changing human story. Readings are transdisciplinary, coming from the fields of anthropology, sociology, human geography, gender studies, ethnic studies, history, the arts, and development studies. Toward the end of the course, after examining certain theories and case studies, we will imagine the reconstruction of our identities contextualized to pacha, space, place, ecology, oikos, and home.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **ANTH250**
Prereq: **None**

CGST341 Critical Interculturality and the Pedagogy of Unlearning
This course is offered by our study abroad partner, Pachaysana, online from their site in Ecuador, with local educators.

An ever-growing number of students, scholars, and activists criticize our educational institutions for upholding colonial structures, and via numerous movements are calling for "decolonization." Any effort to decolonize our education must go well beyond the content of what we teach in the classroom. In addition to what we are learning, we must explore how we learn, where we learn, and with whom we learn. We also must think about what "decolonization" means, taking into consideration the lands on which our campuses and communities are located. This course addresses decolonization through the lens of critical interculturality, referring to Catherine Walsh's critique of multiculturalism as functional or relational interculturality. Bringing in readings from Indigenous and Latin American scholars and taking part in workshops facilitated by local Ecuadorian community members, we will use interactive methods to explore some of the most challenging concepts related to decolonization, including "decolonization is not a metaphor," epistemic justice, border thinking, and embodied methodologies. Those concepts will then be examined with regards to the realities on our college campuses and our communities, and we will begin to dream about moving from the "functional" to the "critical." By the end of the course, informed by the readings and interactions with community-based educators in Ecuador, students will formulate clear questions and identify potential strategies for applying critical interculturality at their college campuses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **ANTH241**
Prereq: **None**

CGST350 Twentieth-Century Russian Poetry (CLAC .50)
Taught in Russian, this course is dedicated to the reading of 20th-century Russian poetry in the original (Blok, Mayakovsky, Mandesltam, Akhmatova, Brodsky, Prigov, etc.). The course is appropriate for native speakers, heritage speakers, advanced and intermediate learners (with the minimum of four semesters of Russian).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS350, REES350**
Prereq: **RUSS202**

CGST352 The Communist Experience in the Soviet Union (CLAC.50)
Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST352, REES352**
Prereq: **None**

CGST357 Arabic Accounts of Free Will (CLAC .50)
This CLAC accompanies the course Do We Truly Choose? Free Will in Philosophy and Theology and focuses on reading classical Arabic discussions of human agency and divine predestination. Students will deepen their understanding of key philosophical and theological terms related to causation, responsibility, and choice while strengthening advanced reading skills in Arabic.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Identical With: **COL357**
Prereq: **None**

CGST380 Arabic in Translation: Arabic-English & vice versa (CLAC.50)
This course is aimed at introducing students of Arabic, who are already advanced in the Arabic language and have a decent command of it, to the art of translation--namely, translation between Arabic and English. After an overview of translation concepts and techniques, we will study and tackle samples from news media, literature, publicity announcements, novels, and a wide range of actual translation assignments. The course will be conducted in Arabic, except for the parts where English has to be used as part of the translation processes.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **ARAB380**
Prereq: **None**

CGST381 Arabic Calligraphy (CLAC.50)
This course caters to students with an interest in Arab culture, offering hands-on workshops to acquire basic skills in various Arabic calligraphy styles using classical materials (qalam, pen, ink, brush). In addition to practical sessions, the course provides a historical perspective on calligraphy, showcasing examples from the Middle East and North Africa. The instructor, who is experienced in creating calligraphic art, will guide students through the intricate world of Arabic calligraphy.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **ARAB381**
Prereq: **None**

CGST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CGST413 Israeli Cinema (CLAC 1.0)
This Hebrew course will be linked to the film course, taught in English, entitled CJST 250: Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema. This course is targeted toward students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. Scholar visits will be part of the course, and students will attend a few cultural enrichment activities. This course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CJST413, HEBR413**
Prereq: **None**

CGST414 Israeli Cinema (CLAC 1.0)
This most advanced Hebrew course can be taken either as a language enrichment course to the parent course, CJS223: Israeli Women Filmmakers and Israeli Society, or taken by itself independently as an advanced Hebrew course. The focus of the course will be studying films made by female filmmakers. Students will analyze, discuss, and write on the films with special attention to mapping the cultural and social changes in Israeli society as well as changes in films' formats and themes. Conversing in Hebrew with Israeli film directors and scholars during Lunch and Learn Meetings as well as attending the screening of films in Hebrew in the 20th Annual Ring Family Wesleyan University Israeli Film Festival and writing reflective papers on films will provide a cultural and social framework for the course. In addition, the course will include special workshops delivered by renowned Israeli filmmakers and scholars. The course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts towards the Minor in Jewish and Israel Studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CJST414, HEBR414**
Prereq: **None**

CGST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CGST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CGST480 Engaged Projects
Engaged Projects (EPs) are rigorous, self-designed endeavors in which a student studies a topic of their choice and completes a final project intended for a non-academic audience. Students are encouraged but not required to select a topic that is connected to another class or their major. Final projects can take the form of blogs, videos, a website, or other media; a work of art, an event, a workshop, a presentation, or panel; a policy proposal or analysis; a white paper or op-ed series; a business plan; and/or any other piece(s) thoughtfully designed for the public.

EP students will develop a self-directed research and project plan. They must enlist an EP Sponsor who will serve in an advisory/mentor role; Sponsors can be Wesleyan faculty, staff, alumni, or community partners; family members or friends; or other experts or professionals willing to play this role. Seeking and enlisting an appropriate Sponsor is a component of the EP learning experience.

In addition to conducting their own extensive research and producing a summative project by the end of the semester, students will write a series of reflections to document their progress and their learning.

For more information, visit https://www.wesleyan.edu/patricelli/engaged-projects.html.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **CSPL480**
Prereq: **None**

CGST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CGST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CGST497A Introduction to Portuguese and the Azores (CLAC .25)
This course will be an introduction to Portuguese/Azorean history and geography. It will include an introduction to Portuguese pronunciation, greetings, basic expressions, food, weather, and vocabulary related to the geology and culture of the islands.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES497A**
Prereq: **E&ES497**

HINDI-URDU LANGUAGE

HIUR101 Introduction to Hindi-Urdu Language and Culture I
This course is an introduction to the modern standard form of Hindi-Urdu, the most widely spoken language in South Asia, with its manifestation in deeply rooted cultural contexts. Students are introduced to both writing systems: the Devanagari script of Hindi and the Nastaliq script of Urdu. The basic grammatical structures are presented and reinforced, and students are also exposed to the cultural and historical context in which Hindi-Urdu has existed over several centuries. The course also draws from the modern medium of film (in particular recent Bollywood songs) to reinforce structures and vocabulary.

The goal of this course is to provide students with a solid foundation in Hindi-Urdu grammar and vocabulary, as well as the cultural awareness and practical experience necessary for basic, yet accurate and appropriate, communication in spoken and written Hindi-Urdu. This course is designed to develop students' ability in the four skills of language learning. Students will learn to confidently navigate a range of common social and "survival" situations in Hindi-Urdu target cultures. Upon completing this course, students will have mastered the core constructions of Hindi-Urdu grammar and a large body of vocabulary and cultural knowledge necessary for many real-world interactions with Hindi-Urdu speakers.

Core objectives include: the development of communicative and interactional abilities in Hindi-Urdu on familiar topics related to daily activities; the development of analytical competence (analysis of language, critical thinking, etc.) and learner autonomy through linguistic analysis and reflection; and the development of sociocultural/intercultural awareness governing language use according to the appropriate target cultural norms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS101**
Prereq: **None**

HIUR102 Introduction to Hindi-Urdu Language and Culture II
This course is a continuation of Introduction to Hindi-Urdu Language and Culture I. It offers a balanced treatment of speaking, listening comprehension, reading, writing skills, and desi culture. Through scaffolding techniques, students will reach their potential zone of proximal development (ZPD), which is Novice-High, from their current ZPD, which is Novice-Mid.

At the end of the course, students will be able to communicate short, culturally appropriate messages on highly predictable, everyday topics that affect them directly. They will be able to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the simplest messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Students will get level-appropriate knowledge of the target culture, which is an essential ingredient of the course. All the material and activities will be presented through contextualized material. Students can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. They will be able to understand words and phrases from simple questions, statements, and high-frequency commands.

Upon completing this course, students will have mastered the core constructions of Hindi-Urdu grammar and a large body of vocabulary and cultural knowledge necessary for many real-world interactions with Hindi-Urdu speakers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS102**
Prereq: **None**

HIUR103 Elementary Hindi I
This course is an introduction to the modern standard form of Hindi, the most widely spoken language in South Asia, with its manifestation in deeply rooted cultural contexts. Students are introduced to the Hindi writing system (the Devanagari script). The basic grammatical structures are presented and reinforced, and students are also exposed to the cultural and historical context in which Hindi has existed over several centuries. The course also draws from the modern medium of film (in particular recent Bollywood songs) to reinforce structures and vocabulary.

The goal of this course is to provide students with a solid foundation in Hindi grammar and vocabulary, as well as the cultural awareness and practical experience necessary for basic, yet accurate and appropriate, communication in spoken and written Hindi. This course is designed to develop students' ability in the four skills of language learning. Students will learn to confidently navigate a range of common social and "survival" situations in Hindi in the target cultures. Upon completing this course, students will have beginning level knowledge of the core constructions of Hindi grammar and a large body of vocabulary and cultural knowledge necessary for many real-world interactions with Hindi speakers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-GSAS**
Identical With: **GSAS103**
Prereq: **None**

HIUR104 Elementary Hindi II
This course is a continuation of Elementary Hindi I. It offers a balanced treatment of speaking, listening comprehension, reading, writing skills, and desi culture.

At the end of the course, students will be able to communicate short, culturally appropriate messages on highly predictable, everyday topics that affect them directly. They will be able to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the simplest messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Students will get level-appropriate knowledge of the target culture, which is an essential ingredient of the course. All the material and activities will be presented through contextualized material. Students can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. They will be able to understand words and phrases from simple questions, statements, and high-frequency commands.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS104**
Prereq: **None**

HIUR201 Intermediate Hindi-Urdu Language and Culture I
This course is a continuation of Introduction to Hindi-Urdu Language and Culture II, which emphasizes written expression and texts in both Perso-Arabic and Devanagari script systems and familiarity with cultures of the South Asian diaspora. The goal of this course is to provide students with an opportunity to build upon their knowledge of the Hindi-Urdu language and culture and bring them up to the intermediate low/mid-level in all four skills: reading, writing, listening, and speaking.

At the end of this course, students will be able to successfully handle a limited number of uncomplicated communicative tasks in straightforward social situations. Students will be able to produce some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. Students will also be able to ask a few appropriate questions, creating and writing statements and formulating questions based on familiar material.

As listeners, students will be able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. They will develop accurate comprehension with highly familiar and predictable topics. Intermediate-mid listeners may get some meaning from oral texts typically understood by advanced-level listeners.

As readers, students will be able to understand short, noncomplex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS201**
Prereq: **None**

HIUR202 Intermediate Hindi-Urdu Language and Culture II
This course prepares students to achieve intermediate low-to-high level speaking, listening comprehension, reading, and writing skills. With a strong emphasis on achieving proficiency in spoken Hindi-Urdu, students are encouraged to speak Hindi-Urdu as much as possible, both in and outside of the classroom. Enrolled students are encouraged to form study groups that meet regularly outside of class to practice conversation in Hindi-Urdu and to learn nuances of the culture.

Students will work with a variety of web-based materials to learn songs; watch short film clips and advertisements; and read letters, dialogues, song lyrics, poems, and short stories in Hindi-Urdu. This course will introduce students to many aspects of Hindi-Urdu-speaking cultures through authentic language use, and students will also have the opportunity to participate in the Hindi-Urdu language learning community on campus.

Standard text, course materials prepared by the instructor, and authentic materials (contextualized in the target culture) available on the internet will be used with equal emphasis on spoken and written Hindi-Urdu. The structure and conversations will be prepared in a variety of authentic contexts of Hindi-Urdu. Students are also offered extensive exposure to spoken language emphasizing speaking and listening at normal speed with near-native pronunciation and intonation. By the end of this course, the students will be at the intermediate-high level of the ACTFL proficiency scale. At this level student are expected to converse comfortably in colloquial Hindi-Urdu on a wide variety of familiar subjects.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS202**
Prereq: **None**

HIUR251 Hindi-Urdu Language and Culture for Heritage Learners
This course is specifically designed for heritage learners of Hindi and Urdu who have some proficiency in these languages. Such students may speak or merely understand the heritage language(s) and are, to some degree, bilingual in English and the heritage language.

The course can be tailored to the specific needs of learners of both Hindi and/or Urdu; the content of the course will be selected according to needs and requirements of each learner. For this purpose, a needs analysis will be conducted at the beginning of the semester to learn the students' proficiency level and interests.

As part of this class, students will not only learn the language and culture in the class but also get a chance to practice the language and familiarize themselves through language tables and a native peer from the target community. Students will visit cultural/community centers to get a feel for the language and culture in practice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Prereq: **None**

HIUR261 Advanced Hindi-Urdu Language and Culture for Heritage Learners
This course is specifically designed for heritage learners of Hindi and Urdu who have good proficiency in one or both of these languages. Such students may speak or merely understand the heritage language(s) and are, to some degree, bilingual in English and the heritage language.

The course can be tailored to the specific needs of learners of both Hindi and/or Urdu; the content of the course will be selected according to needs and requirements of each learner. For this purpose, a needs analysis will be conducted at the beginning of the semester to learn the students' proficiency level and interests.

As part of this class, students will not only learn the language and culture in the class but also get a chance to practice the language and familiarize themselves through language tables and a native peer from the target community. Students will visit cultural/community centers to get a feel for the language and culture in practice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Prereq: **None**

HIUR301 Advanced Hindi & Urdu Language and Culture
This course is specifically designed for the learners who want to advance their skills in Urdu and/or Hindi through reading and discussing authentic materials in poetry and prose. The main goal of the course is to improve your skills in both Urdu and Hindi languages, and you will also get opportunity to enhance your writing and creative writing skills in Urdu and/or Hindi scripts by completing various projects and assignments. The specific focus of each semester will depend on the background and interests of enrolled students.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS301**
Prereq: **None**

HIUR302 HIUR 302: Advanced Hindi-Urdu Language & Literature II
The course is specifically designed for the learners who want to advance their skills in Urdu/Hindi through reading and discussing authentic materials including poetry and prose. Students will also get an opportunity to improve their academic writing and speaking skills. Through this course, students will read the classical and current Hindi/Urdu writers and will get an in-depth understanding of South Asian literary traditions. Material will include an anthology of various short stories, novels, selected poetry, and scholarly articles. The specific focus of each semester will be listed below under "Additional Requirements and/or Comments."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

HIUR401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIUR402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIUR491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

HIUR492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

WORLD LITERATURE

WLIT207 Autobiographical Storytelling
How do filmmakers and writers negotiate memory, identity, and the author's voice to create original work drawn from life? Through analysis of a broad range of autobiographical narratives by experimental, documentary, and fiction filmmakers and writers, we will investigate various modes of working with personal source material, and explore the capacity and complexities of family and individual narratives to showcase diverse perspectives and interrogate assumptions about the self on screen. Inspired by the films and writing we will study, the creative work produced in this course may be drawn from a variety of sources: one's own lived experience, the lived experience of a family or community member, an event, a place, an artistic and/or cultural tradition. Thinking through the fluid nature of autobiography and the vast range of narrative possibilities for representing autobiographical material on screen

will be part of class discussions. In this reading- and writing-intensive course, students should expect to spend several hours reading and writing outside of class per week. For most class periods, students will use Perusall to read and annotate either scholarly articles or pieces of autobiographical writing, or to read and comment on their peers' screenplays via Google Drive. Weekly screenings and readings may include work by Pedro Almodovar, Chantal Akerman, Radha Blank, Julie Dash, Mati Diop, Nathalie Léger, Barbara Loden, Lucrecia Martel, Jonas Mekas, Nanni Moretti, Alice Rohrwacher, Céline Sciamma, Agnès Varda, and others. In addition, the course will include screenings and discussions of videographic criticism (e.g., audiovisual work that critically reappropriates existing works of film and media).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM395**
Prereq: **None**

WLIT208 Anticolonial/Decolonial: Literature and Film
This course examines how histories of twentieth century anti-imperialist writing and cinema are relevant for contemporary decolonizing agendas. We will compare works by colonial and postcolonial theorists, writers and filmmakers, to examine how literature and film address processes of colonization, anti-imperialist struggle, decolonization, and neo-colonization. Readings will be drawn from a range of countries in both the Global North and South and films include Ousmane Sembène's La Noire de.../Black Girl (1966), Gillo Pontecorvo's The Battle of Algiers (1966), Sarah Maldoror's Léon G. Damas (1994), Stephanie Black's Life & Debt (2001), and Ciro Guerra's Waiting for the Barbarians (2019).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL239**
Prereq: **None**

WLIT221 Place and Space in Literary Hangzhou
The city of Hangzhou is unique in the Chinese cultural imagination. As a former dynastic capital, Hangzhou is saturated with the intrigues of China's turbulent political and social history. But the city is also famous as a literary and cultural center--a prime leisure location along the Grand Canal; the site of the famous West Lake (just as famously compared to the mythically beautiful Xi Shi); and the setting for numerous poems, short stories, and dramas. This seminar explores the literary culture situated in and around Hangzhou, considering topics such as food, folklore, and tourism, in addition to the city's depiction in poems, short stories, and dramas. Our aim is to explore how the Chinese cultural imagination about Hangzhou--part of a broader imagining of the southern region of Jiangnan ("South of the Long River")--is built through these many layers of texts, histories, and spaces. With Hangzhou as our geographical focus, we consider materials from a range of genres (poems, short stories, dramas, folktales, historical anecdotes) and time periods (Song to late Qing, with reference to the present as well). We consider how the image of Hangzhou is built up throughout time, and how the literary culture in and of Hangzhou is interwoven with the "real" experience of the city as a space/place.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS282**
Prereq: **None**

WLIT222 Chinese Theater and Drama
This seminar examines Chinese theater and drama from their beginnings to the late 20th-century. We engage dramatic texts as well as performance practices; thus, the course draws on material from theater history, performance and acting conventions, and the literary history of drama. Readings and discussions span major genres of dramatic writing and their different modes of performance, including the dramatic genres of zaju, chuanqi, and modern/contemporary spoken drama, and performance styles of Beijing opera, Kun opera (Kunqu), and huaju (spoken drama). Play topics range from ghost stories to romances, historical/political dramas to comedy. We explore the legacies of specific actors, including the famous Mei Lanfang; consider experiments in modern Chinese drama; and compare Chinese and "Western" ideas of theater (such as those put forth by Stanislavsky and Brecht). To the greatest extent possible, we will engage materially and physically with Chinese theater and drama history through archive visits and performance workshops.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS243, THEA243**
Prereq: **None**

WLIT223 Narrating China: Introduction to 20th- and 21st-Century Chinese Literature
This survey course introduces students to major literary movements in 20th- and 21st-century China through selective works by representative authors. It has two major aims: (1) It invites students to explore how individual authors--at different historical moments and in different social positions--have responded to historical changes that radically unsettled their senses of self and nation and also how their literary expressions may reveal the shifting subjectivity of modern China and Chineseness. (2) At the same time, it introduces students to the academic discipline of literary criticism, develops or deepens students' critical close reading and textual analysis, and invites them to discover the joy and reward of plunging into a reading experience and coming out with interpretations of their own making. While the course does attend to important historical flash points unique to Chinese history, it also explores literary themes that resonate globally, beyond the context of modern China. Varying slightly by semester, these themes could include the relation between politics and literature, revolution and revolutionary arts, alternative modernities, writerly authority and the individual self, gendered authorship, memory and trauma, ethnic governance and resistance, class divisions, ecological damages, labor migration, etc. This course assumes no prior knowledge of China or Chinese language, and all texts will be taught using English translations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS202**
Prereq: **None**

WLIT225 Defining Japanese Culture Through Food
This course explores Japanese food traditions as a site in which cultural values are sought, contested, and disseminated for national consumption. Through an examination of various components of Japan's culinary practices such as the tea ceremony, sushi, whaling, and fusion cuisines, we uncover the aesthetics, religious beliefs, politics, environmental issues, and intercultural exchange that characterize Japanese history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS210**
Prereq: **None**

WLIT226 In Search of the Good Life in Premodern Japan
This course presents works of literature from premodern Japan to consider how people conceptualized and struggled to attain the good life. How did people's evocations of their ideals and desires reflect and engage with the historical

reality? How did their social status (such as a Buddhist monk, samurai, or a lady-in-waiting), occupation, and gender contribute to their aspirations as well as struggles? What were their strategies for not just survival but for fulfillment in periods of warfare or disasters? Works will encompass diary literature, essays, fiction, and poems from a variety of authors across most of Japanese premodern history. Practices such as the tea ceremony and works of art will also be discussed to fill out the cultural context.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS295**
Prereq: **None**

WLIT228F Sex, Ghosts, and Cannibalism: The Chinese Short Story FYS
This course takes the passionate, the strange, and the peculiar--sex, ghosts, and cannibalism--as a lens through which to explore big issues in the history of Chinese literature and culture.

Focusing on short stories from the 7th to 21st centuries, we ask what fiction can tell us about the real concerns that shaped the lives of Chinese writers. How do literary depictions of sex and desire relate to social issues surrounding gender, power, and family? What do supernatural characters--hungry ghosts, lofty gods, unruly demons, seductive snakes, and fox spirits--reveal about the human world and belief systems used to make sense of unusual occurrences? What do motifs of cannibalism and related themes linked to bodies, consumption, hunger, and food tell us about the social and political changes China witnessed on its path toward becoming a modern nation-state?

As a First Year Seminar, this course is writing-intensive and is meant to equip you with the writing, reading, research, and presentation skills needed at Wesleyan. You will have numerous opportunities to write and revise your work, share your insights during class discussion, and practice the core skills of effective reading and interpretation.

All texts will be taught in English translation. No prior knowledge of China or Chinese language is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS156F**
Prereq: **None**

WLIT229 Gender and Power in Chinese Literature
This course explores the intersections of gender, power, and performance in Chinese society. Drawing on literary and historical sources, theories of gender and sexuality, and with reference to media forms such as theater and film, we assess the significance of gender as an analytical framework for studying Chinese literature, culture, and society. What power dynamics drive conceptions of gender and gender ideology in Chinese literature and history? And how do discussions around gender roles and sexuality change in the modern and contemporary periods? Course topics include: Chinese feminism; depictions of women in classical literature; gender roles, family, and marriage; conceptions of the body; constructing identities; women writers; the "new woman"; themes of cross-dressing; classical romance narratives; gender performance in Chinese theater; queer narratives; and more.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS240, FGSS247**
Prereq: **None**

WLIT230 Contemporary Korean Cinema and Society
This course offers an in-depth exploration of contemporary Korean cinema from the late 1990s to the present, emphasizing its intricate relationship with societal issues. Students will engage with a diverse array of films that not only demonstrate the artistic innovations of Korean filmmakers but also reflect the dynamic sociopolitical landscape of South Korea. Through guided analyses of film texts, we will employ various critical perspectives, including auteurism, national cinema, cultural studies, and genre theory, to enhance our understanding of cinematic narratives. A central focus of the course will be the examination of how gender, sexuality, and identity are portrayed in contemporary Korean films. Additionally, the course will investigate the impact of economic factors and transnational influences on the production and reception of Korean cinema, including the rise of genres such as "K-horror" and the rhetoric of transgressive violence. All films will have English subtitles, and all readings will be available in English; no prior knowledge of Korean film, history, or culture required. Join us on this captivating cinematic journey as we explore the intersections of films and society in contemporary Korea.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS239, FGSS230**
Prereq: **None**

WLIT231 The Fantastic and the Nonhuman in Pre-modern Chinese Literature
What defines the human and the humane, and how have "the human" and its many "others" been imagined throughout pre-modern Chinese history? This course explores a fascinating range of Chinese literature dealing with the fantastic and supernatural, from ancient times to the late imperial period. We will delve into captivating stories of gods, ghosts, seductive creatures, and alluring objects, investigating the boundaries of humanity and the rich spectrum of subhuman, superhuman, and nonhuman beings. Key themes include the interplay between the supernatural, gender, and sexuality, and how these narratives either reinforce or challenge traditional hierarchies and social norms. Through these stories, we will discover how pre-modern Chinese literature reflects, questions, and reimagines those cultural values and beliefs.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS245**
Prereq: **None**

WLIT232 Introduction to Premodern Chinese Literature
This course provides a comprehensive introduction to Chinese literature and culture from antiquity through the end of the imperial era. Readings span prose (philosophical, historical, and literary texts; myths and legends; anecdotes; and tales of the strange), poetry (from the Book of Songs through Tang and Song verse), drama, and vernacular fiction. We will consider how literary forms and styles evolved and how they engaged themes such as creativity, gender, literati identity, daily life, and religion. All readings and discussions are in English. No prior background is required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-CEAS**
Identical With: **CEAS221**
Prereq: **None**

WLIT240F Russian Masterpieces: Great Short Works (FYS)
This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work being discussed. These discussions, along with work on building logical arguments and polishing grammar and style, will inform students' own writing. We will read works from the 19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Nikolai Gogol's surreal comedies and urbanistic fantasies; Anton Chekhov's subtle psychological tales; Ivan Bunin's reflections from exile on a lost Russia; Mikhail Bulgakov's sketches of life as a country doctor; Evgeny Kharitonov's experimental narratives of queer experience in a totalitarian society; and Lyudmila Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period. All readings in English translation. No knowledge of Russian is expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS240F, REES240F, RULE240F**
Prereq: **None**

WLIT241 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel
The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, EUGENE ONEGIN, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS205, REES205, RULE205**
Prereq: **None**

WLIT242 Gogol and His Legacy: Witches, Con Men, and Runaway Noses
Nikolai Gogol (1809-1852), hailed as one of Russia's greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol's interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol's reception by modern Russian and Western writers and critics. The course is conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS277, REES277, RULE277**
Prereq: **None**

WLIT243 Speak, Memory: The Russian Memoir
Memoirs offer a chance for individuals to make sense of their relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3-5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS220, REES220, RULE220**
Prereq: **None**

WLIT244 Dostoevsky
Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS251, REES251, RULE251**
Prereq: **None**

WLIT245F Otherness & Belonging (FYS)
One of the many haunting utterances of Fyodor Dostoevsky's most famous antihero, the Underground Man, is "I am alone, I thought, and they are everyone." Like him, the other protagonists of this course are outcasts, dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and "enemies of the state" - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES208F, RULE208F, RUSS208F**
Prereq: **None**

WLIT246 The Soviet Century
This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern

civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries. The Soviet project raises fundamental questions about political systems, economics, and human nature -- questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will move beyond the cliched view of the Soviet Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovsky, Akhmatova, Platonov, Pasternak, Tsvetaeva, Berggolts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES256, RULE256, RUSS256**
Prereq: **None**

WLIT247 Don Quixote: How to Read the Ultimate Novel
No novel is more celebrated than "Don Quixote," albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and "life" or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for "the real world" is often as nutty as the hero himself. We will read, discuss, and write about "Don Quixote" in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L236, COL236, MDST236**
Prereq: **None**

WLIT248 Not Just Neorealism: Italian Cinema, Its History and Politics
This introductory course on Italian cinema, taught in English, investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural, and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism and neorealism (as well as its contested legacy), from a consideration of the "exquisite" examples of the auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastrone, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others. Additional material includes readings in film theory and criticism, Italian history, literary sources, screenplays, and interviews. For interested students with advanced competency in Italian, there will be a .50 credit (CLAC) discussion section, ITAL245/CGST245, at a time to be determined but very likely after our second class of the week. Italian and Romance Studies Majors, please see additional comments below.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L245, FILM302**
Prereq: **None**

WLIT249F Love, Sex, and Marriage in Renaissance Europe (FYS)
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about homosexual love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123F, FGSS123F, MDST125F**
Prereq: **None**

WLIT249Z Love, Sex, and Marriage in Renaissance Europe
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, the Italian Peninsula, the Low Countries, Portugal, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the

maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about "homosexual" love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how have contemporary (21st-century) writers reimagined Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123Z, COL123Z, FGSS123Z, MDST125Z**
Prereq: **None**

WLIT250 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. After 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present. The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L226, ITAL226, RELI218, MDST226**
Prereq: **None**

WLIT251 Good, Evil, Human: German Fairy Tales and Their Cultural Impact
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST279, COL279, GELT279**
Prereq: **None**

WLIT252 Tolstoy
During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS252, REES252, COL262, RULE252**
Prereq: **None**

WLIT253 Gods, Heroes, and Chaos!: An Introduction to Greek and Roman Mythology
This class will dive into the wild and tumultuous world of ancient Greek and Roman mythology to begin to understand its impact on culture and identity in both the ancient and modern world, reading primary source literature, looking at iconography and material culture, and studying later examples of mythological reception. Primary sources span mythical stories of the creation of the universe and the gods themselves; the dramatic exploits, interrelationships, and depictions of the gods; the careers of major heroes and heroines; and the myth of the Trojan war and its long aftermath. While we read ancient works, we will discuss the impact of mythology on religious and cultural practices, history, cultural identity, art, politics, and day-to-day life. We will also discuss the enduring influence these myths have on modern culture -- for better and for worse -- in today's politics, culture and art. Students will acquire mythological literacy, to understand the language of myth itself in both the ancient and modern world, to be able to read the impact myth continues to have on the way we define the natural world, the divine, and humanity's place in the universe. This course counts towards the Literature and Performance track of the Classics major.
Offering: **Crosslisting**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST205, RELI235**
Prereq: **None**

WLIT255 Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia, Ukraine, and Armenia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233, RULE233, RUSS233, FILM333**
Prereq: **None**

WLIT255Z Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Russian Empire, the Soviet Union, and contemporary Russia and Ukraine. Students will learn the key works, names, events, and concepts of the Russian and Soviet cinematic traditions. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film and media studies. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. No knowledge of Russian is expected or required. All films have English subtitles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233Z, FILM333Z, RULE233Z, RUSS233Z**
Prereq: **None**

WLIT256 After Communism: Animals, Avatars, Hybrids
During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities--all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **RUSS223, REES223, RULE223**
Prereq: **None**

WLIT257 Performing Russian Culture: From Peter the Great to the Russian Revolution
This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of "Russianness." The course will explore ever-relevant questions of belonging, display of power, and ideology, and ask how, why, and by whom cultural identities are contrived and performed. The course is conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **RUSS224, REES224, RULE224**
Prereq: **None**

WLIT259 Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe
This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's Radetzky March, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's I Served the King of England, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Volodymyr Rafeyenko's Mondegreen is an experimental narrative told through the eyes of a refugee from the Ukrainian Donbas region in Kyiv who struggles with language and identity; Nobel Prize-winner Olga Tokarczuk's Flights provides a constellation of short narratives that attempt to capture the place of the body in the world of travel and migration; in Witold Gombrowicz's Trans-Atlantyk and Aleksandar Hemon's The Question of Bruno, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS255, REES255, RULE255**
Prereq: **None**

WLIT261 Cuneiform to Kindle: Fragments of a Material History of Literature
This course provides a theoretical and historical investigation of diverse media of literary expressions from clay tablets to digital texts. We will inquire into the history of writing through different technologies and modes of composition, circulation, and reception from antiquity to the present day. By engaging in such topics as the transition from scroll to codex, from manuscript to print, and from book to Kindle, we will consider the history of literacy in relation to other forms of expression (oral, visual, networked) and analyze different practices of organizing textual materials (punctuation, paragraphing, annotation). We will scrutinize paratextual elements (title, front matter, opening information, foreword) and various forms of verbal accretions (glosses, commentaries,

editorial interventions). We will examine shifting notions of authorship and originality and explore different systems of storage (libraries, archives, museums). And by questioning the multifaceted, nondeterministic interplay between literary artifacts and the media by which they are formalized and materially formed, we will provide a critical and historical reflection on the nature of textuality, writing, and media.

Readings will set essays in the history of the book and media studies alongside key literary case studies from various periods and geographical areas. Projects will engage with textual materiality (including through the creation of book-objects of our own). The course will be conducted in English.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L234, MDST231**
Prereq: **None**

WLIT262F Days and Knights of the Round Table (FYS)
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L176F**
Prereq: **None**

WLIT263 Tolstoy: War and Peace and Other Works
Lev Tolstoy (1828-1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. This course will deal with the first half of Tolstoy's career, beginning with his experiments in the narration of consciousness ("A History of Yesterday" and Childhood) and in the narration of the experience of war (Sevastopol Stories). The main part of the course will be devoted to his epic War and Peace, in which the Napoleonic invasion of 1812 serves as the vehicle for considering the nature of Russian nationhood, the place of the individual in large historical events, and the very essence of how history should be narrated. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES290, COL276, RULE290, RUSS290**
Prereq: **None**

WLIT264 Tolstoy Part Two: Anna Karenina and Later Works
Lev Tolstoy (1828 -1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. His influence in Russia went far beyond literature. By the end of his life, he was the leader of a moral movement known as Tolstoyanism, the major tenets of which were pacifism, vegetarianism, and a resistance to state power verging on anarchism. This course begins with Tolstoy's mid-career masterpiece Anna Karenina, in which Tolstoy explores the problematic nature of the Russian family through the experiences of two main characters: an adulterous wife, for whom the novel is named, and an autobiographical stand-in, Konstantin Lyovin, who is a mouthpiece for many of Tolstoy's own concerns about the post-emancipation Russian economy and the pernicious influence of the West. We will also read Tolstoy's final major novel, Resurrection, which calls into question all the bases of modern society, with the prison system as the primary embodiment of societal evil. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES291, COL277, RULE291, RUSS291**
Prereq: **None**

WLIT265 Chekhov: Prose vs. Drama
This course explores the oeuvre of Anton Chekhov (1860-1904), one of the most influential modern dramatists¿the author of such classic plays as The Seagull, Uncle Vanya, Three Sisters, and The Cherry Orchard. Chekhov also wrote profound prose works, such as "Ward No. 6," "The Black Monk," "Rothschild¿s Violin," and "The Lady with a Lapdog."

As one of Chekhov¿s biographers put it, "Of all the Russian 'classics' he is, to non-Russians especially, the most approachable and the least alien, whether on the stage or the printed page. He lets his reader and spectator react as they wish, draw their own conclusions. He imposes no philosophy" (Donald Rayfield).

Poetic, dense, and elusive, Chekhov¿s writing continues to attract readers, spectators, and theater-makers of all kinds. Some of Chekhov's admirers believe that the quality of his fiction surpasses that of his most famous plays. This course approaches Chekhov by focusing on the tension between his prose and drama: what can a Chekhov short story accomplish that a Chekhov play cannot, and vice versa? After all, a concern with the purpose of human existence undergirds his short stories and plays alike. More specifically, studying Chekhov enables a fresh understanding of happiness and joy, of grief and sorrow in a relentlessly brutal world. An extraordinary storyteller capable of spotting dramatic conflict in the most mundane situations, Chekhov allows for rich discussions of the passage of time, conflict between generations, professional failure, the pressures of gender norms, and the costs of colonialism in late Russian Imperial society.

In addition to literary analysis, the course offers an opportunity to get acquainted with the basics of Chekhov's influence on contemporary performance. Expert guest lecturers will facilitate workshops on acting and directing Chekhov.

Film adaptations and recordings of stage performances will supplement readings. All readings and discussion are in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**

Identical With: **REES279, RUSS279, RULE279**
Prereq: **None**

WLIT266 Contemporary Russian Literature
The course offers a survey of contemporary Russian literature, with a focus on the post-Soviet period. We will discuss how Russian literature relates, aesthetically and anthropologically, to the dynamic historical period roughly starting in 1985: perestroika, the collapse of the Soviet Union, the liberal 1990s and the emerging market economy, ethnic conflicts, and the era of Putinism. We will read works written in different aesthetic modes: documentary genre (Svetlana Alexievich, Maria Stepanova), Russian postmodern prose (Liudmila Petrushevskaya, Viktor Pelevin, Vladimir Sorokin), realist writers (German Sadulaev), as well as the most recent popular best-sellers and movies.

The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES276, RULE276, RUSS276**
Prereq: **None**

WLIT268 When the Empire Strikes Back: (Post) Colonial Theory and Fiction
Throughout its history, the rulers of Russia--the tsarist Russian Empire, the USSR, and now the Russian Federation--have been focused on the expansion of Russia's territory via the conquest, subjugation, and/or assimilation of neighboring peoples. Russia's colonial condition, expressed in fiction, film, and other media, will be the focus of this course. We will discuss global postcolonial theory (Chinua Achebe, Edward Said, Gayatri Spivak) and critical works with a focus on Russian, East European, and Eurasian Studies (Ewa Thompson, Vitaly Chernetsky, Alexander Etkind), in order to see how Russia's colonial being can be compared to other empires. We will discuss such topics as The Empire and the Other, Culture and Imperialism, Language Politics, and strategies of resistance to imperial hegemony. Via specific cases in literature and art, we will see how Russian culture processes the colonization of Alaska, Siberia, and the Caucasus. We will pay special attention to the discourses of Chukchi, Tartar, Chechen, Khanty, and Ukrainian authors who write back to the Empire. The readings will include the writings of J.M. Coetzee, Joseph Conrad, Mikhail Lermontov, Yuri Rytkheu, Guzel Yakhina, Yeremey Aipin, and Viktor Astafiev. The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES265, RULE265, RUSS265, COL285**
Prereq: **None**

WLIT271 Mahabharata and Ramayana: The Sanskrit Epics and Indian Visual Culture
This course explores the complex interface between literary texts, painted illustrations, and visual performance traditions in South Asia, taking as our primary focus the two great Sanskrit epics, Mahabharata and Ramayana. Both epics will be read in abridged translation to provide familiarity with the overall narrative structure and thematic concerns of the two texts, and a number of excerpts from unabridged translations will be studied in detail to arrive at a fuller understanding of the contents of key episodes and of the style and texture of the two works. The first part of the course addresses a series of questions pertaining to the literary versions of the two epics: What is epic as a genre, and what are its social roles? Do the Mahabharata and Ramayana manifest similarities that permit us to identify a distinctive Indian epic type? What are the connections between these epics and the early history of India? Why, and how, did the written texts we have today come to be redacted from bodies of oral tradition? In the second part of the course, we will consider the visual manifestations of the Sanskrit epics in the form of painted manuscript illustrations, classical Sanskrit plays (known literally as "visual poetry"), later performance traditions such as Kutiyattam, and, finally, selected films of the Hindi- and regional-language cinemas. This course requires no prior knowledge of Indian literature, history, or art and may serve as an effective introduction to the culture and civilization of South Asia.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA290, GSAS290**
Prereq: **None**

WLIT273 Tibetan Religion
This course serves as an introduction to major themes of Buddhist thought and practice within the cultural and historical framework of Tibet and the wider Himalayan world. In doing so, it examines various approaches to the study of religion and questions traditional definitions of categories such as "religion" and "Buddhism" themselves. Beginning with a close study of Patrul Rinpoche's classic 19th-century guide to Tibetan Buddhism, the early part of the course focuses on the doctrinal foundations of the tradition. This is followed by a historical and more critical examination of Tibetan religious history, proceeding from Buddhism's Indian antecedents and its initial arrival in Tibet during the seventh century through the present day. The course will explore a wide range of Tibetan religious cultures and practices including Buddhist ethics, systems of monastic and ascetic life, ritual activities, sacred geography and pilgrimage, lay religion, as well as the status of Tibetan Buddhism under Chinese occupation and in the West. It will also examine the lesser-known communities of Tibetan Muslims and Christians inside Tibet and in exile. The majority of readings will consist of primary texts in translation, and will concentrate on Tibet's rich narrative literary tradition. These will be supplemented by secondary literature on the study of religion and Tibetan Buddhism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI229, CEAS343, GSAS229**
Prereq: **None**

WLIT281 Introduction to the Hebrew Bible (Old Testament)
The Hebrew Bible is one of the most influential texts in the world. From antiquity to the present, it has served as a source of philosophical, literary, and artistic reflection. It is a fascinating document, combining narrative, poetry, law, prophetic proclamations, and puzzling parables. What kind of book is the Hebrew Bible? Who wrote it and why? How do we approach such a text across the distance of time? Through a systematic reading from the very beginning, we will place the Bible in its historical context while giving special attention to the philosophical and literary questions it raises: Is obedience to authority always justified? Why do good people suffer unjustly? What is God's gender? In answering these and other questions, you will gain an understanding of the ways contesting interpretations make authoritative claims.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI201, MDST203, CJST244**
Prereq: **None**

WLIT282 Introduction to the New Testament
The purpose of this course is to provide an introduction to those writings of the earliest Christians that came to be included in the Bible. These writings will be examined critically with respect to their social-historical origin, religious

content, and place within the development of ancient Christianity. Interpreting early Christian texts constitutes the most important task in the study of the New Testament. We will therefore focus on a close reading of the New Testament in light of historical situations and social contexts in the Greco-Roman world, having as one of the chief aims of the course the acquisition of critical skills in reading and understanding the Bible. In the process we will necessarily engage secondary scholarship and wider theoretical interests, thereby providing students with a general introduction to the academic study of religion.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI212, MDST214**
Prereq: **None**

WLIT301 Global Film Auteurs
This course offers a comparative introduction to film auteurs from around the world spanning the 1930s to the present day. Our aim is threefold: to analyze the narrative and stylistic tendencies of each filmmaker while considering their work in a historical, cultural, and industrial context; to develop our film analysis skills via formal comparison; and to consider the formation, redefinition, and influence of film canons. Emphasis will be placed on describing and analyzing the functions of narrative and stylistic elements and their effects on the viewing experience. Each week will include two film screenings, a lecture, and a discussion. Screenings will include films directed by Andrea Arnold, Julie Dash, Fernando Eimbcke, Don Hertzfeldt, Krzysztof Kieslowski, Akira Kurosawa, Steve McQueen, Jafar Panahi, Satyajit Ray, Ousmane Sembène, Céline Sciamma, Wong Kar-wai, Agnès Varda, Yim Soon-rye, and Zhang Yimou, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM388, CEAS388**
Prereq: **None**

WLIT321 The Legacy of World War II in Postwar Japan
In 1956, the Japanese Economic Planning Agency famously declared, "The 'postwar' is over." Indeed, by that time, the national economy had made a remarkable recovery since the end of World War II. Others place the end of the postwar with Emperor Hirohito's death in 1989. The new Reiwa era might be another marker. Still, was the postwar truly over for Japan? This seminar aims to tackle this dilemma of the postwar and assess how the war and the American occupation are remembered by the Japanese, and how they continue to reverberate politically and culturally, nearly 70 years after Japan regained its independence.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS215**
Prereq: **None**

WLIT322 Politics and Society in Japanese Women's Writing
How have some of modern Japan's most celebrated and insightful authors responded to key events and social conditions in contemporary Japan? What sorts of perspectives have these authors brought to issues of industrial pollution, or to youth crime and social change under capitalism, or to ongoing crises in Okinawa and Fukushima? This course seeks to hear the voices of these authors--and the social actors with whom they engage--by grappling with key modern Japanese literary texts in English translation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS390, FGSS390**
Prereq: **None**

WLIT324 Cinema and Moviegoing in American Chinatowns: Digital Tools and Storytelling
In the latter decades of the twentieth century, movie theaters dedicated to the screening of Chinese-language cinema dotted Chinatowns and Chinese ethnoburbs across the United States. What historical and economic forces explain the development of these unique exhibition sites, and how can we understand their social and cultural impacts? This seminar explores the production, distribution, and exhibition of Chinese-language films for overseas audiences and the moviegoing cultures that emerged around cinemas in Chinatowns and Chinese ethnoburbs. Units will explore Chinese immigration to North America, the establishment of Chinatowns, and early cinema spaces; Chinese immigrant and American-born Chinese filmmaking pioneers, the growth of "Chinese Hollywood," and challenges to Hollywood's dominant representations of Chinese characters and communities; the significance of diaspora audiences for Hong Kong movie studios and the creation of affiliated film distribution chains in the US; the expansion of Chinese-language cinemas in the 1960s and 1970s; the Mandarin and Cantonese films seen by overseas audiences and their range of appeals; and the social and cultural functions served by Chinese-language movie theaters. Students will learn qualitative and quantitative digital tools for film history research and use them to analyze original data sets, visualize research results, and create interactive GIS maps, storymaps, digital timelines, databases, web pages, oral histories, and other digital work related to cinema and moviegoing in American Chinatowns.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS306, FILM316**
Prereq: **None**

WLIT325 Native Matters: Materiality in Indigenous Literatures Across the Pacific
This seminar contemplates the function and representation of materiality in contemporary indigenous literatures. It highlights the centrality of embodied practices in indigenous cultural lives. The primary texts for the course will be literary texts (novels, short stories, essays, and poems) from different indigenous communities, including from North America, East Asia, Austrasia, and Oceania. We may also deal with non-textual materials such as artifacts, maps, clothes, video games, etc. Readings will also include theoretical or philosophical works from indigenous and non-indigenous thinkers on the subject of materials and materiality. The course will thematize materiality in two ways: the first is to understand materiality as a way for indigenous authors to represent or construct various understandings of indigeneity, either in traditional lifeways, modern indigenous realities, or indigenous futurisms, both within and between specific indigenous communities. The second is to engage with thing theory and materiality as a method of literary analysis.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM334, CEAS334**
Prereq: **None**

WLIT326 Contemporary East Asian Cinema
This is a seminar on comparative narrative and stylistic analysis that focuses on contemporary films from Hong Kong, Taiwan, China, South Korea, and Japan, regions that have produced some of the most exciting commercial and art cinema in the last thirty years. We will begin by examining the basic narrative and stylistic principles at work in the films, then broaden the scope of our inquiry to compare the aesthetics of individual directors. Our goals are to analyze the narrative and stylistic tendencies of filmmakers while considering their work

in a historical, cultural, and industrial context, and to develop our film analysis skills via formal comparison. Films from Bong Joon-ho, Fei Mu, Hong Sang-soo, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Jia Zhangke, Jeong Jae-eun, Kon Satoshi, Lee Chang-dong, Mizoguchi Kenji, Ozu Yasujiro, Suo Masayuki, Tian Zhuangzhuang, Johnnie To, Tsai Ming-liang, Tsui Hark, Wai Ka-fai, Wang Xiaoshuai, Wong Kar-wai, Yim Soon-rye, Yoon Ga-eun, Yuen Kuei, and others will be featured.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CEAS346, FILM346**
Prereq: **FILM304 OR FILM307**

WLIT327 Hong Kong Cinema
This course offers an introduction to the dynamic history of Hong Kong cinema from 1960 to the present day. The course will acquaint students with Hong Kong's major films, genres, directors, and industrial trends; explore the factors that enabled the Hong Kong film industry to become a regional and global powerhouse; and consider the reasons behind the contraction of the industry since the mid-1990s and the outlook for Hong Kong cinema's future. Screenings will feature the films of Fruit Chan, Jackie Chan, Peter Chan, Chang Cheh, Mabel Cheung, Tony Ching Siu-tung, Chor Yuen, Stephen Chow, King Hu, Ann Hui, Michael Hui, Stanley Kwan, Andrew Lau & Alan Mak, Li Han-hsiang, Lo Wei, Johnnie To, Cecille Tong, Tsui Hark, Wang Tian-lin, Wong Kar-wai, John Woo, Corey Yeun Kwai, Toe Yuen Kin-to, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CEAS372, FILM372**
Prereq: **None**

WLIT333 Storytelling in Japan's Empire (and its Aftermaths)
This course introduces different forms of storytelling in the Japanese Empire (1868-1945), and considers how the ghosts of Empire continue to haunt storytelling in the postwar era (1945 ~), as well. By considering texts (in English translation) produced by different individuals navigating everyday life in disparate locations across the Empire (including Korea, Taiwan, and the "home islands" of Japan itself), the course aims to move beyond historical timelines of "big events" and introduce the material realities and struggles, the complexities and contradictions of everyday life under Empire. Although it certainly takes up literary "texts" in the traditional sense of short stories, novels, and poetry, the course understands storytelling as occurring through a range of mediums, including film, music, and manga/graphic novels. By considering a disparate selection of literary, musical, and filmic stories from this period, it strives to attend to some of the contested and competing desires of individuals and entities seeking to navigate conditions of empire, colonialism, and war.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS300**
Prereq: **None**

WLIT340 The Mediterranean Archipelago: Literary and Cultural Representations
"Islands which have / never existed / have made their ways / onto maps nonetheless" (Nicholas Hasluck). In this course, we study Mediterranean islands as geographical, textual, and metaphorical spaces. We focus on specific islands -- both fictional and real -- as case studies for the aesthetic, political, and metaphysical implications of insularity, while also aiming to present the Mediterranean as a spatial, historical, and cultural network of relationality and conflict. Elaborating upon Predrag Matvejevitc's statement that "the Mediterranean is not only geography," we approach Mediterranean insularity not only in cartographical representations (from Greek geographers to Arab cartographers), but also as poetic topos (from Ariosto's Island of Alcina to Goethe's Capri), narrative stratagem (from Homer's Phaeacia to Boccaccio's Rhodes), literary protagonist (from Deledda's Sardinia to Murgia's Sardinia), political concept (from Plato's Atlantis to Campanella's Taprobane), and existential condition (from Cervantes's Cyprus to Cavafy's Ithaca). We engage in a diachronic and synchronic exploration of Mediterranean islands' inherent dialectic between resistance and occupation, identity and assimilation, marginality and integration, zoological extinction and speciation, inbreeding and metissage, autochthony and allogeny, linguistic conservatism and creoleness, territorial boundedness and internal division. Our approach will also be archipelagic and include methods and concepts from historical linguistics and dialectology to diplomatic history and postcolonial poetics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ITAL289, MDST360**
Prereq: **ITAL112**

WLIT341 Moscow/Berlin: Dreamworld and Catastrophe
The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an "off-modern" path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES321, RUSS321, GRST221, RULE321**
Prereq: **None**

WLIT342 Dante in His World: Politics, Poetry, Religion
Dante Alighieri is one of the great figures of European history and culture. He has been famous since his life, especially for his poem "The Divine Comedy," including its depictions of the Inferno, Purgatory, and Heaven. It reveals his massive intellectual knowledge and his deep and complex commitments. It might be less well known that he was also an active politician and a political theorist, as well as a student of literature and style.

This course will examine the body of his work and use it to outline some of the great political, moral, and religious crises of Europe around the year 1300, a moment closely connected to the very idea of the Middle Ages. Important course themes will include the question of the political balance of church and state, the role of mysticism and philosophy in expressing ethics, and the uses of history, theory, and poetry in seeking the good life. Readings will focus on Dante's own writings, including "The Divine Comedy," "The New Life" (La Vita Nuova), and "On Monarchy."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST236, MDST237**
Prereq: **None**

WLIT376 Foundations of Playwriting from the Global South
Cimientos (Spanish for "foundations") is a play development program run by NYC-based Latinx theater company IATI Theater. Since 2001, this program has showcased authors from around the world. However, in most recent years, the experience of working with playwrights from Argentina, Chile, Colombia, Mexico, Kenia, and Uganda has opened up the possibility of addressing playwriting as a deterritorialized praxis in which political, thematical, and historical discussions intertwine with shared aesthetics and new forms to understand theater in the Global South. In this workshop-seminar, students will analyze canonical texts and unpublished plays from contemporary authors based in the Global South to participate in the discussion of decolonizing playwriting. Students will analyze critical scholarship on the Global South to trace a contemporary South-South relationship within playwriting as a literary and political device. Authors from the Cimientos program will join the class as guest speakers to prompt students to develop creative writing techniques. Students will present a draft of a short play that integrates the material covered in class.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT306**
Prereq: **None**

WLIT377 Ancestral Writings: (Re)Tracing AfroCaribbean and Indigenous Frameworks for Creative Writing
Coined by Puerto Rican author Mayra Santos-Febres, "ancestral writing" elicits a reconceptualization of creative writing and its techniques from the point of view of our ancestors in Latin America, more particularly, the Afro-diasporic and indigenous. In this course, students will explore theoretical, literary, and cinematic material that encourages decentralizing creativity and writing as a political praxis. Concepts such as the ch'ixi in Aymara culture and biocultural memories from Andean indigenous nations will work as points of departure to develop decolonizing, anti-imperialist, and anti-racist writing techniques. Guest speakers, who include specialists in the Quechua language and Afro-Caribbean folklore, will encourage students to (re)formulate techniques for their creative writing. Students will analyze texts by Silvia Rivera Cusicanqui, Mayra Santos-Febres, Odi Gonzales, Frantz Fanon, Guaman Poma, Elicura Chihuailaf, and Solimar Otero, among others. Students will present a creative writing piece that puts into practice the material studied in class.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT308**
Prereq: **None**

WLIT395 A Wesleyan Student's Guide to Fascism: The Case of Modern Japan
"Fascism" is a term that is frequently encountered in social and political discourse. But what does this term actually mean? How can we conceive productively of different fascisms across different historical moments and (geo)political contexts--including our own? This course will consider fascism in modern Japan, and address the economic, (geo)political, social, and cultural circumstances that incited what we will call "fascist desire" in Japan's imperial moment and beyond. But while the specific experiences and characteristics of historical fascisms are informed by the unique contexts within which they unfold, including Japan's, fascism as phenomenon can never be reduced to national or cultural particularities, or confined to isolated historical moments. As one possible reaction to the experiences of modernity, that is, the specter of fascism is always with us, everywhere. By engaging with primary and secondary texts--scholarship, music, literature, film--that variously analyzed, challenged, bolstered, and critiqued fascism in the context of modern Japan, students will learn to recognize the specter of fascism in their own lived, everyday contexts, and grow in their ability to confront and counter the conditions and desires that help nourish it.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS395**
Prereq: **None**

GERMAN STUDIES

Interdisciplinary in nature, the academic field known as German studies has undergone rapid development in recent years. At Wesleyan, the German Studies Department takes an active part in internationalizing the curriculum, educating students for a world in which a sophisticated understanding of other cultures and their histories has become increasingly important. A background in German studies can prepare students for careers in many fields. Among them are teaching, translation, publishing, arts administration, journalism, law, international business, and library sciences. German studies also prepares students for graduate study in literature, linguistics, philosophy, art history, history, psychology, the natural sciences, music, and other disciplines. At every level, the department’s courses taught in German stress the four basic skills: reading, writing, listening, and speaking. These courses develop students’ awareness of how language functions to convey information, express emotions, and communicate thought. The department’s courses taught in English focus on the specific historical experiences of German-speaking countries and the contributions of those countries to many realms of human endeavor. These courses often raise the question of translation, asking how successfully cultural phenomena specific to a particular place and time can be expressed in another language.

The topics of courses offered by members of the department and the affiliated faculty include German literature from the 18th century to the present, philosophy, literary theory, art history, German film from its origins to the present, political science, environmental studies, and history. A number of courses, taught in English in other departments, are cross-listed and can be counted toward the major.

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

AFFILIATED FACULTY

Erik Grimmer-Solem
BA, Brigham Young University; MSC, London School of Economics and Political Science; MPHIL, Cambridge University; DPHIL, Oxford University
Ezra and Cecile Zilkha Professor in the College of Social Studies; Professor of History; Tutor, College of Social Studies; Professor, German Studies

Katherine M. Kuenzli
BA, Yale University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Chair, Art and Art History; Professor of Art History; Professor, German Studies

Daniel Smyth
BA, University of Chicago; MA, University of Chicago; PHD, University of Chicago
Associate Professor of Letters; Associate Professor, Philosophy; Associate Professor, German Studies

Roman Utkin
MA, Kazan State University; MPHIL, Yale University; PHD, Yale University
Associate Professor of Russian, East European and Eurasian Studies; Associate Professor, German Studies; Core Member; Associate Professor of Russian, East European, and Eurasian Studies

Sarah Wiliarty
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Co-Chair, College of Social Studies; Associate Professor of Government; Tutor, College of Social Studies; Associate Professor, German Studies; Associate Professor, Feminist, Gender, and Sexuality Studies

CHAIR

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

EMERITI

Annemarie Arnold
Adjunct Professor of German Studies, Emerita

Iris Bork-Goldfield
MA, Ludwig Maximilians University; PHD, Ludwig Maximilians University
University Professor of German Studies, Emerita

Vera Grant
CER, University of Freiburg
Adjunct Professor of German Studies, Emerita

Arthur S. Wensinger
MAA, Wesleyan University
Marcus L. Taft Professor of German Language and Literature a

Krishna R. Winston
BA, Smith College; MPHIL, Yale University; PHD, Yale University; MAA, Wesleyan University
Director, Susan B. and William K. Wasch Center for Retired Faculty; Marcus L. Taft Professor of German Language and Literature,; Professor, Environmental Studies, Emerita; Co-Director, Wasch Center Seminars; Visiting Scholar

FACULTY

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

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

VISITING FACULTY

Christian Obst
MA, Johann Wolfgang Goethe Universitauml;t Frankfurt am Main; MA, Brown University; PhD, Brown University
Visiting Professor of German Studies

Erik Vogt
Visiting Professor of German Studies

DEPARTMENTAL ADVISING EXPERTS

Iris Bork-Goldfield, Martin Baeumel, Ulrich Plass

- Undergraduate German Studies Major (p. 1077)
- Undergraduate German Studies Minor (p. 1126)

GERMAN LITERATURE IN TRANSLATION

GELT230F The Simple Life (FYS)
As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors--as individuals, groups, societies, and cultures--affect the conditions under which we, future generations, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an "après moi, le déluge" attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living "green" make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives and threats to the environment in the present moment.
Offering: **Crosslisting**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST230F, ENVS230F**
Prereq: **None**

GELT239 Modernism and the Total Work of Art
The term "total work of art" refers to the German concept of the Gesamtkunstwerk, which took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in Impressionist painting and German Expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA339, GRST239, RL&L339**
Prereq: **None**

GELT253 The New German Cinema
This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Bertolt Brecht's theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM320, GRST253**
Prereq: **None**

GELT279 Good, Evil, Human: German Fairy Tales and Their Cultural Impact
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST279, COL279, WLIT251**
Prereq: **None**

GELT279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact (FYS)
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST279F, COL279F**
Prereq: **None**

GELT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GELT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

GELT411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GELT412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GERMAN STUDIES

GRST101 Elementary German
This course is an introduction to German and leads to communicative competence in German by building on the four primary skills--speaking, listening, reading, and writing--while developing participants' awareness of life and culture of German-speaking countries. Learning German and its structure will also enhance students' awareness of commonalities between the English and the German languages. The GRST101/102/211 course sequence will help students appreciate that contemporary Germany is economically and politically the leading country in the European Union and has a dynamic, multicultural society. The German language opens vistas into a world of ideas that is as complex as it is elemental. It provides access to many fields, from philosophy to the natural sciences and many disciplines between: history, musicology, art history, and environmental studies. These three courses prepare students to study abroad in Germany, on one of the two Wesleyan-approved programs in Berlin and Hamburg or continue with GRST212 here at Wesleyan.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-GRST**

Prereq: **None**

GRST102 Elementary German
This is the second part of the two-part sequence in Elementary German (see GRST101). Students will continue their study of the four primary skills--speaking, listening, reading, writing--plus German grammar and culture. They will read a variety of authentic texts, listen to native speakers, handle everyday conversational situations, and write short compositions. At the end of the semester, students will write, perform, and videotape a skit based on the material learned this semester. GRST211 is the course following GRST102. Students who take GRST211 can apply to study abroad in Germany on one of Wesleyan's approved programs in Berlin and Hamburg or continue with GRST214 here at Wesleyan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST101**

GRST211 Intermediate German
This course typically follows GRST101 and 102 and increases students' proficiency in the German language while they learn about different cities and regions in the German-speaking world. Working collaboratively, students engage in cultural activities with authentic readings and contextualized grammar in a unifying context. Through exposure to a variety of texts and text types, students develop oral and written proficiency in description and narration, as well as discourse strategies for culturally authentic interaction with native speakers. Classes focus on active use of the language. Film, music, and other audio clips are regularly integrated into the course to increase students' listening comprehension. Through regular writing assignments, students expand their vocabulary and practice varied styles and techniques. Among the course goals are improved communication and reading skills, an expanded vocabulary, more accurate and nuanced written expression, and increased insight into historical and cultural features of the German-speaking world. After the successful completion of this course, students can study abroad through Wesleyan's approved German programs in Berlin and Hamburg or continue with GRST212 at Wesleyan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST102**

GRST212 Practice in Speaking and Writing German
This course is designed to build and strengthen skills in oral and written German. It functions as a bridge between the basic language series (GRST101&102 and 211) and the more advanced literature/culture courses. This course extends the focus on language and culture through reading, interpreting, and discussing longer German texts (including poems and short stories) begun in GRST211. Moreover, students will research various aspects of the history and culture of Germany and gain practice writing about and presenting the results of their research. Grammar instruction and review as well as vocabulary-building are integral parts of this course, since mastery of the structures of German will facilitate students' ability to express more complex ideas. We will supplement the textbook with additional readings, music, and films. Class discussion will be conducted in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST211**

GRST213 German Culture Today
Readings, class discussion, and written work will be based on current and recent events and developments in Germany. Topics will include Germany's place in the new Europe and the world, Germany as a multicultural society, and German contemporary culture. The course will provide extensive practice in speaking, reading, listening, and writing in German and using literary and nonliterary texts, as well as audio and visual materials. Structured conversation, debates, and analysis of different types of texts, along with writing assignments in a variety of genres, will strengthen proficiency in German and prepare students for 300-level courses. This course can be taken either before or after study in Germany.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST212**

GRST221 Moscow/Berlin: Dreamworld and Catastrophe
The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an "off-modern" path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES321, RUSS321, RULE321, WLIT341**
Prereq: **None**

GRST224 The Holocaust in Contemporary Popular Culture
How to describe the indescribable and to speak the unspeakable? Long after the end of World War II, filmmakers still grapple with these questions, and their answers vary ethically and aesthetically. This course will discuss depictions of the Holocaust in contemporary popular culture. We will touch on graphic novels, TV sketches, and social media, but mainly focus on film. While the time frame will be limited to mainly the last two decades, we will explore a vast range of texts including: Hollywood fare and East European art-house movies; gritty dramas and dark comedies; reenactments of real-life events and alternative history. From Hipster Hitler to the Jojo Rabbit, from "Inglorious Basterds" to "Son of Saul," what all these examples share is an artistic and thematic audacity. We will examine how they try to propose new and unsettling answers to old but ever-vital questions: How did the Holocaust happen and might it happen again?
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST224**
Prereq: **None**

GRST227 Criticism and Psychoanalysis
This course introduces some classical psychoanalytic methods of reading and interpretation, with accent on the four concepts Jacques Lacan identified as foundational: the unconscious, repetition, the transference, and the drive. We will approach psychoanalysis as a style of close reading whose influence on forms of interpretation--especially literary interpretation--has been immeasurable. One central concern will be the capacity of psychoanalysis to enable us to read ourselves reading, to make the interpretive situation itself the object of our analysis. Students with an interest in literary-critical methods will benefit from the course, as will students with an interest in the internal logic of an important body of thought.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL327, RL&L327**
Prereq: **None**

GRST230F The Simple Life (FYS)
As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors--as individuals, groups, societies, and cultures--affect the conditions under which we, future generations, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an "après moi, le déluge" attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living "green" make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives and threats to the environment in the present moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **ENVS230F, GELT230F**
Prereq: **None**

GRST231 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, RL&L290, RUSS340, RULE340, REES340, ENGL295**
Prereq: **None**

GRST232F Marxism and Abolitionism (FYS)
This course explores the historical encounter of Marxist revolutionary theory, with its roots in German idealism (Kant, Schiller, Fichte, Hegel), and abolitionist causes. How have abolitionist movements historically informed, expanded, and challenged Marxist theory and its tactical playbook? What made Marx a touchstone for so many black revolutionary thinkers, including W.E.B. du Bois, Franz Fanon, C.L.R. James, and Angela Davis? How have anticommunist, racist, security-statist ideologies been mobilized to undermine and defeat transformative social movements? We will begin with the Haitian Revolution and work our way through the abolition of slavery in the US and the anticolonial and civil rights struggles of the mid-20th century to the prison abolition movement today. In addition to the above mentioned authors, readings will include Toussaint L'Ouverture, Frederick Douglass, Ottilie Assing, V.I. Lenin, Rosa Luxemburg, Georg Lukács, Max Weber, Martin Luther King, Jr., Herbert Marcuse, and the Combahee River Collective.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **AFAM230F**
Prereq: **None**

GRST233F Holocaust Remembrance in Germany: The Third Generation (FYS)
Remembering the Nazi past is a fundamental aspect of postwar German culture. In this course, we will trace the Holocaust's aftermath in contemporary German literature and thought. We will pay close attention to the socio-cultural and historical-political changes in attempts to glean new meanings from a past that is both omnipresent and highly evanescent. It will be our particular concern to encounter versions of Jewish identity and attempts to prescribe different narratives. We will focus especially on contrasting the creative works of the immediate postwar period and "the third generation." These contemporary writers explore a historical trauma that has become an integral part of specific Jewish-German identity. At the same time, their temporal and personal distance to the actual events necessitates new imaginative approaches to the past. Careful readings of literary, theoretical, journalistic, and historical texts, as well as personal discussions will enable us to critically think about the challenges and limits of how to write about the Holocaust 70 years after it occurred, and how the difficulties in doing so might inform other kinds of writing about historical and personal trauma. Students need to read Olga Grjasnowa's "All Russians Love Birch Trees" prior to the start of the course. Students will have Zoom class discussions and intensive peer-feedback-driven writing practice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **CJST233F**
Prereq: **None**

GRST234F Instances of Collective Memory (FYS)
Both history and fiction tell stories. They evaluate facts, construct contexts, and foreground patterns and associations--all using language as their primary tool. In this course, we will analyze key moments in the formation of collective and cultural memories in 20th-century history, philosophy, and literature. We will think about how individual memory and collective remembrance connect, how larger stories are built up from archives and personal stories, and how these narratives are shaped by changes in the world around them. We'll pay special attention to how the World Wars and the Cold War are memorialized and to the importance of these narratives to contemporary Jewish identity and remembrance in Germany, Israel, and the United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**

Identical With: **WRCT117F, CJST234F**
Prereq: **None**

GRST238 Bauhaus: Art, Craft, Design
This seminar examines the theory and practice of the Bauhaus, the most influential art school of the 20th century. The Bauhaus proposed a radical concept: to reconstruct the material world of war-torn Europe to reflect principles of unity in the arts and within all world cultures. In the 15 years of its existence, from 1919 until 1933, the Bauhaus underwent many changes, including moves from Weimar to Dessau and Dessau to Berlin, as well as the reorientation of its curriculum away from craft and towards industrial production. Throughout, its activity was defined by a series of tensions, between fine and applied arts and between form and function. Attracting men and women from Western and Eastern Europe, the Americas, and East Asia, the Bauhaus adopted an international and gender-inclusive orientation from the beginning, even as gender inequalities persisted. After the school's forced closure in 1933 by the National Socialists, many of its teachers and students left Germany to found art schools throughout the globe, and its core principles continue to shape art pedagogy and practice today, above all its a commitment to experimental learning in de-hierarchized workshops. This course will examine the origins, core products and theories, and afterlife of the Bauhaus.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA338**
Prereq: **None**

GRST239 Modernism and the Total Work of Art
The term "total work of art" refers to the German concept of the Gesamtkunstwerk, which took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in Impressionist painting and German Expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA339, GELT239, RL&L339**
Prereq: **None**

GRST241 Introduction to European Avant-Garde, 1880-1940
This course introduces students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA241, RL&L241**
Prereq: **None**

GRST249 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) impression of endurance and stability?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM339, COL351, PHIL302, STS339**
Prereq: **None**

GRST250 Cultural Criticism and Aesthetic Theory: Walter Benjamin and Theodor Adorno
This seminar introduces and explores the cultural criticisms and aesthetic theories of Walter Benjamin and Theodor Adorno, two of the 20th century's most notable Marxist thinkers and critics. Our aim will be to illuminate the intimate interconnections between cultural criticism and aesthetic theory taking

place concurrently with the rise of the artistic avant-gardes (with which both thinkers felt deep affinities). We will study the intellectual origins, cultural contexts, methods, and critical aims of Benjamin's and Adorno's uniquely individual yet also closely related practices of cultural criticism. Further, we will examine the assumptions underlying their aesthetic writings and seek to reconstruct their respective contributions to aesthetics.

Over the course of the semester, we will study the works of our protagonists both on their own terms and in comparison to each other. Major thematic units will include (but are not limited to) their writings on literary aesthetics, narrative, and translation; architecture and the city (Naples, Moscow, Paris, Berlin); landscape and nature; mass culture and aesthetic autonomy. Our starting point will be Georg Lukács's Theory of the Novel, a work to which both Benjamin and Adorno were much indebted. On occasion, we will supplement our explorations with asides from the 1920s and 1930s (by Alfred Sohn-Rethel, Siegfried Kracauer, Bertolt Brecht, Asja Lachs, Ernst Bloch) as well as scholarship for optional reading (by Susan Sontag, Hannah Arendt, Fredric Jameson, Susan Buck-Morss, Miriam Bratu Hansen, Susan Ingram, Judith Butler, Esther Leslie).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL302**
Prereq: **None**

GRST251 Kafka: Literature, Law, and Power
Elias Canetti claimed that among all writers, Kafka was "the greatest expert on power." In this course we will focus on Kafka's narratives of power relations. We will read and discuss Kafka's sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships and how scrutiny and discipline are exercised over the body. We will also consider Kafka's depictions of physical violence and of apparatuses and institutions of power and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL251**
Prereq: **None**

GRST252 From Caligari to Hitler: Weimar Cinema in Context
This course offers a critical introduction to German silent and sound films from 1919 to 1932. It will test the thesis of Siegfried Kracauer's classic study that expressionist films in particular prepared the way for Hitler's rise to power. The focus will be on canonical films of the era including THE CABINET OF DR. CALIGARI, NOSFERATU, and THE LAST LAUGH (Murnau); METROPOLIS and M (Fritz Lang); and THE JOYLESS STREET and PANDORA'S BOX (Pabst). Some attention will also be given to films made at the ideological extremes of Weimar culture: KUHLE WAMPE (with a screenplay by Brecht), Leni Riefenstahl's THE BLUE LIGHT, and Pabst's THREEPENNY OPERA. Readings will include screenplays, essays, and reviews from the period as well as selected literary works such as Brecht's THREEPENNY OPERA and Irmgard Keun's novel THE ARTIFICIAL SILK GIRL.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM352**
Prereq: **None**

GRST253 The New German Cinema
This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Bertolt Brecht's theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM320, GELT253**
Prereq: **None**

GRST255 Newest German (and Austrian) Cinema
This course examines the history and aesthetics of German cinema between the fall of the Wall and the present and also considers work by important Austrian directors of the same period. Topics include the ongoing response to World War II and the Holocaust, reactions to the reunification of Germany, and the problematic integration of German Turks and other minorities. We will look at films by Maren Ade, Fatih Akin, Dorris Dörrie, Michael Haneke, Christian Petzold, Ulrich Seidl, Margarethe von Trotta, and Tom Tykwer.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM355**
Prereq: **None**

GRST259 Criticism and Marxism
This course introduces students to the Marxist (or historical-materialist) tradition, with an accent on its centrality to interpretative methods in literary studies and to related fields in the human sciences. We will study foundations, beginning with Marx and Engels, and our reading will carry us through the range of Marxisms that inform contemporary critical practice. We will focus on historical materialism as a style of dialectical thought, uniquely equipped to grasp both our immediate objects of study (literary texts and other cultural productions) and the social forces through which those objects are determined. In the same dialectical mode, we will reflect often on the relation between our work in the classroom and our contemporary social and historical situation. Students with an interest in literary and social theory will benefit from the course, as will students who know a little bit about Marxism but want to understand the logic of this crucial body of thought.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL359**
Prereq: **None**

GRST261 Reading Nietzsche
Friedrich Nietzsche, trained philologist and self-proclaimed "free spirit," remains one of the most controversial figures in modern thought, a source of fascination and outrage alike. Best known as the philosopher of the "Dionysian," the "will to power," the "eternal return of the same," the "transvaluation of all values," and the "over-man," Nietzsche also proudly considered himself the most accomplished prose stylist in the German language. In this course, we will examine two closely interrelated issues: (1) the genesis of Nietzsche's major philosophical thoughts in the areas of epistemology, aesthetics, ethics, and the critique of religion, from his earliest to his latest writings; (2) the cultivation of a philosophical style that, in its mobilization of highly artistic modes

of aphoristic reduction, metaphorization, personification, and storytelling, aspires to turn critical thinking into a life-affirming art form. The course will combine philosophical interpretation with textual analysis. No prior knowledge of Nietzsche's works is expected; however, a willingness to set aside significant chunks of time to dwell in Nietzsche's texts is required. Students with reading knowledge in German are encouraged to read at least some of the assignments in the original. Guidance in doing so will be provided based on individual need.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **None**

GRST263 Inside Nazi Germany, 1933--1945
This survey course seeks to give a firm historical grounding in the processes that led to Hitler's rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an awareness of the complex of factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its history. Just as importantly, we will consider the continued relevance of the legacy of National Socialism and the Holocaust to our evaluation of national and international affairs in the 21st century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST263**
Prereq: **None**

GRST264 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933
Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918--1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST319, CJST319**
Prereq: **None**

GRST266 Ethics After the Holocaust
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human after Auschwitz. In this course, we will investigate how the Holocaust orients contemporary discussions on questions of guilt, forgiveness, and evil. What does it mean to remember, to forgive, and to forget? Can one ethically represent the Holocaust in art? We will explore these questions using various sources, including works by Hannah Arendt, Adorno, and Emmanuel Levinas, as well as museums, memorial sites, and cinematic representations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI272, CJST272**
Prereq: **None**

GRST266F Ethics After the Holocaust (FYS)
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human. We will engage films, graphic novels, art, and philosophical works as we try and grapple with the contemporary presence and relevance of the Holocaust. Are comparisons of other genocides to the Holocaust helpful or offensive? Was the Holocaust a lapse into barbarism or a dark side to the logic of modernity? We will see how thinkers such as Hannah Arendt, Emmanuel Levinas, and Martin Buber grappled with these and related questions such as the problem of evil, the meaning of suffering, and the presence of God in the death camps.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI272F, CJST272F**
Prereq: **None**

GRST267 Losers of World War II
This course explores the experiences of Germany and Japan in the postwar era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? This course explores these questions by comparing the culture, history, and institutions of these two countries.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT285, CEAS280**
Prereq: **None**

GRST268 Foundations of Critical Theory: Marx, Nietzsche, and Freud
This course serves as an introduction to the main ideas of Marx, Nietzsche, and Freud, and their distinct yet similar techniques of interpretation. Michel Foucault once claimed that Marx, Nietzsche, and Freud "have changed the nature of the sign and modified the fashion in which the sign can in general be interpreted" -- which means that they changed the way in which we interpret and make sense of the world and of ourselves. Marx did so by leading his readers, in Capital, to "the hidden abode of production" where "the secret of profit-making must at last be laid bare;" Nietzsche did so by inviting his readers, in his Genealogy of Morality, to "go down and take a little look into the secret of how they fabricate ideals on earth;" Freud did so by teaching that we cannot know ourselves and are hence "not the master in our own house."

This course is designed to make critical theory and contemporary discourses in the humanities and social sciences more accessible by providing the modern historical and philosophical foundations for key critical concepts such as interpretation, subject/agency, history, origin, society and social power, value, modernity, capitalism, socialism, and religion/morality. We will explore some of the most influential writings of the respective authors in a comparative manner and, thus, come to a better understanding of the genesis of critical modern thinking.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL248**
Prereq: **None**

GRST269 Modern Aesthetic Theory
As a philosophical discipline, aesthetic theory initially coalesced around a cluster of related issues concerning the nature of beauty and the norms governing its production, appreciation, and authoritative assessment. Beginning in the nineteenth century, however, both art and aesthetics undergo a conspicuous yet enigmatic shift, signaled by (among other things) Hegel's declaration that "art, in its highest vocation, is and remains for us a thing of the past." Rather suddenly, classical accounts of beauty, genius, aesthetic experience, and critical taste are beset by anxieties about the autonomy and significance of aesthetic praxis in human life and, subsequently, by a series of challenges to the tenebility of traditional aesthetic categories--author, text, tradition, meaning and interpretation, disinterested pleasure, originality, etc. Our aim in this course is to track these conceptual shifts and to interrogate the rationale behind them. (This course complements, but does not presuppose COL 266: History and Limits of Aesthetic Theory.)
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL269, PHIL269**
Prereq: **None**

GRST270 Theories of Fascism
Fascism came out of the horrors of the First World War and drove the world into the even greater horrors of the Second World War. Arguably, however, fascism is more ubiquitous and elusive than historical dates suggest: it was prefigured in how early-modern authoritarian leaders agitated the masses (as analyzed by Max Horkheimer), in France's Second Empire Bonapartism (as analyzed by Karl Marx), and in Richard Wagner's intoxicating spectacle of the total work of art (as analyzed by Friedrich Nietzsche, Charles Baudelaire, Theodor Adorno, and many more). After fascism as a political movement was largely defeated, its theoretical value for understanding race, class, gender, and sexual domination in late-capitalist societies only increased, albeit in a fractured and often hazy way. Over the decades, the body of theoretical thought on fascism has grown to encompass not only its program, tactics, rhetoric, and organization, but also its aesthetics, psychology, and political economy. Because fascism, as Alberto Toscano observed, "is a matter of returns and repetitions," this course will study theories of fascism in thematic units rather than chronologically. Our focus will be on fascism's transatlantic dimension, and it will include the writings of fascist agitators (Mussolini, Hitler), intellectuals (Evola, Schmitt, Heidegger), and artists (Wagner, Marinetti, Riefenstahl, Jünger). In addition, the course will draw on the traditions of anti-fascist Critical Theory (from Zetkin and Lukács to the Frankfurt School to Žižek and Theweleit), French post-war thought (Lacoue-Labarthe, Guattari), and Black Radicalism (Césaire). We will also study reevaluations of fascism in the context of its political, cultural, and intellectual resurgence over the last decade (Marasco, Herzog, Massumi, Traverso, Toscano).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL272**
Prereq: **None**

GRST272 Introduction to History: Germany from Napoleon to the Berlin Republic
Germany witnessed more dramatic and radical changes in forms of government within the span of just 31 years (1918-1949) than any other modern society in history, yet today it is a model democracy and an anchor of peace and prosperity in the heart of Europe. Germans are credited for extraordinary achievements in the arts, sciences, and industry, yet they also produced some of history's darkest chapters. This introductory course surveys the fascinating and turbulent history of modern Germany to analyze the sources of these contradictions. We will begin by locating the birth of modern Germany in the massive social and political upheavals of the Napoleonic era that set the stage for the rise of German nationalism and rapid industrialization. We will study the unlikely processes that resulted in German unification in 1871 and how Germany's nationalism, growing industrial power, and its deep internal divisions led to a policy of aggressive imperialism that contributed to the outbreak of the World War I. The course will analyze the profound impact of that war and defeat on German society, situating both the Weimar Republic and the rise of Hitler in that context. We will subsequently study Nazism, the World War II, and the Holocaust, as well as the ultimate destruction of Germany as sovereign state with its surrender and military occupation in 1945. The remainder of the course explores the phoenixlike rebirth of two competing German states in the Cold War and the subsequent parallel development and divergence of two German societies. We will conclude the course by analyzing the process that led to German reunification in 1990 and the lines of development of the "Berlin Republic" since that time. The aims of the course are to introduce students to historical primary sources, the skills of historical analysis, and the questions of historiography through a coherent introductory survey of modern German history.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST172**
Prereq: **None**

GRST273 Tatort - Window into Germany (CLAC.50)
Few television shows have become anchored in German cultural discourse as firmly as "Tatort," a weekly crime show produced and broadcast by public television since 1970. Watched by up to 40% of all potential viewers, new episodes are prominently reviewed in major daily newspapers and serve as a focus for discussions about German politics, culture, and society. Episodes have tackled questions of police brutality, immigration, gentrification, and the surveillance state, while also shining a light on Germany's changing conception of itself. Over the years, the show has attracted some of the major directors and actors from German-speaking regions, such as Wolfgang Petersen, Margarethe von Trotta, Dominik Graf, Sibel Kekili, and Götz George. In this course, we will watch current and canonical episodes of the show, using it as a way into discussions about Germany's past, present, and future.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **CGST273**
Prereq: **GRST212**

GRST277 The Past is Our Present Problem: Post-1945 German Literature and Culture
The quarter century following Germany's unconditional surrender in 1945 saw a continued struggle between a desire to move on and rebuild a society and culture in ruins on the one hand, and efforts to own up to--and learn from--Germany's recent Nazi past on the other. Literature, in particular, became one of the driving forces trying to understand how the Third Reich was possible, what happened to the remnants of Nazi ideology in the new Germanies, and what avenues forward there were for a language and literature so thoroughly complicit in the horrors of genocide and Holocaust.

In this course, we will explore how writers (re)configure, but also ignore, questions of personal and national identity, the function of language, the role of tradition, individual agency and social norms, or gender roles. With a main focus on West Germany, we will read some of the most important works of the time, ranging from so-called "rubble literature" of the immediate post-war years (Wolfdietrich Schnurre, Wolfgang Borchert) to texts trying to find ways to confront questions of guilt and responsibility (Günther Grass, Heinrich Böll) and to more radical attempts to reconfigure what literary art in German is able and obligated to say (Paul Celan, Peter Weiss). To complement the focus on West Germany, we will also read select texts from the other German-speaking countries: Austria (Thomas Bernhard, Ingeborg Bachmann), Switzerland (Max Frisch), and East Germany (Christa Wolf). In addition to close readings, we will engage with larger questions and cultural movements of the time, from debates between authors who left Nazi Germany and those who stayed, to the Gruppe 47 (Group 47) and its attempt to change the literary landscape between 1947 and 1967, to the increased politicization of literature and resurgence of debates of Nazism's staying power surrounding the social movements of the late 1960s. We will combine our readings with looks at historically significant moments such as the founding of two German states, the so-called economic miracle in West Germany, the conservative "restoration" efforts under chancellor Adenauer, or the election to the chancellorship of Kiesinger, a former Nazi bureaucrat with the Propaganda Ministry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **None**

GRST279 Good, Evil, Human: German Fairy Tales and Their Cultural Impact
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL279, GELT279, WLIT251**
Prereq: **None**

GRST279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact (FYS)
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GELT279F, COL279F**
Prereq: **None**

GRST280 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT280, CLST285, RL&L279, RUSS281, ENGL220**
Prereq: **None**

GRST284 Frankfurt School Critical Theory, Then and Now
This course serves as an introduction to Critical Theory as first envisioned and practiced in the 1930s and 1940s by a group of European refugee scholars in New York and Los Angeles associated with the "Institute for Social Research," which later became known as the "Frankfurt School" (the city of Frankfurt being the location of its European origin and post-WW2 abode). Drawing on the German philosophical (Kant and Hegel), sociological (Weber and Simmel), psychological (Nietzsche and Freud), and Marxist (Engels, Marx, and Lukacs in particular) intellectual traditions, "Critical Theory" was intended to shed light on the genesis of capitalist class societies' inherently antagonistic and irrational makeup. Uncompromisingly interdisciplinary, the critical theorists explored phenomena such as authoritarian movements, mass media, propaganda, and the culture industry, and in doing so championed the significance of art and radical thought for the prospects of liberation from authoritarianism and alienated social relations. For the first generation of Critical Theorists (who must be distinguished from their less radical heirs, such as Habermas and Honneth), critique was not a purely academic exercise, but was pursued for the sake of radical social transformation and thus was sparked by a utopian impulse.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**

Identical With: **COL265**
Prereq: **None**

GRST288 The Human Condition: Arendt, Nietzsche, Marx
"God is dead," the philosopher Friedrich Nietzsche wrote at the close of the 19th century, "and we have killed him!" Nietzsche presents these words as being proclaimed by "a madman who in the bright morning lit a lantern and ran around the marketplace crying incessantly." Both the content of this famous quotation and its setting express a concern with the internal and external conditions under which modern humans live and make sense of their lives: without the certainty of divine guidance and order (internally), encountering one another only as impersonal buyers and sellers on the marketplace (externally). In this seminar, we will study three strikingly unique yet nonetheless intersecting ways of addressing the human condition after the death of god. We will start with Hannah Arendt's magisterial "The Human Condition" (1958), in which she presents the history of how in the Western philosophical tradition the active life (the vita activa, as distinguished from the vita contemplativa, the life of the mind) has been conceptualized. Drawing on Nietzsche's genealogical method, Arendt traces the genesis of concepts from their Greek, Latin, and Biblical origins to modernity. In doing so, she focuses on the activities of labor, work, and action: Labor is the "metabolism between humans and nature" (Marx), the process through which we appropriate the earth for our survival as a species; work is the transformation of the earth into a durable world; and plurality is the sharing of this world with others.

From Arendt's comprehensive conceptual history of the human condition, we will proceed in reverse chronological order to contextualize and challenge her claims. Arendt singles out Nietzsche and Marx as the paradigmatic modern "life and labor philosophers" and foremost representatives of philosophical "naturalism," and we will first examine Nietzsche's account of the devolution of European morality to nihilism and his critique of Western metaphysics as a "life-denying" death-cult, and will then, in the final third of the semester, investigate Marx's attempts to historicize and rethink the interdependence of humans and their natural environment in terms of an alienation of practice and the transformation (necessitated by the capitalist "law of value") of human labor into an abstract power of domination over humans and, eventually, the whole planet.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL259**
Prereq: **None**

GRST289 The Formation of the Modern Self: German Romanticism
The 18th century in Europe saw tremendous changes in the ways people thought about and saw the world. In the process, old certainties, assumptions, and authorities collapsed, requiring new conceptions of self and world. In the decades around 1800, it became increasingly clear that the Enlightenment's optimistic view of progress was hiding some deeper concerns about unsettling and urgent problems, such as the reintegration of the newly "liberated" individual into society, the disconnect between scientific hypothesis and a more holistic view of the world, the role of language as the main mediator of human experience, or the sorting and ordering of the sheer mass of knowledge and information that the Enlightenment produced. It was German authors and thinkers, in particular, who started asking and answering such questions, creating some of the lasting conceptualizations of the modern self in literature (Goethe), aesthetics (Kant), and anthropology (Herder), but also exploring roads not pursued any further, such as Goethe's theory of color. Later authors explored even more troubling questions about communal cohesion (Hölderlin), the dangers of misinformation and misconceptions (Kleist), and the disruption wrought by new technology (E.T.A. Hoffmann), topics of as much urgency then as they are today. By reading authors from this German "Romanticism," we will historicize, evaluate, and critique notions of the modern individual, just as this very self is starting to dissolve under the pressure of new technology and accelerating social and political processes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL304**
Prereq: **None**

GRST290 Nietzsche - Science, Psychology, Genealogy
This course offers an intermediate survey of Friedrich Nietzsche's mature philosophical writings. Nietzsche's thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions--does human life have meaning? What makes an action right or wrong? Can we comprehend the true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche's reflections on the impact of modern science (especially the advent of Newton's mechanical physics and Darwin's evolutionary biology) on our conceptions of value and meaning in human life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL290, PHIL252**
Prereq: **None**

GRST291 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L390, COL393, MDST390, FREN390**
Prereq: **None**

GRST292 Reason and Its Limits
This course offers a close study of Immanuel Kant's magnum opus, the Critique of Pure Reason, supplemented by related writings by Kant and some secondary literature. Kant observes that the history of philosophy is rife with disagreements, even though philosophers purport to traffic in necessary truths disclosed by reason alone. This scandalous fractiousness calls into question reason's ability to offer substantive insights into necessary truths. Kant's "critique" aims to vindicate reason by distinguishing, in a principled manner, the sorts of things we can know with certainty from those that lie beyond the limits of human understanding. His central thesis, "transcendental idealism," holds that "reason has insight only into what it produces after its own plan" (Bxiii). In other words, we can indeed be certain of key structural features of reality such as its spatiotemporality and causal interconnectedness--but only because those features are, in some crucial sense, mind-dependent. This class will explore in

detail the arguments for these claims as well as prominent interpretations of their philosophical upshot.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **COL292, PHIL291**
Prereq: **None**

GRST293 The History of Global Warming
Our planet is now hotter than at the beginning of modern industrialization, and more places on earth are on the brink of becoming uninhabitable due to extreme heat. There is little prospect that the steady rise of global surface temperatures is going to stop or revert anytime soon. We are only beginning to see the dangerous ecological and social consequences of this planetary heating up. With the collective failure to meet the Paris climate goals, the planet has entered a period described by Wim Carton and Andreas Malm as "The Long Heat." Drawing on their and the work of other historians and critical theorists, we will explore the past and future history of global warming, from the mass adoptions of first coal and later oil as the "prime movers" of industrial production, to the politically embattled introduction of alternative energy sources. We will ask why there has not been a large-scale transition to green energy, and why the proposed technological solutions to planetary overheating are so inadequate. Throughout the semester, we will pay close attention to the political, social, economic, and cultural causes that have shaped both high- and low-carbon technologies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **ENVS304**
Prereq: **None**

GRST294 Civic Responsibility and Places of Remembrance: Historical Consciousness in Germany and Beyond
The Holocaust, Germany's STASI terror, resistance to dictatorships, debates about Germany's war memorials, and colonial history come to mind when we think of 20th-century Germany. In this seminar we will pursue the questions: What do we remember? How do we remember? What are places of remembrance, how are they created, and what functions do they have in our society and for us personally? The term "places of remembrance" comes from the French (lieux de mémoire, literally, places of memory). This term was coined by the French historian Pierre Nora. For him, places of remembrance are not only material places, but also the so-called 'immaterial' places such as people, data and concepts that are anchored in people's collective memory and have an identity-forming function. In relation to Germany, places of remembrance can be specific places (like Weimar) or memorial sites (the Auschwitz concentration camp), but also buildings (Kaiser Wilhelm Memorial Church in Berlin), monuments (Bismarck Monument in Hamburg), people (e.g., names of people on street signs), events (Fall of the Wall), customs (Christmas) or symbols. The French sociologist Maurice Halbwachs, who was murdered at Buchenwald, described memories as a connective structure. They connect people socially and temporally. But not only individuals, also societies, nations and cultures remember (= collective memory). According to Halbwachs, crystallization points or places of memory are needed for this process. Like pieces in a mosaic, these form the identity of a culture, a nation, or a society. Their meaning and their perception can change over time. Some things can also be forgotten, but places of remembrance can help us avoid forgetting. With this caveat in mind, we want--among other things--to explore, discuss, and present "places of remembrance" and the role of memory culture in Germany and beyond.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL264**
Prereq: **None**

GRST298 Marxism and Climate Crisis
Since the Communist Manifesto of 1848, the notion of "crisis" has played a prominent role in Marxist theorizing. Today's intensifying climate crisis is lending new theoretical and political weight to the Marxist critique of extractive, productive, and consumptive practices that transform nature into a means of production for ensuring ceaseless economic growth through the accumulation of capital. The consequences of this are not only the exhaustion of human labor-power and human sociality but also of non-human nature (fossilized carbon, wild animal biomass, topsoil, clean water, forests, etc.). Our perspective for studying and understanding this destructive transformation of nature will primarily be informed by a set of recent "eco Marxist" writings that oppose eco-modernist technocracy and instead reconceptualize capitalism as "a way of organizing nature" (J. Moore); extend the notion of social alienation to a "metabolic rift" between the labor process and the natural environment (Saito's "degrowth communism"); and explore the economic and ideological drivers behind the current expansion of fossil fuel extraction (Malm and the Zetkin collective). In light of the Center's semester theme of Energy and Exhaustion, we will ask three kinds of questions: historical (about the origins of the "Capitalocene" and of "fossil capital"); theoretical (how is Marx's "general law of accumulation" also a law of environmental depletion and planetary limits?); and political (traditional "Promethean" Marxism envisioned revolution as the full actualization of productive forces -- what is the meaning of social revolution in our age of emerging fascism and overshooting climate limits?).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM398, COL398, STS398**
Prereq: **None**

GRST301 Advanced Seminar in German Literature: Poetry as a Way of Life
Who am I? What is the world? And what can language (not) do? Throughout its history, German poetry has returned, time and again, to asking these fundamental questions about a self, its relation to the world, and language's capacity to represent, influence, and constitute an I. Poetry serves as one of the central sites where the epistemological, moral, social, and aesthetic potential of mankind is negotiated. Lyric texts play a fundamental role in the creation and exploration of the promises, problems, and paradoxes of modern notions of subjectivity, society, and art. Almost all of the most canonical German poems pick up on some or all of these issues, and we will read a selection from the 18th to the 21st centuries. The goal of this class is to provide students with an overview of German poetic traditions and to give students the tools to talk about poetry in German. We will explicitly engage with analytic terminology as well as aesthetic discourses. All readings, writings, and discussions in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213 OR GRST251S OR GRST252S**

GRST302 Forward, Without Forgetting: The GDR in Literature and Film
In 1949, postwar Germany officially split into two separate countries with the formation of the German Democratic Republic. Also known as East Germany, the GDR was isolated from the Western world for four decades, and it developed its own, equally rich, literary and cinematic cultures. By looking at a range of textual and visual sources, students will engage critically with ways of understanding this "other" Germany and its distinctive cultural expressions, ideology, and history, including the role of the government and the Stasi. The course also explores phenomena like the "Ostalgie" and retro-chic that manifested themselves after the Fall of the Wall in 1989. The readings include short stories, songs, and

excerpts by and among others: Wolf Biermann, Johannes Becher, Günther de Bryn, Stefan Heim, Rainer Kunze, Brigitte Reimann, Claudia Rusch, Susanne Schädlich, Maxi Wander, Christa Wolf. Participants will view and discuss films and TV series produced before and after unification.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL291**
Prereq: **GRST213**

GRST303 German-Language Theater After 1945: Show, Teach, Remember
Theater has played an integral role in the development of German culture since the 18th century. Playwrights, directors, and producers have been able--indeed compelled!--to constantly negotiate and define theater's pedagogical role vis-à-vis the public and the political sphere. They had to ask how theater can and should (re)present the world on stage, and how the world on stage can and should relate to the audience and its world. German-language theater after 1945 additionally had to tackle questions about Germany's past, as well as the past of (its) theater traditions, the connection between visuality, aesthetics, and the power that had played such an immense role during the National Socialist era. In this course, we will read some of the most important and influential plays written and produced in the German-speaking countries since 1945, as well as influential theoretical texts. We will discuss such performance aspects as set designs, language, and acting techniques, and we will ourselves stage short excerpts in various styles as a way of gaining first-hand experience with the range of possibilities in this infinitely flexible genre.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST304 Punk, Pop & Politics in Cold War Germany
This course introduces artistic responses and positions developed in the face of social and political realities in a divided country after WWII until its reunification and subsequent rapprochement. We will explore this period through works by artists, musicians, and young German authors, including Joseph Beuys and his concept of society as a social sculpture; bands of the Neue Deutsche Welle, who paired German lyrics with punk and new wave music; and the representative painting styles of the Neue Wilde, young painters who left abstraction and conceptual art behind to give expression to their observed reality. We will read contemporary texts that accompanied these developments in the form of literary writing (Rolf Dieter Brinkmann, Peter Glaser, Rainald Goetz) or as critical responses in newspapers, art journals, and pop magazines (Diedrich Diederichsen, Jutta Koether, Peter Bömmels), supported by excerpts from influential theoretical texts. Students will develop skills to critically engage these works and will apply these skills by preparing their own responses to works of art and cultural events.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST305 Oppression, Resistance, Despair: Attempting Change in Pre-Revolution Germany, 1830-1848
The 1830s-40s were a volatile moment in the history of German democracy and literature. After the defeat of Napoleon and the restoration of the old political order in 1815, authorities started rigorous and increasingly violent campaigns to oppress and destroy the budding (proto-) democratic and early nationalist movements. At the same time, the beginning of industrialization in the German-speaking world led to massive social upheavals, increasing poverty, famines, and the loss of entire economic sectors. In this context, authors of the Vormärz, the decades right before the March revolutions of 1848, became increasingly politicized, critical not only of their societies, but also the previous literary paradigms of Weimar Classicism and Romanticism. In their works, revolutionary in form and content, they fought for a better world and reflected on the need for resistance in the face of defeat and despair, the possibilities for a good life in an unjust world, and the role of art in political and social struggle. The course's main focus will be on Georg Büchner (1813-1837), whose works explore the tension between subjective agency and the destructive dynamic of history (Danton's Tod), idyll and insanity (Lenz), or individual life and structural oppression (Woyzeck). We will also engage with the function of humor and subversion in social critique (Heinrich Heine), the fight for a better status for women (Fanny Lewald, Louise Aston), and hugely problematic components of the rising German nationalism like anti-French and anti-Jewish sentiments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST 213**

GRST306 Feeling Critical: Emotions in the 20th & 21st Centuries
Do Germans have feelings? The prevailing image of the cold German, characterized by emotional restraint and subdued industriousness, indicates significant changes since the Romantic era, when German was considered the language of passion, equally suited for expressing deeply felt personal convictions and nation-forging collective sentiments. Focusing on the pivotal transitional decades of the 20th century to today, a period stimulating conspicuously non-emotional, critical artistic-intellectual responses to ongoing political shifts and global crises, we turn to the cultural artifacts of this time as an archive of feelings (Ann Cvetkovich) to trace this development. Through close readings of literary and journalistic texts, works of visual art, performances, music, film, and theater in their cultural and political contexts, we explore if and how they negotiate and contribute to affective structures and strategies--an approach termed "reading for emotion" by Anna Parkinson. We examine methods of evading or sharing "authentic" emotions in recent literary expressions, including German Popliteratur, autofiction, and social media formats, dialectic tensions of pop-journalism that engages aspects of critical theory and cultural studies from an affirmative perspective, and Christoph Schlingensief's confrontational artistic interventions in response to a social and political landscape of repressed feelings. Course readings, discussions, and assignments will be in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **None**

GRST310 Newest German Literature and Film
This seminar is designed to introduce students to films and literary texts produced in the German language in the past few years. Because the materials we will read and watch are of recent vintage, they are not yet part of an established canon: What their significance is, and how and why we should engage with them, is far from settled. For this reason, this seminar will fulfill a twofold task: (1) It will critically engage with some of the most cutting-edge literary and filmic creative work currently being done in the German language; and (2) it will offer extensive opportunities to explore and critique how these texts deal with contemporary social issues such as the revival of nationalist, Islamophobic, and authoritarian politics; the European Union's crisis of legitimacy in the wake of the Covid-19 pandemic; or the new "social question" arising from the dismantling of the welfare state and the growing "precarization" of work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**

Prereq: **GRST213**

GRST320 Places of Remembrance: Historical Consciousness in Germany
Memorial days and monuments: every nation recalls its history. Antisemitism, the Holocaust, East Germany's STASI terror and the resistance to dictatorships, and the more recent debates about Germany's colonial history come to mind when we think of 20th century Germany. In this seminar, we will explore the culture of remembrance (Erinnerungskultur) and visit places of remembrance (Erinnerungsorte) virtually. We will discuss how and what we do--and do not--remember, based on selected readings, documentaries, and memorial sites. Speakers from Germany will be invited via Zoom to talk about specific places and activities of remembrance. We will develop online projects, for example, one's own family history or that of others, or geo-mapping memorial sites.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL320**
Prereq: **GRST213**

GRST330 Nietzsche als Versucher (CLAC.50)
The term "Versucher" combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes "Versucher" as "the not-undangerous name [he] dares to bestow" on the "philosophers of the future"--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 "Nietzsche - Science, Psychology, Genealogy," though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **CGST290, COL287, PHIL253**
Prereq: **None**

GRST332 The Racialized German Screen
In this course, we will examine filmic constructions of racial otherness in German cinema from early sound film until the present. The films in this course represent Asian, Jewish, Black, Native American, Romani, and Muslim characters. Some of these racialized character types are inextricably tied to Germany's history of war, migration, and asylum, including the post-WWII "war child," the West German guest worker, the former East German asylum seeker, and the twenty-first-century refugee. We will consider the parameters of national cinema, asking to what extent Germany's films can be seen as a projection screen for anxieties about racialized others, but also potentially fantasizing about cosmopolitan, multicultural Germany. While the majority of these productions are created by white German filmmakers, we witness a shift in more recent productions, where filmmakers of color step behind the camera to reclaim their narratives while employing their own strategies of representation. In addition to screening and analyzing films, we will read accompanying texts that will provide an aesthetic and cultural frame for interpretation.

Through careful film screenings, reading assignments, scaffolded analysis assignments, a presentation, and the creation of a final video essay, students will develop analytical skills in the viewing and interpretation of films and in writing original arguments about film history and cinema culture. Students will gain vocabulary for interpreting, analyzing, evaluating, and researching films in the context of the history that shaped and was shaped by them. No prior film studies knowledge is required, but the class discussions will take place entirely in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST 213**

GRST342 Empire, Memory, Translation: A Seminar on the Rings of Saturn
In this seminar, we will explore three themes: The lasting effects of European imperialism and colonialism in (mostly but not exclusively) Europe and their literary representations; the relationship between historical memory and fiction in these representations; and the role of translation in shaping the relationship between historical memory and fiction.

At the center of this course is W. G. Sebald's travelogue "The Rings of Saturn" ("Die Ringe des Saturn"), a work we will read in both its German original and its congenial English translation. Sebald's genre-defying narrative recounts the historical traces of empire, war, and colonialism in the observations and reminiscences of the protagonist's wandering through the de-industrializing landscape of England's Suffolk County during the early 1990s. Obsessively associating phenomena near and far in an almost paranoid fashion, Sebald's first-person narrator leads the reader to the devastations wrought in China during the Opium Wars and in the Congo during Belgian rule; the local and global effects of cycles of capital accumulation, resource exploitation, and climate change; and the challenges and pitfalls of memory's attempts to find an adequate narrative form for how the globally disparate effects of capitalist modernity are interlinked.

All discussions and papers will be in German, and readings will be in German and English, with a consistent focus on theoretical and practical questions of translating from German to English. We will proceed at a slow pace, with plenty of time to grant our superb primary text the time and attention it deserves.

This course is designed for students who have taken GRST 213 or have spent a semester studying abroad in a German-speaking country. We will focus on developing critical writing, reading, interpretation, and translation skills in German. Since the quantity of reading is fairly modest, we will put much emphasis on regular writing and rewriting.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL392**
Prereq: **None**

GRST350 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)
This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi "New Order." We will explore the reasons for the ultimate failure of the German war effort and the country's catastrophic destruction and defeat in 1945, as well as Germany's postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizone Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **HIST281, CGST281**
Prereq: **GRST213**

GRST370 History of German Cinema
This course will provide a survey of some of the most significant German contributions to the history of cinema. We will watch and discuss one film every week and use additional source materials to illuminate each film's social, political, and cultural context. Our itinerary will include famous films from the Weimar Republic, consider Nazi cinema, engage with GDR cinema, explore the New German Cinema, and finally will conclude with contemporary German and Austrian film. All course materials, discussions, and papers will be in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST376 The Volksstueck Tradition
In this course we will be studying the Austrian and German genre of the Volksstück. As the name suggests, plays in this genre are intended to address the joys and sorrows of ordinary people in their everyday lives, both reflecting and commenting on the social life of their times. While 19th-century Austrian Volksstücke owed much to the conventions of the commedia del arte, the genre evolved in the 20th century into a form of critical social analysis. This evolution accompanied changing concepts of the "Volk," with salaried office workers coming to the fore during the Weimar Republic. The 20th-century Volksstücke written between the world wars present characters who in real life would likely become supporters of the Nazis. Starting in the 1960s, playwrights and audiences rediscovered the Volksstücke of the prewar period, and new authors emerged. Topics and stylistic features we will examine include the changing figurations of the "Volk," dialogue employing actual or synthetic dialect and colloquial language, the prevalence of inarticulateness or inauthentic speech, oppression and exploitation of women, shifts in class attitudes, and the increasing influence of the mass media. Interesting parallels to the Volksstück can be found in Norman Lear's long-running television series "All in the Family." Among the authors we will be reading are Johann Nepomuk Nestroy, Bertolt Brecht, Karl Kraus, Marieluise Fleisser, Ödön von Horváth, Rainer Werner Fassbinder, Martin Sperr, Wolfgang Bauer, and Franz Xaver Kroetz. All reading, writing, and class discussion will be in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST379 German Fairy Tales: Brüder Grimm and Beyond
In this advanced-level German course, we will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century in Germany and the US. Most readings and all discussions are in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **None**

GRST385 Die Grenzen meiner Sprache bedeuten die Grenzen meiner Welt (CLAC .5)
This CLAC will explore the practice of translating philosophical German by focusing on Wittgenstein's Tractatus, its recent translations, and its (often unnamed) sources and influences -- including writings by Gottlob Frege and Immanuel Kant as well as by various Viennese intellectuals such as Karl Kraus and Otto Weininger. The Tractatus is a particularly productive focal point because it advances a theory of language and meaning that has immediate relevance for conceptualizing what is involved in translating from one language into another. In practicing translation, students will be testing the theory that they are attempting to translate. This will provide them an additional dimension in which to wrestle with the content of the text. Enrollment in the associated seminar, PHIL389/COL386, is encouraged but not required. The course is open to students at all levels of German study. Discussions will be conducted in a mixture of English and German, since we will be discussing the nuances of words and phrases in both languages. By preparing (and discussing) their own translations of texts, students will become familiar with the sorts of challenges that arise in rendering philosophical German into English and will develop strategies for negotiating these challenges. Students will also be encouraged to consider translations into other languages in which they are competent.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Identical With: **COL385, CGST243**
Prereq: **None**

GRST386 German Romanticism: Disenchantment and Re-enchantment
Famously, the sociologist Max Weber described the rational, enlightened age as "disenchanted": Unlike "the savage," he claimed, who uses "magical means" for manipulating "mysterious incalculable powers," the denizens of capitalist

modernity use "technical means and calculation" to master "all things." At the same time, Weber indicated that the "process of disenchantment, which has been under way for millennia in Western culture," birthed abstract new enchantments: "Having lost their magic, the multiple gods of the past rise up from their graves in the form of impersonal forces, fighting for power over our lives and thus beginning anew their eternal struggle against one another." Against the backdrop of Weber's dialectic of disenchantment and re-enchantment, this course offers a representative overview of some of the key ideas, works, and authors of German Romanticism, a term that designates both a period that extends from about 1795 to 1848 and a style of creative and intellectual production that encompasses a remarkable diversity of phenomena, including the proto-avant-garde experiments with communal "sympoetry" and "symphilosophy" in the Early Romantic circles and the rise of "Dark Romanticism" that fuses a fascination with science and new technologies with a turn to the occult and demonic. In tracing the tensions between disenchantment and re-enchantment, we will consider works of literature, criticism, art, and music, including works by some of the key figures in the German intellectual and artistic tradition, such as Heinrich Heine, the Brothers Schlegel and the Brothers Grimm, E. T. A. Hoffmann, Ludwig Tieck, Caspar David Friedrich, Robert and Clara Schumann, Franz Schubert, Karoline von Günderrode, Bettina von Arnim, Novalis, Annette von Droste-Hülshoff, and the young Karl Marx.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL315**
Prereq: **GRST213**

GRST390 Romanticism-Realism-Modernism
In the study of German literature (and art), the terms romanticism, realism, and modernism designate a span of time extending from the "Age of Goethe" to the mid-20th century literary cultures of West Germany, East Germany, Austria, and Switzerland. In this seminar, we want to take a closer look at representative examples for each of the three categories: What kind of subject matters are prevalent in each respective period? What narrative, dramatic, and poetic devices and forms are typically employed? What distinguishes these periods from one another? How useful are these distinctions? What, finally, is the purpose of such periodizing of literature? The purpose of this seminar is twofold: 1. It is intended to provide a historical overview of German literature by engaging with representative romanticist, realist, and modernist works of prose, drama, and lyric; and 2. It is designed to critically probe the concepts of romanticism, realism, and modernism. How useful are these categories in making us understand the evolution of fiction, authorship and readership, literary subjectivity, or narrative form? What are some pitfalls of using these categories? All readings, papers, and discussions will be in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST391 Weimar Modernism and the City of Berlin
One of the most fascinating aspects of Weimar modernism is the emergence of new forms of perception and consumption, reflected in a new urban consumer culture that generated an ever-changing array of visual and aural stimulations. This changed reality was perhaps best captured by the young medium of film, but older media like literature and painting also responded to this modernist challenge. This course will examine not only exemplary works of literary and visual production from the Weimar period, but also other aspects of Weimar modernism, such as the development of radio, design, fashion, advertising, and architecture, emphasizing analyses of the new mass culture of entertainment, distraction, and "pure exteriority" (Kracauer) in combination with left-wing cultural and political criticism. The city of Berlin, then the third largest in the world and in many ways the international capital of modernism, will provide the main locus of investigation. All course readings, discussions, and assignments will be in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL388**
Prereq: **None**

GRST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

GRST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

GRST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

GRST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

GRST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**

Grading: **OPT**

GRST469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

GRST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GRST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GLOBAL SOUTH ASIAN STUDIES

TBD

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- Global South Asian Studies Major (p. 603)
- South Asian Studies Minor (https://catalog.wesleyan.edu/minors/ugrd-gsas-mn/)

GLOBAL SOUTH ASIAN STUDIES MAJOR

MAJOR DESCRIPTION

The Major in Global South Asian Studies (GSAS) enables students to explore the region's cultures within a worldwide context. South Asia (including India, Pakistan, Bangladesh, Nepal, Sri Lanka, Bhutan, the Maldives, and the Tibetan cultural world) is home to more than a quarter of the world's population, with a diaspora of 24 million people. Students will study many aspects of this rich and diverse heritage using a variety of disciplinary methods and theories, including postcolonial critique, embodiment theory, and feminist and queer theory, while cultivating an awareness of transnational dynamics. The global/diasporic aspect of GSAS will also give students an understanding of worldwide movements of labor, capital, and culture. The program encourages the study abroad experience in which students gain insights through immersion in local cultures.

Students with a strong cultural curiosity and interest in regional dynamics, history, and contemporary issues may be attracted to the Major in Global South Asian Studies.

In addition to a level of regional and global expertise, students will exercise their critical thinking, research, language, and communications skills in this course of study. This makes them valuable job candidates in fields such as education, government, diplomacy, business, and international trade and relations.

ADMISSION TO THE MAJOR

Students may apply for the major no earlier than their second semester of their sophomore year. There are no prerequisites for application. The same process applies to transfer students.

MAJOR REQUIREMENTS

Students are required to take a minimum of 11 courses (10 courses for one credit each and .25 credit capstone experience) designated as appropriate for the major. A maximum of 15.25 credits—including thesis credits—may be taken. Except for language courses (which have no limit), up to two of these may be taken away from Wesleyan (e.g., on a study abroad program). The 11 required courses must include:

- Foundations in Global South Asian Studies. The Foundations requirement can be satisfied with the following courses: GSAS 150, English 254/GSAS 254.
- The equivalent of at least four credits in South Asian languages. There is no limit to the number that can be taken off campus in approved programs.
- The capstone experience.
- At least one course in each of the four distribution categories.
- No more than six courses that count towards the major can come from any one of these categories.
- The distribution categories are as follows:
  - Contemporary Society and Practice (CSP): Courses primarily concerned with the study of contemporary South Asian communities, their practices, and their productions
  - Historical Inquiry (HI): Courses primarily concerned with the historical study of South Asia
  - Creative Arts (CA): Courses in which students obtain training in the practice of a specific form of art deriving from South Asian communities
  - Language (L): Courses in which students gain comprehension in South Asian languages

GENERAL EDUCATION EXPECTATIONS

Among other expectations, honors will only be awarded to those who have completed at least stage I of the general education expectations.

STUDENT LEARNING GOALS

Students completing the major will be expected to have:

- Expertise in the cultural breadth and historical depth of South Asia and the global South Asian diaspora complemented by experience with some creative artistic traditions.
- Intermediate or advanced language proficiency in a South Asian language.
- Analytic skills in intercultural interpretation with an awareness of the necessity for a coherent, multi-methodical approach to study. Understanding of the development of South Asian studies as a field (and its most recent iteration as "Global South Asian Studies"), and of "area studies" more generally.

STUDY ABROAD

Majors are encouraged to study abroad for at least one semester, if not two. Ordinarily, study abroad would be conducted in a South Asian country. However, as the South Asian diaspora is global, students may profit from study abroad in a country with a significant South Asian diasporic population, such as Trinidad, Guyana, Canada, Fiji, Singapore, South Africa, etc. It is recommended that students discuss such choices with their faculty advisor in the major.

LANGUAGE REQUIREMENT

The major requires the equivalent of at least four credits in South Asian languages. There is no limit to the number that can be taken off campus in approved programs.

The language requirement signals to students how essential linguistic understanding is not only for communication but for understanding the cognitive worlds involved in spoken and written interaction.

TRANSFER CREDIT

The program accepts only one credit from courses taken off-campus, except in the case of foreign study. This must be for a course not available at Wesleyan. It accepts up to two approved credits taken before arrival at Wesleyan by transfer students for each year of work they transfer (i.e., two credits from incoming sophomores, four credits from incoming juniors).

HONORS

Candidates must declare their interest in undertaking a thesis and a general idea of their topic in a 2-3 page proposal, to be given to the program chair by the last Friday in April.

The proposal should contain a focused description of the work to be undertaken, and a thoughtful articulation of a student's interest in—and history with (such as a list of relevant coursework)—their discipline of choice. In the case of a research project, a bibliography should be included. Students must meet with at least one potential advisor to get feedback on the project before submitting their proposal. Securing the consent of a particular faculty member (named in the proposal) to serve as thesis advisor will facilitate approval of the proposal. The program will determine which proposals will be approved, and students will be notified of the program's decision before classes end in May.

The student must have a minimum of a B+ or 88.3 GPA in the program's courses by the end of their junior year to proceed with the project.

Honors is available for majors who (a) have successfully completed a senior honors thesis, (b) who have at least a 88.3 GPA in the major, and (c) have completed at least stage I of the general education expectations.

Thesis courses may not count toward the 11 required courses for the major.

CAPSTONE EXPERIENCE

Required capstone experience:

Assessment Portfolio and Capstone Symposium. During their time in the major, students will assemble a portfolio of three papers (at least four pages in length each) or works of creative art that they have created during three separate semesters. Taken together, these should give evidence of the student's personal, creative, and intellectual development, as well as their command of critical, analytical, creative, and interpretative skills.

In the drop/add period of the spring term, all senior majors enroll in a .25 credit Cr/U tutorial (GSAS 404), for which they will write a three- to four-page paper reflecting on the portfolio they have assembled and perhaps on other work in the program. This paper allows students an opportunity to assess the arc of their intellectual development as a GSAS major. Papers will be submitted to the program chair and distributed to faculty members for evaluation. At the end of the spring semester, all faculty and graduating majors will meet for a symposium banquet during which faculty will offer detailed feedback on these self-assessments as a prelude to a general discussion about student experiences.

Optional additional capstone experiences:

- Senior essay (one semester, one credit)
- Senior thesis – written, visual, or performative (two semesters, two credits)
- In regard to both, note:

1. Seniors writing theses and essays will present to faculty and majors their work to date at a November gathering each year.
2. Seniors who have completed a thesis will present to faculty and majors their work a week after its submission.

GOVERNMENT

Wesleyan's Department of Government is dedicated to exploring "who gets what, when, and how," as Harold Lasswell defined political science in 1935. The department might well be called a department of political science or a department of politics; it is called the Department of Government for historical reasons. Department faculty today uphold a tradition, more than a century old, of distinction in scholarship and teaching. Each tenured or tenure-track Department of Government faculty member is affiliated with a concentration representing one of the four major subfields of political science: American politics, comparative politics, international relations, or political theory. We offer introductory courses in each of these four concentrations (American is GOVT151; international, GOVT155; comparative, GOVT157; and theory, GOVT159), a range of upper-level courses **(201-368)**, and specialized research seminars **(369-399)**. In addition, we offer courses in research methodology, individual and group tutorials, and tutoring of senior honors theses. Courses numbered **201-368** are ordered according to field of study, not level of difficulty.

AFFILIATED FACULTY

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DEPARTMENTAL ADVISING EXPERT

Current Chair

- Undergraduate Government Major (p. 1078)

GOVT102F Politics: Fundamental Concepts (FYS)
This First Year Seminar introduces students to the concepts that remain central to political life: capitalism, class, race, gender, state, citizenship, power, civil society, democracy, anarchy, populism, and fascism, to name a few.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT108F It's (Not) a Laughing Matter: Humor as Resistance and a Force for Social Change
Using a global perspective, this course will focus on developing critical thinking and writing skills as well as developing intellectual empathy. The students will learn to define issues within a broad cultural context and gain experience in evaluating and interpreting content in a variety of mediums. Students will interact with their classmates and actively participate in classroom activities to improve their ability to work in groups, think outside of the box, improve their writing, and develop their oral presentation skills.

The subject matter crosses disciplinary boundaries, linking the neuroscience of laughter with social science analyses about the power of humor. Students will be able to explain how humor can be a crucial tool to cope with painful and even repressive circumstances. They also will investigate how comedians and political activists use humor and other art forms to push for political and social change.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT116F Good Books on Bad Wars (FYS)
This course explores war through some of the best books of theory, fiction, and nonfiction. The purpose of war is to achieve a policy that leads to a better peace after the war's end than the peace that existed before the war began. But the nature of war is to serve itself if policy does not guide and constrain war. This course begins with discussion of the best foundational works of theory to build an understanding of the epistemology of war. The students will subsequently read, analyze, and discuss some of the best works of nonfiction and fiction on bad wars when judged by quality of strategy, magnitude of losses, or duration of fighting. The book subjects range from the American Civil War to the post-9/11 wars. The readings and seminar discussions vary from the reasons why the wars began to the conduct and outcomes of the wars. This course lies at the intersection of international relations, history, and conflict studies. It will increase the students' understanding of how policy, strategy, and war interact. A central aim of this seminar is to improve critical thinking and writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL116F**
Prereq: **None**

GOVT151 American Government and Politics
This course introduces the "building blocks" of American politics and government at the national level. It has four main parts: (1) foundations of our governmental system, (2) political institutions and the way they generate policy, (3) politics at the level of the individual citizen and the mechanisms that link the masses to elites, and (4) how all the factors come together in the making of public policy. We will scrutinize insider accounts of politics, scholarly work on governmental processes, and popular debates on issues and institutions. In addition, we will discuss why Americans are often so unhappy with their politics and politicians and the challenges faced by elected officials attempting to meet a wide scope of public demands. This course is designed specifically for first-year students.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT151F American Government and Politics (FYS)
An introduction to American national institutions and the policy process, the focus of this course is on the institutions and actors who make, interpret, and enforce our laws: Congress, the presidency, the courts, and the bureaucracy. The course will critically assess the perennial conflict over executive, legislative, and judicial power and the implications of the rise of the administrative state for a democratic order. This course is designed specifically for first-year students.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT155 International Relations
Why do states go to war with each other? How do we solve global problems? How do we govern the global economy? To equip students to answer these questions, this course introduces students to an analytical framework emphasizing the role of political interests, strategic interactions, and international institutions. Students will use this framework to understand current events and to critically analyze theories and concepts that have been used to explain world politics. Students will also consider critical perspectives on international relations, such as the role of colonialism in shaping the global order.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT155F International Politics (FYS)
This introduction to international politics applies various theories of state behavior to selected historical cases. Topics include the balance of power, change in international systems, the causes of war and peace, and the role of international law, institutions, and morality in the relations among nations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT155Z International Relations
This course represents an introduction to the central concepts, theories, and empirical findings in the study of international politics. The principal actors, structures, and processes of international relations will be analyzed in a theoretical and historical context. Major topics include nationalism and the national interest, power, diplomacy, game theory and bargaining, the causes of foreign policy, nuclear weapons and international security, imperialism, underdevelopment, international organizations, international resource management, the environment, and transnational actors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT157 Democracy and Dictatorship: Politics in the Contemporary World
In this introduction to politics in industrialized capitalist, state socialist, and developing countries, we explore the meaning of central concepts such as democracy and socialism, the strengths and weaknesses of different kinds of political institutions (e.g., presidentialism vs. parliamentarianism in liberal democratic countries), the causes and consequences of shifts between types of political systems (e.g., transitions from authoritarian rule), and the relations among social, economic, and political changes (e.g., among social justice, economic growth, and political democracy in developing countries).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT157F Democracy and Dictatorship: Politics in the Contemporary World (FYS)
In this introduction to politics in industrialized capitalist, state socialist, and developing countries, we explore the meaning of central concepts such as democracy and socialism, the strengths and weaknesses of different kinds of political institutions (e.g., presidentialism vs. parliamentarianism in liberal democratic countries), the causes and consequences of shifts between types of political systems (e.g., transitions from authoritarian rule), and the relations among social, economic, and political changes (e.g., among social justice, economic growth, and political democracy in developing countries).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT157Z Democracy and Dictatorship: Politics in the Contemporary World
In this introduction to politics in industrialized capitalist, state socialist, and developing countries, we explore the meaning of central concepts such as democracy and socialism, the strengths and weaknesses of different kinds of political institutions (e.g., presidentialism versus parliamentarianism in liberal democratic countries), the causes and consequences of shifts between types of political systems (e.g., transitions from authoritarian rule), and the relations among social, economic, and political changes (e.g., among social justice, economic growth, and political democracy in developing countries). Online course. Special schedule: Monday-Friday, 10:00 a.m.-12:30 p.m., with additional asynchronous class time for prerecorded lectures.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT158 Writing the World
How do U.S. newspapers and magazines frame world politics? How adequate is their coverage of ongoing crises and breaking stories around the world? The course will involve reading some classic texts of political journalism and some political novels (such as Orwell's HOMAGE TO CATALONIA and Vargas Llosa's THE FEAST OF THE GOAT). We will also read current articles on contemporary politics from a variety of sources. Students will be assigned to write alternative sources, both reporting and opinion, on current events of their choice. The topics covered will include military conflicts, elections and political crises, and economic stories. We will of course assess the impact of the Web (e.g., blogs, YouTube) on news coverage.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT159 The Moral Basis of Politics
An introduction to upper-level courses in political theory, this course offers an introductory survey of political theory from ancient Athens to 20th-century North America, Asia, and Europe. We will read, discuss, and write about works authored by a number of seminal political thinkers. In doing so, we will encounter and evaluate diverse answers to some of the central questions in the analysis of politics: What is politics and where does it take place? What does it mean to exercise political rule? What is justice? How are political societies legitimately founded? What is the place of revolution in politics? What is power and how does it operate in political life? How is democracy intertwined with struggles against social oppression?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT159F Moral Basis of Politics (FYS)
An introduction to upper-level courses in political theory, this course offers an introductory survey of political theory from ancient Athens to 20th-century North America, Asia, and Europe. We will read, discuss, and write about works authored by a number of seminal political thinkers. In doing so, we will encounter and evaluate diverse answers to some of the central questions in the analysis of politics: What is politics and where does it take place? What does it mean to exercise political rule? What is justice? How are political societies legitimately founded? What is the place of revolution in politics? What is power and how does it operate in political life? How is democracy intertwined with struggles against social oppression?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT200 Doing Political Science Research
This course focuses on how to conduct and evaluate empirical political science research. It is specifically designed for first-year and sophomore students who are intending to major in Government. Topics covered include generating research questions, reviewing and synthesizing existing research, designing research studies, and qualitative and quantitative approaches to studying political phenomena. Students will also be introduced to different datasets political scientists use to answer research questions in the American, comparative, and international relations subfields and learn the basics of working with quantitative data. In addition to preparing students to engage in their own research projects, the course better equips students to think critically and productively about research evidence in political science and popular media discussions of politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT201 Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201, PSYC280, NS&B280**
Prereq: **None**

GOVT201Z Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201Z, NS&B280Z, PSYC280Z**
Prereq: **None**

GOVT203 American Constitutional Law
This course examines the historical development and constitutional principles of American government including inquiries into federalism, national and state powers, separation of powers, checks and balances, and due process. The primary focus will be on case law of the Supreme Court from the Marshall Court to the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT205 Judicial Process and Politics
How do courts in the United States work? What is the function of law and courts in both the American political system and the daily lives of people with legal problems? Are courts, which are governed by different processes and rules, producing varied outcomes? These questions will drive our examination of legal systems in America, which will include both federal and state systems. We will consider the factors that influence the decisions of judges--including law, politics, and ideology. We will also interrogate the scope of judicial power. In this class, students will develop a deeper knowledge of law and legal systems in the United States, engage with concepts relevant to the study of judicial politics, and develop independent research ideas relevant to this field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT206 Public Policy
"Public policy" describes the actions employed by the government to achieve a variety of social goals. Some of these actions may be of great consequence (e.g., incarcerating prisoners, providing income maintenance to the poor, preventing deaths from pollution or workplace hazards). This course provides a survey of several key public policies in the U.S. It will begin with an exploration of the policy-making process, policy design, and policy evaluation. The remainder of the course will be devoted to the examination of several key policy areas including criminal justice, education, social welfare, economic management, health care, and environmental protection regulation. In each case, the current Trump administration has made significant changes that we will place in the larger historical context. By integrating theoretical debates and the historical evolution of core public policies, the course aims to develop analytical skills as well as an appreciation for the technical and political complexities of policy-making.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **ENVS206**
Prereq: **None**

GOVT209 Experiments in Public Life: Introduction to Effective Local Political Action
This course serves as an introduction to local political engagement. With a focus on the City of Middletown as a key case study, students will learn how they can "think global, act local" on political issues that they care about. The course will begin by studying theories about how political power is organized and exercised, and we will learn how well these theories explain how policy is made and implemented in local communities. We will study how local government works and how non-governmental actors, such as grassroots organizations and the business community, are involved in making change.

Members of this class will not just study how politics works in theory, we will learn how it operates in real life in our city. We will participate in city meetings, meet with local officials and advocates, and learn how regular citizens -- even university students -- can become effective political actors in their communities. Throughout the semester each student will research a local political issue that they care about, and by the end of the semester they will contribute a positive case study to a public-facing "Positive Local Action" website that we will be developing as a class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL209**
Prereq: **None**

GOVT210 Calderwood Seminar in Public Writing: Law, Courts, and Policymaking in the US
In this course we will explore some of the most salient policy questions in contemporary American politics through a lens that puts law and courts at the center of inquiry. Among the topics we will cover are the place of judiciary in American democracy, hate speech and the First Amendment, criminal justice, immigration, surveillance, and privacy. In exploring these various topics, we will see how law is socially constructed by a myriad political, economic, and cultural forces, and how social phenomena are legally constructed as courts deliberate and decide on particular cases.

This is a writing-intensive course. Students will try their hand at public writing, working on op-eds, book reviews, and blog posts. They will read and edit each other's work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT214 Media and Politics
Mass media play a crucial role in American politics, as citizens do not get most of their information about the workings of government from direct experience but rather from mediated stories. This course examines the evolving relationship between political elites, mass media, and the American public.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT215 Congressional Politics and Policymaking
This course is an introduction to the politics of congressional policy making and how the way we elect our members of Congress affects the way they perform in Congress. We will focus our attention on changes in the legislative process over the past several decades and how these changes have influenced the relations between members and their constituents, between the two parties, between the House and Senate, and between Congress and the president.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT217 The American Presidency
This course surveys the institutional and political development of the Presidency of the United States. We examine the constitutional framework establishing the executive branch, including the unique manner of presidential election, and analyze the politics of presidential leadership. Topics to be discussed include the presidential nominating and election process, the use and growth of presidential power, the rise of the presidential branch, and the relationship of presidents to other political elites and the party system.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT220 US Political Economy: State, Markets, and the Dynamics of Change
The past century has witnessed dramatic changes in the US political economy. Many of these changes stemmed from the policies and institutions introduced during the New Deal, which created a foundation for a period of great prosperity in the immediate postwar period--a quarter century of steady growth, low inflation and unemployment, and declining inequality. Yet, by the mid-1970s, the nation was mired in stagflation and subsequent decades brought a significant departure from the earlier policy mix. The US entered a period of stagnant wages, growing inequality, and heightened vulnerability to a host of risks, all of which contributed to the severity of the financial crisis of 2007-08, the Great Recession, and the slow recovery thereafter. In this course, we will explore the critical role of policy and institutions in shaping economic performance, the factors that contributed to their erosion, and the factors that shape and limit the options available to contemporary policymakers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT221 Environmental Policy
Arguably, environmental protection is the most complex and fascinating regulatory policy area. This course explores U.S. environmental regulation. We will examine the key features of policy and administration in each major area of environmental policy. Moreover, we will place regulation in a larger context and examine the factors that shape the environmental decisions of various economic actors. Although the course focuses primarily on domestic policy, at various points in the course we will draw both on comparative examples and the challenges associated with coordinating national policies and practices on an international level.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **ENVS221**
Prereq: **None**

GOVT222 Averting Catastrophe: Public Policy and Risk Management
The U.S. faces several significant risks that, if poorly managed, could have significant implications for the economy, the environment, and public health. This course focuses on the government's role as risk manager. We will explore how public policies can be used to manage risk, mitigate the extent of damages to the environment, the economy, and public health, and avert catastrophic outcomes. After examining the concept of risk, decision-making under conditions of uncertainty, and competing policy instruments, we will turn to a series of case studies, including offshore oil spills, nuclear accidents, financial crises, the COVID-19 pandemic, and climate change. In each case, we will seek to better understand the factors that shape performance and consider the implications for strengthening the government's role as risk manager. We will conclude with an examination of an emerging issue: the regulation of artificial intelligence, a technology that even its strongest advocates admit could result in unprecedented dislocations and risks.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **ENVS243**
Prereq: **None**

GOVT223 Constructing and Deconstructing the Administrative State
Steve Bannon, Donald Trump's chief strategies, famously called for the "deconstruction of the administrative state," while others have denounced the "deep state" as a permanent ruling elite committed to circumventing the Constitution and the will of the voters. The administrative state has always occupied a precarious place in the US. There has been an ongoing tension between the need for bureaucracy and a political culture steeped in anti-statism and populism. In this class, we will examine the efforts to expand the reach of the administrative state and efforts to reign in the bureaucracy during the Progressive Era, the New Deal, and the postwar decades, including a detailed discussion of the Trump presidency. This exploration will be grounded in a history of public policy and theoretical debates from across the ideological spectrum.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT226 Constitutional Political Economy: Law and Courts in the Making of the American Economy
In the first part of the course, we address the foundational question -- What is law? -- and explore how key aspects of political and social life are organized through legal constructs. Questions such as what counts, from a legal standpoint, as religion, speech, family, or commerce serve as entry points for analyzing how law constitutes social meaning, power, and material outcomes. The second part of the course offers a historical overview of American political economy in the twentieth century, tracing institutional transformations associated with major structural shifts and critical turning points, such as the Great Depression and the New Deal, the rise of neoliberalism, and financialization. In the third part, the course focuses on the role of courts in shaping the contours of the American economy. We examine how political struggles over constitutional interpretation have influenced issues ranging from economic regulation and labor rights to consumer protection, corporate power, and market governance. This section situates judicial decision-making within broader economic and political transformations, highlighting the mutual constitution of law and economic change. This course is organized as a research seminar. Each student will develop a substantial research project and work closely with the instructor to refine it into an academic paper over the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT229 Black Lives, Black Power & Black Politics
This course will explore the lineage of Black politics, with a particular focus on the social movements that have brought Black political thought to the forefront of the national conversation, through the lens of the academy and popular culture. In particular, students will learn about the many different iterations of the struggle for Black political freedom and autonomy, starting before the United States existed. We will trace this through slavery, reconstruction, the civil rights movement, all the way up to the contemporary Black Lives Matter movement. The course will provide considerable historical background on the conditions that created these movements and the ever-present role of government in shaping their trajectory. We will explore the commonalities and innovations in these struggles over time, and how they have shaped the development of the American state. We will also explore the degree to which patterns of dispossession, exploitation, and resistance have not only shaped the engagement of Black Americans with the broader polity, but also the way these same themes have weighed on the contributions of Black Americans to broader American culture. For the latter aspect we will engage with both popular music and film. Students will leave the course with a broader understanding of the historical context in which Black politics emerged, the themes that have commonly animated the many iterations of this struggle, and how this has all shaped the landscape of popular American culture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT232 Campaigns and Elections
This course introduces students to the style and structure of American campaigns and how they have changed over time. We also consider academic theories and controversies surrounding campaign "effects" and whether or not parties, media, campaigns, and elections function as they are supposed to according to democratic theory. Students will read, discuss, and debate classic and new scholarship in the field of political and electoral behavior. Students will also conduct research into different electoral contests in the United States at either the federal or state level.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT238 American Political Parties
This course explores the origins, purposes, roles, and consequences of political parties in the American political system. After a brief consideration of the broader theories behind political party systems, we will turn our focus to the party system in the United States. V. O. Key (1964) presented a tripartite definition of political parties that we will use to structure our exploration of parties for the rest of the course: party as organization, party in government, and party in the electorate. In these sections, we will address political party polarization, party identification, parties' fundraising, and many other related topics. From this rich examination of political parties in the U.S. context, we will discuss why parties exist and enable democracy, but also discuss their potential flaws and failures.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT239 Racial and Ethnic Politics
This course will provide historical context on the development of race and racial attitudes, and demonstrate the crucial role that they play in contemporary politics with a particular focus on immigration, criminal justice, welfare, and housing policy. The assigned readings will examine how the mere presence of underrepresented racial groups in the United States has shaped policies in these arenas, and the way these policies have, in turn, shaped the material circumstances and the burgeoning identities of these groups. The course will also uncover the complex relationship between race, political participation, and public opinion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT245 Regulation and Governance
Regulation describes an array of public policies explicitly designed to govern economic activity and its consequences at the level of the industry or firm. In the first half of the course, we will explore of the history of economic regulation (e.g., finance, transportation), the new social regulation (e.g., environmental protection, occupational safety and health), deregulation, and regulatory reform. The second half of the course will turn to an examination of governance. Governance focuses on efforts to develop solutions to regulatory problems by engaging a much larger field of forces (e.g., various nongovernmental organizations, trade associations, standard setting associations, supply chains, markets) in addition to using standard policy instruments. We will consider the extent to which effective governance is compromised (or enhanced) by global competition and the quest for corporate profitability.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT250 Civil Rights and Liberties
This course introduces students to the development of civil liberties and civil rights law in the United States. We will focus primarily on the decisions of the Supreme Court that concern the First Amendment (including religious freedom, freedom of speech and expression, and freedom of the press), privacy and personal liberty, equal protection, voting, and representation. In this course, students will learn about the evolution of major legal doctrines governing civil liberties and civil rights. Students will also develop an understanding of the process of Supreme Court decision-making.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT253 The American National Security State
In this course we will focus on the rise of the national security apparatus in the U.S. through the second half of the 20th century. This topic deals with political issues that are often characterized as "intermestic" because they occur at the point of intersection between domestic and international politics. Accordingly, we will examine the ways in which external forces influence internal state-building. We will also consider the choices and implications of policies designed to provide for what President Roosevelt famously called "freedom from fear."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT254 Capitalism and the Politics of Climate Change: When an Unstoppable Force Meets an Immovable Object
This course explores the complex relationship between capitalism and climate change. In the first part of the course, taking a comparative approach with a primary focus on the US, we begin by examining how capitalism has evolved since the Industrial Revolution, and how various capitalist models have developed worldwide, depending on the role of the state. In the second part, we question the "hegemony of growth" -- how growth has been perceived as an indicator of progress and distributive justice -- and explore competing visions of green growth and degrowth. In the third part, the course shifts to the political economy of decarbonization. We discuss the history and current realities of carbon dependency, examine cross-national variations in decarbonization efforts, consider the challenging trade-offs, and explore the economic and political factors underlying the struggle over climate policies. Our discussion will also focus on the role of economists and other experts in shaping mitigation efforts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **ENVS250**
Prereq: **None**

GOVT261 Politics of Inequality
This course focuses on inequality along various identity-based dimensions in American politics. Students will leave with a deep understanding of when inequality is a normative concern, and how politics has created and has the power to alleviate inequality along class, racial, and gender divides. Specifically, the course will focus broadly on the level of inequality in these three areas, and the degree to which this has changed over time. We will explore both the political and social phenomena that have driven this inequality, and the ways they intersect and exacerbate the impact for those who share multiple stigmatized identities. Finally, students will, in their final papers, explore potential political policies that can help to reduce or even eliminate inequality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT262 Experiments in American Political Behavior
This seminar explores the cutting-edge of experimental political science, with a substantive focus on American political behavior. Students will become familiar with various types of experiments, such as laboratory experiments, survey experiments, field experiments, and natural experiments. In doing so, students will engage with research that aims to isolate the causal consequences of group affiliation (including partisanship, race/ethnicity, and other social identities), affect and emotions, political knowledge and sophistication, political advertisements and campaign efforts, and media/information environments on individuals' political attitudes and behavior. Along the way, students will gain a deep proficiency in experimental design and develop foundational skills in statistical analysis and basic programming.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT270 Comparative Politics of the Middle East
This course provides an overview of the political landscape of the contemporary Middle East and North Africa, focusing on domestic social and political issues. Exploring both the region as a whole and particular case studies, the course examines what accounts for the democratic deficit in the region, how we can understand the Arab Spring, and what challenges and opportunities lie ahead.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT271 Political Economy of Developing Countries
This course explores the political economy of development, with a special focus on poverty reduction. We discuss the meaning of development, compare Latin American to East Asian development strategies (focusing on Argentina, Brazil, Mexico, South Korea, and Taiwan), examine poverty-reduction initiatives in individual countries (including Bangladesh, Chile, and Tanzania), and evaluate approaches to famine prevention and relief. Throughout the course, we pay close attention to the role of procedural democracy, gender relations, market forces, and public action in promoting or inhibiting development.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **LAST271, CEAS271**
Prereq: **None**

GOVT273 Environmental Politics in East Asia
This is an upper-division course on the environmental politics of East Asia. It will focus on the major environmental issues of our time (pollution, conservation, energy, waste, environmental justice, etc.), and how East Asian countries are coping with them from both policy and politics perspectives. It will cover both transnational and international efforts, as well as national and local initiatives. The course will require that students "do" environmental politics as well as study environmental politics through a civic engagement component.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **CEAS273, ENVS273**
Prereq: **None**

GOVT274 Russian Politics
The course begins with a brief review of the dynamics of the Soviet system and the reasons for its collapse in 1991. The traumatic transition of the 1990s raised profound questions about what conditions are necessary for the evolution of effective political and economic institutions. The chaos of the Yeltsin years was followed by a return to authoritarian rule under President Putin, although the long-run stability of the Putin system is also open to question. Students will study the political dynamics of modern-day Russia, Putin's regime and the opposition to the regime, as well as the logic of the events that led to Putin's full-scale aggression against Ukraine. Topics include political institutions, social movements, economic reforms, and foreign policy strategies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **REES280**
Prereq: **None**

GOVT275 Political Resistance to Dictatorships
The series of seminars is focused on different strategies of non-violent resistance against authoritarian regimes. We'll explore various aspects of building an efficient resistance movement--from fundraising to electoral strategies, from online communication to polling--based on best practices from countries all around the world. Pro-democracy activism and the fight against dictatorship is never an easy game to play; still, a lot can be derived from the existing experience to make it more efficient. But even if the resistance movement is successful, it doesn't guarantee a perfect democratic transition: resentment and disappointment often start to prevail in the society very soon. In workshops and role-playing games students will be encouraged to put together feasible transition plans for different countries.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT277 Islamic Movements and Parties
This course examines the diversity of movements and political parties that take Islam as a reference point, and situates these discussions within broader debates around religion and politics. Through a variety of cases spanning from the Middle East and North Africa to Southeast Asia, we will explore the rise and evolution of different types of Islamic movements, and discuss different modes of mobilization, organization and interaction with the state and with other social and political actors. We will examine why some groups form political parties, and how they navigate the tensions between the needs of the party and the mission of the movement. We will consider how Islamic parties impact local and national politics, and in turn how they respond to shifting political terrains and challenges from within. The course will conclude with a reflection on "post-Islamism" and Western attitudes towards Islamic movements.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT277Z Islamic Movements and Parties
This course examines the diversity of movements and political parties that take Islam as a reference point, and situates these discussions within broader debates around religion and politics. Through a variety of cases spanning from the Middle East and North Africa to Southeast Asia, we will explore the rise and evolution of different types of Islamic movements, and discuss different modes of mobilization, organization, and interaction with the state and with other social and political actors. We will examine why some groups form political parties, and how they navigate the tensions between the needs of the party and the mission of the movement. We will consider how Islamic parties impact local and national politics, and in turn how they respond to shifting political terrains and challenges from within. The course will conclude with a reflection on "post-Islamism" and Western attitudes towards Islamic movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT278 Nationalism
Nationalism is the desire of an ethnic group, a nation, to have a state of its own. Nationalism emerged as a powerful organizing principle for states and social movements in the 19th century and was integral to the wars and revolutions of the 20th century. This course examines rival theories about the character of nationalism and tries to explain its staying power as a political principle into the 21st century. It looks at the role of nationalism in countries such as the U.S., France, India, China, and Japan, and nationalist conflicts in Northern Ireland, Quebec, Yugoslavia, the former U.S.S.R., and Rwanda. The course is reading- and writing-intensive.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT278Z Nationalism
Nationalism is a political movement advocating self-rule for a community that sees itself as having a common identity and shared historical fate. To different degrees, ethnicity, language, religion, and culture have been used to demarcate the nation's boundaries. There are some 6,000 nations in the world but only 200 states, so competition for self-rule can be fierce. This course introduces the main theorists of nationalism as a response to the rise of capitalism, and explores its complex relationship with liberalism, socialism, and democracy. Why does nationalism persist--even as capitalist globalization makes national economies more open and porous? We explore both state-level nationalism, which ranges from war and genocide to protectionist trade policy, and everyday or "banal" nationalism, which expresses itself through food, music, and sport.

We start off with relatively familiar cases from the developed world--the US, Brexit, Northern Ireland, and Quebec, and the classic cases of France and Germany. We then look at decolonization in Africa and the genesis of genocide in Rwanda. The socialist world is represented by the multiethnic federations of the Soviet Union and Yugoslavia. We then look at nationalism in Japan and China, followed by the Arab world. Finally, we look at the role of the internet in the propagation of nationalism. Students will be expected to read all four assigned books before the start of the class, and will have to write a three- to four-page response paper on one of the books.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT279 State and Society
Every aspect of our lives is shaped by the state. What exactly is it, the modern state? How has it come to be? From where does it derive its legitimacy? How has its involvement in social and economic life evolved over time, and varied cross-nationally? In what ways is American statecraft is considered "exceptional"? In this class we will seek answers to these questions, and on the way, we will learn about welfare states, penal states, racial states, straight states, submerged states, authoritarian states, strong and weak states.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT279Z State and Society
Every aspect of our lives is shaped by the state. What exactly is it, the modern state? How has it come to be? From where does it derive its legitimacy? How has its involvement in social and economic life evolved over time, and varied cross-nationally? In what ways is American statecraft is considered "exceptional"? In this class we will seek answers to these questions, and on the way, we will learn about welfare states, penal states, racial states, straight states, submerged states, authoritarian states, and strong and weak states.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT281 Social Movements in East Asia
Despite East Asia's reputation for acquiescent populations and weak civil society, the region has been replete with social movements. This course assesses the state of civil society in both authoritarian and democratic societies in East Asia by surveying contemporary social movements in China, Japan, South Korea, and Taiwan. The course is designed for students to gain an understanding of how civil society looks in East Asian countries and its role in social and political changes in the past and present times. Although the course will not be able to cover the entirety of social movements in the region, the course is to equip students with contextual knowledge and theoretical tools to take a critical approach to examining current and future social movements in the region.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **CEAS205**
Prereq: **None**

GOVT282 Activism in Exile
This course examines how social movements and political opposition groups adapt and adjust their activism when they are in exile. Through a variety of cases spanning from the Middle East to South Africa, we will explore what shapes diasporic activism and why some movements are more resilient than others. We will situate these discussions within broader debates around social movements and migration. After we consider what exile is, how different migration regimes emerge, and how conditions in the host states may vary, we will look at both cases of violent and nonviolent mobilization in order to understand what shapes diasporic activism. The course concludes with a reflection on what happens after exile, when movements and leaders return to their home country.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT283 Human Rights: Contemporary Challenges
This course will examine various pressing challenges to human rights in the US and around the world, based around a series of talks by visitors who are practitioners in the field. Topics covered range from refugees and war crimes to housing and educational access.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL323**
Prereq: **None**

GOVT284 Comparative Politics of Western Europe
The leading nations of Western Europe--Great Britain, France, Germany, and Italy--have developed vibrant economies and stable democracies that differ in important ways from those of the U.S. and from each other. This course explores the ability of European economies to withstand pressures of globalization and the capacity of European democracies to integrate political newcomers such as women and immigrants. We address questions such as, Does New Labour provide a model for parties of the Left across the West, or is its success predicated on the foundations laid by Thatcherism? With the limited ability of the French people to influence politics, should we still consider that country a democracy? Has Germany definitively overcome its Nazi past, or does the strength of German democracy rely on a strong Germany economy? How can we make sense of the Italian "second republic"?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **RL&L284**
Prereq: **None**

GOVT285 Losers of World War II
This course explores the experiences of Germany and Japan in the postwar era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? This course explores these questions by comparing the culture, history, and institutions of these two countries.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **CEAS280, GRST267**
Prereq: **None**

GOVT286 Ukraine at War
This course will survey Ukraine's contentious history with its Russian neighbors and then track the origins and course of the current war. Each week we will have one meeting devoted to discussion of assigned readings and one meeting led by a Ukrainian lecturer speaking on Zoom. Topics to be covered include history and politics but also economics, social impacts, the plight of refugees, and cultural life.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **REES286, CSPL286**
Prereq: **None**

GOVT287 European Security
This course provides an in-depth examination of contemporary European security challenges, with a particular focus on the European Union's evolving security and defense policy and its relationship with Russia. Students will explore the EU's institutional responses to crises, its strategic autonomy, and the dynamics of transatlantic security cooperation. The course also analyzes Russia's role as both a neighbor and strategic challenger, including its military interventions, hybrid tactics, and influence in the region. Through case studies, policy analysis, and simulations, students will critically assess the effectiveness of European security mechanisms in responding to conventional and non-conventional threats. POI course.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT295 Korean Politics Through Film
This course explores the contemporary politics of Korea through academic sources and films. Students will discover how the tumultuous history of modern Korea has contributed to the present political conditions in the two Koreas. The course will focus on issues surrounding major political events in both South and North Korea, including Japanese colonialism, Japan-Korea relations, Korean War, military dictatorships, economic development, democratization, neoliberalism, inter-Korean relations, and US-Korea relations. Films and documentaries spanning from the 1990s to the present will highlight these political issues and events through the eyes of Korean filmmakers. The course will explore how films problematize political issues and how a film's storytelling compares to actual history and scholarship on Korea.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **CEAS206**
Prereq: **None**

GOVT296 Japanese Politics
This introductory course in Japanese politics begins with an overview of the Japanese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas such as industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **CEAS296**
Prereq: **None**

GOVT297 Chinese Politics
This introductory course in Chinese politics begins with an overview of the Chinese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas such as industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **CEAS297**
Prereq: **None**

GOVT298 Terrorism and Film
This course provides an overview of the major concerns and debates in the study of terrorism and political violence, and it uses the prism of cinema to further grapple with the complexity of political violence. We will explore the root causes of violence and the varied reasons why individuals and organizations turn to violent tactics. We will also discuss what policies are most effective and desirable, problematizing our understanding of security, and examining the implications of counterterrorism for civil liberties, human rights, and international law. The films assigned contextualize the theoretical issues and address the question of political violence from alternative perspectives: those of the perpetrators of violence, victims, soldiers, government officials, and police officers. In this immersive winter session, students are expected to watch the films outside of class, between the morning and the afternoon class session. Through the readings, films, discussions and assignments, the goal of the course is to help you understand the major controversies and debates surrounding terrorism, to equip you with the tools to critically engage with the media, academic and policy discourses on political violence, and to enhance your speaking, writing and analytical skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT298Z Terrorism and Film
This course provides an overview of major concerns and debates in the study of terrorism and political violence, and it uses the prism of cinema to further grapple with the complexity of political violence. We will explore the root causes of violence and the varied reasons why individuals and organizations turn to violent tactics. We will also discuss what policies are most effective and desirable, problematizing our understanding of security and examining the implications of counterterrorism for civil liberties, human rights, and international law. The films assigned contextualize the theoretical issues and address the question of political violence from alternative perspectives: those

of the perpetrators of violence, victims, soldiers, government officials, and police officers. In this immersive winter session, students are expected to watch the films outside of class, between the morning and the afternoon class session. Through the readings, films, discussions, and assignments, the goal of the course is to help you understand the major controversies and debates surrounding terrorism; to equip you with the tools to critically engage with the media, academic, and policy discourses on political violence; and to enhance your speaking, writing, and analytical skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT302 Latin American Politics
This course explores democracy, development, and revolution in Latin America, with special attention to Argentina, Brazil, Cuba, and Nicaragua. Questions to be addressed include: why has Argentina lurched periodically from free-wheeling democracy to murderous military rule? Why is authoritarianism usually less harsh, but democracy often more shallow, in Brazil than in Argentina? How democratic are Latin America's contemporary democracies? What accounts for the success or failure of attempted social revolutions in Latin America? Why did postrevolutionary Cuba wind up with a more centrally planned economy and a more authoritarian political system than postrevolutionary Nicaragua? How much progress has each of these countries made toward creating a more affluent, educated, healthy, and equitable society?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **LAST302**
Prereq: **None**

GOVT303 War and Society
While most societies condemn physical violence between individuals, they condone and encourage collectively organized violence in the form of warfare. War is obscene, yet all modern societies have engaged in warfare. This course will examine war as a social, political, and historical phenomenon. We will look at the way in which wars have led to the consolidation of political power and the acceleration of social change, as well as the relationship between military service and the concept of citizenship. The course also examines the crucial role played by technology in the interaction between war and society. Films and novels will be examined to test to what extent these literary works accurately reflect, or obscure, the political, social, and technological logic driving the evolution of war. Our examples will include warfare in premodern society, the gunpowder revolution in early modern Europe and Japan, the American Civil War, colonial wars, World War I, World War II, Vietnam, and Iraq.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT305 Challenges to Democracy in East Asia
East Asia is home to a remarkable diversity of political regimes, economies, religions, and cultural traditions. The region includes one of the most repressive countries in the world, North Korea, alongside authoritarian regimes like China that tout political stability and rapid economic growth. At the same time, Japan, South Korea, and Taiwan represent fully consolidated democracies -- albeit ones that continue to grapple with significant domestic and international challenges. This course examines the workings and challenges of democracy in East Asia by addressing questions such as: What are the defining features and challenges of existing democracies in East Asia? To what extent are these features unique to the region? Why do some citizens in East Asia find authoritarianism appealing? How do historical experiences with authoritarian rule shape democratic institutions and political culture today? And does China's authoritarian model present a challenge to democracy in the region?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **CEAS325**
Prereq: **None**

GOVT307 Identity & Politics of South Asia: India, Pakistan, and Afghanistan
In this course, we will cover the politics of India, Pakistan, and Afghanistan. We will consider identity issues going back to the Partition of India to present-day religious and sectarian tensions. Other themes include caste and indigenous politics, gender identity, authoritarianism and corruption, Hindutva and Islamist Terror, diaspora politics, state-level security dimensions, and how countries in the region balance their relations with China and India. Lectures along with Bollywood and regional film screenings will be complemented with discussions with South Asia experts via Zoom.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GSAS306**
Prereq: **None**

GOVT308 Comparative Urban Policy
Cities are home to more than half of the world's population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now--individually and collectively--major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives--from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what cities in the global north are learning from the cities in the global south, and how cities are bypassing toxic partisan politics in their nations' capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the city of Middletown.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **CEAS308, ENVS308, IDEA308**
Prereq: **None**

GOVT309 Contemporary Challenges in Latin American Politics
Latin America's contemporary challenges include corruption, crime, economic woes, social policy shortcomings, populism, declining political trust, the erosion of fragile democracies, and the political underrepresentation of women and minority groups. This course examines the historical legacies, international influences, and social-structural factors that shape and constrain how Latin American citizens and governments are responding to these challenges. Weekly readings and discussions, along with a succession of analytic exercises, will prepare students to write a research paper on a Latin American politics topic of their choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **LAST307**
Prereq: **None**

GOVT310 South Asia's "Non-Nuclear Five": Bangladesh, Bhutan, the Maldives, Nepal, and Sri Lanka
In this course, we shall focus on the politics of the five "non-nuclear" countries of South Asia--Bangladesh, Bhutan, the Maldives, Nepal, and Sri Lanka. After learning about topics such as the Buddhist saffronization of Sri Lanka and the Rohingya refugee crisis, we will analyze common themes related to these five countries such as the geopolitics of climate change and how these countries balance their relations between China and India. Lectures along with Bollywood and regional film screenings will be complemented by discussions with South Asia experts via Zoom.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GSAS310**
Prereq: **None**

GOVT311 United States Foreign Policy
This course provides a survey of the content and formulation of American foreign policy with an emphasis on the period after World War II. It evaluates the sources of American foreign policy including the international system, societal factors, government processes, and individual decision makers. The course begins with a consideration of major trends in U.S. foreign policy after World War II. With a historical base established, the focus turns to the major institutions and actors in American foreign policy. The course concludes with an examination of the challenges and opportunities that face current U.S. decision makers. A significant component of the course is the intensive discussion of specific foreign policy decisions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT311Z United States Foreign Policy
This course provides a survey of the content and formulation of American foreign policy, with an emphasis on the period after World War II. It evaluates the sources of American foreign policy, including the international system, societal factors, government processes, and individual decision-makers. The course begins with a consideration of major trends in U.S. foreign policy after World War II. With a historical base established, the focus turns to the major institutions and actors in American foreign policy. The course concludes with an examination of the challenges and opportunities that face current U.S. decision-makers. A significant component of the course is the intensive discussion of specific foreign policy decisions.

No prior knowledge of U.S. foreign policy or international politics is assumed other than what might be gathered from keeping up with current events. PLEASE NOTE: Students will be expected to complete the readings before the start of the class on January 7.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT312 Strategic Dilemmas in Politics
Politics is full of strategic interactions: politicians and voters, enemies and allies, office-holders and bureaucrats. But while the details might be different from issue to issue, the challenges are often the same. How can a large group cooperate on a common goal? How can you make a promise or threat credible? How can you learn someone's true intentions? This course uses in-class games and simulations to explore some of the key lessons that game theory can teach us about politics. There will be a bit of introductory game theory, but the focus will be on the intuition, not the method. The goal is to identify and analyze common strategic challenges in politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT313 Civil Wars and Armed Groups
Since 1945, five times as many people have died in conflicts within countries (between governments and rebels/militias) than in conflicts between countries. This course digs into the big questions about civil wars: Why do they begin? Who participates? How do they end, and why do some never end? How do combatants treat civilians, and why? Class will be primarily discussion-based, evaluating common answers to these questions, and the evidence behind them, from conflicts all over the world. Along the way, students will design their own research question and a strategy to answer it. The course is especially appropriate for sophomores and juniors who are potentially interested in writing a thesis, but relevant to any student interested in war and peace.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT314 Public Opinion and Foreign Policy
The relationship between leaders and the public remains a core concern of democratic theorists and political observers. This course examines the nature of public views on foreign policy, the ability of the public to formulate reasoned and interconnected perspectives on the issues of the day, and the public's influence on foreign policy decisions with a focus on the U.S. We will consider the role of the media and international events in shaping public perspectives and public attitudes toward important issues such as internationalism and isolationism, the use of force, and economic issues. This course provides an intensive examination of a very specific area of research. As such, strong interest in learning about public opinion and foreign policy is recommended.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT315 Policy and War through Film
This course explores how America's policies and wars interact with culture and identity. It combines films and readings to gain a deeper understanding of film as an artifact of culture, war, and identity. The course begins with a discussion of key foundational works to frame a common understanding about strategy, war, and American strategic culture. It then combines film viewings and critical scholarship to discover how the interpretations of America's wars through film shape American citizens' perceptions of war and their military. The films, readings, and seminar discussions will help students develop a better understanding of the differences between the realities and the perceptions of policy and war. This course lies at the intersection of international relations, history, and conflict studies. Participation in this course will increase the students' understanding of how U.S. policy, war, culture, and identity interact. It will also sharpen critical thinking and writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL315**

Prereq: **None**

GOVT316 Wars of Resistance in Scholarship and Film
This course explores the theory, practice, and interpretation of wars that see ostensibly stronger powers wage wars against relatively weaker resistance movements. It combines scholarly readings and interpretive films to gain a deeper understanding of how and why resistance and insurgency can prevail when confronting adversaries who are numerically superior. Students will analyze the inescapable paradoxes that can make wars of asymmetry difficult for stronger states. The seminar discussions will develop a keener grasp of the logic that permeates wars where the weak resist invasion and occupation. This course intersects international security studies, history, and conflict studies. This course will improve knowledge about asymmetric wars and for critical analysis. Though there are no prerequisites, it is desirable that students have previously taken a course in conflict studies or war.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL329**
Prereq: **None**

GOVT318 America's Unexceptional War of Independence
Americans often think of the War of Independence as an exceptional event, focusing on the unique people, ideas, and historical turning points. But in many ways the key actors in the War of Independence faced similar challenges that others around the world have faced and continue to face: how to organize around political grievances, how to prevent a conflict from escalating, how to manage trade relationships, and how to navigate great power politics. Through lectures, group discussions, and essays, this course will compare the American experience to other conflicts, examining how the American experience reflects broader patterns.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT319 Citizenship and Statelessness in Comparative Perspective
This course will investigate how modern nation-states decide who has the right to citizenship, along with situations where certain groups are denied citizenship of any country. Every country in the post-Westphalian world-system hosts large numbers of minorities and migrants. Thus, it becomes essential for each nation to define its territorial boundaries and who belongs to it. Are citizenship rules determined mainly based on material considerations, such as economic and security issues? Or are such policies based on racial and civilizational notions shaped by encounters with pre-colonial and colonial forces? In this seminar, we will consider these questions about belonging and territorial definitions, which are often politically contested. We will start by paying attention to various theoretical explanations of citizenship, and then look at case studies from non-Western and Western settings. Class discussions will be complemented alongside discussions with experts who will join us in-person on campus or via Zoom.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT320 International Relations of South Asia
Since independence in 1947, the countries of South Asia have seen major wars, a nuclear arms race, dozens of small insurgent movements supported by neighbors, and complicated politics around identity, citizenship, and migration. At the core of these issues are questions about whether and how to transition a multiethnic, multireligious empire into nation states. This course will explore the major questions of war, peace, and politics in modern South Asia. Why did India and Pakistan fight three wars in the first 25 years of independence, but have largely avoided open conflict since? Why have some insurgencies escalated into major conflagrations while others have simmered at low levels for decades? How have religion and language shaped patterns of migration and citizenship, and been shaped by them in return? Along the way, students will design and conduct their own research on key issues in South Asian politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GSAS320**
Prereq: **None**

GOVT321 Topics in International Law
This course is a seminar on international cooperation and international law (IL) for students of international relations. The course's primary goal is to enhance students' understanding of how ILs facilitate or hinder international cooperation. The course has four modules: a) Introduction, b) IR theories on ILs, c) Application (Trade, Climate, Gender, Conflict), d) Future of ILs. The emphasis throughout the course is on the role of politics, understanding why ILs operate as they do, and recent episodes that illustrate the issues. Throughout the course, students will learn to produce concrete policy recommendations drawing from key research in the literature on ILs, practice giving others constructive feedback on peers' policy proposals and revise their own projects, and think critically about theories of international relations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT322 Global Environmental Politics
This course is an introduction to environmental politics for students of international relations. This course aims to enhance students' understanding of how international politics may affect environmental outcomes. The course has four modules: a) Introduction, b) IR theories and the environment, c) Application to select environmental issues, d) Policy implications. The introductory module presents several concepts that are important to understanding environmental cooperation. The IR theory module introduces canonical IR theoretical frameworks. Primarily, this module investigates how states' power dynamics, international institutions, domestic political systems, and NGO networks may explain the likelihood of international cooperation on environmental issues. The third module applies the theoretical concepts to real-world policy issues such as climate change, water air pollution, and endangered species. The final module focuses on the future of environmental cooperation among states. Assignments include an in-class quiz on key concepts, a role-based negotiation simulation, a podcast episode analyzing an environmental agreement of student choice, and a final exam. By the end of the semester, students think critically about environmental agreements by applying theories to policy examples.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT323 Refugees in World Politics
The primary objective of this course is to provide students with i) an introductory overview of the political, economic, social, and security determinants of refugee flows; and ii) the political and social responses of receiving governments and societies to them. Using both historical and contemporary case studies, this course will highlight security concerns engendered by internal displacement and transnational migration. These include armed conflict, smuggling, trafficking, and terrorism. This course will also highlight the concepts of citizenship in receiving

states, and the roles played by the international institutions in influencing state policies towards refugees.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL263**
Prereq: **None**

GOVT324 Africa in International Politics
The continent of Africa features 54 countries and the fastest growing population on the planet. This course contextualizes the African continent in international politics, and provides an overview of the many ways (especially sub-Saharan) African states engage with foreign countries, with international institutions, and with each other, from colonial times to the present. We'll focus on integrating the African continent into theories of international relations, including African countries' roles in the international political economy and in international security. Topics include colonialism, trade, aid and structural adjustment programs, sovereign debt, international and regional organizations and blocs, security arrangements, and African states' roles in ongoing international climate governance. The focus of the course is on the foreign policy and international interactions of countries in sub-Saharan Africa. The course therefore provides a broad overview of diverse topics and countries, emphasizing breadth over close study of a particular case or topic. The assignments provide an opportunity for students to add depth to their knowledge of particular countries and contexts of their choosing. In addition to giving students the opportunity to learn more about politics in contemporary sub-Saharan Africa, the course will provide students with experience testing social scientific theories against empirical evidence, conducting original research using primary and secondary sources, and writing succinct research reports. Students will analyze both issues of academic and political importance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT325 Solving the World's Problems: Decision Making and Diplomacy
This course represents a hands-on approach to decision making and diplomacy. It is designed to allow students to take part in diplomatic and decision-making exercises in the context of international political issues and problems. Important historical decisions will be evaluated and reenacted. In addition, more current international problems that face nations today will be analyzed and decisions will be made on prospective solutions. Finally, various modern-day diplomatic initiatives will be scrutinized and renegotiated.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT326 Political Consulting for International Business
This course is an applied course in political consulting skills for international business. It is designed for students who are directed toward a career in international business. Entry to the course requires a strong track record in prior involvement and or interest in international business. Emphasis will be placed on developing the most important political skills related to working in an international corporation. Learning will take place by applying what has been learned in real-life international business scenarios. The learning goals of this class are based on developing professional skill sets: problem solving abilities, consulting, team work, oral presentations, preparing functional memos, and working in professional environments. The course asks the class to function as a working committee of top executives trying to confront important international business challenges.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT327 Experiments in International Development
Do policies designed to promote development around the world actually work? Do they sometimes produce effects we didn't expect? This seminar teaches the experimental method of social science research and applies it to these questions. Students will read examples of how social scientists have used experiments to study international development -- broadly defined -- including foreign aid, conflict and violence, illicit finance, elections, climate cooperation, trafficking in persons, and migration. Over the course of the seminar, students will design and analyze their own experimental research project and will write either an academic research article or an impact evaluation policy report. The seminar is especially appropriate for any student considering a career in policy or social science. Throughout this course, students will learn about experimental methods. They will also learn how to form a research question, conceptualize and measure variables, develop testable hypotheses, select an appropriate case/unit of analysis, write a literature review. These skills may be especially helpful for students who pursue an honors thesis or other original research project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT328 Explanations for The Long Peace Since 1945
This course examines great power relations since 1945 through political, economic, legal, institutional and normative lenses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT329 International Political Economy
This course examines the political consequences of and responses to international economic exchange between countries with an emphasis on whether climate change changes this political behavior. In particular, we will look at how domestic actors, such as voters, firms, and associations, respond to and try to shape government action on issues such as trade, international finance, migration and foreign direct investment. Rather than consider climate change and its policy as a separate domain, this course will focus on the interaction between the climate and other policy areas in international political economy (IPE). Students will be provided with an introduction to these topics via lectures and discussion sections as well as data analysis and social science research techniques in weekly labs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT330 Policy and Strategy in War and Peace
This course explores how the relations, relationships, and discourse between senior national civilian and military leaders influence the development and execution of policy and strategy in war and peace. In theory, the purpose of war is to achieve a political end that sees a better peace. In practice, the nature of war is to serve itself if it is not influenced and constrained by continuous discourse and analysis associated with good civil-military relations between senior leaders. This course begins with discussion of the key foundational works to build a common understanding. It then explores how civil-military interaction

influenced strategy in war and peace for each decade from the Vietnam War to the present. The readings and seminar discussions also examine how the outcomes of wars influenced civil-military relations and the subsequent peace or wars. This course lies at the intersection of international relations, history, and conflict studies. Students will gain greater understanding of how U.S. policy makers, strategy, and war interact, while honing their critical thinking and writing skills.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL330**
Prereq: **None**

GOVT332 Psychology and International Politics
Trust, personality, reputation, honor, emotions. These concepts are at the heart of international decision making. This course will address research in psychology and political science related to these topics that helps us understand how leaders behave toward other nations and why, for instance, they engage in conflict or acquire nuclear weapons.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT333 International Organization
Why do international organizations (IOs) exist? Do they shape outcomes in international politics? Who runs international organizations? This course considers the role that institutions have played in addressing global problems since World War II. Some argue their role is trivial, since there is no international police force that can constrain states' behaviors. Others argue their role is profound, as institutions help states to overcome important barriers to cooperation. And just as in domestic institutions, the rules of IOs represent some interests more than others, creating opportunities for controversy and contestation. We will apply these theories to understand several institutions governing economic stability, environmental sustainability, human rights, security affairs, and global development. At the conclusion of the course, students will be able to explain why these IOs exist, how well they work, and what challenges they face in the future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT334 International Security in a Changing World
We now face myriad of changing threats that appear to belie easy solutions. This course considers alternative ways to conceive of international security and how differences in these perspectives can affect our response to international threats. The course focuses on the relationship between force and international security; the prospects for peace and conflict in specific regions of the world such as Asia, Latin America, and Africa; and some vexing issues such as terrorism, nuclear proliferation, nationalism and ethnic conflict, economics, environmental issues, and disease.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT335 Political Economy of Foreign Aid
Who gives and gets foreign aid, and does it work? This course will study how international and domestic interests interact and affect the causes and consequences of foreign aid. We will cover scholarship on 1) the motivations behind foreign aid, 2) the evidence on aid effectiveness, 3) how domestic politics in donor governments and recipient governments shape and are shaped by foreign aid, 4) other actors in the aid landscape, such as international and non-governmental organizations, and 5) how aid relates to conflict, democracy, trade, and migration. This is a reading, discussion, and writing-based seminar.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT336 New Topics in International Political Economy
This course helps students understand how states cooperate in three new areas: global health, climate, and identity politics. The course introduces new IPE research on health, climate, and identity, focusing on these issues' relationships with interstate economic interactions. The course has four modules: a) IPE theory review, b) Global health and trade/intellectual property, c) Environmental protection and trade/foreign direct investment, d) Identity politics and globalization. After a brief review of IPE theories in the first module, the course will touch on specific topics of importance. For example, the health unit explores the relationship between intellectual property rights and global health outcomes, how trade policies affect states' responses to health crises, and how the global trade regime (i.e., the WTO) mediates those policy responses. The environment module investigates how economically developed countries use trade agreements to protect the environment and why some companies support climate actions more strongly than others. The identity module examines how gender, race, and ethnicity may shape individual preferences on globalization. In the process, students will apply IPE theories to understand new challenges the world faces. This course is designed for students who are already familiar with core concepts in IPE, including those who have previously taken GOVT 329. However, GOVT 329 is not a prerequisite.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT337 Virtue and Glory: Classical Political Theory
How shall we think about public life, our "life of common involvements"? This course is a survey of premodern political theories, with attention to their major theoretical innovations, historical contexts, and contemporary relevance. Major themes will include the nature of political community and its relation to the cultivation of virtue, the relation of politics to economics, the origin of the ideas of law and justice, and the relation between knowledge and power and between politics and salvation. Readings will include Plato, Aristotle, Augustine, Aquinas, Machiavelli, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT338 Global Modern Political Thought
Modern political thought is defined by questions of the consolidation of state power, democratic governance, the rise of capitalism, and the legitimate uses of violence. Yet, these questions are intertwined with questions of colonialism, racism, and inequality. How does capitalism give rise to new ways of life across different times and places? What new forms of subjectivity arise with the consolidation of the nation-state, the emergence of new forms of communication, and the rise of the so-called autonomous individual? What is the relationship between democracy, empire, and colonialism? This course will consider the writings of thinkers such as Thomas Hobbes, John Locke, Jacques Rousseau, and Karl Marx in dialogue with Franz Fanon, Mao Zedong, B.R.

Ambedkar, Mahatma Gandhi, Kwame Nkrumah, Enrique Dussel, and others. This course is required for political theory concentrators in the government major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT339 Contemporary Political Theory
How shall we get along? This course examines some important 20th and 21st century theories of politics. Major issues include the role of reason and emotion in grounding the basic principles of our political lives, the conceptual foundations of liberal and civic republican democracy, and critiques of liberalism from communitarian, critical theory, and postmodern perspectives. We will explore what political theory can be today. This course, together with GOVT337 and GOVT338, provides a survey of major Western political theories; at least two of these courses are recommended for students concentrating in political theory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT340 Action and Inaction in Social Movements
This is a class on contentious politics that examines how the action-inaction binary shapes our understanding of social movement strategies, life cycles, resilience, and success. We will examine activity and inactivity in the context of a variety of social movements, diaspora groups, and rebel organizations, at various stages of their lifecycle. When is inactivity a failure of mobilization or a sign of weakness, and when is it an intentional strategy? What does "doing nothing" look like? Can it ever be an effective strategy for a group? When is inactivity a form of organizational defeat? To address these questions, we will look at different forms of "nothing doing": social movements that choose disengagement or tactics such as hunger strikes, exiled movements that focus on internal bonding and capacity building rather than overt activism, and rebel groups that intentionally abstain from violence or mobilization for prolonged periods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM340**
Prereq: **None**

GOVT341 Visions of Democracy
This course will explore diverse articulations of what democracy was, what it is, and what it could be. It takes its cue from Sheldon Wolin's suggestion that in political theory, putting forward a vision means mobilizing the imagination to illuminate otherwise hidden phenomena and communicate the theorist's values. The visions of democracy that we will analyze in the course were written in (or about) a wide range of time periods; center a variety of locations, including Latin America, Europe, North America, and South Asia; were expressed in different genres, from poetry to academic political theory; and present different valuations of democracy, from conservative critical to romantic laudatory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT342 Questioning Authority: On the Politics of the Teacher-Student Relationship
What is the authority of the teacher in an era where the legitimacy of institutions and curriculum are under fire? Can hierarchical relationships between teachers and students be beneficial for learning and for political life? What are alternative conceptions of the teacher-student relationship? This course will explore different models of teaching within the history of political thought and beyond. From Socrates to the present, the context and manner of teaching has been just as important to political theorists as the content itself. The course will consider how questions of power, sexuality, risk, wisdom, and friendship inform different pedagogical styles and their implications for preparing citizens for democratic life. Readings include John Locke, Immanuel Kant, Alexis deTocqueville, John Dewey, Hannah Arendt, Mr. Rogers, Jacques Ranciere, Bernard Stiegler, Laura Kipnis, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **EDST342**
Prereq: **None**

GOVT346 War on Terror in Contemporary Political Thought
In an ironic statement made to the men and women at Whiteman Air Force Base on October 19, 2001, Secretary of Defense Donald Rumsfeld claimed that in the emerging struggle that came to be known as the "War on Terror," Americans would be faced with a choice when confronting a new, ill-defined enemy: "We have two choices: Either we change the way we live, or we must change the way they live. We choose the latter." And yet, despite Rumsfeld's resoluteness that Americans would stand firm and never "change the way we live," there is hardly a single aspect of American--and indeed global--society, culture, and politics that has not been altered or even dramatically transformed by the attacks of September 11 and the US response. The discipline of political theory practiced in the United States and across the world was no exception. In the immediate aftermath of the attacks, a new set of questions were placed on the agenda of political theorists, and older, even perennial questions taken up by the discipline were sharpened or pursued with greater urgency and intensity. This course provides students with a snapshot of a set of theoretical debates that the War on Terror provoked (and still provoke), including debates related to the limits and character of patriotic attachment, the question of the US's imperial ambitions, and how we might forge new conceptual tools to understand forms of terrorist and state terrorist violence. These debates will not simply enable students to think about September 11 and the War on Terror specifically. This course will introduce students to a set of concepts and questions that oftentimes precede, and indeed move far beyond the context of September 11 itself. In short, the attacks of September 11 and the War on Terror provide us with an entry point to examine concepts that are integral parts of the current toolbox political theorists use to make sense of the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT347 Political Freedom
Is political freedom about doing what you want as long as you don't hurt anyone else? Is it about collectivizing power or actively participating in governance? Is freedom an inherently individual practice or a necessarily collaborative one? A private or public matter? Does it depend upon rights or the transformation of social conditions? Does it emerge from political representation or direct democracy? Is capitalism the scene of human domination, human freedom...or both? Is freedom a concept, a principle, or a practice? What is the relationship of political freedom to power, equality, and community? What is the relationship of social identity to freedom -- is it emancipatory or imprisoning? Is freedom something we even desire, or do we experience it as a burden? What happens when Dr. King meets Karl Marx, when John Stuart Mill meets Kate Bornstein, when Cathy Cohen meets Milton Friedman? In this course, we will pursue these kinds of questions through consideration of classics in Western political theory,

contemporary writings, and some films. We will neither settle the question of what freedom is nor the question of how to produce it. However, we will deepen our appreciation of its importance and complexity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT348 Justice and Equality
To what extent and in what ways does justice require that people have (roughly) equal life prospects? That issue has become increasingly urgent as inequality has increased rapidly during the last 40 years or so. Although inequality in the US has grown faster than in most other (already developed) countries, the increase in inequality is widespread. At the same time, at the global level there has been a reduction of inequality as economic growth has delivered hundreds of millions of people from deep poverty. This class will examine the relationship between equality and justice. Our principal concern will be to assess how, in what ways, and among whom justice requires equality, but we will also look at the dynamics of inequality--how inequality has developed historically, the factors explaining the recent surge of inequality within countries while equality of life prospects has lessened globally, how growing inequality may be affecting domestic politics, and the policies that could address the issue of equality.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT350 Law, Justice, and Democracy
In this course, we will explore law from a political-sociological perspective, in relation to the historical, political, and cultural contexts within which it exists. In the first part of the course, we will address the question "what is law?" by exploring a variety of theoretical approaches (Marxian, Weberian, and Durkheimian perspectives, legal formalism, legal realism, and critical legal studies). We will then move on to discussing the relationship between law and justice. In the third part of the course, we will talk about the politics of crime and punishment, exploring a number of key issues, including the birth of modern prison, rising incarceration rates in the U.S., the emergence of drug courts, and the politics of death penalty. In the fourth section, we will discuss the role courts play in constructing political and social reality. What constitutes a religion? What is gender? What is commerce? What is free speech? These questions find myriad answers in different bodies of thought, are understood and acted upon in a variety of ways by different social groups, and gain different levels of political salience in different societies and at different times. As matters concerning the organization of public life, they are also, and inevitably, framed as "legal problems" and make their way to courts. We will examine how courts construct social phenomena through the lens of several historical cases. In the final section of the course, we will discuss law's place in the American system of government by exploring the evolving relationship between courts, the presidency, and Congress.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT350Z Law, Justice, and Democracy
In this course, we will explore law from a political-sociological perspective, in relation to the historical, political, and cultural contexts within which it exists. In the first part of the course, we will address the question "what is law?" by exploring a variety of theoretical approaches (Marxian, Weberian, and Durkheimian perspectives, legal formalism, legal realism, and critical legal studies). We will then move on to discussing the relationship between law and justice. In the third part of the course, we will talk about the politics of crime and punishment, exploring a number of key issues, including the birth of modern prison, rising incarceration rates in the US, the emergence of drug courts, and the politics of death penalty. In the fourth section, we will discuss the role courts play in constructing political and social reality. What constitutes a religion? What is gender? What is commerce? What is free speech? These questions find myriad answers in different bodies of thought, are understood and acted upon in a variety of ways by different social groups, and gain different levels of political salience in different societies and at different times. As matters concerning the organization of public life, they are also, and inevitably, framed as "legal problems" and make their way to courts. We will examine how courts construct social phenomena through the lens of several historical cases. In the final section of the course, we will discuss law's place in the American system of government by exploring the evolving relationship between courts, the presidency, and Congress.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT352 Deception and Democracy
What's the best way to tell if a politician is lying? According to the punchline of this old joke, you should simply determine whether their lips are moving. This course will undertake a more complex and nuanced analysis of political deception and democratic government. Is lying for political gain undemocratic? What ethical duties and obligations befall representatives and citizens within a democracy? Where do we draw the line between persuasion and deception? By examining the philosophical treatment and historical practice of political deception - from Plato's Myth of the Metals to Donald Trump's illusory trade deficit with Canada - we will broaden our understanding of various participatory, deliberative, and epistemic forms of democracy and their procedural and substantive commitments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT354 Marx and Marxism
What does it mean to "think like a Marxist" or "see the world as a Marxist" might? What are the fundamental concepts, categories, methods, and modes of inquiry we associate with the work of Karl Marx and those who consider themselves "Marxists"? What are the significant political, social, and theoretical problems that motivate scholars, activists, and citizens who participate in this ongoing tradition of thought and practice? This course will provide students with points of entry to make sense of these questions, placing particular emphasis on Marxism as a multifaceted and evolving method that rather than a dogmatic worldview that sets forth a series of rigid truth claims. Together, we will work to decipher some of the key texts produced by Karl Marx and others within the Marxist tradition. This will in turn enable us to parse out a diverse set of theoretical, historical, empirical, and normative questions, which, in addition to those above, include the following: 1. What is capitalism? How did Marx believe it worked, and how do contemporary Marxists believe it works in the present? What, if anything, is wrong with capitalism as a mode of social organization? What are the theoretical tools Marxists use to approach these questions? What are the diagnostic and prescriptive elements of the theory? 2. How do Marxists tend to explain contemporary socio-political pathologies like racialization, class domination, imperialism, fascist resurgence, environmental catastrophe, gender-based domination, or the degradation of democratic politics? What might this method allow us to see that other modes of inquiry cannot? 3. How, if at all, must Marxist styles of inquiry adapt in order to maintain their relevance as analytical tools? How have more contemporary Marxist thinkers expanded,

modified, or critiqued the work of Marx in order to maintain the life of the tradition? Which new categories have been integrated into Marxist theorizing in recent decades, and to what effect? 4. What is insufficient with the Marxist method? What inevitably falls outside of its purview? Is this a fatal flaw or a problem to be corrected? Is it appropriate for us to ask that this method allow us to explain everything? 5. What is "Marxism" and how might it differ from the work of Marx himself? How do we link certain seemingly disparate literatures together as a coherent movement? In other words, what makes "Marxism" an "ism"?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT355 Political Theory and Transitional Justice
Transitional justice refers to the variety of legal, political, and social processes that occur as a society rebuilds after war; it includes war crimes trials, truth commissions, and the creation of memorials. Although the term "transitional justice" is a recent one, the philosophical issues contained within it are at the core of political philosophy. What kind of society is best? What is the relationship between political institutions and human nature? What does justice mean? The purpose of this course is to understand the issues of transitional justice from both practical and philosophical perspectives and will include case studies of World War II, South African apartheid, and the genocide in Rwanda.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT356 Theorizing Subjection Beyond Contract and Consent
What modes of subjection does political life elicit from us, and how do they underpin and challenge our ideas of consent? Can we give genuine consent when we have already been subjected to parental authority? When we have unconscious desires we cannot avow? When we lack meaningful control over the norms that constitute our political, social, psychic lives? This class examines the centrality of the notion of consent to the liberal democratic order, and how it requires a prior mode of subjection that the liberal subject cannot knowingly or willingly consent to. In Unit 1, we read classic formulations of the liberal individual who consents to political rule (Locke, Hobbes, Rousseau). We look for the ways these theorists presuppose and disavow practices of subject formation that are beyond consent--parental authority, the informal authority of mores and norms, deception, precarity, ideology. We then read critiques of the social contract tradition that highlight the constitutive exclusions of liberalism, and ask how consent bears upon subjects that are constituted by the state as included others (Pateman, MacKinnon, West, Mills, Simplican). In Unit 2, we read critiques of the liberal subject that interrogate the possibility of genuine consent, examining issues of false consciousness (Marx, Marcuse), self-opacity and the unconscious (Freud, Benjamin), discursive constitution (Foucault), and performativity (Butler). We use these thinkers to interrogate the distinctions underpinning liberal notions of consent, such as autonomous and heteronomous, authentic and inauthentic, public and private. In Unit 3, we examine how the notion of consent is changing in in our current political moment, in which the liberal democratic state is waning, but the notion of consent persists, such as under neoliberalism (Brown, Feher, Berlant), sexual assault (Kessel, Halley, Murray), and right-wing movements (Grattan, Anker). We close by considering what might be alternatives to and reconfigurations of this model of consent (late Foucault, Maxwell).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

GOVT357 Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT357, CSPL357**
Prereq: **None**

GOVT357Z Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT357Z, CSPL357Z**
Prereq: **None**

GOVT358 Fascism
In 1932, Benito Mussolini proudly declared the twentieth century to be "a fascist century," one that would shed the supposedly degenerate nineteenth-century aspirations towards "socialism, liberalism, and democracy" and their attendant assumptions of progress, equality, and rationalization. This prediction surely did not come to pass, yet the interwar period of the twentieth century

(1918-1939) and the fascist movements that incubated during this period have left an indelible stamp on global history. The twentieth century was not "a fascist century," but it was surely a century haunted by the global experience of fascist terror. At the same time, fascism cannot be consigned to history as some kind of political artifact. The afterlives of interwar fascist movements have in many cases been vibrant, and neo-fascist and "post-fascist" movements continue to maintain degrees of influence in western and non-western countries alike. The so-called "populist turn" in the decade after the financial crisis of 2008 has also brought renewed attention to potential linkages and continuities between certain contemporary political formations and the beliefs and practices of the fascists of the interwar years. But what exactly is fascism? This seemingly basic question has vexed scholars for decades, and provoked countless competing interpretations that settle on vastly different conclusions. Additionally, methodological debates concerning how to approach these movements as subjects of scholarly inquiry have been no less contentious. This course will introduce students to an important set of debates and interpretations regarding fascism's character as a doctrine; the sociological, economic, and political conditions that facilitated its rise; the question of how fascists mobilized support; and the fundamental questions related to how fascists governed and why. Importantly, we will also approach the theoretical questions of the foundations of fascist ideology, how fascists imagined their ideal political subjects, and the kinds of affective energies (rage, nostalgia, disgust, fear, desire for redemption/purification, etc.) that facilitated distinctly fascistic sentiments. Our course will not provide students with fixed, dogmatic answers to each of these questions, but will rather grant students access to a set of tools that will enable them to engage in responsible, scholarly inquiry on these matters of pressing political concern.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT365 Cybercrime and Cybersecurity
This course will cover the elements of "computer crime" under U.S. law, how computer-based crimes are investigated and prosecuted, and current legal and policy developments that affect data security and privacy. The course will also address U.S. cybersecurity policy and the governance of offensive cyber operations, as well as the role of private-sector institutions such as providers of critical infrastructure, electronic communications, and data storage. Topics will include hacking, ransomware, botnets, government access to data, geolocation information, data privacy regulations, and the role of cyber activity in international affairs. The course is not a technical or Computer Science course, but will involve high-level discussion of computer-related topics such as how computers, networks, the internet, and cloud storage work. Students will not need to have a background in these areas and the professor will provide supplemental materials in this area.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT366 Empirical Methods for Political Science
This course is an introduction to the core methods used in the study of political phenomena. We will cover topics in theory building and hypothesis generation, research design and operationalization, and data collection and analysis. Throughout the course, there is a significant emphasis on practical application and familiarization with statistical software. Students will come away from this course with a robust set of skills to conduct original research. You will also become more critical consumers of arguments made in mass and social media, academia, and political debates.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **GOVT151 OR GOVT155 OR GOVT157 OR GOVT159**

GOVT368 National Security Law
In this course, students will learn legal concepts that govern law enforcement investigations and criminal prosecutions, and then explore how those concepts apply in the context of national security. The course will examine (1) the history and structure of the U.S. Intelligence Community; (2) differences between investigative tools such as search warrants and wiretaps in traditional and national security cases; (3) the history, role, and future of the Foreign Intelligence Surveillance Act; (4) how counterterrorism and counterespionage statutes operate; and (5) how prosecutors use classified information as evidence in public trials. Guest speakers and current events will inform part of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT369 Political Psychology
This course explores the psychology of political preferences and decision-making. More specifically, we will examine the role of predispositions, values, rationality, emotions, and social influences on a variety of political attitudes and behaviors. In doing so, we will engage with research from many disciplines that study human behavior, with the goal of obtaining a more holistic understanding of why people do what they do in the realm of politics. This deeply interdisciplinary endeavor will motivate us to think about politics beyond single disciplinary perspectives, moving toward a more comprehensive view that adopts useful insights from each relevant field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT371 Judicial Decision-Making
This course examines the roles judges play in American politics, with a particular emphasis on judicial decision-making. Topics include, but are not limited to: theories of judicial decision-making, the selection of judges, judicial empathy, and constitutional interpretation. Throughout the course, we will engage in a multidisciplinary discussion about the craft of judging, with a focus on political science theory and empirics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT372 Political Communication in Polarized Environments
Polarization in American politics heightens the communication challenges for those seeking to persuade, whether they be public officials, scientists, or citizens. This seminar will provide an in depth look at the barriers to persuasive communication and information dissemination in the age of polarization and what (if anything) is effective in cutting through partisan predispositions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT373 Congressional Reform
The modern Congress is often criticized for being too partisan, inefficient, and beholden to special interests. This seminar will examine the development of the modern Congress by focusing on the history of congressional reform. We will

also evaluate proposals for reforming the modern Congress to remedy potential shortcomings in the lawmaking and ethics process.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT374 Seminar in American Political Economy and Public Policy
In 2023, the standoff over the debt ceiling threatened to have catastrophic consequences for the U.S. and the world economy. Why were the politics so complicated? Why were the stakes so high? This seminar explores the long-term fiscal challenges facing the United States grounded in a broader discussion of the postwar political economy. Although the nation exited World War II with a record level of debt, within three decades, the debt-to-GDP ratio had fallen by almost 80 percent. However, significant tax cuts in the 1980s and again in the 2000s, the growth of entitlement spending, and a series of shocks (e.g., two wars, the financial crisis, and the COVID-19 pandemic) brought about a great reversal. Within the next few decades, the national debt is projected to exceed 200 percent of GDP. By that time, interest payments will be the largest component of federal spending. Moreover, absent policy change, the trust funds supporting Social Security and Medicare will become insolvent, placing greater pressure on public finances. This seminar will explore the structure of federal finances, the politics of taxation, the growth of entitlements as a share of federal spending, the ways in which polarization has undermined the budgetary process, and the normative and practical implications of the debt. We will conclude with a discussion of competing reform proposals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT375 American Political Development
This is a course about the big questions in American politics. What is it all about? What does it mean to be living under a text written more than two centuries ago? Is the very concept of development an oxymoron for constitutional government? This course introduces students to a scholarship and a method of analysis that melds the historical with the institutional, applied to understanding the evolving state/society relationship in American political life. We will examine the ways in which developing state institutions constrain and enable policy makers; the ways in which ideas and policy-relevant expertise have impacted the development of new policies; the ways in which societal interests have been organized and integrated into the policy process; and the forces that have shaped the evolution of institutions and policies over time. This seminar will provide an opportunity to survey the literature drawn from several theoretical perspectives in the field and to consider competing arguments and hypotheses concerning the development of the American state and its changing role in the economy and society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT376 Political Polarization in America
In the 1950s, political scientists feared that weak parties in the United States threatened democratic accountability. Today, many political scientists argue strong, ideologically extreme parties distort representation. Undoubtedly, things have changed, but why? Several possible culprits exist, including partisan gerrymandering, primary elections, the ideological realignment of the electorate, and changing congressional procedures. We will cover the possible explanations and try to decipher what explanation, or combination of explanations, is most convincing. While we evaluate the arguments for why polarization has increased we will also debate the merits and drawbacks of strong parties at the elite level. Finally, we will examine to what extent polarization among elected officials and activists reflects polarization in the public.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT377 American Political Thought
This course will provide students with a thorough discussion of the main currents of American political thought. We will explore a selection of key texts and speeches that have helped to shape American political culture. Beginning with the Founders and ending with the contemporary era, we will cover moments of critical change between then and now. We focus on the intellectual battles of the past because, apart from being rewarding in themselves, they help us to think critically about contemporary politics. Accordingly, this course will emphasize how ideas give rise to individual identities, how they motivate political actors, and how they explain political outcomes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT378 Advanced Topics in Media Analysis
Government, corporations, campaigns, nonprofits, other organized interests, and sometimes individuals have a vested interest in knowing and reacting to media messages that affect them. To do so, they need information on what is being said, in what venue, by whom, and with what effect. This seminar will provide hands-on, in-depth experience with academic research involving media, including the type of advertising analysis conducted by the Wesleyan Media Project team. Students will be involved in various aspects of research, including data collection, data coding, literature reviews, data analysis and visualization, and writing/editing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **GOVT151 OR GOVT155 OR GOVT157**

GOVT379 Access to Civil Justice
In this course, students will explore contemporary issues related to the public's ability to access civil legal advice, legal representation, and fair outcomes within our civil justice system. Students will be exposed to scholarship that highlights the difficulties the public faces when they have justice problems, including 1) exclusion from legal processes; 2) lack of resources; 3) lack of awareness of rights; 4) difficulty recognizing the nature of their problem; and 5) lack of confidence in the justice system. The course will culminate with student-designed research projects investigating and proposing solutions to an access to justice question relevant to a collaborating local, state, or national civil justice organization's work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT380 Public Opinion and Polling Lab
Survey research is a crucially important tool for understanding how everyday people think about any given topic. This is especially important to those studying government in a democracy as public preferences serve as a key guide to legislators and policy makers on how the government should function. However, there are a number of challenges that can make getting an unbiased assessment

of the public's true beliefs difficult. This course is meant to serve as a more advanced hands-on seminar that will expose participants to the exciting and messy nature of survey research. More specifically, students will get first-hand experience designing surveys and analyzing the results but will also work through the many challenges in assessing public attitudes, including how to conceptualize and measure opinions and how to sample and weight data appropriately.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT381 DeltaLab: Computational Media Analysis
The content of this course focuses on Wesleyan Media Project media data, including advertising and local television news, and exposes students to a variety of computational ways of making that data more accessible through computational analyses and visualization. Projects are often but not exclusively group-based and draw upon the range of different disciplinary perspectives. Students will engage with the instructors and other lab members once a week for updates on their projects, will attend skill demonstration meetings and smaller group sessions to facilitate lab knowledge transfer, and will engage regularly in hands-on work with the data.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-QAC**
Identical With: **QAC378**
Prereq: **None**

GOVT382 Erosion of Democracy
This seminar will explore the characteristics, causes, and consequences of "democratic backsliding" -- deterioration in the quality of democracy that may or may not lead to democratic breakdown. Topics to be covered include the meaning of democracy, the measurement of democracy, the right to vote, electoral integrity, democracy and the rule of law, democracy and populism, democracy and the Covid-19 pandemic, dimensions and sequences of democratic erosion, the causes of democratic erosion, and resistance to democratic erosion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **LAST382**
Prereq: **None**

GOVT384 Representation in Congress
This class will examine the nature of congressional representation both from the perspective of how individual members represent their constituents and how effectively Congress as a whole represents the diverse interests of the country. We will pay particular attention to how reelection motivates members of Congress's behavior and how increases in polarization and the centralization of power in the hands of party leaders has affected the nature of congressional representation. In addition, we will focus on the degree to which certain groups are over or underrepresented in Congress and the resultant consequences for policymaking and institutional legitimacy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT385 Women and Politics
In this course we will study a variety of topics related to the theme of women and politics: women's political participation, the gender gap, women in political parties, female leadership, and women's issues. Because women's political engagement is affected by their position in society and in the economy, we will also study topics such as inequality, power, discrimination, and labor force participation. Although we will consider these issues in the U.S., our approach will be strongly cross-national.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **FGSS386**
Prereq: **None**

GOVT386 The Nuclear Age in World Politics
This course examines the role of nuclear weapons in world politics. Why do states acquire nuclear weapons? What are they good for? Do nuclear weapons make weak states more secure by leveling the playing field, or less secure by making them targets for annihilation? Are nuclear weapons a force for stability or instability? Are missile defenses defensive or offensive? Are these weapons still relevant, or is it time to rethink their usefulness? Topics include rational and extended deterrence, strategic doctrine, nuclear superiority, the stability-instability paradox, nuclear proliferation, rogue states, nuclear terrorism, missile defense, and Cold War crises.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT387 Foreign Policy at the Movies
Recent research on public opinion has suggested that public attitudes about foreign affairs are informed by many non-news sources. This course examines the messages and information provided by movies with significant foreign affairs content. The questions considered are, What are the messages about international politics sent by the movies? Are these messages consistent with the understanding of the events and processes within the political science literature? What are the implications of movies and the information they provide for democratic governance? Students will watch the movies outside of class. Class periods will be devoted equally to discussion of the political science concepts and their portrayal in films.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT388 Democracy and Development in Latin America
This seminar examines democracy, economic development, and social welfare policy in Latin America. The topics to be addressed include regime classification, populism and neo-populism, the recent rise of the left, women in politics, the political economy of economic growth and human development, the export of natural resources, the recent decline of income inequality, the history of social welfare policy in the region, and recent social policy innovations including conditional cash transfer programs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT389 Globalization in Practice: Activism in the Global Village
Globalization is considered by many to be the most powerful transformative force in the modern world system. Modernization and technology have effectively made the world a smaller place with respect to the interdependence and interpenetration among nations, which are greater today than at any time in history. But while most agree on the transformative power of globalization,

many disagree on its nature and its effects on modern society. Liberals hail globalization as the ultimate means to world peace and prosperity. Leftists see it as a means of reinforcing the inequality and unbalanced division of labor created by modern capitalism. Still others, such as mercantilists and nationalists, see it as a source of political instability and cultural conflict. In the final analysis, globalization carries a variety of malign consequences but also produces abundant means for advancing life on our planet. This class will approach globalization through an activist platform. Each student will be an activist and work on solving real world problems that are produced by globalization. But globalization has also generated a great many resources and outcomes that can be used by activists to solve these problems. Students will learn to use these as building blocks for a better world. This class is heavily project-based. It applies theories and learning to real life situations. There is also much teamwork involved. The learning goals of this class are based on developing professional skill sets: problem solving abilities, consulting, team work, oral presentations, preparing functional memos, and working in professional activist environments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT390 Presidential Foreign Policy Decision-Making
In the realm of foreign policy, good choices can avoid or win wars, while poor choices can lead to disaster. Although analysts consistently evaluate the quality of US presidential foreign policy decision-making, the fundamental aspects of good and poor judgment remain controversial. This course starts with a consideration of the effects of both individual character and decision-making processes in determining the quality of foreign policy choices. The majority of the course focuses on these issues through the intensive simulations of foreign policy decision-making, with students taking on the roles of the major players.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT391 Legacies of Authoritarian Politics
This course explores the challenges and legacies faced by new democracies due to their authoritarian pasts. To examine legacies of authoritarian politics, we will first study the key features of authoritarian vs. democratic states. The second part will look at "life after dictatorship" including authoritarian successor parties, political participation, civic engagement, and policing in the post-authoritarian era.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **CEAS385**
Prereq: **None**

GOVT392 Theorizing the City
Recent years have brought a shift to imagining the city, rather than the nation-state, as the primary allegiance for citizens, with its own unique set of challenges and responsibilities. What are our political and ethical obligations to the strangers we live near? Should cities be governed more democratically? This course will examine topics such as income inequality, environmental justice, immigration, localism vs. cosmopolitanism, and public art.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT393 The Politics of Authenticity
Is there such a thing as an authentic self? If so, can politics help us realize it? Fifty years ago, authenticity was a thriving political ideal, invoked by radical feminists, black liberation movements, gay and lesbian activists, Marxists and conservatives alike. Over the past four decades, however, political appeals to authenticity have come under heavy scrutiny. Some claim that appeals to authenticity inadvertently marginalized individuals who are not "true women," "real blacks," or "actual natives." Others argue that the idea of an authentic culture can be deployed to constrain individual members of cultural minorities. Where does authenticity reside--in gender, sexuality, experience, or culture--and how do we know which one is "real"? Is it worth faulting politicians for hypocrisy if there is no such thing as a "true self"? What becomes of certain emancipatory or justice claims--such as those coming from trans-politics or multiculturalism debates--without a notion of authenticity? In this course, we will discuss what authenticity is or might be, how it has been conceptualized in political theory and contemporary social movements, and why it has become an object of widespread suspicion and continuing appeal.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **FGSS393**
Prereq: **None**

GOVT394 Law, Justice, and Democracy
This advanced research seminar will study law though a political sociological lens. Students will write a major term paper exploring a theoretical or empirical question.

We will ask: What is law? What does it mean to think of law as a social construct? We will explore how these questions have been answered by social theorists like Marx, Weber, Durkheim, and Foucault, and by legal scholars writing in the tradition of legal positivism, legal realism, and critical legal studies.

We will talk about the relationship between law and justice. What does it mean for laws to be unjust? What are the normative arguments that have been made about how to respond to unjust laws?

We will discuss how social phenomena get legally constructed. Who is a person? What constitutes speech? What constitutes religion? What is a crime? What is gender? Who is a criminal? These questions find myriad answers in different bodies of thought, are understood and acted upon in a variety of ways by different social groups, and gain different levels of political salience in different societies and at different times. As matters concerning the organization of public life, they are also, and inevitably, framed as "legal problems" and make their way to courts. We will examine how courts construct social phenomena through the lens of several historical cases.

We will spend some time on questions of crime and punishment. We will talk about the history of modern prison, and why the carceral state has expanded in the U.S. We will also talk about death penalty, and how and when the modern state kills.

Finally, we will talk about the place of courts in the American system of government, and policymaking.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT395 Caste, Race, and Democracy
Drawing on the resources of social and intellectual history, political theory, literature, and social science, this seminar will explore the intimacies and differences between two forms of social differentiation: caste in South Asia and race in the United States. We will focus, in particular, on the relationships between caste formation, racial formation, and imperial power; the diagnoses of and forms of democratic resistance to caste and race subjugation that were articulated in the 19th and 20th centuries; and the place of contemporary social science in documenting both the persistence of oppression along caste and racial lines and the success of efforts to combat such oppression.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GSAS396**
Prereq: **None**

GOVT396 Intro to Human Rights Advocacy Seminar
This course is limited to students already admitted into the Human Rights Advocacy Minor (HRAD-MN).

Fresh from having completed the Human Rights Standards Course (CSPL-228), you will already have a good understanding of how global and domestic human rights institutions should (in principle) function to respect, protect, and fulfill human rights norms. In this 1.5 credit seminar we turn our attention towards the specific methods of human rights activism. The seminar is structured as an intensive workshop where we practice and refine skills, challenge ourselves and our classmates to reflect deeply about our emerging identities as aspiring human rights activists, eat lunch together, and prepare actively for our human rights fact-finding practicum (which will take place during the summer break).

The course continues some of the themes raised during the Human Rights Standards course. We will discuss what others have written about the ethics of "doing" human rights, but we will also develop our own personal ethical framework in anticipation of our own field research. Likewise, we will read what others have written about the process of effectuating attitudinal change about human rights, but we will also refine our own theories of change in the real-world contexts in which we will soon be working. Much of our learning will come about experientially and through thoughtful discussion, so please come to class prepared to engage.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL316**
Prereq: **CSPL128 OR CSPL228**

GOVT397 Acting and Citizenship
From Plato's fears about the corrupting effects of tragedy on the civic devotion of citizens, to Rousseau's concerns about the theater as the cause of moral decay, to Richard Sennett's contemporary arguments for an understanding of citizenship as a performance in the "theatrum mundi," the performance and spectacle of theater, through both watching and in acting, has been closely linked to expectations of democratic citizenship. This course will examine the history of acting as a way to consider what we are called to do to sustain democratic life. How is being a citizen or a juror the equivalent of playing a role? Can the practice of acting help develop skills of empathy and deliberation that are needed to navigate difficult political questions? On the other hand, can the "inauthenticity" of acting be a corrosive parallel that treats all civic interactions as strategic ones grounded in self-interest? Drawing on texts from the history of political thought, theater studies, and the psychology of acting, the course will culminate in a performance art piece at Wesleyan, developed by the class, to highlight the demands of citizenship. A willingness to act is expected, but no experience is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT398 What Is the Good Life?
Work, political participation, friendship, art, and justice: These are the components that political philosophers have long thought to be components of a life well lived. How do these practices shape our identity and relationships with others? How do they contribute to a thriving society? How have theorists changed our understandings of these core concepts over time? What happens when they come into conflict? This course will use these five categories to understand what the "good life" means from ancient, modern, and postmodern perspectives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT399 Citizens, Judges, Juries: Who Decides in Democracy?
The tensions between rule by the people, rule by elites, and rule of law are at the core of democratic theory. What is the proper balance among the three? Under what circumstances is one group of decision makers better than another? What happens when they come into conflict? This is an upper-level course in political theory designed for students who have taken GOVT159, The Moral Basis of Politics or an equivalent course in philosophy and related disciplines. We will focus on the following topics: the role of voting in liberal democracies, the Athenian jury system, deliberative democracy, referendum and initiatives, civil disobedience, and the role of juries in the U.S. criminal justice system.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**

Grading: **A-F**

GOVT408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

GOVT409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

GOVT420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

GOVT465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

GOVT466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

GOVT468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

GOVT469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

GOVT470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

GOVT491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GOVT492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GOVT495 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

GOVT496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

HISTORY

Why history?

History is a way of understanding the whole of the human condition as it has unfolded in time. Without history, nothing makes sense: from the meaning of words to the formation of identities, to institutions, states, and societies. History straddles the boundary between the social sciences and humanities. Like the other social sciences, it has established methods of investigation and proof, but it differs from them in that it encompasses, potentially, every area of human culture from the beginning of recorded time. Like the other humanities, it uses ordinary language and established modes of telling its stories, but it is constrained by evidence left us from the past.

Majoring in history will help you develop valuable skills transferable beyond the classroom: critical thinking, interpretation, and persuasive writing, as well as analytical and research skills for tackling complex questions. These are all essential to doing a job well after you leave Wesleyan. History is inherently complex and requires the ability to acquire knowledge from large amounts of information and assess evidence and conflicting interpretations of the past. As a history major you will learn to make sense of complexity and to tell a good story.

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Visiting Scholar in History

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Evan Turiano
Visiting Assistant Professor of History

Monique Flores Ulysses
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Visiting Professor of History

DEPARTMENTAL ADVISING EXPERTS

For Fall 2020, all members of the history department on duty, except Valaria LopezFadul, William Johnston, Laura Ann Twagira, and Cecilia Miller.

For Spring 2021, all members of the history department on duty, except Valaria LopezFadul, William Johnston, Cecilia Miller, and Nathanael Greene.

- Undergraduate History Major (p. 1082)
- Undergraduate History Minor (p. 1126)

HIST101F History and the Humanities (FYS)
This course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the various disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take HIST101F without having to take HIST102F.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Prereq: **None**

HIST102F History and the Humanities II (FYS)
This course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the various disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take HIST102F without having taken HIST101F.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Prereq: **None**

HIST103F From Protest to Revolution: A Middle Eastern History (FYS)
This seminar explores protests, rebellions, insurgencies, and revolutions that have shaped the history of the Middle East from the birth of the three monotheistic religions to this day. Why do people rebel? We will seek answers in the context of religion, ethnicity, language, and race in the long and political history of this wide-ranging human geography. The main focus will be the agency of those who strived for change and modes of resistance, finishing with the 21st-century activisms in labor, LGBTQ+, student, journalist, academic, and political Islamic mobilizations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST104F Islam and Empire Through Fiction (FYS)
This first-year seminar will cover the three different empires of the Early Modern era (c. 1500-1800), encompassing much of the Muslim world: the Ottoman Empire in the core of the Middle East, Safavid Empire in Persia and beyond, and Mughal Empire in South Asia. Our aim is to analyze both common and divergent patterns and structures of imperial rule as well as shared imperial legacies and cultural resources. In addition to lectures and secondary background readings, students read and discuss fictional works, with a view to exploring "Islamic civilization" through literary voices of acclaimed authors. Reading fiction is to help us through the fragmentary nature of the sources used to reconstruct the major debates that surround the emergence and formation of Islamic empires in the Early Modern period. Questions of fictional narration, historical memory, and revisionist history will also be discussed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST106F Black Reconstruction: The Origins of America's Racial Divide (FYS)
Voter intimidation, racial violence, an impeached president, an embattled Congress, threats of a civil war, and emboldened domestic terrorists are not a new phenomenon in American history. All have their roots in America's most violent, revolutionary, and contested era: Reconstruction. Beginning after the Civil War, Radical Republicans inside and outside Congress worked with free Black allies to found an American nation that lived up to its ideals. White domestic terrorists, backed by an increasingly recalcitrant Democratic Party, violently opposed the increased political power and civil rights of African Americans. In this first-year seminar, we will examine the contours of that contest, the world that it created, and the lasting influence of America's unfinished revolution.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST107F Life of the Modern Fact (FYS)
Facts aren't born; they are made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This course explores the tools and techniques that people have used to craft facts in varied domains of applied science, such as agriculture, climate modeling, epidemiology, and pharmaceutical production. The course also examines how broader social structures, such as law and community, helped produce facts as people shared, defended, and used them. We consider examples from the 17th century through the present day, including practices of nature study, classification, quantification, and experiment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST108 Time Machines: Bringing the Past to the Present and the Future to the Past
In the course we will explore how ghosts of the past and imaginaries of the future haunt the present. We will do so by looking at the temporal disjuncture in canonical and seemingly concrete evidentiary categories of disciplinary history. In essence, we will see how they serve as time machines to bring the past into the present and the present to the future. The course will be organized around a variety of themes from ghosts, haunting, trauma, and historical injustice, through heritage, memory, and presentism, to technological imaginaries and the Anthropocene. In addition, we will look at the ways such imaginary time travel occurs in seemingly everyday sites as well such as supermarkets, films, and amusement parks.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL199**
Prereq: **None**

HIST109F With Bold Knife and Fork: An Introduction to Food History (FYS)
This first-year seminar is an introduction to food history and food studies, two linked fields in which we ask how people have satisfied their appetites, and what their choices mean. This encompasses everything from the question of how agriculture began, to the question of what it meant to eat a Korean taco in Los Angeles in, say, 2014. Food history and food studies are vast fields, and in this seminar we will sample many versions of them. Because this seminar is designed for students just beginning college, it introduces a variety of academic approaches to food, from chronological analyses of how specific ingredients became important for specific populations, to the anthropological treatment of food and identity, to cultural histories informed by primary sources--that is, documents written by historical actors. We even read contemporary "food writing," including restaurant reviews, which are themselves historical documents of a sort. This course also has a strong chronological through-line, winding from the establishment of agriculture to the modernization and industrialization of global food ways.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST110F Been in the Storm So Long: Grassroots Movements and the Black Freedom Struggle (FYS)
Most civil rights narratives focus on Martin Luther King, Jr. and other prominent leaders of the civil rights movements. This course seeks to shift that narrative to young activists working on the ground in the struggle for Black freedom. These college students used grassroots organizing tactics, embedding themselves in local Black communities, to drive local politics and draw attention to larger systemic issues. We will look specifically at the work of the Student Nonviolent Coordinating Committee (SNCC), led by John Lewis and Stokely Carmichael, as they moved from the shock troops of the Southern freedom struggle to Black Power.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST111F Protest to Revolutions (FYS)
This seminar explores protests, rebellions, insurgencies, and revolutions that have shaped the history of the Middle East from the birth of the three monotheistic religions to this day. Why do people rebel? We will seek answers in the context of religion, ethnicity, language, and race in the long and political history of this wide-ranging human geography. The main focus will be the agency of those who strived for change and modes of resistance, finishing with the 21st-century activisms in labor, LGBTQ+, student, journalist, academic, and political Islamic mobilizations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST112F Religion, Science, and Empire: Crucible of a Globalized World (FYS)
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism: it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI209F, EDST209F, GSAS209F, STS209F**
Prereq: **None**

HIST113F The Intellectual History of US Conservatism Since 1945
How do we understand the phenomena of Trumpism? What are the ideas that have inspired this movement? This course attempts to provide answers by looking at the origins and evolution of US conservatism from 1945 until the present. It does so through the prism of intellectual history -- namely by focusing on the ideas and ideology that have constituted the conservatism movement in the US for roughly the last eighty years. Topics to be discussed include: Neoliberalism, Neo-conservatism, America First, Paleoconservatism, the Religious Right, American Fascism, Trumpism, etc.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST114F From Sumo to Sonic: Japan at Play (FYS)
This class explores the many ways the Japanese have played throughout time including sports, card games, martial arts, video games, poetry contests, and more. We will contemplate the general societal impact of play and look to Japanese history as a specific, and oftentimes distinct, example. The class is a combination of lectures about the historical and cultural significance of Japanese games and class time devoted to you playing some of those games to better understand them. By the end of this course, you will know about the sumo wrestling competitions that delighted the Heian court over one millennium ago as well as current baseball phenom Otani Shohei. You will have explored the wonderful virtual worlds of visionary video game creators, such as Miyazaki Hidetada and Kojima Hideo, while trying your hand at some of Japan's most enduring board and card games. No knowledge of Japan or the Japanese language is required for this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS114F**
Prereq: **None**

HIST116 Environmental History: Telling Stories in Place
This course introduces students to environmental history, the study of the changing relationships between humans and nature through time. We will consider how the natural world has shaped human history; how humans have transformed the environments they have moved through, made use of, and inhabited; and how ideas about nature have shaped people's interactions with the world around them and with one another. Focusing on both historiography and methods, we will read classic and recent work in the field and learn to conduct historical research. We will also pay attention to narrative and the writing of history, through reading, in-class workshops, peer editing, and trying different kinds of historical storytelling. The central assignment will be a short research paper in which students will practice environmental history through the study of a particular place.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST116F Independence at 250: The American Revolution and its Broader Impact (FYS)
The Declaration of Independence was both part of and yet separate from the American Revolution. The document is both a statement of principles and also a list of grievances. Its authors looked to the future and hoped to create something new, while historians too often read independence backwards and assume the United States would always become a country. This course will explore the making and meaning of Independence as it relates to the American Revolution and its significance within North America and beyond. While other countries drew inspiration from the Declaration, many living within the boundaries of what would become the United States -- enslaved workers, women, Indigenous peoples, and others -- felt excluded from the project that the Declaration announced. By reading the most recent and exciting scholarship and investigating relevant primary sources, this course will look within and beyond the United States to ask new questions and understand different perspectives on the meaning of the American Revolution.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

HIST117 Chinese Cities
More than half of China's population now resides in cities. Within the next few years, China plans to accelerate the rate of urbanization by building sprawling cities and relocating more people into urban areas. This course explores the history of Chinese cities from the imperial to modern age. Cities were centers of commerce, intellectual activity, and, in the words of historian and political scientist David Strand, "storehouses of political technique, strategy, and sentiment open to anyone with the understanding and the will to inventory to exploit them." We will study how cities supported massive populations with limited resources, inspired new forms of social organization, and transformed the political and social order of China.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS269**
Prereq: **None**

HIST117F Global Psychedelia: Music and Politics in the Middle East and Beyond (FYS)
This course explores the emergence of Turkish psychedelic rock within the global psychedelic moment of the 1960s and 1970s, tracing how musicians drew on historical poetic traditions while engaging with worldwide experiments in sound and counterculture. We begin with the medieval context of Anatolia and political resistance to Ottoman authorities and examine how this literature and history shaped the sonic vocabulary of 1960s artists such as Selda Bagcan, Cem Karaca, and Mogollar. We then analyze how electrified folk, political lyrics, and hybrid aesthetics articulated new visions of modernity in a changing Turkish society. Throughout, we situate the Turkish case within the Middle East and broader global developments, including youth movements, anti-establishment politics, and censorship. By working with music, historical texts, and cultural theory, students will investigate how sound becomes a site for negotiating identity, power, and belonging. For the final project, students will write and produce a radio essay that will be broadcast in collaboration with WESU 88.1FM.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST118F History of U.S Social Movements (FYS)
This first year seminar course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we will explore will include abolitionism, women's rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. A major focus of this course will be how historians conduct research, use evidence, and write history. Students will be exposed to primary sources as well as selected secondary sources in the field.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST120F Sex and Sexuality in Islam (FYS)
Islamic societies have long traditions of commentary about the body and sexuality. Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims throughout time. Instead of essentializing the Islamic "viewpoint" on sexuality, we will survey the variety of opinions and ideas about sex from medieval Islam to the modern world. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and modern sex manuals and debates, among other sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct in Islam, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL102F, FGSS102F, RELI102F**
Prereq: **None**

HIST122F Germany from Napoleon to the Berlin Republic (FYS)
Was Germany destined to launch two world wars in the 20th century? Were the roots of Germany's deviance from the path of liberal democracy deep or shallow, culturally determined or shaped more by circumstance? This course analyzes these and other questions in the fascinating and turbulent history of modern Germany. We will begin our study by examining the political, social, and economic upheavals ushered in by the Napoleonic conquests, highlighting the territorial, religious, and class divisions pulling at the fabric of German society in the context of revolution, rapid industrialization, and urbanization. We will then analyze the processes that resulted in Bismarck's unification of Germany in 1871 and how Germany's nationalism, growing industrial power, and deep internal divisions contributed to a policy of aggressive imperialism that would challenge both the European and international status quo. The course carefully analyzes the role played by these processes in the outbreak of the World War I and will explore the profound impact of war and defeat on German society. Situating both the Weimar Republic and National Socialism in this context, we will subsequently study the rise of Hitler, World War II, and the Holocaust. The course will conclude with the Cold War history of the two German states until the collapse of the Berlin Wall and reunification in 1990. The aims of the course are to provide a firm grounding in the historical processes that have shaped modern Germany, to develop and refine the critical skills of historical analysis,

and to familiarize students with the major historical debates over the continuities and discontinuities of German history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST123F Cinema India: South Asia's Past on Film (FYS)
This first year seminar course examines the relationship of film and history in India. We will focus on how filmmakers represent the past and, alternatively, how films inform historical memory--especially in the context of the competing trajectories of nationalism, postcolonialism, and globalization. A central concern will be the historiographical challenges and opportunities of film. We will pay particular attention to Hindi cinema, including films produced by the Bombay/ Mumbai ("Bollywood") film industry since the 1950s, though we will also consider the rise of "parallel" cinema. Feature films will range from classics like "Mughal-e Azam" (1960) and "Umraon Jaan" (1981), to lesser known works like "Shatranj ke Khiladi" (1977), "Mirch Masala" (1987), and "Hazaaron Khwahishen Aisi" (2005). We will also probe the critical and box-office success of relatively recent blockbusters such as "Lagaan" (2001), "Rang de Basanti" (2005), and "Jodhaa Akbar" (2008), comparing them to the ambivalent domestic and diaspora response to period dramas like "Dil Se" (1998), "Mangal Pandey" (2005) and "Laal Kaptaan" (2019).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST124F History and the Turn to the Present (FYS)
This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST129 Philosophy and the Movies: The Past on Film
This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM360, PHIL160**
Prereq: **None**

HIST130F North American Borderlands (FYS)
North American Borderlands explores the physical, social, political, cultural, and economic spaces that borders create and purport to divide. The course covers a long history and a wide variety of material - with subjects ranging from 17th-century contests between Algonquian peoples and Dutch traders along the saltwater frontier to the Gilded Age story of a Texas slave who reinvented himself as a Mexican millionaire, to the sulfur dioxide that blew up from U.S. power plants to fall as acid rain in Canada and sour relations between the two nations in the 1980s. By the end of the course, students will be able to recognize borderlands as distinctive spaces of conflict, exchange, dispossession, and opportunity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST132 History of Energy
From fire to fossil fuels, humans are characterized by their ability to use more energy than other species. By capturing and releasing reservoirs of energy stored over the course of Earth's history, humans have increased their resource base, expanded global population, and modified the environments on which they have relied for subsistence.

This course introduces students to themes in the history of energy transitions, from photosynthesis to fire to the exploitation of fossil fuels beginning in the 19th and 20th centuries. By taking up the use of pre-industrial fuels, animal muscle, water, and wind, in addition to coal, oil, and gas, we will consider the ways humans have come to rely on cheap and abundant energy. In a broad survey of energy regimes, we will probe the effects of production and consumption of energy on politics, environment, economy, and society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST135 American Food
This course investigates topics in the history of food production from the colonial period to the present, with emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics to be addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS135**
Prereq: **None**

HIST140 Virtue and Vice in History, Literature, and Philosophy
Examines the long, complex and sometimes contradictory associations of virtue with piety, salvation, righteousness, intensity, strength, and, more recently with vulnerability and suffering. Beginning with Confucius and Aristotle, and winding our way through Christianity, humanism, postmodernism until the present, we will explore the ethics, power, and politics of the ideas of virtue and vice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL228, CHUM228, PHIL112**
Prereq: **None**

HIST141 Theories and Models
This class will focus on how theories and models are designed and regarded across the university curriculum--in the humanities, the social sciences, and the sciences. This topic is particularly pertinent to intellectual history, a subject that

regularly uses texts from across the modern university curriculum as its primary readings. Given the range of intellectual history, both in terms of chronology and subject matter, intellectual history could be argued to be the subject best positioned to consider the process of making theory.

Questions to be addressed include: What are some of the unexpected results of the increased use of mathematics and computers even in the humanities and social sciences, not just in the sciences, and how has this changed the relationship of theory and models for each of these disciplines? To what extent does the debate about the refutability, the falsifiability--or truth status--of models indicate an ongoing need for theory? The specific modern academic subjects to be examined will be philosophy, economics, and physics. Thomas Kuhn's THE STRUCTURE OF SCIENTIFIC REVOLUTIONS (1962) will serve as a starting point for this study; however, most of the readings during the semester will be much more recent.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST143F Jesus Chicken: Business and Religion in America (FYS)
Summary: Although many Americans are aware of the religious identity of the fast-food chain Chick-fil-A (earning it the moniker of "Jesus Chicken" in some communities), there is nothing new about businesses that project a religious ethos. This First Year Seminar explores the blurry boundary between business and religion in America, examining the ways in which businesses use religion and the ways in which religious entities often function as businesses. Although this course primarily focuses on the Christian tradition, it will also examine the ways in which other religious communities (such as Jewish and Buddhist) approach the marketplace. Chronologically, the course spans the 17th to 21st centuries, paying special attention to the emergence of the market economy in the U. S. from 1800-1850 and the growth of consumer culture in the second half of the 20th century. This course will provide students with an introduction to historical methods and the critical study of religion, while focusing on developing collegiate-level reading, writing, and critical thinking skills that will form a foundation for any major at Wesleyan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RELI174F**
Prereq: **None**

HIST151 Introduction to History: The "Russian World" Past and Present
The "Russian World" has become a central--though deeply ambiguous and contested--theme in contemporary political discourse both within and beyond Russia. This course will offer a survey of how different conceptions of the "Russian World" have been articulated and deployed over time by following the history of Russian lands and peoples from the eighth century to the present day. This course is one of the gateways to the history major and is intended especially for first- and second-year students. As an introduction to history, the course will introduce students to the discipline of history by examining the historical sources, concepts, theories, and methods necessary for reading and writing history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST154 Introduction to History: Twelve Medieval People
This course is one of the gateways to the history major. It is also an introduction to the Middle Ages through a study of 12 exemplary medieval lives and minds, spanning a thousand years of history. We focus on people--bodies, minds, and souls--coping with history and creating sense for their world. The course will typically feature one person or pair per week, and by examining their writings or stories and the contexts in which these were produced, the nature of medieval life, the pressure on the self, the articulation of gender and ethics for the entire period will come into view. Among the figures studied are likely to be St. Augustine, Queen Brunhild, St. Anselm, Abelard, Heloise, William Marshal, King Louis IX, Dante, Catherine of Siena, Christine de Pisan, Joan of Arc, Margery Kempe, and Pope Pius II.

As an introduction to history course, we will also offer an examination of the basic concepts, techniques, and skills for reading, understanding, and writing history: documents and archives, text and context, sceptical inquiry, argument construction, and an interest in good and expressive writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST155 Cold War Environmental History
War remakes the natural world to support organized violence. Pervasive militarism renders its transformations permanent. In the context of the Cold War, the United States and the Soviet Union pursued competitive testing of nuclear weapons; engaged in proxy wars with devastating local effects; and embarked on extensive modernization projects in agriculture and public works. In many such projects, political antagonism masked commonality and collaboration in science and technology. In this course, we reckon with the persistent environmental effects of militarism by pursuing a global history removed from the ideological projections of its actors.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST156 Intro to History: Protest and Revolution in the Middle East: A Middle Eastern History
This seminar explores protests, rebellions, insurgencies, and revolutions that have shaped the history of the Middle East from the birth of the three monotheistic religions to this day. Why do people rebel? We will seek answers in the context of religion, ethnicity, language, and race in the long and political history of this wide-ranging human geography. The main focus will be the agency of those who strived for change and modes of resistance, finishing with the 21st-century activisms in labor, LGBTQ+, student, journalist, academic, and political Islamic mobilizations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST156F Introduction to History: The Ottoman World (FYS)
This course treats some of the major themes of Ottoman state and society, one of the major empires of the world out of which many new polities in the Balkans, Anatolia, the Middle East, and North Africa emerged during the 20th century. At the center of the course is the transformation of the so-called classical Ottoman state to the early modern and modern through the many shapes and forms it

has taken. We will be starting from the 15th century and end with the analysis of the making of the modern Ottoman society by the beginning of the 20th century before its imminent collapse. The late 16th-century transformations and the question of Ottoman "decline," on the one hand, and transformation to a modern state on the other, comprise the historiographical context to be addressed alongside basic historical patterns and events. A primary concern is to have students engage with critical issues not only in the study of Ottoman history, but also situating this history in the discussions on world history in general, and the history of the Middle East in particular.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST157 Wayward Warriors: Samurai in History and Media
The most indelible image of Japan is that of the samurai, a class of warriors who presumably ruled the enduring island nation for over a millennium. While lengthy and prosperous military regimes are not unique to Japan, the rule by the samurai has been a captivating source of national pride and international intrigue due to their supposedly strict adherence to the code of Bushido. Bushido's unique blend of devoting one's life to swordsmanship, honor, and loyally serving one's lord has sparked countless interpretations and exaggerations in all forms of media. This course will explore the factual history of the samurai while also critically analyzing the many fictitious narratives surrounding these wayward warriors throughout the centuries. By the end of this course, you will be able to separate the fact from the many fictitious yet entertaining samurai stories we will explore in literature, film, tv, anime, and video games.

No knowledge of Japan or the Japanese language is required for this course. All texts and subtitles will be in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST159 Migration and Mobility in the United States
This First Year Seminar explores im/migration and mobility in the United States, from the nineteenth century to the present day. Alongside exploring key themes in the U.S. history of migration and mobility, students will be introduced to historical methods while developing their critical reading, writing, and thinking in a collaborative and supportive environment. Students will read across a variety of texts, from historical sources to foundational scholars in the study of migration and mobility. We will also visit Special Collections & Archives and work with a variety of non-textual sources including films and music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST160 Intro to History: U.S. in the World Since 1776
Transcending the nation-state framework, this course foregrounds transnational and international frameworks to explore the United States' role in the world since 1776. We will explore the rise of the United States' vast settler colonial empire in North America, its vast overseas empire in the Pacific and Atlantic Oceans, and the role of the United States in international and global affairs in the 19th and 20th centuries. We will look both at the policies created by U.S. presidents, diplomats, and military leaders, as well as the experiences of Black, Indigenous, People of Color, and colonized peoples of the Global South who have been affected by the U.S. presence in the world. We will also underscore the importance of international organizations, non-state actors, and non-governmental organizations, such as the United Nations and the American Red Cross, that have shaped international society over the 20th century. Throughout the course, we will explore the themes of race and ethnicity, imperialism and colonialism, migration and immigration, nationalism and internationalism, self-determination and decolonization, militarism and development, and diplomacy and foreign policy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST161 Energy Legacies and Ecological Futures
Manresa Island, on the coast of South Norwalk, Connecticut, was the site of an NRG coal-fired power plant (and later oil). The plant, slated for decommission, was shuttered overnight after heavy flooding during Hurricane Sandy. Its planned transformation, funded by a 501(c)3 non-profit corporation, includes the remaking of its massive turbine hall as a community space and the remediation of the entire peninsula for use as a public park. The 125-acre site includes a birch forest on a coal ash dump, salt marsh, and other coastal wetland habitats that currently harbor populations turkey, osprey, and deer. Casual observers liken Manresa's abandoned spaces to those of Chernobyl, with the detritus of human settlement engulfed by resurgent vegetation and wildlife. This flawed analogy obscures as much as it reveals, conjuring ethically compromised aesthetics of post-industrial ruin photography and associated practices of dark tourism. But there is a parallel history of energy, hazard, and aftermath with which we have yet to reckon locally or globally. The objective of this course is to produce histories of energy transition calling on (1) records of Manresa Island recently acquired by the 501(c)3, and (2) the testimonies of NRG workers present during Hurricane Sandy. The course will train students in modalities of archival and oral history with reference to these untapped resources. This course will require 2-4 field site visits to Manresa Island, to be scheduled 12-5 p.m. Thursday or Friday. Multiple scheduling options will be available, and students should be able to commit to at least two field trips per semester. Transportation will be provided.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS249, STS161**
Prereq: **None**

HIST162 Intro to History: The Mediterranean World (650-1650)
This course offers a broad introduction to the history of the Mediterranean 'world' (and whether that is a useful category) from the end of antiquity to early modernity. Taking a thematic approach, we will explore the entangled histories of Jewish, Muslim, and Christian societies, and investigate the Mediterranean as a dynamic site of interaction, competition, and creativity. Topics will include the legacies of empire, cultural, religious, and economic exchanges; conflict and conversion; translation and scientific developments; and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST163 An Introduction to the Middle Ages: People, Ideas, and Places
This course will explore the Middle Ages, focusing on individuals, ideas, and notable places and the sorts of places characteristic of this very dynamic and innovative period from around 1050 till 1450. The precinct of the king's court and castle, the peasant's village, and the cathedral city will get especially close attention, as will certain famous sorts of writing and thinking as we'll explore the forebearers of the modern novel -- romance and sagas from France and

the Norse -- as well as the philosophy of figures like St Anselm and Catherine of Siena. Attention to chronicle writing and its politics and the wide ranging scientific reflection of Hildegard of Bingen and Roger Bacon, who supposedly learned from a magical brass head, will also figure large next to the wide-ranging writings Geoffrey Chaucer including his Canterbury Tales and of moralist and feminist defender of Joan of Arc, Christine de Pisan. The course will focus on texts individually and in concert and sometimes on the physical remains of buildings, art, and manuscripts that illuminate crucial elements of European culture, ethics, and power in this period. An important aspect of the course will be reading primary sources closely and critically to learn how to see the wider world of which they are part, a main technique of creating the past through interpretation and integration. We shall also learn about libraries, archives, good internet research techniques and how to assemble primary and secondary sources for historical writing. This course does not provide a chronological overview of the Middle Ages, but will give all necessary context for understanding.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST164 Bushido and Bullets: Samurai Flicks and Western Films
Bushido and bullets; shoguns and sheriffs; katanas and .45 Colt Revolvers. Alliterations aside, the connections between samurai films and westerns are as deep as they are numerous. Many cinephiles know that Japanese director Kurosawa Akira influenced multiple directors in the west, such as George Lucas, Sergio Leone, and Stephen Spielberg. What is perhaps less known is that Kurosawa was greatly influenced by a man who directed some of the greatest westerns from the 1930s to the 1960s -- John Ford. Diving into those influences is one of the goals of this class as we watch some of the greatest samurai films and their western counterparts. The other goal of this class is to categorize and analyze the many aspects of these films, from the protagonist's psyche to the evolution of civilized society, to see why these two seemingly disparate movie genres resonate so deeply. Finally, we will critique these films and discuss their merit in the twenty-first century. All Japanese movies will have subtitles. No knowledge of Japan or the Japanese language is required for this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS164**
Prereq: **None**

HIST165 Introduction to History: Slavery and Abolition in the Atlantic World
Racial slavery was inextricably tied to the rise of both colonialism in the "New World" and global capitalism. It fueled a complete reorientation of world economic and political systems with consequences still evident today. Yet people on both sides of the Atlantic--Black and white--challenged the idea of racial slavery and its entrenched interests. The abolitionists succeeded in emancipating millions, but did not fully achieve their goals for human rights. In this course, we will examine the rise and fall of slavery in the Western Hemisphere, with particular attention paid to the North American mainland and Caribbean.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST166 Oral History Workshop
This course introduces students to the practice of oral history, including tools and methodologies, best practices, and hands-on experience conducting, archiving, and interpreting interviews. Participants will conduct interviews in projects on coastal communities in an age of climate change and/or the history of fossil fuel production.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST167 Introduction to History: Yoga: A Global History
Yoga as a philosophical, religious, and ascetic discipline has shaped the lives of major world-historical figures, including the Buddha, the Mughal emperor Akbar, Mahatma Gandhi, and Steve Jobs. Though yoga is usually understood today as a timeless set of disciplines that inculcate spiritual and physical well-being, it has experienced dramatic change over the millennia--not least with the rise of "postural" yoga in India from about 1000 CE, its systematization as "hatha yoga" by about the sixteenth century, and its growing popularity in the West since the early twentieth century. The aim of this course is to introduce students to the rich global history of yoga, to foster an understanding of and appreciation for the philosophical and psycho-somatic dimensions of yoga, as well as the political and cultural transformations that shaped and were shaped by yoga (and prominent yogis and yoginis) as it spread from India to both the East and West.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS167, RELI167**
Prereq: **None**

HIST170 Introduction to History: American Material Culture
This course introduces students to the study of history through an investigation of American material culture and the built environment from the pre-colonial period to the present. The course is structured around Friday site visits in the New England and mid-Atlantic regions, including the Pequot Museum, Mystic Seaport, Central Park, New York City waterfront, Fresh Kills, and local suburbs. Students will consider theories and methods of studying history through objects, landscapes, and architecture. We will consider how changing patterns of settlement and land use shaped human and natural ecology, and how people fashioned cultures and communities through the fabrication, circulation, and use of a wide range of natural and human-made objects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST171 Introduction to History: History of U.S. Social Movements
This Introduction to History course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we will explore will include abolitionism, women's rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. A major focus of this course will be how historians conduct research, use evidence, and write history. Students will be exposed to primary sources as well as selected secondary sources in the field.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST171Z Introduction to History: History of U.S. Social Movements
Online course: Monday through Friday 2-4pm with additional asynchronous lectures. This Introduction to History course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we explore will include abolitionism, women's rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. Students will be exposed to primary sources as well as selected secondary sources in the field. Given the winter sessions focus we will focus on 10 different U.S. social movements, with the first half of class devoted to the outline and history of each movement in a lecture format, and the second half based on a discussion of how the movement builds on and relates to other social movements and broader U.S. history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST172 Introduction to History: Germany from Napoleon to the Berlin Republic
Germany witnessed more dramatic and radical changes in forms of government within the span of just 31 years (1918-1949) than any other modern society in history, yet today it is a model democracy and an anchor of peace and prosperity in the heart of Europe. Germans are credited for extraordinary achievements in the arts, sciences, and industry, yet they also produced some of history's darkest chapters. This introductory course surveys the fascinating and turbulent history of modern Germany to analyze the sources of these contradictions. We will begin by locating the birth of modern Germany in the massive social and political upheavals of the Napoleonic era that set the stage for the rise of German nationalism and rapid industrialization. We will study the unlikely processes that resulted in German unification in 1871 and how Germany's nationalism, growing industrial power, and its deep internal divisions led to a policy of aggressive imperialism that contributed to the outbreak of the World War I. The course will analyze the profound impact of that war and defeat on German society, situating both the Weimar Republic and the rise of Hitler in that context. We will subsequently study Nazism, the World War II, and the Holocaust, as well as the ultimate destruction of Germany as sovereign state with its surrender and military occupation in 1945. The remainder of the course explores the phoenixlike rebirth of two competing German states in the Cold War and the subsequent parallel development and divergence of two German societies. We will conclude the course by analyzing the process that led to German reunification in 1990 and the lines of development of the "Berlin Republic" since that time. The aims of the course are to introduce students to historical primary sources, the skills of historical analysis, and the questions of historiography through a coherent introductory survey of modern German history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GRST272**
Prereq: **None**

HIST173 Intro to History: Heretics on Trial: The Holy Inquisition and Its Enemies
The Inquisition was among the most feared institutions of the early modern West. In its efforts to impose religious orthodoxy, it persecuted minorities, prohibited behaviors it deemed heretical--like magic and unbelief--and censored intellectual inquiry. Yet despite its resoluteness, the ability of the Catholic Church to impose control varied widely across time and place and was often met with equally firm resistance. This introductory course examines how the Catholic Inquisition functioned, from its origins in the medieval period to its final demise in the nineteenth century, paying particular attention to geographic and temporal specificities. From Cartagena de Indias to Lima, Goa, Rome, and Toledo, inquisitorial tribunals spanned a significant portion of the Atlantic world. The records produced by its scribes are some of the richest sources of the social, cultural, religious, and economic history of the era, yet they are also some of the most challenging to deal with, both epistemologically and morally. Historians have relied on Inquisition archives to reconstruct the lives of individuals and communities who left no other written records, all the while seeking to acknowledge that the records were produced under duress by officials who suspected the accused of the terrible crime of heresy. Through a wide range of primary sources like trial transcriptions, Inquisition "autobiographies," written confessions, censored books, and literary sources, students will both survey the lives of people who faced the Inquisition's scrutiny, while considering the role of violence, persecution, and resistance in the creation of the very records that allow for historical reconstruction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST126**
Prereq: **None**

HIST174 Introduction to History: European Reformations
An introduction to history course, European Reformations will provide an introduction to the concepts and tools for reading, writing, and enjoying history by examining the ideas and people who developed the Protestant Reformation, one of the most explosive changes in world history that continues to reverberate and affect lives and politics today. Centering on the ideas and politics of the European Reformation age, we will examine thinkers and problems within Catholic Europe that led to the crisis of the Reformation from around 1500. A focus on the ideas and actions of figures such as Luther and Calvin and the religious martyrs of the 16th century will be central, but we will also examine Catholic responses and the changing political and legal ideas that the Reformation produced.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST175 Intro to History: Resistance and Revolution in the Atlantic World, 1500-1850
The Atlantic Ocean created and destroyed empires. This course will explore those who fought against the expansion of imperial powers, including slaves who crossed the ocean involuntarily, Indigenous peoples defending their homelands, women who demanded equality, and pirates who constructed an alternative universe. The Atlantic revolutions (American, French, Haitian, and South American) set empires on fire and ushered in a new era of resistance to oppression.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST176 Introduction to History: Science in the Making
This course introduces students to a range of perspectives -- drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others -- on how to write about the history of science, technology, and medicine. Throughout, its emphasis is on examining the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical

experience working with historical sources and conducting original research on topics related to the history of science at Wesleyan and places nearby. Past final student projects have included works of public and digital history, as well as traditional academic writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS276**
Prereq: **None**

HIST177 Introduction to History: Yoga: A Global History
Yoga as a philosophical, religious, and ascetic discipline has informed the thinking of major world-historical figures as wide ranging as Siddhartha Gautama ("Buddha" or "wise one"); the Mughal emperor, Jalaluddin Muhammad ("Akbar" or "the great"); Mohandas K. Gandhi ("Mahatma" or "great soul"); and Apple Inc. founder, Steve Jobs. Though yoga is usually embraced as a timeless set of disciplines that inculcate spiritual and physical well-being, it has experienced dramatic change over the millennia. The aim of this course is to introduce students to the rich global history of yoga, to foster an understanding of and appreciation for the philosophical and psychosomatic dimensions of yoga, as well as the political and cultural transformations that shaped and were shaped by yoga (and prominent yogis and yoginis)--in the Indian subcontinent and beyond.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS177**
Prereq: **None**

HIST179 Intro to History: Biodiversity and its Histories
Biodiversity loss may portend the next mass extinction, but what is biodiversity? Euro-American concepts of biodiversity have become a category of policy and politics at local, regional, national, and international levels. This course will track the development of these concepts from the 18th century to the present, paying special attention to the growth of natural history collections to document taxonomy, evolution, biogeography and ecology of species. How does the idea of living variation in genes, traits, species, and ecosystems relate to human and non-human beings?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS224**
Prereq: **None**

HIST181 Introduction to History: Middle East and North Africa in Global Perspective
This course will introduce students to the history and cultures of the Middle East and North Africa with special attention to the formation of socio-political systems, artistic expressions, and religious ideas in connection with global developments and local responses. The organizing theme of the course is "Contact and Change," which will afford an opportunity to examine two of the principle challenges facing historians: accounting for change and understanding people and societies separated from us by space and time.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST185 Introduction to History: The United States Empire
The United States has had an overseas empire longer than it has not. This "introduction to history" course will examine the long history of the United States empire across the North American continent, the Pacific Ocean, and the Caribbean Sea from the establishment of the US Constitution and the Northwest Ordinance of 1787 to the twenty-first century global military empire. We will explore how the US amassed and governed its empire as well as how Native, Indigenous, Black, Asian, and Latine peoples have navigated, negotiated, and resisted different forms US colonialism. Studying US history from the perspective of empire not only augments our framework of an US national history, but questions fundamental assumptions we take for granted in narrating US history, including the geography and temporality of the US, notions of citizenship and inclusion, the power of US militarism, and the seemingly incommensurable divide between liberal and conservative politics. As esteemed historian William Appleman Williams wrote, this course examines "empire as a way of life."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST186 The Raj: India and Britain (Introduction to History)
This course examines the linked history of India and Britain from 1600 to 1947. The focus will be on the rise and demise of the British Empire in South Asia, commonly referred to as "the Raj," and how the experience shaped what it meant to be both Indian and British. Along the way we will learn how merchants from a remote island nation in western Europe managed to take control of the wealth and manpower of the Indian subcontinent; how Indians helped to build the Raj but gradually turned against it; and how in rebelling against the Raj, and reshaping it, Indians crafted new forms of protest, new understandings of violence, and new modes of political belonging. This is an Introduction to History course intended mainly for first- and second-year students who are interested in the past, and perhaps (though not necessarily) are contemplating the history major. As such, it will introduce students to the discipline by reflecting on the nature of historical evidence, how to find sources, develop an archive, and craft a historical argument.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS186**
Prereq: **None**

HIST188 Introduction to History: Revolutionary Women
"I do not think the war would have been won without the women.... Now women have to liberate themselves." The fighter Maudy Muzenda's reflection on the role of women in Zimbabwe's liberation war speaks to a broader pattern in global history. Women have been central to the radical transformation of societies in Africa, Asia, Europe, and the Americas from the early modern era to the present. In this course we will examine revolutionary women who took up arms and others who protested for improved working conditions, voting rights, sexual liberty, and human rights. Our cases will include the history of political revolutions in France, Cuba, Russia, and China, as well as in Zimbabwe. We will also explore the critical role of women in the global Industrial Revolution, the Suffrage Movement, the rise of international feminisms, and the everyday struggles of women in multiple sexual revolutions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **FGSS188**
Prereq: **None**

HIST189 Introduction to History: History of the Present
In this course we explore history as a critical endeavor. The aim is twofold: to reflect on the role history plays in making categories of contemporary debate appear inevitable, natural, or culturally necessary; to question underlying

assumptions about the relationship between past and present that are so often taken for granted. We will examine both history's influence on politics and the politics of history as a discipline.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL189**
Prereq: **None**

HIST190 Introduction to History: Environment
Humans have profoundly altered the character of Earth's environment since the advent of agriculture and settled societies some 10,000 years ago. This course is a study of the historical relationship between human beings and their habitats, with additional attention to arid lands as places of settlement, cultivation, and development. We explore how global problems such as climate change, biodiversity attenuation, and depletion of fossil soils, fuels, and water are linked to social problems such as economic inequality, food insecurity, conflict, and declining public health. The course reviews evidence of major environmental problems; considers how varied academic disciplines address them; and models a historical approach to understanding environmental change.

The course is divided into two parts: "Environmental Concepts," and "Case Studies." In Spring 2022, the case studies will be devoted to biodiversity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS237, STS190**
Prereq: **None**

HIST191 Introduction to History: Pacific Worlds
This introductory course explores the Pacific Ocean as a region of historical inquiry. With a strong viewpoint from the Pacific Islands, this course interrogates long held notions of the Pacific as a vast empty space, emphasizes the Indigenous Pacific, charts the rise of imperial powers, and follows the paths of Indigenous peoples, labor migrants, merchants, scientists, militaries, and tourists, among other historical actors. This course will cover the topics of race and indigeneity, gender and sexuality, militarism and tourism, and the environment, as well as colonialism, imperialism, and decolonization. Taking an expansive definition of historical text to account for the ways Indigenous peoples and migrants understand history, this course will include poetry, song, fiction, film, art, objects, and oral and living histories, and will explore varied methods and frameworks in the discipline of history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST192 Introduction to History: U.S. Political History, 1789-Present
The election of Donald Trump to the presidency in 2016 has sparked a widespread reckoning--both inside and outside of universities--with the dismal state of American understandings of our political past. Despite handwringing to the contrary, polarized partisanship, voter suppression, and policy stagnation are not new phenomena. This course examines the elections and elected officials, policy and policy making, and parties and party politics that shaped American history from the founding to the present. The course will chart the ways that elites have structured the relationship of American citizens to the state and explore what might come next. This course is the "top-down" companion of the "bottom-up" political history covered in HIST171: Introduction to History: History of U.S. Social Movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST195 How to Read and Write History: Models from the Past and Present
This an introduction to history course meant as both a major gateway and a general pre-major introduction to the practice of making history. It will introduce students to some of the different ways that people have represented the past and history around the world in both amateur, artistic, and professional historical modes. Ancient, medieval, modern, and postmodern examples will be discussed and we'll reach beyond non-fictional writing to fictional models, artistic renditions, and visual histories on buildings, sculpture, art, and in film and television. Central to the course's aims will be helping students to practice styles of history writing themselves in a writing-intensive way that includes both analysing history texts and practicing writing in different styles and with different aims in order to develop each student's own latent powers as a historian, working to make past and present worlds.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST197 Introduction to History: Foundations of East Asian Cultures
This course introduces some of the cultural foundations of East Asia and how they have continued to resonate through history. We will be examining translated primary texts in history, literature, philosophy, and religion, mainly from China, Korea, and Japan. We will also be working with other media such as film and art. The course attempts to equip students with a basic fluency in interpreting ancient and modern materials from East Asia and identifying its cultural contexts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS207, CHUM311**
Prereq: **None**

HIST200 The Historian as Detective
Whodunnit? In many ways, the craft of history is much like the art of detection. Historians arrive on the scene after the "crime" was committed. We look for traces, or clues, left behind. We try not to contaminate the crime scene. We pore over the evidence. We consider both motive and opportunity. We take note of silences. We keep an open mind. We seek the truth. And, as it happens, the professional historian and the professional detective--in fact as well as fiction--emerged roughly around the same time. We are like twins separated at birth. Perhaps if we are reunited, we might learn something new about each other, and ourselves. This course will draw upon classic (and not-so-classic) works of history, criminal detection, and detective fiction to better understand the importance of forensics and method in the discipline of history, as well as the importance of history in the art of detection. Each week will pair a work of literature with a work of history, supplemented by key essays in historical methodology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST201 Medieval Europe
This introductory lecture course is a history of European politics, culture, and institutions from the end of the Roman Imperial era through 1520. Within a chronological framework we will focus on the creation of kingdoms and government; the growth and crises of papal-dominated Christianity, its crusades and its philosophy; the rise and role of the knight, lady, and aristocratic culture; masculinity and gender relations; the crises of the later Middle Ages, including the Black Death, heresy, mysticism, and war. These all contributed to the beginnings of the modern world, including the Renaissance and the Reformation, events that ended the medieval period. We will also at least glance at the borderlands of Europe, the edges of Islamic and Orthodox worlds.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST204**
Prereq: **None**

HIST202 History of the Multiracial U.S. West, 1846-Present
What is the U.S. West--a geographic or spatial designation? A cultural creation? A set of sociopolitical relations? A period of history? Who are the communities that have called the U.S. West home from the nineteenth century to the present day? How do different communities, migrations, and peoples in the U.S. West shape race and racial categorizations? And, how are they shaped by race and racial categorizations? How does class, labour, and capitalism affect these histories? What does it mean to tell a multiracial history of the U.S. West? As Silicon Valley oligarchs continue to hold sway in politics across the United States while everyday immigrant communities are under renewed nativist assault, we take these opening questions to figure out how, exactly, we got here. The "we" and the "here" of how "we got here" are, of course, just as hotly contested as any of these questions. We will spend this course attempting to untangle the multiracial histories of the U.S. West from the mid-nineteenth century until the present. Beginning with the Mexican-American War (1846-1848) and the Treaty of Guadalupe Hidalgo (1848) and ending in our contemporary moment, the class will introduce students to key histories of the region through a combination of lectures and student discussion. An emphasis will be placed on interdisciplinary historical approaches to the histories of the U.S. West, and students will be exposed to the approaches of cultural, social, political, gender, oral, labour, and legal historians alongside various interdisciplinary scholars.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST203 Modern Europe
This course surveys the history of Europe since 1815 and is intended primarily as an introduction to decisive events and interpretation of central themes. Attention will be devoted to major political, social, economic, and cultural developments, beginning with the many dimensions of the political and industrial revolutions of the 19th century; continuing with the emergence of nation-states and nationalism, working-class movements, the consequences of imperialism and the World War I, and communism and fascism; and concluding with study of the World War II, the reassertion of Europe, the collapse of the Soviet system, and contemporary issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L203**
Prereq: **None**

HIST204 Greek History
This course explores the development of Greek civilization from the Bronze Age Mycenaeans to the death of Alexander the Great. We will ask big questions: What did democracy mean in the ancient world? How did war shape political life and cultural values? Why did Greek city-states rise, flourish, and sometimes go to war with one another? These questions will be explored through close engagement with primary literature as well as evidence from art and archaeology. Readings in translation include works by Homer, Herodotus, Thucydides, Aeschylus, Sophocles, and Euripides. No previous knowledge of ancient Greece or classical antiquity is required.

This course fulfills the requirement for an Ancient History Survey course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **CLST231**
Prereq: **None**

HIST205 Roman History
This course traces the history of Rome from its foundation, through its rise as an Italic and Mediterranean power, up to the transfer of the empire to Constantinople. It focuses on the political, military, and social achievements of the Roman people and the contributions of its principal historical figures, from the legendary kings of the regal period, to Republican leaders such as Marius, Sulla, Pompey, and Caesar, through Augustus and the establishment of the principate and subsequent emperors such as Vespasian, Hadrian, and Diocletian. This course will fall under the History/Social Justice track.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **CLST232**
Prereq: **None**

HIST206 Classic Christian Texts
This course is designed to provide students, most of whom will have no background in this subject, with a solid grounding in some of the most influential texts of the Christian tradition, both Catholic and Protestant. This training is intended to make the students better readers in Western humanities and social sciences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Prereq: **None**

HIST207 Japan Since 1868: Society and Culture in Modern Japanese History
This course examines the history of Japan from roughly 1800 to the present. With a broad-ranging observation covering politics, economy, society, culture, and foreign relations, we will look at a variety of historical events that the Japanese people experienced. Our goal is not only to understand what happened when, but also to be concerned with how people at different historical stages saw the world around them. Major historical events, trends, ideas, and people will constitute the vital part of the course; however, we will also inquire into everyday life of ordinary people, whose names do not remain in historical records. We will use a wide range of materials including written sources available in the English language, films, literature, and comics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-HIST**
Identical With: **CEAS265**
Prereq: **None**

HIST208 Digital and Visual Storytelling
During this seminar, we will develop a digital group project that addresses the question of remembering and denying pasts through the historical and critical relationship between carcerality, race, and storytelling in Connecticut. By engaging with contemporary forms of digital and visual storytelling (ArcGIS StoryMaps), this group project will work with the modalities of archival studies and digital humanities, accompanied by readings in critical race studies, visual and literary theory, and decolonial theory. We will first explore "remembering the past" through two post-Civil War Connecticut landmarks: The Church of the Good Shepherd (1867-69), dedicated to Samuel Colt, and the Mark Twain House (1874), now a museum. Both architectures exist as pivotal markers for a new modern American narrative intertwined with legacies of slavery, manufacturing, firearms, and storytelling. We will then consider how to make visible denied "pasts" by conducting archival research on the formative period of the 1860s and 1870s and in respect of the Connecticut context. Centrally, valuable insights for the project development will be provided by the in-class meetings with scholars, artists, and archivists, whose work rethinks and challenges the bond between carcerality, race, and storytelling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM209**
Prereq: **None**

HIST209 Reenacting Justice: Guns in America
This seminar, developed in collaboration with visiting guest instructor Glenn LaVertu (Parsons), combines readings, discussion, archival research, storyboarding, project-based learning, legal analysis, and filmmaking in presenting new takes on an old genre: Westerns. We will read and watch Westerns alongside study of the development of the American legal system, considering the aesthetics of justice, narrative, and guns. Students will work on film and theater projects related to the manufacturing, use, and mythologization of "Old West" in popular culture, television, and film. Film projects will be screened and discussed at the Center for the Study of Guns and Society's annual undergraduate conference on Thursday, April 25, and Friday April 26, 2024, and at the presentation of "Stories of Carceral Connecticut," a celebration of student projects for the Mellon Foundation project, "Carceral Connecticut," on Friday, May 3, 2024. (Both events are required). The course will consider the aesthetics of storytelling, guns, and justice, as well as be a lab for creating and narrating new stories. Engaging with contemporary debates about Westerns as manifestations of American gun culture, the purpose of the project is to draw parallels between the way in which gun violence is portrayed in film, particularly period, Western movies, and the realities of gun violence today. The final project is an opportunity to expose multiple points of view regarding gun violence and justice and their socio-political effects, and to write and develop new scripts, storyboards, and film scenes, as well as study old ones.

Assignments and Grading System:

Grading is based on weekly assignments and participation, an in-class midterm on the readings, and a final project.

Requirements:

- Class Participation (20%): Regular attendance, submission of weekly 1-2 pg written critical reflections on assigned topics (e.g. a primary source, an advertisement or magazine article, a report about a field trip or movie, etc.) Participation in the April 25 evening student mini-film festival and April 26 all-day undergraduate research conference is required.

- Midterm (40%): In-class midterm on the readings and discussions (in class; Thursday before break).

- Final project (40%): (20% for the project; 10% on the written artist's statement; 10% for the presentation at the April 25 mini-film festival night and April 26 panel).

Required Texts

(Available for purchase at the bookstore, and available for free reading on Olin e-reserve through the Course Moodle).

- *Joyce, Justin A. Gunslinging Justice: The American Culture of Gun Violence in Westerns and the Law (Manchester Univ. Press 2018).

- Densley, James ed. The Conversation on Guns (JHU Press, 2023).

- Light, Caroline E. Stand Your Ground: A History of America's Love Affair with Lethal Self-Defense (Beacon Press 2017).

- McKevitt, Andrew C. Gun Country: Gun Capitalism, Culture & Control in Cold War America (Univ of North Carolina, Chapel Hill, 2023).

Additional writings (e-reserve at Olin Library and on Moodle) are by Kelly I. Aliano, The Performance of Video Games: Enacting Identity, History and Culture through Play (2022); Vanessa Agnew et al, Handbook of Reenactment Studies: Key Terms (2023); and Priya Satia; Roxanne Dunbar-Ortiz; Richard Slotkin; Gillian Rose; Carol Anderson, Jennifer Carlson, Terrence H. Witkowski, Lindsay Livingston, Peter Boag, Joan Burbick, Jelani Cobb, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS209**
Prereq: **None**

HIST210 The Medieval Middle East: From the Advent of Islam to the Mongol Conquests (620-1258)
This course explores key themes in Islamic history from the emergence of Islam in 7th-century Western Arabia to the Mongol conquests and the fall of Baghdad in 1258. Focusing on the early and medieval periods, with particular attention to the Near Eastern context, we will engage with both secondary scholarship and primary sources to deepen our understanding of the cultural, intellectual, and social history of what constitutes "Islamic" civilization. Topics include the Late Antique context in which the Prophet Muhammad lived, the tenets of the faith, the development of religious and political authority through the caliphate, the translation movement from classical Greek science and philosophy via Syriac into Arabic and the subsequent rise in "rational theology," encounters with the Eastern Roman Empire, the Mongol conquests that ended the caliphate, and other topics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST210Z Saints, Dervishes, and the Society in the Islamicate World
This course will introduce students to the history, culture, and basic tenets of Islamic Mysticism from its beginnings till the modern period. In addition to major concepts, institutions and textual tradition of Sufism, the course will focus on the social and historical condition that gave rise to them. Chronological order will be followed when treating the evolution of Sufism from the origins of Sufism with extraordinary ascetics in 8th century to full-fledged Sufi institutions today.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST211 U.S. Labor History
How does the history of labor in the United States of America compare to that of other highly industrialized nations? For example, how did the system of slavery shape industrialization in the United States? Why were the socialist and communist movements much weaker in the U.S. than in Germany, France, and Italy, and why was there no major labor party in the U.S. as there was in England and Australia? Why have American workers been extraordinarily militant in job actions compared to their counterparts elsewhere? How have the religious convictions of the American people affected industrial relations? And why do Americans flinch at the word "class?" It is not a problem for the English, French, or Germans--what explains the difference?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST212 Modern Africa
What is African Modernity? We will examine this question as we survey the major historical transformations in Africa since approximately 1800. Important themes include: African political innovations, the abolition of the slave trade and its effects, European colonialism, African adaptation and resistance, nationalism and decolonization, and Africa's role in shaping major global events. We will also study the impacts of religious and social transformations amid rapid economic and political change. Finally, we will examine African visions for post-colonial development and how to shape the future of the continent. During the semester we will also cover some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in the continent. For this reason, we approach the study of Modern Africa as comparative history. However, students satisfactorily completing this course will be able to write knowledgeably about African history and will have the foundation necessary to undertake further study about Africa with sensitivity to the complexity of its recent past.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM212**
Prereq: **None**

HIST213 History and the Turn to the Present
This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSS**
Prereq: **None**

HIST213F History and the Turn to the Present (FYS)
This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSS**
Prereq: **None**

HIST214 The Modern and the Postmodern
In this course we will examine how the idea of "the modern" develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Identical With: **COL214, CHUM214**
Prereq: **None**

HIST215 European Intellectual History to the Renaissance
This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST225, COL216**
Prereq: **None**

HIST216 European Intellectual History since the Renaissance
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL332**
Prereq: **None**

HIST216L European Intellectual History since the Renaissance- Service Learning
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

This course is designed for Service Learning. Students in this course will read short selections about Aging, meet with a specific senior citizen to talk about the books we are reading for class (5 times in the semester), and write 2-page papers responding to those meetings. Otherwise, both History 216L and History 216 will have the same class requirements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL332L**
Prereq: **None**

HIST217 Empires, Slavery, and Revolution: Africa to 1800
In this course we will examine the dynamic political and social histories of precolonial Africa. We will study the rise of kingdoms and empires such as Mali and Kongo, as well as revolutions in society from the technological development of iron production, to the emergence of trade networks, the development of ancient cities, the spread of religious healing and reform movements such as Cwezi spirit possession, and the role of gender in early African societies. Over the course of the semester we will also consider the impact of slavery and the first African encounters with Europeans. The methods for studying the early African past are interdisciplinary. You will have the opportunity to explore how ancient Africa has been imagined in the past by Africans and early Arabic and European observers, and how contemporary scholars write these histories. As we trace a history of early Africa in the world, we will consider several methods: the study of myths and oral traditions, linguistic and archaeological data, as well as ecological and archival records.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM217**
Prereq: **None**

HIST218 Cities of Islam: Religion, Politics, and Urban Space
A survey of the history of major cities in the Middle East and North Africa. This course will trace the region's history through the foundation and development of the cities that served as the centers of significant political entities since 600 A.D. Each week will focus on the symbolism and functionality of urban space and architecture and the role of politics, religion, and global trade in the formation of one of the following cities: Jerusalem, Mecca and Medina, Baghdad, Cairo, Istanbul, Isfahan, Beirut, and Algiers. The course will seek an answer to the question of whether history shapes the cities or vice versa.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST219 Russian and Soviet History, 1881 to the Present
Reversals of fortune have defined Russian history perhaps more so than for any other nation. Though the Russian Empire began the 19th century as an emerging European superpower that defeated Napoleon, it ended that same century as a backward state plagued by political, economic, and social strife that ultimately brought the Romanov dynasty to a revolutionary collapse. A similar trajectory describes the "short" Soviet 20th century that began with the promise of a qualitatively new political order that sought to transform social relations and human nature and concluded with a spectacular implosion that some heralded as the end of history itself.

This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world's first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity's greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia's revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a socialist empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as a Cold War superpower; the country's historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system's collapse.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES219**
Prereq: **None**

HIST220 Authority and Resistance: France Since 1870
Historians suggest it may be normal for France to be always on the verge of crisis owing to the persistence of irreconcilable conflicts and a celebration and practice of resistance. They conclude that France may be ungovernable, noting that five presidents since 1981, frustrated and resisted, have accomplished very little. This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with current, sustained challenges to state authority and liberal democracy. We will survey this 150-year history, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, socialism and communism, conservative thought and action, extreme rightist movements, the degradation of rural life, the experiences of three wars against Germany, imperialism and decolonization, key personalities, and styles of authority and resistance. Times of emergency and crisis will command attention, specifically the Paris Commune of 1871; the Dreyfus Affair of the 1890s; the Great War of 1914-1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940-1944; the early years of the Fifth Republic, 1958-1969; the extraordinary career of General de Gaulle; and the "yellow vests" in 2018-2019.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L220**
Prereq: **None**

HIST221 History of Ecology
The word "ecology" has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS221, ENVS211**
Prereq: **None**

HIST223 Chinese Eco-Civilization: History, Experience, and Myths
The course traces the historical roots of the ideas of eco-civilization, a policy platform that appeared in the twenty-first century by examining how Chinese agrarian civilizations and their nomadic neighbors transformed the bio-physical environment over the course of 3,000 years of history. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore the relationship between power and social inequities as we explore the everyday politics of agrarian civilizations through China's transformation from feudal ages to the modern period. How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of ecojustice? Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS223, ENVS223, STS284**
Prereq: **None**

HIST224 Modern China: States, Transnations, Individuals, and Worlds
This course examines China's turbulent transition to modernity. It covers the Ming-Qing transition, Manchu conquest of central Eurasia, China's conflict and engagement with the West, birth of China's first republic, and the People's Republic of China under Mao Zedong, Deng Xiaoping, and his successors. The dramatic transformation of China spanning the late 19th century to the present day is the focus of this course. The Chinese people today continue to deal with the legacy of these reforms, wars, and revolutions, as China's leaders and people dealt with unprecedented challenges. The three central themes of this course are (1) the reconstitution of (a somewhat) unified China after decades of political upheaval, (2) China's vulnerabilities in the face of domestic troubles and threats from abroad, and (3) the challenges of maintaining a high-growth economy with scarce resources.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS224**
Prereq: **None**

HIST225 Pirates, Traders, and Colonial Settlers in Maritime East Asia
Why is Maritime East Asia so contentious? Why is it emerging as the next global flashpoint? This course examines the historical roots of political tensions in Maritime East Asia by exploring the history of Taiwan. As early as the sixteenth century, merchant-pirates who dominated coastal China and Japan recognized Taiwan's strategic importance. For centuries, Dutch, British, American, and imperial powers used Taiwan as a springboard to gain a foothold in the Asia-Pacific region. Migrants from coastal China, who settled in Taiwan and Southeast Asia, worked with these imperial powers to colonize new frontiers and displace the indigenous population. The territorial disputes, economic rivalry, and business empires that shape our global economic order arise from the centuries-long struggle for dominance over Maritime East Asia. These historical legacies served as the driving force for political change. Maritime East Asia and particularly Taiwan not only transformed into an economic powerhouse but also stand at the forefront in the struggle against authoritarianism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS274**
Prereq: **None**

HIST226 Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa
The 1929 Women's War is a touchstone for women's history in Africa. By 'sitting on a man' women in Nigeria shocked colonial authorities and demanded economic rights and a public voice. These unruly women danced in protest and rioted (sometimes nude), but their actions were not uncommon sights for their African audience. African women across the continent had long wielded power as queen mothers, prophets, and traders. Others challenged the constraints of ordinary domestic life through their labor, dress, or spirit possession. Gender and contested authority are central to everyday life and politics in Africa. In this course, we will study the history of political and domestic authority on the continent with special consideration for the ways in which gender, sexuality, and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of gender in African history. However, students who satisfactorily complete the course will be able to write knowledgeably about the major debates surrounding gender and sexuality in Africa. Major themes include: spiritual authority; domestic and sexual life; the division of labor; and the impact of colonial rule and post-colonial politics. We will examine how women (and also men) have grappled with these intricate social and political relations from the pre-colonial period into the post-colonial era.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **FGSS227**
Prereq: **None**

HIST227 Finance, the Stock Market, and the History of Economic Thought
This class has two main purposes: first, to introduce students to the subject of finance--especially the stock market--and, second, to explore the connections between finance and the humanities, especially literature, as a means of understanding the crucial role of finance in society. Readings, class discussions set up as structured debates, news articles, video clips, guest speakers, and a

group project will together reinforce the students' growing knowledge of this subject.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL212**
Prereq: **None**

HIST228 The Memory of Slavery in Monuments, Museums, and Media
This course will examine how Americans have remembered and forgotten their nation's troublesome history of racial chattel slavery. Monuments, museums, historic sites, archives, burial grounds, genealogical societies, and films have all contributed to the contested legacy of slavery in America. We will consider how and why representations of slavery have changed over time and what those changes suggest about the larger society. We will ask how did representations of slavery and racism inform larger narratives of American identity? How did Black Americans respond to popular depictions of slavery, and create their own forms of public history? How did the memory of slavery inform the twentieth century Black freedom struggle? How does slavery continue to shape the contemporary United States, and how should we approach that legacy today? Students will also work with local museums and historic sites to produce projects focusing on the history of slavery in Connecticut.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST228S The Memory of Slavery in Monuments, Museums, and Media
This course will examine how Americans have remembered and forgotten their nation's troublesome history of racial chattel slavery. Monuments, museums, historic sites, archives, burial grounds, genealogical societies, and films have all contributed to the contested legacy of slavery in America. We will consider how and why representations of slavery have changed over time and what those changes suggest about the larger society. We will ask how did representations of slavery and racism inform larger narratives of American identity? How did Black Americans respond to popular depictions of slavery, and create their own forms of public history? How did the memory of slavery inform the twentieth century Black freedom struggle? How does slavery continue to shape the contemporary United States, and how should we approach that legacy today? Students will also work with local museums and historic sites to produce projects focusing on the history of slavery in Connecticut.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST229 A Fair Country? Canadian Protests and Progress After 1900
From hockey to healthcare, Canadians define themselves by debates over what makes a fair country. This class will explore Canada's 20th century as episodes of resistance in the service of greater equality. From labor movements to protests against (and participation in) global conflict; from women's rights and the welfare state to social justice and environmentalism; from French nationalism and Quebec separatism to the Quiet Revolution and domestic terrorism; from racism to Indigenous resilience. Looming in the background is the American leviathan, a constant threat to Canadian social and political culture but also a foil against which the country can measure itself.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST230 Rome After Rome: Culture and Empire of Constantinople
Rome did not fall. Rome was swallowed by a new idea of what it means to be Roman when, in the fourth century, the empire left its own founding city behind and moved the capitol to the newly-minted city of Constantine, Constantinople. This course gives students a hands-on introduction to one of the most astounding sociopolitical transformations in human history, tracing out the cultural, political, and economic trajectories of the Roman empire of the Middle Ages.

In exploring the textual and material relics of this medieval metropolis on their own terms, students apply and publish their research interests on the collaborative place-based interactive teaching encyclopedia Constantinople as Palimpsest (https://arcg.is/0e4Lb4). For their final project students will design a unit for a high school history course, using Constantinople as Palimpsest to introduce the diversities and paradoxes of life in the city of New Rome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL295, MDST128**
Prereq: **None**

HIST231 Guns and Society
Students will discuss some of the key questions that animate the emerging interdisciplinary field of gun studies, considering guns as objects and symbols and as sites of both shared and contested meanings in everyday life. Readings will include recent scholarship about the evolution of gun technologies and the changing place of guns in U.S. society, from the colonial era through to the present day, exploring how the history of guns in U.S. history is relevant to other histories, including studies of race, gender, class, labor and capital, social movements, and military and civilian life. Special focus will be put on visual studies, museum studies and public history, science and technology studies, public health, and legal history. Assignments include four shorter (2-page) papers and a 15-page final research paper. Each student, working in small groups, will also deliver a 10-minute presentation and have opportunities for site visits to local museums and gun violence memorials such as the Coltsville National Historic Park (Hartford), Springfield Armory National Historic Site (Springfield, Massachusetts), and the Connecticut Gun Violence Memorial (New Haven).

(This course is a prerequisite for individualized humanities "labs" designed for students to delve into a particular aspect of the topic of guns and society in a more applied way in the spring semester, through special projects that can include an individually designed research paper, a museum/archives project, a theater sketch, a podcast, a high school teaching module, an art project, an exhibit in a local museum, an oral history project, or a syllabus, among other possibilities to be discussed with the instructor.)
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS231, FGSS252**
Prereq: **None**

HIST232 Your Revolutionary Life: Biography as Political Power from Antiquity to Modernity
Death is not enough to turn a life into a political movement. That translation requires a story. This course asks why, since Gandhi, few leaders have

successfully drawn upon the power of adopting a revolutionary approach to living as a means of effecting political, social, and cultural change. A student-centered collaborative pedagogy equips students with the tools and concepts to collectively workshop principles drawn from a wide range of examples of revolutionary living from the period known as the middle ages; from well-known and widely imitated examples such as the Buddha, the Prophet, and the Christ, to lesser-known examples including cross-dressing nuns, hermits on pillars, desert mothers, begging collectives, and much more. Students will then apply the ways these past lives were remembered and transmitted to contemporary movements such as Occupy Wall Street or the Black Lives Matter CHOP in Seattle. Course assignments consist of short essays, presentations, and a self-designed final project that can be analytical, creative, or demonstrative.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL221, MDST241**
Prereq: **None**

HIST233 History and Archaeology of Industrial Connecticut
Despite the fact that Middletown is a UNESCO Site of Memory and is home to many preserved historical sites, there has been little archaeological excavation, documentation, and storytelling specifically focused on extant industrialization, weaponry, and carceral artifacts dating to the Revolutionary War and early industrial eras. This course will explore the rich history of industrial sites in Middletown and surrounding regions of Connecticut. Students will learn about historical and archaeological methods for the study of past material culture, landscapes, and environments, focusing on how objects and sites can reveal hidden traces of Middletown's ties to agricultural, textile, munitions, and other forms of industrial production over the last few hundred years. Students in the course will have opportunities to work with archaeologists and museum professionals as they research local historic and archaeological objects. Students will also take part in archaeological investigations of local sites near Wesleyan's campus. As a final project, students will produce a public-facing online exhibit, physical exhibit, or public outreach activity based on their research. Students enrolling in the course must be available for a weekend fieldwork activity in April involving survey and/or excavation of a local archaeological site. This course is supported by a Mellon Foundation grant.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ARCP233**
Prereq: **None**

HIST234 Crossroads of Knowledge: Eurasia in the Post-Mongol Era (1258--1526)
In 1258, the Mongols sacked Baghdad -- the capital of the Abbasid Caliphate and symbolic center of Islamic civilization at the time. Paradoxically, this destructive act ushered in the period when Islam saw its greatest expansion. This course explores the period of relative stability that characterized Eurasia in the aftermath of the otherwise incredibly violent Mongol conquests, a period referred to as the 'Pax Mongolica' or 'Mongol Peace.' This peace fostered the unprecedented exchange of ideas, goods, and scholars across Eurasia -- not to mention conversions to Islam -- while laying the groundwork for the emergence of great empires like the Ottomans, Safavids, and Mughals. In addition to these chronological developments, we will examine the flow of knowledge, technology, and cultural practices through major trade routes and scholarly networks -- focusing on the enduring legacy of this period -- and learn how the Mongol legacy impacted Islam's spread beyond its origins in Arabia.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST235 Magic, Witchcraft, and Miracle, from Saints to Salem
Until the "disenchantment of the world" in the 18th and 19th centuries, Europeans lived in a universe shot through with hidden and awesome power. God's action in the world was possible, but puzzlingly he often operated through other agents, through the saints and by miracle. On the other hand, humans were often tempted to appeal to other powers to get what they wanted, and the use of magic--some pagan in origin, some not--was a pervasive influence. The world was full of demons and even devils, who used illusion and magic to entrap people by possessing them or turning them toward witchcraft in exchange for wealth and health. Surprisingly, the occult was not all bad, and Catholics and later Protestants too wrestled with the question of what to accept and what to suppress. Magical forces did not fade with the Renaissance but actually grew alongside the first developments toward modern natural science in the 16th and 17th centuries. The necromancer joined the saint, the priest, and the witch as the faces of occult power. This course will take a broad look at the people and powers that filled the place where science and a lot of religion sit today. The course will survey medieval developments and will end in New England in the 17th century. The instructor will provide background and narrative history in order to place the readings into their appropriate context. In surveying the long history of magic and miracle in Europe, we shall ask such questions as: What exactly do these terms mean and how have the meanings changed? How far away from such a worldview are we today and did magic really end in the 17th century? And, if so, why? Who controlled the use of magic and how was its misuse identified and punished? Were the processes of law, inquisition, and prosecution fair or effective? Were there really witches or just witch hunts? Why did people believe in miracles and magic? Who were the practitioners? Why did it all decline?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST211**
Prereq: **None**

HIST236 Dante in His World: Politics, Poetry, Religion
Dante Alighieri is one of the great figures of European history and culture. He has been famous since his life, especially for his poem "The Divine Comedy," including its depictions of the Inferno, Purgatory, and Heaven. It reveals his massive intellectual knowledge and his deep and complex commitments. It might be less well known that he was also an active politician and a political theorist, as well as a student of literature and style.

This course will examine the body of his work and use it to outline some of the great political, moral, and religious crises of Europe around the year 1300, a moment closely connected to the very idea of the Middle Ages. Important course themes will include the question of the political balance of church and state, the role of mysticism and philosophy in expressing ethics, and the uses of history, theory, and poetry in seeking the good life. Readings will focus on Dante's own writings, including "The Divine Comedy," "The New Life" (La Vita Nuova), and "On Monarchy."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST237, WLIT342**
Prereq: **None**

HIST237 Making New Worlds: Encounters on Turtle Island
From before the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years' War, Turtle Island (North America) was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on Indigenous homelands with deep histories. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease). Throughout, we will focus on the persistence and resistance of Indigenous nations who protected (and still protect) their homelands and lifeways.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L237**
Prereq: **None**

HIST238 America 250: The Promises and Tragedies of Independence, 1763-1815
Independence was a process, not an event. The Declaration built on relationships and identities that formed before 1776 and its impact reverberated across the globe in the decades (and centuries) after. But what kind of world did the drafters of the Declaration imagine? What did their document actually create? What other conceivable futures were sacrificed so that Independence could succeed? Exploring the era that made Independence possible helps illuminate the paradoxes, complexities, promises, and tragedies of the North American experiences at the end of the eighteenth century. The Declaration of Independence opened one future and foreclosed on others. The Revolution required to make Independence a reality was a brutal conflict that divided families, destroyed economies, shattered kinship networks, and created not one but (eventually) two countries. Revolution and Independence looked different to women, labourers, the enslaved, loyalists, and Indigenous nations who were swept up in the American project and had to navigate the new realities it brought about. That the United States would become a super power was far from the minds of those fighting for or against American independence.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L238**
Prereq: **None**

HIST239 The United States in the Long 19th Century
This survey course will introduce important themes in the history of the United States during The Long 19th century (the early Republic to WWI), a period of rapid displacement, settlement, and migration. With a commitment to teaching and learning "history from below," we will examine topics such as territorial expansion; development of capitalist enterprises; African, African American, and Indigenous enslavement and freedoms; overlapping migrant diasporas; and contestations over the meanings of democracy, by uplifting the perspectives of historically marginalized peoples. In doing so, we will come to recognize how formations of race, class, gender, and sexuality are inextricable from the formation of the nation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST239Z The Long 19th Century
Please note: Some readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

In 1787, the ratification of the Constitution established the United States of America as a republic in which power rested with the people. But the slim document left many fundamental questions unanswered. Would the overwhelmingly agricultural country be one of small yeoman farmers or large-scale plantations? Would the new nation limit western expansion to honor treaties with American Indian nations? Would the growing ranks of wage laborers in the nation's burgeoning cities have the same political rights as property owners? Would a nation founded on the shores of the Atlantic World pursue closer integration into global trade or protect its craftsmen and nascent industrial manufacturers? Could women make a claim to civic participation in a nation whose liberty they had helped win? Would a nation dedicated to freedom be able to reconcile the bondage of one-fifth of its population?

The Long 19th Century explores the history of the United States from the Early Republic to the Progressive Era (1787 to 1913), as an array of different groups and competing interests attempted answers to those questions. The period witnessed an incredible expansion of the United States from one of several imperial claimants in North America to the dominant power on the continent. Simultaneous to this expansion in geographic scope, the 19th century saw a shift in the scale of governance from a limited government to a powerful federal state that abolished property rights in slavery and intervened in struggles between labor and capital. In following that expansion and shift, this course explains the evolution of the modern United States.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST240 The United States, 1898-2001
This survey course examines United States history in the twentieth century in its geographic expanse from the North American continent into the U.S. island empire in the Atlantic and Pacific Oceans. While this course will survey a traditional U.S. political history, it places an emphasis on the diversity of experiences of those living within the United States. We will explore how the U.S. amassed its island empire, how immigration law emerged, how U.S. international affairs such as wars impacted domestic policies, as well as how domestic social movements such as labor, Civil Rights, feminist, Indigenous sovereignty, and social justice movements shaped the course of United States history into the present. In doing so, we will pay critical attention to the historical and analytical themes including, but not limited to, race, indigeneity, gender, and sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST242 World History
Using material culture, visual sources, primary texts, and articles, this course will give students a solid understanding of World History from the River Valley Civilizations, the Classical Period, and the Post-Classical Period, to the Early-Modern Period, the Long 19th Century, and the Contemporary Period. Emphasis will be placed on the development of major cultures around the world -- and

there will also be discussion of how the major cultures fail to explain much of World History.

In practical terms, students will learn how to assess a broad range of historical sources from varied places and times; how to debate these works in class discussion; how to produce concise and precise reading notes based on an argument/counter-argument format; and how to work collaboratively on the group project.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL203**
Prereq: **None**

HIST243 How to Make History, or the Art of History: Past, Present, & Future
History is one of the oldest of intellectual endeavors and through its many transitions and versions around the world it is unified generally by its literary and artistic character as much as by its research intensity. It is a study of finding out but also always about the telling. With the development of professional historiography in the 19th century, the imaginative and creative aspects of making history have been spoken about less, but they have remained crucial parts of history's success. Today especially, it is important to understand the versions of history-making that have existed and the possibilities for students and other historians to make well-shaped, moving, decisive history. The course will examine the history of history-making, looking through its long history around the world to understand historiographical developments but also to give ourselves examples now for ways of writing history more effectively. The course will pay unusual attention to the possibilities of making history today, not only in the academy, but in fiction, in film, on television--everywhere that history is, in fact, made.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST244 The Ottoman World
This course treats some of the major themes of Ottoman state and society, one of the major empires of the world out of which many new polities in the Balkans, Anatolia, the Middle East, and North Africa emerged during the 20th century. At the center of the course is the transformation of the so-called classical Ottoman state to the early modern and modern through the many shapes and forms it has taken. We will be starting from the 15th century and end with the analysis of the making of the modern Ottoman society by the beginning of the 20th century before its imminent collapse. The late 16th-century transformations and the question of Ottoman "decline," on the one hand, and transformation to a modern state on the other, comprise the historiographical context to be addressed alongside basic historical patterns and events. A primary concern is to have students engage with critical issues not only in the study of Ottoman history, but also situating this history in the discussions on world history in general, and the history of the Middle East in particular.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST244Z Imagining the End: Neoliberalism and the Arts
Many of us now like to paraphrase the philosopher Frederic Jameson when he argued that it has become "easier to imagine the end of the world than the end of capitalism." As the recent deluge of post-apocalyptic movies and documentaries about melting glaciers makes clear, this is an accurate statement. Yet while most of us imagine how neoliberal capitalism will bring about the end of the world, others try to imagine the end of the status quo. Since neoliberalism became the global hegemonic system, artists of all kinds have been imagining ways we can survive and (perhaps) overcome it: think about the songs of Tracy Chapman or Residente, the street art of Keith Haring or Lady Pink, the movies of Chloe Zhao or Alejandro González Iñárritu, or the writings of Ursula Le Guin or Roberto Bolaño. This course explores how engaged art from the 1970s to the present has responded to -- and fought against -- neoliberal hegemony in the United States, Latin America, and beyond. Through the arts, we will explore the nightmares of global collapse and the dreams of a new egalitarian and sustainable society. In addition to analyzing movies, poems, short stories, songs, and street art, we will read theoretical and historical studies that help us understand how neoliberalism shapes contemporary culture and makes art into one of the few areas in which dissent can be expressed.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST244Z, LAST244Z**
Prereq: **None**

HIST245 Modern Latin America Since 1810
This lecture course explores some of the main themes of Latin America's modern history from the beginning of the independence movements in the 19th century until the present day. In particular, it traces the contentious processes of state-formation and the creation of national and regional identities. Governments, elites, and popular movements fought over questions of race, economic development, and inequality in their attempts to formulate a particular vision of the nation. We will contextualize these struggles in global economic transformations and pay particular attention to the rise of the United States as force in the region.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST245**
Prereq: **None**

HIST246 France at War, 1934-1944
Beginning with a Parisian riot widely understood to be a fascist insurrection in 1934, followed immediately by massive popular protests from the Left, France entered a decade in which it was at war with itself, often characterized as a Franco-French civil war. These were years of uncommon political engagement, disappointments, struggle, and multiple disasters. A divided France encountered the menace of another European war, concluding with its astonishing defeat in 1940 by Nazi Germany. This seminar explores the ideological antagonisms that shaped French life during the Popular Front, a broad alliance of the Left, 1934-1938, and during the German occupation, 1940-1944, when French authorities collaborated with the occupier. We will consider interpretation and memory of these dark years and draw upon documents, films, memoirs, and journalistic accounts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST247 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"--one of the most persistent stories in history--using the very texts in which it was first articulated. We will work with selections from a range of

authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea, and many others--to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL247, CLST247, MDST249**
Prereq: **None**

HIST248 Time: A History
History unfolds across time, but time itself has a history. This course explores how people have understood, measured, and lived with time, and how those understandings have shaped social life. We will approach the history of time through three interpretive arcs drawing on the history of science, intellectual and cultural history, and social history. First, we examine efforts to quantify and measure time, from ancient sundials to modern atomic clocks. Second, we consider the multiple "temporalities" through which societies have viewed and experienced time, shaped in part by technological change. Finally, we explore how time has structured human life, including topics such as artificial lighting and the history of night, the invention of interest on debt, high-speed communication, and the concept of the Anthropocene. Through discussion of secondary texts and primary sources, supplemented with lectures, this course will explore the history of time and its role in the human experience from antiquity to present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST249 History of the End
How will it end? Scientific/political hubris, a nuclear event, an asteroid, environmental disaster, overpopulation, resource scarcity, commodity price spikes, riots, social chaos, social control? This course investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them. In spite of its orientation toward fictional scenarios, this is primarily a course about postwar American environmental and political thought, and the ways these inflect or are inflected by fantasy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST250 World History since 1700
This class is a sequel to World History, History 242, which ends in 1700. It is not necessary to take the two semesters of World History in chronological order, or even to take both semesters.

Using material culture, visual sources, primary texts, and a textbook, this course will give students a solid understanding of World History from 1700 to the present. Emphasis will be placed on the development of major cultures around the world--and there will be extended discussion of how the major cultures fail to explain much of World History.

In practical terms, students will learn how to assess a broad range of historical sources from varied places and times; how to debate these works in class discussion; how to produce concise and precise reading notes based on an argument/counter-argument format; and how to work collaboratively on the group project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST252 Botanizing Worlds
What can plants tell us about the human condition, and more broadly about the rapidly changing conditions on Earth? In recent years, scholars, writers, and artists have been calling for new ways to address "plant blindness"; finally, it appears that plants are having a moment. Plants are crucial to the survival of human life. From the food we eat to the air we breathe to the clothes we wear, plant bodies are used to build homes, cure our ailments, and feed our addictions. Putting plants to use is tantamount to survival, but this course aims for a less extractive relationship with plants. This course explores what we might gain by learning from plants -- to know them, think with them, and attune our senses to their liveliness -- raising fundamental questions about human-plant relations to reconsider what it means to be human. This course aims to gather the lively energies surrounding plants today and the expertise of scholars and regional collaborators, and direct them toward the development of a cutting-edge, interdisciplinary curriculum by bringing together researchers, artists, and curators from multiple institutions to read and discuss key works in the botanical humanities and connect with related sites (botanic gardens, greenhouses, laboratories, archives, special collections, etc.) at our campuses. This course will showcase exercises, assignments, and reading lists that can promote humanistic research and thinking with and about plants.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS263, STS252**
Prereq: **None**

HIST253 Latinx History and U.S. Empire
How has Latinx history in the United States been shaped by U.S. imperialism across the Americas? What is the relationship between different Latinx communities in the United States and U.S. empire? What role has U.S. empire played in Latinx im/migration, both historically and in our contemporary moment? Does "Latinx" refer to a race, an ethnicity, a culture, or something else entirely? How do we understand Latinidad in relation to other racial formations in the United States and the broader hemisphere? Taking these opening questions as our guides, this survey course will introduce students to Latinx history through a transnational framework by emphasizing the centrality of U.S. imperialism in understanding who Latinx people are and how they have ended up in the United States. The course will trace the histories of U.S. imperialism and Latinx communities beginning in the nineteenth century and extending into the present day. An emphasis will be placed on interdisciplinary historical approaches to the study of Latinidad and Latinxs in the United States as related to U.S. imperialism and colonialism, racial capitalism, transnational racial and ethnic formations, and im/migration. Students will be exposed to the approaches of cultural, social, gender, political, oral, labour, and legal historians, alongside the work of Ethnic Studies, Latinx Studies, and American Studies scholars.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

HIST254 Science in Western Culture
This course offers an introduction to the history of the sciences between the late 17th and early 20th centuries, with the aim of understanding the varied ways of knowing that have come to be called "science" and how they have attained such an important status in shaping modern Western culture. To do so, we will both investigate key intellectual developments--such as Newtonianism, theories of energy and matter, and the rise of evolutionary thought--and consider these ideas in the cultural contexts in which they developed to better understand how people have "done science" in different times and places. Throughout, we will pay attention to the relationships between science and other knowledge systems, between scientists and nonscientists, and between science and state power by exploring the changing nature of scientific authority, the cultural status of the scientist, and the connections among science, commerce, technology, and empire.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS254**
Prereq: **None**

HIST255 The Vikings and the Viking Age, 700-1243
The Vikings erupted from their isolated northern homelands throughout Europe from the eighth century, and arguably reoriented European history both in the West, where they were instrumental in the history of the British Isles and France, as well as the East, where they were founders of the Russian kingdom. By 1100, they and their descendants had also established themselves in the Mediterranean, Italy, Sicily, and the Holy Land. This course will examine the reasons the Vikings emerged, and will explain their role not only as warriors, but as important merchants, administrators, and contributors to a robust European literary culture. They provide the perfect avenue by which to understand the creation of European culture and politics. The course will also act as an introduction to the dark age history of England, France, and Northern Europe.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST255**
Prereq: **None**

HIST257 From Chocolate to Coca: Commodities and the Making of Latin America
Bananas, silver, and coffee connect Latin America to consumers across the globe. From the discovery of massive silver deposits in Potosí in the 16th century to the growth of the illegal drug industry in the 20th century, these commodities have shaped how people work and eat, not only in Latin America but worldwide. Everyday goods like sugar or rubber have also given rise to political revolutions, environmental destruction, scientific discovery, and new literary and artistic movements across the region. How do commodities shape the societies that produce or consume them? What commodities are shaping today's global economy? Is it possible to extract these goods in a sustainable way?

This course combines approaches from anthropology, history of science, and environmental history to study key commodities in the history of Latin America from the colonial period until the present day. It will examine the ways in which various material goods linked local actors to broad networks of production and consumption of an increasingly interconnected global economy. The course will pay particular attention to how these relationships irretrievably changed local communities and to the ways in which historical actors contested, adapted to, or transformed production and consumption regimes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST218**
Prereq: **None**

HIST258 Intimate Histories: Black Women's Sexuality
Black feminist theory teaches us that African American women have historically confronted racism and sexism in addition to other forms of oppression. How has this experience shaped the sexual lives of everyday black women and famous figures? This course places the sexual at the center of African American women's history. It will examine how regimes of violence have intervened in black women's sexual freedom, from intimate bonds to reproduction to same-sex desire. It will cover black women's resistance to these regimes; to their sexual agency in diverse spaces from the plantation to the porn industry. This course will also tackle the enduring impact of the Jezebel stereotype in the history of black women's sexuality. Using primary and secondary sources, this class will fundamentally investigate the significance of African American women's sexual history in the histories of American sexual, racial, gender, and class politics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM242, FGSS242**
Prereq: **None**

HIST259 Asians and Pacific Islanders in U.S. Empire
This course forefronts the diversity of experiences between and within the Asian and Pacific Islander communities in the U.S. empire both on the North American continent and in the Pacific. While political and social categories place Asians and Pacific Islanders within the same group, the groups' vastly varied experiences under U.S. empire makes it necessary to challenge the historical narratives that gloss over key contexts that continue to influence Asian American and Pacific Islander American experiences today. Thus, we will engage in an integrated, not conflated, history of Asians and Pacific islanders, paying attention to the specificities of imperial experiences and their effects on race, class, gender, migration, and diasporic patterns. We will explore topics of immigration and migration, labor and trade, citizenship and belonging, race and indigeneity, gender and sexuality, war and militarism, religion and culture in various contexts, including cities such as San Francisco and New York, regions such as the Pacific Northwest and the American South, countries of the Pacific Rim including the Philippines and Vietnam, and the Pacific islands such as Guam, Hawai'i, and American Samoa.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST260 Seeking the Land of the Rising Sun: Introduction to Premodern Japanese History and Culture
This class spans the course of human history on the Japanese archipelago from long before the adaption of the Chinese writing and legal system to the climactic Battle of Sekigahara in 1600, which ushered in the Tokugawa Shogunate. Throughout the course, we will explore many narratives of Japanese history, delving into topics such as politics, religion, war, economics, literature, and the day-to-day lives of the Japanese people across time. By the end of this course, you will have a firm grasp on topics such as the extravagant court culture of Kyoto during the Heian period, the unique relationship between Shinto and Buddhism, the rise of warriors in the provinces, and the eventual breakdown of a centralized state that led to more than one hundred years of civil strife. Further, you will be able to qualify the national and international "image" of traditional Japanese culture that has been crafted through an emphasis on the many connections, however tenuous, that exist between premodern and

modern Japan, such as samurai, Bushido, Shinto, sumo wrestlers, ninja, etc. No former knowledge of Japan or Asia is required for this course. All lectures, weekly readings, and books included on the list for the comparative book review will be in English. All readings will be provided save for the required textbook, Japan Emerging: Premodern History to 1850, and the books for the comparative book review. The ebook of Japan Emerging is available for free through the library.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS260**
Prereq: **None**

HIST261 Enlightenment and Science
This course will examine the positive and negative ways that 21st-century science and technology have been impacted by the Enlightenment. In this earlier time, without government or private sources of funding for science, the emphasis on immediate outcomes became common. Practitioners of science often had to be showmen to attract attention in order to get funding. Through the study of contemporary news articles, this class will also consider such ethical choices, many of them to do with resource allocation, that we are facing in science, medicine, and technology today. It has been assumed that the modern age was drawn from the scientific method and the scientific advances of the Enlightenment. It was Émilie du Châtelet and Voltaire, both strong supporters of Isaac Newton, who, in the mid-18th century, chose the rational, scientific method as the marker of their intellectual age, the Enlightenment. This choice was adopted by their intellectual cohort, and in turn it was slowly accepted as the standard by European society overall. Thus Enlightenment science did not only lead to modern, 21st-century science, it also directly shaped modern attitudes toward the proper running of society and this continues until today. Yet, little work has been done on what it means to organize a society along scientific principles, especially given that this represented a sharp shift away from traditional decision-making on the state level, and a move towards secularization. How did this new, rational approach shift the priorities of European societies, particularly in terms of the distribution of resources? In the 18th century, there was also a desire by educated readers who were not themselves practicing science to learn more about both the history of science and contemporary scientific discoveries. In this century, emerging modern science was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans as well as privileged practitioners of science. Talented young men from less privileged backgrounds were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women (in a time when women had virtually no legal rights apart from their male relatives) were also active in scientific circles, perhaps most notably Margaret Cavendish, Émilie du Châtelet, and Caroline Herschel. Women were also the organizers of the intellectual salons in Paris and the political salons in London. In both cases, science was discussed as a normal topic of discussion, not just a subject for specialists. However, the professionalization and specialization of the sciences in the 19th century led to mixed results--it certainly allowed for a substantial increase in the scale of modern scientific work. Nevertheless, it also led to a less open attitude toward those not trained as scientists in the newly established manner. It also resulted in the end of educated people outside of the sciences considering science to be an area that they should know in order to be proper citizens, not just intellectuals. For centuries it was assumed that the modern age was drawn from the scientific advances of the European Enlightenment in the 18th century. Then, in the last few decades, many scholars started to attack what has been called the Enlightenment Project with its wholesale emphasis on science and rationality. Others have found that there were also valuable nonscientific achievements in Europe during the Enlightenment. However, there is a need to bring the scientific method and the technological advances of the 18th century back into the conversation about the science of that time and then of our own time. Given that we now live in an age both bettered and dominated by science and technology, it is of paramount importance to understand the origins of modern science and technology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL213**
Prereq: **None**

HIST261Z Enlightenment and Science
This course will be a study of how we, as a society, have obtained our views on science. The class will concentrate on the positive and negative ways that twenty-first-century science and technology have been impacted by the Enlightenment. In general terms, the long-eighteenth-century European Enlightenment is taken to be the marker of the modern age--when modern science emerged. The time has now come for a reconsideration of the complexity of science and the scientific method during the Enlightenment as a means of comprehending its direct impact on the modern age in which we are living today. This class will focus overall on the strengths and weaknesses that modern science, technology, and thus society have inherited from the Enlightenment.

This is not wholly a story of science and technology in the West, but a World History story. This class will highlight test cases and ethical choices--to give two modern examples, decisions about resource allocation, that of fossil fuels and vaccines--that we are facing today. These choices are not made simply on scientific, logical lines but also according to the preferences of society. In order to understand our current situation, we must inform ourselves about how we arrived at this situation. Two centuries ago, without government or private sources of funding for science, the emphasis on immediate outcomes in science became common. Practitioners of science (the term "scientist" was not used until the nineteenth century) often had to be showmen to attract attention in order to get funding. Likewise, by the twenty-first century, it is now almost impossible for scientists to get grants for pure research; winning applications have to stress immediate public outcomes in order to get funded. This effectively puts a stopper into the very source of new scientific ideas--pure science--and of virtually all new scientific break throughs, and this is a world-wide trend in the sciences.

In this class, we will examine crucial examples of the key scientific subjects that emerged during the Enlightenment, and social and political responses to these same scientific discoveries, from both the Enlightenment and Counter-Enlightenment, which stressed religion over science. We will read responses from non-practitioners of science at the time--educated people trying to make sense of emerging modern science in the midst of politically and economic troubled times. There was, in the eighteenth century, no safety net--such as unemployment benefits--for those who wanted to practice science in a time that there were no jobs in science. There was certainly no safety net for rest of society either. The parallels to our own time are self-evident: political polarization, closely linked to radically different views toward science, in the midst of epidemics and widespread financial distress.

Emerging modern science in the long eighteenth century was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans in addition to well-connected practitioners of science. Talented young men from less privileged backgrounds

were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women (in a time when women had virtually no legal rights apart from their male relatives) were also active in scientific circles. Such accomplished women were rare during the Enlightenment but they should not be ignored. Margaret Cavendish, Emilie du Chatelet, and Caroline Herschel are prime examples of women practitioners of mathematics, physics, and astronomy respectively. Women were also the organizers of the intellectual salons in Paris and the political salons in London. In all these cases, even the political salons, science was discussed as a general topic of discussion, not just a subject for specialists. And those knowledgeable in the sciences were expected to make their work accessible to non-specialists. Later, however, the nineteenth-century professionalization of, and specialization in the sciences led to mixed results. It certainly allowed for a substantial increase in the scale of modern scientific work. Nevertheless, it also led to a less open attitude toward those not trained as scientists in the newly-established manner. Alas, it also resulted in the end of the belief that educated people outside of the sciences should know about it in order to be proper citizens. Overall, this class will address areas of commonality and difference between Enlightenment science and technology and modern science and technology, including lingering problems, as well as possible solutions suggested from past writings and experiences.

There will be many distinctive aspects of this class. One will be the intensive textual analysis of primary documents in class. Another will be the active participation of several guest speakers. There will also be a virtual visit to Special Collections, Olin Library, Wesleyan University.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS261Z**
Prereq: **None**

HIST262 Atomic Africa: A Technological History of the Cold War
"Atomic Power Programme Moves Ahead: NUCLEAR REACTOR FOR GHANA" In 1962 the Ghanaian Times proclaimed Ghana's atomic ambitions. Strikingly, it was only two years after the West African nation raised the international alarm against France's nuclear testing in the Sahara. In the midst of the global Cold War, African activists, politicians and scientists called for an end to nuclear imperialism and struggled for political and scientific sovereignty. It was an era marked by the struggle for decolonization but also by the promise of a new technological age. As African politicians planned for an Africa of the future, they faced intense political pressures from both the U.S. and the Soviet Union. They also formed partnerships with China and Cuba, reshaping the international lines of Cold War cooperation and the nature of "development." Over the course of the semester, we will examine Cold War stories across the continent including the mining of uranium, the international Congo Crisis, the development of African radiation experts, the use of radio by liberation forces in Angola, the emergence of an African Jet Age, and the building of the Freedom Railway in Tanzania. In addition, we will examine how students, workers, and scientists negotiated the currents of the Cold War and responded in creative ways to produce their own Atomic Africa.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS263**
Prereq: **None**

HIST263 Inside Nazi Germany, 1933--1945
This survey course seeks to give a firm historical grounding in the processes that led to Hitler's rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an awareness of the complex of factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its history. Just as importantly, we will consider the continued relevance of the legacy of National Socialism and the Holocaust to our evaluation of national and international affairs in the 21st century.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GRST263**
Prereq: **None**

HIST264 Waterways: Maritime World History
Human history has been shaped by the sea. Whether as a source of food, a frontier, a boundary, or a bridge, the sea has represented a site of both opportunity and danger. This course will examine the way humans have responded to their marine and maritime environments, both in terms of the technologies they have developed to navigate and exploit them but also insofar as the sea has shaped the way humans think about themselves. While our inquiry will extend into the deep past and the early development of human culture and civilization, we will focus on maritime history over the past millennium, the development of oceanic worlds, the rise of the "age of sail" between the 16th and 19th centuries, and the transformation of global navigation and politics with the rise of steam, diesel, and nuclear power.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **ENVS264**
Prereq: **None**

HIST265 From Modern Empire to Economic and Cultural Powerhouse: Introduction to Modern Japanese History and
A survey of Japanese civilization from prehistory to the beginning of the 21st century. This course examines Japanese history and culture in chronological order, introducing important events and individuals, prominent literary and artistic works, and recurring themes across the ages. We will explore the definition and boundaries of Japan itself, delving into how the needs of modernization and industrialization propelled colonial and imperialist expansion, which violently reshaped peoples and cultures both inside and outside the country's current borders. across the Japanese archipelago interacted and coalesced into the foundation of what we recognize today as the nation of Japan. The course also also devotes a significant portion of time to Japan post-World War II, examining the political, economic, social, and cultural changes that transformed Japan's international image into a land of peace and tradition today. In addition to the main textbook, the reading assignments incorporate a significant number of primary sources, ranging from government edicts, laws, and ideological tracts to literature and private correspondence.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS275**
Prereq: **None**

HIST265Z The History of Surveillance and Information in the United States
This course considers the history of surveillance and information in the United States during the 19th and 20th centuries. We will explore technologies and systems that evolved during this period to track, codify, and control people in the US and abroad, as well the many efforts to resist these processes. Readings and lectures will pay particular attention to how surveillance and control over information empowered both the state and private entities in novel ways. The course is built around supporting students as they undertake a research project that interrogates how information and surveillance have shaped contemporary life.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST266 Visions of World Order: From the French Revolution to the Present
This course offers a survey of how social scientists, philosophers, and statesmen have understood and imagined global order from the late 18th century until the present. The course first examines interpretations of global order that emerged during the late 18th and 19th centuries: Cosmopolitanism (Immanuel Kant), Positivism (August Comte, Saint Simon), Nationalism (Giuseppe Mazzini), and Marxism. The course then turns to the first half of the 20th century by examining the international thought of W.E.B. Dubois, Marcus Garvey, Rosa Luxemburg, and Gandhi, while also discussing fascist and liberal internationalist views of world order that emerged after World War I. The third part of the course discusses visions of Cold War order connected to American modernization theory (W.W. Rostow), neoliberalism (Friedrich Hayek), post-colonialism (Franz Fanon), Third Worldism, Neoconservatism (Jeane Kirkpatrick), and Systems Theory. The course concludes with the Post-Cold War period and how it has been imagined by such thinkers as Francis Fukuyama and Samuel Huntington along with a discussion of such topics as the global turn to nationalism, the Green New Deal, and the "New Cold War with China."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST267 Development in Question: Conservation in Africa
"Why not plant trees?" In 1977 Wangari Maathai started the Green Belt Movement, a popular environmental revolution, in Kenya. Then in the 1990s Nigeria Ken Saro-Wiwa fought for the rights of local communities against the multi-national oil industry. Like many African activists, scientists, and farmers, they placed African experiences at the center of environmental policy and conservation. Yet, popular images of the continent's environment in perpetual crisis blame African practices or disregard African efforts. Such depictions of "desertification" or "over grazing" have impacted international and governmental policy. Recent scholarship suggests that such common perceptions of the environment in Africa and conservation policy are misleading. This course will allow students to critically study the history of environmental management on the continent and the development of the idea of conservation. We will examine game park politics, the history of resource extraction, climate change, and other pressing environmental concerns. We will also study diverse African environmental perspectives from the guardians of sacred forests to activists such as Wangari Maathai and Ken Saro-Wiwa.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS267, STS267**
Prereq: **None**

HIST268 The Origins of Global Capitalism: Economic History, 1400--1800
This course explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit by 1800. Among other things, it seeks to provide answers for why China's economy--perhaps the most sophisticated in the world before 1500--fell into relative stagnation and why Europe was the first region to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. The course begins by exploring late medieval European agriculture, market systems, institutions, and technology to reveal how the paths of economic development taken in Europe began to diverge fundamentally from those taken by societies in Africa, Asia, and the Americas. It will explore the role of the spice trade in the expansion of European influence abroad, the significance of new food and cash crops in the development of plantation systems and long-haul trade, the impact of organized coercion in the development of monopolies and monopoly companies, and the role of proto-industrial methods of production and colonial economies in the birth of the Industrial Revolution. The course aims to be accessible, broad, and comparative, drawing insights from many fields to consider the environmental, geographical, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST268**
Prereq: **None**

HIST269 Modern British History, 1688 to Present
This course provides an introduction to general developments in British history from the late 17th century through to the current day. A variety of themes will be drawn from primary and archival sources and recent historical scholarship. We will look at realities and representations, considering how the British past is interpreted through both academic scholarship and popular culture/collective memory (e.g. film, television).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST270 On Evidence: Archives, Museums, and Prisons
This course introduces an interdisciplinary study of the idea of evidence in connection to the modern development of archives, museums, and prisons, by setting this in a contemporary dialog with the discourses on state violence, incarceration, and refugeetude. This course will firstly establish historical and theoretical connections between carcerality, Western archival record-keeping practices (e.g., scientific grids, mugshots, taxonomies, and forms of surveillance), and museological frameworks developed during the transition from the 19th to the 20th century.

Furthermore, it considers how records, artifacts, digital data, bones, sites of "memories," oral traditions, embodied knowledge, or intergenerational trauma can become evidentiary material. Such inquiries are central to decolonial archival studies as they are critical for historically marginalized, racialized, and gendered subjects, whose claims to social justice, human rights, and cultural heritage are tied to the aftermaths of slavery, genocides, and colonialism. Our readings and discussions will specifically draw upon decolonial archival studies, digital

humanities, visual studies, human rights discourse, Asian American studies, Black studies, and Indigenous studies, which have continuously challenged what constitutes evidence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM260**
Prereq: **None**

HIST271 Free the Land: Histories of Environmental Racism
This course will introduce students to the study and discussion of environmental racism and environmental justice in the United States that centers the histories and experiences of communities of color. Environmental racism is defined by Dr. Robert Bullard ("the Father of Environmental Justice'') as "any policy, practice or directive that differentially affects or disadvantages (where intended or unintended) individuals, groups or communities based on race." This course expands and illuminates this definition through examinations of watershed moments--from the Transatlantic Slave Trade to struggles in the greater Connecticut River Valley today--in which communities of color in the United States bear the deadly brunt of toxic fumes, poisoned groundwater, nuclear waste, perilous disaster work, land theft, and the slow violence of biological extermination. Throughout the semester, we will read scholarly texts, engage primary sources, analyze popular and independent media, and study testimony and self-published materials from activists and eyewitnesses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS266**
Prereq: **None**

HIST272 Law, Court, and Crime in England, 600--1660
This course will discuss the nature and development of law, dispute resolution, custom, and rule in England from the arrival of the English on the island in the age of Arthur when feud and compensatory justice dominated. It will then examine the rise of royal power, local custom, and the common law in the 12th and 13th centuries, including the Magna Carta crisis. We will focus on the growing politicization of law and the development of courts and lawyers alongside new sorts of lawmaking in parliament and through the power of the king. The growth and challenge of royal and parliamentary power will frame the last parts of the course that anticipate the revolutionary crisis of the 17th century. Along the way, the course will ask, Who gets to make law, what is the role of writing in the development of custom and law, how did the English decide who was right and who wrong: calculation, testimony, jury, or ordeal? What were the forms of punishment and compensation employed, and what did this tell us of conceptions of the person: mutilation, execution, or incarceration? How did social status and gender shape expectations and outcomes in the legal process: Who could be a legal actor, a responsible malefactor, a property owner, or a slave; who could be judge and legislator? The course will be based on the examination both of recent scholarship and a wide array of primary sources such as law codes, court record books, advice manuals, literature, treatises on law, and the practical documents from lawyers in courts and judges that are plentiful in medieval, Tudor, and Stuart England. The course provides a background to the sources of law in early America as well as other common law countries around the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST272**
Prereq: **None**

HIST273 Well-Behaved Women Seldom Make History: Gender, Sex, and Power in Colonial America
When Laurel Thatcher Ulrich wrote that "well-behaved women seldom make history," she meant that colonial women who conformed to gendered and sexual expectations rarely emerged in the historical record. As such, the women who feature most prominently as individuals in the historical record of the colonial period are those who acted outside proscribed social norms. We will, therefore, look at the ways that colonial Americans attempted to police those prescribed social boundaries from the persecution of Anne Hutchinson, to their fascination with witchcraft, to their reification of white womanhood. As we will see, many used intimacy to shape the world they lived in even as they were left out of the formal aspects of governing. Finally, this course seeks to understand how early Americans both constructed those gendered expectations and how they served to reinforce the patriarchal, racial, and colonial hierarchies of early America.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST274 Crisis, Constitution, and War: the U.S.'s Early Decades
It is common today for Americans to fight over how to interpret the U.S.'s early decades. Specifically, recent decisions by the U.S. Supreme Court (some guided by originalist jurisprudence) have sparked vigorous debate over the meaning of the U.S. Constitution. This course not only examines the Constitutional Convention of 1787, but also the preceding years of unrest and crises such as Shay's Rebellion. Military history is another important focus of the course, and students will discuss the technological, operational, and social dynamics of the Quasi-War, Barbary Wars, and the War of 1812. Finally, this course also investigates how the U.S. struggled to exercise power in North America, as free and enslaved peoples resisted its authority during the Whiskey Rebellion, Wars of the Northwest Territory, and Gabriel's Rebellion. One unique aspect of this course is its four-week long embodied learning exercise, as students "gather" in 1780s Philadelphia as constitutional convention delegates. What exactly they are gathering to accomplish is a matter of controversy, but ultimately the student-delegates will work through "sectional interests, backroom deal-making, personal rivalries, and foreign intrigue" as they attempt to approve a new constitution within the constraints of the era's historical context.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST275 Empires on Fire: Revolutions in the Atlantic World
This class will explore what historians have called the "Age of Revolutions." The ideas, ideologies, and actions that set empires aflame during the long 18th century formed an entangled revolutionary experience that spread from one part of the Atlantic world to the next. From England's "Glorious Revolution" in 1688 to the American, French, and Haitian revolutions at the end of the 18th century, and then on to the South American and Canadian uprisings in the early 19th century, this course will examine revolutions not as discrete events but as interrelated processes. By studying the perspectives of leading politicians, regular subjects and citizens, and marginalized groups, students will investigate the wide variety of revolutionary experiences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST275Z Building a Relational Database: Introduction to Historical Research Data

This course empowers students to become not only readers of history but creators of historical data, new scholars actively seizing the current digital history moment as an occasion to break down history's myths through the activities of research, datafication, and analysis. The digital age -- even the advent of GenAI -- has changed nothing fundamental about the practice of historical research. But it could: the digital age is an opportunity for scholars to act as agents of change. This winter course focuses on the role of data in existing historical practices. Our series of focused workshops and targeted research investigations will enact and enable new methods and practices of history. Targeted readings address current theories and methods for working with the range of historical source materials: moth-eaten archives, curated library collections, digitizations, and digital-born objects. We will then get right to work on practices and your own research projects. Students will set up an archival relational database through the web-based tool Nodegoat. They will finish the session by curating their own historical archive, which they will codify as a relational database, and then explore development through further research or publication.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL375Z, QAC205Z**
Prereq: **None**

HIST276 Sultans, Saints, and Scholars: The Rise of the Ottoman World

How did a small band of Turkish nomads at the frontiers of the Byzantine Empire transform into a world power spanning three continents? In this class, we will explore the dynamic history of the Ottoman Empire from its emergence in the early fourteenth century until the early seventeenth century. This course traces the political, cultural, and social developments that shaped the Ottoman Empire's rise and left a lasting impact on the Middle East, Europe, and beyond. Key topics include the significance of Istanbul as a cultural and political hub, the interplay of religion and governance, the role of the sultan, the palace, and the harem, the dynamics of urban life, coffeehouse culture, and the ways the Ottomans saw themselves in relation to their neighbors and the world. We will analyze primary sources like travelers' accounts, dream diaries, poetry, and court records -- alongside modern scholarship -- to understand how the Ottomans governed their diverse populations, navigated religious pluralism, and adapted to changing political landscapes and environmental pressures. We will also examine the role of saints, mystics, and scholars who influenced spiritual life and shaped ideas of law and community. No prior background in Ottoman or Middle Eastern history is required -- just a curiosity about the past and a willingness to engage with complex histories.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST278 Visualizing Firearms History: An Applied Quantitative and Archival Approach for a Project-Based Expl

This project-based course provides a unique cross-disciplinary opportunity to study important historical questions surrounding firearms. Combining quantitative methodology in data science with qualitative research methods in history, students will answer questions they are passionate about based on existing datasets. Students will read, discuss, and write responses to the latest historical scholarship on the technological development of guns, firearms in media, gun violence statistics, and advertisements. Students will choose one of four datasets to research and analyze. These include data sets related to firearms patents since the 1820s, firearms in media (film, television, anime, games), firearms-related deaths, and advertisements of firearms. Students will develop skills in hypothesis testing and inferential statistical analysis alongside qualitative research methods used in history. The course offers one-on-one support and training in the skills required to complete a team-based final project. The final project will be hybrid between a research paper and also an exhibit (e.g., film, website, media, art installation). Students will present their work at the center's third annual undergraduate research conference (Spring 2025). Select students can apply to continue on as QAC summer apprentices and Baker Collabria Fellows in Data Analysis, and as CSGS NEH-funded summer history research fellows and as History thesis researchers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **QAC204, CHUM278**
Prereq: **None**

HIST279 The Making of Modern Japan

This class spans the course of modern Japanese history from the dawn of the Tokugawa Shogunate in 1600 to Japan's current struggles with economic recession and declining birth rate. Throughout the course, we will delve into topics such as politics, religion, war, economics, media, and the daily lives of the Japanese people to shed light on how Japan has adapted to the onslaught of new domestic and global challenges that have occurred over the past four centuries. By the end of this course, you will have a firm grasp on topics such as the complex nature of Bushido, the first "miraculous" industrialization of a non-european nation, the rise of Japanese imperialism, the postwar path to pacifism, and Japan's global position as a leader in technology, tourism, public transportation, and soft power. No former knowledge of Japan or Asia is required for this course. All lectures, weekly readings, and books included on the list for the comparative book review will be in English. All readings will be provided save for the books for the comparative book review.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS279**
Prereq: **None**

HIST280 The Industrial Revolution in Global Context: Economic History Since 1800

With the development of mechanized industry in the late 18th century, a productivity revolution was unleashed that would soon spread from Britain to continental Europe, North America, and Japan. By the early 21st century, three successive industrial revolutions had profoundly transformed these societies as well as the rapidly developing economies of East and South Asia. This course analyzes the historical forces driving this process. It begins by studying the transformation of Europe's overwhelmingly rural and agricultural economy into a predominantly urban and industrial one, looking closely at entrepreneurs, technology, and changing trading patterns during various phases of this process. The focus will be on Britain, Germany, the United States, and Japan, considering not only industrial development but also its broader implications, including colonial empire, great power rivalry, protectionism, economic depressions, and warfare, to highlight the complex relationship between economic and political power. The course will also analyze how industrial capitalism survived the disasters of the 20th century to drive a process of regional and global economic integration in the late 20th century. It will conclude by considering the opportunities and challenges posed to the mature industrial economies by the newly emerging industrial powers China and India.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST281 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)
This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi "New Order." We will explore the reasons for the ultimate failure of the German war effort and the country's catastrophic destruction and defeat in 1945, as well as Germany's postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizone Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST281, GRST350**
Prereq: **GRST213**

HIST282 Histories of Ukraine
Over the course of its history, Ukraine has been a site of multiple political projects and diverse historical experiences. As a concept that encompasses a specific territory, it has also been a space where multiple communities--Ukrainians, Russians, Jews, and Poles--have histories. This course will look at how these histories have been shaped by and alongside one another, and the kind of political programs, obstacles, and possibilities that have emerged through these encounters. It will ask why Ukraine and its history have been the subject of so much confusion and controversy, and examine the concepts (nation, state, people, culture) that transform a space into a place, a land into a home.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES200**
Prereq: **None**

HIST283 The History of Emotions & Religion: Feeling One's Way to the Past
When examining the lives of communities, societies, and religions, scholars tend to focus on ideas and practices such as "justice" and "salvation" or fair elections and religious discipline. But what about emotions? For reasons we will examine, Western scholars -- and, thus, students -- have often overlooked the centrality of emotions in the social interactions of and between various cultures. This seminar will consider various historical (and a few contemporary) references to emotion in written texts. It will take into account the variability of the language about emotions (indeed, does the category of "emotion" even translate into all languages?). Emotions examined in American, European, South Asian, and Middle Eastern contexts include those that might be translated into current American English as fear, love, awe, submission, dispassion, pride, and loyalty. Each will be considered in their historical context with reference to the contemporary terms used and their linguistic register. Papers will involve the use of historical dictionaries and encyclopedias in order to understand period uses of terms we might now described as "emotive." Seminar members will visit with Wesleyan's Rare Books staff in preparation for a final project that will require use of the archives of either Wesleyan or the Middlesex Historical Society.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI265**
Prereq: **None**

HIST284 Death and the Limits of Representation
The disciplines of history, philosophy, and literature all hinge on the issue of representation. The ability to communicate ideas, visions, or arguments all depend on the ability to represent these abstract notions in a concrete and recognizable form. In this course we will problematize the basis of all three disciplines by exploring Death as the limit of representation: as that which is ultimately unknowable (or knowable only second-hand) and thus beyond representation. Indeed, what is the concept of the "ghost" but an attempt to represent someone who is dead in the recognizable form of the body that once lived. Yet, the ghost appears and disappears, is not bound by the laws of time or space, and is largely present in its absence. By exploring texts by such authors as Plato, Shakespeare, Poe, Derrida, Levinas, Mbembe, and Hartman, and studying historical events such as the "black death," the Middle Passage, and the Shoah, we will attempt to understand the project of representation and its limits.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL282**
Prereq: **None**

HIST285 Modern South Asia
This course examines the history of South Asia since the 1940s. Using a combination of memoir, history, and film, we examine the forces that have shaped South Asia (India, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka) in the twentieth and twenty-first centuries. We begin with the trauma of Partition in 1947 and then work backwards and forwards in time to explore key themes like religious nationalism, popular media, caste, language politics, war, separatism, policing, the logistics of democracy, and economic development.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS285**
Prereq: **None**

HIST286 Photography and Law: Mugshots, Privacy and Publicity, Obscenity, Copyright, and Evidence
This seminar is designed as an introduction to the major developments in the legal history of photography in transatlantic (US-UK especially) society from the first law cases involving photography in 1840 through to contemporary legal debates about such topics as cameras in the courtroom, sexting, surveillance, photographing police, dash cam and body cam videos, admissibility of photographs as evidence, obscenity and moral boundaries of subject matter, and copyright. A range of secondary historical and theoretical writings will anchor the discussions, but the course will focus primarily on student analysis and interpretation of primary and archival sources (texts of legal cases, law reviews and dissertation, news articles, and documentary and video footage). Students will gain knowledge of how legal history has shaped the history of photography, and new perspectives on the historical origins of contemporary issues in photography and digital imaging. This course should be of interest especially to history majors and non-majors who are interested in law, photography, and culture and will also contribute to the "Visual and Material Studies" module in History.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ARHA264**
Prereq: **None**

HIST287 Science in Modernity and After: 20th-Century Science and Technology
The 20th century was a time of dramatic achievements in science, from nuclear physics to space exploration to gene sequencing. It also saw the emergence of many of the technologies that underpin our world today: atomic weapons, electronic digital computers, synthetic fertilizers, and high-yield crop varieties, to name a few examples. This course surveys these developments, focusing not only on the histories of specific ideas and techniques, but more broadly exploring the complex relationship between science and technology; the relationship between science, the military, and state power; the changing cultural and political influence of scientists and engineers; the institutions and places where science and innovation gets done; the globalization of science and technology; and the emergence of critiques of science and technology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **STS287**
Prereq: **None**

HIST288 Delhi: The Past in the Present
This seminar examines the history of Delhi, one of the largest and oldest cities on the planet. Our focus will be on the ways the layers of Delhi's past protrude into and inform Delhi's present. We will combine a chronological and thematic approach, paying particular attention to material culture, memory, public history, and the environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST289 God & Guns: The History of Faith and Firearms in America
This course examines the history of firearms and religion in the United States, ultimately seeking to understand the significance of gun culture within American Christianity and the powerful "God & Guns" story at the core of many Americans' identity. Beginning with an overview of colonial and revolutionary-era views of firearms and violence, the course examines the influence of slavery, gender, and the wars of the 20th century, paying special attention to the emergence of a masculine, warrior Jesus within evangelical and fundamentalist communities during the Cold War. Students will be challenged to consider the ways in which this story helps explain one facet of popular support for Donald Trump and to reflect on how firearms are central to the identity of many conservative American Christians.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RELI263**
Prereq: **None**

HIST290 Environmental and Industrial History of the Long Island Sound
This course is a history of the Long Island Sound, the body of water which stretches from the East River in New York City to Block Island in Rhode Island and connects the eastern seaboard states of New York and Connecticut to the Atlantic Ocean. After a brief account of the sound's glacial history and riverine geography, we will focus on the environmental, social, and economic history of the region from the 18th to 21st centuries, with a focus on exploitation for textiles, metal production, fishing, and oystering. We will dedicate special attention to industrial pollution and federal, state, and local efforts to assess environmental impacts and restrict dumping in the sound. Field trips will include a visit to Manresa Island, the site of a coal-fired power plant (and later, oil), shuttered amid heavy flooding during Hurricane Sandy (2012). Topics discussed include the regulation and remediation of dumped sediment in Norwalk Harbor and Manresa Island containing heavy metals and coal ash.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS268**
Prereq: **None**

HIST291 Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book "Male Daughters, Female Husbands: Gender and Sex in an African Society" (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category.

This seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL323, FGSS269**
Prereq: **None**

HIST291Z Gender and History: Global Feminist Theories and Narratives of the Past
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book Male Daughters, Female Husbands: Gender and Sex in an African Society (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. For the first three weeks of the summer session we will focus on 1) Producing a Gendered Discipline 2) Feminist Theories and Sexualities and 3) Gender in the Archive. In the final week, students will produce a final research paper relating to one of four possible themes: International Feminisms, Women's Rights, Queering Histories, or Gender and Labor. Our readings for the

week will guide an in-depth discussion of each topic. The course is especially appropriate for prospective history and feminist, gender and sexuality majors (this is a gateway course for FGSS), though all students interested in using gender as a category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL323Z, FGSS268Z**
Prereq: **None**

HIST292 Remaking Empire: The Ottomans in an Age of Transformation (1622-1839)
This course examines the Ottoman Empire from the upheavals surrounding the regicide of Osman II in 1622 to the start of the Tanzimat reforms of 1839. Traditionally labeled a period of decline, these two centuries now appear as an era of profound transformation. We will explore shifting patterns of political authority, the rise of provincial households, reconfigurations of military and fiscal institutions, and the dynamism of religious, intellectual, and urban life. The course also situates the empire within broader currents of early modern change, including global trade, diplomacy, and technological adaptation. Through analysis of primary sources and recent scholarship, students will analyze how the Ottomans confronted crisis, negotiated reform, and reimagined imperial order, laying crucial foundations for the nineteenth-century restructuring that foregrounds the modern Middle East. No prior knowledge of Ottoman history is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST293 Advanced Research in Digital History
The digital age has changed everything and nothing about the practice of historical research. After being equipped with core concepts, terminology, and practices of historical research, students will engage and explore various applications: across moth-eaten archives, curated library collections, optical scans, and digital-born objects. We will then immediately apply this work to collectively setting up an archival relational database through the digital tool Nodegoat. Students will finish the semester by curating their own historical archive and codifying it as a relational database. Depending on the specific project and student abilities, students will also connect this work to utilizing and/or learning skills in translation, GIS, database creation, database management, and digital visualization. Successful students will be connected to the Travelers' Lab international network: an opportunity to connect, receive feedback from, and collaborate with professors at higher education institutions in the United States and around the world. Depending on the year students may also be offered conference presentation and publication opportunities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL375, QAC375**
Prereq: **None**

HIST293Z The U.S. Civil War, 1861--1865
This course surveys United States history from the early national period to the Gilded Age and the Progressive Era at the end of the 19th century. Central themes to be addressed will include the struggle over the meanings of democracy and constitutionalism, the transformations resulting from industrialization, as well as continental expansion and expropriation of Indigenous lands. We will also examine the series of reform crusades dedicated to religion, abolition and the changing roles of women. Particular attention will be paid to the formation and consolidation of the United States as both a nation state and as an emergent global imperial power.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST294 Political Fiction
Attitudes toward politics, economics, society, and history will be examined from works of fiction that directly criticize an existing society or that present an alternative, sometimes fantastic, reality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST295 Trouble in Mind: The History of Psychiatry in the United States
This is a class in the history of psychiatry (and to a lesser degree, the disciplines that comprise clinical psychology). Many of us experience disturbances of mood, thought, and behavior over the course of our lives. When we do, we sometimes seek help from those with training in medicine or psychology. This has not always been the case, however. The question we explore in this seminar is how this came to be. In so doing, we will consider how theories seeking to explain the mind and therapies seeking to treat its invisible wounds have evolved over the past two-plus centuries, and how that evolution has shaped and been shaped by the shifting ways we see, hear, imagine, react to, and -- ultimately -- attempt to relieve mental anguish.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **PSYC283**
Prereq: **None**

HIST296 Colonial Latin America
This course studies the history of Latin America and the Caribbean from pre-conquest times to the emergence of independence movements in the early 19th century. Lectures will explore the key environmental, cultural, economic, political, and religious transformations that shaped colonial societies throughout the region. Beginning with the formation of indigenous and Iberian polities before 1492, we will consider how early modern colonial governance functioned and evolved throughout the period of Spanish and Portuguese rule in the Americas. Through an array of primary and secondary sources we will reconstruct the lived experiences of a diversity of actors across the colonial world. We will pay particular attention to the methods and approaches that scholars have used to understand the history of the region.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST296**
Prereq: **None**

HIST297 Environmental Art: Research through Art/Art through Research
How can communities understand the conditions wrought by fossil fuel infrastructure and anthropogenic climate change? How should they confront environmental crisis and imagine ecological futures? What can we know about our environment, and what eludes us? Co-taught with visiting artist-composer Ari Benjamin Meyers, this class is a practical experiment in "Research through Art," and "Art through Research" (Dombois, 2009) focusing on the site of coal and oil-fired power plant shuttered amid heavy flooding during Hurricane Sandy. The landscapes of Manresa Island (South Norwalk, CT) include an abandoned

turbine hall, a birch forest on a coal ash dump, and an array of wetland and coastal habitats. Participants will use practice-based research methods to develop works of art engaging with the site in its past, present, and future conditions. The course models artistic research methods with reference to a specific site and set of environmental conditions, bringing together students from arts/performance, sciences, humanities, and social sciences to produce site-specific works in a coastal ecosystem transformed by fossil fuel infrastructure.

At the heart of this course is a concern with what it means to be uncertain. The sciences provide tools to address problems of uncertainty. Practices of research, within and beyond the sciences, gather varied approaches to not knowing. Artists employ methods drawn from multiple academic disciplines (ethnography, sociology, history, the sciences), media (technoscience, video, audio, installation, multimedia), and sites of research (archive, laboratory, biome, habitat). While artists may engage many of the same practices as academic researchers, their works break the analytic frame. Art may be prescriptive or descriptive, didactic or agnostic, pointed or indeterminate; it may delight, frustrate, provoke, agitate, or inspire. Art may be curious or inquire; it may also make space for the experience of uncertainty. How does uncertainty make us feel? How should we respond?

Students across disciplines -- performance, visual arts, music, ecology, biology, geochemistry, history, religion, sociology, psychology, anthropology, economics, government, etc. -- are encouraged to submit a statement of interest for permission of instructor (POI). The purpose of the POI is to secure a collaborative balance of students across disciplines, toward the production of environmental art that engages a broad public.

This course will require 4-6 scheduled site visits to Manresa Island in South Norwalk, CT, requiring students to leave campus by 12 p.m. Friday and return by 5 p.m. Transportation will be provided.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CSPL297, ENVS296, STS297**
Prereq: **None**

HIST298 Oh Canada: Indigenous Resistance and Settler Colonialism, 1776--1896
This course will help answer a pressing question: Why does Canada exist? As a settler state built on Indigenous homelands, Canada developed in unique ways when compared to the United States. With its deep Indigenous heritage, long history of British-French rivalries, and constant influence from the United States, Canada was (and is) defined in no small part by its inability to define itself.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST299 Mapping The Borderlands: The U.S./Mexico Border and Digital Storytelling
The U.S./Mexico border is not only a geographical boundary, but a complex mapping project, where governments and corporations project their visions of the landscape into policies and boundaries, only to run afoul of people, terrain, and climate. Therefore, this course will serve two interrelated functions: 1) to explore borderlands as a concept and spatial relations, particularly at the U.S./Mexico border 2) to use digital tools to tell spatial stories about the border. While the current location of the border is often naturalized as an ahistorical and timeless dividing line between the United States and Mexico, this course acquaints students with a long historical approach and competing perspectives on issues arising from the presence of the U.S./Mexico border/lands. Using monographs, first-hand accounts, film, and music, we will trace the recent history, politics, and culture of the borderlands, exploring topics like racialization, immigration, gender, place-making, and cultural exchange. At the same time, we will examine and apply digital methods that complement our understanding of the U.S./Mexico border.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST300 Issues in Contemporary Historiography
This course is designed to introduce history majors to a range of problems, debates, and critical practices in the discipline of history. Part I explores the ethical and public dimensions of history; Part II focuses on key schools of historical thought; Part III examines historical interpretation and primary sources; and Part IV samples varieties of evidence. This course should be taken in the student's junior year.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST301 The Spanish Civil War, 1936--1939
The Spanish Civil War erupted during a decade in Europe marked by ideological tensions, economic and social crises, the weakness of democracies contrasted to the dynamism of dictatorial regimes, and an international climate that culminated in the outbreak of World War II. The ideological character of the civil war in Spain, which appeared to pit left vs. right, or democracy vs. fascism, or nation and religious faith vs. communism and revolution, captured the imagination of Europeans and spurred their involvement in the war. All of Europe's dangers seemed to have exploded in Spain, whatever the specifically Spanish factors that unleashed and defined the struggle. This seminar will examine the events in Spain and Europe's response to them through contemporary writings, such as journalistic and participants' accounts, diplomatic documents, memoirs, films, biographies, and general and specific studies from the 1930s to the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST302 Reproductive Politics and the Family in Africa
This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal and sexual health and technologies of reproduction, but for us reproduction will be an object of historical inquiry. One of the driving questions for this course will be how reproduction has been given meaning socially. How have African societies understood abortion, infanticide, or other medical means of controlling fertility and childbirth? What has been the relationship between the family and the state? We will also examine ideas about sexuality and love, changing notions of parenthood, childhood health, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced health policy and political ideologies which, in turn, changed conceptions of motherhood, fatherhood, and the family.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-HIST**
Identical With: **FGSS303, STS302**
Prereq: **None**

HIST303 Policing and Power
This course examines the history of American policing by considering the contexts and conflicts that birthed and shaped the modern carceral state, focused primarily on the late nineteenth century to the 1980s. Moving through five modules, it considers the origins of policing and imprisonment in Europe and the United States, policing as social control or social order, the role of police in constructing the state, policing in a transnational context, and the modern era of mass incarceration. These modules ask what police power is, what histories have shaped the limits or excesses of that power, and how law enforcement shaped American society, culture, and politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST304 Middle East Intellectuals and Modernity
How have Middle Eastern intellectuals conceived and discussed modernity? We will use this question to analyze the variety in the history of thought in Middle Eastern societies in the 19th and early 20th centuries. Modernization, formation of the modern state and issues of nationalism, imperialism and colonialism, main intellectual questions of the time, will form the framework as we analyze their political, social, and cultural impact on the production of knowledge in the Ottoman and post-Ottoman lands. As such it is NOT a history of the Middle East but rather a history of mentalities, organized around four thematic/chronological modules (Reform, Modern State and Constitutionalism/ Panislamism, Nationalisms and Colonialisms) each representing a set of concepts, ideas, and movements as well as facts and problems, all of which will be compared to the larger world of modern state formation both in thought and practice. The principal aim is to familiarize students with the processes of modernization in the making of the modern Middle East.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST305 Coexistence and Violence in Europe: Jews, Muslims, Roma and their Neighbors
From the end of the 18th to the beginning of the 21st century, the territories of Central and Eastern Europe were transformed from imperial borderlands with religiously and ethnically diverse populations into homogenous nation-states. This course will examine the processes that remade these borderlands, along with the changing relations between the various ethnic and religious communities that dwelled within them. Students will consider examples of both peaceful coexistence and violent conflict among these populations, as well as the impact of the modern state, its institutions, and ideologies such as nationalism, liberalism, socialism, and fascism on these regions. Throughout the course, students will consider especially the history of Jewish, Muslim, and Romani minorities in light of major themes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST306 We Were Eight Years in Power: Reconstruction and the Politics of Black Inequality
We Were Eight Years in Power examines the crucible of American democracy by looking at the struggle of African American rights following the Civil War. Debates in the period on the rights of African Americans continue to structure American ideas of race and citizenship to the present day. The foundations of American racial animus and systemic racism date to Reconstruction. We will explore both the periods of Reconstruction (1863-1877) and Redemption (1877-1910), its dark successor that saw the establishment of Jim Crow. We will discuss readings on the promise of interracial rule, Reconstruction in the north, the violent overthrow of racial equality, and the establishment of the color line in American law.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST307 The Economy of Nature and Nations
On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek oikos, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the oikos over this period, from cameralism's vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, the course explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the "economy of nature," to the design of markets for carbon credits today.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS307, ENVS307**
Prereq: **None**

HIST308 Trump-Evangelicals: the History of Fundamentalism and Evangelicalism in America
This course examines the history of American evangelicalism and fundamentalism, beginning with a brief overview of Protestantism in the colonial and revolutionary eras. Then, the course examines revivalism, slavery, and the emergence of fundamentalism during the 19th century. Special attention is paid to the re-emergence of evangelicalism after World War II, the establishment of the religious right, global evangelicalism, and subcultures (such as Christian music). The course concludes by investigating the core evangelical support for the candidacy and presidency of Donald Trump. Students will be challenged to consider the ways issues of gender, race, and economics have shaped fundamentalism and evangelicalism, and reflect on how these movements' views of American history contribute to their own sense of identity and purpose.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CSPL308, RELI308**
Prereq: **None**

HIST309 The Idea of Nature: Theory and Practice
What is nature, that our minds are so full of it? Aristotle, the first naturalist in European intellectual history, called it an inner principle of change, and wove his observations of the natural world into the fabric of his philosophy; Darwin

inherited a millennia-old tradition of thinking about change in nature and produced the theory of evolution we live with today. This seminar charts the long history of the idea of nature in European thought, moving between the histories of philosophy and what was once called "natural philosophy" and is now called "science." Along the way, we will meet the constituent parts of living "nature": animals (what are they, anyway? And are we them?), plants, and then, with the advent of microscopy, the cell itself. This course also explores the cultural life of the idea of nature, by devoting substantial time to a specific case study: the natural history museum, a creation of the Victorian period that has, for more than a hundred years, offered many people their first glimpse of the idea that nature is the kind of thing that has a meaningful past, and possibly a future as well. How did natural history museums explore evolutionary theory for the general public? How did they expand people's sense of time, and of the variety of species in nature? How did they court, and deal with, political and religious controversy? And how were they sometimes the beneficiaries of, and complicit in, the political and intellectual project of colonialism? We explore all these questions. Readings include Aristotle, Hans Blumenberg, Georges Canguilhem, Charles Darwin, Sigmund Freud, Pierre Hadot, Donna Haraway, Ursula LeGuin, Harriet Ritvo, Sophia Roosth, and Steven Shapin.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST310 Treaty People: Indigenous Diplomacy and Settler Duplicity, 1600-1921
Indigenous nations have engaged in diplomatic relationships with settler states from the time of contact. Many of the earliest treaties retain cultural and legal force today. The Two Row Wampum in the 17th century, the Peace and Friendship Treaties (1726-1779), and the Canadian Numbered Treaties (1871-1921) are only a few examples of the hundreds of nation-to-nation agreements that defined and still define Indigenous and settler relations in the places we now call the United States and Canada. In this class students will read treaty texts and the diplomatic negotiations that led to the agreements to understand how treaties led to colonial oppression rather than peaceful co-existence. A deep reading of the most recent scholarship on Indigenous treaty making will then illuminate the contemporary relevance of historical treaties as tools of Indigenous resurgence as the foundation for legal claims to sovereignty and LandBack.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST311 The History of the Samurai
This course examines the history of Japanese warriors, known among other things as samurai and bushi, from their origins in ancient Japan to the dismantling of the samurai class after the Meiji Restoration in 1868. Through a combination of primary and secondary sources, we will trace the development of warrior power and identity, the rise of warrior power in medieval Japan, the domestication and bureaucratization of warriors during the Edo Period (1600--1868), and warrior discontent with socioeconomic change as one of the driving forces behind the Meiji Restoration. Other themes include the relationship between warrior government and adjudication, the use of Buddhism for legitimation, and male-male intimacy and sexual relations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS311**
Prereq: **None**

HIST312 Diggers and Discontents: Doing History from Below
History looks different when told from the perspective of those without power. This course will introduce students to the practice of "doing history from below," which includes finding the voices of the marginalized and illuminating the actions of those who fought against established power structures. Each week, we'll read about the discontented from the 17th to 19th centuries, including the poor, criminals, women, the enslaved, pirates, Indigenous nations, and workers. We will discuss how the very institutions of historical practice reify the status quo and elide the experiences of those who fought for alternate (and better) futures.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST313 Schemers and Redeemers: Capitalism and Christianity in the Early Republic
This course examines the intersection of two of the most significant themes in U.S. history: Capitalism and Christianity. Beginning with the Early Republic (1790s) and continuing through the mid-19th century, this course asks students to explore how Americans used their religious identities to negotiate and shape market activity and institutions (and in turn, how the marketplace shaped their religion). Students will investigate the varied ways in which religious women and men resolved tensions between gender, class, slavery, moral dogma, and market imperatives. Finally, this course will require students to reflect on how the early 19th-century U.S. experience informs our understanding of the relationship between capitalism and Christianity in 21st-century America.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RELI320**
Prereq: **None**

HIST314 The Political Ascetic
Ascetics have long played a decisive role in Indian politics. Gandhi is the best known exemplar of this fact. But the figure of the "political ascetic" long predates Gandhi. This seminar examines the philosophical, religious, and historical underpinnings of the political ascetic in the long sweep of Indian history, which thereby affords a revised understanding of the recent Indian past -- including agrarian (or kisan) asceticism, Gandhian post-modern asceticism, Ambedkar's Buddhist-dalit asceticism, and Savarkar's Hindu nationalist asceticism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS316**
Prereq: **None**

HIST315 Global Histories: Problems in Scale, Scope, Depth, and Time
How big is too big? How far back in time can historians go? How best to understand the relationship between science and history? What counts as evidence? What accounts for the rise (or return, some would argue) of macro-history? What does it portend for the future of microhistory? This advanced seminar will examine the history and historiographical implications of macro-historical frameworks, including comparative history, world history, global history, deep history, and big history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CHUM341**
Prereq: **None**

HIST316 History of Science, Medicine, and Technology in the Islamicate World
A survey of major turning points, debates, and socio-political context of the history of science, medicine, and technology in the Islamicate World. The course will provide samples from the contributions of the Islamicate world to the following scientific fields: astronomy, mathematics, geography, cartography, medicine, optics, and mechanics. In addition, the course will probe into the relationship between scientific production and other fields of knowledge such as religion, occult sciences, art, and Sufism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS314**
Prereq: **None**

HIST317 The Great Game
The term "Great Game" was first popularized by Rudyard Kipling in his classic novel Kim (1901), where it referred to spycraft in the service of empire. The term gradually came to refer to the struggle for "mastery" of Asia during the 19th century, mainly between the British and Russian Empires. Nowhere were the effects of this imperial rivalry more pronounced than in what is now Afghanistan, Pakistan, Punjab, Kashmir, and Tibet. More recently the term (and the mental architecture and attitudes that have evolved to sustain it) has been applied to grand strategy, global geopolitics, and espionage more broadly, in scenarios as wide-ranging as Cold War "Containment" and the "War on Terror," as well as the more recent US "pivot to Asia," China's "Belt and Road Initiative," and "Global Biopolitics." This seminar will examine the history of the Great Game--as both spycraft and great power rivalry -- and its wider geopolitical reverberations. We will also examine an array of Great Game manifestations in popular culture. Readings will combine historical narrative and analysis with film and literature.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS317**
Prereq: **None**

HIST318 The Politics of Death: The Living, the Dead, and the State
This course will explore the intersections between the living, the dead, and the state, focusing on the ways that death and the dead body raise particular questions and problems for different kinds of political regimes. The course will examine the collisions between the state and the dead, both symbolic and material, by investigating spaces where the state and death intersect in revealing ways: cemeteries, cremation, monuments, rituals, and religious institutions and cultures. The course will also follow, borrowing anthropologist Katherine Verdery's term, "the political lives of dead bodies," the ways in which states mobilize dead bodies to reconfigure the political order.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENVS318, REES318**
Prereq: **None**

HIST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933
Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918--1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GRST264, CJST319**
Prereq: **None**

HIST320 Visions of World Order: From the French Revolution to the Present
This course offers a survey of how social scientists, philosophers and statesmen have understood and imagined global order from the late 18th century until the present. The course first examines interpretations of global order that emerged during the late 18th and 19th centuries: Cosmopolitanism (Immanuel Kant), Positivism (August Comte, Saint Simon), Nationalism, (Giuseppe Mazzini) and Marxism. The course then turns to the first half of the twentieth century by examining the international thought of W.E.B. Dubois, Marcus Garvey, Rosa Luxemburg and Gandhi, while also discussing fascist and liberal internationalist views of world order that emerged after World War I. The third part of the course discusses visions of Cold War order connected to American modernization theory (W.W. Rostow), neoliberalism (Friedrich Hayek), post-colonialism (Franz Fanon), Third Worldism, Neoconservatism (Jeane Kirkpatrick) and Systems Theory. The course concludes with the Post-Cold War period and how it has been imagined by such thinkers as Francis Fukuyama and Samuel Huntington along with a discussion of such topics as the global turn to nationalism, the Green New Deal and the "New Cold War with China."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST321 Media and Power in Latin America: From Quipus to Twitter
This interdisciplinary seminar explores how media technologies have shaped Latin American societies and politics from the colonial encounter to the dawn of the digital age. Investigating the local histories of indigenous forms such as the Andean knotted quipu and scribal texts, along with newspapers, radio, photography and social media, we examine how Latin Americans made and used these technologies to assert power, claim status, and launch protests. Through brief theoretical readings and historical case studies, we explore such themes as the relationship between colonialism and the written word, the enduring legacy of alternative indigenous literacies, the importance of rumor and oral communication in societies with low literacy rates, and the role of mass media in identity formation and contemporary social movements.

Structured in part as a lab, the class will be organized around producing a physical and digital exhibition of Latin American media materials available in Wesleyan's collections, to be displayed for the broader university community and beyond. We will produce this exhibition over the course of the semester, integrating individual research projects into our broader collective project that will be conducted as a collaborative/team effort. Along the way we will experiment with hands-on activities that might include making quill pens, setting type, and operating a printing press, take field trips to examine rare media materials first hand, and learn from on-campus experts as we develop our public exhibition.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST320**
Prereq: **None**

HIST322 Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present
Dark, wild, primitive, Edenic and infinitely wealthy: the Amazon has been many things in many times and places. From the disgruntled Spanish conquistadors who first traversed the jungle's rivers in search of cinnamon, to the 19th-century scientific expeditions of enlightened explorers, to contemporary environmentalists, the Amazon remains a mysterious object of inquiry. It still incites the imagination of travelers, filmmakers, and politicians alike. This seminar investigates the multiple ways in which the Amazon and its peoples have been portrayed in chronicles, scientific writings, and film. We will confront the historical circumstances, motives and ideologies that prompted each of these depictions and how, in turn, they shaped the colonization of the region. We will pay close attention to genre, and to themes such as cross-cultural encounter, imperialism, and the representation of indigenous societies. We begin in 1542 with the chronicle of Francisco de Orellana. As the first Spaniard to navigate the entire length of the Amazon River, Orellana influenced how Europeans imagined the jungle well into the 19th century. Subsequently, we apply readings in history of science and anthropological theory to Claude Lévi-Strauss account of Amazonian tribes in Tristes Tropiques (1955). Students will then conduct independent research into a representation of their interest. Possible topics include scientific expeditions in the region, the jungle and modernization, global warming, or human rights. Finally, we will reflect on the Amazon as a metaphor for the human condition with Werner Herzog's film Fitzcarraldo (1982).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST322**
Prereq: **None**

HIST323 No Day But Today: United States Queer History
Queer history, as a subfield, has flourished in the more than five decades since the Stonewall Riots. What began as an attempt by activists involved in the liberation era to reclaim the lost and erased historical memory for queer people has developed into a vibrant field of interdisciplinary scholarly interrogation. This seminar will introduce students to the historiographic contours of queer history and help them develop independent research projects. We will take advantage of the extensive queer periodicals collection assembled by Wesleyan University's Department of Special Collections and University Archives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST324 Homelands: Indigenous Worlds in North America
This class will investigate the story of Indigenous peoples discovering Europeans. It is a difficult story to tell, because few Indigenous inhabitants left written records describing what it was like when ships arrived on the shores and the men and women disembarked, established settlements, and began the process of expanding across the continent. Some encounters were peaceful, while others were violent. Every encounter, however, can be understood by studying Indigenous societies and their worldviews. Far from static and unchanging groups, Indigenous nations were constantly adapting to their physical and spiritual world. This class will use primary and secondary sources to explore North America from the Indigenous perspective, including the rise and fall of great societies before the arrival of Europeans, strategies of contact and exchange after 1500, and the quest to maintain authority and independence during the 18th and 19th centuries.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST325 Fugitives and Freedman: The Politics of Slavery in the Civil War Era
The actions of fugitive slaves and newly-freed people turned the crisis of American union into a war for emancipation. Questions of slavery's expansion, permanence, and end dominated the political discourse of the United States from 1848 through 1877. This course will examine the ways in which political actors, especially African Americans, kept the twin issues of slavery and emancipation in the public sphere to restructure American society in the middle of the 19th century.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM335**
Prereq: **None**

HIST326 Radical Mapping: History, Praxis, and Grounded Theory
From Indigenous trade routes in precolonial Louisiana to 21st-century digital commemorations of lynching sites, this advanced seminar will examine at the craft of mapping as a site of historiographical study and an opportunity to propose new ways of understanding time and space that center communities of color. We situate the rise of the professionalized fields of Western geography and cartography as a colonial practice, engage critical and resistant readings of historical maps, and convene in a collaborative studio model. Some questions we will explore include: What is a map, and what kind of power does the object and practice wield? How have communities of color been both enclosed and liberated by spatial arrangements of earth, sea, and sky? What would it mean, in the words of David Harvey, to develop a "People's Geography?" What interventions are cutting-edge scholars making, and what methods are they using to articulate original historical research?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST327 Gender and Sexuality in Japanese History Across the Premodern/ Modern Divide
This seminar explores both changes and continuities in Japanese conceptualizations of gender and sexuality between premodern and modern times. Structured around the notion that modernization produced a paradigmatic shift in Japanese life and thought, the course will examine gender and sexuality as both discourse and practice, considering how Japanese people described, experienced, and shaped gender roles and sexual life in their daily existences. We will investigate the dominant gender system and understandings of gender and sexuality operating in Japan before and during the Edo period (1600-1868), then consider the influence of Western views and concepts like the male/female and heterosexual/homosexual binaries on Japanese society and culture from the Meiji period (1868-1912) through postwar times. Other topics include gendered differences in education, gender performance in kabuki, female and male prostitution, the "gender crisis" of the Japanese modern girl, the salaryman and professional housewife archetypes, and postwar gay masculinities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**

Identical With: **CEAS326, FGSS334**
Prereq: **None**

HIST328 The First Female Historian: The Crusade-Era Epic History of Anna Komnena
Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena -- a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire -- to finally break into this most gendered of genres? And, how has Anna Komnena's accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with The Alexiad through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL350, MDST350**
Prereq: **None**

HIST329 Race Discourse in the Americas
This course examines the belief system of race as it intersects with contemporary social and political concerns. These include: gender, sexuality, AI and technology, animal studies, Obama and black politics, mass incarceration, and questions of environmental sustainability. Moving beyond the national borders of the United States, the class will also explore the functioning of race in South Africa as well as conduct a comparative inquiry of the idea of caste that has been used to analyze the social structure of several South Asian societies. The course seeks to understand the transformations and persistence of racial hierarchy as a constitutive element of our present global order.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST330 Introduction to Public History: Working with Museums, Archives, and Historic Sites
This course will introduce students to the history, ideas, and best practices that shape the world of "public history." How do institutions like museums, archives, and historic sites balance the standards of formal academic scholarship with the demands of interpreting history for a larger public audience? What role do these cultural organizations play in the construction of larger historical narratives? What responsibilities do they have to their audience, stakeholders, and society? The course will turn on six key concepts that shape the world of public history: History and Memory, Inclusivity and Accessibility, Shared Authority/Inquiry, Agendas and Audiences, Legal and Ethical Frameworks, and Economics and Entrepreneurship. Through class readings, discussions, and field work, students will develop an understanding of not only the theories and ideas behind public history, but also the practical daily concerns public historians encounter on the ground. The course will help prepare students who are considering a career in museums, archives, historic sites, historic preservation, and the nonprofit sector. Students will also work with the Wesleyan University Special Collections staff to complete exhibits to be displayed in the Olin Library
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST331 Pacific Ecologies
From the Whanganui River of the Whanganui Maori in Aotearoa (New Zealand) to Litekyan of the CHamoru people in Guåhan (Guam), Pacific Indigenous peoples' conception of the environment challenges the Western dichotomy that separates humans from nature. Grounded in islands and flowing with oceanic currents, this upper-level seminar will engage with Indigenous and migrant histories of what constitutes the "natural world," including attention to more-than-human relations. We will also examine the effects of militarism, imperialism, and climate change in shaping human-to-environment relations; and engage with how Pacific Indigenous peoples have led environmental movements rooted in Pacific genealogies, motivations, and worldviews. In doing so, we will examine how different perspectives of the environment and ecologies can influence notions of time and temporality in historical narration and writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS334**
Prereq: **None**

HIST332 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM385, FGSS385**
Prereq: **None**

HIST333 Appeasement and the Origins of the Second World War
In this study of Europe's crisis, 1933-1939, from Hitler's appointment as chancellor of Germany to the outbreak of the Second World War, attention will focus upon the reassertion of German power and its effects upon the diplomacy and politics of Great Britain and France. Specific topics will include Hitler's aims and actions; critical events concerning the Rhineland, Spain, Czechoslovakia, and Poland; pacifism and the French Left; Neville Chamberlain and British conservatism; and the debate over the immediate origins of the war in 1939. Readings will include memoirs and contemporary diplomatic documents, newspapers, and journals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L333**
Prereq: **None**

HIST334 Social History of Islam in Africa
The history of Islam in Africa spans 14 centuries, and Islam continues to play a central role in shaping contemporary African societies. In this course, we will examine the long social history of Islam on the continent. Islamic expression in Africa is diverse. We will explore the dynamic ways in which Islam has influenced local cultures and politics as well as the various ways in which individual Africans and African communities have made Islam their own. Topics of discussion include early trade and state formation; Islamic education, literacy, and conversion; the role of women in Muslim societies; Islamic cultural productions; Muslim responses to colonialism; and the contemporary development of political Islam. We will end the course by reflecting on the responses of Africans to contemporary changes in the wider Muslim world.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST335 Nature, Science, and Empire in Early Latin America
This seminar will introduce students to a diversity of scientific practices that flourished in the Hispanic World between 1400 and 1800. We will begin by analyzing how a debate known as the "polemic of Spanish Science," together with the Black Legend conditioned the ways in which colonial Latin American science was traditionally approached. From available studies we will then survey some of the significant contributions to botany, astronomy, medicine, and metallurgy of Mesoamerican and Andean civilizations. From there we will read an array of primary and secondary sources in order to reconstruct the varied, and often eclectic knowledge gathering and knowledge making practices that missionaries, humanists, and crown-officials devised to understand the natural world. We will pay close attention to their particular goals and methods and the manner in which they were influenced by the encounter with foreign peoples, the dynamics of conquest and colonization, the movement of books and commodities, and institutions of censorship and patronage.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST335**
Prereq: **None**

HIST336 Development
This course is a history of economic development, understood as a series of ideas about how countries progress toward greater prosperity, higher standards of living, and greater quality of life. We will question the origins of these ideas during the colonial period and after World War II; discuss liberal, socialist, and imperial variations on a theme; and pay special attention to modernization, technical assistance, the Green Revolution, and the role of international organizations in shaping the world order. The course draws on recent histories of human rights, empire, and liberalism, and surveys feminist and environmentalist critiques to development approaches.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST337 Missionary Mysteries: the Objects and Archives of Wesleyan's Missionary Past
This course examines the history of Wesleyan University's connections to missionary work in the nineteenth and early twentieth centuries, as seen through the university's archival and object collections. Students will spend the bulk of classroom time in hands-on learning as they engage with the archives of the Wesleyan Missionary Lyceum and cultural heritage collections obtained by missionaries and brought back to the University. Beginning with an overview of historical, archival, and museum methods, the course then will examine objects and written records from the Americas, West Africa, East Asia and the South Pacific. Students will be challenged to consider the ways in which Wesleyan has been engaged in colonialism, imperialism, and global evangelism. Topics of investigation will include: gender, linguistics, museum ethics and repatriation, the use of objects as educational tools.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RELI337, ANTH337**
Prereq: **None**

HIST338 Constructing the Past: Theories of Historical Knowledge
This seminar will explore how we "make history" by exploring issues and debates in contemporary theory of history. Wesleyan is known as the epicenter for theory of history because of the academic journal "History and Theory," owned and edited by Wesleyan University faculty for the past 60 years. We will discuss such topics as the nature of historical truth; time and temporality; fiction and fact; history as a science with laws vs history as an art, with style; gender history; agency and causation; history of the emotions; of animals, and history's moral imperatives. We will give special attention to recent arguments about the theory of history, and how we construct the past. Key figures are likely to include Walter Benjamin, R. G. Collingwood, Michel Foucault, Hayden White, Frank Ankersmit, Nancy Partner, Joan Scott, and Reinhart Koselleck as well as publications by Wesleyan faculty past and present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL328**
Prereq: **None**

HIST339 Chronos Through the Ages: A History of Time and Temporality
Why do we start the new year in the dead of winter? Why is September the ninth month when its name means "seventh" in Latin? The same could be asked of October, November, and December. How can time zones be so variable, and why do we change the clocks by an hour twice a year? Contrary to our modern view of time as a scientific constant that runs the same everywhere in the world, the answers to these questions reveal that how we think about time has been socially constructed and contingent on historical circumstances. This course will introduce students to the history of time as it has been understood through human culture, from antiquity to the modern era, as well as critical engagements with how historians and anthropologists engage with time. We will analyze primary sources from different eras that all grappled with the concept of time, and learn about the history of clocks, calendars, and more. Students will come away with critical reflections on our modern assumptions about time.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST340 Policing and Power
This course examines the history of policing in the United States by considering the contexts and conflicts that birthed and shaped the modern carceral state, focused primarily on the late nineteenth century through the 1980s. Moving through five modules, it considers the origins of policing and imprisonment in Europe and the United States, policing as social control or social order, the role of police in constructing state power, policing in a transnational context, and the modern era of mass incarceration. These modules ask what police power is, what histories have shaped the limits or excesses of that power, and how law enforcement shaped American society, culture, and politics. We will pay considerable attention to how these histories can help us navigate contemporary debates around law enforcement and crime.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST341 Body Histories in Africa
African bodies have long generated intrigue and misunderstanding. Outside observers, such as missionaries, travelers, colonial administrators, and anthropologists, have documented practices such as scarification and spirit possession as they simultaneously rendered their African practitioners "other." All too often the body as an instrument for creative expression, ritual healing,

or social action was lost in translation. More recently Western feminists have focused their attentions on female circumcision. The persistence of circumcision (for both girls and boys) and other bodily practices speaks to their enduring social value and symbolic meaning. What can we learned from these and other body histories in Africa? In this course we will examine embodied rituals such as spirit possession, which marks the body as a site for human engagement with the supernatural. The widespread practice is also a gendered technique of healing documenting shifting understandings of health and illness. In addition, we will study the practice of "sitting on a man" by which women addressed the body politic through dance and collective nudity. The revealed body in motion shamed men into action and has been employed in the 21st century to shame oil companies for their greed and environmental destruction. In this and other examples, we will approach the body as an archive: it is an archive in motion and subject to social renewal. Our embodied evidence will allow us to explore shifting histories of religion, art, sexuality, the economy, and politics from the precolonial era to the contemporary moment. By taking the body as our lens we will also learn new ways to examine the African past through histories of aesthetics, value, labor, hierarchy, and knowledge production.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

HIST342 The Rise of the Conservative Movement in the United States Since 1945
"So inevitable, yet so unexpected," Alexis de Tocqueville declared, referring to the French Revolution of 1789. The same is true of the conservative movement that developed in the United States during the second half of the 20th century. What is the nature of modern American conservatism? How and why did it emerge? What are its social bases? How has conservatism evolved in America since the 1930s? What sort of varieties and conflicts exist within the movement? How did mid- and late-20th-century American conservatives compare to earlier sorts of conservatism in America in the early Republic, the antebellum South, modern American liberalism, and political conservative parties in Europe and Britain? What is the historical significance of the movement?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST343 America's First Civil Rights Movement: Black Activism in the U.S. from the Founding to Reconstructio
Historians long described free African Americans in the early United States as occupying an "in-between" legal status, neither enslaved property nor entirely legal persons. This class would explore how free Black people rejected that status, seeking liberation, protection, and equality in the early United States. In so doing, they participated in, and meaningfully shaped, debates over the contours and privileges of American citizenship. Through this subject lens, students will be introduced to the methods of political, social, and legal history, and will have the chance to use contemporary social theories on activism, inclusion, and liberation as a critical lens.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM346**
Prereq: **None**

HIST344 From World Economy to World Wars: The Age of Deglobalization, 1914-1945
Why was an unprecedented era of global trade, investment, and prosperity suddenly shattered by world war in 1914? And why did such catastrophic global conflicts break out twice in the twentieth century? This seminar analyzes the intersections of trade, investment, great power rivalry, and international security to assess the role that economic interdependence played in the heightened tensions foreshadowing the two most destructive conflicts in history. Looking closely at prewar global entanglements and inter-imperial rivalries, it will analyze why war broke out in 1914 and why it spread beyond Europe. It will consider the attempts at peacemaking in 1919 and how the failure to create a durable world economic order encouraged protectionism, protected imperial blocs, and aggression by Italy, Germany, and Japan in the 1930s. The course will discuss the Second World War as an outgrowth of the unresolved problems of the interwar period. We will study this war and its aftermath, as well as the more durable economic order created during the Cold War. The seminar concludes with student presentations on a topic of their choosing that will culminate in research papers submitted at the end of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST345 Media Revolutions: Color Television and the Humanities in the 1960s and 1970s
This course visits some of the groundbreaking TV series that presented humanities and sciences to global mass audiences in the 1960s and 1970s. Television emerged as a powerful cultural presence and with remarkable speed. From the late 1960s, the British Broadcasting Company, in partnership with PBS in America, created a series of television programs (partly to widen the audience market for new color television programming). This course focuses on the role of television as a still new, and potentially disruptive, medium. We will look at and discuss a range of British TV series from Kenneth Clark's "Civilisation" and "Monty Python's Flying Circus" (both 1969) to Jacob Bronowski's "The Ascent of Man" (1973) and Alistair Cooke's "America" (1972), John Kenneth Galbraith's "The Age of Uncertainty" (1977), and David Attenborough's "Life on Earth" (first aired in 1979). We will read and discuss works of art and media criticism around this time that laid the groundwork for major conceptual and theoretical remappings of the fields of cultural and visual studies. We also will explore the impact of television on art worlds and museums, looking at how 1960s' color television documentaries influenced the way that humanities are presented televisually up to today. This course satisfies requirements for the "Visual and Material Culture" module in history and major requirements for the Science in Society Program.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM353, STS352**
Prereq: **None**

HIST346 Wesleyan and War: The University's Collections & Connections from the Seven Years' War to Vietnam
This course examines the theme of warfare in the context of Wesleyan University, as seen through the university's archival, rare book, and other collections. Students will spend the bulk of classroom time in discussion and hands-on learning examining the Library's rich collections beginning with the Seven Years' War (1750s), the American Revolution, Barbary Wars, and the War of 1812. As we move into the Civil War, students will also analyze the Wesleyan community's participation in the nation's wars, including the different responses of campus and alumni from World War I to World War II through the Vietnam War and its transformative impact on the University. Students will engage with Wesleyan's collections, developing intermediate and advanced research skills by considering the ways in which Wesleyan and its alumni have engaged with warfare, collecting, and American history. Topics of investigation will include:

espionage, naval warfare, Indigeneity, gender, slavery, education, technology, and tactics/strategy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST347 Foucault: IYKYK
In this course we will follow Michel Foucault's trajectory and methodologies throughout his career from his early work on archeology of knowledge to his genealogical history of the present, focus on bio-power, and then governmentality. Part intellectual history and part theory/method of history, the course will take up Foucault's work within the context of his own time but also as a dynamic set of tools for critique, political activism, and history in the 21st century.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Identical With: **COL347**
Prereq: **None**

HIST348 Urban Histories of Latin America
Cities have occupied Latin American writers, artists, and scholars since the early decades of the sixteenth century. Mapped on to preexisting settlements of indigenous importance, colonial cities became the center of Iberian administration in the New World. They imparted justice, granted citizenship rights, set the standard of civility and religious orthodoxy, and held the promise of economic improvement. The preeminence of cities in Latin America continued into the modern period. Mexico, Buenos Aires, and Rio de Janeiro became opulent and unequal metropolitan centers in the nineteenth century. Unconstrained growth brought about the megalopolises of our current day.

This seminar will explore Latin America's major urban centers in significant moments from the pre-Hispanic period until the present day. Through chronicles, travel narratives, photography, legal writings, newspaper archives, maps, and film we will reconstruct the many dimensions of urban culture in the region. The course will be organized thematically and geographically. We will begin by studying the ways in which Latin American writers have understood the role of the city, and its dwellers, in shaping the trajectory of their various nations. We will pay particular attention to themes like the city and modernity, the every-day experiences of urban residents, racial, gender, and social inequality, the city as a site of historical memory and violent contestation, the environmental challenges of urban growth, and the rise and fall of counter-cultural and protest movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST348**
Prereq: **None**

HIST348Z Urban Histories of Latin America
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Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST348Z**
Prereq: **None**

HIST349 Is History True?: The Genealogies and Genres of Facts
History, as both genre and discipline, has a complicated relationship with truth. As a genre, it is popularly understood to be factual -- a reflection of what really happened; as a discipline, it constructs the very reality that it claims to represent. History, in short, is based on the "facts" that it constitutes as real. This is not to say that our world is "post-truth" or unreal or that all "facts" are equally true. Rather, it is to suggest that to access historical reality we need to investigate the genealogies and genres of "facts," since facts (even "alternative facts") are the building blocks that make reality politically, socially, and culturally meaningful. So how does a "fact" become real? What genres of proof are used to constitute historical truth, and by whom? In this class, we will use historical approaches to understand how "facts" gain meaning and agency and analyze the (often porous) boundaries between history, memory, myth, rumor, and conspiracy. To do this, we will consider case studies -- political tropes like "Godless Communism" or "Judeo-Bolshevism"; legal categories such as "genocide" and "crimes against humanity"; and historical frameworks like "the Holocaust" and the "end of history" -- to consider how they structure our worldviews. The format of the course will combine discussion seminar with independent research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CHUM386, REES249**
Prereq: **None**

HIST350 Black New Orleans
New Orleans is a location on a map, a collective memory, and a metaphor. But most of all, New Orleans is and has been a site of Black cultural production for centuries. While the name often conjures images of Mardi Gras beads and Bourbon Street revelers, this intermediate level seminar unpacks the complex histories of Black communities beyond stereotypes popularized by mass media and tourism marketing. We will discuss topics such as airboat tours, so-called post-Katrina "resilience," voodoo priestess Marie Laveau, and more. Drawing inspiration from historian Jessica Marie Johnson's statement that "Black New Orleans Is The Center of The World," we will come to understand the Crescent City as a crucible and incubator of Black culture. The materials used in this course are as multifaceted as the city itself and include scholarly texts, primary sources, fiction, spoken word, music, and documentary film.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST351 Beyond 1619: Enslavement in the United States, 1619-1860
The recent publication of the New York Times' "1619 Project" has refocused attention on the history and lasting effects of enslavement in the United States. Discussion of slavery as America's "original sin," however, oversimplifies the complex, multifaceted, and adaptable nature of enslavement in American history. This seminar will provide students with a grounding in the extensive literature of slavery in the United States from 1619 to the outbreak of the Civil War. We will examine slavery as an economic system of labor exploitation, a racialized hierarchy that legitimized white supremacy, and as a site of resistance and cultural formation. We will explore, additionally, the lives of enslaved individuals alongside our study of the institution of slavery.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST352 The Communist Experience in the Soviet Union (CLAC.50)
Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-HIST**
Identical With: **CGST352, REES352**
Prereq: **None**

HIST353 The Communist Experience in the 20th Century
Two decades have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism's answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES353**
Prereq: **None**

HIST353Z The Communist Experience in the Twentieth Century
More than thirty years have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the Communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism's answer to capitalist modernity from the 1917 revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union but also beyond it (in Eastern Europe and Asia). In the global conflict between Capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes? This course is an intensive reading, research, and writing seminar.

- This course is held entirely online and is a hybrid synchronous and asynchronous format.

- You should be prepared to spend at least 4-6 hours/day on class work.

- There is a class every day: on Mondays and Thursdays we will meet synchronously on Zoom at our regular class time (3:30-5:10 pm); on Tuesdays, Wednesdays, and Fridays, the format will be asynchronous (meaning you can engage with the day's materials at your own pace within a 24-hour window).

- You are expected to participate in each class having read the assigned material and reflected on them in your forum comments. Each day's online discussion will cover the topic and materials of the day.

- Each day you are expected to post at least one original comment of your own, and to respond to at least one comment by a classmate.

- The questions will be posted by 12 pm the day of the class, and the forum will be open for 24 hours, until 12 pm the following day.

- Be prepared to engage with the sources critically--to raise important issues, ask for clarification, and/or propose alternative interpretations, and to bring your own questions into the discussion. When possible, point to specific examples in the text and reference sources/page numbers to make the discussion easier to navigate for the class.

- Your active engagement in the seminar--both on the forum and in the synchronous sessions--is absolutely essential.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES353Z**

Prereq: **None**

HIST354 Slavery and the American Legal System
This class will uncover the deep, foundational relationships between American slavery and the nation's legal, constitutional, and judicial traditions. It will, in turn, consider the historical and structural tensions between democratic state-building and the social, economic, and security imperatives of a slave society. It will begin with a historical analysis of how, starting in the seventeenth-century British empire, slaveholder sought to shape the construction of what would become the foundations of American law. After considering the historical foundations of American slavery, the class will turn toward an examination of how slavery's legal foundations shaped American legal, constitutional, and jurisprudential practices after its abolition. Students will complete final projects that work to uncover the extent of slavery's continued presence in the precedents and traditions that shape the modern American judiciary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM355**
Prereq: **None**

HIST354Z Self and Text in Roman North Africa: Augustine's Confessions
The native North African Augustine of Hippo wrote the most influential autobiographical text in (so-called) Western literature. It remains the most brilliant text I have ever read: a mind-bendingly complex and yet fully coherent literary self. Let's read it together. Set between Carthage and Rome in 400, Augustine wrote just 10 years before the Eternal City would be sacked by the disaffected former legions of the empire (the Goths). Split between conqueror and conquered, civilization and apocalypse, Augustine wove humanity's existential and epistemological questions into a literary tapestry for the ages: Who am I? How do you speak? Who are you? How do I listen? Who are we? How do we know? At once memoir, critique of empire, philosophy, psychology, theology, personal history, criticism, and a letter, these Confessions require close, careful, focused, attentive readings from a diverse group of interpreters. Join our learning community and spend two snowbound weeks at Wesleyan with a book you will never forget.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL354Z, MDST354Z**
Prereq: **None**

HIST356 Between Worlds: Change and Continuity in Early Latin America
The conquest and colonization of the Americas challenged long-held assumptions about geography, time, history, nature, theology, and humanity for both indigenous societies and Europeans. Modern scholars have described the encounter either as an earth-shattering moment of revolutionary intellectual reverberations or, alternatively, as one of limited and slower impact.

This course examines the ways in which diverse actors in the Iberian colonial world confronted change and continuity in their societies. In particular, it seeks to understand how they approached the conquest and its environmental, political, religious, legal, and social repercussions. Through the study of chronicles, graphic materials, poetry, omens, grammars, and maps, we will look at how missionaries, indigenous scholars, scientists, and nuns interpreted the forces transforming their communities. We will pay particular attention to the traditions and practices that they mobilized to explain the past and convey its present and future significance. Major themes include religious conversion and its consequences, the emergence of new social and ethnic identities under colonial institutions, linguistic change, and the writing of history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST229**
Prereq: **None**

HIST357 Regulators: The Administrative State in Modern America
How much arsenic is permissible in drinking water? Should financial firms be required to hold on to some of the risky securities they issue? Can a company sell a jar of peanut butter that contains only 90% peanuts? In the modern United States, the answers to these questions are determined by the administrative state - a collection of dozens of regulatory agencies, bureaus, and commissions comprising millions of officials and staff. Historians, political scientists, and other scholars have long recognized the administrative state as an important site of governance. But unlike Congress, the courts, or the Presidency, most of us have little idea about what exactly the administrative state does, much less how these regulatory bodies came to have so much power and responsibility. EPA G-Men banging down doors in Springfield might get a laugh on "The Simpsons," but why do EPA special agents carry guns?

This course approaches the making of the administrative state as a central component in the history of the modern United States. The seminar begins in the late 19th century, when elected officials created commissions of experts in an attempt to govern an increasingly complex economy, and continues through the 20th century, with its bursts of new state authorities and responsibilities, before concluding in the present, asking what a long history of the administrative state can teach us about contemporary policy. To understand the context in which the administrative state emerged and evolved, we cast a wide net. Among other subjects, students will consider popular movements for environmental protection and worker safety, intellectual transformations in understandings of risk and public welfare, political fights over the scale and scope of the government, and biographies of regulators and the powerful institutions that they make up. Readings include classic texts and new scholarship across different disciplines, alongside contemporary journalism and novel approaches like podcasts - returning throughout the semester to the question of how we can tell an engaging and vital history of the administrative state. Toward that end, students will also explore a variety of different primary source materials throughout the semester before embarking on their own original research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST358 The "Self" in Self-Determination: Personhood & Peoplehood in Empire & Decolonization
This seminar course will explore the historical literature on self-determination and decolonization movements in the twentieth century across the globe. Combining the fields of US imperial history, international history, global indigenous studies, and diasporic studies, this course will delve deep into the historical development of right of self-determination within and outside of imperial regimes. It interrogates how peoples articulated their sense of "personhood" and "peoplehood" to claim political rights within the borders of nations and empires, as well as on the international stage. The course will also explore how decolonization as a concept transformed beyond the realm of law and personhood and encompassed culture, the environment, and lifeways.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

HIST359 Reorienting East Asia: A Thematic Study of China, Japan, Korea, and Beyond
Although the concept of East Asia is firmly cemented in the western imagination, the reality behind the east Asian region -- if one was to call it that -- is far more complex. This course will explore topics in history, politics, religion, language, economics, and modern media as they relate to the three countries usually characterized as east Asia: China, Japan, and Korea. In so doing, you will learn about various connections that bind the countries together as well as the areas in which they do not connect. You will also learn about other players in the region who do not typically receive the attention they deserve, such as Mongolia, Tibet, India, the Ryukyu Islands, and Indochina. By the end of this course, you will be able to highlight unique aspects of each country and qualify the connections made between multiple cultures that have been neighbors for over a millennium.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS358**
Prereq: **None**

HIST360 Evidence: A History
What counts as evidence and proof has changed and varied over time. This class will introduce students to the changing nature of evidence and proof in history, science, law, medicine, and news media. Topics include histories of trial by ordeal, trial by jury, photography, the footnote, fact checkers, expert testimony, the polygraph, statistics, DNA, and AI. Students will read amicus briefs, watch films, write papers, create evidence for mock trials, and study the rise and political effects of "alternate facts" discourse.We will also explore the ways that historical narratives, museums, and commemorations use evidence to tell stories through exhibits, monuments, plays, textbooks, and markers. The class will also discuss the history of landmark legal trials where new forms of evidence were central, and discuss the different ways that films handle evidence in genres such as true crime documentary. This is a discussion-based course that aligns with the Center for Humanities theme for Fall 2025: "Genres of Proof. Assignments include oral and written reports, a creative visual assignment, and a final research paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CHUM369**
Prereq: **None**

HIST361 Race and Immigration in U.S. History
This seminar asks us to consider how we might understand the histories of race and im/migration within the context of a settler colonial nation, beyond the mythology of a "nation of immigrants" at a time when immigrants, migrants, refugees, and non-citizens are under renewed attack in the United States.
An emphasis will be placed on interdisciplinary historical approaches to U.S. immigration, demonstrating its intersection and entanglement with U.S. imperialism, racial capitalism, transnational racial formations, and the carceral state and policing throughout U.S. history. Students will be exposed to the approaches of cultural, social, gender, political, labour, and legal historians who study these issues, alongside the work of various interdisciplinary scholars of race and im/migration. Though chronologically organized, each session will focus on a different set of peoples, migrations, and themes. Taken together, the course will provide for a strong foundation to understanding the entangled histories of race and im/migration in the United States.

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

HIST362 Issues in Contemporary Historiography
This course is designed to introduce history majors to a range of problems, debates, and critical practices in the discipline of history. Part I explores the ethical and public dimensions of history; Part II focuses on key schools of historical thought; Part III examines historical interpretation and primary sources; and Part IV samples varieties of evidence.

This course should be taken in the student's junior year.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST363 Histories of Mexican America
This course will explore and allow for discussion of key themes in Mexican American and Mexican immigrant history in the modern United States. The course will cover diverse geographies and time periods, from the northern borderlands of colonial New Spain to postwar California to contemporary New Haven and rural Vermont. Alongside ranging geographies and temporalities, the course will also pay specific attention to various communities who have historically -- whether proudly, ambiguously, or reluctantly -- been part of the peoples we now call Mexican Americans and Mexican immigrants. It will serve as a critical exploration of the intertwined histories of both Mexican American and Mexican immigrant communities in the United States -- of where, how, and why they have historically intersected, collaborated, and stood in solidarity with one another alongside when they have been at odds with each other throughout U.S. history. An emphasis will be placed on interdisciplinary historical approaches to Mexican American and Mexican migrant histories. Students will be exposed to the approaches of cultural, social, political, gender, oral, labour, and legal historians alongside various interdisciplinary Ethnic Studies scholars.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

HIST364 Thinking with Objects: Processing a Museum Collection from Southern Africa
In Thinking with Objects, students will gain hands-on experience processing a collection of Namibian artifacts in Wesleyan's care. The course will introduce students to many of the ethical and practical challenges facing museum collections today, providing an opportunity to apply the ideas we discuss all semester by processing a collection of decorative and everyday objects made from diverse materials (wood, beads, animal hide, and shells). Part of the course will be the investigation of the origins and function of these objects. Learning how to handle, label, store, and potentially exhibit objects from the collection will enable students to reflect on Wesleyan's relationship to the African continent, and to think more generally about university and museum collections and methodologies
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENGL396**

Prereq: **None**

HIST365 North/South Borderlands of the United States
This advanced seminar on the U.S.-Mexico and U.S.-Canada borderlands situates our current moment's renewed anti-migrant and pro-border policing politics within a longer history of mobility, immigrant exclusion, labour exploitation, and border violence while disrupting common assumptions that place the northern and southern borders of the United States in binary opposition to one another. The course guides us in thinking expansively about what constitutes border violence and policing within differing racial and national contexts. We will engage with histories and historiographies from Canada, the United States, and Mexico, pulling together diverse countries that nonetheless share not only geographies but political visions of mobility and migrant life, whether dictated "from above" by state actors or "from below" by communities acting (at times) in solidarity with one another. The class traces border politics at hemispheric, national, and local levels along with immigrant, labour, and Indigenous politics from the nineteenth century to the present day. The course will help us make historical sense of renewed calls for immigration restriction alongside opposing calls for solidarity that are envisioned in the popular slogan "No One is Illegal on Stolen Land."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

HIST366 A History of Incarceration in the United States
This course examines the history of incarceration in the United States from the 18th century to the late 20th century. It begins with history of indentured servitude in the colonial era and then considers the intensification of the enslavement of blacks in the 19th century as well as the expansion of prisons in the 20th century. The course seeks to engage how systems of confinement accompanied the development of a political system based on the languages of liberty.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CSPL366**
Prereq: **None**

HIST367 Life of Modern Fact
Facts aren't born; they are made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This seminar explores the tools and techniques that people have used to craft facts. We consider examples from the 18th century through the present day, such as training manuals, films, and instruments. We also examine how broader structures such as social networks and the law help produce facts as people share, defend, and use them. Finally, this course encourages skepticism and creativity in the use of primary sources and the formulation of original research, questioning the givens of human knowledge.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS367**
Prereq: **None**

HIST368 Energy Legacies and Ecological Futures
Rooted in a history of energy production, this course explores the possible futures of aging fossil fuel infrastructure, a primary political, economic, and ecological crisis of the 21st century. Students will participate in the planning of a conference on the "Futures of Fossil Fuel Infrastructure" to be held at Manresa Island in South Norwalk, CT. Manresa, in the marine estuary of the Long Island Sound, is the site of a shuttered coal- and oil-fired power plant planned as a public park with the support of a philanthropic 501(c)3.

In this course, students will consider multiple prescriptions for remediation, public access, community, ecological restoration, landscape architecture, and adaptive re-use in historical perspective. Students will have the opportunity to formulate and exhibit their own visions informed by historical examples.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST371 Fascism
This seminar aims to identify varieties and components of fascist ideologies and to undertake comparative analysis of European fascist movements in the first half of the 20th century. The initial focus will be on the several ways fascism has been defined and understood, including examples of how the term has been utilized to characterize certain governments and personalities. Specific attention then will be devoted to Italy, Germany, Spain, and France, with emphasis on Mussolini and Hitler and their regimes. Additionally, apparent linkages of fascism to post-1945 politics, such as the National Front in France, will be explored. Other fascist movements may be chosen as the subject of a major research paper. Materials for the seminar will include documentary sources, films, interpretive studies, and biographies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST372 Historical Narrative and the Graphic Novel
Historical narratives are all around us -- from the films and television we watch, to the murals and monuments we walk past on the street, to the underlying foundations of the jokes we tell or the phrases we say. Building from this assumption, that we are surrounded by historical narratives both explicitly and subliminally, this seminar will focus on the ways that graphic novels engage with historical storytelling and historical narratives. The course will focus on how graphic novelists tell history, with particular emphasis on modern U.S. history in a transnational framework. We will read across graphic novel genres, from historically-inspired mysteries to memoirs to young adult fiction set in the contemporary moment. Alongside these graphic novels, we will read the work of historians and interdisciplinary scholars who have written about the histories told in illustrated format. The course will therefore provide snapshots of transnational twentieth- and twenty-first-century U.S. histories, with each focusing on a different time period and community, while asking us to take seriously the question of how we tell history beyond the confines of academia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST373 Language and Power in Latin America
What is a perfect language? Societies across the globe, in different times and places, have sought to answer this question. In the process they have posited a diversity of theories about the relationships among language, individual and group identity, social harmony, religious devotion, and political power. This seminar investigates the ways in which Latin American societies, from the colonial period until the present, grappled with the problem of language and its ability to shape their communities. From Indigenous polities, to the

imperial monarchies that conquered and colonized the Americas, to the nation-states that emerged in the 19th century, all have had to confront the realities of a diverse and profoundly multilingual region. The course will be organized around representative case studies. It will draw from a variety of fields (e.g., linguistics, philosophy, history, anthropology, and history of science) to consider how language served as either a resource or an obstacle to be surmounted in the creation of ideal religious, political, and intellectual communities in Latin America. Significant themes include the role of language in conquest and colonization, the development of cultural institutions to regulate and standardize language usage, the prevalence of bilingualism in many regions, the proliferation of literacy campaigns as a hallmark of the revolutionary governments of the mid-20th century, and the emergence of Indigenous peoples as social and political actors in contemporary Latin America.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST373**
Prereq: **None**

HIST374 Food Security: History of an Idea
The Food and Agricultural Organization of the United Nations has held that "food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life." This course is a history of food insecurity as a material condition and a geopolitical concept for explaining uneven access to provisions. Although we begin with the emergence of food security as a concept during World War II, we will spend the majority of the course studying other ways of organizing access to the means of subsistence. Topics discussed will include why human beings share food, the invention of agriculture, transportation infrastructure, international trade, food aid, agricultural research and development, poverty, conflict, and famine.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS374, ENVS374**
Prereq: **None**

HIST375 Unraveling Nature: Environmental Histories of Latin America
In the late eighteenth century, as almost three-hundred years of Spanish-rule in the Americas neared collapse, the Colombian scholar Francisco José de Caldas wrote that the key to understanding human variety lay in the different environments that human societies inhabited. For Caldas, nowhere was this more evident that in the Andes, where within close proximity a variety of temperature ranges and degrees of atmospheric pressure clearly influenced the character and customs of people. From the depths of the Amazon to the highest peaks of the Andes and the semi-arid lowlands of the Gran Chaco, the Latin American environment has continually inspired chroniclers, scientists, state-planners, and environmental activists, all seeking to unravel its workings in the service of their economic, political, social, and religious ideals. This class investigates the range of technologies and genres that scholars, administrators, local experts, and communities across Latin America have used to make the region's varied geographic spaces intelligible from the fifteenth century until the present day. It explores tensions between material and theoretical influences on the spatial imaginary and examines how environments were made and remade to serve imperial, colonial, national, and global projects. Important themes include Indigenous cosmologies and natural knowledge, the establishment of colonial extractive economies, the export-led growth of the nascent Latin American nations, the developmentalist projects of the late twentieth century, and recent efforts to contest the exploitation of nature by endowing natural bodies, like rivers and mountain ranges, with legal rights.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST375**
Prereq: **None**

HIST376 Travel and Communication in Europe
This course will explore the character of travel and communication networks, patterns, technologies, and ideas in Europe in the medieval and early modern periods. Students will therefore learn the concept of travel and mobility, whether commercial, cultural, or bureaucratic, and the concept of notable reconfigurations and acceleration of exchange in this period. Beyond ideas, the networks they linked to will be prominent. These include technologies such as the bridge, road, and wayfinding, as well as cybernetic creations like the riding horse (with iron shoes and complex needs); the development of institutions of hospitality, like the monastery, the hostel and the inn; and the adaptation of writing to facilitate motion and communication. Due attention will be paid to exotic travel such as crusading, pilgrimage and warfare; however, routine business travel will be key, such as the trips required by law, by trade, by the search for money, and the desire to see family.

Methodologically, the course will focus on the idea of networks and the techniques of the digital humanities. Thus, text mining for information; mapping in GIS (Geographic Information Systems); and analyzing network relations will be important additions to the usual historical skills of reading and writing essays.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST376**
Prereq: **None**

HIST377 Comparative French Revolutions
This course makes a systematic, comparative analysis of the causes, patterns, and consequences of revolutionary activities in France, examining the revolutions of 1789, 1830, 1848, and 1870. The course will emphasize revolutionary movement organizations, political and social goals, ideology, and industrialization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L377**
Prereq: **None**

HIST378 LAND BACK! Indigenous Sovereignty Politics
This advanced research seminar will feature a look at the contemporary LAND BACK movement through current case studies with a focus on tracing the historical and legal genealogies of settler colonial land dispossession, indigenous land title, and self-governance issues bounded to territory (recognized and otherwise). We will examine different historical periods, moments, geographical sites, and case studies to explore the complexities of life for Indigenous peoples in the Pacific Islands and North America subject to the authority of the United States in relation to land as a central part of exercising sovereignty. In relation to these themes, the course will also examine: Indigenous peoples' varied political statuses in settler colonial context; self-determination; structures of domination and resistance; Indigenous agency; Native nationalism and decolonization. Readings will focus on the recognition and assertion of collective land rights, treaty rights, as well as land claims, land recovery, and land reclamation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST379 The Fire Next Time: The Modern Black Freedom Struggle
The Fire Next Time explores the spectrum of African American politics in the mid-20th century United States. It will examine not only the nonviolent social movement against the Jim Crow South but will scrutinize expanding notions of black militancy against racial oppression in modern America. We will complete and discuss readings on the "short" and "long" civil rights movements; the position of women in movements for black equality; the leadership of Martin Luther King, Jr. and Malcolm X; the work of civil rights activists in the urban North; and the movement for Black Power. This course seeks to provide students with an understanding of the major themes and contexts of the most important social movement of the 20th-century United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM379**
Prereq: **None**

HIST380 Transforming Bodies: Movement and Agency in West Africa
Dancers in West Africa embody human agency and transform historical worlds. As one elder farmer proclaimed: "Our ciwara have power[!]" Masked ciwara dancers on the Mande Pleateau call upon the collective labor of farmers to produce rural life, and more recently, have responded to transformations of the agricultural landscape. They emphasize the power of the human body over agricultural machines. Elsewhere in West Africa, the Atsiagbekor dance energized and celebrated Ewe male soldiers by acting out scenes from the battlefield. The dance movements were also secret codes used during battle to give instructions. How and when to fight, defend, or retreat depended on this embodied communication. The accompanying loud drum music served an added purpose of instilling fear in enemy ranks because it created the impression of a mighty army on the march. Still performed, the dance now symbolizes Ghanaian cultural heritage and helps to shape local historical memory.

In this course we will examine the body as an active agent in West African social and political life. We will study the historical and contemporary meanings of laboring bodies through dance and everyday movement, such as women's pounding of fufu or stirring of toh daily meals. We will also reflect on the ritual enactment of enslavement or colonial rule as a means to subvert old power structures. The body in these cases was a tool for resistance. We will also unpack multiple interpretations for specific women's embodied protests such as "sitting on a man." Collective body movement was powerful, but individual bodies might also enact healing or express religious devotion. Spirit possession, for example, marked the body as a site for human interaction with the supernatural. In this and other examples, the body is an archive in motion and subject to social renewal. By taking the body and movement as a lens, we will explore shifting histories of labor, performance, gender, politics, aesthetics, and religion from the pre-colonial era to the contemporary moment. We will also learn new ways to creatively move and narrate the African past and present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-HIST, SBS-HIST**
Identical With: **DANC380**
Prereq: **None**

HIST382 Anthropocene as Modern Grand Narrative
The Anthropocene refers to the new age in which humankind started to have a significant impact in altering or rupturing the Earth's systems, where the Earth is now moving out of its current geological epoch (the Holocene) and into "a less biologically diverse, less forested, much warmer, and probably wetter and stormier state." (Steffen, Crutzen, and McNeill 2007, Sciences Module, 614). This course begins by examining the debates on the definition and periodization. It then explores precursors to the concept of the Anthropocene, such as Confucian and Daoist writings on the taming of the natural environment for human needs, the catastrophism versus uniformitarianism debate, and contesting definitions of sustainability. Finally, it looks at how recent works of environmental history engaged with the concept of the Anthropocene and brought our attention to the impact of the transition from organic economy to carbon economy. Is the Anthropocene a new meta-narrative that professes to be the theory that explains all human activity? Is the Anthropocene a call to arms for environmental justice? Is the Anthropocene just a declensionist fairy tale--one that leads us down a dead end, throwing up our arms in resignation over the irreversible destruction of the natural environment?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS382, ENVS383**
Prereq: **None**

HIST383 French Existentialism and Marxism
This course is a study of French thinkers of the 20th century who challenged and reevaluated the principles upon which Western society was based, with an emphasis on the problems and theories concerning the standards of moral action, the nature of political knowledge, political engagement, ethical relativity, free will, and determination.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L383**
Prereq: **None**

HIST385 Science and the State
Over the past two centuries, states have been among the most prodigious producers and consumers of scientific information. Broad areas of scientific inquiry--such as demography, economics, geography, and ecology--substantially developed in response to the need of states to manage their populations, their economies, and their natural resources. State-directed scientific and technological innovation has also played a critical role in the pursuit of national security and infrastructural development, most notably through the development of nuclear weapons, missiles, and an array of military technologies. Finally, states have turned to scientific experts to enhance the credibility and legitimacy of policy decisions. This course introduces students to literature in the history of science that explores the connections between systems of knowledge and state power. Themes developed include the tensions between expertise and democracy, secrecy and scientific openness; the relationship between political culture and scientific and technological development; and the role of quantification, standardization, and classification in producing political order.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS375**
Prereq: **None**

HIST386 China as Scientific Powerhouse
Science, technology, and medicine played an integral role in the China's transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad

philosophical questions that motivate the research in history of those areas. We will learn to explore science, technology, and medicine in China on "its own terms" by understanding how the unique political and social challenges of modern China shaped Chinese science.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS285, CEAS222**
Prereq: **None**

HIST387 History of the End
How will it end? Scientific hubris, a nuclear event, an asteroid, environmental disaster, overpollution, resource scarcity, commodity price spikes, riots, social chaos, social control? This seminar investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS387, ENVS387**
Prereq: **None**

HIST388 Italy and Spain in the 20th Century
This seminar is devoted to a comparative analysis of aspects of Italian and Spanish history since 1896, date of Italian colonial disaster and 1898, date of Spain's loss of empire. Consideration will be given to economic underdevelopment, the persistence of regionalisms, the role of the Catholic Church, the weakness and collapse of liberal political systems, the emergence of fascism, socialism, communism, and anarchism, the regimes of Mussolini and Franco, and the construction and development of democracy in both countries. Emphasis will be devoted to the fascist regime in Italy and to the Civil War and Franco regime in Spain. Seminar materials will include interpretive works, memoirs, documents, films, and contemporary accounts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST389 Sachem School: Indigenous Lifeways and Settler Radicalism After 1600
In the 21st century, we face a series of interconnected reckonings: environmental collapse, economic disparity, racial inequality, and more. There were, and still are, alternative ways of organizing our economies, reframing our relationships with the land, and creating kinship networks that mitigate against inequality and enmity. This class will explore what settlers learned -- and refused to learn -- from the Indigenous societies they encountered after contact in northern North America. From Roger Williams's ideas of religious toleration in the 1640s to #landback today, settlers have at times demonstrated a willingness to learn from Indigenous lifeways and employ those lessons in ways deemed "radical" by Western standards. Understanding this history illuminates a path toward a future in which we continue learning from Indigenous nations and work to repair the damage settler societies have inflicted on each other and our world.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

HIST390 The Redeemed Narrative: Microhistories in Early America
This course will guide students in thinking about American social history, the efforts by historians to recover the lived experiences of those who did not leave substantial archival documentation, through a close examination of examples of microhistory in early America. Microhistory, situated between the New Social History, influenced by the Annalistes and British Marxists, and the Cultural Turn, influenced by critical and linguistic theory, offers a unique opportunity to analyze the ways that early American historians creatively utilize evidence. We will pay particular attention to the ways that microhistory recovers histories of race and gender despite the paucity and problematic nature of archival sources. While students will receive a grounding in the theories of archival source interpretation, emphasis will be placed on the ways that historians have put those theories into practice. The course is designed to be an upper-level seminar, preparing students with the research tools to write their senior thesis or major capstone paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST391 The Treason of the Intellectuals: Power, Ethics, and Cultural Production
In his 1928 essay Julien Benda railed against the "treason" of the European intellectual establishment who abandoned disinterested intellectual activity in favor of political and nationalist engagement. In this course we will explore the relation of intellectuals to politics and the ethical ramifications thereof. Beginning with the Dreyfus Affair, the course will emphasize political involvement in France to focus on the vexed relationship between political action and intellectual production. We will examine figures such as Zola, Benda, Breton, Celine, Sartre, Camus, Beauvoir, Aron, Fanon, Foucault, Mbembe, Derrida, Kristeva, and Cixous.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL355**
Prereq: **None**

HIST392 The Acceleration of Europe: Mobility and Communication, 1000---1700
This research course explores the thesis that during the Middle Ages, Europeans began to move faster, to move more often, and, by doing so, transformed the nature of social life, cultural life, and the character of selves and minds in the world. The course will explore the material aspects of this, such as the nature and development of roads and bridges, ships and canals, inns and hospitality that sustained and encouraged advancing travel. Thematic importance will be given to the place of horses and horseriding in these developments. The course is about the history of communication and the idea that a particular sort of traveler was created through later medieval travel and became the means of cultural and psychological acceleration. The social and cognitive networks established through travel, including the exchange of letters and messages, linked the local to the national. Merchants, pilgrims, soldiers, judges, students, preachers, and bureaucrats became the means of spreading news, changing views, and speeding up the world. This course will expose students to methods and skills in the digital humanities such as network analysis, geographic information systems, and database analysis.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST393 Materia Medica: Drugs and Medicines in America
This course investigates the identification, preparation, and application of drugs and medicines in the United States, emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include early modern European prospecting for medicinal plants, the

development of an international drug trade, and the formation of national pharmaceutical markets in the Untied States in the 19th century. Participants will explore the production, circulation, and restriction of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation. In addition to knowledge of the social history of drugs and medicines in the United States, students are expected to develop competencies in historical research using primary and secondary sources. The final weeks of the course are devoted to applying historical knowledge to contemporary debates in global public health, including international pharmaceutical research, drug development, and epidemic disease.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS393**
Prereq: **None**

HIST394 Seminar: Topics in the History of Europe Since 1945
This seminar is devoted to study of selected topics in the history of Europe after the Second World War. These will include the end of the war in 1945; the origins and developments of the Cold War, 1945--1962; France and the war in Algeria; de Gaulle's Fifth Republic and the events of 1968; Spain since 1975; Germany's ascendancy; the decline and collapse of the Soviet Union; the European Union; and contemporary Europe.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST395 "If there is no God, then everything is permitted?" Moral Life in a Secular World
In Fyodor Dostoevsky's The Brothers Karamazov, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity.

One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French laïcité, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES344, RELI393**
Prereq: **None**

HIST395Z "If there is no God, then everything is permitted?" Moral Life in a Secular World
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

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Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES344Z, RELI393Z**
Prereq: **None**

HIST396 The U.S. South: A Global History
When people think of the U.S. South, they often think of a place that's isolated and insular--a region cut off from the rest of the United States and the wider world. Yet nothing could be further from the truth. Throughout its history, the South has been deeply entangled in the world and in the larger processes of globalization. Few regions of the United States have been more connected or more cosmopolitan. This seminar explores the global history of the U.S. South from the early 1800s to the present. By tracing the transnational movement of people, ideas, and commodities, it seeks to understand how the world has shaped the South, and also how the South has shaped the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST397 United States Overseas Empire
The United States is an empire: an empire that expands beyond the North American continent into many islands across the globe. From Puerto Rico and the U.S. Virgin Islands in the Atlantic to American Samoa and Guam in the Pacific, the US remains an imperial power with unincorporated island territories, a euphemism for replacing the anachronistic term "colonies." The residents of these territories have truncated political rights; they do not have voting representation in U.S. Congress, and they cannot vote in U.S. Presidential elections. Though U.S. territories are usually footnotes in the grand narrative of U.S. history, this course argues that they are integral to understanding the

United States as a whole. We will examine the history of how the U.S. acquired and governed the territories from the perspective of the islands themselves, emphasizing the local effects of U.S. colonial policies. We will analyze how U.S. foreign policy split indigenous peoples into separate political entities, how economic interests changed native political systems, how U.S. militarism affected the ecology of whole islands and the culture of territorial residents, and how public health policies racialized island peoples. We will also explore how self-determination and decolonization movements were stymied by the U.S. government, and how a whole host of other colonial policies and actions has affected and continues to affect the territories. The course will cover islands currently under U.S. control, including American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the United States Virgin Islands, and Hawaii. It will also examine former territories, Trust Territories of the Pacific, and occupied islands including the Philippines, Cuba, Haiti, the Dominican Republic, among others. With the changing nature of U.S. imperialism, we will also consider the United States expansive military base presence throughout the globe. The history of these islands can tell us much about limits of U.S. citizenship, about the growth of U.S. commerce and militarism globally, about patterns of migration and immigration, and about the changing discourse of race and indigeneity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST398 Visions of the Future: Capitalism and Colonialism in the World's Fairs
This course will explore the history of the world's fairs from the 1851 Great Exhibition in London to the 1939 New York World's Fair. These events showcased the newest technologies that would revolutionize life and labor for millions of human beings around the world. They also presented to the public new consumer goods and forms of entertainment such as music, dances, and sports. Moreover, they were sites of competition for rising nations and empires. Each participant country brought artifacts that demonstrated their (often idealized) national characteristics and development. Western powers displayed colonial products and peoples to show how they had been advancing in their expansionist enterprises. The students will read works on the humanities and social sciences that delve into the meanings of the world's fairs. They will also analyze primary sources (texts, paintings, film, songs, cartoons, and more) which will allow them to ask their own questions about these events.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM322, AMST322**
Prereq: **None**

HIST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

HIST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

HIST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

HIST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

HIST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

HIST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

HIST423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

HIST424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

HIST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

HIST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**
Grading: **OPT**

HIST467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **2.00**
Gen Ed Area: **None**
Prereq: **None**

HIST469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

HIST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

HIST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

HIST496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

LATIN AMERICAN STUDIES PROGRAM

Latin American Studies (LAST) is an interdisciplinary program designed to provide an integrated view of Latin America and the Caribbean. The program draws on faculty with expertise in Latin America whose home departments are Anthropology, History, Government, Economics, Hispanic Literatures & Cultures, and Theater. Courses in the humanities and social sciences taught by faculty who are not formally affiliated with the program but that are centrally concerned with Latin America are often cross-listed with Latin American Studies.

AFFILIATED FACULTY

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

Veronica Brownstone
BA, McGill University; MA, University of Pennsylvania; PhD, University of Pennsylvania
Assistant Professor of Spanish; Assistant Professor, Latin American Studies

Robert T. Conn
BA, Dartmouth College; PHD, Princeton University
Chair, Latin American Studies; Professor of Spanish; Professor, Latin American Studies

Carolina Diaz
BA, Universidad Catolica de Chile; MA, Rutgers University; PHD, Rutgers University
Assistant Professor of Spanish; Assistant Professor, Latin American Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

Daniella Gandolfo
BA, Pontificia Universidad Catolica del Peru; MA, University of Texas Austin; PHD, Columbia University
Co-Coordinator, Urban Studies; Professor of Anthropology; Professor, Latin American Studies

Melanie Khamis
BS, London School of Economics and Political Science; MS, University of Warwick; PHD, London School of Economics and Political Science
Professor of Economics; Professor, Latin American Studies

Valeria Lopez Fadul
BA, Yale University; MA, Princeton University; PHD, Princeton University
Associate Professor of History; Associate Professor, Latin American Studies

Antonio J. Machado Allison
MS, Central University of Venezuela; PHD, George Washington University
University Professor in the Bailey College of the Environment; University Professor, Latin American Studies; University Professor in the College of the Environment

James W. McGuire
BA, Swarthmore College; MA, University of California, Berkeley; PHD, University of California, Berkeley
Professor of Government; John E. Andrus Professor of Government; Professor, Latin American Studies

María Ospina
BA, Brown University; MA, Harvard University; PHD, Harvard University
Chair, Romance Languages and Literatures; Professor of Spanish; Professor, Latin American Studies

Marcela Oteiza
MFA, California Institute of Arts; BFA, University of Chile
Professor of Theater; Professor, Design and Engineering Studies; Professor, Bailey College of the Environment; Professor, Latin American Studies

Roberto Saba
BA, Universidade de Satilde;o Paulo (USP); MA, Universidade de Satilde;o Paulo (USP); PhD, University of Pennsylvania
Associate Professor of American Studies; Associate Professor, History; Associate Professor, Latin American Studies

CHAIR

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

Chair, Latin American Studies; Professor of Spanish; Professor, Latin American Studies

DEPARTMENTAL ADVISING EXPERT

The Latin American Studies Advising Expert is the LAST Program Chair, which in 2020-21 is Melanie Khamis.

- Undergraduate Latin American Studies Major (p. 1085)

LAST121 Tales of Resistance: Modernity and the Latin American Short Story (In English)
Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, as well as immigration to Europe and the United States.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L121**
Prereq: **None**

LAST126 Intro to History: Heretics on Trial: The Holy Inquisition and Its Enemies
The Inquisition was among the most feared institutions of the early modern West. In its efforts to impose religious orthodoxy, it persecuted minorities, prohibited behaviors it deemed heretical--like magic and unbelief--and censored intellectual inquiry. Yet despite its resoluteness, the ability of the Catholic Church to impose control varied widely across time and place and was often met with equally firm resistance. This introductory course examines how the Catholic Inquisition functioned, from its origins in the medieval period to its final demise in the nineteenth century, paying particular attention to geographic and temporal specificities. From Cartagena de Indias to Lima, Goa, Rome, and Toledo, inquisitorial tribunals spanned a significant portion of the Atlantic world. The records produced by its scribes are some of the richest sources of the social, cultural, religious, and economic history of the era, yet they are also some of the most challenging to deal with, both epistemologically and morally. Historians have relied on Inquisition archives to reconstruct the lives of individuals and communities who left no other written records, all the while seeking to acknowledge that the records were produced under duress by officials who suspected the accused of the terrible crime of heresy. Through a wide range of primary sources like trial transcriptions, Inquisition "autobiographies," written confessions, censored books, and literary sources, students will both survey the lives of people who faced the Inquisition's scrutiny, while considering the role of violence, persecution, and resistance in the creation of the very records that allow for historical reconstruction.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST173**
Prereq: **None**

LAST218 From Chocolate to Coca: Commodities and the Making of Latin America
Bananas, silver, and coffee connect Latin America to consumers across the globe. From the discovery of massive silver deposits in Potosí in the 16th century to the growth of the illegal drug industry in the 20th century, these commodities have shaped how people work and eat, not only in Latin America but worldwide. Everyday goods like sugar or rubber have also given rise to political revolutions, environmental destruction, scientific discovery, and new literary and artistic movements across the region. How do commodities shape the societies that produce or consume them? What commodities are shaping today's global economy? Is it possible to extract these goods in a sustainable way?

This course combines approaches from anthropology, history of science, and environmental history to study key commodities in the history of Latin America from the colonial period until the present day. It will examine the ways in which various material goods linked local actors to broad networks of production and consumption of an increasingly interconnected global economy. The course will pay particular attention to how these relationships irretrievably changed local communities and to the ways in which historical actors contested, adapted to, or transformed production and consumption regimes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST257**
Prereq: **None**

LAST219 Latin American Economic Development-Macro
In this course, we try to understand the puzzle of differential economic development of Latin America as a region and its countries in particular. Our lens of analysis is employing economic tools but also draws on other disciplines such as history and sociology. The course covers a broad range of economics and introduces you to aspects of macroeconomics, microeconomics, international economics, labor and development economics. Initially, we will study different ways to measure development in Latin America. We will then begin our journey to identify reasons and causes for various development outcomes of the Latin American region and differential economic success and failure of specific countries. In the first half of the semester we will examine the historical background and endowments, policies of export-led growth and import-substitution, the debt crisis and the subsequent stabilization. We will cover the financial crisis of the late 1990s and the early 2000s. Then we will turn our focus to the recent years and challenges to economics growth in Latin America and Latin American countries. Here, we will assess trade, investment climate, poverty, and inequality in the region. The situation and policies addressing the informal economy, education and health in Latin America will be discussed in detail. Thereafter, we will analyze gender and ethnicity in the context of Latin American development.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON261**
Prereq: **ECON101 OR ECON110**

LAST226 Survey of Latin American Literatures, Cultures, and Ideas
A close study of texts from the colonial period to the present will serve as the basis for a discussion of some of the major ideas and cultural and political debates that have emerged in modern Latin America to this day. Thinkers include Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Neruda, Borges, García Márquez, Menchú, and Bolaño, among others. For purposes of understanding context, students will also read selected chapters from works by historians and cultural

critics and will watch several films. (Please note that this course was previously called "Spanish American Literature and Civilization.")
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN270**
Prereq: **SPAN221**

LAST229 Between Worlds: Change and Continuity in Early Latin America
The conquest and colonization of the Americas challenged long-held assumptions about geography, time, history, nature, theology, and humanity for both indigenous societies and Europeans. Modern scholars have described the encounter either as an earth-shattering moment of revolutionary intellectual reverberations or, alternatively, as one of limited and slower impact.

This course examines the ways in which diverse actors in the Iberian colonial world confronted change and continuity in their societies. In particular, it seeks to understand how they approached the conquest and its environmental, political, religious, legal, and social repercussions. Through the study of chronicles, graphic materials, poetry, omens, grammars, and maps, we will look at how missionaries, indigenous scholars, scientists, and nuns interpreted the forces transforming their communities. We will pay particular attention to the traditions and practices that they mobilized to explain the past and convey its present and future significance. Major themes include religious conversion and its consequences, the emergence of new social and ethnic identities under colonial institutions, linguistic change, and the writing of history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST356**
Prereq: **None**

LAST232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America
This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is organized around four primary dialogues: (1) the creative reception by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti) of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (jarchas) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic-American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN232, COL226**
Prereq: **SPAN221**

LAST239 Writings from the Abyss: Andean Women Authors Between Territory, Memory, and Body
This course explores literature written by Andean women through a lens that centers the body, gender, and territory as key axes of resistance writing. We will ask ourselves how authors from regions such as Peru, Bolivia, and Ecuador -- from the mid-20th century to the present -- articulate their experiences and genealogies from positions that engage with ancestral knowledge, Indigenous worldviews, Andean spiritualities, and political memory. The selected texts highlight representations of the female body as a site of conflict, pleasure, maternity, trauma, and rebellion. Topics will include the coloniality of gender, state violence, language and orality, racialization, and sexual dissidence. The course is organized thematically and combines literary analysis with approaches drawn from cultural studies, Andean feminisms, and decolonial theory. Readings will include texts written in Spanish as well as bilingual or translated works from Quechua, Aymara, or Kichwa, alongside visual materials, interviews, and digital archives when relevant.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN240, FGSS241**
Prereq: **SPAN221**

LAST240 From the Banjo to Dembow: Afro-Caribbean Music in Motion
This course analyzes the global circulation of Afro-Caribbean musicians, dancers, audiences, musical styles, and even musical instruments from the beginning of European colonialism to the present day. We will seek to understand the political interconnections between the Caribbean and the wider world by focusing our attention on specific "musical itineraries." These will include, among others, the creation of the banjo by enslaved people in the Caribbean and the instrument's role in black resistance in North and South America, the musical aftershocks of the Haitian Revolution in Cuba and Louisiana, the production of black internationalist politics at weekly "regge" dances led by Jamaicans in early 20th-century Costa Rica, and the rise of reggaetón between Panama, Puerto Rico, Cuba, the Dominican Republic, and the United States.

We will question how these musical itineraries propelled black political movements and shaped larger ideas about race, nation, diaspora, and the meaning of "the Caribbean" itself. No prior musical knowledge is required for this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Identical With: **AFAM240**
Prereq: **None**

LAST241 Contested Archives: Power and Memory in Latin American Archival Practices
This course explores the histories and politics of archiving in Latin America, from colonial record-keeping and imperial control to contemporary community-led, feminist, and dissident archival projects. What counts as an archive? Who decides what is preserved and erased? How are bodies, languages, and stories made (in)visible through archival dynamics? What alternative archival imaginaries emerge from Latin America's colonial and postcolonial contexts? We will analyze how archives have functioned both as instruments of domination and as tools of resistance, central to the construction of national histories,

racial hierarchies, and cultural identities, but also capable of challenging erasure and reclaiming marginalized memories. Through an interdisciplinary and decolonial lens, we will engage with both historical texts and cultural and artistic interventions that challenge dominant archival logics, including literary works, films, visual art, performance, and digital media that interrogate, fictionalize, or subvert archival practices. We will examine a variety of materials, including state archives, ecclesiastical records, truth commissions, community memory projects, and speculative/fictional texts based on archival material. By reading across genres and media, the course highlights how cultural production can both expose and reimagine the power of the archive. Works include texts by Diamela Eltit, Horacio Castellanos Moya, Cristina Rivera Garza, Patricio Guzmán, Diana Taylor, Silvia Rivera Cusicanqui, Aníbal Quijano, installation and performatic art by Regina José Galindo and diverse materials from archives and memory projects throughout Latin America.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN241**
Prereq: **SPAN221**

LAST242 Histories of the Caribbean: New Questions, Methods, and Vantage Points
This course explores some of the most exciting new trends in historical scholarship on the Caribbean. We will consider how recent scholars of the Caribbean have turned a critical eye to existing methods and reimagined "archives" as they have crafted new stories about gender, sexuality, race, the environment, and the rise of modern capitalism. In this way, we will question how these new directions in Caribbean studies have reshaped the study of history more generally. We will use a wide geographic lens in order to gain an expansive vision of the circuits of the Greater Caribbean, stretching from Antigua, Guadeloupe, Barbados, Martinique, Jamaica, Trinidad, Guyana, Cuba, Puerto Rico, and Haiti into the wider Atlantic world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Prereq: **None**

LAST244Z Imagining the End: Neoliberalism and the Arts
Many of us now like to paraphrase the philosopher Frederic Jameson when he argued that it has become "easier to imagine the end of the world than the end of capitalism." As the recent deluge of post-apocalyptic movies and documentaries about melting glaciers makes clear, this is an accurate statement. Yet while most of us imagine how neoliberal capitalism will bring about the end of the world, others try to imagine the end of the status quo. Since neoliberalism became the global hegemonic system, artists of all kinds have been imagining ways we can survive and (perhaps) overcome it: think about the songs of Tracy Chapman or Residente, the street art of Keith Haring or Lady Pink, the movies of Chloe Zhao or Alejandro González Iñárritu, or the writings of Ursula Le Guin or Roberto Bolaño. This course explores how engaged art from the 1970s to the present has responded to -- and fought against -- neoliberal hegemony in the United States, Latin America, and beyond. Through the arts, we will explore the nightmares of global collapse and the dreams of a new egalitarian and sustainable society. In addition to analyzing movies, poems, short stories, songs, and street art, we will read theoretical and historical studies that help us understand how neoliberalism shapes contemporary culture and makes art into one of the few areas in which dissent can be expressed.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST244Z, HIST244Z**
Prereq: **None**

LAST245 Modern Latin America Since 1810
This lecture course explores some of the main themes of Latin America's modern history from the beginning of the independence movements in the 19th century until the present day. In particular, it traces the contentious processes of state-formation and the creation of national and regional identities. Governments, elites, and popular movements fought over questions of race, economic development, and inequality in their attempts to formulate a particular vision of the nation. We will contextualize these struggles in global economic transformations and pay particular attention to the rise of the United States as force in the region.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST245**
Prereq: **None**

LAST247 Caribbean Writers in the U.S. Diaspora
The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **GSAS247, AFAM243, ENGL243**
Prereq: **None**

LAST251 Cycles of Resistance: Indigenous Voices in Latin American Literature and Culture
This course explores the richness and diversity of Indigenous voices in Latin America, from early colonial records to contemporary expressions. Using a transhistorical methodology, we will examine how socio-political issues and topics like land defense, cultural resilience, gender violence, hybrid identity, and political resistance persist and evolve through diverse perspectives in Indigenous discourse and cultural production. We will analyze and compare foundational texts like the Popol Vuh and Nueva corónica y buen gobierno, as well as original manuscripts alongside contemporary voices such as those of Humberto Ak'abal, Yana Lucila Lema, and Sonia Guiñansaca. Special attention will be given to the writings of indigenous women, exploring how they have challenged hegemonic narratives and reclaimed their bodies and territories. Additionally, we will explore multimedia expressions and digital activism to understand how indigenous individuals and communities adapt and resist in a globalized world. This course invites students interested in literature, cultural studies, gender studies, and human rights to engage critically with indigenous perspectives, fostering a deeper understanding of the complexities of Latin American cultures.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN242**
Prereq: **SPAN221**

LAST252 Race and Nation in Latin America
How does race operate in Latin America, and in what ways does it intersect with the concept of nation and national belonging? The regions we call Latin America and the Caribbean have, since the first human encounter between "Old" and "New" Worlds of the 15th century, been often understood as places

of mixture--both cultural and biological. From at least the early 19th century, when independent nations in the region began to emerge from colonial rule, intellectuals, statesmen, and citizens alike have had to contend with "race" and its inextricable connection to the concept of "nation." This course aims to introduce students to the history of race and national formation in Latin America and the Caribbean, from the wake of the independence movements of the early 19th century to the present. It draws on historical, anthropological, and literary approaches to identifying, analyzing, and interpreting the varied meanings of race and nation throughout the region.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Prereq: **None**

LAST254 Tales of Resistance: Modernity and the Latin American Short Story
Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization, both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, and immigration to Europe and the U.S.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN284**
Prereq: **None**

LAST258 Bolívar's Interpreters: Nation Construction in the Americas
No figure has been seized upon more as a symbol of cultural and political unity in Latin America than the liberator Simón Bolívar. In this course, we will examine not only the case of contemporary Venezuela with its cult-like tradition but also several of the countless appropriations of Bolívar that have occurred across the Americas and in Europe in the 180 years since his death. From the Cuban José Martí to the Colombian García Márquez, from the Spaniard Miguel de Unamuno to the U.S. socialist Waldo Frank, from, to be sure, the powerful tradition of the Latin America essay with its identity politics to the U.S.-led Pan Americanism of the 1920s, '30s, and '40s, Bolívar has been made to serve complex and important functions in discourse about national and continental identity. To consider all this, we will study a number of rewritings of Bolívar's life and works, focusing on the dynamic process in which literary, cultural, and political traditions have been formed around him, while giving special attention to issues bearing on race, gender, and modernization. A wide range of texts will be examined, including letters, essays, poems, novels, screenplays, and films.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN286**
Prereq: **None**

LAST260 Neotropical Acuatic Ecosystems: Their Importance, Sustainable Use, and Conservation (CLAC 1.0)
(English translation below Spanish text) El curso de Ecosistemas Acuáticos Neotropicales permitirá a los estudiantes buscar información y discusión sobre la diversidad y complejidad de los ambientes acuáticos en la América tropical. Comenzaremos a aprender definiciones, características, distribución y ejemplos de humedales, lagos, ríos y muchos otros hábitats acuáticos en todo el neotrópico. El origen del sistema hidrológico. Evolución de las principales cuencas: Amazonas, Magdalena, Orinoco y Paraná. El Paleo Orinoco-Amazonía: Importancia geológica y biótica. Dinámica geológica. Evidencia geológica y biológica. Hipótesis evolutivas de la fauna piscícola. Evolución del paisaje amazónico como parte del conocimiento para comprender los diversos procesos y patrones de riqueza y distribución de la biodiversidad. Los humedales (sabanas inundadas) de Colombia-Venezuela como ejemplo de humedales neotropicales. El Pantanal brasileño y las llanuras colombo-venezolanas como "áreas de criadero" para la biota acuática y terrestre y su importancia para el mantenimiento de la biodiversidad. Los estudiantes también leerán y buscarán información sobre el Sistema Fluvial Orinoco como ejemplo de estudio. La importancia biótica, el desarrollo sostenible y la conservación. Identificar los factores antrópicos que afectan al sistema. El desarrollo social y económico, y las contribuciones a través de los Programas de Evaluaciones Acuáticas Rápidas (RAP's) como metodología para producir información que permitió proponer áreas para la conservación de la biodiversidad. Terminamos con un análisis de los recursos y la importancia pesquera de las principales cuencas neotropicales: Amazonas, Orinoco y Paraná-Paraguay. Seguridad alimentaria. Ejemplos de ríos en riesgo.

This course will examine why the Orinoco and Amazon basins in South America harbor a biological richness much larger than other river basins around the world. About 50% of all higher plant species of the world are included in these basins. Data on vertebrates showed that about 3,000 freshwater fish species, thousands of birds (migratory and local), and hundreds of amphibians, reptiles, and mammals have been found so far in those basins geographically included in six countries: Bolivia, Brazil, Colombia, Ecuador, Peru, and Venezuela. We will examine the key factors that have affected their historical-geological development, the actual richness, and the threats to sustainable development and conservation. We will ask questions about the nature and interactions of the key factors and agents that harbor and transformed the high ichthyological and other aquatic biota diversity, reflected by the wide range of landscapes and aquatic ecosystems included in those basins. We will try to identify fragile aquatic ecosystems depending upon the biological richness, endemicity, importance for local communities, and potential threats. We will examine the current trends in the fisheries, forest exploitation, and agriculture for human consumption, noting that stocks of many species of fish are in steep decline, and that current fishing practices are not sustainable. Finally, the major impacts and threats faced by the fishes and aquatic ecosystems of the Orinoco River Basin are discussed with the purpose of studying potential plans for sustainable development. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS188, CGST266**
Prereq: **SPAN221**

LAST265 Multilingual Aesthetics in Latin America
This course examines writings by Latin American authors who are multilingual or have an intercultural awareness as a result of colonization, cosmopolitanism, migration, or bicultural upbringing. First, students will learn about a variety of Spanish American movements, such as "modernismo," "creacionismo," "negrismo," "indigenismo," "neoindigenismo," and "indianismo," all of which dialogued with diverse cultures and languages other than Spanish. Then, we will examine a series of collaborative projects, such as a quadrilingual poem co-written by Octavio Paz (Mexico), Jacques Roubaud (France), Edoardo Sanguineti (Italy), and Charles Tomlinson (UK); a selection of English-Spanish poems by Marjorie Evasco (Philippines) and Alex Fleites (Cuba); and the "Festival de poesía: lenguas de América," a bi-annual event that gathers poets from diverse

multilingual regions in the Americas. Lastly, we will examine literary and scholarly work by/about Latin American writers of indigenous descent, as well as works in Spanish, English, and "Spanglish" by Chicano, U.S. Latino, and Filipino American writers. Throughout the semester students will reflect on how multilingualism can serve as a medium for aesthetic experimentation, intercultural dialogue, and/or political resistance. All discussions will be held in Spanish, and all readings will be in their original Spanish or in Spanish/English translation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN275**
Prereq: **SPAN221**

LAST267 Caribbean Geographies
This course will explore how human and non-human encounters induced through slavery, indentureship and colonialism have been imagined and contested by Caribbean geographers, ecologists, artists, and poets. Students will gain an immense understanding of how Caribbean communities have experienced and countered geographic problems like uneven development, vaccine apartheid and gender-based violence. Students will think through concepts that define Caribbean geographies, such as 'the plot,' 'the bounty,' 'black land,' and the 'kala pani.'
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM268**
Prereq: **None**

LAST268 Black Religions in the Americas
This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santeria) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, "authenticity," commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI268, AFAM387, ANTH267**
Prereq: **None**

LAST271 Political Economy of Developing Countries
This course explores the political economy of development, with a special focus on poverty reduction. We discuss the meaning of development, compare Latin American to East Asian development strategies (focusing on Argentina, Brazil, Mexico, South Korea, and Taiwan), examine poverty-reduction initiatives in individual countries (including Bangladesh, Chile, and Tanzania), and evaluate approaches to famine prevention and relief. Throughout the course, we pay close attention to the role of procedural democracy, gender relations, market forces, and public action in promoting or inhibiting development.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT271, CEAS271**
Prereq: **None**

LAST272 Cubanidad: Diaspora, Exiles, and Cultural Identity in Cuban Literature and Film
This course will examine shifting notions of Cubanness, or "cubanidad," from the 19th century to the present times from a diasporic framework. We will discuss writings by/about African slaves, Chinese indentured laborers and migrants, and Spanish immigrants in Cuba, as well as Cuban exiles in the U.S. and Spain from the 19th century to the beginning of the 20th century. Through a variety of literary texts and films, we will then study select cases of European exiles who visited Cuba in the 1930s and '40s, the later massive waves of Cuban migration to the U.S. after the Revolution, and the more recent immigrants who have settled in Cuba.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN272**
Prereq: **None**

LAST273 Beyond Machu Picchu & Macondo: Real and Imaginary Worlds in Latin American Letters
Latin American writers and intellectuals have long conceived of their particular literary and cultural practices in connection to individual spaces and sites, both real and imagined. In this course we will examine why and how they have done so, looking not only at well-known if not legendary ones such as Machu Picchu and Macondo, invented, respectively, by Neruda and García Márquez in certain moments of their careers, but also the América and Gran Colombia of Simón Bolívar, the New York City of the Cuban intellectual José Martí (1880s) and Nuyorican writer Tato Laviera (1970s), as well as Violeta Parra's other Chile, César Aira's Colón (Panamá), Fernando Vallejo's Medellín (Colombia), and Mayra Montero's eroticized Caribbean. In each case we will be concerned with understanding the relationship between local, national, and hemispheric history and the new imaginarios created by the author/intellectual in question in the context of north-south relations. Topics to be considered within this critical framework will include the Wars of Independence, industrialization in the late 19th-century, the construction of the Panama Canal (1904--1914), the Cold War (1947--1991), Latino identity in the context of Puerto Rico and New York City, the drug wars, and sexual identity. When possible, films and short videos will be used to help build knowledge of historical context.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN273**
Prereq: **None**

LAST274 Insular Borders of Latin(x) America
Before and at the same time the United States established itself throughout the 19th century as a major power in the Americas and the world, various Latin American republics inherited and acted upon a similar imperialist agenda to expand their borders not only to neighboring territories but also across oceans. In this class, we will study and compare these imperialist gestures, among them the Spanish Empire's control of its remaining insular colonies in the 19th century (e.g., Cuba, Puerto Rico, the Philippines, and Guam) and the United States' successive claim to these very same islands. We will analyze literary works and films that interrogate these imperialist claims as well as the trajectories of islanders: for instance, the forced migration of the Rapanui (Easter Island people) in the second half of the 19th century (first as slaves to Peru and then to the town of Hanga Roa in Easter Island) and the island-to-island "intra-colonial" (Joanna Poblete) recruitment of Filipino and Puerto Rican laborers in sugar plantations in Hawai'i at the beginning of the 20th century. Some of the questions we will explore are: Why are islands so coveted by old and new empires? How have Rapanui, Filipino, and Puerto Rican migrants and their descendants resisted authorities on the insular borders of empire? How

do writers and artists tell these silenced histories? Can we speak of Latinidad and Edouard Glissant's concept of Poetics of Relation in a Pacific Ocean context? Readings will be in Spanish and English. All discussions and assignments will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **SPAN274**
Prereq: **None**

LAST276 Body, Voice, Text: Theater and the Transmission of Experience
Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on reading, study, research, and interpretation) and also as an art form (built on reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN276, THEA276**
Prereq: **None**

LAST277 The Secret Life of Waste: Trash in Latin American Art & Literature
From space junk to microplastic particles found in human blood, man-made waste and pollution are ubiquitous. What are the effects of waste on the environment? What can the decomposition of waste create and/or undo? What is the afterlife of waste? Is waste apocalyptic? Through figures such as rottenness, radioactivity, mutation, and zombies, we will explore the ways in which Latin American art and literature try to answer some of these questions by imagining living amidst the remnants of hyperconsumption and by exploring the unforeseen effects that coexisting with waste could have upon the land and the body. We will study a wide range of visual and literary engagements with trash from novels, poetry, comics, and films to environmental art projects. Artists and writers may include Cecilia Vicuña, Daniel Lie, Samanta Schweblin, Fernanda Trías, Vik Muniz, H. G. Oesterheld, Javier Campos, and Alejandro Durán, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN277**
Prereq: **SPAN221**

LAST278 Narratives of the Latin American Jungle
This course is a critical exploration of the ways in which forests and its plurality of beings, and particularly the tropical territories marked as jungle or rainforest in South America (the Amazon, the Darién), have been narrated, imagined, and contested in cultural production and in indigenous and peasant ontologies and place-based practices for more than a century. We will investigate the construction of jungle as a territory of dwelling shaped by the relational condition between human and other-than-human beings (plants, animals, water) and as a place where diverse anxieties about sovereignty, politics, race, development, gender, and subversion collide. We will examine this cultural geography in relation to diverse histories of modernization, development and extractivism, the global angst over the environment and its destruction, local processes of (cosmopolitical) resistance, and the various political and environmental conflicts that have shaped the region over the past century. Attending to Amazonian indigenous thought and to political ecology and other intellectual practices emerging from Latin America, as well as to literature, film, popular culture and visual art, we will discuss the potential to disavow modern/colonial binaries like nature-culture, human-nonhuman and civilization-barbarism, in a place that has been central to the way in which Latin America has been imagined for centuries.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN278, ENVS274**
Prereq: **None**

LAST279 Christianity and Globalization
This course focuses on recent developments in global Christianity. We will look at various interlinked dynamics: the rise of spirit-filled Evangelicalism, especially Pentecostalism, faith-based humanitarianism, child-sponsorship programs, and themes of militarism such as spiritual warfare. We will pay attention to the role of U.S. power in the world and how the narratives that various Protestant Christians tell through their writings and media shape life across international spaces. We will sample a variety of methods in how one studies the field of Christianity. These will include historical, sociological, and anthropological methods, all of which challenge traditional scholarly accounts (meaning those in the field of church history) in order to expand our understandings of Christianity in the modern period.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI279**
Prereq: **None**

LAST280 Screening Youth in Contemporary Latin American Cinema
This course will examine some of the most important Latin American films from the past three decades that also happen to cast children and teenagers as protagonists. We will analyze a large body of films that address issues of historical memory, economic inequality, social conflict, political activism, education, sexuality and gender, cultural identity, and citizenship through the lens of youth. These films question the roles of minors in relation to politics and resistance, and reflect upon the cultural constructions of childhood that operate at a social level with important political implications. Students will explore the aesthetic and social dimensions at play in these films and develop interpretative filmic skills through an exploration of the connections between the technical composition of the works and the social, political, and cultural contexts that they address. Besides the varied cultural, theoretical, formal, and historical elements that this course will examine, this course includes a creative project by which students will develop an idea for a short film based on their own personal coming-of-age narrative.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN280**
Prereq: **SPAN221**

LAST281 Labor in Latin America and the Caribbean: Pedestals and Veils of Disposability
This course examines the racialized and gendered exploitation of labor that has long structured everyday life across the Western hemisphere. It asks how shifting productions of race and gender mediate the distinction between productive and disposable humanity. We will examine a variety of materials from the region spanning the colonial period to the present, including literature, film,

visual and performance art, economic theory, political philosophy, grassroots activism, testimonials, chronicles, and journalism. Through these texts, we will problematize a range of interdisciplinary issues, such as the veiled continuities of conquest and enslavement, the accelerated pace of capitalist extraction of human and non-human value, and state responses to forced migrations of populations considered criminal, undesirable, or superfluous. We will also study aesthetic and lived examples of resistance from Latin America, the Caribbean, and their diasporas, with particular interest in how collective organizing has taken on new forms in the face of work's increasing informalization and precaritization. Building off these examples, students will develop an accessible final project that applies their research and analytical skills not only to produce knowledge, but to cultivate critical consciousness for the reader, listener, or viewer.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN281**
Prereq: **SPAN221**

LAST283 The Other 9/11: Dictatorial and Post-Dictatorial Films and Literature in Chile
This course explores how poetry, novels, and films, produced during and after Chile's military regime (junta de gobierno), try to make sense of state violence and cruelty. This class suggests that by actively performing the work of memory, of remembering the violent past and the forcefully disappeared ones (detenidos desaparecidos), films and literature oppose the politics of oblivion instantiated by the post-dictatorial state while claiming for and imagining social justice. We will understand films and literature as active, ethical memory technologies which we will read against the grain of Chilean politics and history (políticas de los acuerdos).

Some of the poets we will read include Eugenia Brito, Carmen Berenguer, Teresa Calderón, Malú Urriola, Rosa Betty Muñoz, and Raúl Zurita. In addition, we will watch films by Patricio Guzmán, Cecilia Vicuña, and Pablo Larraín. Finally, we will read novels by Alejandro Zambra, Roberto Bolaño, and Nona Fernández.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN283**
Prereq: **None**

LAST285 Narratives of Crisis: Violence and Representation in Contemporary Latin American Culture
How have Latin American literature, film, and performance of the past three decades articulated the many forms of violence in a region facing complex armed conflicts, wars deployed around the drug trade, and diverse forms of political unrest? Focusing on Colombia, Peru, Central America, and Mexico, we will investigate how contemporary cultural artifacts reflect on the linguistic, ethical, and social dimensions of subjectivity in times of crisis and provide productive analytical frameworks to examine violence, history, and memory in the region.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN282**
Prereq: **None**

LAST286 Racial Capitalism and Resistance in Central America
In modern-day Central America and its diasporas, the most precarious communities are descendants of colonized, enslaved, and dispossessed populations. Yet while the fact of race and class intersecting is evident, why and how they have evolved together is not. This course examines the relationship between race formation and economic dispossession across the region through a transnational perspective. Through a wide range of Central American and hemispheric cultural objects, theoretical frameworks, and grassroots praxes, we will meditate on the theoretical paradigm of racial capitalism, which holds that racialism and capitalism are co-constituting and have evolved together to produce an economic world order dependent on colonialism, violence, exploitation, and containment. Students will develop their interpretive and analytical skills by collaboratively examining issues of whiteness, mestizaje, and multiculturalism; resource extraction; economic exploitation and expulsion; rage, resistance, and revolution; policing, counterinsurgency, and criminality; migration; identity and ethno-politics; and education. Beyond these cultural, theoretical, historical, and aesthetic concerns, a central component of the course is a creative or community engaged project that students will develop in close collaboration and in stages throughout the semester.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN285**
Prereq: **SPAN221**

LAST288 Territories of Dwelling, Desire and Resistance in Latin America
What does it mean to dwell in a place? How are spatial orders and more-than human dimensions conceived of and what is the symbolic and material weight of these conceptions? This course seeks to examine the ways in which diverse spaces categorized as rural or as "natural frontiers" in Latin America have been inhabited, negotiated, and contested in the 20th and 21st centuries. How have cultural practices constructed them as territories of dwelling, desire, possession, dispossession, and resistance? How does narrative and art reflect on local modes of dwelling and on the relationships between community, embodiment, desire, memory and the materiality of place? We will focus on texts and artistic practices--literature, film, performance, and the visual arts--that, in thinking about mountains, rivers and other bodies of water, plants, more-than-human beings, seek to destabilize the hegemonic (colonial) gaze that has been projected onto rural spaces for centuries and complicate extractivist and other capitalist logics that have sought to transform them. We will trace how these texts intervene in urgent debates about extractivism, the destiny of rural lands, the uses, abuses and rights of nature, the struggles for peasant and indigenous rights, environmental justice, and the defense of alternative ontologies. We will focus particularly on the Andean and Amazon regions of South America, with specific attention to Colombia and Perú.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN288**
Prereq: **None**

LAST289 The Abya Yala Connection: Latin American Ecological Literature and Art
This course will examine the role that literature and the visual arts have played in imagining and suggesting ecological relations between humans and more-than-humans during our ecological crisis. Through the analysis of literary and visual aesthetic strategies, we will identify forms of resistance, endurance, and solidarity between feminist, queer, and indigenous bodies and the planet.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-RLAN**
Identical With: **SPAN292**
Prereq: **None**

LAST290 Current Environmental Issues in Latin America (CLAC 1.0)
(English translation below Spanish text) Este curso proporcionará información histórica y actual sobre el desarrollo de temas ambientales en América Latina. La información se dividirá en la evaluación del uso del medio ambiente durante los períodos precolombino y colonial (a); y b) período moderno. Se discutirá la organización, estructura y gobernanza del medio ambiente. El desarrollo de políticas públicas, planes de gestión, factores que se deterioran y los posibles usos sostenibles del medio ambiente y sus recursos. Leeremos literatura interdisciplinaria incluyendo: académica, informes, documentos oficiales gubernamentales y proyectos de ONG dedicados al diagnóstico, desarrollo y uso o nuestros recursos en América Latina. Por último, se estudiarán casos particulares de países latinoamericanos como Argentina, Brasil, México, Costa Rica, Perú y Venezuela. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. This course will provide historical and current information on the development of environmental issues in Latin America. The information will be divided into assessing the use of the environment during (a) pre-Columbian and colonial periods and (b) the modern period. The organization, structure, and governance of the environment will be discussed, as will the development of public policies, management plans, factors that deteriorate, and the potential sustainable uses of the environment and its resources. We will be reading interdisciplinary literature including academic, reports, official governmental documents, and NGOs' projects dedicated to the diagnostic, development, and use of resources in Latin America. Finally, particular cases of Latin American countries such as Argentina, Brazil, Mexico, Costa Rica, Peru, and Venezuela will be studied. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS294, CGST267**
Prereq: **SPAN221**

LAST291 From the Muralists to the Narconovela: The Public Intellectual in Mexico
Mexican writers, intellectuals, and artists, both male and female, have long been recognized for the brilliance with which they have used their work to comment on and shape the direction of the Mexican state and to engage with the multiple traditions (indigenous, European, and mestizo) that define them. In this course, we will examine the writings and artistic and filmic work of several major figures with the goal of understanding how they see and imagine Mexico in particular historical moments. The course will cover the entirety of the 20th-century and the beginning of the 21st, extending from the Mexican Revolution (1910--1917) and the Muralists (1920s--40s), through the post-1945 period including 1968, and to the drug wars and the Zapatista movement (since 1994). Students will analyze novels, essays, art, poetry, and film.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN290**
Prereq: **SPAN221**

LAST292 Spanish American 'Modernismo' in a Global Context
The publication of Nicaraguan Rubén Darío's AZUL... in 1888 is often considered to be the inaugural event of "modernismo," the first Spanish-language literary movement that originated in Spanish America and spread thereafter throughout the Hispanophone world. In March 1916, about a month after Darío's death, a magazine in the Philippines claimed that Darío also belonged--at least "spiritually"--to the Philippines. Inspired by this statement, in this course students will read poems, short stories, and crónicas (short journalistic articles) by canonical Spanish American modernista writers, such as Darío, Julián del Casal, José Martí, Amado Nervo, José Enrique Rodó, Leopoldo Lugones, and Delmira Agustini, in conjunction with Filipino modernistas, including Fernando María Guerrero, Jesús Balmori, Manuel Bernabé, and Evangelina Guerrero. We will also read a selection of works of Spanish writers, such as Salvador Rueda, who visited Cuba and the Philippines in the 1910s. Some of the salient characteristics of modernismo that we will cover are the rejection of immediate reality and materialism, the search for linguistic renovation and cosmic harmony, and the celebration of Hispanism. When focusing on this last aspect, we will assess how modernismo helped to keep Spanish America connected not only to Spain but also to the Philippines, which became a U.S. territory in 1898, alongside Cuba and Puerto Rico. Thus, we will explore to what extent modernista writers responded to the spread of U.S. imperialism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN291**
Prereq: **None**

LAST293 Writing Women's Bodies: Gender and Sexuality in Latin America
This class explores the narrative fiction of 21st century Latin American women. Through an analysis of visuality, art, ecology, nanotechnology, sexuality, and memory, among other themes, we study the ways in which women construct their bodily experience and forge ethical relations with the world through linguistic and aesthetic innovation. We will read authors such as Samanta Schweblin, Gabriela Wiener, Brenda Navarro, María Gaínza, Gabriela Cabezón Cámara, Juliana Javierre, and Lina Meruane.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN293, FGSS291**
Prereq: **SPAN221**

LAST294 Queering Latin America: Contemporary Gay, Lesbian, and Transgender Literature and Film
This course studies important and groundbreaking films, novels, and poetry by contemporary gay, lesbian, and transgender artists. It focuses on their strategies to survive, respond to, and defy the changing socio-political Latin American landscape of the last 80 years. We will introduce some key critical concepts and debates from queer theory to guide our discussions. Some of the artists we will study include: Alejandra Pizarnik, Lucía Puenzo, Manuel Puig, Pedro Lemembel, Karim Aïnouz, Lorenzo Vigas, Rosamaría Roffiel, and Norma Mosgrovejo, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN294, FGSS294**
Prereq: **None**

LAST295 Voices, Noises, and Son: Modern Sounds in Hispanic Caribbean Cultures
What happens to our understanding of Hispanic Caribbean cultures if we think about it through the category of sound? From the recorded voices of indigenous Caribbean peoples denouncing the atrocities of neo-colonialism to the contemporary Afro-Caribbean reggaeton rhythms in San Juan, sound has been a key component for this region's expressions and literatures. In this course, students will explore how multiple kinds of sound-voices, noises, music, and rhythms-shape and define the literatures and cultures of the Caribbean basin. We will read literary works and pay attention to the "sounds" described

in them in order to examine how diverse ethnic groups have contributed to the production, perception, and transformation of various Caribbean "sonorous" landscapes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN295**
Prereq: **SPAN221**

LAST296 Colonial Latin America
This course studies the history of Latin America and the Caribbean from pre-conquest times to the emergence of independence movements in the early 19th century. Lectures will explore the key environmental, cultural, economic, political, and religious transformations that shaped colonial societies throughout the region. Beginning with the formation of indigenous and Iberian polities before 1492, we will consider how early modern colonial governance functioned and evolved throughout the period of Spanish and Portuguese rule in the Americas. Through an array of primary and secondary sources we will reconstruct the lived experiences of a diversity of actors across the colonial world. We will pay particular attention to the methods and approaches that scholars have used to understand the history of the region.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST296**
Prereq: **None**

LAST297 "Un pedacito de la historia negra": Afro-Latin American Literature and Culture
The significant contributions of Afro-descendent individuals to the development of Latin American culture have been frequently overlooked or torn to pieces. Yet, the experiences and bodies of racialized people have been key in shaping and transforming the region's culture. Beyond their representation in early colonial and republican works, Afro-descendent writers and characters have been crucial in the modern aesthetics of Latin American literatures. Along with musicians and other artists, they have provided a continuous challenge to the idea of Latin America and its cultural production as a product of a homogeneous cultural and racial miscegenation. Inspired by Colombian artist Joe Arroyo's opening to a famous salsa song, wherein he sets out to tell "un pedacito de la historia negra," in this seminar we will study short stories, novels, poetry, music, and film, including works that explore the experience of being racialized in Latin America, poetic experimentalism through orality, and the retelling of the history of Black resistance in the Caribbean through modern media. Engaging with historical and contemporary issues such as racial discrimination, social inequality, and cultural pride and preservation, this course invites students to critically analyze the fundamental role of Afro-Latin Americans in shaping Latin American cultures and histories.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LAST**
Identical With: **SPAN298**
Prereq: **SPAN221**

LAST298 Food Security and Environmental Conservation (CLAC 1.0)
(English translation below Spanish text) En este curso los estudiantes investigarán información y discusión sobre la seguridad alimentaria y el uso del medio ambiente en una selección de países de América Latina. Haremos preguntas sobre la base de la producción y disponibilidad de alimentos. También examinaremos la información disponible de las agencias públicas y privadas sobre los programas establecidos por los países para garantizar la seguridad alimentaria de sus habitantes y el uso sostenible y la conservación del medio ambiente. Discutiremos conceptos como: La soberanía alimentaria y la seguridad como un sistema alimentario en el que las personas que producen, distribuyen y consumen alimentos también controlan los mecanismos y políticas de producción y distribución de alimentos; La nutrición como normas mundiales y particulares de consumo de alimentos; La Justicia social relacionada con la accesibilidad de los alimentos; y el derecho humano a una alimentación adecuada y a la libertad del hambre como uno de los objetivos del milenio de las Naciones Unidas. El estudiante revisará casos particulares en América Latina. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. In this course students will research and discuss food security and the use of the environment in a selection of Latin American countries. We will ask questions about the basis of food production and availability. We will also examine the available information from public and private agencies about programs established by countries to ensure the food security of their inhabitants and the sustainable use and conservation of the environment. We will discuss concepts such as: food sovereignty and security as a food system in which the people who produce, distribute, and consume food also control the mechanisms and policies of food production and distribution; nutrition as a global and particular standard of food consumption; social justice related to the accessibility of food; and the human right to adequate food and freedom from hunger as one of the United Nations' objectives of the millennium. Students will look at particular cases in Latin America. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS297, CGST268**
Prereq: **SPAN221**

LAST299 Decolonizing Speculative Fiction in Latin America
This course interrogates what it means to imagine alternative futures in colonial and postcolonial settings. As the writings of conquistadors, explorers and missionaries show, Europe envisioned the New Continent as the land of the future or utopia, to the point that contemporary decolonial theorists have observed that nothing was "discovered" by the first European travelers to America but the idea of discovery itself. Modern temporalities of progress became thus inseparable from the image of the Americas as a frontier of imperial expansion, religious conversion, and economic exploitation. If European SF (science fiction/speculative fiction) emerged hand-in-hand with positivist notions of progress and civilization, Latin American SF contested Eurocentric epistemologies by claiming the ability to imagining the future and fictionalizing worlds otherwise. The course will center on three key moments of Latin American literary history: 1) the early to mid-twentieth century experiments in fantastic literature from the Southern Cone, which broke with realist mimesis from the margins of modernity; 2) post-1989 SF novels from Bolivia, Guatemala and Chile, that address the making of neoliberal globalization from the vantage point of the Global South; and 3) contemporary Dominican and Cuban works in which Afro-Caribbean religions and gender formations engage in productive conversations with digital technologies, biomedical engineering, game cultures, and climate change.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN299**
Prereq: **None**

LAST302 Latin American Politics
This course explores democracy, development, and revolution in Latin America, with special attention to Argentina, Brazil, Cuba, and Nicaragua. Questions to be addressed include: why has Argentina lurched periodically from free-wheeling

democracy to murderous military rule? Why is authoritarianism usually less harsh, but democracy often more shallow, in Brazil than in Argentina? How democratic are Latin America's contemporary democracies? What accounts for the success or failure of attempted social revolutions in Latin America? Why did postrevolutionary Cuba wind up with a more centrally planned economy and a more authoritarian political system than postrevolutionary Nicaragua? How much progress has each of these countries made toward creating a more affluent, educated, healthy, and equitable society?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT302**
Prereq: **None**

LAST307 Contemporary Challenges in Latin American Politics
Latin America's contemporary challenges include corruption, crime, economic woes, social policy shortcomings, populism, declining political trust, the erosion of fragile democracies, and the political underrepresentation of women and minority groups. This course examines the historical legacies, international influences, and social-structural factors that shape and constrain how Latin American citizens and governments are responding to these challenges. Weekly readings and discussions, along with a succession of analytic exercises, will prepare students to write a research paper on a Latin American politics topic of their choice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT309**
Prereq: **None**

LAST308 Greater Latin America: Ideas, Politics, and Culture in the Americas
What is "Latin America," who are "Latin Americans" and what is the relationship among and between places and people of the region we call Latin America, on the one hand, and the greater Latin diaspora in the US on the other? This course will explore the history of Latin America as an idea, and the cultural, social, political, and economic connections among peoples on both sides of the southern and eastern borders of the United States. The course will draw from a variety of sources, including literature, visual arts, music, and oral history. Topics we will consider include the origin of the concept of "Latin" America, Inter-Americanism and Pan-Americanism, transnational social movements and intellectual exchanges, migration, and identity politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Prereq: **None**

LAST309 Territory, Community, and Identity in the Americas
How does a place shape community social relations? And in what ways do peoples' relationships to natural resources and the built environment shape their political identities? This course will explore these questions by focusing on particular case studies in the Western Hemisphere. We will consider the ways in which communities are tethered to a particular idea of territory, whether they be "fugitives," "runaways," "natives," or "immigrants." The cases we will explore include quilombos and palenques comprised of people who escaped enslavement in Portuguese and Spanish America, indigenous communities forged before, during, and after colonization by Europeans, and newfound communities or colonies comprised of relatively recent (im)migrants.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Prereq: **None**

LAST315 Cuban Literature and Film: Imagination, Revolt, and Melancholia
This course surveys the major aesthetic and socio-historical movements in modern and contemporary Cuba. Since the late 19th century, the island of Cuba has been at the center of a number of key epochal disputes: between colonialism and independence, racism and racial justice, neocolonialism and revolution, liberalism and socialism, isolationism and globalization. In the arts, the turn of the century launched a period of great imaginative invention. Considering the singular place of Cuba in Latin America, the Caribbean, and the globe, this course addresses some of the most representative works of Cuban literature and film since independence until the present time. Imagination, revolt, and melancholia are the three concepts that will orient our discussion. Imagination refers both to artistic creation and to the collective capacity of projecting new worlds, utopias, or impossible realities. Revolt, as opposed to revolution, is not restrained to politics as usual but relates rather to a deep experience of discontent and a return (from the Latin revolvere) to ancient psycho-social strata. Finally, melancholia serves as a point of view to understand what happens when history does not live up to emancipatory expectations. Special attention will be given to Afrocubanismo, ethnographic literature, the avant-garde aesthetics of the group Orígenes, Marvelous Realism, testimony, revolution, socialist experimental film, diaspora, the Special Period, and post-Soviet life.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN296, CGST324, COL314**
Prereq: **SPAN221**

LAST320 Media and Power in Latin America: From Quipus to Twitter
This interdisciplinary seminar explores how media technologies have shaped Latin American societies and politics from the colonial encounter to the dawn of the digital age. Investigating the local histories of indigenous forms such as the Andean knotted quipu and scribal texts, along with newspapers, radio, photography and social media, we examine how Latin Americans made and used these technologies to assert power, claim status, and launch protests. Through brief theoretical readings and historical case studies, we explore such themes as the relationship between colonialism and the written word, the enduring legacy of alternative indigenous literacies, the importance of rumor and oral communication in societies with low literacy rates, and the role of mass media in identity formation and contemporary social movements.

Structured in part as a lab, the class will be organized around producing a physical and digital exhibition of Latin American media materials available in Wesleyan's collections, to be displayed for the broader university community and beyond. We will produce this exhibition over the course of the semester, integrating individual research projects into our broader collective project that will be conducted as a collaborative/team effort. Along the way we will experiment with hands-on activities that might include making quill pens, setting type, and operating a printing press, take field trips to examine rare media materials first hand, and learn from on-campus experts as we develop our public exhibition.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST321**
Prereq: **None**

LAST321 Secrets, Lies, and Fictions in the Americas
In 1964, historian Richard Hofstadter underlined the spread of a "paranoid style" in American politics. Although Hofstadter's description seems more appropriate today than ever, in an increasingly interconnected global order the role of misinformation, uncertainty, manipulation, and conspiratorial imaginaries in shaping and limiting democracies and public spheres cannot be exclusively assigned to any particular locale. From a continental standpoint, this course offers analytical tools to explore the political complexity of lies, secrets, and fictions in both the United States and Latin America since the mid-twentieth century to this day. By studying a series of cases--including the Guatemalan civil war, the assassination of John F. Kennedy, the Pentagon Papers, the U.S. intervention in the Middle East, the "dirty war" in Latin America, censorship in socialist Cuba, the arrest of Augusto Pinochet in London, Wikileaks, hacker practices in the early days of internet, or Cambridge Analytica--we will address the relations between surveillance, spectacle, and conspiracies (both factual and imagined) in the contemporary techno-political landscape. Moreover, the course emphasizes the speculative and theoretical potentials of art and literature when it comes to understanding socio-political phenomena. Beyond distinctions between truth and falsehood, fictional constructions are key to our collective capacity to imagine alternative worlds. By mapping out the ways in which fictions circulate as such or rather as truthful versions of reality, we will problematize the limits and uses of truth, lies, and official and alternative narratives, as well as the power of states, corporations, individuals, and collectives to direct attention and frame information.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM321**
Prereq: **None**

LAST322 Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present
Dark, wild, primitive, Edenic and infinitely wealthy: the Amazon has been many things in many times and places. From the disgruntled Spanish conquistadors who first traversed the jungle's rivers in search of cinnamon, to the 19th-century scientific expeditions of enlightened explorers, to contemporary environmentalists, the Amazon remains a mysterious object of inquiry. It still incites the imagination of travelers, filmmakers, and politicians alike. This seminar investigates the multiple ways in which the Amazon and its peoples have been portrayed in chronicles, scientific writings, and film. We will confront the historical circumstances, motives and ideologies that prompted each of these depictions and how, in turn, they shaped the colonization of the region. We will pay close attention to genre, and to themes such as cross-cultural encounter, imperialism, and the representation of indigenous societies. We begin in 1542 with the chronicle of Francisco de Orellana. As the first Spaniard to navigate the entire length of the Amazon River, Orellana influenced how Europeans imagined the jungle well into the 19th century. Subsequently, we apply readings in history of science and anthropological theory to Claude Lévi-Strauss account of Amazonian tribes in Tristes Tropiques (1955). Students will then conduct independent research into a representation of their interest. Possible topics include scientific expeditions in the region, the jungle and modernization, global warming, or human rights. Finally, we will reflect on the Amazon as a metaphor for the human condition with Werner Herzog's film Fitzcarraldo (1982).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST322**
Prereq: **None**

LAST335 Nature, Science, and Empire in Early Latin America
This seminar will introduce students to a diversity of scientific practices that flourished in the Hispanic World between 1400 and 1800. We will begin by analyzing how a debate known as the "polemic of Spanish Science," together with the Black Legend conditioned the ways in which colonial Latin American science was traditionally approached. From available studies we will then survey some of the significant contributions to botany, astronomy, medicine, and metallurgy of Mesoamerican and Andean civilizations. From there we will read an array of primary and secondary sources in order to reconstruct the varied, and often eclectic knowledge gathering and knowledge making practices that missionaries, humanists, and crown-officials devised to understand the natural world. We will pay close attention to their particular goals and methods and the manner in which they were influenced by the encounter with foreign peoples, the dynamics of conquest and colonization, the movement of books and commodities, and institutions of censorship and patronage.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST335**
Prereq: **None**

LAST343 Empires of Captivity: The Resurgence of Atlantic Slavery in the Age of Emancipations
The dawn of the 19th century was marked by a series of challenges to Atlantic slavery, epitomized first by the unprecedented victories of the Haitian Revolution and then by the implementation of municipal bans and bilateral treaties that sought to limit the international trade in African captives. Yet seemingly paradoxically, this same period saw the rapid expansion of new zones of enslavement stretching from the U.S. South to Cuba, Brazil, and beyond. Proslavery forces mobilized across these jurisdictions in order to reverse the tide of abolition and to participate in (or simply to profit from) a burgeoning illegal trade in captives. Meanwhile, people of African descent who were enslaved or re-enslaved during this period built upon the precedent of emancipation in Haiti and other antislavery jurisdictions as they mounted claims to freedom for themselves, their families, and their communities. They continuously pushed forward the halting pace of general emancipation, laying the foundations for struggles for recognition and restitution that continue to the present day.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LAST, SBS-LAST**
Identical With: **AFAM343**
Prereq: **None**

LAST344 The Haitian Revolution Beyond Borders
In 1791, enslaved people rose up against their masters in the French colony of Saint-Domingue, at the time the most profitable plantation society in the world. Thirteen years later, their efforts would culminate in the declaration of independence of Haiti, a nation founded on the pillars of antislavery, anticolonialism, and racial equality. This course investigates the regional and global significance of this revolution through its interconnections with Haiti's neighbors in the Caribbean and across Latin America. First, we will look at the immediate implications of Haiti's founding for the fate of New World slavery during the Age of Revolutions. Next, we will consider Haiti's long-term impact on national identities, racial formations, and future revolutionary struggles in the Americas over the course of the 19th and 20th centuries.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Identical With: **AFAM344**
Prereq: **None**

LAST348 Urban Histories of Latin America
Cities have occupied Latin American writers, artists, and scholars since the early decades of the sixteenth century. Mapped on to preexisting settlements of indigenous importance, colonial cities became the center of Iberian administration in the New World. They imparted justice, granted citizenship rights, set the standard of civility and religious orthodoxy, and held the promise of economic improvement. The preeminence of cities in Latin America continued into the modern period. Mexico, Buenos Aires, and Rio de Janeiro became opulent and unequal metropolitan centers in the nineteenth century. Unconstrained growth brought about the megalopolises of our current day.

This seminar will explore Latin America's major urban centers in significant moments from the pre-Hispanic period until the present day. Through chronicles, travel narratives, photography, legal writings, newspaper archives, maps, and film we will reconstruct the many dimensions of urban culture in the region. The course will be organized thematically and geographically. We will begin by studying the ways in which Latin American writers have understood the role of the city, and its dwellers, in shaping the trajectory of their various nations. We will pay particular attention to themes like the city and modernity, the every-day experiences of urban residents, racial, gender, and social inequality, the city as a site of historical memory and violent contestation, the environmental challenges of urban growth, and the rise and fall of counter-cultural and protest movements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST348**
Prereq: **None**

LAST348Z Urban Histories of Latin America
Cities have occupied Latin American writers, artists, and scholars since the early decades of the sixteenth century. Mapped on to preexisting settlements of indigenous importance, colonial cities became the center of Iberian administration in the New World. They imparted justice, granted citizenship rights, set the standard of civility and religious orthodoxy, and held the promise of economic improvement. The preeminence of cities in Latin America continued into the modern period. Mexico, Buenos Aires, and Rio de Janeiro became opulent and unequal metropolitan centers in the nineteenth century. Unconstrained growth brought about the megalopolises of our current day. This seminar will explore Latin America's major urban centers in significant moments from the pre-Hispanic period until the present day. Through chronicles, travel narratives, photography, legal writings, newspaper archives, maps, and film we will reconstruct the many dimensions of urban culture in the region. The course will be organized thematically and geographically. We will begin by studying the ways in which Latin American writers have understood the role of the city, and its dwellers, in shaping the trajectory of their various nations. We will pay particular attention to themes like the city and modernity, the everyday experiences of urban residents, racial, gender, and social inequality, the city as a site of historical memory and violent contestation, the environmental challenges of urban growth, and the rise and fall of counter-cultural and protest movements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST348Z**
Prereq: **None**

LAST373 Language and Power in Latin America
What is a perfect language? Societies across the globe, in different times and places, have sought to answer this question. In the process they have posited a diversity of theories about the relationships among language, individual and group identity, social harmony, religious devotion, and political power. This seminar investigates the ways in which Latin American societies, from the colonial period until the present, grappled with the problem of language and its ability to shape their communities. From Indigenous polities, to the imperial monarchies that conquered and colonized the Americas, to the nation-states that emerged in the 19th century, all have had to confront the realities of a diverse and profoundly multilingual region. The course will be organized around representative case studies. It will draw from a variety of fields (e.g., linguistics, philosophy, history, anthropology, and history of science) to consider how language served as either a resource or an obstacle to be surmounted in the creation of ideal religious, political, and intellectual communities in Latin America. Significant themes include the role of language in conquest and colonization, the development of cultural institutions to regulate and standardize language usage, the prevalence of bilingualism in many regions, the proliferation of literacy campaigns as a hallmark of the revolutionary governments of the mid-20th century, and the emergence of Indigenous peoples as social and political actors in contemporary Latin America.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST373**
Prereq: **None**

LAST375 Unraveling Nature: Environmental Histories of Latin America
In the late eighteenth century, as almost three-hundred years of Spanish-rule in the Americas neared collapse, the Colombian scholar Francisco José de Caldas wrote that the key to understanding human variety lay in the different environments that human societies inhabited. For Caldas, nowhere was this more evident that in the Andes, where within close proximity a variety of temperature ranges and degrees of atmospheric pressure clearly influenced the character and customs of people. From the depths of the Amazon to the highest peaks of the Andes and the semi-arid lowlands of the Gran Chaco, the Latin American environment has continually inspired chroniclers, scientists, state-planners, and environmental activists, all seeking to unravel its workings in the service of their economic, political, social, and religious ideals. This class investigates the range of technologies and genres that scholars, administrators, local experts, and communities across Latin America have used to make the region's varied geographic spaces intelligible from the fifteenth century until the present day. It explores tensions between material and theoretical influences on the spatial imaginary and examines how environments were made and remade to serve imperial, colonial, national, and global projects. Important themes include Indigenous cosmologies and natural knowledge, the establishment of colonial extractive economies, the export-led growth of the nascent Latin American nations, the developmentalist projects of the late twentieth century, and recent efforts to contest the exploitation of nature by endowing natural bodies, like rivers and mountain ranges, with legal rights.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST375**
Prereq: **None**

LAST382 Erosion of Democracy
This seminar will explore the characteristics, causes, and consequences of "democratic backsliding" -- deterioration in the quality of democracy that may or may not lead to democratic breakdown. Topics to be covered include the meaning of democracy, the measurement of democracy, the right to vote,

electoral integrity, democracy and the rule of law, democracy and populism, democracy and the Covid-19 pandemic, dimensions and sequences of democratic erosion, the causes of democratic erosion, and resistance to democratic erosion.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT382**
Prereq: **None**

LAST383 Venezuela: The Effect of Oil Discovery on People, the Environment, and on Democracy (CLAC 1.0)
(English translation follows below) Este curso examinará los factores clave que han afectado el desarrollo de Venezuela y su entorno desde el período precolonial hasta el presente. Dividiremos la historia de Venezuela en dos períodos críticos: antes y después del descubrimiento de petróleo. Haremos preguntas sobre la naturaleza y las interacciones de los factores y agentes clave que transformaron a Venezuela de una colonia a la de un país económicamente independiente. Al examinar los períodos económicos anteriores y posteriores al petróleo por separado, aprenderemos que los factores clave, como la agricultura, el uso de la tierra y la influencia colonial europea, cambiaron drásticamente, transformando así muchas instituciones sociopolíticas. Los contrastes incluirán la resiliencia y la erradicación de enfermedades, los derechos humanos y la esclavitud, la propiedad de la tierra, la salud humana, los impactos en la biodiversidad y la salud humana, y la protección de las culturas indígenas. En última instancia, examinaremos los factores que han llevado al colapso de la democracia. Leeremos una literatura interdisciplinaria que incluye antropología, religión, sociología, ciencias ambientales, derecho e historia. El curso se presenta en un formato de lectura / discusión en el que todas las lecturas, escritos y discusiones serán en español. This course will examine the key factors that have affected the development of Venezuela and its environment from the pre-colonial period to the present. We will divide the history of Venezuela into two critical periods: before and after the discovery of oil. We will ask questions about the nature and interactions of the key factors and agents that transformed Venezuela from a colony to that of an economically independent country. By examining the pre- and post-oil economic periods separately, we will learn that the key factors, such as agriculture, land use, and European colonial influence, changed dramatically, thereby transforming many sociopolitical institutions. The contrasts will include resilience to and eradication of diseases, human rights and slavery, land ownership, human health, impacts on biodiversity and human health, and protections of indigenous cultures. Ultimately we will examine the factors that have led to the collapse of democracy. We will read an interdisciplinary literature that includes anthropology, religion, sociology, environmental sciences, law, and history. The course is presented in a reading/ discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **ENVS283, CGST283**
Prereq: **SPAN221**

LAST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

LAST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

LAST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

LAST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

LAST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

LAST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

LAST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

LAST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

LAST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

LESS COMMONLY TAUGHT LANGUAGES

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

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

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

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

LANG101A Beginning Danish I
This quarter-credit online course is intended to prepare students with fundamental language skills and discover Danish language and culture. This course will help students acquire some basic speaking, listening and structural skills in Danish through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG101C Beginning Farsi I
Learn Farsi! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Farsi language and culture. This course will help students acquire some basic speaking, listening and structural skills in Farsi through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG101G Beginning Cantonese I
This quarter-credit online course is intended to prepare students with fundamental language skills and discover Cantonese language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Cantonese through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities, and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG101I Beginning Bengali I
This quarter-credit online course is intended to prepare students with fundamental language skills and discover Bengali language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Bengali through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities, and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG101K Beginning Swedish I
This quarter-credit online course is intended to prepare students with fundamental language skills and discover Swedish language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Swedish through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities, and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG101N Beginning Thai I
This quarter-credit online course is intended to prepare students with fundamental language skills and discover Thai language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Thai through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities, and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG102A Beginning Danish I
This courses takes place during Quarter 2. Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG102C Beginning Farsi I
Learn Farsi! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Farsi language and culture. This course will help students acquire some basic speaking, listening and structural

skills in Farsi through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG102F Beginning Modern Greek I
This course takes place during Quarter 2. This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Modern Greek through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Modern Greek at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG102I Beginning Bengali I
Learn Bengali! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Bengali language and culture. This course will help students acquire some basic speaking, listening and structural skills in Bengali through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG103C Beginning Farsi I
This course is a continuation of Beginning Farsi I and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG103G Beginning Cantonese I
Learn Cantonese before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Cantonese through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Cantonese at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG103H Beginning Icelandic I
Learn Icelandic before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Icelandic through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Icelandic at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG103K Beginning Swedish I
Learn Swedish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Swedish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Swedish at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG104A Beginning Danish I
Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG104C Beginning Farsi I
This course is a continuation of Beginning Farsi I and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG104H Beginning Vietnamese I
Learn Vietnamese before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Vietnamese through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Vietnamese at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG104I Beginning Bengali I
Learn Bengali! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Bengali language and culture. This course will help students acquire some basic speaking, listening and structural skills in Bengali through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.

Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG104K Beginning Swedish I
Learn Swedish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Swedish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Swedish at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG104L Beginning Yiddish I
This quarter-credit online course is intended to prepare students with fundamental language skills. This course will help students acquire basic speaking and listening skills in Yiddish through an online language learning platform. By the end of the quarter, students will be able to converse at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG104M Beginning Dutch I
Learn Dutch! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Dutch language and culture. This course will help students acquire some basic speaking, listening and structural skills in Dutch through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105A Beginning Danish I
This course takes place during the Summer. Learn Danish before you go abroad! This .25-credit online course is intended to prepare students with fundamental language skills before they study abroad. Students will acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics on people and travel at an elementary level of proficiency in Danish.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105B Hindi
This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Hindi through an online language learning platform. By the end of the semester, students will be able to converse in Hindi at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105C Beginning Farsi I
This course is a continuation of Beginning Farsi I and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105G Beginning Cantonese I
Learn Cantonese before you go abroad! This quarter-credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Cantonese through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Cantonese at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105J Beginning Norwegian I
This courses takes place during the summer. Learn Norwegian before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Norwegian through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Norwegian at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105T Beginning Turkish I
Start learning Turkish! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Turkish language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Turkish through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities, and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106A Beginning Danish I
This course takes place during Winter Session. Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.
Offering: **Host**

Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106C Beginning Farsi I
Learn Farsi! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Farsi language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Farsi through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG106G Beginning Cantonese I
Learn Cantonese! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Cantonese language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Cantonese through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, and travel and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106H Beginning Vietnamese I
Learn Vietnamese before you go abroad! This quarter-credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Vietnamese through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Vietnamese at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG106K Beginning Swedish I
Learn Swedish! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Swedish language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Swedish through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, and travel and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106N Beginning Thai I
Learn Thai! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Thai language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Thai through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, and travel and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106P Beginning Malay I
Learn Malay! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Malay language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Malay through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, and travel and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106Q Beginning Hungarian I
Learn Hungarian before you go abroad! This quarter-credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Hungarian through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Hungary at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG106R Beginning Haitian Creole I
Learn Haitian Creole! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Haitian Creole language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Haitian Creole through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106T Beginning Turkish I
Learn Turkish! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Turkish language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Turkish through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**

Gen Ed Area: **None**
Prereq: **None**

LANG106U Beginning Gaelic I
Learn Gaelic! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Gaelic language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Gaelic through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106V Beginning Uzbek I
Learn Uzbek! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Uzbek language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Uzbek through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106W Beginning Swahili I
Learn Swahili! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Swahili language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Swahili through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG111C Beginning Farsi II
Learn Farsi! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Farsi language and culture. This course will help students acquire some basic speaking, listening and structural skills in Farsi through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG112C Beginning Farsi II
Learn Farsi! This quarter credit online course is intended to prepare students with fundamental language skills and discover Farsi language and culture. This course will help students acquire some basic speaking, listening and structural skills in Farsi through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG113C Beginning Farsi II
This course is a continuation of Beginning Farsi II and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG114C Beginning Farsi II
This course is a continuation of Beginning Farsi II and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG115C Beginning Farsi II
This course is a continuation of Beginning Farsi II and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG141 Elementary Modern Greek
The course is an introduction to the language and culture of modern Greece. The fundamentals of reading, writing, and speaking are taught. We start by learning the Greek alphabet and sounding out basic words and expressions. We then progress to acquiring useful vocabulary; practicing in-class dialogue exercises; and eventually constructing original sentences for use in conversation. In addition, we examine different aspects of Greek culture including modern Greek literature in translation, the Mediterranean Diet, contemporary Greek history, and Orthodox Christian spirituality and holiday customs.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG142 Elementary Modern Greek II
The course builds upon the language skills acquired in LANG 141. Students learn how to count, tell time, and give directions in Greek; compose short descriptive essays in the target language; and translate passages into English. Student-led conversation hours outside of class provide further opportunity to practice speaking and to explore interests such as Greek music, social media, and travel. In class, we also examine historical and cultural topics including life in contemporary Athens, the Greek War of Independence, and the story behind the modern revival of the Olympic Games.
Offering: **Host**
Grading: **Cr/U**

Credits: **0.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG151 Elementary Swahili I
This course is an introduction to the study of the Swahili language, the most widely spoken language on the African continent, and focuses on the development of all four skills (listening, speaking, reading, and writing). The course includes regular meetings with a remote instructor, independent work, and weekly sessions with a teaching assistant.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG152 Elementary Swahili II
This course is a continuation of Elementary Swahili I, an introduction to the study of Swahili language, the most widely spoken language on the African continent, and focuses on the development of all four skills (listening, speaking, reading, and writing). The course includes regular meetings with a remote instructor, independent work, and weekly sessions with a teaching assistant.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG160 Introduction to Tamazight: The Native Language of North Africa and Beyond (CLAC.50)
This course will introduce students to the language (sounds and script) and culture of the Amazigh people, an ethnic group (commonly known as Berbers) native to North Africa and West Africa, specifically Morocco, Algeria, Tunisia, Libya, Mauritania, northern Mali, and Niger, with some oases in Egypt and the Canary Islands. The Tamazight language--the alphabet of which is called Tifinagh--has been a written language for almost 3000 years, although it was disrupted throughout history due to various invasions and conquests of the area. The Tuareg people of the Sahara desert in Northern Africa, and as of late Morocco and Algeria, have been using the Tifinagh alphabet (oldest dated inscription from about 200 BC) and the Tamzight language as a secondary national language. The objectives of this course are: 1. To introduce students to the sounds and script of Tifinagh; 2. To teach students basic conversation and essential elements of the Tamazight language; and 3. To familiarize students with the culture of the different Amazigh peoples.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST240**
Prereq: **None**

LANG233 Introduction to ASL / English Interpretation (CLAC 0.5)
Having completed course work in Beginning ASL I, II and Intermediate I, II, students who have demonstrated a strong interest in continuing their studies at a more sophisticated and challenging level may find this course work interesting pursuant to becoming a professional, credentialed Sign Language Interpreter.

This experience will provide students with a working knowledge of the profession of interpreting including the Code of Professional Conduct, certification criteria, the roles and responsibilities of a professional interpreter and discussions of the role of the interpreter in a variety of professional settings including educational, medical, legal, the performing arts, counseling, and rehabilitation.

Students who attend this course demonstrate that they are able to express in ASL, with some confidence, routine and everyday experiential topics within a conversational format with some elaboration. They demonstrate clear and accurate signing and fingerspelling at a moderate rate of speed.

This coursework uses a process-oriented approach for applying the essential cognitive strategies for interpretation. These strategies include organizing and manipulating visual images, analyzing message for meaning, and self-monitoring for message accuracy. This experience serves as a transition from language learning to beginning interpretation.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Identical With: **CGST233**
Prereq: **LANG191**

LANG250 Visual Gestural Communication
The Visual Gestural Communication course (VGC) is an introduction to communication mostly based on iconicity via gestures. Students will use body movements in performance-like activities to model people's actions in the real world or in imaginary universes, facial expressions to convey feelings and emotions as well as some ideas and concepts, hand gesticulations to represent objects and concepts. Students will practice their non-verbal (aka not based on language) communication in diverse settings on a variety of topics taking into account different perspectives and sensibilities in the world: countries, cultures, languages, minorities, genders, ages, etc. Students will also be exposed to a stylized form of signed language used by the Deaf community in international settings, commonly called International Sign Language. This course does not require previous exposure to American Sign Language.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG290 Intermediate American Sign Language I
This course is the third (3rd) of six American Sign Language (ASL) courses encompassing two terms for Elementary, two for Intermediate, and two for Advanced. The two Intermediate ASL courses are an introduction to communication in ASL. You will expand your vocabulary and enhance your grammar while starting to get a basic understanding of the Deaf experience. The course will be taught primarily in ASL and with clarifications in written English as needed. Interactive activities in class and homework assignments will provide you with ample opportunities to practice communication in ASL as much as possible. Because of the absence of a standardized written system for ASL, you will complete many of the assignments by recording yourself on video.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **LANG191**

LANG291 Intermediate American Sign Language II
This course is the fourth (4th) of six American Sign Language (ASL) courses encompassing two terms for Elementary, two for Intermediate, and two

for Advanced. The two Intermediate ASL courses are an introduction to communication in ASL. You will expand your vocabulary and enhance your grammar while starting to get a basic understanding of the Deaf experience. The course will be taught primarily in ASL and with clarifications in written English as needed. Interactive activities in class and homework assignments will provide you with ample opportunities to practice communication in ASL as much as possible. Because of the absence of a standardized written system for ASL, you will complete many of the assignments by recording yourself on video.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG310 Beginning Pequot Language and Culture I
This course is designed to provide participants with an introduction to Pequot language. Pequot is an Algonquian language spoken by many of the Native American people indigenous to Connecticut, including the Wangunks who lived in the area that is now Middletown. This course will focus on acquiring linguistic concepts aimed at developing conversational proficiency but will also include readings and discussions about Wangunk history and culture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG311 Beginning Pequot Language and Culture II
This course is the continuation of Beginning Pequot Language and Culture I. This course is designed to further develop conversational proficiency in Pequot language. Pequot is an Algonquian language spoken by many of the Native American people indigenous to Connecticut, including the Wangunks who lived in the area that is now Middletown. This course will focus on acquiring linguistic concepts aimed at developing conversational proficiency, but will also include readings and discussions about Wangunk history and culture.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

LANG420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

LANG466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers undergraduate majors in mathematics and in computer science. We also participate in the College of Integrative Sciences, the Data Analysis minor, the IDEAS minor, and the Informatics and Modeling minor. The department's graduate programs include a PhD in mathematics and MA programs in mathematics and in computer science.

Each student's course of study is designed to provide an introduction to the basic areas of mathematics or computer science and to provide the technical tools that will be useful later in the student's career. The course of study is planned in consultation with the student's faculty advisor and the department's advisory committees, DADCOM for mathematics and CADCOM for computer science.

The department's graduate programs include a PhD program in mathematics and MA programs in mathematics and in computer science. The research emphasis at Wesleyan at the doctoral level is in pure mathematics and theoretical computer science. One of the distinctive features of our department is the close interaction between the computer science faculty and the mathematics faculty, particularly those in logic and discrete mathematics.

Graduate students at Wesleyan enjoy small classes and close interactions with faculty and fellow graduate students. Graduate students normally register for three classes a semester and are expected to attend departmental colloquia and at least one regular seminar. The number of graduate students ranges from 17 to 21, with an entering class of three to six each year. There have always been both male and female students, graduates of small colleges and large universities, and U.S. and international students, including, in recent years, students from Australia, Chile, Ecuador, Iran, Nepal and Turkey. All of the department's recent PhD recipients have obtained faculty positions. Some have subsequently moved to mathematical careers in industry and government.

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

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Jeffrey Yelton
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Visiting Professor of Mathematics

DEPARTMENTAL UNDERGRADUATE ADVISING EXPERTS

DADCOM provides advice and transfer credit approval for students in mathematics. CADCOM provides advice and transfer credit approval for students in computer science.

- Undergraduate Computer Science Major (p. 715)
- Undergraduate Mathematics Major (p. 716)

- Doctor of Philosophy in Mathematics (p. 718)
- Master of Arts in Mathematics or Computer Science (p. 719)

COMPUTER SCIENCE

COMP112 Introduction to Programming
The course will provide an introduction to a modern, high-level programming language including a discussion of input/output, basic control structures, types, functions, and classes. The lectures will also discuss a variety of algorithms as well as program design issues.

The second meeting time for each section is a computer lab.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP112Z Introduction to Programming
This course will provide an introduction to imperative programming including a discussion of variables, basic control structures, and functions, with other topics as time permits. The lectures will also discuss a variety of algorithms as well as program design issues. The language is typically a standard high-level language like Java or Python, but the choice is up to the instructor, and may differ between different COMP 112 sections.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP113 Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265, MB&B265, CIS265**
Prereq: **[MB&B181 or BIOL181]**

COMP113Z Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics. MB&B/BIOL181 or POI: Those not meeting the prerequisite should contact the professor directly.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265Z, CIS265Z, MB&B265Z**
Prereq: **MB&B181 OR BIOL181**

COMP114 How to Talk to Machines
How do we tell robots and computers how to do what they do? Getting a handle on this question is the goal of this course. Since telling a device how to do something depends a lot on what that device can do, along the way we will learn a bit about what is "in the box." We will start with the kind of programming one might use to instruct a robot how to interact with the world around it. That will lead us to the Turing machine, a beautiful mathematical model of a computer. We will adapt that model to something that is closer to how most computer systems today are designed. We will end with an introduction to high-level programming, learning the fundamentals of programming in a language such as Python or Java.

The goal of the course is to understand not just programming, but how computers are designed, and how those designs are reflected in the way we program them. After passing this course, students will have a basic knowledge of programming and how a computer works. COMP 114 can be used to satisfy the COMP 211 prerequisite and also the mathematics major "elementary knowledge of algorithms and computer programming" requirement.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP114Z How to Talk to Machines
How do we tell robots and computers how to do what they do? Getting a handle on this question is the goal of this course. Since telling a device how to do something depends a lot on what that device can do, along the way we will learn a bit about what is "in the box." We will start with the kind of programming one might use to instruct a robot how to interact with the world around it. That will lead us to the Turing machine, a beautiful mathematical model of a computer. We will adapt that model to something that is closer to how most computer systems today are designed. We will end with an introduction to high-level programming, learning the fundamentals of programming in a language such as Python or Java.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP115 How to Design Programs
In this course, students will learn to systematically design programs, going from a problem statement to a well-organized solution in a step-by-step fashion. We will apply these program design skills to many applications within computer science and in other disciplines. Students will develop their mathematical skills, because we will use a symbolic view of computation that explains the process of running a program as simple manipulations of its text. Students will also develop their technical reading and writing skills, such as understanding complex problem descriptions and precisely articulating the design of solutions. No prior experience with programming or computer science is expected.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP116 Introduction to Programming and Machine Knitting
Knitting is a fabrication technique with a long history, producing items from everyday garments to e-textiles. Since the invention of the first knitting machine in 1589, knitting technology has evolved significantly, leading to the

sophisticated computerized knitting machines we use today. This course serves as an introduction to programming, computer science, and machine knitting, especially for students interested in textile design and making. Students will learn imperative programming using a high-level programming language, covering topics such as data types, control structures, functions, and objects. We will also cover how to program and operate a knitting machine. No prior knowledge in programming or knitting is required. This course provides an equivalent introduction to programming to COMP 112/113/114/115 and will satisfy any requirements or prerequisites that those courses satisfy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA, NSM-MATH**
Identical With: **IDEA116**
Prereq: **None**

COMP131F Can Machines Think? (FYS)
In his 1950 article "Computing Machinery and Intelligence," Alan Turing considered the question "can machines think?" He proposed replacing it by a test, famously called the Turing test, or -- in Turing's words -- the imitation game, in which a subject can ask written questions to one of two hidden sources: a computer and a human being. The machine passes the test if its answers fool the subject into thinking it's the human being most of the time. In light of the quality of answers that we get from generative AI programs based on Large Language Models, such as chatGPT, can we say that the Turing test has been passed?

If one believes the answer is yes, or close enough to yes to warrant believing the moment is at hand, then Turing's reformulation of the "can machines think?" question is inadequate, because it's safe to say that few people believe chatGPT can think. In fact, it isn't even trying. That is to say, its creators aren't. As AI pioneer Geoffrey Hinton and others have pointed out, such programs are not implementing human thinking at all. And there is certainly no hint of a claim that consciousness is close to being reproduced by such programs, just imitated. Is that enough? I (and many others) are also interested in what I will call the rebound question: How does this sharpen or muddy our notion of what we humans are? (cf. B.F. Skinner's question "Can humans think?")

This brings to mind a trope that has had some vogue in philosophy of mind, namely the figure of the

zombie. Zombies are creatures "exactly like us in all physical respects but without conscious experiences." The subsequent literature on zombies is vast. One of many objections is that zombies cannot exist (Dennett). But, in the admittedly restricted but wide domain of expression in a natural language, aren't chatGPT and its progeny zombies? They cannot think or feel, have no concept of meaning, do not understand what they are doing, or anything else, but to an extent not remotely seen just a few years ago, they speak like us, more or less. Zombies bring into sharper focus the question: what's missing? What exactly is it that has to be added to zombies to make them conscious? This is the so-called hard problem of AI: how to define and reproduce consciousness.

Well, maybe there's another question coming round the bend. Will the two groups merge at some point? Will more and more refined imitations, possibly embodied, incorporating simulations (just simulations) of feelings, morality, pain, pleasure, be made and do much more? Will it turn out not just in theory, but backed up in practice that that's all we are? Are we Zombies 5.0?

These and other topics, including an introduction to programming with Python, the social and human

impact of AI, the issues in neuroscience, and philosophy of mind will be the subject of the course. Grading will be based on programs, essays, presentations, and three tests.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP211 Computer Science I
This is the first course in a two-course sequence (COMP211-212) that is the gateway to the computer science major. It is intended for prospective computer science majors and others who want an in-depth understanding of programming and computer science. Topics to be covered in COMP211-212 include an introduction to the fundamental ideas of programming in imperative and functional languages, correctness and cost specifications, and proof techniques for verifying specifications.

Specifics such as choice of programming language, which topics are covered in which semesters, etc., will vary according to the tastes of the faculty offering the courses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP112 OR COMP113 OR COMP114 OR COMP115**

COMP212 Computer Science II
This is the second course in a two-course sequence (COMP211-212) that is the gateway to the computer science major. It is intended for prospective computer science majors and others who want an in-depth understanding of programming and computer science. Topics to be covered in COMP211-212 include an introduction to the fundamental ideas of programming in imperative and functional languages, correctness and cost specifications, and proof techniques for verifying specifications.

Specifics such as choice of programming language, which topics are covered in which semesters, etc., will vary according to the tastes of the faculty offering the courses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP211**

COMP260 Special Topics in Computer Science
This course is designed for nonmajors who wish to pursue some topic in computer science beyond introduction to programming. Topics will vary according to the instructor.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **QAC260**
Prereq: **COMP112**

COMP260A Software Design and Engineering
Programming is only one ingredient for creating industry-grade software. Eliciting requirements from stakeholders, modeling the architecture of a system, selecting appropriate development tools, and testing and maintaining a codebase are some of the aspects that elevate programming to software engineering. Focusing on the development of mobile and web apps, students in this course will gain expertise in common front-end and back-end technologies as well as related tooling. We will also cover the organization of software projects and their social implications, which are so important to recognize for the modern software engineer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **COMP112**

COMP260B Scientific Computing
This course will introduce students from various disciplines to computing as applied to scientific problems. The course aims to provide a theoretical background in computational sciences and insight in understanding how popular algorithms and advances in hardware are used to solve problems drawn from chemistry, physics, biology, and bioinformatics. Topics covered will include simulation techniques, analysis of trajectories, clustering, probabilistic modeling, networks, artificial intelligence, neural networks, population dynamics, and high-performance computing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP211**

COMP266 Bioinformatics
This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL266, MB&B266, CIS266**
Prereq: **[MB&B181 OR BIOL181]**

COMP301 Automata Theory and Formal Languages
This course is an introduction to formalisms studied in computer science and mathematical models of computing machines. The language formalisms discussed will include regular, context-free, recursive, and recursively enumerable languages. The machine models discussed include finite-state automata, pushdown automata, and Turing machines.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP500**
Prereq: **COMP211 AND COMP212 AND MATH228**

COMP312 Algorithms and Complexity
The course will cover the design and analysis of efficient algorithms. Basic topics will include greedy algorithms, divide-and-conquer algorithms, dynamic programming, and graph algorithms. Some advanced topics in algorithms may be selected from other areas of computer science.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP510**
Prereq: **COMP212 AND MATH228**

COMP321 Design of Programming Languages
This course is an introduction to concepts in programming languages. Topics include parameter passing, type checking and inference, control mechanisms, data abstraction, module systems, and concurrency. Basic ideas in functional, object-oriented, and logic programming languages will be discussed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP521**
Prereq: **COMP212 AND MATH228**

COMP323 Programming Language Implementation
This course is an introduction to the implementation of programming languages.

Students will learn how to formally describe and implement major components of the implementation pipeline. Topics may include lexical analysis and parsing (checking whether source code is well-formed and converting it to an internal programmatic representation), type-checking and -inference (static program analysis for safety features), interpretation (direct execution of a high-level language program), and compilation (translation to a low-level language such as assembly or bytecode).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP523**
Prereq: **COMP212 AND MATH228**

COMP324 Program Analysis
Program analysis refers to techniques for describing program behavior as well as detecting "bad" behavior before execution or preventing it during execution. This course focuses specifically on information flow, where the goal is to ensure that secure or confidential information (such as passwords) is not transmitted to insecure or public channels. The course will cover techniques for describing program execution, how we describe permissible information flow, and dynamic (runtime) and static (compile-time) enforcement techniques.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP325 Logic and Functional Program Languages
Functional Programming Languages (Lisp, Scheme, ML, ocaml, Haskell, and many others) and Logic Programming Languages (Prolog, lambda-Prolog, etc.) have been developed within mathematical frameworks based on Logic. In this course, we will explore the basic structure of functional and logic programming

languages starting from the Mathematical Logic foundation that gave rise to them. This will give some deep and interesting insights into present and (likely) future programming language design.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP327 Evolutionary and Ecological Bioinformatics
Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL327, BIOL527, COMP527, CIS327**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

COMP331 Computer Structure and Organization
The purpose of the course is to introduce and discuss the structure and operation of digital computers. Topics will include the logic of circuits, microarchitectures, microprogramming, conventional machine architectures, and an introduction to software/hardware interface issues. Assembly language programming will be used to demonstrate some of the basic concepts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP531**
Prereq: **COMP212**

COMP332 Computer Networks
This course will provide an introduction to the fundamentals of computer networks. Computer networks have become embedded in our everyday lives, from the Internet to cellular phones to cloud networking, enabling applications such as email, texting, web browsing, on-demand video, video conferencing, peer-to-peer file sharing, social networking, cloud computing, and more. This course will delve into the infrastructure and protocols that have allowed computer networks to achieve their current ubiquity. While the primary focus of the course will be on the Internet's architecture, protocols, and applications, we will also touch on other types of computer networks. Programming assignments will be done using Python; prior knowledge of Python is not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 and MATH228**

COMP333 Software Engineering
Software engineering is the application of engineering principles to the software development process. Eliciting requirements from stakeholders, designing the architecture of a program, performing usability studies, and testing a codebase are some of the aspects that elevate program development to software engineering. Focusing on web and mobile apps, students in this course will gain expertise in state-of-the-art frontend, backend, and mobile technologies, as well as related tooling. We will also cover the collaborative organization of software projects, software licensing, software business models, and ethical considerations for professional software engineers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **IDEA333**
Prereq: **COMP211 AND COMP212**

COMP334 Information Security and Privacy
This course explores principles and practical applications of computer security and privacy. Some of the topics covered include static and dynamic code analysis, secure authentication, privacy enhancing technologies, usable privacy and security, and web tracking. We will also touch upon theoretical areas, such as basic cryptographic concepts as well as differential privacy. The course has the objective to provide students with the conceptual knowledge and technical skills to identify and resolve privacy and security issues in the design, development, and evaluation of information systems.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP341 Artificial Intelligence
This course is an introduction to creating programs that appear to behave intelligently. Topics will include search algorithms for problem solving, as well as probabilistic reasoning, including regression, classification, and decision making. Sample topics include Bayesian networks, basic neural networks and reinforcement learning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP343 Machine Learning
This course will provide an introduction to machine learning. The field of machine learning studies how to design systems that learn from experience. We will cover fundamental concepts and algorithms used in machine learning, as well as give an introduction to basic probability and statistics. Sample topics include regression, classification, Bayesian networks, Gibbs sampling, particle filtering, maximum likelihood estimation, neural networks, deep learning, clustering, bias/variance trade-offs, cross-validation, and practical advice. Programming assignments will be done using Python; prior knowledge of Python is not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP350 Computational Media: Videogame Development
This course examines the interplay of art and science in the development of contemporary videogames using the Unity development platform and commercial artistic game tools. Students develop a comprehensive understanding of computational media, including legal and commercial aspects, combined with hands-on experience in a creative process that integrates design, art, and coding. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to better understand the challenges and rewards of producing graphic interactive software within a professional context.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **2.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **IDEA350, FILM250, CIS350**
Prereq: **None**

COMP353 Robotics
Students will use hands-on projects, building and programming Arduino-based robots to learn about the field of robotics. Topics will include perception, locomotion, localization, common programming frameworks for robotics, and ethical considerations. Some background in electronics and mechanical construction may be helpful but is not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **IDEA353**
Prereq: **COMP211**

COMP355 Computational Design and Fabrication
This course introduces students to computational design and fabrication, which is an exciting application of computing and lays the foundation for the future manufacturing industry. We will focus on how computing can support computational design and also working with fabrication technologies such as 3D printing and laser cutting. Lecture topics include hardware abstraction languages, geometry processing fundamentals, physics-based simulation, optimization techniques, and data-driven design methods. Hands-on activities will complement lectures, providing practical experience with fabrication hardware and software tools. No prior knowledge of fabrication is required. Some background in linear algebra (MATH 221 Vectors and Matrices or MATH 223 Linear Algebra) is helpful but not necessary. Students who have not taken one these classes may want to do some reading before the course or be prepared to learn some of that material as the course progresses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **IDEA355**
Prereq: **COMP212 AND MATH228**

COMP360 Special Topics in Computer Science: Information Security and Privacy
This course explores principles and practical applications of computer security and privacy. Some of the topics covered include static and dynamic code analysis, secure authentication, privacy enhancing technologies, usable privacy and security, and web tracking. We will also touch upon theoretical areas, such as basic cryptographic concepts as well as differential privacy. The course has the objective to provide students with the conceptual knowledge and technical skills to identify and resolve privacy and security issues in the design, development, and evaluation of information systems.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360A Special Topics in Computer Science
The course will be an introduction to automated reasoning for computer science. Decision procedures for the satisfiability of formulas of propositional logic and of various fragments of first-order equational theories will be covered. For the application part of the course, students will use the automated modeling tool Alloy to design and analyze software systems. Student work will include both mathematical exercises and programming exercises.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360B Special Topics in Computer Science
This course covers special topics in computer science. Topics will vary according to the instructor.

Spring 2026 topic: This course will give an introduction to quantum computing, cryptography, and communication from a computer science perspective. Basic concepts such as qubits, entanglement, teleportation, quantum gates, and quantum measurements will be introduced, and key algorithms such as Simons', Shor's and Grover's will be covered. This course will additionally involve some coding using Qisket. Some background in linear algebra (e.g., MATH 221 or 223) and probability (e.g., MATH 132) is highly recommended, though the basics will be reviewed at the start of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360C Special Topics in Computer Science: Computer-Checked Programs and Proofs
There is a strong correspondence between mathematics and programming, under which mathematical proofs correspond to programs. A _proof assistant_ is a tool that a mathematician/programmer can use to represent proofs/programs, in such a way that a computer can verify whether or not they are correct. The use of proof assistants in math and computer science is becoming ever more important for managing the increasing complexity of proofs and programs. Proof assistants have been used to check significant mathematical theorems, such as the Four Color Theorem and the Feit-Thompson Odd-Order Theorem, as well as large pieces of software, such as a C compiler and the definition of the Standard ML programming language. In this course, students will learn to use the Agda proof assistant to write computer-checked programs and proofs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360D Special Topics in Computer Science
Special Topics in Computer Science
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360E Special Topics in Computer Science: Functional Data Structures
Advanced data structures from a functional programming perspective. The focus will be on the use of lazy evaluation as a technique for designing efficient

data structures, especially in the presence of persistence (when the state of the structure must be preserved even after updates). Assessment will consist primarily of programming and written assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360G Special Topics in Computer Science: High Performance Scientific Computing
Students will learn about high performance computing techniques as applied to scientific computations. We will work on Wesleyan's high performance computing (HPC) cluster, gaining familiarity with the HPC environment including the BASH shell and the multiuser queueing system for job submissions. We will design and implement high performance python code, including how to take advantage of parallel processing in central processing units (CPUs) and graphical processing units (GPUs).

We will consider the AMBER molecular dynamics package as a case study of a professional high performance computing package illustrating highly performant code optimized at many levels, and survey a selection of other packages for comparison. The final project will enable students to explore the major themes of the course as applied to their particular areas of interest.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **COMP212 AND MATH228**

COMP360H Topics in Computer Science: Static Program Analysis
Static program analysis refers to a collection of techniques for analyzing source code to predict execution behavior. It is used for areas such as compiler optimization, programming error detection, and security analysis. This course will focus on the latter two areas, to explore fundamental techniques and concepts. There will be foundational and programming work centered around a medium-scale project.

This course may be used to satisfy the PL Core Area requirement for the COMP major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP361 Advanced Topics in Computer Science
This course covers advanced topics in Computer Science. The precise topics will vary with the offering, but will typically have prerequisites beyond COMP 211-212. This course may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228 AND COMP212**

COMP401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

COMP404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

COMP407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

COMP408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

COMP409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

COMP420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

COMP421 Undergraduate Research, Sciences
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **A-F**

COMP422 Undergraduate Research, Sciences
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**

Grading: **OPT**

COMP423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COMP424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COMP465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

COMP468 Independent Study, Undergradua
Offering: **Host**
Grading: **OPT**

COMP469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

COMP491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COMP492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COMP500 Automata Theory and Formal Languages
This course is an introduction to formalisms studied in computer science and mathematical models of computing machines. The language formalisms discussed will include regular, context-free, recursive, and recursively enumerable languages. The machine models discussed include finite-state automata, pushdown automata, and Turing machines.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP301**
Prereq: **COMP211 AND COMP212 AND MATH228**

COMP501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **A-F**

COMP504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **A-F**

COMP510 Algorithms and Complexity
The course will cover the design and analysis of efficient algorithms. Basic topics will include greedy algorithms, divide-and-conquer algorithms, dynamic programming, and graph algorithms. Some advanced topics in algorithms may be selected from other areas of computer science.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP312**
Prereq: **COMP212 AND MATH228**

COMP511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP521 Design of Programming Languages
This course is an introduction to concepts in programming languages. Topics include parameter passing, type checking and inference, control mechanisms, data abstraction, module systems, and concurrency. Basic ideas in functional, object-oriented, and logic programming languages will be discussed.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP321**
Prereq: **COMP212 AND MATH228**

COMP523 Programming Language Implementation
This course is an introduction to the implementation of programming languages.

Students will learn how to formally describe and implement major components of the implementation pipeline. Topics may include lexical analysis and parsing (checking whether source code is well-formed and converting it to an internal programmatic representation), type-checking and -inference (static program analysis for safety features), interpretation (direct execution of a high-level language program), and compilation (translation to a low-level language such as assembly or bytecode).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP323**

Prereq: **COMP212 AND MATH228**

COMP527 Evolutionary and Ecological Bioinformatics
Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL327, COMP327, BIOL527, CIS327**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

COMP531 Computer Structure and Organization
The purpose of the course is to introduce and discuss the structure and operation of digital computers. Topics will include the logic of circuits, microarchitectures, microprogramming, conventional machine architectures, and an introduction to software/hardware interface issues. Assembly language programming will be used to demonstrate some of the basic concepts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP331**
Prereq: **COMP212**

COMP549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COMP550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COMP571 Special Topics in Computer Science
Supervised reading course of varying length. This course may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

COMP572 Special Topics in Computer Science
Supervised reading course of varying length. This course may be repeated for credit.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATHEMATICS

MATHINB Indian Baccalaureate Credit
Offering: **Host**
Grading: **Transfer**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH114 History and Philosophy of Mathematics (for Everyone) (FYS)
Mathematical knowledge is a pinnacle of human knowledge and achievement, so we will never have an adequate account of human knowledge until mathematical knowledge is properly understood. For this reason, the course addresses the question: How do we come to know mathematical truths? What is distinctive about the course is that we will try to answer this philosophical question via scientifically, culturally, and historically informed reflection. This "humanizes" mathematical thought by finding its origins in humans (and in animals), and by finding it in specific cultural contexts and practices and in the historical expression and transmission of ideas. We will reflect on examples of proto-mathematical practices (measurement, record-keeping, writing), on the cognitive or psychological limitations that we overcome mathematics, as well as on some of the history of properly mathematical practices (arithmetic, geometry, algebra). We will identify the distinctive features of various mathematical practices and ask why they take the forms they do and what general morals can be drawn from them. You will also be invited to draw a philosophical moral about the nature of mathematical truth. Meetings will be a mixture of lectures, discussion, and review. Assignments will include writing assignments, problem sets, and "explainer" presentations in which you explain what's going on in a given passage. Hints and pointers about the readings will be provided. Never fear; no calculus will be presupposed or taught!
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHIL**
Identical With: **PHIL229F**
Prereq: **None**

MATH114F History of Math (Is for Everyone!) (FYS)
Mathematics is often taught as an abstract realm of eternal truths. The aim of this course is to "humanize" mathematical thought by re-embedding it in specific cultural contexts, material practices, and the historical transmission of ideas. We will focus on developments in geometry and algebra (and their interaction) in Ancient Greece, Medieval Islam, and Renaissance Europe, culminating in the analytic geometry of René Descartes. The principal aim of the course, however, is not to equip students with specific mathematical skills that they will go on to exercise in other contexts; it is rather to identify and reflect on the distinctive features of culturally specific mathematical practices and why they take the form they do. This will involve doing a good deal of math, but that mathematical study will be wedded to historical and philosophical inquiries. Historically, we will study the relation of particular mathematical practices to other cultural activities (commerce, taxation, the arts, etc.), their dissemination across space and time (through different places, cultures, and generations), and how their reception in different places and ages has led to transformations in the practices themselves.

We will make use of Special Collections to consider different ways mathematics has been performed and preserved in writing, the role of mathematical texts in education, and the material transmission of mathematical knowledge: e.g., how a demonstration makes its way from Syracuse in 250 BC into a textbook printed in the United States over 2000 years later. Philosophically, we will interrogate the notion of mathematical proof by considering different methods of demonstration (reductio, construction, exhaustion, induction, analysis) and identifying the principles of adequacy to which they appeal. We will also reflect on the forms in which mathematical knowledge is presented (axiomatic systems, treatises, problems, theorems, methods) and ask what makes a result significant or generative in a specific tradition or paradigm. No special mathematical background is presupposed, but the class will require significant effort of everyone, regardless of mathematical experience. It is difficult to internalize the intellectual styles of different mathematical paradigms and to appreciate their distinctive methods and results. Some results (such as the Pythagorean theorem) will be familiar, but our approach to them likely will not be. There will be problem sets and tutorial sessions to help us digest the mathematical content. Assignments will include art projects, essays, problem sets, and "explainer" presentations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-COL**
Identical With: **COL100F**
Prereq: **None**

MATH117 Introductory Calculus
This course is designed to introduce basic ideas and techniques of differential calculus. Students should enter with sound precalculus skills but with very limited or no prior study of calculus. Topics to be considered include differential calculus of algebraic, exponential, and logarithmic functions. (Integral calculus will be introduced in MATH118.)
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH118 Introductory Calculus II: Integration and Its Applications
This course continues MATH117 and is designed to introduce basic ideas and techniques of calculus. Students should enter MATH118 with sound precalculus skills and with very limited or no prior study of integral calculus. Topics to be considered include differential and integral calculus of algebraic, exponential, and logarithmic functions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH119 Elements of Calculus, Part I
This course is the first half of a two-semester calculus sequence (MATH119, MATH120). This sequence is designed for students who have not previously studied calculus. The course, together with MATH120, will cover limits, derivatives, and integrals. Exponential, logarithmic, and trigonometric functions will be introduced and their calculus will be studied. Applications of calculus to biology, economics, physics, and/or other fields will be emphasized.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH120 Elements of Calculus, Part II
This course is the second half of a two-semester calculus sequence. This sequence is designed for students who have not previously studied calculus. The course, together with MATH119, will cover limits, derivatives, and integrals. Exponential, logarithmic, and trigonometric functions will be introduced and their calculus will be studied. Applications of calculus to biology, economics, physics, and/or other fields will be emphasized.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH119**

MATH121 Calculus I
MATH121, together with MATH122, will cover both theoretical and practical aspects of limits, derivatives, and integrals; the calculus of exponential, logarithmic, trigonometric, and inverse trigonometric functions; techniques of integration; plane analytic geometry; various applications of calculus; and sequences and series, including power series and intervals of convergence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH122 Calculus II
The continuation of MATH121. Topics covered include techniques and applications of integration and an introduction to sequences and series.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH123F Mathematical Deduction with Calculus (FYS)
This course is a first-year seminar (FYS). Topics covered include techniques and applications of integration and an introduction to sequences and series, with an emphasis on mathematical writing. Weekly papers will be required.It is suitable for students who have already taken calculus and are interested in pursuing the mathematics major. Students may not receive credit for both MATH 122 and MATH 123.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH121**

MATH132 Elementary Statistics
Topics included in this course are organizing data, central measures, measures of variation, distributions, sampling, estimation, conditional probability (Bayes' theorem), hypothesis testing, simple regression and correlation, and analysis of variation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH133 Intermediate Statistics
This class continues the study of statistics begun in MATH 132. Topics will include experimental design, ANOVA, multiple regression, non-parametric tests, and further topics as time permits. This course is an ideal continuation for students who have taken MATH 132 or who got a 4 or 5 on the AP Statistics exam and who wish to deepen their statistics knowledge.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH132**

MATH134F Mathematical Thinking (FYS)
In this course we seek to illustrate for the students that mathematics is an organic way of thinking, with a beauty and elegance of its own, that also includes its essential applications to many concrete physical models. Students will learn the techniques of mathematical writing, as well as take a survey of important mathematical topics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH211 Problem Solving for the Putnam
This course will explore the problems and problem-solving techniques of the annual William Lowell Putnam mathematical competition. Particular emphasis will be placed on learning to write clear and complete solutions to problems. The competition is open to all undergraduate students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH221 Vectors and Matrices
This is a course on the algebra of matrices and vector spaces. It emphasizes a concrete approach to the material. Topics include solving systems of linear equations, vector algebra, matrix algebra, properties of invertible matrices, determinants, the vector space Rn and its subspaces, dimension, and linear transformations. It concludes with a discussion of eigenvalues, eigenvectors, and matrix diagonalization. If time permits, additional topics such as the dot product, the Gram-Schmidt process, and basic aspects of vector spaces will be discussed. MATH 221 and MATH 223 cover very similar material, but they are intended for students with different experience in mathematics. MATH 221 takes a more concrete approach to the material, and it is suitable for students who have not yet engaged with proof-based mathematics. MATH 223 takes a more theoretical approach that is appropriate for students who have taken proof-based math courses already or for students with strong mathematics backgrounds who are willing to learn how to read and write proofs in parallel with linear algebra. MATH 221 and MATH 223 fulfill the same requirement for the mathematics major, and students need only select the option that is best suited to their current background in mathematics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH122**

MATH222 Multivariable Calculus
This course treats the basic aspects of differential and integral calculus of functions of several real variables, with emphasis on the development of calculational skills. The areas covered include scalar- and vector-valued functions of several variables, their derivatives, and their integrals; the nature of extremal values of such functions and methods for calculating these values; and the theorems of Green and Stokes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH223 Linear Algebra
This is a first course on linear algebra. It emphasizes a theoretical approach to the material. Topics include vector spaces, subspaces, dimension, linear transformations and matrices, determinants, eigenvalues and eigenvectors, and diagonalization of linear operators. If time permits, additional topics such as inner product spaces, Hermitian and unitary transformations, and elementary spectral theory will be discussed. MATH 221 and MATH 223 cover very similar material--they are both linear algebra courses--but they are intended for students with different experience in mathematics. MATH 223 takes a more theoretical approach that is appropriate for students who have taken proof-based math courses already or for students with strong mathematics backgrounds who are willing to learn how to read and write proofs in parallel with linear algebra. MATH 221 takes a more concrete approach to the material, and it is suitable for students who have not yet engaged with proof-based mathematics. MATH 221 and MATH 223 fulfill the same requirement for the mathematics major, and students need only select the option that is best suited to their current background in mathematics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH122**

MATH225 Introduction to Real Analysis
In this rigorous treatment of calculus, topics will include, but are not limited to, real numbers, limits, sequences and series, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series of functions, pointwise and uniform convergence of functions, and interchange of limiting processes. MATH228 or comparable experience in writing mathematical proofs is strongly recommended for success in this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH222 AND MATH221) OR (MATH222 AND MATH223)**

MATH226 Complex Analysis
This course will present the basic properties of complex analytic functions. We begin with the complex numbers themselves and elementary functions and their mapping properties, then discuss Cauchy's integral theorem and Cauchy's integral formula and applications, Taylor and Laurent series, zeros and poles and residue theorems, the argument principle, and Rouche's theorem. In addition to a rigorous introduction to complex analysis, students will gain experience in communicating mathematical ideas and proofs effectively.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH222 AND MATH221) OR (MATH222 AND MATH223)**

MATH228 Discrete Mathematics
This course is a survey of discrete mathematical processes. Students will be introduced to the process of writing formal mathematical proofs, including mathematical induction. Topics may include set theory, logic, number theory, finite fields, permutations, elementary combinatorics, or graph theory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH229 Differential Equations
This course is an introduction to the theory of ordinary differential equations. Topics will include existence and uniqueness theorems as well as techniques to

solve systems of equations, with applications in pure mathematics and related fields such as physics, chemistry or biology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH221 AND MATH222) OR (MATH222 AND MATH223)**

MATH231 An Introduction to Probability
This course teaches the basic theory of probability. Although the notions are simple and the mathematics involved require only a basic knowledge of the ideas of differential and integral calculus, a certain degree of mathematical maturity is necessary. The fundamental concepts to be studied are probability spaces and random variables, the most important ideas being conditional probability and independence. The main theorems we will study are the law of large numbers and the central limit theorem.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH222 AND MATH228**

MATH232 Mathematical Statistics
This course covers the basic notions of estimation, hypothesis testing, regression, analysis of variance, experimental design, and other topics in statistics from a rigorous mathematical perspective. This material will be supplemented by various case studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH231**

MATH233 Stochastic Processes
This course provides a rigorous introduction to the theory of stochastic processes. Topics include a review of basic concepts of probability theory (probability spaces, random variables, expectation), Markov chains, Poisson processes, random walks, and Brownian motion. Students entering the course should have completed MATH231, and be comfortable with multivariable calculus and linear algebra.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH231**

MATH241 Set Theory
A course on axiomatic set theory, emphasizing its dual role as a foundation upon which the rest of mathematics can be built, and as a rich subject in its own right, primarily concerned with the nature of the infinite. The axioms of Zermelo-Fraenkel Set Theory (ZFC); the interpretation of mathematical concepts, including the standard number systems, inside set theory; finite, countable, and uncountable sets; cardinal and ordinal numbers and their arithmetic; transfinite induction and recursion; the role of the Axiom of Choice; the cumulative hierarchy of sets.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH242 Knot Theory
This course is an introduction to topology, the study of space in a general sense. We will approach topology through knot theory, the study of embeddings of a circle in a three-dimensional space.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH243 Mathematical Logic
This course is an introduction to mathematical logic, including first-order logic and model theory, axiomatic set theory, and, as time permits, Goedel's incompleteness theorem.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH244 Topology: Point Set
This is an introduction to general topology, the study of topological spaces. We will begin with the most natural examples, metric spaces, and then move on to more general spaces. This subject, fundamental to mathematics, enables us to discuss notions of continuity and approximation in their broadest sense. We will illustrate topology's power by seeing important applications to other areas of mathematics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH246 Applied Topology
This course teaches the main concepts in Applied Topology. Students will learn to apply nonlinear methods to analyze the shape of data sets. These approaches are drawn from classical topology and focus on the shape in one of two ways: they either 'measure' it, that is count the occurrences of patterns within the data set; or build combinatorial representations of the data set. As an example of the former, we will look at persistent homology, whereas the latter will be represented by mapper. The topics covered include: basic notions from topology, simplicial complexes (Cech complexes, Vietoris-Rips complexes, etc.), homology, persistent homology and applications, mapper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH223**

MATH247 Applied Linear Algebra
This is a course on topics in linear algebra that are the foundations of modern data science and machine learning. Topics include dimensionality reductions, matrix decompositions, elementary spectral theory, multivariate optimizations, and their applications to machine learning such as gradient descent and support vector machines.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH221 OR MATH223) AND MATH222**

MATH252 Differential Forms
This class will be an introduction to differential forms, a central tool in modern topology, geometry, and physics. The course begins where MATH222 ends, with Green's theorem, the divergence theorem, and Stokes' theorem. All of these theorems are special cases of one theorem, known as the general Stokes' theorem, about integration of differential forms. The objective of the first part of the course will be to understand and prove this theorem. We will then

discuss manifolds and what can be learned about them using differential forms, concentrating on de Rham cohomology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH221 AND MATH222) OR (MATH222 AND MATH223)**

MATH255 Advanced Topics in Real Analysis
Topics to be addressed include convergence of sequences and series of functions, spaces of functions and their topologies, the Lebesgue integral (on the line) and its basic convergence theorems, and Fourier series.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH225**

MATH261 Introduction to Abstract Algebra
This course is an introduction to abstract principles based on the special properties of the integers, rational, real and complex numbers. The course will cover general algebraic structures as well as their quotients and homomorphisms, with emphasis on fundamental results about groups and rings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH221 AND MATH228) OR (MATH223 AND MATH228)**

MATH262 Advanced Topics in Abstract Algebra
This second course in abstract algebra will cover fields and polynomial rings, as well as Galois theory and the insolvability of the quintic polynomial. Additional topics will be covered as time permits.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH261**

MATH264 Algebraic Geometry
This course is an introduction to algebraic geometry, the study of the geometric structure of solutions to systems of polynomial equations. These may take the form of lines, circles, parabolas, ellipses, hyperbolas, elliptic curves, leminiscates or Cassini ovals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH261**

MATH265 Mathematics of Quantum Computing
This is a one-semester course introducing students to the mathematics of quantum computing. No prior understanding of quantum mechanics will be assumed. However, the course will rely heavily on material from linear algebra, and will also assume students are familiar with basic concepts from group theory. Classical computers store information in the form of bits -- a binary state of zero or one. In a quantum computer, information is processed in the form of qubits, which can exist not just in these two classical states, but in combinations of these two states -- this is the notion of superposition. In this course, we study how to model the fundamental notions of quantum computing with mathematics, and explore the ways quantum computing may supersede classical computing for certain tasks. The precise topics covered will depend in part on the backgrounds and interests of enrolled students, but primary topics for the course include Bell's inequality, Shor's algorithm, and Grover's search algorithm. Other aspects of quantum computing will be explored as time permits.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH261 AND (MATH221 OR MATH223)**

MATH271 Error-Correcting Codes
Nowadays messages are sent electronically through different kinds of communication channels. Most of these channels are not perfect and errors are created during the transmission. The object of an error-correcting code is to encode the data so that the message can be recovered if not too many errors have occurred. The goal of this course is to introduce the basic mathematical ideas behind the design of error-correcting codes. It makes use of algebraic techniques involving vector spaces, finite fields, and polynomial rings. These techniques will be developed in this course so that prior knowledge is not necessary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH221 OR MATH223**

MATH272 Elementary Number Theory
This is a course in the elements of the theory of numbers. Topics covered include divisibility, congruences, quadratic reciprocity, Diophantine equations, and a brief introduction to algebraic numbers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH273 Combinatorics
This course will present a broad, comprehensive survey of combinatorics. Topics may include partitions, the topic of inclusion-exclusion, generating functions, recurrence relations, partially ordered sets, trees, graphs, and min-max theorems.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH274 Graph Theory
A graph is a set V of elements called vertices and a set E of pairs of elements of V called edges. From this simple definition, many elegant models have been developed. Indeed, graph theory is essential to applications of computer science to network analysis and planar mapping.

This course will be an introduction to graph theory and its applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH283 Differential Geometry
This course is an introduction to the classical differential geometry of curves and surfaces in Euclidean 3-space. Topics from global differential geometry and extensions to higher dimensions will be considered as time and the background of the students permit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **NSM-MATH**
Prereq: **(MATH222 AND MATH221) OR (MATH222 AND MATH223)**

MATH284 Euclidean and Non-Euclidean Geometry
Euclid developed an axiomatic system to describe plane geometry in 300 BC. This system is fundamental to our understanding of mathematics today. In this course, we will compare and contrast plane geometry and its axiomatic system with several beautiful geometries, including spherical, elliptical and hyperbolic geometries, and their applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH222 AND (MATH221 OR MATH223)**

MATH285 Introduction to Lie Theory
Lie theory is a fundamental area of mathematics, with many applications to physics and other sciences. In this course, we will study the basics of elementary Lie theory. This course will focus on matrix groups, which have concrete descriptions and include all of the Lie groups that commonly arise in applications. Topics covered in this class will include the algebra and topology of matrix groups, Lie algebras, matrix exponentiation, and applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH261**

MATH401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MATH408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MATH409 Senior Thesis Tutorial
Topics to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

MATH421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

MATH422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

MATH423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MATH424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MATH465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MATH466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MATH469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

MATH491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MATH492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MATH495 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

MATH496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

MATH500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, E&ES500, MB&B500, MUSC500, PHYS500, PSYC500**
Prereq: **None**

MATH501 Individual Tutorial, Graduate
Topic to be arranged in consultation with tutor.
Offering: **Host**
Grading: **OPT**

MATH502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MATH504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MATH507 Topics in Combinatorics
A graph is a set of vertices with an accompanying set of pairs of vertices, called edges. Given a set of searchers, a vertex search is a series of steps in which a searcher is either placed on or removed from a vertex in the graph. When both incident vertices of an edge simultaneously contain a searcher, then the edge is said to be cleared. The question of what is the minimum number of searchers needed to clear a graph is related to deep theorems of the structure of graphs, such as theorems about the pathwidth and treewidth of graphs. Graph searching and its variants are related to the game of Cops and Robbers (also called the pursuit-and-evasion game) which has applications in many areas, including robot movements and network security. A partially ordered set (poset) is a set with an order relation that is reflexive and transitive. Finite posets are used as finite models for topological spaces, which can describe large data sets. We will study both their topological and algebraic properties, including the Moebius and zeta functions, R-labelings, shellable labelings, lexicographically shellable labelings, and their homology. Special cases of posets such as Cohen-Macaulay posets, lattices, and modular and distributive lattices will be important examples. These topics are being used in current work in topological data science.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH509 Model Theory
An introduction to model theory: The syntax and semantics of first-order logic, definability, compactness and Löwenheim-Skolem theorems, realizing and omitting types, quantifier elimination and model completeness, countable models of complete theories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH513 Analysis I
MATH513 and MATH 514 constitute the first-year graduate course in complex analysis, real analysis, and functional analysis. The Fall semester is devoted to complex analysis and measure theory. Fall topics include holomorphic functions, Cauchy's theorem, Cauchy's integral formulas, analytic continuation, the calculus of residues, the maximum modulus principle, and conformal mappings; sigma algebras, Borel measures, Lebesgue-Stieltjes measures, measurable functions, the dominated convergence theorem, Egorov's theorem, and Littlewood's principles. Spring topics continue with the development of measure theory before moving on to functional analysis. Spring topics may include product measures, Fubini's theorem, and the Radon-Nikodym theorem; Banach spaces, Hilbert spaces, linear functionals, linear operators, the Banach-Alaoglu theorem, and the Hahn-Banach theorem.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH514 Analysis I
MATH513 and MATH 514 constitute the first-year graduate course in complex analysis, real analysis, and functional analysis. The Fall semester is devoted to complex analysis and measure theory. Fall topics include holomorphic functions, Cauchy's theorem, Cauchy's integral formulas, analytic continuation, the calculus of residues, the maximum modulus principle, and conformal mappings; sigma algebras, Borel measures, Lebesgue-Stieltjes measures, measurable functions, the dominated convergence theorem, Egorov's theorem, and Littlewood's principles. Spring topics continue with the development of measure theory before moving on to functional analysis. Spring topics may include product measures, Fubini's theorem, and the Radon-Nikodym theorem; Banach spaces, Hilbert spaces, linear functionals, linear operators, the Banach-Alaoglu theorem, and the Hahn-Banach theorem.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH515 Analysis II
This is a topics course in analysis and varies from year to year. It may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH516 Analysis II
This is a topics course in analysis and varies from year to year. It may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **MATH513**

MATH523 Topology I
This course is an introduction to topological spaces and the fundamental group; topological spaces, continuous maps, metric spaces; product and quotient spaces; compactness, connectedness, and separation axioms; and introduction to homotopy and the fundamental group.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH524 Topology I
A continuation of MATH523, this course will be an introduction to algebraic topology, concentrating on the fundamental group and homology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH525 Topology II: Topics in Topology
This is a topics course in topology that varies from year to year. This course may be repeated for credit. Recent topics have included knot theory, homotopy theory, Lie groups, and topological graph theory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH526 Topology II
This is a topics course in topology that varies from year to year. It may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH543 Algebra I
This course covers group theory including Sylow theorems, and basic ring and module theory, including structure of finitely generated modules over principal-ideal domains.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH544 Algebra I
This course studies Galois theory, finitely generated modules over principal-ideal domains, and other topics as time permits.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH545 Algebra II: Topics in Algebra
This is a topics course in algebra that varies from year to year. This course may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH546 Algebra II
This is a topics course in algebra that varies from year to year. It may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MATH550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MATH572 Special Topics in Mathematics
This is a supervised reading course on advanced topics in number theory. This course may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**

Prereq: **None**

COMPUTER SCIENCE MAJOR

MAJOR DESCRIPTION

The Major in Computer Science (COMP) gives students an understanding of the foundational concepts and technical tools used for solving computational problems and building computational systems. Students learn to program in high-level programming languages, analyze the efficiency and correctness of programs, and create original computational structures. Each students course of study is planned in consultation with their faculty advisor and the department's advisory committee.

Computer science spans a spectrum between mathematics and engineering, and students choose to study computer science for a variety of reasons. For example, a COMP major might be interested in the mathematical foundations of computation and programming, or in creating software and hardware systems, or in the applications to other fields of study. To that end, the Computer Science program helps students both to develop a rigorous foundation of logical and mathematical thinking and to apply those foundations in a principled way to topics including robotics, privacy, networks, computational science, and the foundations themselves.

After graduation, Computer Science majors pursue a range of advanced study and professional roles. Some students go on to advanced study in masters and PhD programs in computer science, software engineering, computer engineering, computational science, and related fields. Some students go on to professional roles in fields such as software engineering, data science, cybersecurity, information systems, and information technology. These roles span various industries, including technology, finance, healthcare, and entertainment. Some students complete a second major in addition to computer science and apply computational skills in a job or further degree program related to their second major.

ADMISSION TO THE MAJOR

To declare the computer science major, a student must have

- earned a C- or higher in COMP211;
- either earned a C- or higher in COMP212 or be enrolled in COMP212 and be earning a grade of C or higher based on completed work; and
- either earned a C- or higher in MATH228 or MATH261 or be enrolled in MATH228 or MATH261 and be earning a grade of C or higher based on completed work.
- Courses taken in Spring 2020, Fall 2020, or Spring 2021 may be taken Cr/U to satisfy the major declaration requirements, in which case a student must have earned Cr.

MAJOR REQUIREMENTS

To complete the computer science major, a student must complete the following courses:

Code	Title	Hours
Gateway Courses		
COMP211 & COMP212	Computer Science I and Computer Science II	2
Core Courses*		**4**
Electives		
Any COMP courses 300-level or higher except COMP409 and COMP410		2
Mathematical Foundations		
MATH228	Discrete Mathematics	1
or MATH261	Introduction to Abstract Algebra	
Any other MATH course 200-level or higher		1
Total Hours		**10**

* Must take one course from each of the following four areas:

- Models of computation: any **COMP** course numbered **300-305**.
- Algorithms: any **COMP** course numbered **310-315**.
- Programming languages: any **COMP** course numbered **320-325**.
- Systems: any **COMP** course numbered **330-335**.

Notes:

- No course may be used to satisfy more than one requirement.
- At most one individual or group tutorial may be used to satisfy major requirements unless prior approval is given.
- An individual or group tutorial may be used to satisfy a core area requirement only if prior approval is given.
- Only 1.0-credit courses taken A–F may be used to satisfy major requirements.
- Courses taken in Spring 2020, Fall 2020, or Spring 2021 may be taken Cr/U to satisfy major requirements, in which case a student must have earned Cr.
- In some circumstances, a 1.0 credit graded research experience may be split over 2 consecutive semesters. Such an experience must include work that is equivalent to a 1.0 credit graded 300-level course. The faculty member directing the research must request approval from CADCOM prior to the end of the first semester; the student may not make this request independently.

STUDENT LEARNING GOALS

- Understanding abstraction: At its heart, computer science is the study of abstractions for the purpose of understanding computation, and as such, students must learn appropriate levels of abstraction for solving computational problems. All courses in the curriculum contribute to this goal.
- Programming: Students must learn how to program in a high-level language, as such programming is the primary tool in computer science. This is typically

how students are first exposed to the field, and our majors achieve this goal in their first or sophomore years by taking the gateway sequence COMP211–212.

- Analysis: Students must learn how to reason about computation; this includes analyzing algorithms and proving properties such as correctness and complexity, and requires an understanding of appropriate mathematical tools. The courses that focus primarily on this goal are COMP312 (Design and Analysis of Algorithms) and COMP321 (Design of Programming Languages).
- Creation: Students must learn how to create original computational structures; this requires an understanding of fundamental techniques in algorithm and data structure design and an ability to combine established techniques in novel ways. All courses in the curriculum contribute to this goal.
- Limits: Students must understand not only how to analyze and create computational structures, but also the limits of computation itself; this requires an understanding of the mathematical foundations and formalisms of computer science. This goal is primarily addressed in COMP301 (Automata Theory and Formal Languages).

TRANSFER CREDIT

The transfer credit policy for the COMP major is:

- You can transfer at most 2 courses per semester (or summer, or winter session) away towards the COMP major.
- You can transfer at most 4 courses in total towards the COMP major.
- You must take at least 2 of COMP211, COMP212, and MATH228 at Wesleyan.
- You must take at least three 300-level COMP courses used to satisfy the major requirements at Wesleyan.

RELATED PROGRAMS OR CERTIFICATES

Informatics and Modeling Certificate. The department is an active participant in the Informatics and Modeling Certificate (wesleyan.edu/imcp (http://wesleyan.edu/imcp)). The certificate provides a framework to guide students in developing analytical skills based on the following two pathways:

- Computational Science and Quantitative World Modeling (CSM): wesleyan.edu/imcp/csm.html (http://wesleyan.edu/imcp)
- Integrative Genomic Sciences (IGS): wesleyan.edu/imcp/igs.html (http://wesleyan.edu/imcp)

The CSM pathway introduces students to modeling techniques and provides students with a foundation in the quantitative simulation, evaluation, and prediction of natural and social phenomena. The IGS pathway introduces students to the interdisciplinary field of bioinformatics and its relationships to molecular genomics, evolution, structural biology, and bioethics. The department offers courses that support both pathways, such as COMP211 and COMP212, and also offers special interdisciplinary courses for the IGS pathway, such as COMP327 and COMP350. The certificate requirements are described in the links for the two pathways.

BA/MA PROGRAM

This program provides an attractive option for mathematics and computer science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. For more information, visit wesleyan.edu/grad/degree-programs/ba-ma.html (http://wesleyan.edu/grad/degree-programs/ba-ma.html). Advanced undergraduates may enroll in graduate (**500-**level) courses.

ADDITIONAL INFORMATION

COLLOQUIA AND SEMINARS

Lectures. The departmental colloquium series presents lectures on recent research by invited speakers from other institutions. Advanced undergraduates are welcome and encouraged to attend these colloquia and to participate in the computer science seminar.

HONORS

An undergraduate may achieve the BA with honors in computer science via the following route:

- The honors thesis, written under the supervision of a faculty member under conditions monitored by the University Committee on Honors.

CAPSTONE EXPERIENCE

We encourage all students to participate in faculty research via individual tutorials and/or a Senior thesis. There is no mandatory capstone experience.

MATHEMATICS MAJOR

MAJOR DESCRIPTION

The Major in Mathematics broadly explores the relationships between numbers, shapes, measurements, structures, and patterns. Students gain strong computational abilities, abstract mathematical reasoning skills, an understanding of how to apply mathematical theories in practice, and the ability to write and speak clearly and elegantly about mathematics.

Students who are interested in developing strong analytical reasoning and logical thinking skills, attention to detail, and persistence in tackling complex problems should consider majoring in mathematics.

Mathematics majors graduate with knowledge and skills that are valued in many fields, including data analysis, software development, accounting, finance, insurance, operations, statistics, quantitative research, business, the physical and biological sciences, engineering, and education.

ADMISSION TO THE MAJOR

Every student is welcome to major in mathematics. Students are advised to finish calculus up to MATH222 and linear algebra (either MATH221 or MATH223), and MATH228 before making the decision.

MAJOR REQUIREMENTS

- A year of differential and integral calculus (typically MATH121 and MATH122)
- MATH221 or MATH223
- MATH222
- An elementary knowledge of algorithms and computer programming. (Successful completion of either COMP112 or COMP211 satisfies this requirement.)
- MATH261 and MATH225 (recommended for juniors or seniors)
- A coherent selection of four additional electives, chosen in consultation with an advisor from the department. Any 1.0 credit **MATH** course at the **200+** level can be used as an elective for the major.

Notes:

- Students who have completed a year of calculus in high school may place out of one or both of MATH121 and MATH122.
- An AP score of 4 or 5 on the AB calculus exam indicates the student should begin in MATH122.
- An AP score of 4 or 5 on the BC calculus exam indicates the student should consider beginning in any of MATH221, MATH222, or MATH223.
- Students may not earn credit for both MATH221 and MATH223.
- Students must complete either MATH228 or MATH261 by the end of their junior year.
- With advance approval from the departmental advisory committee, mild adjustments are allowed. For example, a Wesleyan course with substantial mathematical content but that is not listed in **MATH** may be used toward the four-electives requirement. Please note, however, that both MATH225 and MATH261 must be taken at Wesleyan to complete the major, and substitutions for these courses will not be approved.

STUDENT LEARNING GOALS

The department has the following learning goals for mathematics majors:

- Develop a basic understanding of, and computational facility with, major objects of mathematical and applied interest, such as differentiable functions, graphs, groups, manifolds, rings, or vector spaces.
- Understand abstract mathematical reasoning, e.g., understand an abstract system of rules, find examples of objects that satisfy those rules, conjecture theorems from those examples, and prove those theorems.
- Understand some mathematical applications and ways to use mathematics in practice, and be able to make connections to topics outside of the strict course content.
- Students should be able to write about and speak about mathematics, clearly and elegantly.

LANGUAGE REQUIREMENT

Undergraduate majors in mathematics are encouraged to study languages while at Wesleyan; majors who are considering graduate study in mathematics should note that graduate programs often require a reading knowledge of French, German, and/or Russian.

BA/MA PROGRAM

This program provides an attractive option for mathematics majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. For more information, visit wesleyan.edu/grad/degree-programs/bama.html (http://www.wesleyan.edu/grad/degree-programs/bama.html). Advanced undergraduates may enroll in graduate (**500-**level) courses.

ADDITIONAL INFORMATION

COLLOQUIA, SEMINARS, AND MATH CLUB

Lectures. The departmental colloquium series presents lectures on recent research by invited speakers from other institutions. Advanced undergraduates are welcome and encouraged to attend these colloquia and to participate in graduate seminars. All students interested in mathematics are invited to attend the annual Coven-Wood Lecture Series in Mathematics. The first talk in the series is accessible to students at all levels. The undergraduate Math Club hosts informal talks in mathematics and other mathematical activities.

HONORS

An undergraduate may achieve the BA with honors in mathematics via one of two routes:

- The honors thesis, written under the supervision of a faculty member under conditions monitored by the University Committee on Honors.
- A strong performance in a suitable sequence of courses, normally including some graduate courses, selected in consultation with a member of the department's advisory committee. The candidate also is expected to prepare a public lecture on a topic chosen together with a faculty advisor.

CAPSTONE

* SENIOR THESIS-two semesters
* HONORS PRESENTATION
* APPROVED GRADUATE COURSEWORK IN MATH
* TUTORIAL WITH FACULTY

Students pursuing the Mathematics major are not required to complete a capstone experience. However, there are several options available if they wish to pursue one. These include:

* ***Graduate Coursework***: completing one or more approved graduate mathematics courses with a performance deemed satisfactory by the instructor(s). Students should consult with their major advisor or the department advisory committee to select appropriate coursework.
* ***Honors Presentation***: satisfactorily completing the public presentation related to departmental Honors
* ***Senior Thesis***: satisfactorily completing a Senior thesis under conditions monitored by the University Committee on Honors
* ***Tutorial with Mathematics Faculty***: Students may register for a tutorial with a faculty member to pursue study or research on a topic that will deepen or broaden the student's knowledge. Tutorials may involve independent research by the student, but

this is not a requirement for the tutorial. To qualify as a capstone experience, the tutorial should culminate in a project or presentation by the student at the end of the semester.

In practice, students often complete more than one of the above experiences. Sophomores and juniors who are considering adding a capstone experience during their senior year may enjoy participating in the department's directed reading program and attending events and talks in the departmental Math Club.

DOCTOR OF PHILOSOPHY IN MATHEMATICS

The Mathematics and Computer Science department's doctoral studies emphasize pure mathematics and theoretical computer science. The close interaction between the computer science faculty and the mathematics faculty—particularly those in logic and discrete mathematics—is a distinctive feature of the department. Students enrolled in the program enjoy small classes and build close connections with faculty and fellow graduate students.

The Doctor of Philosophy in Mathematics degree demands a breadth of knowledge, an intense specialization in one field, a substantial original contribution to the field of specialization, and a high degree of expository skill. Possible fields of specialization for PhD candidates include algebraic geometry, analysis of algorithms, arithmetic geometry, arithmetic theory of quadratic forms, combinatorics, complex analysis, computational logic, dynamical systems, enumerative combinatorics, ergodic theory, geometric group theory, graph theory, higher-order languages, homogeneous dynamics, homotopy type theory, hyperbolic geometry, information security, knot theory, logic programming, mathematical logic, metric geometry, model theory, network and data science, non-Euclidean geometry, number theory, probability theory, proof theory, and topological dynamics.

At least 16 one-semester courses are required for the PhD degree, and graduate students are expected to attend departmental colloquia and the regular seminars.#Five years are usually needed to complete all requirements for the PhD, and two years of residence are required. Proficiency sufficient for reading the mathematical literature in French, German, or Russian is required. Every PhD student in satisfactory academic standing is supported by an annual stipend. Most students work as teaching assistants to faculty members for 10 hours a week during the Fall and Spring semesters, but a student who has passed all written preliminary examinations may teach up to one course a year as a lecturer under the guidance of a faculty member. The PhD dissertation is written under the mentorship of a faculty advisor. It must contain a substantial original contribution to the candidate's field of specialization and meet the quality standards of the current research journals in mathematics.

COURSES

At least 16 one-semester courses are required for the PhD degree. Several of the courses are to be in the student's field of specialization, but at least three one-semester courses are to be taken in each of the three areas: algebra, analysis, and topology. First-year students are expected to take the three two-semester sequences in these areas. However, students interested in computer science may replace coursework in one of these areas with coursework in computer science, with the permission of the departmental Graduate Education Committee.

LANGUAGE REQUIREMENT

Students must pass reading examinations in either French, German, or Russian. It is strongly recommended that PhD candidates have or acquire a knowledge sufficient for reading the mathematical literature in all three of these languages. Knowledge of one of these three languages is required.

PROGRESS AND QUALIFYING EXAMS

General preliminary examinations. The general preliminary examinations occur in the summer after the student's first year of graduate study and cover algebra, analysis, and topology (or computer science, in the case of students including this option among their three first-year subjects).

Special preliminary examination. For a graduate student to become an official PhD candidate as recognized by the department, the student has to pass the Special Preliminary Examination, an oral examination that must be passed by the end of the student's third year of graduate work. The student's Examination Committee determines the subject matter content of the Special Preliminary Examination. This committee is chaired by the student's dissertation advisor and must include at least two additional faculty members of the department. The Special Preliminary Examination will be based primarily, but perhaps not exclusively, on the student's field or specialization. Specific details of the form and content of the examination shall be determined by the Examination Committee at the time the subject matter content is discussed.

TEACHING

Most students work as teaching assistants beginning in the first year of study. After passing the general preliminary examinations, most PhD candidates teach one course per year (typically of 20 students, supervised by senior faculty) working as teaching assistants in the remaining semester.

DISSERTATION AND DEFENSE

- **Dissertation.** The dissertation, to be written by the PhD candidate under the counsel and encouragement of the thesis advisor, must contain a substantial original contribution to the field of specialization of the candidate and must meet standards of quality as exemplified by the current research journals in mathematics.
- **Selection of dissertation advisor.** A graduate student should select a dissertation advisor by the end of the student's second year of graduate work.
- **Defense of dissertation.** The final examination is an oral presentation of the dissertation in which the candidate is to exhibit an expert command of the thesis and related topics and a high degree of expository skill.

MASTER OF ARTS IN MATHEMATICS OR COMPUTER SCIENCE

MASTER OF ARTS IN MATHEMATICS

The Mathematics and Computer Science department’s Master of Arts program in mathematics is designed to ensure basic knowledge and the capacity for sustained independent scholarly study. The MA in Mathematics degree requires six one-semester 500-level courses in addition to the Advanced Research Seminars (MATH549 and#MATH550). Three semesters of full-time study beyond an undergraduate degree are usually needed to complete all requirements for the MA degree.

Students enrolled in the BA/MA program in mathematics must meet the full requirements of the MA degree in mathematics, and may not reuse any courses they have counted towards their BA degree.

Guided by a faculty advisor, master’s candidates produce a thesis based on independent research and a study of the current topical literature. In the final defense of their thesis, the candidate is expected to exhibit an expert command of the chosen specialty and a high degree of expository skill along with indications of original insight.

MASTER OF ARTS IN COMPUTER SCIENCE

The Mathematics and Computer Science department’s Master of Arts program in Computer Science is designed to ensure basic knowledge and the capacity for sustained independent scholarly study. There are two distinct routes to an MA in Computer Science, one designed for students who have not received an undergraduate degree in Computer Science from Wesleyan and those applying through Wesleyan's BA/MA program.

The standard MA in Computer Science requires six one-semester courses in addition to the Advanced Research Seminars (COMP549#and#COMP550). These courses, which may include individual and/or group tutorials, must be at the 500-level and chosen with the permission of the MA advisor and the department's Graduate Education Committee (GRECO)."

Three semesters of full-time study beyond an undergraduate degree are usually needed to complete all requirements for the MA degree.

The BA/MA program in Computer Science requires six one-semester courses including the Advanced Research Seminars (COMP549#and#COMP550). These courses may include individual and/or group tutorials and should be chosen with the permission of the department's Graduate Education Committee. Two semesters of full-time study beyond obtaining a Computer Science BA from Wesleyan are usually needed to complete the requirements for the MA degree.

MA students receiving a graduate stipend must serve as teaching assistants for 10 hours per week during the fall and spring academic semesters. Those who do not receive a stipend are also eligible to work as teaching assistants.

Guided by a faculty advisor, master’s candidates produce a thesis based on independent research and study of the current topical literature. In the final defense of their thesis, the candidate is expected to exhibit an expert command of the chosen specialty and a high degree of expository skill along with indications of original insight.

COURSES

Six one-semester courses are required for the MA degree in Mathematics in addition to research units MATH549 and MATH550. These courses must be at the 500-level and chosen with permission of the MA advisor and the department's Graduate Education Committee (GRECO).

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

PROGRESS AND QUALIFYING EXAMS

Three semesters of full-time study beyond an undergraduate degree are usually needed to complete all requirements for the MA degree. For students completing the BA/MA program, relevant coursework usually begins in the final year of undergraduate student. Any program leading to the MA degree must be planned in consultation with the departmental Graduate Education Committee.

TEACHING

MA students receiving a stipend are obliged to serve as teaching assistants for 10 hours per week during the fall and spring academic semesters. Those who do not receive a stipend are also eligible to work as teaching assistants.

THESIS AND DEFENSE

The thesis is a written report of a topic requiring an independent search and study of the literature under the supervision of the advisor. Performance is judged largely on scholarly organization of existing knowledge and on expository skill, but some indications of original insight are expected.

In the final examination, an oral presentation of the MA thesis, the candidate is expected to exhibit an expert command of the chosen specialty and a high degree of expository skill. The defense may include an oral examination on coursework, including material associated with the general preliminary exam. A faculty committee evaluates the candidate's performance.

ADDITIONAL INFORMATION

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

MEDIEVAL STUDIES PROGRAM

The medieval studies program provides an interdisciplinary context for students who wish to study the European Middle Ages. Students normally concentrate on one of three fields: art history and archaeology, history and culture, or language and literature. They are also expected to do coursework in the other fields. In certain cases the program may also provide a framework for students wishing to cross the temporal, topical, and geographical boundaries of medieval studies to consider such problems as the relationship between classical and medieval literature or art, or the broader history of the preindustrial European societies.

Students have a number of opportunities to experience medieval materials firsthand, including working with rare manuscripts in Special Collections, singing in the Collegium Musicum, or participating on an archaeological dig. The Medieval Studies Department brings distinguished visitors to campus each year to give public talks and to work one-on-one with students. Field trips to places such as the Cloisters Museum in New York City and to concerts in the nearby area foster a sense of community in addition to providing access to materials.

The skills typically acquired by medieval studies students—knowledge of European culture, ability to analyze "foreign" texts, experience handling artifacts and manuscripts, and familiarity with Latin—provide good preparation for advanced degrees, whether in the humanities, law, or other professional schools.

AFFILIATED FACULTY

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

Jane Alden
BMU, Manchester University; MMU, King's College; PHD, University of North Carolina at Chapel Hill
Chair, Medieval Studies; Professor of Music; Professor, Medieval Studies

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

Saida Daukeyeva
BMU, Moscow State Tchaikovsky Conservatory; PHD, Moscow State Tchaikovsky Conservatory; PHD, School of Oriental and African Studies, University of London
Assistant Professor of Music; Assistant Professor, Russian, East European, and Eurasian Studies; Assistant Professor, Medieval Studies

Hadel Jarada
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Assistant Professor of Letters; Assistant Professor, Medieval Studies; Assistant Professor, History

Michael Meere
BA, Northwestern University; MA, University of Virginia; MA, Universite Lumiere Lyon 2; MA, Universite of Paris - Sorbonne; PHD, University of Virginia
Section Head, French; Associate Professor of French; Associate Professor, Medieval Studies; Associate Professor, Feminist, Gender, and Sexuality Studies

Cecilia Miller
BA, LeTourneau College; MPHIL, University of St Andrews; DPHIL, Oxford University
Chair, History; Professor of History; Tutor, College of Social Studies; Professor, Medieval Studies

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

Jeff Rider
BA, Yale University; MA, University of Chicago; PHD, University of Chicago
Professor of French; Professor, Medieval Studies

Gary Shaw
BA, McGill University; DPHIL, Oxford University
Associate Editor, History and Theory; Professor of History; Professor, Medieval Studies

Jesse Wayne Torgerson
BA, Biola University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Associate Professor of Letters; Associate Professor, History; Associate Professor, Medieval Studies

CHAIR

Jane Alden
BMU, Manchester University; MMU, King's College; PHD, University of North Carolina at Chapel Hill
Chair, Medieval Studies; Professor of Music; Professor, Medieval Studies

DEPARTMENTAL ADVISING EXPERTS

Jeff Rider

- Undergraduate Medieval Studies Major (p. 1088)
- Undergraduate Medieval Studies Minor (p. 1127)

MDST125 Love, Sex, and Marriage in Renaissance Europe
This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to: How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123, FGSS123**
Prereq: **None**

MDST125F Love, Sex, and Marriage in Renaissance Europe (FYS)
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about homosexual love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123F, FGSS123F, WLIT249F**
Prereq: **None**

MDST125Z Love, Sex, and Marriage in Renaissance Europe
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, the Italian Peninsula, the Low Countries, Portugal, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about "homosexual" love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how have contemporary (21st-century) writers reimagined Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123Z, COL123Z, FGSS123Z, WLIT249Z**
Prereq: **None**

MDST128 Rome After Rome: Culture and Empire of Constantinople
Rome did not fall. Rome was swallowed by a new idea of what it means to be Roman when, in the fourth century, the empire left its own founding city behind and moved the capitol to the newly-minted city of Constantine, Constantinople. This course gives students a hands-on introduction to one of the most astounding sociopolitical transformations in human history, tracing out the cultural, political, and economic trajectories of the Roman empire of the Middle Ages.

In exploring the textual and material relics of this medieval metropolis on their own terms, students apply and publish their research interests on the collaborative place-based interactive teaching encyclopedia Constantinople as Palimpsest (https://arcg.is/0e4Lb4). For their final project students will design a unit for a high school history course, using Constantinople as Palimpsest to introduce the diversities and paradoxes of life in the city of New Rome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL295, HIST230**
Prereq: **None**

MDST131 Introduction to Western Art I: Ancient to Medieval
This course introduces the art and architecture of the Western world during the ancient and medieval periods. The artistic traditions of the Near East, Europe, and the wider Mediterranean will be surveyed from the prehistoric era to ca. 1400 CE. Questions of style, content, function, and cultural and historical context will be examined alongside such perennial concerns as religion, rulership, social class, luxury, and the definition of art within its ancient and medieval milieus.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA109**
Prereq: **None**

MDST135F Entangled Sounding Objects: The Social Life of Musical Instruments (FYS)
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC135F, ANTH135F, ARCP135F, COL136F**
Prereq: **None**

MDST151 European Architecture and Urbanism to 1750
This course is an introduction to architecture and related visual art as an expression of premodern Western European civilizations, from ancient Greece through the early 18th century, including Roman, Early Christian, Byzantine, early medieval, Romanesque, Gothic, Renaissance, and Baroque architecture, landscapes, and cities. The focus is on analysis of form in architecture and the allied arts. Emphasis is on relationships between style and patronage. In each era, how does architecture help to constitute its society's identity? What is the relationship between style and ideology? How do architects respond to the works of earlier architects, either innovatively or imitatively? How do patrons respond to the works of their predecessors, either locally or distantly? How are works of architecture positioned within those structures of power that the works, in turn, help to define? How do monuments celebrate selected aspects of history and suppress others? How were the major buildings configured, spatially and materially? Emphasis will be on continuities and distinctions between works across time, seeing Western traditions as a totality over centuries. Lectures and readings convey different historiographic approaches to these issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA151**
Prereq: **None**

MDST203 Introduction to the Hebrew Bible (Old Testament)
The Hebrew Bible is one of the most influential texts in the world. From antiquity to the present, it has served as a source of philosophical, literary, and artistic reflection. It is a fascinating document, combining narrative, poetry, law, prophetic proclamations, and puzzling parables. What kind of book is the Hebrew Bible? Who wrote it and why? How do we approach such a text across the distance of time? Through a systematic reading from the very beginning, we will place the Bible in its historical context while giving special attention to the philosophical and literary questions it raises: Is obedience to authority always justified? Why do good people suffer unjustly? What is God's gender? In answering these and other questions, you will gain an understanding of the ways contesting interpretations make authoritative claims.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI201, CJST244, WLIT281**
Prereq: **None**

MDST204 Medieval Europe
This introductory lecture course is a history of European politics, culture, and institutions from the end of the Roman Imperial era through 1520. Within a chronological framework we will focus on the creation of kingdoms and government; the growth and crises of papal-dominated Christianity, its crusades and its philosophy; the rise and role of the knight, lady, and aristocratic culture; masculinity and gender relations; the crises of the later Middle Ages, including the Black Death, heresy, mysticism, and war. These all contributed to the beginnings of the modern world, including the Renaissance and the Reformation, events that ended the medieval period. We will also at least glance at the borderlands of Europe, the edges of Islamic and Orthodox worlds.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST201**
Prereq: **None**

MDST207 Chaucer and His World
In this course, we will read Chaucer's fascinating dream-visions, The BOOK OF THE DUCHESS and THE HOUSE OF FAME and his best-known work, THE CANTERBURY TALES. We will also read selections from Chaucer's sources and consider how he adapts these texts in his own literary works. Some of the topics we will explore are the various genres of Chaucer's poetry (allegory, epic, romance, satire), medieval ideas about psychology and dreams, the ideology of chivalry, Chaucer's reinvention of the classical world, and views of gender and sexuality. All readings will be in Middle English, so we will read slowly and carefully, with attention to the language.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL207**
Prereq: **None**

MDST209 Mosque and Cathedral: Islam and the West, c. 600-1500
This course examines the interaction between the Islamic world and medieval Europe from the perspective of art and architecture, from late antiquity and the rise of Islam through the end of the Middle Ages. Our approach will seek out both intersections and comparisons: while attending to the borders, crossings, and overlaps that existed between medieval Christendom and the Islamic world, this course will also stage comparisons of key themes specific to these traditions, chief among them the picturing of divinity, the status of a sacred text, the organization of sacred space, and the practice of luxury. We will survey a series of historical encounters, including Byzantine Iconoclasm, the Crusades, and trade and diplomacy in general, before culminating in Renaissance Italy. Special emphasis will be reserved for key geographies of exchange, including Spain, Sicily, North Africa, and the Holy Land. Consideration will be given to the media of architecture, mosaic, painting, relief sculpture, decorated books, ivory, metalwork, and textiles. Questions of geography, ethnicity, the other, the idol, cultural translation, and the status of text vs. image will be threaded throughout.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA209**
Prereq: **None**

MDST210 Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA210, RL&L210**
Prereq: **None**

MDST210Z Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love

and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA210Z, RL&L210Z**
Prereq: **None**

MDST211 Magic, Witchcraft, and Miracle, from Saints to Salem
Until the "disenchantment of the world" in the 18th and 19th centuries, Europeans lived in a universe shot through with hidden and awesome power. God's action in the world was possible, but puzzlingly he often operated through other agents, through the saints and by miracle. On the other hand, humans were often tempted to appeal to other powers to get what they wanted, and the use of magic--some pagan in origin, some not--was a pervasive influence. The world was full of demons and even devils, who used illusion and magic to entrap people by possessing them or turning them toward witchcraft in exchange for wealth and health. Surprisingly, the occult was not all bad, and Catholics and later Protestants too wrestled with the question of what to accept and what to suppress. Magical forces did not fade with the Renaissance but actually grew alongside the first developments toward modern natural science in the 16th and 17th centuries. The necromancer joined the saint, the priest, and the witch as the faces of occult power. This course will take a broad look at the people and powers that filled the place where science and a lot of religion sit today. The course will survey medieval developments and will end in New England in the 17th century. The instructor will provide background and narrative history in order to place the readings into their appropriate context. In surveying the long history of magic and miracle in Europe, we shall ask such questions as: What exactly do these terms mean and how have the meanings changed? How far away from such a worldview are we today and did magic really end in the 17th century? And, if so, why? Who controlled the use of magic and how was its misuse identified and punished? Were the processes of law, inquisition, and prosecution fair or effective? Were there really witches or just witch hunts? Why did people believe in miracles and magic? Who were the practitioners? Why did it all decline?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST235**
Prereq: **None**

MDST212 Wesleyan University Collegium Musicum
The Collegium Musicum (literally "company of musicians") is a vocal performance ensemble dedicated to exploring and performing the diverse European repertories of medieval, renaissance, and baroque music. Emphasis is given to the study of musical styles, performance practices, vocal independence, healthy singing, and musicianship. Students investigate various cultural aspects of the production of music, including primary sources, acoustics, and cultural heritage. In spring 2026, we begin our celebration of the Collegium's 25 Years of early music at Wesleyan with a program entitled "Song of Songs, Old and New." Like much Biblical literature, the Song of Songs can be traced back to Sumerian origins. Our program will intersperse ancient Mesopotamian poetry relating to the spiritual marriage of Inanna (Sumerian goddess of love, fertility, and war) and Dumuzi (the shepherd god) with music that reflects the Jewish and Christian understandings of the related mystical union. Biblical language that evokes the fragrance of wine, blossom, fruits, and spices was particularly appealing to European Renaissance composers. We will present a simple Icelandic form of discant, a polytextual French motet, complex polyphony in multiple parts by Palestrina, Lassus, Bouzignac, and Aleotti, and some contemporary responses to these popular texts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC438, COL138**
Prereq: **None**

MDST213 Cross, Book, Bone: Early Medieval Art, ca. 300-1100
This class surveys the art and architecture of early medieval Europe, from the decline of the Roman Empire and the multiculturalism of Late Antiquity through the glory of Byzantium, the rise of Islam, and the establishment of Germanic kingdoms in Northern Europe. Style, content, function, and historical context shall be examined across monuments of architecture, sculpture, mosaic, manuscripts, painting, and the luxury arts. Questions of religious practice, political messaging, and cross-cultural translation shall be threaded throughout, for example: How might one picture God? How might one build a house of worship or decorate a sacred text? How might one best picture a ruler? How were art and artistry defined in early medieval Europe? How might we see dialogue, overlap, and/or competition between the art and architecture of Islam and Christianity, among other religious traditions? The art historical periods considered will include Late Antique, Byzantine, Umayyad, Abbasid, Migration, Insular, Carolingian, Mozarabic, Ottonian, and Viking art.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA213**
Prereq: **None**

MDST214 Introduction to the New Testament
The purpose of this course is to provide an introduction to those writings of the earliest Christians that came to be included in the Bible. These writings will be examined critically with respect to their social-historical origin, religious content, and place within the development of ancient Christianity. Interpreting early Christian texts constitutes the most important task in the study of the New Testament. We will therefore focus on a close reading of the New Testament in light of historical situations and social contexts in the Greco-Roman world, having as one of the chief aims of the course the acquisition of critical skills in reading and understanding the Bible. In the process we will necessarily engage secondary scholarship and wider theoretical interests, thereby providing students with a general introduction to the academic study of religion.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI212, WLIT282**
Prereq: **None**

MDST215 Religion and Politics in Early Christianity
The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI215, CLST215**

Prereq: **None**

MDST219 Northern Renaissance Art
The Northern Renaissance, roughly ca. 1400-1600, was a period of thrilling transition in Europe and profound change for the Western tradition of art and architecture. For art history, the period's many paradigm shifts include the rise of oil painting, the spread of the printing press and print media, the growth of middle-class patronage, the Protestant Reformation, radical developments in the practice of portraiture, an increasingly global worldview and mentality, the foundations of what might be referred to as an art market, and a fundamental revision of the purpose and definition of both art and the artist. This course explores these and other histories as they played out within panel painting, book painting, the sumptuous arts (e.g., tapestries and metalwork), printing, sculpture, and architecture, focusing mainly on France, the Low Countries, Germany, and England. We will begin within the late medieval world of Burgundy, Prague, and Germany before progressing through such key artistic personalities as Sluter, Broederlam, the Limbourgs, Campin, van Eyck, van der Weyden, Fouquet, Riemenschneider, Lucas van Leyden, Bosch, Dürer, Grünewald, Altdorfer, Cranach, Holbein, and Bruegel. Such a narrative will be equally enriched with less familiar and less canonical works. Threaded throughout are questions of mimesis, realism, skill, medium, and the growing cult of genius, as well as the relationship with the Italian Renaissance, the Mediterranean, and the expanding globe.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA220**
Prereq: **None**

MDST220 Love and Loss in Medieval and Early Modern French Literature and Culture
The interconnected themes of love and loss encompass others such as desire, passion, friendship, death, separation, and grief. This course introduces students to the uses of these themes in French literature of the medieval and early modern periods by reading a range of texts, from the courtly romance and lyric poetry, to the essay, the novella, and theater. We will examine how men and women treat these themes, and we will be especially sensitive to the ways in which women write in genres traditionally dominated by men. Topics of study will include the body, virtues and vices, marriage, sexuality, seduction, chastity, and violence. We will also place emphasis on improving French pronunciation and on developing oral presentation and written skills. Readings, papers, and discussions will be in French.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN222**
Prereq: **None**

MDST221 Mystical Visions, Medieval Women, and the Performance of Early Music
This course challenges the traditional male-dominated history of early music by focusing on the women who commissioned, performed, heard, and composed music in pre-modern times. Discovering love lyrics that express desires, conflicts, and sufferings that seem equally true today helps collapse the notion of linear time. In addition to finding similarities across centuries, we will draw from multiple disciplines, including comparative literature, religion and cosmology, and gender and sexuality studies. An interdisciplinary approach will guide our investigation of the mystical and visionary aspects of medieval music. Topics to be explored include communal music-making practices, authorship, power and politics, and the multiple civic and social functions of music. We investigate how the music of worship differs from that of romance, public ceremony, and private entertainment. These inquiries help to cultivate skills not only to appreciate our musical heritage but also to better understand contemporary social and cultural practices.

Various "medievalisms"--modern interpretations of the medieval--are explored, to show how musicians continue to interact with early practices in new and exciting ways. This allows us to talk not only about performers of historical early music, but also about composers like Kaija Saariaho, folk groups like Vulcan's Hammer and Folkal Point, and pop artists like Janelle Monaé and Florence Welch. The creation of medievalist music for films and video games is also relevant, as an arena where musicians reimagine the medieval for new audiences.

Coursework involves learning through performance, examination of manuscripts, research, writing, transcription, and editing. There are also weekly listening assignments and readings.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC241**
Prereq: **None**

MDST222 Early Renaissance Art and Architecture in Italy
This course surveys key monuments of Italian art and architecture produced between ca. 1300 and 1500. Focusing on major centers such as Florence, Milan, Rome, and Venice, as well as smaller courts such as Urbino and Mantua, it considers the works and careers of the most important artists and architects of the period, among them Giotto, Brunelleschi, Donatello, Giovanni Bellini, Botticelli, and Leonardo da Vinci. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, gender, and spectatorship. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA221, RL&L212**
Prereq: **None**

MDST223 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance
In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolo Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L224, ITAL224**

Prereq: **None**

MDST224 Re-imagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Drawing on innovative techniques of music, dance, painting, and theater Dante denounced political corruption and social injustice in a story that has inspired artists throughout the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th century prisoners of the Inquisition. Students will read selected cantos from Dante's "Commedia," consider contemporary news accounts of modern equivalents to medieval injustices, examine previous adaptations of the poem, and devise their own responses to Dante in the art form of their choice (theater, dance, poetry, playwriting, rap, music, spoken-word, visual arts).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222, COL235, ITAL244, RL&L222**
Prereq: **None**

MDST224Z Reimagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Combining autobiography and cinematic writing techniques Dante denounced political corruption and social injustice in a story that has inspired artists through the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th-century prisoners of the Inquisition. Students will read selected cantos from Dante's Commedia, consider contemporary equivalents of medieval injustice, examine previous adaptations of the poem, and devise their own responses to Dante in a form of their choice (prose monologue, poetry, playwriting, rap, music, song, spoken-word, drawing, painting, visual collage, epistolary dialogue, etc.).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222Z, COL235Z, RL&L222Z**
Prereq: **None**

MDST225 European Intellectual History to the Renaissance
This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST215, COL216**
Prereq: **None**

MDST226 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. After 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present. The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L226, ITAL226, RELI218, WLIT250**
Prereq: **None**

MDST227 What Can the Middle Ages Teach Us About Nature?
Today nature is at the center of our preoccupations. This course will go back to a time before human beings thought they were the masters of nature, when nature was at the same time teaching and allegory, metaphor and science. We will explore the different functions of nature in bestiaries, poems, romances, and herbaria from the Middle Ages to the beginning of the Early-Modern period (in modern French translation). We will be able to see a real herbarium in the Special Collections & Archives. Students will also visit the Davison Center for the Arts and the Joe Webb Peoples Museum to explore visual representations of nature as well as scientific displays. During the semester, students will put together a herbarium that will be displayed in an exhibition at the end of the semester.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN229, ENVS229**
Prereq: **None**

MDST228 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History
This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic EL CID (12th-13th century); the bawdy and highly theatrical prose dialogue known as LA CELESTINA (1499); the anonymous LAZARILLO (1554), the first picaresque novel; and María de Zayas's proto-feminist novella THE WAGES OF VICE (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or

literary preparation is required, only a willingness to engage the readings closely (textually and historically).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN230, COL229**
Prereq: **None**

MDST229 Fight like the French: Debates, Quarrels and Polemics in French Culture
In the age of "fake news" and polarization, knowing how to debate is essential. The French are notoriously practiced in debate; the importance of public opinion and the figure of the public intellectual have made French society as a whole particularly prone to the agonistic discussion of ideas. This course will survey foundational aesthetic and political debates in French culture from the 15th century to this day, focusing on those that were led by writers, philosophers, and intellectuals and that have entered French literary and cultural history. The course will show how controversies mark and make paradigmatic changes in the cultural landscape, advancing the arts and sciences and voicing political dissent. Throughout the course we will read literary works, treatises, letters, and newspapers.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN228**
Prereq: **None**

MDST230 Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes
Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his Arthurian tales became the basis for all future retellings of the legend. We will read these tales in depth, paying particular attention to their enigmatic quality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN220**
Prereq: **None**

MDST231 Cuneiform to Kindle: Fragments of a Material History of Literature
This course provides a theoretical and historical investigation of diverse media of literary expressions from clay tablets to digital texts. We will inquire into the history of writing through different technologies and modes of composition, circulation, and reception from antiquity to the present day. By engaging in such topics as the transition from scroll to codex, from manuscript to print, and from book to Kindle, we will consider the history of literacy in relation to other forms of expression (oral, visual, networked) and analyze different practices of organizing textual materials (punctuation, paragraphing, annotation). We will scrutinize paratextual elements (title, front matter, opening information, foreword) and various forms of verbal accretions (glosses, commentaries, editorial interventions). We will examine shifting notions of authorship and originality and explore different systems of storage (libraries, archives, museums). And by questioning the multifaceted, nondeterministic interplay between literary artifacts and the media by which they are formalized and materially formed, we will provide a critical and historical reflection on the nature of textuality, writing, and media. Readings will set essays in the history of the book and media studies alongside key literary case studies from various periods and geographical areas. Projects will engage with textual materiality (including through the creation of book-objects of our own). The course will be conducted in English.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L234, WLIT261**
Prereq: **None**

MDST232 Obscure Enigma of Desire
This course is an introduction to the study of the ways we create meanings when we read texts. It will focus on several deliberately obscure literary texts from twelfth-century France and will examine them in the light of the classical and medieval concepts of enigma, the marvelous (wonderful), fabula, and allegory as well as some modern theoretical works about how we understand narratives. We will seek to understand why deliberate obscurity is an important part of literature and how medieval authors created narratives that seem particularly meaningful precisely because they are obscure. We will consider why we feel these texts have meaning and the ways in which we make them meaningful to us. This course will be co-taught in parallel with a course (in English) on the same subject offered at the Charles University in Prague by Professor Lucie Dolezalova. About half of the classes will be conducted together with the class in Prague through teleconferencing and Professor Dolezalova will teach one week of the course at Wesleyan and meet with students while she is here.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L232**
Prereq: **None**

MDST234 Days and Knights of the Round Table
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its development in the 12th-century romances of Chrétien de Troyes. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN334**
Prereq: **None**

MDST235 Days and Knights of the Round Table
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L176**
Prereq: **None**

MDST236 Don Quixote: How to Read the Ultimate Novel
No novel is more celebrated than "Don Quixote," albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical

realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and "life" or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for "the real world" is often as nutty as the hero himself. We will read, discuss, and write about "Don Quixote" in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L236, COL236, WLIT247**
Prereq: **None**

MDST237 Dante in His World: Politics, Poetry, Religion
Dante Alighieri is one of the great figures of European history and culture. He has been famous since his life, especially for his poem "The Divine Comedy," including its depictions of the Inferno, Purgatory, and Heaven. It reveals his massive intellectual knowledge and his deep and complex commitments. It might be less well known that he was also an active politician and a political theorist, as well as a student of literature and style.

This course will examine the body of his work and use it to outline some of the great political, moral, and religious crises of Europe around the year 1300, a moment closely connected to the very idea of the Middle Ages. Important course themes will include the question of the political balance of church and state, the role of mysticism and philosophy in expressing ethics, and the uses of history, theory, and poetry in seeking the good life. Readings will focus on Dante's own writings, including "The Divine Comedy," "The New Life" (La Vita Nuova), and "On Monarchy."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST236, WLIT342**
Prereq: **None**

MDST238 Mystics and Militants: Medieval Women Writers
In this class we will read a wide range of works written by European women between ca. 1100--1400, including courtly, devotional, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the antifeminist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical religious experience, heresies, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL232, FGSS224, RL&L231**
Prereq: **None**

MDST241 Your Revolutionary Life: Biography as Political Power from Antiquity to Modernity
Death is not enough to turn a life into a political movement. That translation requires a story. This course asks why, since Gandhi, few leaders have successfully drawn upon the power of adopting a revolutionary approach to living as a means of effecting political, social, and cultural change. A student-centered collaborative pedagogy equips students with the tools and concepts to collectively workshop principles drawn from a wide range of examples of revolutionary living from the period known as the middle ages; from well-known and widely imitated examples such as the Buddha, the Prophet, and the Christ, to lesser-known examples including cross-dressing nuns, hermits on pillars, desert mothers, begging collectives, and much more. Students will then apply the ways these past lives were remembered and transmitted to contemporary movements such as Occupy Wall Street or the Black Lives Matter CHOP in Seattle. Course assignments consist of short essays, presentations, and a self-designed final project that can be analytical, creative, or demonstrative.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL221, HIST232**
Prereq: **None**

MDST245 The Invention of Fiction: Giovanni Boccaccio's Decameron
In this course we read and discuss Giovanni Boccaccio's Decameron (ca. 1353), a collection of 100 short stories traded by an "honest brigade" of 10 Florentine men and women. They tell each other these stories while sheltered in a secluded villa as the plague of 1348 rages in Florence. We study the Decameron as both a product and an interpretation of the world Boccaccio inhabited. We examine the Decameron's tales and narrative frame as a point of entry into the cultural and social environment of medieval Italy. We look at its scurrilous, amusing, and provocative innuendos as traces of erotic, religious, ethnic, and cultural questions. We investigate the sexual exuberance of many of Boccaccio's tales and the tension between "high" and "low" culture. We consider the development of mercantilism and literacy in early-modern Europe and its emerging virtues of wit and self-reliance. We review the dynamics of composition and reception in manuscript culture and the book's adaptation into different media, from illuminations to film. And by impersonating the 10 Florentines, we will reenact their pastime of telling stories and appreciate Boccaccio's remarkably modern sensibility and unsurpassed art of writing fiction. This course is conducted in Italian.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL235**
Prereq: **None**

MDST247 Devotion and Deception: Erotic Discourse from Dante to Petrarca
In this course, we will investigate the ideology, content, and material forms of love literature from Dante Alighieri to Francesco Petrarca. Through a close reading of such texts as Dante's Vita nova (ca. 1295), Giovanni Boccaccio's Decameron (ca. 1353), and Petrarca's Rerum vulgarium fragmenta (often referred to as the poetry book par excellence: il canzoniere, ca. 1374), we will unveil the literary and fictitious nature of medieval erotic literature. We

will explore the origins of love poetry in medieval France and its subsequent interpretation and rewriting in Italian courts and comuni. We will inquire into the cultural constructions of the medieval notion of the lyrical self and how it still has an impact on our own notion of consciousness. We will study the forms, themes, and characters that populate 'love stories' in the Middle Ages. We will analyze the dynamics of composition, circulation, and reception in manuscript culture. Our close analysis of the texts as they have been preserved in manuscript form will help us gauge the differences between medieval and contemporary ways of writing, reading, and loving. This course is conducted in Italian.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL227**
Prereq: **None**

MDST249 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"--one of the most persistent stories in history--using the very texts in which it was first articulated. We will work with selections from a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea, and many others--to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL247, CLST247, HIST247**
Prereq: **None**

MDST254 Cervantes
Cervantes is known chiefly for DON QUIXOTE, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. DON QUIXOTE also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about DON QUIXOTE, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN236, COL327**
Prereq: **SPAN221**

MDST255 The Vikings and the Viking Age, 700-1243
The Vikings erupted from their isolated northern homelands throughout Europe from the eighth century, and arguably reoriented European history both in the West, where they were instrumental in the history of the British Isles and France, as well as the East, where they were founders of the Russian kingdom. By 1100, they and their descendants had also established themselves in the Mediterranean, Italy, Sicily, and the Holy Land. This course will examine the reasons the Vikings emerged, and will explain their role not only as warriors, but as important merchants, administrators, and contributors to a robust European literary culture. They provide the perfect avenue by which to understand the creation of European culture and politics. The course will also act as an introduction to the dark age history of England, France, and Northern Europe.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST255**
Prereq: **None**

MDST257 Knights, Fools, and Lovers: An Introduction to Medieval and Renaissance French Culture
The study of history and past literature provides intellectual, psychological and emotional resources that make one more resilient in adapting to new circumstances, enable one to see new possibilities of being-in-the-world, and provide new capacities for self-understanding. A knowledge of the European past, moreover, can be an advantage for people seeking to study, live, or work in Europe. This course will help students develop those resources and knowledge through a study of various forms of short fiction and poetry from the French Middle Ages and the Renaissance (12th-16th centuries). We will focus on the representations of human relations, above all romantic relations and their inherent conflicts of power, in these works. We will also view a couple of historical films in order to develop our visual imagination.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN230**
Prereq: **None**

MDST258 Medieval Gigs: Saints, Scholars, Sailors, Sinners
A friar preaching to birds, a scoundrel passing as a saint, a nun conversing with Jesus, a Greek hero sinking into hell, a scholar talking to the dead, and a merchant exploring uncharted territories: We find unusual professional figures gigging in Italy circa 1300. In this course we explore medieval alterity through the voices of its most illustrious representatives: from Francis of Assisi to Dante Alighieri, and through a variety of other workers in the Italian economy. We examine various aspects of medieval religious culture ranging from mystical visions to the institutional politics of the Church. We consider the development of mercantile capitalism and its emerging virtues of wit and self-reliance. We track seafarers as they encounter the Other during their maritime voyages. For those staying closer to home, like clerics and other literate "Italians," we review the dynamics of composition and reception from orality to manuscript culture. We observe how medieval culture is embodied through different media, from manuscript illuminations to film. And by combining micro- and macro-perspectives, we approach the Italian Middle Ages from a broad aesthetic, historical, and socio-anthropological standpoint.

The course is conducted in Italian. Authors include Francis of Assisi, Catherine of Siena, Angela of Foligno, Giotto, Dante Alighieri, Francesco Petrarca, Giovanni Boccaccio, Marco Polo, and Christopher Columbus.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL256**

Prereq: **None**

MDST260 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC260, ARCP270, ANTH260, COL255, REES206**
Prereq: **None**

MDST268 The Origins of Global Capitalism: Economic History, 1400--1800
This course explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit by 1800. Among other things, it seeks to provide answers for why China's economy--perhaps the most sophisticated in the world before 1500--fell into relative stagnation and why Europe was the first region to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. The course begins by exploring late medieval European agriculture, market systems, institutions, and technology to reveal how the paths of economic development taken in Europe began to diverge fundamentally from those taken by societies in Africa, Asia, and the Americas. It will explore the role of the spice trade in the expansion of European influence abroad, the significance of new food and cash crops in the development of plantation systems and long-haul trade, the impact of organized coercion in the development of monopolies and monopoly companies, and the role of proto-industrial methods of production and colonial economies in the birth of the Industrial Revolution. The course aims to be accessible, broad, and comparative, drawing insights from many fields to consider the environmental, geographical, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST268**
Prereq: **None**

MDST272 Law, Court, and Crime in England, 600--1660
This course will discuss the nature and development of law, dispute resolution, custom, and rule in England from the arrival of the English on the island in the age of Arthur when feud and compensatory justice dominated. It will then examine the rise of royal power, local custom, and the common law in the 12th and 13th centuries, including the Magna Carta crisis. We will focus on the growing politicization of law and the development of courts and lawyers alongside new sorts of lawmaking in parliament and through the power of the king. The growth and challenge of royal and parliamentary power will frame the last parts of the course that anticipate the revolutionary crisis of the 17th century. Along the way, the course will ask, Who gets to make law, what is the role of writing in the development of custom and law, how did the English decide who was right and who wrong: calculation, testimony, jury, or ordeal? What were the forms of punishment and compensation employed, and what did this tell us of conceptions of the person: mutilation, execution, or incarceration? How did social status and gender shape expectations and outcomes in the legal process: Who could be a legal actor, a responsible malefactor, a property owner, or a slave; who could be judge and legislator? The course will be based on the examination both of recent scholarship and a wide array of primary sources such as law codes, court record books, advice manuals, literature, treatises on law, and the practical documents from lawyers in courts and judges that are plentiful in medieval, Tudor, and Stuart England. The course provides a background to the sources of law in early America as well as other common law countries around the world.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST272**
Prereq: **None**

MDST273 The History of Science in Islam
This course will examine the intellectual legacy of the sciences in the Islamic world. Premodern Muslims cultivated various dimensions of what are today understood as the "hard sciences," including physics, mathematics, biology, and chemistry. In addition to exploring Islamic contributions to these fields during the classical period, known according to some sources as the "Golden Age of Islamic Science," we will explore Islamic medicine and medical theories, astronomy and astrological works (including tools used for astronomical observation), and the sciences of optics and alchemy. We will chart the development of these sciences while looking at the broader cultivation of scientific knowledge in Islamic societies, including the establishment of scientific institutions such as universities, observatories, hospitals, and pharmacies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL273, RELI274, STS273**
Prereq: **None**

MDST302 The Arthurian Legend on Film
This course will serve both as an introduction to the Arthurian legend and to its cinematographic representation since the 1940s. Medieval texts will be paired with films that are "based" -- more or less closely -- on them. We will consider the ways in which these stories are told in literature and in film and the differences between them. We will also consider the ways in which the legend was used to address both medieval and modern preoccupations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L300**
Prereq: **None**

MDST310 Muslims, Jews, and Christians: Convivencia in Medieval Iberia
For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual well-being.

This seminar will explore the works produced by the pluralistic societies of medieval Iberia from the perspectives of art, architecture, history, archaeology, literature, and music. As we study renowned monuments such as the synagogues of Toledo, the Alhambra, and the Way of St. James, we will learn to decode elements such as dress and home decor, food and hygiene, and gardening and agriculture, to expand our picture of culture and lived experience. Finally, we will ask why "convivencia" ultimately failed, and how the medieval Iberian experience can enlighten our own uneasy attempts at building a multicultural, multi-confessional society.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA310**
Prereq: **None**

MDST311 The Body in Medieval Art
Medieval thinkers theorized the body in ways vastly different from how human bodies are conceptualized and defined today in the twenty-first-century West. Indeed, the "medieval body" was not at all a stable or monolithic entity, but rather a shifting constellation of ideas and practices that waxed, waned, and coexisted throughout the European Middle Ages, ca. 400-1400. The diversity of medieval attitudes toward the body helped inform its representation in art, which, simultaneously, was also dependent upon conventions of craft, medium, artistry, preciousness, and style. "Body" signals not only earthly bodies -- sexed, fleshly, corruptible, and soon to decay -- but also the soul (whose well-being was equally fragile), as well as heavenly, angelic, and divine bodies, including that of Christ. This course analyzes medieval strategies of representing these bodies while situating them in their respective intellectual and cultural environments. Primary-source materials will be contextualized by secondary literature, and our inquiries will remain cognizant of gender-, sexuality-, race-, and performance-critical methods. The bodies examined will include, and are not limited to, saintly, gendered, racialized, clerical, monstrous, virginal, heretical, sickly, healthy, courtly, resurrected, and uncircumscribable bodies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA311**
Prereq: **None**

MDST312 The Medieval Beast
How did medieval writers think about the distinction between human and animal? This course will begin with the categories of soul and body, ruler and ruled, speech and noise--among others. We will also read about human-animal hybrids like werewolves and bird-men in order to think through some of these binaries. Texts will include bestiaries (encyclopedias of animals), treatises on hunting, beast-fables from Christian, Muslim, and Jewish traditions, Marie de France's "Lais" and "Fables," Chrétien de Troyes's "Knight of the Lion," "Sir Gawain and the Green Knight," and Chaucer's "Parliament of Fowls."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL310**
Prereq: **None**

MDST313 Medieval Manuscripts
Medieval manuscripts were dense, considered gatherings of text and image, and they are among the richest of artifacts bequeathed to us by the Middle Ages. Manuscripts both crystallized and intervened in many of the key intellectual, religious, and aesthetic foundations of medieval Europe. To step into a luxurious medieval manuscript--into its script, its miniatures, its marginal decoration, its scribbles, its little monsters and unexpected grotesques, its tears and signs of use--is to probe a particular artform, distinct to pre-modernity, in which the definition of painted image and written word differed markedly from later centuries of the Western tradition. Throughout, basic questions of the relationship between text and image, and the linguistic and the pictorial, repeatedly beg attention. How were these books made, who used them (if they were used at all), how did the reading process unfold in the medieval period, and how did pictorial decoration assist in revealing--or, perhaps, obscuring--truth? These questions, and more, will inform this seminar's systematic inquiry of the making, function, and layout of the medieval book, from its Late Antique origins to the 15th century advent of printing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA312**
Prereq: **None**

MDST315 The Politics of the French Language and the Birth of the French State
Today, the advantages of national borders and monolinguistic language policies are being trumpeted all across the world. And yet, the study of premodern languages and literatures reveals that the history of national languages has always been a multicultural affair. In this course, we will look at the case of the French language, particularly the establishment of French as a literary language through strategies of legitimization. Starting with an examination of the first text written in the language that would later become French, from the 9th century, we will then go on to study (in modern French) a series of medieval and early-modern poems, plays, treatises and essays that borrow from other languages and literatures, even as they establish French as a literary and a national language. The final portion of this class will include a meditation on the status of French language in contemporary Francophone countries based on Derrida's essay "Le monolinguisme de l'autre."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN315**
Prereq: **None**

MDST321 Dialogues of Love: A Close Reading
Towards the end of the fifteenth century amidst the burgeoning cultures of the Italian Renaissance in Naples, Genova, and Venice, the exiled Ibero-Sephardic philosopher and physician Judah Abravanel (Leone Ebreo) composed a philosophical work on erotic ethics as a dialogue between love (Philone) and wisdom (Sophia). "The Dialogues of Love" (1535) presented early modern readers with an erotic cosmology which drew upon Ancient and Medieval texts including Plato, Neo-Platonism, Neo-Aristotelianism, Kabbalah, and scriptural commentary. Widely translated, read, and reprinted throughout the sixteenth century, this text animated literary and cultural life throughout sixteenth-century Europe, finding its way into the work of poets and fiction writers such as Miguel de Cervantes. This course engages this unique and breathtaking work of early modern philosophy through a close reading of a Renaissance cosmos staged as a lovers' courtship.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL321, RL&L321, CJST321**
Prereq: **None**

MDST330 Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes
Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his

Arthurian tales became the basis for all future retellings of the legend. We will read these tales in depth, paying particular attention to their enigmatic quality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN330**
Prereq: **None**

MDST350 The First Female Historian: The Crusade-Era Epic History of Anna Komnena
Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena -- a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire -- to finally break into this most gendered of genres? And, how has Anna Komnena's accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with The Alexiad through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL350, HIST328**
Prereq: **None**

MDST353 Race, Ethnicity, and Religion in Medieval Literature
Why do white supremacists celebrate the European Middle Ages as a lost era of racial and religious purity? This course approaches that question and related issues by considering the emergence of medieval ideas of race, ethnicity and religious difference. We will also think through the meaning of these categories and recent controversies about locating "race" in medieval studies. Our focus will be on a selection of texts dealing with encounters -- real and imaginary -- of Western European Christians with cultures ranging from the Mongol Empire to the Jewish communities in their own territories. The readings will begin historically with the Crusades and the gruesome chronicles written by Christian, Muslim, and Jewish authors. We will move on to religious polemics, travel accounts, and romances: fictions that re-imagine the past in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL353, CJST353**
Prereq: **None**

MDST354Z Self and Text in Roman North Africa: Augustine's Confessions
The native North African Augustine of Hippo wrote the most influential autobiographical text in (so-called) Western literature. It remains the most brilliant text I have ever read: a mind-bendingly complex and yet fully coherent literary self. Let's read it together. Set between Carthage and Rome in 400, Augustine wrote just 10 years before the Eternal City would be sacked by the disaffected former legions of the empire (the Goths). Split between conqueror and conquered, civilization and apocalypse, Augustine wove humanity's existential and epistemological questions into a literary tapestry for the ages: Who am I? How do you speak? Who are you? How do I listen? Who are we? How do we know? At once memoir, critique of empire, philosophy, psychology, theology, personal history, criticism, and a letter, these Confessions require close, careful, focused, attentive readings from a diverse group of interpreters. Join our learning community and spend two snowbound weeks at Wesleyan with a book you will never forget.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL354Z, HIST354Z**
Prereq: **None**

MDST360 The Mediterranean Archipelago: Literary and Cultural Representations
"Islands which have / never existed / have made their ways / onto maps nonetheless" (Nicholas Hasluck). In this course, we study Mediterranean islands as geographical, textual, and metaphorical spaces. We focus on specific islands -- both fictional and real -- as case studies for the aesthetic, political, and metaphysical implications of insularity, while also aiming to present the Mediterranean as a spatial, historical, and cultural network of relationality and conflict. Elaborating upon Predrag Matvejevitc's statement that "the Mediterranean is not only geography," we approach Mediterranean insularity not only in cartographical representations (from Greek geographers to Arab cartographers), but also as poetic topos (from Ariosto's Island of Alcina to Goethe's Capri), narrative stratagem (from Homer's Phaeacia to Boccaccio's Rhodes), literary protagonist (from Deledda's Sardinia to Murgia's Sardinia), political concept (from Plato's Atlantis to Campanella's Taprobane), and existential condition (from Cervantes's Cyprus to Cavafy's Ithaca). We engage in a diachronic and synchronic exploration of Mediterranean islands' inherent dialectic between resistance and occupation, identity and assimilation, marginality and integration, zoological extinction and speciation, inbreeding and metissage, autochthony and allogeny, linguistic conservatism and creoleness, territorial boundedness and internal division. Our approach will also be archipelagic and include methods and concepts from historical linguistics and dialectology to diplomatic history and postcolonial poetics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ITAL289, WLIT340**
Prereq: **ITAL112**

MDST363 (Un)Popular Performances/Performances (Im)Populaires
In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular "study-abroad destination" for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 "season" are preserved in his personal papers in the National Library of Scotland. This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FREN363, COL363, THEA363**
Prereq: **None**

MDST373 From Courtly Love to Cannibalism: Medieval Romances
Romance is the narrative form of medieval sexualities and courtly love, but it also gives literary shape to social worlds in which a protagonist switches genders, skin color changes with religion, and a dog might be the hero of a narrative. In

this course, we will begin with texts that date from the Romance's origins in 12th-century France and continue with the form's development up to the well-known Middle English texts of the 14th century, including Sir Gawain and the Green Knight set at King Arthur's court. Some of the topics we will consider are Romance's engagement with "chivalry," the religious and racial conflicts of the Crusades, and of course, Christian mysticism and the Holy Grail.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL373**
Prereq: **None**

MDST376 Travel and Communication in Europe
This course will explore the character of travel and communication networks, patterns, technologies, and ideas in Europe in the medieval and early modern periods. Students will therefore learn the concept of travel and mobility, whether commercial, cultural, or bureaucratic, and the concept of notable reconfigurations and acceleration of exchange in this period. Beyond ideas, the networks they linked to will be prominent. These include technologies such as the bridge, road, and wayfinding, as well as cybernetic creations like the riding horse (with iron shoes and complex needs); the development of institutions of hospitality, like the monastery, the hostel and the inn; and the adaptation of writing to facilitate motion and communication. Due attention will be paid to exotic travel such as crusading, pilgrimage and warfare; however, routine business travel will be key, such as the trips required by law, by trade, by the search for money, and the desire to see family.

Methodologically, the course will focus on the idea of networks and the techniques of the digital humanities. Thus, text mining for information; mapping in GIS (Geographic Information Systems); and analyzing network relations will be important additions to the usual historical skills of reading and writing essays.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST376**
Prereq: **None**

MDST378 Visionary Journeys through Sacred Landscapes: Japanese Art of Pilgrimage
This course examines the ways in which religious paintings were used and viewed in medieval Japan. Emphasis will be laid on images of sacred landscapes and the visionary journeys they inspired. Though primarily conceived as fundraising tools and advertisements aimed at inspiring viewers to undertake a physical journey to the illustrated site, these images became sacred in their own right and were approached by worshipers as one would approach the enshrined deity of the represented site. They also allowed spiritual travel through the images, providing virtual pilgrims with the karmic benefits of actual pilgrimage without the hardships of travel. Each week we will immerse ourselves in a sacred site, reading about its history, deities, religious practices, and unique benefits. We will then look at how these were given visual form and the artistic language developed to endow these visual representations with the power to inspire and move contemporary audiences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA379, CEAS379**
Prereq: **None**

MDST379 Christianity and Sexuality
This course will explore a range of Christian teachings on, attitudes toward, and technologies of sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and trans practices and identities, and reproductive justice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI379, FGSS309**
Prereq: **None**

MDST390 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L390, COL393, GRST291, FREN390**
Prereq: **None**

MDST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MDST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MDST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

MDST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

MDST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MDST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MDST409 Senior Thesis Tutorial
Topic to be arranged in consultation with tutor.

Offering: **Host**
Grading: **OPT**

MDST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MDST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MDST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MDST427 Central Asian Music Ensemble
The Central Asian Music Ensemble is dedicated to the study and performance of music from a region at the crossroads of Eurasia, encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan. Established in Fall 2023, the ensemble currently comprises Kazakh and Kyrgyz plucked and bowed lutes, plucked zithers, end-blown flutes, clay ocarinas, jaw harps, frame drums, and other percussion instruments. Students learn the basic techniques of playing the instruments and singing in a variety of regional styles while exploring the history and cultural significance of music in nomadic and sedentary Central Asian societies through individual tutorials, group rehearsals, and engagement with visiting artists from Central Asia. In addition to playing traditional and contemporary repertoires from the region, students are encouraged to compose and improvise with ensemble instruments. Previous experience with string or wind instruments such as the guitar, violin, cello, or flute is desirable but not required. Students from diverse backgrounds are welcome to participate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC427, REES227, ENVS427**
Prereq: **None**

MDST466 Education in the Field
Offering: **Host**
Grading: **OPT**

MDST470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MOLECULAR BIOLOGY AND BIOCHEMISTRY

AFFILIATED FACULTY

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Distinguished Research Professor in Molecular Biology Bioc; Distinguished Research Professor in Molecular Biology Biochemistry

Brenda Nallely Santos Ocampo
Visiting Scholar in Molecular Biology Biochemistry

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Professor of Physics; Foss Professor of Physics; Professor, Integrative Sciences; Professor, Molecular Biology and Biochemistry; Professor, Design and Engineering Studies

Erika A. Taylor
BS, University of Michigan; PHD, University of Illinois Urbana
Chair, Chemistry; Professor of Chemistry; Professor, Environmental Studies; Professor, Integrative Sciences; Professor, Molecular Biology and Biochemistry; Director of the Wesleyan Mathematics and Science Scholars Program

CHAIR

Rich Olson
BA, Cornell University; PHD, Columbia University
Coordinator, Molecular Biophysics; Chair, Molecular Biology and Biochemistry; Professor of Molecular Biology and Biochemistry; Professor, Integrative Sciences

EMERITI

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Professor of Molecular Biology and Biochemistry, Emeritus

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Professor of Molecular Biology and Biochemistry, Emeritus

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Fisk Professor of Natural Science, Emerita

FACULTY

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VISITING FACULTY

Max Baymiller
BA, New Mexico Institute of Mining and Technology; PhD, University of Illinois at Urbana-Champaign
Visiting Professor of Molecular Biology and Biochemistry

DEPARTMENTAL ADVISING EXPERTS

- Molecular Biophysics: **(http://wesleyan.edu/academics/faculty/imukerji/profile.html)**Ishita Mukerji (http://wesleyan.edu/academics/faculty/imukerji/profile.html)
- Informatics and Modeling: Robert Lane (http://wesleyan.edu/academics/faculty/rlane/profile.html)
- Pre-Majors and General Undergraduate Program: Michelle Murolo (https://www.wesleyan.edu/academics/faculty/mmurolo/profile.html)
- General Graduate Program: Don Oliver (http://wesleyan.edu/academics/faculty/doliver/profile.html)

- Undergraduate Molecular Biology and Biochemistry Major (p. 750)
- Doctor of Philosophy in Molecular Biology and Biochemistry (p. 753)
- Master of Arts in Molecular Biology and Biochemistry (https://catalog.wesleyan.edu/departments/mbb/grad-ma/)

MB&B101F The Personal Genomics Revolution (FYS)
The first draft of the human genome sequence was published approximately 15 years ago, having taken more than a decade to complete at a cost of approximately three billion dollars. With incredible advances in sequencing technology, accompanying analysis tools, and maturation of sequence databases, we have arrived at the beginning of an era of "personal genomics." Today, individuals can have their genomes sequenced in a few hours for a few hundred dollars! This course explores the kinds of information contained within one's genome and the various ways in which genome sequences can be used for improving quality of life. Students will conduct original research to explore societal attitudes about the use of personal genomics for the purpose of making lifestyle choices (dating, diet, vocations, etc.); establishing notions of personal identity (race, gender, nationality, etc.); creating new social networks (based on genetic kinship); or prolonging life span (and revolutionizing medicine). As part of this research, students will also consider ethical issues (e.g., privacy, discrimination) surrounding the use of personal genomics, as well as how education might impact societal attitudes on particular applications of this technology. As this is an FYS course, student work will focus on developing skills in scholarly writing, which will include peer evaluations of other student writing and production of a final scholarly paper based on the results of their research project.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B102F Writing about Science (FYS)
This first-year seminar course will cover topical areas of science including the chemistry of foods and food additives, drugs, diseases and their treatments, the environment, and reproductive technologies. This class would be an excellent choice for prospective non-science majors who have an interest in understanding how modern science works. The course will emphasize writing and how to convey complex scientific concepts to a lay audience. Students will take on special projects and work to understand and present their findings in presentations and written form.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B103 Copernicus, Darwin, and the Human Genome Project
Much of art and philosophy is inspired by the question: What does it mean to be human? The project of science has provided rational explanations of human identity that threaten our self-perception as special beings--beginning with the Copernican revolution and discoveries about our unspecial place in the universe. In this course, we will discuss three paradigms arising from modern molecular biology that provide perspective on the lines between living and non-living, human and non-human life, and human and machine by exploring the science of DNA, evolution, and the Human Genome Project, respectively. As part of both discussions, we will consider how society negotiates with science, as depicted in politics and popular art, ethical issues pertaining to the advancement of scientific (e.g., reproductive, genetic) technologies, and plausible resolutions to the tension between science and society that arise from a detailed understanding of the scientific method. Little or no background knowledge in science/biology will be assumed.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B107 The Science of Human Health: Microbiology and Immunology
Studying the molecular and cellular biology of disease-causing viruses and bacteria, we will survey the basic mechanisms that they deploy to colonize and harm our bodies. We will also learn about the cells and macromolecules that comprise our immune system, how they act in concert to detect and combat disease or, in certain instances, cause autoimmune disease. A case-study approach will be pursued to join these two subjects and to illustrate the complex interplay between pathogens and the immune system that allows us to successfully combat certain diseases, become persistently infected by others, or succumb to debilitating or fatal illnesses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B108F Discutamos la Ciencia en Español (Let's Discuss Science in Spanish) (FYS)
This introductory course is designed for students with intermediate to advanced knowledge of the Spanish language. The class focus is to help students understand basic scientific concepts in Spanish and discuss scientific literature of general interest in Spanish. The goal is to develop language skills (reading, listening, writing, and speaking) with focus on scientific topics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B108Z Discutamos la ciencia en Español (Lets discuss science in Spanish)
This introductory course is designed for students with intermediate to advanced knowledge of the Spanish language. The class focus is to help students understand basic scientific concepts in Spanish and discuss scientific literature of general interest in Spanish. The goal is to develop language skills (reading, listening, writing, and speaking) with focus on scientific topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B111 Introduction to Environmental Toxicology
This course will look at the human health consequences of anthropogenic and natural toxins in the environment. We will examine how chemicals are absorbed, distributed, and detoxified within our bodies, and the mechanism of acute and chronic damage to our health. We will explore how toxins travel through the environment and how permissible levels of exposure are decided upon. This naturally leads to a discussion about the perception and management of risk. We will look at case studies relating to industrial pollution, accidents, and contamination of our air, water, and food through the lens of human disease and social cost. Students are asked to think critically about available scientific evidence and form opinions about how much risk is acceptable in our daily lives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B112 Fundamentals of Public Health and Communicable Diseases Epidemiology
As Influenza, HIV-AIDS, and COVID-19 pandemics have made abundantly clear, Public Health is a vital field of science and medicine that impacts the health and well-being of our communities on a global scale. In this course, we will learn the core principles of public health approaches, their functions, and how they translate into a comprehensive public health system. Focus will be on important emerging and re-emerging infectious diseases of global impact. Lectures, discussions, and case studies will be utilized to weave infectious diseases and public health responses together to illustrate effective and innovative ways of improving the health of our world community. Economic, social, and medical barriers that impare progress will be addressed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B113F The mRNA Revolution in Medicine: A Misunderstood & Mistrusted Science (FYS)
The first use of messenger RNA (mRNA) vaccines saved millions of lives in the COVID-19 pandemic. Yet mRNA technology has been widely mistrusted from its first public introduction into the present day. This course will detail how mRNA medicine works, and why it has enormous therapeutic potential in areas ranging from cancer to rare genetic diseases. Grounded in this scientific understanding, students will then develop their own project that explores why this revolutionary medical technology is met with such resistance today. Examples of possible areas of focus include the psychology of belief, pseudoscience, and comparative historical perspectives on other medical advancements.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B117 Life in the Cell from a Molecule's Perspective
What does DNA look like when it is not condensed into chromosomes? How do partners in molecular processes find each other? If a molecular motor "walks," how does it take a step? We will explore these major topics in molecular biophysics by discussing primary scientific literature. Emphasis will be placed on revealing the ways in which our understanding of biological processes can be improved by understanding the underlying physics. Students should have a broad high school science background, familiarity with quantitative and algebraic concepts, and a desire to incorporate quantitative thinking into verbal discourse. Writing is a core element of the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS107**
Prereq: **None**

MB&B119 Biology and Chemistry in the Modern World: A Survey of Drugs and Disease
This course will cover a wide range of topics of current interest that are at the intersection of biology and chemistry. In particular, the molecular basis of issues related to drugs and disease will form a focus of the course. Topics to be discussed will include psychoactive and performance-enhancing drugs, mad cow, cancer, viral and bacterial diseases, and the chemistry of foods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM119**

Prereq: **None**

MB&B155 Tiny Organisms with a Big Effect: The Microbiome
With the advent of advanced sequencing technology, we are able to characterize the microflora that lives on and inside of multicellular organisms, including humans. It follows that there are still many unknowns with respect to the function and dynamics of relationships between bacterial communities and their hosts. These bacterial communities, colonizing humans and other organisms with millions of microbes, have captured the interest of the public. Popular news outlets have made the disparate claims that the right human microbiome can act as a panacea and the wrong microbiome is such a calamity that it can destroy an individual's health. This course will look at the true nature of the microbiome, to the extent that current research has revealed. We will discuss both normal and abnormal bacterial community compositions and any related disease states. Similarly, we will cover changes in microbiome composition over time and with respect to host development. In class, we will also consider the microbiomes of other organisms and how the presence and composition of the microbiome relates to disease states and/or life history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL155**
Prereq: **None**

MB&B155Z Tiny Organisms with a Big Effect: The Microbiome
With the advent of advanced sequencing technology, we are able to characterize the microflora that lives on and inside of multicellular organisms, including humans. It follows that there are still many unknowns with respect to the function and dynamics of relationships between bacterial communities and their hosts. These bacterial communities, colonizing humans and other organisms with millions of microbes, have captured the interest of the public. Popular news outlets have made the disparate claims that the right human microbiome can act as a panacea and the wrong microbiome is such a calamity that it can destroy an individual's health. This course will look at the true nature of the microbiome, to the extent that current research has revealed. We will discuss both normal and abnormal bacterial community compositions and any related disease states. Similarly, we will cover changes in microbiome composition over time and with respect to host development. In class, we will also consider the microbiomes of other organisms and how the presence and composition of the microbiome relates to disease states and/or life history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL155Z**
Prereq: **None**

MB&B160 Biochemical and Molecular Basis of Human Diseases
This general education course will cover the biochemical, molecular, genetic, and cellular aspects of selected human diseases. The basic anatomy of each relevant system will also be covered, along with ethical questions that can arise when addressing each condition. Topics will include sickle cell anemia, diabetes, atherosclerosis, and prion diseases.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity
This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from the genetic code in DNA through protein synthesis and function. Topics include DNA replication, chromosome dynamics, transcription, translation, and gene regulation. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including transport across cell membranes, cellular energetics, protein sorting, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology. This course will require about 10 hours per week of engagement. Students should enroll separately in MB&B/BIOL191 Principles of Biology 1 - Laboratory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL181**
Prereq: **None**

MB&B181Z Principles of Biology I: Cell Biology and Molecular Basis of Heredity
This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of genetics and gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from genetic code in DNA through protein synthesis and function. Topics include DNA replication and repair, chromosome dynamics, RNA transcription, protein translation, gene regulation, and genomics. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including cell signaling, energetics, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL181Z**
Prereq: **None**

MB&B182 Principles of Biology II
This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL182**
Prereq: **MB&B181 OR MB&B181Z**

MB&B182Z Principles of Biology II
This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL182Z**
Prereq: **BIOL181Z**

MB&B191 Principles of Biology I--Laboratory
This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL191**
Prereq: **None**

MB&B192 Principles of Biology II: Laboratory
This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. A specific emphasis will be placed on science communication.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL192**
Prereq: **[MB&B191 or BIOL191]**

MB&B193 Principles of Biology I Laboratory (Online)
This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL193, NS&B193**
Prereq: **None**

MB&B194 Principles of Biology II: Advanced Topics
This course provides an optional supplement to the introductory course in physiology, development, evolution, and ecology (BIOL182, which should be taken concurrently). It is designed for highly motivated biology students who seek to enrich their understanding by engaging with current research in an intensive seminar setting. Students in BIOL194 will read and discuss recent journal articles that probe in greater depth some of the subjects covered in BIOL182. Weekly meetings will consist of a short lecture by the professor followed by group discussion of the readings.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL194**
Prereq: **BIOL181 or MB&B181**

MB&B198 Principles of Biology II Laboratory _ Online
This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. Laboratory exercises use the techniques of electrophysiology, microscopy, computer simulations, and analyses of DNA sequence data. Some exercises will include exploration of physiological processes in living animals.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL198, NS&B198**
Prereq: **BIOL192**

MB&B207 Introduction to Biophysics
This course will introduce students to major topics in biophysics with an emphasis on the statistical physics of biological systems at the microscopic or molecular level. Topics covered will include molecular motors, self-assembly, and single-molecule manipulation. Students will learn how physical arguments and reasoning can provide significant insight into the design and function of biological systems. While this course is geared toward students who have had a full year of calculus-based physics, relevant concepts in biology and chemistry will be introduced as needed. No detailed knowledge of biology or chemistry beyond the high-school level is required for this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS207**
Prereq: **PHYS116**

MB&B208 Molecular Biology
This course is a comprehensive survey of the molecules and molecular mechanisms underlying biological processes. It will focus on the cornerstone biological processes of genome replication, gene expression, and protein function. The major biomacromolecules -- DNA, RNA, and proteins -- will be analyzed to emphasize the principles that define their structure and function. We will also consider how these components interact in larger networks within cells to permit processing of external and internal information during development and how these processes become perturbed in disease states.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL208**
Prereq: **MB&B181 OR MB&B181Z**

MB&B209 Research Frontiers in Molecular Biology and Biochemistry
This course of weekly discussions of current research is for students who have completed the MB&B or BIOL introductory series. Discussions will be informal in nature and cover topics of current interest in molecular biology and biochemistry, emphasizing possibilities for future research areas for the students.

Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Prereq: **MB&B181 or BIOL181**

MB&B210 Genetics and Genomics
Genetics has provided a foundation for modern biology. We will explore the classical genetics and go on to consider how genomics has transformed this field. This course is intended to introduce students to the fields of genetics and genomics, which encompass modern molecular genetics, bioinformatics, and the structure, function, and evolution of genomes. We will discuss important new areas of research that have emerged from the genome projects, such as epigenetics, polymorphisms, transgenics, systems biology, stem cell research, and disease mapping. Students will also discuss bioethical issues we face in this new postgenome era.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL210**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

MB&B212 Principles and Mechanisms of Cell Biology
The cell is the smallest structural and functional unit of an organism. The primary goal of this course is to understand the structure, organization, regulation and behavior of cells, because with this perspective one can begin to ask complex questions including: why does mutating a protein cause a cell to malfunction and how does this cause tissue malfunction or disease? We will examine the cell mainly in the context of the multicellular organism--where cells respond to as well as regulate their local environment. Hence, this course provides students with a firm foundation in cell biology as we examine eukaryotic cell structure, organelle function, cell adhesion and motility, signal transduction and cell differentiation, cell survival and apoptosis, and consider how these mechanisms integrate to generate coherent cell behaviors. Published research will be discussed throughout the course in order to build students' understanding of research in cell biology. Lectures, assignments and assessments include opportunities for students to develop a broad and deep knowledge of cell biology, gain understanding of the scientific process of inquiry, experimentation and interpretation, and develop skill in analytical and critical thinking and scientific writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL212**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

MB&B213 Informal Science Education for Elementary School Students I
This service-learning course will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary-age children in an afterschool program taking place at five local elementary schools. The classroom components include writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CIS213**
Prereq: **None**

MB&B214 Informal Science Education for Elementary School Students II
This service-learning course will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary-age children in an afterschool program setting at five local elementary schools. The classroom component includes writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class. This course is a continuation of CHEM241.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CIS214**
Prereq: **None**

MB&B223 The Molecular Basis of Cancer
Cancer is a group of diseases characterized by unregulated cell growth and tissue invasion. This course will focus on the molecular events that lead to cancer. We will cover topics in both molecular and cellular biology and genetics that are relevant to understanding the differences between normal and cancer cells. Particular focus will be placed on oncogenes and tumor suppressor genes, DNA damage responses, the p53 signaling pathway, cell cycle regulation, and the molecular basis of cancer therapies. This course will utilize both the textbook and primary scientific literature in the study of cancer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **BIOL223**
Prereq: **MB&B181**

MB&B228 Medical Biochemistry
This introductory course will focus on the essential concepts of biochemistry important to students interested in the health professions, including the chemical and biological foundations of cellular metabolism and related disease states. Major topics will include the structure and function of biological molecules in the human body (proteins, carbohydrates, fats, nucleic acids, vitamins), enzyme catalysis, cellular signaling, and digestion, absorption, and processing of nutrients for energy and growth.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL228**
Prereq: **[MB&B181 or BIOL181] AND CHEM251**

MB&B231 Microbiology
This course will study microorganisms in action, as agents of disease, in ecological situations, and as tools for research in molecular biology, genetics, and biochemistry. Particular emphasis will be placed on new ideas in the field.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL231**
Prereq: **BIOL182 OR MB&B208**

MB&B232 Immunology
In this introduction to immunology, particular emphasis will be given to understanding both the innate immune response and its agents as well as the acquired immune response mediated by B and T cells. Cellular and antibody responses in health and disease will be addressed, along with mechanisms of immune evasion by pathogens, autoimmune disease, and cancer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL232**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182]) OR [MB&B208 or BIOL208]**

MB&B233 Cellular Mechanisms of Gene Regulation and Gene Editing Tools
This course will explain the mechanisms of gene expression in eukaryotes. Then we will define the main and current techniques used for gene editing (CRISPR/Cas9, TALEN, site director mutagenesis, CRE/Lox recombination). Discussions will include how these technologies can be used to optimize organisms for health, food, and energy applications. Ethical use and current regulations of gene editing tools will also be considered.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **MB&B181**

MB&B235 Microbiology Laboratory
This laboratory, to be taken concurrently with MB&B231, is an essential part of learning microbiology. Techniques in general and specific areas of microbiology including recombinant DNA procedures involving microorganisms will be taught.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B237 Signal Transduction
Cells contain elaborate systems for sensing their environment and for communicating with neighbors across the membrane barrier. This class will explore molecular aspects of signal transduction in prokaryotic and eukaryotic cells. Topics will include membrane receptors, GPCRs, kinases, phosphorylation, ubiquitination, calcium signaling, nuclear receptors, quorum sensing, and human sensory systems. We will integrate biochemical functional approaches with structural and biophysical techniques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL237**
Prereq: **[MB&B208 or BIOL208]**

MB&B240 How Do We Build Muscle? The Molecular Basis of Skeletal Muscle Development and Disease
This lecture- and discussion-based course examines the molecular mechanisms that govern skeletal muscle development, homeostasis, regeneration, and disease. Through critical analysis of primary research articles, students will explore the regulation of myogenesis, including transcriptional control, chromatin remodeling, signaling pathways, mitochondrial metabolism, and ion homeostasis. Emphasis is placed on understanding how disruptions in these processes lead to muscle disorders such as muscular dystrophies, mitochondrial myopathies, cachexia, and metabolic muscle disease. Students will learn to interpret experimental approaches commonly used in muscle biology, including genetic models, cell culture systems, multi-omics analyses, and physiological assays. The course integrates developmental biology with disease mechanisms, fostering mechanistic thinking and critical evaluation of scientific evidence. Designed for advanced undergraduates interested in molecular biology, physiology, regenerative biology, and biomedical research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **(MB&B181 OR BIOL181) AND (MB&B182 OR BIOL182) AND MB&B208 AND CHEM251**

MB&B265 Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265, COMP113, CIS265**
Prereq: **[MB&B181 or BIOL181]**

MB&B265Z Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics. MB&B/BIOL181 or POI: Those not meeting the prerequisite should contact the professor directly.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265Z, CIS265Z, COMP113Z**
Prereq: **MB&B181 OR BIOL181**

MB&B266 Bioinformatics
This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL266, COMP266, CIS266**
Prereq: **[MB&B181 OR BIOL181]**

MB&B285 Molecular Biology Journal Club I
This course involves presentation and discussion of recent literature in the field of molecular and cellular biology.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B585**
Prereq: **None**

MB&B286 Molecular Biology Journal Club II
This course includes the presentation and discussion of recent findings in the field of molecular and cellular biology.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B586**
Prereq: **None**

MB&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function
Membrane proteins constitute one-third of all cellular proteins and one-half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (e.g., x-ray crystallography, EM, NMR), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **NS&B303, MB&B523**
Prereq: **(CHEM251 AND CHEM252 AND [MB&B208 or BIOL208])**

MB&B306 Epigenetics
Basic genetics states that individuals with different DNA sequences express different traits. However, a large number of permanent and heritable changes to cells and organisms occur in the absence of changes to DNA sequence. Such epigenetic mechanisms explain a variety of disparate observations, including the ability of a zygote to develop into dozens of distinct cell types in multicellular organisms using one common DNA blueprint, the observation that grandchildren of individuals subject to famine have higher rates of metabolic defects, and the ability of neurons to mediate formation of long-term memories. In this course we will use a variety of examples from cell biology and genetics to examine the template-dependent processes governing the perpetuation of discrete phenotypes. Topics will include the molecular biology of prions (infectious proteins) and environment-induced alterations in gene expression that may be transmitted to offspring.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B506**
Prereq: **MB&B181**

MB&B307 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B507, CHEM507, CHEM307, PHYS317, PHYS517**
Prereq: **None**

MB&B308 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B508, CHEM508, PHYS318, PHYS518, CHEM308**
Prereq: **None**

MB&B309 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM309, CHEM509, MB&B509, PHYS339, PHYS539**
Prereq: **None**

MB&B310 Mechanisms of Protein Trafficking Within Eukaryotes
This course surveys the mechanisms of protein trafficking and sorting within eukaryotic cells with an emphasis on the major protein exocytosis pathway.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B510**
Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B311 Genomics Analysis
This course is an introduction to genomics and analysis for students with interest in life sciences. It introduces current applications of genomics techniques, covers how to build a genomics workflow, and introduces statistical analyses in R programming language. This course assumes little or no prior programming experience and will provide hands-on experience in taking raw next-generation sequencing data through a custom workflow and ending with analyses in R statistical software. This course emphasizes hands-on computational methodology, bioinformatics data analysis, and interpretation of quantitative information. The primary method of evaluation is through written work and weekly homework assignments and the course will increase students skill in scientific writing and scholarship. Classes will consist of lectures, discussion groups and cloud based computational projects designed to train transferable skills in big data analysis. Lectures, labs, assignments and assessments will promote deep knowledge in genomics and informatics, gaining understanding

in the scientific process, thinking analytically and critically about biological questions, and formulating original ideas and testing them with big data. Skills gained during the course will include quantitative, statistical and graphical tools, scientific writing, oral communication and deep thinking about ethics in a genomics-enabled world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL310, CIS310**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

MB&B313 Molecular, Proteomic, and Cell Biological Analysis of Telomere Composition and Function
This course will focus on a critical feature of the eukaryotic cell known as the telomere, or linear chromosome end. We will discuss the diverse set of critical molecular mechanisms affected by and involving telomeres including chromosome segregation, cellular aging, meiotic gamete production, and cancer progression. We will also focus on the physical architecture of the telomere, how this architecture dynamically alters in different biological contexts, and the types of molecules known to associate with telomeres in multiple model organisms including yeast and human cells. An emphasis will be placed on experimental strategies used for identifying new components of the telomere complex and for understanding telomere function during normal and diseased cellular states.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B513**
Prereq: **None**

MB&B315 The Regulation of Ribosome Biosynthesis
This course will focus on understanding one of life's original, and still greatest, feats: namely, how cells make proteins. Since early life forms evolved ribosomes several billion years ago, their synthesis, regulation, function, and evolution have been at the core of all aspects of biology.

This act of protein translation is remarkable, not only for its efficiency and fidelity, but also for the sheer complexity of the reaction, including the wide variety of molecules (e.g., mRNAs, tRNAs, rRNAs, proteins, amino acids) that need to be harnessed for its execution. In this course, we will investigate the biosynthetic pathways that are involved in effecting protein synthesis from various approaches. Both prokaryotic and eukaryotic systems will be considered, including the questions of how ribosome biosynthesis and activity is relevant to genetic diseases, cancer, cell growth, and antibiotic activity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B515**
Prereq: **[MB&B208 or BIOL208]**

MB&B316 Advanced Topics in Structural Biology
This course will examine how researchers use the tools of structure determination to explore current fundamental questions in the biological sciences. Beginning with a short history of the field of structure biology, we will examine the benefits and limitations of various techniques used to study protein and DNA structure. We will read primary literary sources on a number of contemporary topics for which structural biology has made important contributions. This may include (but is not limited to) microbial pathogenesis, immunology, gene regulation, membrane protein biology, neurological signaling, signal transduction, and metabolism. This course will explore how the study of structural biology contributes to our understanding and treatment of human diseases, including the development of drugs and other therapeutic interventions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B516**
Prereq: **None**

MB&B317 Advanced Topics in Recombinant DNA
The breaking and rejoining of DNA molecules is at the heart of so many cell biological processes, including adaptive immunity, the common emergence of new viral variants (such as the flu), the fundamental life cycle of other viruses (such as retroviruses), the prevention of aneuploidy in reproductive cells, the production of chromosomal rearrangements in cancer cells, and the repair of damaged DNA. Used as a tool by molecular biologists, recombinant DNA has led to tremendous insight into cell function, development, and disease. Recombinant DNA methodology is growing in its capacity to precisely change the genes carried by organisms, which has important implications for both the food industry and medicine. In this half-semester course, we will examine primary literature that touches on how recombination between DNA sequences is utilized within cells and as a research tool by humans to promote new genetic outcomes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B517**
Prereq: **None**

MB&B321 Biomedicinal Chemistry
This course is designed to explore the molecular basis of disease and treatment options. Topics will reflect the importance of chemistry and biochemistry in the advancement of medicine today and will include treatment of metabolic disorders, rational drug design, and mode of drug action. A large portion of the course will be dedicated to learning computer programs used in computational drug design as part of a final drug design project.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM321**
Prereq: **(CHEM251 AND [CHEM383 or MB&B383])**

MB&B322 Mechanisms of Protein Trafficking Within Prokaryotes
This course surveys the mechanisms of membrane protein topogenesis and protein secretion within E coli, the quintessential prokaryote, where sophisticated genetic and biochemical analysis has been possible. The course surveys the primary literature with student presentations and a written final examination.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B522**
Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B325 Introduction to Biomolecular Structure
This course aims to provide a framework for understanding three-dimensional structures of proteins, nucleic acids, and their complexes. The first half of the course emphasizes structural modules and topological patterns in major classes of proteins and nucleic acids. The second part of the course covers novel structural motifs, such as helix-turn-helix, zinc-finger, and leucine zipper,

that are responsible for recognition of specific nucleotide sequences in nucleic acids by proteins. Analysis of structures using tools available on the Web and independent exploration of protein and nucleic acid databases are strongly encouraged.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM325**
Prereq: **None**

MB&B328 Topics in Eukaryotic Genetics: Transcription
This half-semester course will follow two principal themes: We will examine the use of genetic methods in current biological research and apply these methods to address questions about the regulation of gene expression in eukaryotes. Our examination of transcriptional regulation will lead us into the related topics of gene organization, chromosome structure, and signal transduction.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B528**
Prereq: **None**

MB&B330 Molecular and Cellular Basis of Human Diseases
This course will cover the molecular, genetic, cellular, and biochemical aspects of selected human ailments. Topics will include aging, atherosclerosis, osteoporosis, diabetes, obesity, and Alzheimer's disease.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B530**
Prereq: **[MB&B208 or BIOL208] OR [CHEM383 or MB&B383]**

MB&B333 Gene Regulation
This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. We will discuss various "Omics" tools, and in particular, sequencing-based strategies that provide information about the transcriptome and epigenome. We will also discuss current models on how transcriptional regimes unfold during the activation (or silencing) of genes, and how these processes become disrupted in various diseases. Finally, we will consider stochastic attributes of gene regulation that challenge "all or nothing" perspectives on cellular states (e.g., perspectives that genes are either "on" or "off," or that cells are either "differentiated" or not). An overarching theme is how genomes encode and execute regulatory programs in response to environmental and developmental cues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B533, BIOL533, BIOL333**
Prereq: **MB&B181 OR BIOL181**

MB&B334 Stochastic Biology: Randomness and Order in Gene Regulation
While much of biology is discussed with assumptions of "determinism" (e.g., the cell is instructed to express a transcription factor that activates a downstream gene in a deterministic and entirely predictable way) and "homogeneity" (e.g., a population of cells all behaving synchronously in the same way), there is a growing appreciation that many biological outcomes are, in fact, statistical phenomena and stochastic in nature. In this half-credit module, we will discuss stochastic behavior in biology from the perspective of gene expression. A focus will be on emerging molecular and cellular techniques that enable observation of stochastic behavior at a single-cell resolution, thus permitting researchers to characterize molecular behavior as it actually occurs, as opposed to averaging a behavior across a population of otherwise diverse individuals. Insights on stochastic behaviors have far-reaching implications in biology, challenging long-held perspectives on transcription, replication, signal transduction, enzymatics, disease states (such as cancer), stems cells, cell differentiation, aging, and adaptive evolution. This course will focus primarily on one of these: stochastic behavior in transcription and chromosome dynamics and its implications to understanding cell and tissue behavior.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B534**
Prereq: **None**

MB&B335 Protein Folding: From Misfolding to Disease
Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B535, CHEM335, CHEM535**
Prereq: **MB&B208 OR MB&B325**

MB&B336 Metals, Metalloenzymes, and Disease
This course examines how transition metals regulate cellular biochemistry and how disruptions in metal homeostasis contribute to human disease. Through analysis of primary scientific literature and active discussions, students will explore the roles of metals such as copper, iron, and zinc in enzymatic activity, mitochondrial function, redox balance, and gene regulation. Emphasis is placed on understanding how metal deficiency, overload, or mislocalization leads to developmental and degenerative disorders. Case studies include Wilson disease, Menkes disease, mitochondrial myopathies, neurodegenerative diseases, and cancer. Students will connect molecular mechanisms to tissue dysfunction and clinical outcomes while developing skills in critical analysis of experimental design and data interpretation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B536**
Prereq: **MB&B191 AND MB&B208 AND CHEM251**

MB&B338 Biology and MB&B Symposium I
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL338, BIOL538, MB&B538**
Prereq: **None**

MB&B339 Biology and MB&B Symposium II
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL339, BIOL539, MB&B539**
Prereq: **None**

MB&B340 Practical Methods in Biochemistry
This course centers on currently used techniques for protein separation, characterization, and purification, such as ultracentrifugation, gel electrophoresis, and chromatography. These topics will be introduced within the general context of the behavior of macromolecules in solution. The relative stability of proteins in different media, the forces stabilizing protein structure, and the interaction of proteins will be discussed. We will explicitly consider different techniques used to study proteins. Relatively novel techniques to be discussed include surface plasmon resonance, microarray methods and mass spectrometry, and single molecule microscopy. In the course, we will go through three or four different protein purification protocols and discuss the methods used in each one. We will also touch upon the commonly used spectroscopic techniques used to characterize proteins, including absorption, fluorescence, and circular dichroism. The course will focus on biochemical techniques and understanding the physical principles underlying these techniques and will also discuss tactics for optimizing established isolation and purification procedures and for isolating and characterizing an unknown protein.

The course content is appropriate for advanced undergraduates (juniors/seniors) and beginning graduate students from chemistry, biology, molecular biophysics or MB&B.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **CHEM390**
Prereq: **[MB&B208] OR [CHEM383 or MB&B383]**

MB&B361 RNA Biology
RNA is often sidelined as simply the intermediary between genomic information in DNA and the cell's crucial effectors in proteins. Yet the presence of RNA at the center of the central dogma not only hints at a key role in life origins, but also indicates the enormous power of RNA in controlling gene expression. This course will first cover RNA structural & catalytic capabilities, their possible role in life's origins, and their use in cells today. Second, we will detail how RNA participates in gene regulation via translation, splicing, modification, localization, quality control, decay, and more. Third, we will investigate emerging RNA technologies in both research and medicine that exploit RNA's centrality to macromolecular processes in the cell.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B561**
Prereq: **MB&B181**

MB&B364 Metals in Biochemistry
Approximately one third of all proteins are metalloproteins. This course covers how metal ions and cofactors are employed by biological systems, with a focus on metalloproteins and enzymes. Students will learn how metals interact with macromolecules and modern experimental methods used to study the structural, chemical, and physical properties of metalloproteins. Current literature from the field of bioinorganic chemistry will be discussed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B564**
Prereq: **MB&B208 AND CHEM141 AND CHEM142**

MB&B367 Principals of the Cytoskeleton: How Cells Move and Change Their Shape
Cells come in all shapes and sizes and can dynamically change their shapes in response to environmental cues. How is cell shape determined and regulated? Intricate intracellular networks of protein polymers, that constitute the cytoskeleton, provide a rigid structure that determines cell shape. These cytoskeletal networks are dynamic and can generate forces that push or pull against cell membranes, producing protrusions or invaginations. The cytoskeleton can also produce forces that fold tissues to shape whole multicellular organisms. In cell-walled organisms (plants, fungi, and bacteria), rigid cell walls demarcate cell shape, and the cytoskeleton directs the deposition of new cell-wall material, shaping the cell wall as cells grow. Because the cytoskeleton plays a central role in cellular structural integrity, it is commonly targeted by pathogens, including Chlamydia trachomatis, Vibrio cholera, Listeria monocytogenes, and Rickettsia rickettsia. Each of these pathogens has evolved mechanisms to hijack and weaponize the host cytoskeleton to facilitate host cell invasion. In this discussion-based course we will read and discuss the primary research literature to answer questions such as: How is a single cytoskeletal polymer assembled? How are polymers arranged into networks? How do pathogens co-opt elements of the cytoskeleton during infection? During the course students will gain valuable skills in scientific communication and in how to plan, interpret and critique experimental protocols and data, all while discovering the design principles and amazing capabilities of the cytoskeleton.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B567**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

MB&B375 The Cell-Division Cycle and Cancer
This course will cover a broad range of topics that are related to the process of cell division. We will discuss how the cell cycle is executed and regulated in a variety of eukaryotic systems. Major consideration will be applied to discussions of cancer and the defects in cell-division regulation that underlie this disease. Some of the topics include growth factors, signaling pathways, apoptosis, cyclin-dependent kinases as cell-cycle regulators, transcriptional and posttranscriptional control of cell-cycle genes, DNA replication, DNA damage checkpoints, and tumor suppressors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**

Identical With: **MB&B575**
Prereq: **None**

MB&B377 Advanced Genetics
This course will focus on classical genetics, a discipline that grew from a desire to explain how adaptive traits are passed from generation to generation. Special emphasis will be placed on model organism genetics and on understanding how classical genetic analysis, in conjunction with the analysis of cellular and chromosome behavior, led to key discoveries about the nature of the gene, DNA, RNA, protein, and cellular function.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B577**
Prereq: **None**

MB&B381 Physical Chemistry for the Life Sciences
The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of physical chemistry in the life sciences. Theory, methodology, and biophysical concepts are distributed throughout the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **CHEM381, MB&B581, ENVS382**
Prereq: **(CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

MB&B382 Practical and Theoretical NMR
Nuclear magnetic resonance (NMR) is an extremely powerful and flexible technique that can be used to analyze molecules sized from just a few atoms up to tens of thousands of atoms. This course will provide an introduction to how NMR spectroscopy works and background on the important theoretical aspects relevant for the most common NMR experiments. Time will be spent gaining practical experience in conducting NMR experiments both during and outside class. The ultimate goal of both the theoretical and hands on sections of this course is to enable you to correctly select and perform NMR experiments necessary to characterize molecules. In addition to learning how NMR hardware is used to produce spectra, we also cover important tasks like sample preparation and the finer points of data processing that will help you get better data. Beyond simple one-dimensional experiments, we will discuss a number of different multidimensional NMR experiments for determining the structures of small organic molecules, including COSY, HSQC, HMBC, and NOE. Furthermore, you will learn how protein structures are solved using 2D and 3D experiments, and how the motion of those proteins can be measured at the atomic level.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM382**
Prereq: **None**

MB&B383 Biochemistry
This rigorous introductory course to the principles and concepts of contemporary biochemistry presents both the biological and chemical perspectives. The major themes will be the structure and function of the major macromolecules (proteins, lipids, and carbohydrates), the basis and measurement of enzymatic activity, and general mammalian and plant cellular metabolism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM383**
Prereq: **CHEM252 AND MB&B208**

MB&B386 Biological Thermodynamics
This course is addressed to undergraduate and graduate students interested in biological chemistry and structural biology. The course presents thermodynamic methods currently used to relate structure to function in biological molecules. Topics include binding curves, chemical ligand linkages, binding polynomial, cooperativity, site-specific binding processes, and allosteric effects. Several models for allosteric systems, such as the Monod-Wyman-Changeux model, the induced-fit model, and the Pauling model, are analyzed in detail. Applications of these models are illustrated for functional regulation of respiratory proteins and for protein-nucleic-acid complexes involved in control of gene expression.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM386**
Prereq: **(MATH121 AND MATH122)**

MB&B387 Enzyme Mechanisms
The chemical mechanisms involved in the action of a series of typical enzymes will be considered.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM387**
Prereq: **[CHEM383 or MB&B383]**

MB&B394 Advanced Laboratory in Molecular Biology and Genetics
This course is designed to familiarize students with current research techniques in molecular biology, biochemistry, and genetics. A variety of methods and approaches will be applied in a series of short projects, primarily using E. coli and Saccharomyces cerevisiae (budding yeast) as model systems. Students will gain hands-on experience employing recombinant DNA, microbiology, protein biochemistry, and other methods to answer basic research questions. This course provides excellent preparation for students planning to conduct independent research at the undergraduate level (MB&B401/402) and beyond.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **[MB&B208 or BIOL208]**

MB&B395 Structural Biology Laboratory
One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by X-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, cryo-electron microscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis,

protein purification, and column chromatography. The course will provide hands-on experience with spectroscopic and biophysical methods such as fluorescence, UV-Vis absorption, X-ray crystallography, isothermal titration calorimetry, and circular dichroism as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **CHEM395, PHYS395**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM325 OR MB&B208 OR PHYS207)**

MB&B401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MB&B408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MB&B409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

MB&B422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

MB&B423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MB&B424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MB&B465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MB&B466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MB&B491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MB&B492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MB&B500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, E&ES500, MUSC500, PHYS500, PSYC500, MATH500**
Prereq: **None**

MB&B501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **OPT**

MB&B503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MB&B504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MB&B506 Epigenetics
Basic genetics states that individuals with different DNA sequences express different traits. However, a large number of permanent and heritable changes to cells and organisms occur in the absence of changes to DNA sequence. Such epigenetic mechanisms explain a variety of disparate observations, including the ability of a zygote to develop into dozens of distinct cell types in multicellular organisms using one common DNA blueprint, the observation that grandchildren of individuals subject to famine have higher rates of metabolic defects, and the ability of neurons to mediate formation of long-term memories. In this course we will use a variety of examples from cell biology and genetics to examine the template-dependent processes governing the perpetuation of discrete phenotypes. Topics will include the molecular biology of prions (infectious proteins) and environment-induced alterations in gene expression that may be transmitted to offspring.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B306**
Prereq: **MB&B181**

MB&B507 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B307, CHEM507, CHEM307, PHYS317, PHYS517**
Prereq: **None**

MB&B508 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B308, CHEM508, PHYS318, PHYS518, CHEM308**
Prereq: **None**

MB&B509 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B309, CHEM309, CHEM509, PHYS339, PHYS539**
Prereq: **None**

MB&B510 Mechanisms of Protein Trafficking Within Eukaryotes
This course surveys the mechanisms of protein trafficking and sorting within eukaryotic cells with an emphasis on the major protein exocytosis pathway.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B310**
Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B513 Molecular, Proteomic, and Cell Biological Analysis of Telomere Composition and Function
This course will focus on a critical feature of the eukaryotic cell known as the telomere, or linear chromosome end. We will discuss the diverse set of critical molecular mechanisms affected by and involving telomeres including chromosome segregation, cellular aging, meiotic gamete production, and cancer progression. We will also focus on the physical architecture of the telomere, how this architecture dynamically alters in different biological contexts, and the types of molecules known to associate with telomeres in multiple model organisms including yeast and human cells. An emphasis will be placed on experimental strategies used for identifying new components of the telomere complex and for understanding telomere function during normal and diseased cellular states.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B313**
Prereq: **None**

MB&B515 The Regulation of Ribosome Biosynthesis
This course will focus on understanding one of life's original, and still greatest, feats: namely, how cells make proteins. Since early life forms evolved ribosomes several billion years ago, their synthesis, regulation, function, and evolution have been at the core of all aspects of biology.

This act of protein translation is remarkable, not only for its efficiency and fidelity, but also for the sheer complexity of the reaction, including the wide variety of molecules (e.g., mRNAs, tRNAs, rRNAs, proteins, amino acids) that need to be harnessed for its execution. In this course, we will investigate the biosynthetic pathways that are involved in effecting protein synthesis from various approaches. Both prokaryotic and eukaryotic systems will be considered,

including the questions of how ribosome biosynthesis and activity is relevant to genetic diseases, cancer, cell growth, and antibiotic activity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B315**
Prereq: **[MB&B208 or BIOL208]**

MB&B516 Advanced Topics in Structural Biology
This course will examine how researchers use the tools of structure determination to explore current fundamental questions in the biological sciences. Beginning with a short history of the field of structure biology, we will examine the benefits and limitations of various techniques used to study protein and DNA structure. We will read primary literary sources on a number of contemporary topics for which structural biology has made important contributions. This may include (but is not limited to) microbial pathogenesis, immunology, gene regulation, membrane protein biology, neurological signaling, signal transduction, and metabolism. This course will explore how the study of structural biology contributes to our understanding and treatment of human diseases, including the development of drugs and other therapeutic interventions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B316**
Prereq: **None**

MB&B517 Advanced Topics in Recombinant DNA
The breaking and rejoining of DNA molecules is at the heart of so many cell biological processes, including adaptive immunity, the common emergence of new viral variants (such as the flu), the fundamental life cycle of other viruses (such as retroviruses), the prevention of aneuploidy in reproductive cells, the production of chromosomal rearrangements in cancer cells, and the repair of damaged DNA. Used as a tool by molecular biologists, recombinant DNA has led to tremendous insight into cell function, development, and disease. Recombinant DNA methodology is growing in its capacity to precisely change the genes carried by organisms, which has important implications for both the food industry and medicine. In this half-semester course, we will examine primary literature that touches on how recombination between DNA sequences is utilized within cells and as a research tool by humans to promote new genetic outcomes.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B317**
Prereq: **None**

MB&B520 Topics in Nucleic Acid Structure
This course focuses on the principles of nucleic acid structure. The scope of this course is to go beyond the common DNA structures such as B-DNA and A-DNA helical structures. The course will concentrate on other DNA structural motifs such as branched DNA, supercoiled DNA, triplex DNA, and quadruplex DNA. Physical characterization of these structures as well as the functional implication of these structures (in terms of DNA replication, transcription, telomeres, etc.) will be discussed extensively. Discussion will also center on the forces that stabilize these structures, such as H-bonding and stacking interactions. The course will also cover other important DNA structural motifs such as curved or bent DNA as found in A-tracts and the relevance of these structures in promoter recognition and gene expression. Important RNA structures, such as ribozymes and pseudoknots, will be discussed. We will also discuss the significance of DNA structural motifs in eukaryotic genomes and the application of bioinformatic tools to search for these motifs.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

MB&B522 Mechanisms of Protein Trafficking Within Prokaryotes
This course surveys the mechanisms of membrane protein topogenesis and protein secretion within E coli, the quintessential prokaryote, where sophisticated genetic and biochemical analysis has been possible. The course surveys the primary literature with student presentations and a written final examination.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B322**
Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B523 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function
Membrane proteins constitute one-third of all cellular proteins and one-half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (e.g., x-ray crystallography, EM, NMR), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B303, NS&B303**
Prereq: **(CHEM251 AND CHEM252 AND [MB&B208 or BIOL208])**

MB&B528 Topics in Eukaryotic Genetics: Transcription
This half-semester course will follow two principal themes: We will examine the use of genetic methods in current biological research and apply these methods to address questions about the regulation of gene expression in eukaryotes. Our examination of transcriptional regulation will lead us into the related topics of gene organization, chromosome structure, and signal transduction.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B328**
Prereq: **None**

MB&B530 Molecular and Cellular Basis of Human Diseases
This course will cover the molecular, genetic, cellular, and biochemical aspects of selected human ailments. Topics will include aging, atherosclerosis, osteoporosis, diabetes, obesity, and Alzheimer's disease.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B330**

Prereq: **[MB&B208 or BIOL208] OR [CHEM383 or MB&B383]**

MB&B533 Gene Regulation
This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. We will discuss various "Omics" tools, and in particular, sequencing-based strategies that provide information about the transcriptome and epigenome. We will also discuss current models on how transcriptional regimes unfold during the activation (or silencing) of genes, and how these processes become disrupted in various diseases. Finally, we will consider stochastic attributes of gene regulation that challenge "all or nothing" perspectives on cellular states (e.g., perspectives that genes are either "on" or "off," or that cells are either "differentiated" or not). An overarching theme is how genomes encode and execute regulatory programs in response to environmental and developmental cues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B333, BIOL533, BIOL333**
Prereq: **MB&B181 OR BIOL181**

MB&B534 Stochastic Biology: Randomness and Order in Gene Regulation
While much of biology is discussed with assumptions of "determinism" (e.g., the cell is instructed to express a transcription factor that activates a downstream gene in a deterministic and entirely predictable way) and "homogeneity" (e.g., a population of cells all behaving synchronously in the same way), there is a growing appreciation that many biological outcomes are, in fact, statistical phenomena and stochastic in nature. In this half-credit module, we will discuss stochastic behavior in biology from the perspective of gene expression. A focus will be on emerging molecular and cellular techniques that enable observation of stochastic behavior at a single-cell resolution, thus permitting researchers to characterize molecular behavior as it actually occurs, as opposed to averaging a behavior across a population of otherwise diverse individuals. Insights on stochastic behaviors have far-reaching implications in biology, challenging long-held perspectives on transcription, replication, signal transduction, enzymatics, disease states (such as cancer), stems cells, cell differentiation, aging, and adaptive evolution. This course will focus primarily on one of these: stochastic behavior in transcription and chromosome dynamics and its implications to understanding cell and tissue behavior.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B334**
Prereq: **None**

MB&B535 Protein Folding: From Misfolding to Disease
Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B335, CHEM335, CHEM535**
Prereq: **MB&B208 OR MB&B325**

MB&B536 Metals, Metalloenzymes, and Disease
This course examines how transition metals regulate cellular biochemistry and how disruptions in metal homeostasis contribute to human disease. Through analysis of primary scientific literature and active discussions, students will explore the roles of metals such as copper, iron, and zinc in enzymatic activity, mitochondrial function, redox balance, and gene regulation. Emphasis is placed on understanding how metal deficiency, overload, or mislocalization leads to developmental and degenerative disorders. Case studies include Wilson disease, Menkes disease, mitochondrial myopathies, neurodegenerative diseases, and cancer. Students will connect molecular mechanisms to tissue dysfunction and clinical outcomes while developing skills in critical analysis of experimental design and data interpretation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B336**
Prereq: **MB&B191 AND MB&B208 AND CHEM251**

MB&B538 Biology and MB&B Symposium I
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B338, BIOL338, BIOL538**
Prereq: **None**

MB&B539 Biology and MB&B Symposium II
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL339, BIOL539, MB&B339**
Prereq: **None**

MB&B543 The Hidden World: Microscopy and Its Central Role in Cell and Molecular Biology
This class will examine fundamental and cutting-edge imaging tools that are used to visualize cellular structures and processes. The course objective is to teach both the physical mechanics underlying how a microscope achieves magnification and resolution and how progressively more sophisticated imaging tools have consistently facilitated major advancements in our understanding of cell and molecular biological events.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Prereq: **MB&B208**

MB&B549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MB&B550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MB&B557 Research Seminars in Molecular Biology
This seminar course comprises weekly one-hour formal presentations by MB&B Department graduate students about their research projects. The presentations include background information and rationale of the project, description of research approaches and methodology, experimental details, results and analysis, including problem-solving activities/plans and future directions. Active discussion among the participants promotes sharing of new ideas and techniques and enhances students' communication skills.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

MB&B558 Research Seminars in Molecular Biology
This seminar course comprises weekly one-hour formal presentations by MB&B Department graduate students about their research projects. The presentations include background information and rationale of the project, description of research approaches and methodology, experimental details, results and analysis, including problem-solving activities/plans and future directions. Active discussion among the participants promotes sharing of new ideas and techniques and enhances students' communication skills.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

MB&B561 RNA Biology
RNA is often sidelined as simply the intermediary between genomic information in DNA and the cell's crucial effectors in proteins. Yet the presence of RNA at the center of the central dogma not only hints at a key role in life origins, but also indicates the enormous power of RNA in controlling gene expression. This course will first cover RNA structural & catalytic capabilities, their possible role in life's origins, and their use in cells today. Second, we will detail how RNA participates in gene regulation via translation, splicing, modification, localization, quality control, decay, and more. Third, we will investigate emerging RNA technologies in both research and medicine that exploit RNA's centrality to macromolecular processes in the cell.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B361**
Prereq: **MB&B181**

MB&B564 Metals in Biochemistry
Approximately one third of all proteins are metalloproteins. This course covers how metal ions and cofactors are employed by biological systems, with a focus on metalloproteins and enzymes. Students will learn how metals interact with macromolecules and modern experimental methods used to study the structural, chemical, and physical properties of metalloproteins. Current literature from the field of bioinorganic chemistry will be discussed.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B364**
Prereq: **MB&B208 AND CHEM141 AND CHEM142**

MB&B567 Principals of the Cytoskeleton: How Cells Move and Change Their Shape
Cells come in all shapes and sizes and can dynamically change their shapes in response to environmental cues. How is cell shape determined and regulated? Intricate intracellular networks of protein polymers, that constitute the cytoskeleton, provide a rigid structure that determines cell shape. These cytoskeletal networks are dynamic and can generate forces that push or pull against cell membranes, producing protrusions or invaginations. The cytoskeleton can also produce forces that fold tissues to shape whole multicellular organisms. In cell-walled organisms (plants, fungi, and bacteria), rigid cell walls demarcate cell shape, and the cytoskeleton directs the deposition of new cell-wall material, shaping the cell wall as cells grow. Because the cytoskeleton plays a central role in cellular structural integrity, it is commonly targeted by pathogens, including Chlamydia trachomatis, Vibrio cholera, Listeria monocytogenes, and Rickettsia rickettsia. Each of these pathogens has evolved mechanisms to hijack and weaponize the host cytoskeleton to facilitate host cell invasion. In this discussion-based course we will read and discuss the primary research literature to answer questions such as: How is a single cytoskeletal polymer assembled? How are polymers arranged into networks? How do pathogens co-opt elements of the cytoskeleton during infection? During the course students will gain valuable skills in scientific communication and in how to plan, interpret and critique experimental protocols and data, all while discovering the design principles and amazing capabilities of the cytoskeleton.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B367**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

MB&B571 Teaching: Techniques and Theory
This course will help teaching assistants working with the Principles of Biology labs prepare to teach weekly lab sessions. Students will obtain hands-on experience with various techniques in the areas of molecular and cell biology. In addition, best teaching practices will be discussed and students will share their teaching experiences with each other.

This course may be repeated up to two times for credit.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL571**
Prereq: **None**

MB&B575 The Cell-Division Cycle and Cancer
This course will cover a broad range of topics that are related to the process of cell division. We will discuss how the cell cycle is executed and regulated in a variety of eukaryotic systems. Major consideration will be applied to discussions of cancer and the defects in cell-division regulation that underlie this disease. Some of the topics include growth factors, signaling pathways, apoptosis, cyclin-dependent kinases as cell-cycle regulators, transcriptional and posttranscriptional control of cell-cycle genes, DNA replication, DNA damage checkpoints, and tumor suppressors.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B375**
Prereq: **None**

MB&B577 Advanced Genetics
This course will focus on classical genetics, a discipline that grew from a desire to explain how adaptive traits are passed from generation to generation. Special emphasis will be placed on model organism genetics and on understanding how classical genetic analysis, in conjunction with the analysis of cellular and chromosome behavior, led to key discoveries about the nature of the gene, DNA, RNA, protein, and cellular function.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B377**
Prereq: **None**

MB&B581 Physical Chemistry for the Life Sciences
The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of physical chemistry in the life sciences. Theory, methodology, and biophysical concepts are distributed throughout the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B381, CHEM381, ENVS382**
Prereq: **(CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

MB&B585 Molecular Biology Journal Club I
This course involves presentation and discussion of recent literature in the field of molecular and cellular biology.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B285**
Prereq: **None**

MB&B586 Molecular Biology Journal Club II
This course includes the presentation and discussion of recent findings in the field of molecular and cellular biology.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B286**
Prereq: **None**

MB&B587 Seminar in Biological Chemistry
This course involves weekly presentations and discussions based on current research.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CHEM587**
Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208)**

MB&B588 Seminar in Biological Chemistry
This course involves weekly presentations and discussions based on current research.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CHEM588**
Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208)**

MOLECULAR BIOLOGY AND BIOCHEMISTRY MAJOR

MAJOR DESCRIPTION

The Major in Molecular Biology and Biochemistry (MB&B) is designed to accommodate a broad range of academic interests and allow students to concentrate on particular disciplines such as molecular biology, biochemistry, biophysics, structural biology, cell biology, genetics, epigenetics, genomics, and computational modeling.

While focused on exploring and understanding the molecular basis of life, the MB&B major allows for flexible, interdisciplinary studies, enabling students to couple their affinity for biological sciences with other majors.

Curious students who bring a passion for learning about the intricacies of the natural world, have a keen interest in science, and apply a logical, analytical, meticulous approach to their studies are likely to find great meaning and satisfaction in the MB& B major. Students with mathematical aptitude, perseverance, patience, and effective communication skills are those who excel in this course of study.

The Major in Molecular Biology and Biochemistry provides foundational training for various professional careers in medicine, public health, the pharmaceutical/ biotechnology industry, public policy, science journalism, and teaching, among others.

ADMISSION TO THE MAJOR

Students are encouraged to begin coursework toward the MB&B major in their first year to take maximum advantage of upper-level MB&B courses, research, and study-abroad opportunities in later years. However, the major can certainly be completed successfully if initiated during sophomore year.

MAJOR REQUIREMENTS

The requirements for the MB&B major are described in detail on this page. See the (https://www.wesleyan.edu/mbb/major/pathway.html)**Pathway Through the Major** page for a recommended path to fulfill the MB&B requirements.

The MB&B major begins with the core introductory biology series (the MB&B181 and MB&B182 lecture series and the associated laboratory MB&B191 and MB&B192) and/or the core general chemistry series (CHEM141/CHEM143 and CHEM142/CHEM144 lecture plus the associated laboratory, CHEM152). Our introductory cell and molecular biology course, MB&B181, is offered in small sections featuring problem-based learning to help students acclimate to their first semester of university-level biology. Visit Frequently Asked Questions About Introductory Biology for more information (https://www.wesleyan.edu/mbb/major/intro-faq.html).

The Molecular Biology and Biochemistry major requires the following coursework:

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

We require one semester of a chemistry lab course, which would typically be satisfied by introductory lab CHEM152 (offered in both fall and spring). This lab course requirement can also be satisfied by taking the intermediate chemistry lab, CHEM257.

One semester of college mathematics, typically calculus or statistics, is required (AP credit is not accepted). Students with deep theoretical knowledge in areas of mathematics, as evidenced by advanced coursework (e.g., in physics) or quantitative forms of research, may petition for the use of a less theoretical mathematics course (e.g., QAC courses) to satisfy the MB&B math major requirement.

One advanced laboratory class is required. Majors interested in a concentration in molecular biology should take MB&B394, which is offered every spring semester and generally taken in the junior or senior year. Students interested in the molecular biophysics minor should take MB&B395, which is offered every other year in fall semester. The Chemistry Integrated Laboratory courses (CHEM375 and CHEM376) do not satisfy the lab course requirement. Students taking both of the advanced lab courses (MB&B394 and MB&B395) may count one of the two courses as their 300-level elective.

MB&B381 may be replaced by two semesters of Introductory Physics (PHYS111 and PHYS112, or PHYS113 and PHYS116) or by Physical Chemistry (CHEM337 and CHEM338). Students who take two semesters of physics or physical chemistry may count MB&B381 as one of their required 300-level electives.

One of the two required electives must be a 300-level MB&B course. This may be fulfilled by taking a 1.0-credit 300-level course, or by taking two 0.5-credit 300-level courses.

The second elective may be a 200-level or 300-level MB&B course. Two consecutive semesters of research (in the same laboratory) for credit (MB&B423 and MB&B424, Advanced Research Seminar) with an MB&B faculty member (or a pre-approved faculty member in another department conducting research in molecular biology/biochemistry/biophysics) can be substituted for the 200-level elective, provided that it is taken for 1.0 credit each semester and a grade of B or higher is achieved. Honors Thesis (MB&B409 and MB&B410) may not be used to satisfy an elective requirement.

For potential elective courses outside of MB&B, including study abroad courses, students must consult with their faculty advisor and the MB&B chair in a timely manner. Prior approved courses outside MB&B that can be taken to satisfy the lower-level elective requirement include BIOL218 Developmental Biology, BIOL334 Shaping the Organism, and CHEM396 Molecular Modeling and Design. These courses offered by other (non-MB&B) departments may only be used to satisfy the 200-level elective requirement for completion of the MB&B major (even if the course has a 300-level designation).

All courses credited toward the MB&B major, both those hosted inside and outside the department, must be taken for a letter grade.

Pre-meds and pre-grads: Organic chemistry laboratory courses (CHEM257 and CHEM258) are requirements for virtually all graduate and medical schools. Most medical schools also require one year of physics with related labs and two semesters of mathematics. Many MB&B majors take more than the two required electives to better prepare for graduate or medical school.

All of the life science community is enriched by the weekly departmental seminar series (https://www.wesleyan.edu/mbb/seminars/)held on Wednesdays at 12:10 p.m. during the academic year, in which speakers are invited from different institutions to speak about their research. All are welcome to come learn about the latest cutting-edge work in the life sciences. You may receive a quarter credit for your attendance by enrolling in MB&B338 and/or MB&B339.

COURSES FOR NON-MAJORS

MB&B offers several courses designed to broadly introduce molecular biology to non–life science majors. Examples include MB&B103, MB&B107, and

MB&B117. Alternatively, many non-science majors will take one of our introductory courses, MB&B181, or MB&B182 to meet NSM requirements. See WesMaps (https://www.wesleyan.edu/wesmaps) for current course offerings.

MB&B228 is an introductory biochemistry course for non-majors intending to pursue a medical degree.

STUDENT LEARNING GOALS

- Acquire mastery of core foundational knowledge of molecular biology and biochemistry
- Acquire selective familiarity with our primary literature and key resources
- Achieve familiarity with major questions at the forefront of our field
- Acquire mastery of analytical, quantitative, and creative approaches to analyze problems in our field and to synthesize them in order to create logical hypotheses and experimental plans
- Acquire ability to use multidisciplinary approaches to synthesize a cogent experimental plan
- Acquire mastery of important methodologies in our field
- Acquire hands-on experience with key experimental techniques in our field
- Acquire proficiency in oral, written, and visual modes of effective scientific communication

STUDY ABROAD

Like all Wesleyan students, MB&B majors often choose to study abroad for a semester or more. In recent years, MB&B majors have visited Australia, Chile, Denmark, South Africa, England, France, Tanzania, and Germany, among other countries. During their semester abroad, MB&B majors may choose to take courses that satisfy their major or general education requirements, and may also arrange to do research at the host institution. Decisions about whether courses taken abroad can count for credit towards the MB&B major are made by the department on a case-by-case basis. Students should consult with their major advisor and receive course approval from the chair of the MB&B department prior to their departure.

ADVANCED PLACEMENT

Wesleyan awards one credit to students with AP Biology scores of 4 or 5. Since high school AP Biology courses rarely include the full range of topics or depth covered in MB&B181, this credit does not automatically place out students from MB&B181, our introductory cell and molecular biology course. Students with exceptional preparation can place out of MB&B181 by passing a placement exam. The placement exam must be taken during the first week of the student's first semester at Wesleyan (this applies to both incoming freshmen students and transfer students). Interested students should contact Professor Cori Anderson (canderson05@wesleyan.edu (canderson@wesleyan.edu/)) to schedule a placement exam.

Prospective MB&B majors with a score of 4 or 5 in AP Chemistry must meet the Chemistry Department requirements for advanced placement credit.

AP credit is not accepted for the math requirement.

PRIZES

Majors are eligible for several prizes based on their academic performance and contributions to the MB&B Department.

Hawk Prize: The gift of Philip B. Hawk, Class of 1898, as a memorial to his wife, Gladys, to the students who have done the most effective work in biochemistry.

Scott Biomedical Prize: Awarded to a member or members of the Molecular Biology and Biochemistry senior class who have demonstrated excellence and interest in commencing a career in academic or applied medicine.

William Firshein Prize: In honor of founding faculty member William Firshein, awarded to the graduating MB&B student who has contributed the most to the interests and character of the Molecular Biology and Biochemistry department.

American Society for Biochemistry and Molecular Biochemistry Honor Society: The ASBMB Honor Society recognizes exceptional undergraduate juniors and seniors pursuing a degree in the molecular life sciences. Students are recognized for their scholarly achievement, research accomplishments, and outreach activities in the molecular life sciences.

American Society for Biochemistry and Molecular Biochemistry Research Award: The ASBMB rewards exceptional rising seniors pursuing a degree in the molecular life sciences who have developed an exciting research project. More information is available on the ASBMB web page (http://www.asbmb.org/education/studentchapters/awards/ugresearch/).

Dr. Neil Clendeninn Prize: Established in 1991 by George Thornton, Class of 1991, and David Derryck, Class of 1993, for the student who has achieved academic excellence in biology and/or molecular biology and biochemistry. This student must have completed his or her sophomore year and in that time have exemplified those qualities of character, leadership, and concern for the Wesleyan community as shown by Dr. Neil Clendeninn, Class of 1971.

RELATED PROGRAMS OR CERTIFICATES

Molecular Biophysics Minor (https://www.wesleyan.edu/molbiophys). Molecular biophysics is an interdisciplinary area of research situated at the intersection of molecular biology, chemistry, chemical biology, physical chemistry, and molecular physics. Wesleyan's program includes faculty in the MB&B, chemistry, physics, and biology departments. Students are strongly encouraged to conduct independent research in the laboratory of a molecular biophysics program faculty member.

Informatics and Modeling Minor (https://www.wesleyan.edu/imcp/). The Integrative Genomic Sciences (IGS) pathway is an integrative program of coursework and research in the areas of bioinformatics, genomics, computational biology, and bioethics. IGS involves faculty and students in the life sciences, physical sciences, information sciences, and philosophy.

BA/MA PROGRAM

This program provides an attractive option for life science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. More information is available here (https://www.wesleyan.edu/grad/graduate-programs/bama_program.html).

ADDITIONAL INFORMATION

UNDERGRADUATE RESEARCH OPPORTUNITIES

Undergraduate research is an important part of the curriculum for many MB&B majors. Wesleyan's small but excellent graduate program makes it possible for majors to work alongside PhD and MA students at the cutting edge of discovery in molecular biology and biochemistry. To complement laboratory experiences, MB&B majors are also encouraged to gain exposure to current research through journal clubs and seminars. Undergraduate research encompassing multiple semesters or summers may be used towards completion of a senior honors thesis, or form the basis for pursuing a Master of Arts in MB&B through the BA/MA program.

Students interested in independent research for credit must find a faculty research mentor and submit an electronic tutorial form (Research Tutorial, MB&B423 or MB&B424) using the drop/add system in their portal. Based on discussions with the faculty research mentor, students may sign up for 0.25, 0.5, or 1.0 credits. Students enrolling for 1.0 credit are expected to dedicate at least 10 hours per week to their research project, which includes attendance in weekly group meetings and reading and discussion of current literature with group members, in addition to planning and performing experiments. Students will discuss specific expectations with their research mentor.

MB&B majors not participating in research tutorials will gain research experience in the Department's advanced laboratory courses; they are also encouraged to gain exposure to current research through journal clubs and seminars.

HONORS

To be considered for departmental honors, a student must:

- Be an MB&B major and be recommended to the department by a faculty member. The student is expected to have a B average (grade point average 85) in courses credited to the major.
- Submit a thesis based on laboratory research, performed under the supervision of an MB&B faculty member or pre-approved faculty member in another department conducting research in the fields of molecular biology, biochemistry, or biophysics.

Two readers (in addition to the research mentor) must be selected for review of honors theses in MB&B. It is expected that these readers will be MB&B research faculty; any exception requires approval of the MB&B department chair.

CAPSTONE EXPERIENCE

Independent laboratory research is strongly encouraged as it provides students with an exceptionally valuable learning experience. As research students, MB&B majors interact with faculty and graduate students in an environment that fosters strong intellectual and social connections. Moreover, many graduate and professional schools specifically recruit candidates with research experience. MB&B majors not participating in laboratory research can get a measure of this experience through participation in departmental and inter-departmental seminar series and journal clubs.

Faculty research interests cover an exciting range of current topics in molecular and cellular biology and biochemistry. Research areas include DNA replication and repair mechanisms, membrane transport processes, DNA-protein interactions, gene regulation, genome organization and structure, and membrane protein structure-function and dynamics. Students are encouraged to learn more about ongoing research (https://www.wesleyan.edu/mbb/grad_studies/research_areas.html) in the MB&B department. Many MB&B majors gain research experience at Wesleyan and other institutions in the summer months; the MB&B office and Wesleyan Career Resource Center can direct students to research opportunities.

All MB&B majors participate in independent research projects as part of our experiment-based advanced laboratory courses MB&B394 and MB&B395, at least one of which is required.

DOCTOR OF PHILOSOPHY IN BIOLOGY AND BIOCHEMISTRY

The Molecular Biology and Biochemistry (MB&B) Department program focuses on the molecular basis of life—on mechanisms by which cells process, integrate, and act on information to create and propagate living organisms. The PhD program focuses on advanced scientific inquiry in molecular genetics, molecular biology, biochemistry, and molecular biophysics.#The program's low student-faculty ratio (2.5:1) ensures close contact between students and their mentors and enables students to customize their course of study.

The emphasis of the program is on an intensive research experience culminating in a dissertation. Within this general framework, an individual program of study tailored to fit the student's background and interests is designed in consultation with their advisor.#PhD candidates will normally complete two lab rotations during their initial two semesters, gaining exposure to various research techniques and topics. The program of study also includes a series of courses covering the major areas of molecular biology, biochemistry, and biophysics; journal clubs in which current research is discussed in an informal setting; practica designed to introduce first-year students to the research interests of the faculty; and several seminar series in which either graduate students or distinguished outside speakers participate.#Two specialized interdisciplinary paths in the areas ofMolecular Biophysics (https://www.wesleyan.edu/molbiophys/)#andInformatics and Modeling (https://www.wesleyan.edu/imcp/) are also offered. PhD candidates are expected to participate as teaching assistants (TAs) in undergraduate courses for at least their first 3 semesters.

The program culminates in the student's writing and defense of their PhD thesis—an original contribution to the field that merits publication. The PhD candidate will receive advice and guidance from their advising committee, and the thesis is expected to demonstrate both originality and scientific competence.

COURSES

Ideally, incoming students will have completed courses in general biology, cell and molecular biology, genetics, biochemistry, general chemistry, organic chemistry, physical chemistry, and calculus. Deficiencies in any of these areas would normally be made up in the first year on a case-by-case basis. A core curriculum of graduate courses in the following general areas is offered on a two-year cycle:

- regulation of gene expression
- regulation of chromosome dynamics and the cell cycle

- structural mechanisms and energetics of nucleic acid structure and protein-nucleic-acid interactions
- protein structure, folding, and trafficking in cells
- molecular genetics
- the cell cycle
- biological spectroscopy and physical techniques
- bioinformatics and functional genomics
- molecular, biochemical, and cellular bases of cancer and other human diseases

Within this general framework, an individual program of study tailored to fit the student's background and interests is designed in consultation with the graduate committee and the student's advisor. Graduate students must take at least 3.0 credits of 'lecture-style' courses in order to be eligible to take the Stage I Qualifying examination, which is generally taken in January of the second year of study.

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

PROGRESS AND QUALIFYING EXAMS

The criteria for admission to candidacy for the PhD will be performance in courses, aptitude for research, and two qualifying examinations taken in the second year. The Stage I Qualifying Examination is a written examination taken in January, and the Stage II Qualifying Examination is an oral defense of an original research proposal presented by the middle of the fourth semester.

TEACHING

PhD candidates in the MB&B department are expected to participate as teaching assistants (TAs) in undergraduate courses for at least their first 3 semesters. If available, some students may then receive research assistant stipends (RAs) from extramural grants for the remainder of their PhD studies; otherwise, students may continue to receive TA stipends with associated teaching responsibility for the remainder of their PhD studies.

RESEARCH

PhD students will normally complete two lab rotations during their initial two semesters, gaining exposure to a broad range of research techniques and topics in molecular biology. Students generally select one of these rotation labs to pursue their PhD thesis work by the end of the first year, and will begin working on their thesis project during the first summer. The overarching goals of the research experience are to: (i) develop expertise in research methodologies; (ii) develop expertise at the cutting edge of a scientific field, including mastery of relevant literature; (iii) to contribute to the advancement of the field, typically culminating in two published papers in international peer-reviewed scientific journals; (iv) to become effective presenters of scientific data, in the context of their own published manuscripts, seminar presentations, written reports and thesis documents, evaluating published data in journal clubs and coursework, and by presenting at a professional scientific meeting. The MB&B department offers research opportunities across a broad range of topics including but not limited to:

- molecular mechanisms of cell differentiation
- biological roles of transition metals
- mechanisms of DNA repair
- cell and molecular biology of meiosis
- single-molecular studies of protein-DNA interactions
- structural dynamics of nucleic acids and proteins
- chromatin control of chromosome dynamics and gene expression
- UV resonance Raman spectroscopy of biological macromolecules
- biological assembly mechanisms
- structural studies of bacterial virulence factors
- the mammalian olfactory system
- see individual faculty web pages (https://www.wesleyan.edu/mbb/grad_studies/research_areas.html) for specific research projects

CONCENTRATIONS

Molecular Biology and Biochemistry offers two interdisciplinary paths in the areas of Molecular Biophysics (https://www.wesleyan.edu/molbiophys/) and Informatics and Modeling (https://www.wesleyan.edu/imcp/). Specialization in these areas is achieved through course work, seminars, journal clubs, and dissertation work performed under the guidance of program faculty.

DISSERTATION AND DEFENSE

The most important requirement is a PhD thesis, an original contribution to the field that merits publication. The candidate will receive advice and guidance from their advising committee but must demonstrate both originality and scientific competence. Normally, the candidate will choose a thesis topic during the second year of graduate work in consultation with faculty mentors. Students will select a thesis committee consisting of three additional faculty members, chosen by the student and thesis advisor, with at least two of these members being from the MB&B department. Thesis committee meetings must be scheduled at least once per year in order to provide committee members with updates on progress towards the degree. This committee determines when sufficient experimental work has been completed to begin writing the thesis towards a defense of the body of work. This committee serves as the final examination committee that must approve the final written document and its defense.

ADDITIONAL INFORMATION

For additional information, please visit the department website (https://www.wesleyan.edu/mbb/).

MUSIC

All the world's musics warrant close study. The ability to engage with new or unfamiliar musical traditions is an essential aspect of 21st-century musicianship. And scholarship, performance, theory, and practice are all mutually reinforcing endeavors. These defining principles of Wesleyan's Music Department are reflected in the depth and breadth of expertise of our faculty and the extraordinary range of courses we offer in music history, culture, composition, theory, and performance. The Music Department has a particularly vibrant performance program which offers ensemble courses in an unusually wide variety of traditions and approaches as well as private instrumental and vocal instruction. Our World Music Program, one of the first in the nation, dating from the 1960s, attracts an internationally and musically diverse cohort

of graduate student musicians, composers, and scholars who fully participate in our community. In this community we seek to create an exceptional artistic and educational environment where students can develop their skills while also expanding their awareness of the full range of the world's musics and expressive technologies.

AFFILIATED FACULTY

Jin Hi Kim
BA, Seoul National University; MFA, Mills College
Director, Korean Drumming Ensemble; Assistant Professor of the Practice in Music, Part-Time; Director of the Korean Drumming Ensemble

Jody Cormack Viswanathan
BA, University of Washington; PHD, Wesleyan University
Visiting Scholar in Music; Visiting Scholar of Music

CHAIR

Eric Charry
BMU, New England Conservatory of Mu; MMU, New England Conservatory of Mu; MFA, Princeton University; PHD, Princeton University
Chair, Music; Professor of Music

EMERITI

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

Anthony Braxton
John Spencer Camp Professor of Music, Emeritus

Ronald Ebrecht
BM, Southern Methodist University; MM, Yale University
University Organist, Emeritus

Mark Slobin
BA, University of Michigan; MA, University of Michigan; PHD, University of Michigan
Winslow-Kaplan Professor of Music, Emeritus

FACULTY

Jane Alden
BMU, Manchester University; MMU, King's College; PHD, University of North Carolina at Chapel Hill
Chair, Medieval Studies; Professor of Music; Professor, Medieval Studies

B. Balasubrahmaniyan
BA, University of Madras; MA, University of Madras; MPHIL, University of Madras; PHD, University of Madras
Co-Chair, Global South Asian Studies; Adjunct Professor of Music; Adjunct Professor, Global South Asian Studies

Hansini Bhasker
Teaching Grad Student

Neely Bruce
BMU, University of Alabama; MMU, University of Illinois Urbana; DMU, University of Illinois Urbana; MAA, Wesleyan University
Professor of Music; John Spencer Camp Professor of Music

Eric Charry
BMU, New England Conservatory of Mu; MMU, New England Conservatory of Mu; MFA, Princeton University; PHD, Princeton University
Chair, Music; Professor of Music

Alcee Chriss
BM, Oberlin College; MM, Oberlin College
University Organist; Assistant Professor of Music

John Wesley Dankwa
BA, University of Cape Coast; MA, University of Cape Coast; PHD, Wesleyan University
Assistant Professor of Music

Saida Daukeyeva
BMU, Moscow State Tchaikovsky Conservatory; PHD, Moscow State Tchaikovsky Conservatory; PHD, School of Oriental and African Studies, University of London
Assistant Professor of Music; Assistant Professor, Russian, East European, and Eurasian Studies; Assistant Professor, Medieval Studies

Roger Mathew Grant
BM, Ithaca College; PHD, University of Pennsylvania
Dean of the Arts and Humanities; Deputy Provost; Professor of Music

I. Harjito
MA, Akademi Seni Karavitan
University Professor of Music

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

Darius Aston Jones
BM, Virginia Commonwealth Universi; MA, New York University
Assistant Professor of Music

Ronald J. Kuivila
BA, Wesleyan University; MFA, Mills College
Director, Electronic Music and Recording Studios; Professor of Music

Paula Matthusen
BM, University of Wisconsin at Madison; MA, New York University; PHD, New York University
Director of Graduate Studies; Professor of Music

David Paul Nelson
BA, Kalamazoo College; MFA, California Institute of Arts; PHD, Wesleyan University
Adjunct Associate Professor of Music; Adjunct Associate Professor, Global South Asian Studies

Nadya Potemkina
MM, University Nthrn Iowa; MM, Ball State University; DMA, The University of Memphis
Director of Private Music Lessons; Adjunct Associate Professor of Music; Adjunct Associate Professor, Russian, East European, and Eurasian Studies

James John Praznik
Assistant Professor of the Practice in Music and Technical Director

Prof. Sumarsam

BA, Akademi Seni Karavitan; MA, Wesleyan University; PHD, Cornell University
Professor of Music; Winslow-Kaplan Professor of Music

Su Zheng
BA, Central Conservatory of Music; MA, New York University; PHD, Wesleyan University
Director of Undergraduate Studies; Associate Professor of Music; Associate Professor, East Asian Studies; Associate Professor, Feminist, Gender, and Sexuality Studies

PRIVATE MUSIC LESSON INSTRUCTORS

Pheeroan Aklaff
Drum Instructor; Private Lessons Teacher

Daryl Phillip Belcher
BM, University of Akron Main Campus; MM, University of Hartford
Drum Instructor

Eugene Bozzi
Percussion/Drum Instructor; Private Lessons Teacher

Nancy Brown
Classical Trumpet Instructor; Private Lessons Teacher

Scott Brown
BM, University of Georgia; MM, Florida State University
Saxophone Instructor

Tom Crean
MA, Wesleyan University
Guitar Instructor; Private Lessons Teacher

Cem Duruoz
Guitar Instructor; Private Lessons Teacher

Craig Edwards
Traditional Fiddle Styles Instructor; Private Lessons Teacher

Perry Elliot
Violin Instructor; Private Lessons Teacher

Priscilla Gale
Voice Instructor; Private Lessons Teacher

Giacomo Gates
Jazz Vocal Instructor; Private Lessons Teacher

Carolyn F. Halsted
Piano Instructor; Temporary Dance Accompanist; Private Lessons Teacher

Robert Hoyle
French Horn Instructor; Private Lessons Teacher

Scott M. Kessel
BA, Wesleyan University; MALS, Wesleyan University
Visiting Professor of Art; Drum Instructor

Carrie L. Koffman
Saxophone Instructor; Private Lessons Teacher

Aleksandra Katarzyna Newland
BA, Grazyna and Kiejstut Bacewicz University of Music; MA, Grazyna and Kiejstut Bacewicz University of Music
Flute Instructor; Private Lessons Teacher

Jesse Moses Ofgang
BA, Western Connecticut State Univ; MA, Royal Conservatoire of Scotland
Bagpipes Instructor; Private Lessons Teacher

Morgan Baylie Pope
BM, Middle Tennessee State Univers; MM, New Eng Consv Music
Bassoon Instructor; Private Lessons Teacher

Julie Ribchinsky
Cello Instructor; Private Lessons Teacher

Matthew Francis Russo
BM, University of Hartford; MM, Yale University; DMA, University of Hartford
Trombone Instructor; Private Lessons Teacher

COREY SHOTWELL
Voice Instructor

Stanley A. Scott
Banjo/Mandolin/North Indian Vocal/Guitar Instructor; Private Lessons Teacher

Megan Sesma
Harp Instructor; Private Lessons Teacher

David Andrew Smith
MA, CUNY Queens College
Jazz Trumpet Instructor

Chadwick Glenn Thomas
BM, Johns Hopkins University; MM, University of Michigan-Ann Arbor; D.M.A., University of Hartford
Clarinet Instructor

Yvonne Troxler
Piano Instructor; Private Lessons Teacher

Libby Van Cleve
Oboe Instructor; Private Lessons Teacher

Marvin Warshaw
Viola Instructor; Private Lessons Teacher

Steven Douglas Wilkinson
DMA, University of Hartford
Tuba Instructor; Private Lessons Teacher

Roy Wiseman
Bass Instructor; Private Lessons Teacher

SECTION HEAD

Nadya Potemkina
MM, University Nthrn Iowa; MM, Ball State University; DMA, The University of Memphis
Director of Private Music Lessons; Adjunct Associate Professor of Music; Adjunct Associate Professor, Russian, East European, and Eurasian Studies

VISITING FACULTY

Noah Baerman
BM, Rutgers U School Arts; MM, Rutgers U School Arts

Visiting Assistant Professor, Continuing Studies; Director, Jazz Ensemble; Visiting Professor, Continuing Studies; Jazz Piano Instructor; Visiting Professor, CPE

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

Peter B. Ganbarg
BA, Wesleyan University
Visiting Professor of Music

Blake Meyer Hansen
MM, University of Hartford
Conductor, Wesleyan Concert Choir; Visiting Instructor of Music

Jin Hi Kim
BA, Seoul National University; MFA, Mills College
Director, Korean Drumming Ensemble; Assistant Professor of the Practice in Music, Part-Time; Director of the Korean Drumming Ensemble

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

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

Marichal B Monts
BA, Wesleyan University
Conductor, Ebony Singers

R. Walden Moore
BM, University of Kentucky; MM, Yale University
Visiting Professor of Music

Jocelyn Tamara Lenore Pleasant
BA, George Washington University
Graduate Student, ETHN-PHD; Visiting Instructor in Music; Visiting Instructor of Music; Drum Instructor

Anya Shatilova
BA, Saint Petersburg State University of Culture and Arts; MA, Wesleyan University; PhD, Wesleyan University
Visiting Professor of Music

Régulo Stabilito
Conductor, Wesleyan Symphony Orchestra; Visiting Professor of Music

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

UNDERGRADUATE DEPARTMENTAL ADVISING EXPERTS

Jay Hoggard

- Undergraduate Music Major (p. 784)
- Doctor of Philosophy in Music (p. 787)
- Master of Arts in Music (https://catalog.wesleyan.edu/departments/musc/grad-ma/)

MUSC102 World Music
This course will explore the diversity and range of musical expression around the world, mapping styles across Asia, Africa, Europe, and the Americas. We will immerse ourselves in a combination of extensive listening to recordings and viewing videos, reading, discussion, in-class performances, and attending relevant cultural events. The world as a whole will be surveyed and regional traits will be identified. Emphasis will be placed on specific pieces, musical instruments, artists, genres, and countries; discovering cross-cultural commonalities and differences; and understanding histories and processes of globalization. Assignments will consist of quizzes on the listening material, Moodle Forum posts, recording and concert reviews, and midterm and final group or solo projects. Three parallel goals will be pursued: 1) to become literate in a broad range of music from around the world; 2) to become familiar with a variety of approaches to understanding music from around the world; and 3) to experience the creative formation of a global music community in microcosm through midterm and final projects.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC103 Materials and Design
Materials and Design is an introduction to some of the elements of musical notation within the Western European musical tradition. Its primary aim is to provide students with a vocabulary and set of tools with which they can describe their experience of music, broadly understood. Focused on music's formal construction and operation within a specific cultural practice, the course also encourages critical listening and thinking skills across genres and geographies. It presumes no prior musical knowledge or training. This particular version of Materials and Design (Spring 2027) is an experimental version that examines how musical notational and theoretical practices are often encoded in digital audio workstations by teaching Ableton Live alongside introductory music theory. The class culminates in final creative projects developed over the course of the semester. Additional lab sessions outside of class are required for developing both theory and software skills. Prior experience with Ableton or digital audio tools are not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC103T Theory of Pop Music
This class endeavors to introduce students to fundamental music theory topics through analysis of popular music from the 20th and 21st centuries. We will use the work of such artists as The Beatles, Radiohead, Lauryn Hill, Beyoncé, Kendrick Lamar, Prince, etc., to teach scales and modes, basic jazz fundamentals, chord progressions, secondary functions, and song form. Besides discussion and in-class analysis, students will build their compositional "toolkit" by studying and discussing compositional techniques, learn how genre is created using theoretical principles, and will be asked to write in those genres through templated compositional exercises. Students will demonstrate theoretical analysis of pop songs in essay form and will learn to transcribe pop songs by ear, notating the chord progressions and melodies. As students progress in their theoretical knowledge, they will practice analyzing their own -- and each other's -- music.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-THEA**
Identical With: **THEA229**
Prereq: **None**

MUSC103Z Materials and Design
Materials and Design is an introduction to some of the elements of musical notation within the western European musical tradition. Its primary aim is to provide students with a vocabulary and set of tools with which they can describe their experience of music, broadly understood. Focused on music's formal construction and operation within a specific cultural practice, the course also encourages critical listening and thinking skills across genres and geographies. It presumes no prior musical knowledge or training. Unlike the Fall and Spring versions of MUSC 103, this version of Materials and Design is expanded in terms of scope and the level of student engagement. In the case of the former, the summer terms will allow for vibrant discussions about the history of musical "materials"--instruments, natural resources, and people--as well as how these materials are "designed"--notational practices, improvisation, the formation of canons, accessibility related to class, gender, sexuality, race, and place of origin. In the case of the latter, whereas the Fall and Spring versions of the course are designed for the quick acquisition of a specific skill set, the immersion format of the summer course will allow for greater and more individualized exploration, including independent and group listening assignments, improvisation exercises, discussion posts, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC104 Rhythms of the World: An Introduction to Rhythm, Meter, and (Musical) Time
In MUSC 104, students explore the diverse ways people around the world use rhythm and time in musical expression. Through a combination of experiential learning and theoretical investigation, students will discover what rhythmic models reveal about music cultures and how these models resonate in us when we put them into practice. Our direct interactions with varied musical traditions will deepen students' rhythmic skills, broaden their musical creativity, and provide a foundation for deeper engagement in Wesleyan's musical offerings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC105 MF DOOM and Pierre Henry
This course will explore the relationship between hip hop and musique concrete by investigating the works of MF DOOM and Pierre Henry. The music of both employs the full range of sound through techniques of turntablism and sound sampling. In this course, we will explore the basic processes of sampling and field recording and use the compositional methods of DOOM and Henry in the creation of our own pieces. In this process, we will also examine the role of these methods in the history of hip hop and musique concrete. Course work will consist of weekly writing assignments and discussions plus monthly creative compositional assignments. Any choice of sampling software may be used in the completion of those assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC106 A Thousand Years of Music History
This course will offer a history of European art music from the early Middle Ages to the present day. Featured composers will include Hildegard, Machaut, Strozzi, Bach, Handel, Mozart, Beethoven, Debussy, Stravinsky, Beach, and Cage. Students will relate course content to art, architecture, and literature of the periods, as well as to major economic and historical events. We will explore the technical workings of music and together build a vocabulary for analyzing music and articulating a response to it; music will be interpreted as a cultural phenomenon. By the end of the semester, students should be equipped for a lifetime of informed listening.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC108 History of Rock and R&B
This course will survey the history of rock and r&b (broadly defined as a conglomeration of loosely connected popular musical genres) from their origins in the 1940s and '50s through the early 1990s. Three parallel goals will be pursued: to become literate in the full range of their constituent traditions; to experience the workings of the music industry by producing group projects; and to become familiar with a variety of theoretical approaches to the music, confronting issues such as economics of the industry, race relations and identities, youth culture and its relationship to American popular culture, and popular music as a creative, cultural, and social force. For the midterm and final projects, the class will form a music industry in microcosm (musicians, journalists, producers, video and sound engineers, visual artists), resulting in audio and video releases and a magazine.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC109 Introduction to Experimental Music
This course is a survey of recent and historical electronic and instrumental experimental works. MUSC 109 begins with early experimentalists and germinal works of John Cage, then quickly moves to a wide range of composers working with idiosyncratic electronics, invented instruments, intermedia, sound art, and many other areas of sound exploration and inquiry. Artists works include (and are not limited to) Henry Cowell, Earle Brown, Christian Wolff, Morton Feldman, Anthony Braxton, La Monte Young, Terry Riley, David Behrman, Gordon Mumma, Alvin Lucier, La Monte Young, Muhal Richard Abrams, George Lewis, Roscoe Mitchell, Robert Ashley, Steve Reich, Philip Glass, Meredith Monk, Laurie Anderson, Arthur Russell, John Zorn, and Julius Eastman. The course includes discussions of recent work by composers, performers, and sound artists such as Pamela Z, Tristan Perich, Guillermo Galindo, Lesley Flanigan, Jace Clayton (DJ / rupture), Holly Herndon, Raven Chacon, Jennifer Walshe, and Object Collection. The course includes lectures, demonstrations, and performances, and occasional visits by special guests.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC110 Introduction to South Indian Music
This course will introduce students to one of the world's great musical traditions, one that has been part of Wesleyan's renowned World Music Program for more than 60 years. Students will learn beginning performance techniques in melody (raga) and rhythm (tala), the cornerstones of South Indian music. Through a listening component, they will also learn to identify important ragas (melodic modes). Lectures will cover a wide range of topics, including karnatak (classical) music, temple and folk traditions, music in South Indian film, and pop music. Readings and lectures will also provide the historical and cultural context for this

rich and diverse musical world and will prepare students for the fullest possible enjoyment of the annual Navaratri Festival in October.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS110**
Prereq: **None**

MUSC111 Music and Theater of Indonesia
Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A portion of the course is devoted to demonstrations and workshops, including instruction of an Islamic frame drum ensemble, singing, and Gamelan (percussion ensemble of Java and Bali).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA348, GSAS211**
Prereq: **None**

MUSC115 Introduction to North Indian Music
This course will introduce students to North Indian Hindustani classical music, one of the two classical musical traditions of India. Students will learn about the basic concepts of melody and rhythm--the cornerstones of Indian music. Through listening components, they will also learn to sing the basics and identify important ragas (melodic modes) and tal (rhythm). Lectures will cover a wide range of topics, including Hindustani (classical) music, light classical music genres, folk music traditions, music in Bollywood film, and contemporary pop music. Readings and lectures will also provide the historical and cultural context for this rich and diverse musical world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS115**
Prereq: **None**

MUSC116 Visual Sounds: Exploring the Landscape and Architecture of Musical Notation
This course examines a diverse range of musical works seeing their notation as a process of translation, transformation, provocation, and imagination. Tracing a thread from medieval notations through to contemporary scores, we investigate the shifting tensions between the sonic and the visual over the long arc of music history. Why were sounds inscribed in the 9th century? How do 1960s scores reflect the radicalism of their era? Connections across centuries help shed light on musicians for whom the creative potential of notation surpasses its descriptive and prescriptive functions. Featured composers will include Hildegard of Bingen, Guillaume de Machaut, La Monte Young, George Brecht, Earle Brown, John Cage, Cornelius Cardew, Cathy Berberian, Yoko Ono, Pauline Oliveros, Mark Applebaum, and Claudia Molitor. Complementary materials comprise visual art, concrete poetry, and live theater.

One of the reason composers started to experiment with open scores in the 1950s and '60s was to develop a kind of musical notation that could be read, and therefore performed, even by those who did not identify as musically literate. This course is, accordingly, open to all students. No prior knowledge of musical notation or instrumental expertise is required. Meetings will involve discussion of a wide range of readings with the goal of expanding understanding of multiple relationships between music and visual materials.

Learning Objectives:

- To gain familiarity with the diversity of forms of musical notation.

- To recognize the variable relationships between inspiration, transcription, performance, and recordings.

- To consider musical notation as a form of design, a language code, and a form of translation.

- To develop creative processes and understand the creative processes of others.

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

MUSC116F Visual Sounds: Exploring the Landscape and Architecture of Musical Notation (FYS)
This course examines a diverse range of musical works, seeing their notation as a process of translation, transformation, provocation, and imagination. Tracing a thread from medieval notations through to contemporary scores, we investigate the shifting tensions between the sonic and the visual over the long arc of music history. Why were sounds inscribed in the 9th century? How do 1960s scores reflect the radicalism of their era? Connections across centuries help shed light on musicians for whom the creative potential of notation surpasses its descriptive and prescriptive functions. Featured composers will include Hildegard of Bingen, Guillaume de Machaut, La Monte Young, George Brecht, Earle Brown, John Cage, Cornelius Cardew, Cathy Berberian, Yoko Ono, Pauline Oliveros, Mark Applebaum, and Claudia Molitor. Complementary materials comprise visual art, concrete poetry, and live theater.

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

MUSC117 Musicking Body
"What is this thing called music?" asks Christopher Small in his book "Musicking" (1998) and observes, "Music is not a thing at all but an activity, something that people do." Taking a cue from Small's concept of "musicking" as an inherently social and physical process, this course will explore the role of the human body in the act of music performance and the creation of musical meaning. We will discuss interdisciplinary approaches to the study of music as embodied experience, drawing insight from fields as diverse as philosophy, feminist and performance studies, anthropology, ethnochoreology,

and ethnomusicology. We will examine the modes, aesthetics, and cultural connotations of bodily expression, movement, and gesture in a variety of music and dance traditions worldwide--from Sufi-shamanic rituals in Central Asia to Indian classical vocal music, and from drumming and martial arts in East Asia to African American popular genres. By engaging with a range of theoretical perspectives and case studies of embodied sounds, we will reflect on the corporeal, sensory aspects of music performance and perception, the tacit nature of learning and transmission, the intersections of human musicking with the environment and technology, and the ways in which the musicking body is entangled with the physical, social, spiritual, and political forces that shape our lives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC117F Musicking Body (FYS)
"What is this thing called music?" asks Christopher Small in his book "Musicking" (1998) and observes, "Music is not a thing at all but an activity, something that people do." Taking a cue from Small's concept of "musicking" as an inherently social and physical process, this course will explore the role of the human body in the act of music performance and the creation of musical meaning. We will discuss interdisciplinary approaches to the study of music as embodied experience, drawing insight from fields as diverse as philosophy, feminist and performance studies, anthropology, ethnochoreology, and ethnomusicology. We will examine the modes, aesthetics, and cultural connotations of bodily expression, movement, and gesture in a variety of music and dance traditions worldwide--from Sufi-shamanic rituals in Central Asia to Indian classical vocal music, and from drumming and martial arts in East Asia to African American popular genres. By engaging with a range of theoretical perspectives and case studies of embodied sounds, we will reflect on the corporeal, sensory aspects of music performance and perception, the tacit nature of learning and transmission, the intersections of human musicking with the environment and technology, and the ways in which the musicking body is entangled with the physical, social, spiritual, and political forces that shape our lives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC118F Bob Dylan and His World: Sources and Legacies (FYS)
Bob Dylan's songwriting, recordings, and performances in the 1960s are widely recognized as causing a seismic shift in American music and in the youth counterculture. He did not exist in a vacuum, though, and drew deep from the wells represented by songwriter Woody Guthrie, mountain ballad singer Jean Ritchie, and blues musician Robert Johnson, among many others. His meeting with the Beatles and subsequent world tour with the Band caused unforeseen reverberations, such as the Beatles moving into increasingly sophisticated lyrical territory and Aretha Franklin covering a song by the Band. Many artists covered Dylan songs early on (Stevie Wonder, Sam Cooke, the Byrds, and Sonny and Cher), and many credited Dylan with opening up new avenues of creative expression, including Joni Mitchell, who has been recognized as one of the most inspiring and accomplished singer-songwriters of any era. In this course we will explore (1) the sources of Dylan's art; (2) Dylan's albums, performances, and films throughout his career, with a primary focus on the 1960s; and (3) artists who have been touched by Dylan's legacy, including those outside of North America. We bypass hero worship in favor of understanding cultural and social currents that enable individuals like Dylan to blossom. In addition to collecting, interpreting, analyzing, and presenting evidence as part of written scholarly arguments, which will be stressed throughout the semester, either the midterm or final project may take the form of a creative work other than a paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC119F Jazz in the 1960s (FYS)
The 1960s were a turbulent but stimulating time for the world of jazz. The R&B-based soul jazz movement was at its peak and often at odds with the still-developing avant-garde aesthetic. Certain other influences, such as those of Brazilian and African music, were becoming widespread in jazz for the first time. Older forms of jazz like bebop, big band music, and traditional jazz (aka "Dixieland") were struggling to remain viable and relevant. Rock music's surge in popularity was threatening the commercial solvency of jazz while acting as a musical and cultural force to which all jazz musicians had to react in some manner. Meanwhile much of this decade's jazz is inexorably linked to the political and social upheaval of the era, particularly those aspects relating to Black Americans' sense of identity and struggles for equality.

In this course, we will broadly explore the various movements that made up the jazz of this decade. We will delve more deeply into the music of some of the most important figures in jazz during this time, such as Art Blakey, John Coltrane, Miles Davis, Ornette Coleman, Charles Mingus, Stan Getz, Rahsaan Roland Kirk, Jimmy Smith, Yusef Lateef, and Sun Ra. We will study musicians who typified a particular movement, those who assimilated several into a personal style, and those who moved freely among factions. All the while, we will be contextualizing the music within the social and political climate of the decade and the broader artistic and commercial landscape of music at the time.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC120F Music, Place, and Culture: An Exploration of African American Soundscapes and Traditions (FYS)
This course will explore African American soundscapes and traditions through the lens of New Orleans, a cradle of jazz, brass bands, Mardi Gras celebrations, and more. From the historically significant grounds of Congo Square to the mean streets of the Calliope; from the moving voice of gospel singer Mahalia Jackson to the edgy flows of southern hip-hop artist Mystikal; from the sweet trumpet sounds of jazz pioneer Louis "Satchmo" Armstrong to the emphatic full body twerk of bounce artist Big Freedia; from the inspiring soulful sounds of Tank and the Bangas to the powerful sonic echoes of parading brass bands, New Orleans is a place where music and culture bubbles up from the streets and travels throughout the world.

New Orleans is also a place of perpetual marginalization stemming from systemic racist policies that often lead to life-threatening forms of policing and gentrification. These policies disproportionately affect the very African American communities that provide the world such rich, and sometimes healing, iconic sounds. New Orleans serves as an ideal place--bearing strong African American musical roots--to study the manner in which culturally invested people understand, negotiate, and produce space musically. Course participants will immerse themselves in the varied genres of African American music-making traditions through reading and writing assignments, in-class discussions, active music listening, video screenings, creative projects, and possible guest artist

engagement. Music genres to be studied include jazz, gospel, soul, funk, blues, hip-hop, rap, zydeco, and bounce.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC121 Queering Russian Music
How have the sexuality of a Russian composer Pyotr I. Tchaikovsky and international success of a popular music duo t.A.T.u. shaped the understanding of gender, sexuality, and queerness in the Russian context? This entry-level course introduces a variety of theoretical and journalistic approaches and presents a historical overview of Russian music centered around queerness, gender, sexuality, and power. Using methodologies of queer studies and queer theory, we will examine a variety of musical genres and musicians ranging from Imperial Russia to the present-day Russian popular and film music. The topics will focus on women composers, queer genres, queer sexual and musical identity.

Selected personalities examined in the course:

Catherine II (the Great), Pyotr I. Tchaikovsky, Vaslav Nijinsky, Sofia Gubaidulina, Galina Ustvolskaya, Alla Pugacheva, Zemfira, t.A.T.u, Pussy Riot, AIGEL, Little Big, Manizha, Oxxxymiron, ICEPEAK
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **REES221, RUSS221**
Prereq: **None**

MUSC121F Queering Russian Music
How have the sexuality of a Russian composer Pyotr I. Tchaikovsky and international success of a popular music duo t.A.T.u. shaped the understanding of gender, sexuality, and queerness in the Russian context? This entry-level course introduces a variety of theoretical and journalistic approaches and presents a historical overview of Russian music centered around queerness, gender, sexuality, and power. Using methodologies of queer studies and queer theory, we will examine a variety of musical genres and musicians ranging from Imperial Russia to the present-day Russian popular and film music. The topics will focus on women composers, queer genres, queer sexual and musical identity.

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Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **REES121F**
Prereq: **None**

MUSC122 Sample, Remix, Reuse, and Replay: Approaches to Musical Adaptation in Audiovisual Culture
Many of the musics we listen to and encounter are palimpsests, collages, and assemblages. Texts are layered upon and juxtaposed against pre-existing texts, creating polyvocal dialogues and contrasting and complementary systems of meaning. This class introduces students to questions and controversies of adapted and remixed musical media in 20th and 21st century society, analyzing the ways music and other texts and materials (e.g., paintings, plays, places, novels, technologies, genres, historical events, preexisting music) are adapted through processes of revision, remix, remediation, sampling, restaging, and reinterpretation to create new layers of meaning. The course will consider the roles of film, television, video games, music video, digital audiovisual formats and technologies, and related audiovisual media. We will journey from the recycling of preexisting classical music in video games to the remediation and transmission of live operas to the movie theater screen in the MET Live in HD series, from compositions that translate the visuality of iconic paintings into sound to the practice of remix and sampling in hip hop culture, from the digital adaptation of operatic conventions in Final Fantasy VI to cover versions that complicate listeners' expectations of gender performance, from the live performance of video game soundtracks by a symphony orchestra in Video Games Live and Pokémon: Symphonic Evolutions to the compilation mixtape scores of Hollywood films, and from Tan Dun's Internet Symphony for the YouTube Orchestra to how the urban neighborhood of Washington Heights in New York City is repurposed, staged, and cast as a central character in In the Heights or how American political history is adapted and revitalized in Hamilton. Themes in the course include, among others, the changing roles and responsibilities of musicians in an age of digital globalization; the power of musical media and referential texts to structure human experience; and the role of the composer and listener as manipulators and interpreters of musical meaning across comparative audiovisual texts. This seminar draws on the classroom community's interdisciplinary backgrounds and interests as well as readings and case studies that cross and challenge disciplinary boundaries. Students can achieve success in this course without previous musical knowledge.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC122F Writing about Sound: What the audible can teach us about our world
Sound speaks volumes, even if what it tells us can be tricky to put into words. If we listen critically, sound can teach us important lessons--like how technology is evolving, society changing, and what it means to be human. That is why sound has recently preoccupied the academic study of music, visual arts, media, ecology, race, disability, architecture, economics, and the history of science. Touching on each of these areas, this course blends core texts and case studies in the interdisciplinary field of sound studies to offer something interesting to all students, regardless of their chosen major. As part of Wesleyan's first-year seminar program, the course has two aims: to explore how philosophers, ethnographers, practitioners, and journalists have written about sound; and to help students cultivate good habits for putting their own arguments into writing. There are no prerequisites to join the class, and assignments will focus on developing weekly reading responses into longer-form essays.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC123F Afrobeats Nation: History, Creativity, and Transatlantic Performance (FYS)
Afrobeats has become a global phenomenon in recent years. With Burna Boy and Tems' Grammy win, and performance at the Coachella festival alongside Rema, Fireboy, and Wizkid, Afrobeats appeals to a borderless "Afronation" in the post-Fela era. Given the entries on global music charts (Billboard Hot 100), streaming numbers, and performances at the Grammy Awards, Paris La Défense Arena,

Afro Nation, Glastonbury Festival, Wireless Festival, Madison Square Garden, and Citi Field, Afrobeats artists are shaping the global music scene. This course examines the creativity, social history, and transnationality of West African popular music from 1960 to date. We will cover issues of hip hop appropriation and resistance, gender politics, visual culture, Fela Kuti's Afrobeat and Black consciousness, and the global appreciation of contemporary Afrobeats music.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC124F Mapping Culture (FYS)
What is a culture, how can it be intimately wrapped up in a location, and how can that be mapped out to better understand its inner workings? In the face of globalization and pervasive online communities, what can conventional wisdom--"location, location, location" and "All politics is local"--tell us about the importance of actual places in cultural formations? We will first orient ourselves with a wide range of music-mapping projects, as well as projects that directly address the significance of a location. From a base in the interdisciplinary field of ethnomusicology, we will then examine how scenes and subcultures can congeal in particular places and times, mapping them in New York City's Lower East Side (punk), Greenwich Village (urban folk revival), and South Bronx (early hip-hop). Deploying a broad conception of culture, we will cover other art forms (e.g., graffiti) and social formations. Haight Ashbury (San Francisco) 1960s counterculture, Laurel Canyon (L.A.) 1970s singer-songwriters, Chicago 1980s post-disco house, and London 1980s post-punk goth will provide complementary case studies. These examples will provide models as students embark on their own to map out a culture of their choice as their midterm and final projects, using Google maps, Story Maps, or some other interactive multimedia format. Readings on theories of place and of subcultures will provide blueprints for issues to be explored, including how group identity and a sense of community can be locally constructed and the significance of physical in-person contact in a world of increasingly virtual relationships.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC125 Music and Downtown New York, 1950-1970
This course will explore the history, interconnections, and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York during two particularly rich decades in American culture: Euro-American experimentalists; African American jazz-based avant-garde; blues and folk revivalists; and Lower East Side rock groups. Much of the course will be devoted to understanding their points of convergence and divergence, especially in conversation with broader currents of the time (e.g., the Civil Rights Movement and related notions of freedom, shifting youth subcultures, and avant-garde aesthetics). We will read about and listen to recordings of a wide variety of musicians, identify aesthetic and cultural trends, and study the local industry that supported them. Student research, interpretation, and writing will be emphasized throughout the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC125F Music and Downtown New York, 1950-1970 (FYS)
This course will explore the history, interconnections, and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York during two particularly rich decades in American culture: Euro-American experimentalists; African American jazz-based avant-garde; blues and folk revivalists; and Lower East Side rock groups. Much of the course will be devoted to understanding their points of convergence and divergence, especially in conversation with broader currents of the time (e.g., the Civil Rights Movement and related notions of freedom, shifting youth subcultures, and avant-garde aesthetics). We will read about and listen to recordings of a wide variety of musicians, identify aesthetic and cultural trends, and study the local industry that supported them. Student research, interpretation, and writing will be emphasized throughout the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC126F Poetry and Song (FYS)
Students will read poems by major poets in English (including Yeats, Shelley, Shakespeare, many living poets) and study settings of these poets by composers (Ives, Barber, Britten, etc.). We will also study the lyrics of many recent popular songs that can be read as poetry, including lyrics of Steely Dan, Patti Smith, and of course The Beatles. The final topic of the class will be, pro and con--did Bob Dylan deserve the Nobel Prize for Literature?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC127 C-Pop in the Shadow of a Rising China
Explore the emotional aspect of a rising China and understand the inner feelings of contemporary Chinese youth through C-pop. How did "red songs" from the Cultural Revolution become popular songs in the 21st century? How did an "extremely soft and feminine" voice threaten the Chinese Communist Party? Why do songs from the "jazz capital of the Orient" trigger nostalgia? How do underground rock and punk bands negotiate their existence? How is rap in China different from that of the US or anywhere else? How do Chinese artists deal with LGBTQ issues and ethnic minority issues in popular music? Why do TV variety shows matter? What future is there for China's burgeoning "internet songs"? Popular music in a rising China presents complex issues of state-sponsored popular culture intersecting with bottom-up popular taste and desire, the repressive collective "we" intersecting with the resilient individual "I" in artistic expressions, the imagined "ancient China" intersecting with contemporary sound and technology, and the intensifying nationalistic sentiment intersecting with China's expanding global ambition. This course offers students opportunities to explore aesthetic, political, and cultural meanings expressed in China's popular music from the 1980s to the present. Chinese language knowledge is not necessary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS259**
Prereq: **None**

MUSC128F Music and the Moving Image: From Music Video to Film to Digital Media (FYS)
On August 1, 1981--the day that a cable TV channel playing music videos 24/7 made its debut--the inaugural video aired on MTV by the band The Buggles announced to viewers, "Video Killed the Radio Star." Since the launch of MTV, music videos have shaped popular culture, and their production, narrative, multimodal, and editing aesthetics have influenced other musical screen media, including film, commercials, television title sequences and end credits, film trailers, live concert films, video games, YouTube fan remixes and more. The development of digital new media technologies made the production technologies once only accessible to commercial record labels and production

companies available to fans and consumers on their computers, cameras, and mobile media devices. This course explores the relationships between music and moving images (e.g. television, film, computer, video games, mobile media, digital media), and how the music video format has influenced modes of music making, performance, reception, and circulation. Music videos have shaped the aesthetic style of a wide range of screen media genres, serving as a form of branding popular music and artists, introducing experimental and avant-garde techniques to a mass audience, and facilitating participatory fan musicking. This course thinks deeply about several key issues concerning music and moving images (e.g. virtuality, identity politics, cross-cultural exchange, participatory musicking, fandom, virtuosity, adaptation, branding, liveness, nostalgia), examining how screen media with their visual and auditory content can be listened to and read as cultural texts.

Case studies in this seminar range from the history, genre expectations, and experimentalism of music videos to ethnographic filmmaking, from the visual album (Beyoncé's LEMONADE) to fan produced video game music machinima, from the sound design of documentary film to the movie musical, from Hollywood compilation soundtracks to the pace, camera angles, and dance sequences of post-MTV Bollywood film, from 8-bit video game sound to the music pedagogy of children's television programs (Sesame Street's "Geometry of Circles" scored by Philip Glass), and from the use of pre-existing music in television commercials (United Airlines' use of George Gershwin's RHAPSODY IN BLUE, Michael Jackson's "Billie Jean/New Generation" for Pepsi), video games (ETERNAL SONATA, TETRIS), and mobile media apps (the Clapping Music app, the John Cage Prepared Piano app) to expressions of Indigenous musical modernity (Tanya Tagaq's multimedia collaboration NANOOK, the Anishinaabe singing mobile game app HONOUR WATER, the soundscapes of the Iñupiat Alaskan Native video game NEVER ALONE).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC129 The Art of Listening
Over the 20th century, the advent of electronic sound recording and transmission triggered rapid changes in all forms of auditory culture. We will examine this evolution through the different approaches to listening that emerge with the concepts of soundscape, sound object, sound art, and sound design. We will give particular attention to the artists and composers who explicitly shaped these concepts through their work. This includes figures such as writer William S. Burroughs, composer John Cage, singer Bing Crosby, pianist Glenn Gould, theatre director Elizabet LeCompte, filmmaker Walter Murch, artist Max Neuhaus, composer Pauline Oliveros, guitarist Les Paul, composer R. Murray Schafer, and theorist Pierre Schaeffer. In addition to readings, listenings, and viewings, class members will perform works by composers such as Maryanne Amacher, John Cage, Alvin Lucier, and David Tudor and create sound works of their own. The class should be of interest to anyone who anticipates working with sound in their creative endeavors, whether as a musician, artist, dancer, or filmmaker.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC130F Wagner and Wagnerism: Richard Wagner's Music and Influence from the 1840s to the Present (FYS)
Richard Wagner is perhaps the most influential composer who ever lived. Not only an influence on every musician who followed him, he has also had enormous influence on literature, the theatre, visual arts, and even politics. His music is beautiful but controversial. His ideas range from the most exalted, idealistic visions of the future and human possibility to some confused political notions and a particularly virulent antisemitism. In the words of one of his countless biographers, "Humanity has paid dearly for the Wagnerian patrimony." He was a particular favorite of Hitler, but also of W.E.B. Du Bois. Can Wagner and his legacy be redeemed? Should it? The first step is to understand exactly what this complicated man and his long shadow are all about.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC131F Gender and Sexuality in Hip Hop (FYS)
This survey course is designed to present students with a variety of issues pertaining to gender and sexuality in aspects of hip-hop music and culture, including music video imagery and artists such as Nicki Minaj and Missy Elliott. In addition to hip-hop music, students will examine other aspects of hip-hop culture such as DJing and graffiti, as well as perspectives from outside of the African-American community.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC133F Caribbean Connection: Music and Culture of Trinidad and Tobago Music (FYS)
MUSC 133F will examine the history and development of three major genres of music from Trinidad and Tobago: Calypso, Soca, and Chutney music. In this course we will explore issues relating to culture, tradition, colonialism, gender, identity, religion, and sexuality in Trinbagonian party music. We will survey scholarly material as we listen and analyze the lyrical and visual components found in popular music videos, as well as the party/fete arena, to gain a better understanding of how these styles of writing and visual portrayals have shaped Carnival music today. Additionally, we will begin this course with an introductory examination of the musical traditions within some of the Spanish, French, Dutch, and English-speaking Caribbean, ending the course by probing the many ways Caribbean countries connect culturally and historically.

Although this is not a performance-based course, students would have a firsthand opportunity to play the steelpan and auxiliary percussion instruments as we learn about the invention of the instrument, as well as hear directly from Trinbagonian musicians and other Caribbean musicians via zoom.

Some styles of music explored in this course are: Tamboo bamboo, calypso, soca, chutney, chutney-soca, Jamoo, shango (orisha), tassa drumming, rhythm sections (folk drumming), steelpan, extempo, parang (parranda), parang-soca, zess, zouk, ska, rocksteady, reggae, reggaeton, afro-cuban, merengue, bachata, and vodou-jazz.

N.B. This course is open to ALL students and requires no prior knowledge of or experience in Caribbean music.
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC134F Video Game and Anime Music Since the Year 2000 (FYS)
In this course, we will focus on two of the dominant popular media forms of the twenty-first century, video games and anime (broadly defined), to approach questions about the role of music in the digital era. We will ask: what role do sound and music play in these complex audiovisual art forms? As anime's production globalizes, to what extent can it considered an exclusively Japanese product? (And conversely, how does anime's global popularity point to longstanding anxieties in the anglophone world about "the rise of Japan"?) How do video games and anime bring to the forefront important conversations about the relationship between creative arts, technology, and economic systems? And finally, who are the figures creating this music, and how does their role differ from that of pre-twenty-first century composers? The course will include two major projects: (1) an in-class midterm presentation contrasting the role of sound and music in two different media, and (2) a digital ethnographic project exploring the role of community in a particular video game or online fan space.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC135F Entangled Sounding Objects: The Social Life of Musical Instruments (FYS)
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **ANTH135F, ARCP135F, COL136F, MDST135F**
Prereq: **None**

MUSC201 Tonal Harmony
This course builds on the foundations established in Materials and Design, with an expanded focus on the analysis of Western European music from the Common Practice period (c. 1700-1900). Through guided listening, written analytical exercises, and in-class discussion, students will develop a deeper understanding of harmony, melody, and formal structures characteristic of the late Baroque, Classical, and early Romantic traditions. Weekly lab sessions emphasize the practical application of these concepts through sight-singing, dictation, and keyboard work, with sustained use of solfège to strengthen aural and theoretical fluency.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC103**

MUSC202 Theory and Analysis
Grounded in the European art music tradition, this course offers a global approach to the study of harmony and form. Through analysis, critical listening, and composition we will explore how musical structures shape expression across time and place. While focusing on Classical and Romantic repertoire, we'll also consider how diverse musical systems around the world engage with similar -- or radically different -- ideas of form and tonality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC201**

MUSC203 Chromatic Harmony
This course is an investigation of the tonal system as it functions in extreme situations: selected highly chromatic passages in Mozart, Beethoven, and Schubert; the more adventurous compositions of Chopin and Liszt; Wagnerian opera-drama; and late-19th-century works in which the tonal system approaches collapse (Hugo Wolf, early Schoenberg). Recently developed models from the music-theoretical literature will be introduced. Chromatic harmony will be considered from both technical and expressive points of view.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC201 OR MUSC202**

MUSC204 20th Century Compositional Techniques
Students will write short pieces in various twentieth century styles, using modal, pandiatonic, free chromatic, serial, chance, and minimalist techniques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC109 OR MUSC201 OR MUSC202**

MUSC205 Song: Music and Text
This course is an investigation of different sorts of song, in which the music and the words are more or less equal partners. Composers and poets to be discussed include: Franz Schubert; Hugo Wolf; Charles Ives; various settings of Langston Hughes; George and ira Gershwin; The Beatles; Paul Simon; Kanye West; and Bob Dylan (did he merit the Nobel Prize?).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC103 OR MUSC201**

MUSC206 18th-Century Counterpoint
This course is a study of the contrapuntal practice of J. S. Bach and other 18th-century composers, with emphasis on writing in the style of the period.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC202**

MUSC207 Orchestration
Students will write for the various groups of the orchestra (strings, winds, brass, percussion) and for the entire ensemble.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**

Prereq: **MUSC201 OR MUSC202**

MUSC208 Post-Tonal Music Theory
At the dawn of the 20th century, European composers began to experiment with a radically new and completely decentered tonal language. Leaving the practice of tonality behind them, these composers used unorthodox numerical relationships to create formal links and motivic connections between the sounds of their compositions. Post-tonal theory represents the body of scholarship that attempts systematically to examine the formal procedures and properties associated with this modernist music; it also represents one attempt to understand the relationships between musical pitches that hold outside the framework of tonality. This course will serve as a general introduction to post-tonal music theory and will also serve as an introduction to the music of the Second Viennese School: Arnold Schoenberg, Alban Berg, and Anton Webern. Beyond the music of these composers, we will also contemplate applications of post-tonal theory to more recent music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC201**

MUSC210 Theory of Jazz Improvisation
This course concentrates on the vocabulary of improvisation in the African American classical tradition. Rhythmic, melodic, and harmonic knowledge will be approached through the study of scales, chords, modes, ear training, and transcription. Theoretical information will be applied to instruments in a workshop setting. Intensive practice and listening are required. This course may not be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM386**
Prereq: **MUSC103**

MUSC212 South Indian Music: Solkattu
Solkattu is a system of spoken syllables and hand gestures used to teach and communicate rhythmic ideas in all of South India's performing arts. It has been part of Wesleyan's program in karnatak music for more than 40 years. Students of many different musical traditions have found solkattu valuable for building and sharpening rhythmic skills and for understanding the intricacies of karnatak tala (meter). Building on the fundamental skills acquired in MUSC110, students will learn increasingly advanced and challenging material in a variety of talas. An extended composition, developed for the group, will be performed in an end-of-semester recital.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS212**
Prereq: **[MUSC110 or GSAS110]**

MUSC219 I am the Loudest Sound in This Room // I am the Softest Sound in This Room
I am the Loudest Sound in This Room // I am the Softest Sound in This Room (MUSC 219) examines the use of feedback-based systems in performance, composition, and sound art. Particular emphasis will be given to the creation and exploration of recursive systems, starting with Alvin Lucier's seminal work I am Sitting in a Room. The class will overlap with explorations of instrument design, acoustics, orchestration, improvisation, idiosyncratic electronic systems and programming, and performance. Students will be encouraged to create original work as part of the class. The class will use softwares such as Max/MSP, Reaper, and other systems as necessary for the class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC220 Composing, Performing, and Listening to Experimental Music
This is a first course in the composition of music that does not does not treat pitch relations as primary but, instead, finds approaches that can engage with all forms of sound whether pitched, unpitched, contextually specific, or abstract. Pieces from the last 100 years that have developed this approach will be presented and the ideas underlying their making (as likely to be drawn from acoustics, psychoacoustics, acoustical ecology, and sound engineering as music theory or history) will be discussed.

Weekly course work will focus on short compositional studies that respond to the pieces discussed and explore different digital and analog compositional techniques (tape manipulation, sound sampling, granular synthesis, frequency modulation, feedback, etc). Two larger creative projects will be completed, one at the eighth week of the semester and the other as an end-of-semester term project.

There will also be one primarily technological assignment. This will be to design a "plug-in" that could add a useful capability to your working environment (most likely Audacity, Reaper or Ableton Live). You will also attempt to build this plug-in using an AI tool, such as ChatGPT or Claude, capable of performing the coding on the basis of verbal prompts. (Ideally, this will yield a tool that facilitates your term project, but its role as an assignment is simply to demonstrate your ability to clearly communicate compositional and technological ideas.)
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC221 Live-Electronics for Composition, Improvisation, and Sound Art
This course delves in to Max with the goal of creating live-electronics sound-based systems. The class begins by looking at seminal works in experimental live electronics performance and interactive arts and quickly maneuvers into other arenas of performance and composition. Max for Live, Jitter, Mira, and experimental controllers will also be discussed and further pursued depending on individual student projects to be completed by the end of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC109**

MUSC222 Sound Art, Music, and Interactive Media
The focus of this course is on creative projects in digital media conceived in relation to historical considerations of these same techniques. Recording, amplification, and radio transmission have exerted a profound effect on musical practices of all forms since the beginning of the 20th century. In the period immediately after World War II, composers and artists began to focus on changing the relation of composers, performers, and listeners to sound in response to those techniques. We will consider those artistic strategies and the role they have played in shaping musical genres such as musique concrete, serial and spectral composition, interactive computer music systems, circuit bending, and entirely new genres such as sound, video, and performance art. Student

projects will be focused on the creation of music, installations, and performances that respond to those ideas and issues. Our primary tool for those projects will be MAX/MSP/Jitter, a software environment designed to enable the composition of real-time interactive sound, video, and network connections.

The fundamental goal of this course is to develop the combination of technical skills and historical awareness needed to creatively engage the ever-expanding accumulation of data and social media that is currently enabling a new period of change in artistic practice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC223 Music, Recording, and Sound Design
This technical and historical introduction to sound recording is designed for upper-level students in music, film, theater, dance, and art. The course covers the use of microphones, mixers, equalization, multitrack recording, and digital sequencing. Additional readings will examine the impact of recording on musical and filmic practice. Participation in the course provides students with access to the Music Department's recording facilities in the music studios.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **DDC223**
Prereq: **MUSC103 OR MUSC201**

MUSC224 Experiments in Sound and Technology
This course will explore hybrid approaches to performance that combine live coding with analog electronics. SuperCollider and its extensions will be our live coding environment. Analog approaches will include both synthesizers (Arp 2600, Moog Modular), homemade/home modified electronics devices drawn from the David Tudor Collection of Electronic Instruments, and Instrumentation and other devices prototyped in class. Coursework will center on collaborations with classmates with complementary backgrounds and skills. To that end, this class is open to anyone who can demonstrate background in any one of the following areas: experimental music composition, sound production, performance video, computer programming, or electronic circuitry. Students interested in the course will be asked to provide a statement about their background and the nature of their interest in the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC225 Sound Systems and Chamber Electronics
A course in live electronic music centered on the transformation and spatial redistribution of sound. Coursework includes individually creating interpretations of fixed media work (by a composers such as Eliane Radigue, Luc Ferrari, Robert Ashley) for specific spaces using a sound system designed for that space and that piece. Collectively we will prepare realizations of ensemble pieces that played a pivotal role in the development of this music (such as John Cage's Cartridge Music and David Tudor's Rainforest IV). Term projects will take the form of concert music or sound installation or other hybrid forms.

On a technical level we will explore different generations of electronic instruments and instrumentation drawn from Wesleyan's World Instrument Collection. This ranges from found objects such as slinky's and bird calls to Moog and Arp synthesizers and guitar pedals and other idiosyncratic synthesis devices. We will expand this vocabulary with digital sound techniques using SuperCollider 3, a free music programming environment that extends the DIY sensibility to software.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC226 Field Recording
Behind every sound we hear while listening to music, watching television, playing games, or browsing the internet, an incredible amount of thought went into how to best capture and reproduce it. There are so many amazing sounds, and having the skillful ingenuity to capture those moments, often outside the convenience of a studio, is key to ensuring the ephemeral sonic elements in our world are incorporated into the lives of anyone who wants to listen. The practices discussed in this course will be focused on both the flexibility and practical considerations of creating from a home studio in the 21st century, and framed to fit a range of artistic and professional endeavors such as album production, broadcasting, ethnographic documentation, and sound recording for visual media. This course will illuminate every step of that process, from choosing equipment for making a particular recording, to editing, cleaning up, and mastering the deliverable result, while also touching on specific historical and technical elements of recording technology. By the conclusion of this course, students will have the foundations to share the sounds they hear--in the way they want them to be heard--with the world.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DDC**
Prereq: **None**

MUSC227 Sound Production
Presenting art conceived as sound goes far beyond setting up a pair of speakers. With the immersive potential of new audio technologies, artists are empowered to think outside the box and create unique super-systems to express themselves. These endless possibilities can be immensely exciting or potentially overwhelming, depending on how much an artist is able to internalize where art and technology overlap. This course will prepare creative thinkers to incorporate audio into their work by establishing a fundamental understanding of modern speaker/transducer designs and configurations, FOH mixers and large-scale audio routing/processing technologies, control interfaces/protocols for producing and interacting with sound, basic room acoustics and strategies on maximizing the potential of a space, and methods of incorporating microphones/live audio into a project. By the end of this course, students will have the tools they need to set up and manage unique and complex audio systems, and better realize their relationship between art and technology.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DDC**
Prereq: **None**

MUSC230 Music Theater Workshop
This class will be a collaborative, hands-on workshop for playwrights and composers who will work together throughout the semester, simulating the real-world process of writing a piece of musical theater. Students will explore standard works in the musical theater canon as well as less traditional pieces, concentrating on dramaturgical elements specific to the form (opening numbers, "I Want/I Am" songs, extended musical sequences, act one finales, 11 o'clock

numbers, etc.). Students will then apply this knowledge to their own work as they generate scenes, songs, and outlines for libretti. Students will leave the class with a grasp of the classic components of this art form, hopefully inspired to follow or bend the "rules" to suit their own creative instincts. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA279**
Prereq: **None**

MUSC231 Performing Arts Videography
This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing and discussion of works such as Wim Wenders's Pina, Elliot Caplan's Cage/Cunningham, John Cohen's The High Lonesome Sound, and Peter Greenaway's Four American Composers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **DANC231, THEA213**
Prereq: **None**

MUSC232 Instrument-Body
The ancient Greek word organon meant both instrument and sense organ, hence the development of a shared word in English for organ (as in a Hammond B3 organ) and organ (as in a kidney). This etymological overlap opens onto a set of generative questions into the nature of instruments: Are they inside or outside the body? Is the body an instrument? If the body is an instrument, who plays it? If an instrument is outside the body, what kind of object is it--a fetish? a prosthetic? an enhancement? an extension? a tool? a commodity? a technology?--and what does it do to the player? Can experimenting with new body-instrument relations become a pathway towards re-organ-izing the body and its relations? Instrument-Body is both a seminar and a studio course that takes these questions as a point of departure for creative and critical experimentation. We will read widely across the fields of musicology, art history, performance studies, queer studies, and critical race studies to investigate questions of instrumentality, embodiment, and technology. In addition, we will create performances across three units: "make an instrument," "break an instrument," and "make yourself an instrument." Students who already play instruments are encouraged to enroll, as are students that have no preexisting relationship to musical instruments.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **THEA232**
Prereq: **None**

MUSC240 Visual Sounds: Exploring the Landscape and Architecture of Musical Notation
This course examines a diverse range of musical works seeing their notation as a process of translation, transformation, provocation, and imagination. Tracing a thread from medieval notations through to contemporary scores, we investigate the shifting tensions between the sonic and the visual over the long arc of music history. Why were sounds inscribed in the ninth century? How do 1960s scores reflect the radicalism of their era? Connections across centuries help shed light on musicians for whom the creative potential of notation surpasses its descriptive and prescriptive functions. Featured composers will include Hildegard of Bingen, Guillaume de Machaut, La Monte Young, George Brecht, Earle Brown, John Cage, Cornelius Cardew, Cathy Berberian, Yoko Ono, Pauline Oliveros, Mark Applebaum, and Claudia Molitor. Complementary materials comprise visual art, concrete poetry, and live theater. One of the reasons composers started to experiment with open scores in the 1950s and 60s was to develop a kind of musical notation that could be read, and therefore performed, even by those who did not identify as musically literate. This course is, accordingly, open to all students. No prior knowledge of musical notation or instrumental expertise is required. Meetings will involve discussion of a wide range of readings with the goal of expanding understanding of multiple relationships between music and visual materials. Learning Objectives: To gain familiarity with the diversity of forms of musical notation. To recognize the variable relationships between inspiration, transcription, performance, and recordings. To consider musical notation as a form of design, a language code, and a form of translation. To develop creative processes and understand the creative processes of others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **COL233**
Prereq: **None**

MUSC241 Mystical Visions, Medieval Women, and the Performance of Early Music
This course challenges the traditional male-dominated history of early music by focusing on the women who commissioned, performed, heard, and composed music in pre-modern times. Discovering love lyrics that express desires, conflicts, and sufferings that seem equally true today helps collapse the notion of linear time. In addition to finding similarities across centuries, we will draw from multiple disciplines, including comparative literature, religion and cosmology, and gender and sexuality studies. An interdisciplinary approach will guide our investigation of the mystical and visionary aspects of medieval music. Topics to be explored include communal music-making practices, authorship, power and politics, and the multiple civic and social functions of music. We investigate how the music of worship differs from that of romance, public ceremony, and private entertainment. These inquiries help to cultivate skills not only to appreciate our musical heritage but also to better understand contemporary social and cultural practices.

Various "medievalisms"--modern interpretations of the medieval--are explored, to show how musicians continue to interact with early practices in new and exciting ways. This allows us to talk not only about performers of historical early music, but also about composers like Kaija Saariaho, folk groups like Vulcan's Hammer and Folkal Point, and pop artists like Janelle Monaé and Florence Welch. The creation of medievalist music for films and video games is also relevant, as an arena where musicians reimagine the medieval for new audiences.

Coursework involves learning through performance, examination of manuscripts, research, writing, transcription, and editing. There are also weekly listening assignments and readings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MDST221**
Prereq: **None**

MUSC242 Baroque and Classical Music
This discussion-based seminar provides an overview of the history of Western European music from the Baroque and Classical periods (roughly 1600 to 1800). More than a survey course, however, it engages students in some of the significant debates around the character and function of music, with a special focus on music's role in defining the modern era. Together, we will consider (and in some cases, reconsider) the following questions: How does music express? What were some of the paradigms for conveying meaning with music? Why does music feature so prominently in contemporaneous discourses as varied as the natural sciences, aesthetics, rhetoric, and others? By the end of the semester, students should expect to acquire some techniques for articulating their experience of music and relating that experience to compositional procedures idiomatic to the style. Repertoire to be considered will include works by Monteverdi, Lully, J.S. Bach, Haydn, Mozart, and Beethoven. We will also devote time to exploring the role of this music in cultural exchanges in Asia and the Americas. Facility with musical notation is expected.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC243 Music of the 19th Century
The nineteenth century is a time of great change--politically, socially and artistically. We will study many of the major composers, and major trends, through their relationship to Richard Wagner. Wagner's life intersects with almost every major figure in nineteenth century music, in one way or another, and his legacy defines much of the twentieth century, extending all the way to today. In addition to European composers, we will study selected composers in the United States as well. Europeans include Beethoven, Chopin, Berlioz, Schubert, Liszt, Louise Ferenc, Brahms, Arthur Sullivan, and Hugo Wolf. Americans include Frank Johnson (the first published African American composer), Louis Moreau Gottschalk, and "the Beethoven of America," Anthony Philip Heinrich.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC244 Music of the 20th Century
In the 20th century, European and American art music (classical music in common parlance) became increasingly fragmented. Composition splintered into diverse idioms and methods: the minimalism of Steve Reich, impressionism of Claude Debussy, and indeterminacy of John Cage, to name only a few. Often, the proponents of one school vehemently rejected the techniques of the others. Perhaps as a result of such schisms, the audience for classical music--particularly contemporary composition--diminished in size, to the point that critics were hailing the "postclassical era" by the 1990s. The concert hall ceased to be a showcase for contemporary compositions and became a kind of museum devoted to preserving (and occasionally reinventing) canonic works of the past. Commercial popular musics such as jazz and rock eclipsed classical music in audience appeal and relevance. While some composers attracted listeners through their interface with folk and popular musics or with film (e.g., Aaron Copland, Leonard Bernstein), others preferred to cultivate small but devoted audiences of initiates for their challenging works (e.g., Milton Babbitt, Arnold Schoenberg). Meanwhile, the advent of mass-produced sound recordings enabled music from distant times and places to be preserved, transported, and heard on demand, with profound consequences for the creation, performance, and consumption of music. In this course, we will explore the many trends that have marked classical musicking in the 20th century. Through extensive listening assignments and primary source readings, we will meet many of the century's influential composers, performers, critics, record producers, pedagogues, patrons, and listeners. In discussions and writing, we will explore what the past century's legacy means for us as musicians and listeners today. While previous experience with music is useful, it is not a requirement for success in this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC245 Music in the United States in the Nineteenth Century
The musical culture of the United States in the nineteenth century is very rich and diverse. American composers of the period are far better, and more interesting, than is generally assumed. This course will focus on music of the concert hall, church music, and popular music. Composers studied will include Anthony Philip Heinrich ("the Beethoven of America"), George Bristow, Francis "Frank" Johnson (the first published African American composer), and the early compositions of Amy Beach, Charles Ives, and others whose careers spill over into the twentieth century.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC246 The Symphony: Evolution of Genre
This course will explore cultural settings and key elements in development of the orchestra as a performing force, conducting as an art form, organology, and music history, by means of tracing the evolution of a single genre: the symphony (from 1750s through 1950s). Preliminary list of composers includes J. Haydn, W. A. Mozart, M. Martines, L. v. Beethoven, J. Bologne, F. Schubert, F. Mendelssohn, H. Berlioz, P. Tchaikovsky, J. Brahms, A. Dvorzak, A. Beach, L. Farrenc, G. Mahler, J. Sibelius, F. Price, W. Grant Still, R. Vaughan Williams, D. Shostakovich, S. Prokofiev.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC247Z Women Writing Symphonies
The course focuses on the lives and work of pioneer female composers of the 19th and early 20th centuries who dared to venture into the traditionally male-dominated field of writing for orchestras -- symphonies, in particular. We will examine their compositional style in context of the "norms and traditions" of the day, survey critical reception and response to the premieres, as well as current scholarship, and take a closer analytical look at some of the scores that illustrate particularly innovative approaches to the genre of symphony. Featured composers are Louise Farrenc (1804-1875, France), Emilie Mayer (1812-1883, Germany), Alice Mary Smith (1839-1884, Great Britain), Amy Beach (1867-1944, United States), and Florence Price (1887-1953, United States). This course requires the ability to read music and knowledge of basic music theory.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC248 Music in Outer Space
Very few people have traveled out of the Earth's atmosphere, but many composers have voyaged extensively in the conceptual realms of outer space. Throughout human history, musicians have been inspired by the "harmony of the spheres," knowledge of the universe, celestial bodies, and planetary motion. From Pythagorus, Boethius, Philippe de Vitry, John Dunstaple, Johannes Kepler, Gustav Holst, György Ligeti, John Cage, Judith Weir, Alvin Lucier, Brian

Eno, Karlheinz Stockhausen, Sun Ra, and Jeff Mills to the 1977 Voyager Golden Record, Hawkwind, David Bowie, the Grateful Dead, Pink Floyd, John Williams, Kraftwerk, and the Beastie Boys, we explore the importance of constellations to musical creativity, and the ways in which cosmic sounds have influenced artists. The course will approach the topic through various interpretative lenses. Readings are drawn from a wide range of sources--theoretical, scientific, poetic, and experiential. Discussion topics will include theories relating to the music of the spheres, the study of geometry and proportion, astro-acoustics, sonification, the use of metaphor (in naming the planets in our solar system, lunar and solar imagery), and the influence of imagined and documented sounds of space on composers past and present. Students will each construct their own soundscape of space in the near future. Musicians, astronomers, theorists, and composers: All are welcome.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC249 Calderwood Seminar in Public Writing: Music Journalism and Public Musicology
The internet has revolutionized how people consume music, and how they read and write about it. This course will offer an introduction to music journalism as a practice of public musicology, one that has become central to contemporary life. Students will analyse and apply techniques used to write about music for the wider public, learn how to develop ideas, sharpen critical skills, and complete a series of reporting assignments. We will look at the history and function of music criticism, assess different kinds of music writing, discuss changing perceptions of music as a public art form, and the role of journalism in cultural preservation. The class will write and collaboratively edit a series of reviews, and make a short radio feature in collaboration with WESU (88.1FM). The reviews will focus on recordings, live events, and books on musical cultures. Students will have the opportunity to engage with professional music writers, which will help to prepare them for later work in music journalism, or in arts or media organizations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **WRCT249**
Prereq: **None**

MUSC250 Film and Folk Music of India
What is film music culture in India? What is folk music in India today? How do these genres interact and influence one another? Most research on the music of India has focused on the classical systems. However, for many people, the most important musical expressions found in their personal and social lives are film and folk musics. Even though film music is considered to be entertainment, it reflects almost all aspects of Indian music and culture. Students will be introduced to the culture and heritage of India. Film and folk music will be analyzed with reference to ancient and modern musical treatises. Topics covered will include the diverse cultures within India and its global diaspora. Students will be encouraged to sing or play the pop and folk songs of India.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC252Z Expressions of Indigeneity in Music and Sound
What would an opera about Thanksgiving composed by a Native American artist sound like? To explore the politics of representation in Indigenous sound and music, this course draws students into a global dialogue about Indigeneity. Topics include the interplay of tradition and modernity, the impact of colonization, music production and consumption, and the politics of knowledge production through various media. In addition to reading and listening assignments, the students will engage in a local ethnographic project--creating an Indigenous sound map in the locale of their choice. For the final project, informed by readings and listening in class, students can choose their formats, either a research project, a creative project, or a combination of both.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC256 A Celebration of Women in Jazz: A Critical Analysis of Gender
How can we take the lessons of Jazz with us into other spaces? In this course, students will study Women in Jazz and examine the broad impact of our social structures and power systems to consider how the lessons of Jazz can help us navigate our future. How can we take the values of Jazz, such as improvisation, listening skills, democracy, a celebration of diversity, and equity work, and use our agency to effect change for the better in our communities? This course will examine the traditionally male-dominated nature of Jazz, its history of misogyny, and underrepresentation of women and other gender expressions. Students will learn in general about the musical art form of Jazz, its history as Black American music, and its unique qualities including improvisation, the blues, and swing. There will be a strong focus on listening to music from women musicians, and students will learn how to actively listen to jazz and all music. Together, we will look at case studies of successful women musicians and composers from the history of Jazz through the present, reading biographical information and reviewing their performance and compositional contributions. Musicians may include Mary Lou Williams, Carla Bley, Terri Lynn Carrington, esperanza spalding, Nina Simone, Billie Holiday, Ella Fitzgerald, Melba Liston, Lil' Hardin Armstrong, Dinah Washington, Abbey Lincoln, Toshiko Akiyoshi, and Marian McPartland.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **ENVS256, AFAM256, FGSS258**
Prereq: **None**

MUSC260 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **ARCP270, ANTH260, COL255, MDST260, REES206**
Prereq: **None**

MUSC261 Music and Modernity in China, Japan, and Korea
This course examines the relationships between music and modernity in China, Japan, and Korea and the interactions between the impact of Western music

and nationalism and contemporary cultural identities. In particular, it explores the historical significance of the Meiji restoration on Japanese music tradition; the Japanese influence on Chinese school songs; the origins of contemporary music in China, Japan, and Korea; the adaptation and preservation of traditional music genres; and the rise of popular music and the music industry. We will focus on the cultural conflicts encountered by East Asian musicians and composers and their musical explorations and experiments in searching for national and individual identities in the processes of nation-building and modernization. The course aims to provide knowledge on East Asian music genres, insight on the issues of global/local cultural contacts, and a better understanding of music's central role in political and social movements in 20th-century East Asia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS268**
Prereq: **None**

MUSC262 Korean Music from Shamanism to Television (CLAC.50)
This course is open to intermediate learners, advanced learners, and native speakers. The discussion topics will be broadly approached, utilizing various music video examples as vehicles to deeper social, religious, and cultural understanding. These various music examples are from ancient to current Korean music practices. Historically, Korean music was integrated with dance, literature, art, song, and ceremony. Therefore, music (sound) was not separated from other elements but was essential to daily life, community activities, religious practice, artistic collaboration, costumes, food, and the very soul of the Korean people. Traditional Korean music is imbued with the history of court ritual, folk village stories, and myths, in addition to religious rituals of Confucianism, shamanism, and Buddhism. The music is central to a broad range of cultural, social, and humanitarian aspects of Korean life.

Korean traditional music has been evolving for over 2,000 years, and it is now rapidly moving in many directions with contemporary life and influence from Western culture. Historically, music was created as a group activity by village people oftentimes working with a spiritual leader shaman. Currently, the most acceptable music is created and performed by individual performers as a repertoire for TV programs. In the 21st century, as society changes, Korean music is changing also, with differing values of popular culture brought in through recordings, film, and of course the internet. Young musicians go beyond traditional music and are developing a new repertoire that mixes Western instruments or electronics with various traditional instruments. This is a new Korean identity. Newly created Korean ensembles and bands such as K-pop are successfully beginning to dominate the international music scene. In contrast to the formerly inner-looking "Hermit Kingdom," Korea has now entered into instant global communications with the production of more individual music in various styles.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **CGST262, KREA262**
Prereq: **None**

MUSC263 Queering Russian Music
This course takes Russian and Russophone music out of its usual frames and asks what happens when we listen through the lenses of gender, sexuality, and power. Using methodologies of queer studies and queer theory, we consider how music both reflects and reshapes ideas of "Russianness." From imperial ballet to Soviet pop, from Tchaikovsky to contemporary queer artists in media, the course highlights intersections of music, identity, and politics. Special attention is given to the 2000s wave of Ukrainian musicians (Ivan Dorn, 5'nizza, and others) whose presence redefined the sound and style of Russian pop music in the 21st century. Students develop tools for critical listening, music analysis, and cultural interpretation while engaging broader debates about identity, politics, and belonging in today's Russian cultural sphere.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **REES263**
Prereq: **None**

MUSC264 Singing in a Strange Land: An Examination of the History of Black Sacred Songs
This new course (developed as alternative to Ebony Singers during COVID-19) is a brief survey of the history of African American sacred music from slavery to the present. Much attention will be paid to the direct experience of listening to music and the inspiration derived therefrom. Class consists of lectures, listening labs, and impression papers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC448**

MUSC265 African Presences I: Music in Africa
This is a team-taught course, with instructors Charry and Dankwa bringing their complementary areas of expertise for a wide-ranging, interactive, and engaging immersion into the music, history, and cultures of Africa. We will explore the diversity of musical expression throughout the African continent with a combination of intensive reading, listening to recordings, viewing videos, discussion, and hands-on performance (all levels welcome). We will survey the continent as a whole, explore regional features, discuss in depth specific pieces, genres, and countries, and look at the social and political horizons of music, including its role in everyday life and rituals and how musical experiences have changed in contemporary life. We will also explore the presence of African music in social media, including the spread and impact of African rap and hip hop.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC265Z African Presences I
One of the assets of Africa's music scene is its vast plurality. Traditional music conceived, developed, and performed in Africa over many centuries coexists and interacts with contemporary art and popular music. Through readings, classroom discussions, listening, viewing, and practical performances, this course will examine some selected musical traditions linked geographically and historically to various areas of Africa. The course highlights several themes: structure and style; interconnection of traditional, popular, and art music forms; circulation of African music; and music's role in shaping African identities in the globalized world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC267 Lift Every Voice and Sing: A History of Gospel Music and African American Musical Traditions
This course will look at the cultural and historical background of Gospel Music, tracing it back to the pre-slavery era, and working our way up until the gospel music of today. This course is for students who are interested in why gospel

music is such a universally beloved genre and tradition. While the course will focus on the formation of Gospel music, a diversity of other African American musical genres will be covered in this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM253**
Prereq: **None**

MUSC268 The People's News: The Convergence of Gospel and Hip Hop in Modern Thought
The Convergence of Gospel and Hip Hop will survey the words and power of Gospel Music and its foray into Hip Hop. How do the words used within a culture develop and/or determine the message and meaning of said culture. If words have power, how is that power used? We will also consider the rejection of Gospel Singers who embraced the unholy and how the message evolved to expand into the formerly non sacred expanse of Hip Hop, and if it has been successful or a lesson in futility.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC264**

MUSC269 Sacred and Secular African American Musics
A fluid, multiconceptual approach to musicology will be introduced to view African American sacred and secular music traditions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM249**
Prereq: **None**

MUSC270 A&R: Past, Present & Future -- a Deep Dive into the Recording Industry
Have you ever wondered how the recording industry really works and how hits become hits? This course will teach you everything you've ever wanted to know about A&R (Artists & Repertoire) as the engine that has driven the music business since the 19th century. Beginning with the invention of recorded sound, we'll trace the evolution of the business -- musically and technologically -- through current day. We'll study the formats of recorded music (both physical and digital) alongside of the colorful characters who brought them and the songs within to the public. The second half of the course transitions from theory to practice, with students taking on the role of adjunct A&R representatives for Pure Tone Records, studying contemporary A&R methods and applying lessons from the past. The course culminates in students discovering and pitching new artists for potential signing. Course taught by two-time Grammy award-winning music producer and A&R executive Pete Ganbarg (Wes class of '88).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC272 History of Jazz in American Culture
Jazz, has been a staging ground for working out some of the most defining issues and aspects of American culture. These include the dynamics of race relations, the articulation of gender roles and class distinctions, artistic expressions of freedom and democracy, the creative possibilities of the encounter of European- and African-based cultures on American soil, and an extraordinarily influential aesthetic of cool. Jazz was the dance and listening music of choice for most Americans from the 1920s-40s, until it was displaced and pushed to the margins by R&B and rock in the 1950s. But it has remained an inspiration for many artists up to the present day, including Kendrick Lamar's jazz-drenched To Pimp A Butterfly and Janelle Monae's 21st-century Afrofuturism deeply indebted to Sun Ra.

This course will provide students with a broad-based literacy in the history of jazz, while examining its significance and impact within American culture. We will explore its early 20th-century origins in New Orleans, its rise as America's popular dance music in the 1920-30s, a shift to a more concert art-oriented form in the 1940s-50 (representing the epitome of cool and hipness), avant garde expressions of the 1960s (representing a new kind of universal spirituality), its move into rock and the growth of artist-based collectives of the 1970s, and its emergence in hip hop samples in the 1990s. We will learn about major artists and their classic recordings, including Billie Holiday, Thelonious Monk, John Coltrane, and Miles Davis, as well as new directions from recent generations. We will immerse ourselves in a combination of listening to recordings, viewing videos, reading, discussion, and in-class performances. Throughout the semester we will pursue the parallel goals of using jazz history to understand American history and vice versa. This is a jazz history course with a difference, able to accommodate curious newcomers as well as aficionados, and those interested in the social and cultural dynamics as well as the musical materials.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM272**
Prereq: **None**

MUSC274 Hymnody in the United States Before the Civil War
This course will examine the singing of hymns and psalms in the United States, concentrating on the first half of the 19th century. Three parallel traditions will be examined: Anglo-American psalmody, as exemplified in The Sacred Harp; the African-American spiritual, as documented in "Slave Songs of the United States"; and Native American hymn tunes as exemplified in the music of the Brothertown Indian Nation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC275 Music and Downtown New York
This course will explore the history and flourishing of four distinct music communities that inhabited and shaped downtown New York City during two especially rich decades (the 1950s and 60s): urban blues and folk revivalists; an African American jazz-based avant-garde; Euro-American experimentalists; and Lower East Side rock groups. These four vanguard musical movements--at the heart of major cultural shifts at the time, with reverberations and legacies that remain relevant up to the present day--are an essential part of U.S. history. We will uncover their points of convergence and divergence, especially in conversation with broader contemporaneous currents, including the Civil Rights Movement and related notions of freedom, shifting youth cultures, music and politics, and avant-garde aesthetics. Drawing from primary sources, we will read about and discuss recordings of a wide variety of musicians, view a broad cross-section of film, identify aesthetic and cultural trends, and study the local industry that supported them. A key theme will be the importance of a place. Projects throughout the semester can include written papers, recordings, artwork, culture mapping, or other creative endeavors somehow related to each of the four topics.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM265**
Prereq: **None**

MUSC277 Jazz Avant-Gardes
What is an avant-garde and what does it mean in the context of jazz? This course will explore this question focusing on the 1950s and 60s and beyond. We will take a holistic approach, examining the music and its surrounding community within the broader social and cultural currents of the times. These currents include European-inherited avant-garde aesthetics, the increasingly urgent civil rights movement and changing conceptions of freedom, artist collectives, and Afrofuturism. Three key artists will provide a focal point: Ornette Coleman, Cecil Taylor, and Sun Ra. Others will expand our view, including Thelonious Monk, John Coltrane, Alice Coltrane, the Art Ensemble of Chicago, Anthony Braxton, Yoko Ono (a non-jazz artist who contributed to an experimental sensibility in NYC), and others. We will immerse ourselves in a combination of reading, listening to recordings, viewing videos, discussion, and some in-class performances. Throughout the semester we will pursue the parallel goals of using this movement in jazz to expand our understanding of avant-garde movements in general and using historical avant-garde movements to expand our understanding of how the phenomenon has played out in jazz. The first two weeks will function as a Jazz 101 boot camp, so no prior experience in jazz is necessary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC278 Survey of Jazz Styles
This course is a study of how jazz works, developing the awareness and tools that allow us to understand and evaluate what we are hearing when we listen to live or recorded jazz--how and why the musicians do what they do and the larger context into which a performance fits. We explore historical developments and chronology, the structures that govern jazz improvisation and other performance practices and the instrument roles and sub-styles that typically make up the music. Though there will be ample relevant information for musicians, a background in music theory or performance is not at all necessary for this course.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC278Z Survey of Jazz Styles
This course is a study of how jazz works, aimed at developing the awareness and tools that allow us to understand and evaluate what we are hearing when we listen to live or recorded jazz, how and why the musicians do what they do, and the larger context into which a performance fits. We explore historical developments and chronology, the structures that govern jazz improvisation and other performance practices, and the instrument roles and sub-styles that typically make up the music. Though there will be ample relevant information for musicians, a background in music theory or performance is not necessary for this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC279Z Music and Wellbeing
IN-PERSON COURSE: 10:00am-noon and 4:00pm-6:00pm, Monday through Friday. Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings. Music has been, and continues to be, an essential component of the practices of traditional healers in most indigenous cultures. Methods vary greatly from culture to culture, and from ancient to modern times. Hindustani (North-Indian art) music is unusual in having a very well-established written record, as well as an oral history. But although knowledge of the medicinal effects of Hindustani musical tones and modes was once integral to understanding and selecting the rags (melodic systems) that make up this music, much of this knowledge has been lost. The sarangi (North-Indian viol) is an instrument closely associated with musical healing. Oral history transmitted through generations of sarangi players makes it possible to trace a lineage of music's medicinal purposes back to the Mughal era.

This course draws on my experience and knowledge as a Hindustani music scholar and an eighth-generation sarangi player from a hereditary musical family to open up a space for the development of community-focused performance methodologies. It looks at ways that my inherited tradition can provide a model for musical healing in contexts outside of India. Acknowledging the capacity for music to activate and influence autonomic system responses, components of the course involve research into the neuroscience of musical healing, public health initiatives, and the relationship to composition and to improvisation.

An integral part of the course, the "lab" will teach you strategies for listening and learning songs composed in rags. It will include structured breathing and yogic-postural forms, combined with healing strategies drawn from diverse sound-based creative practices. Borrowing tools from ethnomusicology, music-therapy, and medical anthropology, the course will extend the listening part of the lab to draw comparisons and analyze music healing practices. In addition, students will be encouraged to investigate, compare, and draw parallels to their own culture(s) and the discipline of music(s) they belong. Detailed and guided listening will make it possible for you to integrate emerging understandings of the relationships between ritual, music, and the health care. The course goal is to broaden your understanding of music as therapy, while raising awareness of the cultural processes that are constructed through musical practice. Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC285 Global Hip Hop of the Non-Anglophone World (CLAC .50)
Proficiency in a language other than English is required. Each student will present to the class a single piece of their choice in a non-English language every other week (for a total of five presentations). Presenters will provide the class with written lyrics in both the original language and in English translation. In lieu of analyzing recordings by others, students have the option to compose their own non-English rap songs and record (or perform) them for in-class discussion. The final paper will tie the five presentations together in a single formal document (or website). Class discussion will be in English, but the topics will all be rap lyrics and hip hop/youth culture in the non-Anglophone world.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**

Gen Ed Area: **HA-MUSC**
Identical With: **CGST285**
Prereq: **None**

MUSC290 Research Skills in Ethnomusicology--IRL & Digital
This course provides an introduction to research methods in ethnomusicology, a discipline that studies all types of music (and sound), both in real life and digital, from diverse humanistic and social scientific perspectives. The course is organized around weekly hands-on exploratory and empirical mini projects moving from virtual field to real-world fieldwork to interviewing musicians to digital sound-mapping and music video editing, from learning about Wesleyan's wide-ranging music ensembles to writing album reviews to "composing" an ethnography, which will offer orientation to a discipline that has been central to Wesleyan's approach to music and sound for over 60 years.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC291 The Gendering of Music in Cross-Cultural Perspective
This course presents a critical examination of issues explored and debated in recent studies of gender, sexuality, power, identity, and music from diversified music traditions, including Western art music, popular music, and world musics. Drawing upon interdisciplinary discourse on theories of feminism and gender, gay and lesbian musicology, as well as queer theory in ethno/musicology, through case studies and analysis of various musical examples, we will investigate the following topics: women's multiple roles in the historical and contemporary practices of music; desire, sexuality, and women's images in music; and how gender ideology, contextualized by sociocultural conditions, both constructs and is constructed by musical aesthetics, performance practice, creative processes, and the reception of music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **FGSS240**
Prereq: **None**

MUSC293 Mapping Culture
What is a culture? How can it be intimately wrapped up in a location and how can that be mapped out to better understand its inner workings? In the face of globalization and pervasive online communities, what can conventional wisdom--"location, location, location" and "all politics is local"--tell us about the importance of actual places in cultural formations? We will first orient ourselves with a wide range of music-mapping projects, as well as projects that directly address the significance of a location (Nile Project, Playing for Change). From a base in the interdisciplinary field of ethnomusicology, we will then examine how scenes and subcultures can congeal in particular places and times, mapping them in New York City's Lower East Side (punk), Greenwich Village (urban folk revival), and South Bronx (early hip hop). Deploying a broad conception of culture, we will cover other art forms (e.g., graffiti and other street art) and social formations. Haight-Ashbury (SF) 1960s counterculture, Laurel Canyon (L.A.) 1970s singer-songwriters, Chicago 1980s post-disco house, and London 1980s post-punk goth will provide complementary case studies. These examples will provide models before students embark on their own to map out a culture of their choice as their final project, using either Google Maps or Story Maps. Readings on theories of place and of subcultures will provide blueprints for issues to be explored, including how group identity and a sense of community can be locally constructed and the significance of physical in-person contact in a world of increasingly virtual relationships.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC293Z Mapping Culture
What is a culture, how can it be intimately wrapped up in a location, and how can that be mapped out to better understand its inner workings? In the face of globalization and pervasive online communities, what can conventional wisdom--"Location, location, location" and "All politics is local"--tell us about the importance of actual places in cultural formations? We will first orient ourselves with a wide range of music mapping projects, as well as projects that directly address the significance of a location (Nile Project, Playing for Change). From a base in the interdisciplinary field of ethnomusicology, we will then examine how scenes and subcultures can congeal in particular places and times, mapping them in New York City's Lower East Side (punk), Greenwich Village (urban folk revival), and South Bronx (early hip hop). Deploying a broad conception of culture, we will cover other art forms (e.g., graffiti and other street art) and social formations. Haight Ashbury (SF) 1960s counterculture, Laurel Canyon (LA) 1970s singer-songwriters, Chicago 1980s post-disco house, and London 1980s post-punk goth and early 2000s grime will provide complementary case studies. These examples will provide models before students embark on their own to map out a culture of their choice as their final project, using either Google maps or Story Maps. Readings on theories of place and of subcultures will provide blueprints for issues to be explored, including how group identity and a sense of community can be locally constructed and the significance of physical in-person contact in a world of increasingly virtual relationships.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC294 Queer Opera
Opera is a total art: It weds elaborate fashions with scene design and lighting to create incredible dramas set to music. For this reason, opera forces us to think interdisciplinarily about the narratives it portrays. Every action, every emotion, every decision and recognition in the drama is conveyed to the audience in multiple and sometimes contradictory ways. Operas are also fantastic living experiments in the performative representation of human sexuality. In addition to all of the love and sex that occurs explicitly on the opera stage--and there is plenty of that--operatic narratives also bear witness to changing structures of normativity; regimes of social control are thematized, sometimes lampooned, and often transgressed within the drama, and operas allow us to see how this unfolds within an interconnected ensemble of media. This course serves to introduce students to the world of the opera stage and, through that world, the foundational texts of queer theory. Together we will explore operas from the 17th century to the present day, opera theory of the past century, and queer theory of the past three decades to ask what these bodies of knowledge have to teach each other.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **FGSS295**
Prereq: **None**

MUSC295 Global Hip-Hop
Over the past two decades, hip-hop, in its various facets of rap, deejaying, dance, visual art, fashion, and attitude toward authority, has gradually taken over as a primary medium of expression for youth around the world. Used as mass entertainment, elite aesthetic statement, social and political commentary, tool for education and social change, vehicle for economic opportunity, and as the core of a cultural movement, hip-hop has proven malleable enough to thrive embedded in scores of different languages and cultures around the world and

effectively speak to local needs. Yet its local manifestations have also managed to retain their membership in a global hip-hop culture.

In this seminar we will study the global spread of hip-hop from an interdisciplinary approach, examining its varieties of expression from aesthetic, cultural, social, musical, linguistic, kinetic, economic, and technological perspectives. We will first come to an understanding of the rise and dispersion of hip-hop culture in the United States. Then, beginning with France, where it first took hold, we will move around the world examining local case studies and their more global implications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC296 Soundscapes of Islam
From the melodious recitation of the Qur'an and Sufi-inspired sung poetry to popular soundtracks of religious revival and resistance, the world of Islam has generated myriad sonic expressions across its diverse historical and geocultural milieus. While recognized for its affective and transformative powers, music has also been the subject of a longstanding polemic in Islamic societies, its moral and ethical status being debated and contested. This course will survey the soundscapes and ideoscapes of Islam, exploring the manifold roles and meanings assigned to music among Muslim communities. It will examine a range of sound practices and related discourses to discover the ways in which locally distinct religious and social customs have shaped concepts of music and sonic articulations of Muslim identity. We will locate the varied and shifting attitudes toward music and musicians within the context of political censorship, colonialism, nationalism, and cosmopolitan modernity, and consider the impact of current conflicts and migratory processes on the local-global circulation of religious ideologies and sounds. Drawing from selected case studies of sacred and secular performance, we will explore the musical construction of gender, place, and architecture; the role of media in the formation of Muslim 'counterpublics'; and the mediation of aesthetic sensibilities through style. Topics covered will include: views on music within the Islamic tradition (the Qur'an and Sunna, shari'a law, theology, and Sufism); philosophies and cosmologies of music in Islam; music at the courts of Islamic rulers; religious chant and art singing in the Middle East; sound, healing, and exorcism in North Africa; ritual, devotional, and mystical practices in Central Asia; Islamic performing arts in Indonesia; Sufi world music and Muslim pop and hip-hop across Asia and Africa, and among immigrants and refugees in Europe and North America. Throughout the course, Islam will be encountered as a widely diverse spiritual and sociocultural system that has been a source and stimulus for creativity among Muslim peoples worldwide.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **REES296, COL294**
Prereq: **None**

MUSC297 Music of Central Asia: From Throat-singing to Heavy Metal
The music of the Hu was chosen as the soundtrack to Star Wars Jedi: Fallen Order because it sounded otherworldly to Western audiences. In fact, the Hu draw on ancient musical traditions from Central Asia, one of the most culturally and musically diverse areas of the world. This course introduces students to a wide range of music practices, genres, and styles in historically nomadic and sedentary regions of Central Asia: throat-singing, sounds of shamanic and Sufi Islamic rituals, epic performance, narrative instrumental playing, oral poetry competitions, folk and art singing, Western-influenced classical and popular music genres, including Central Asian repertoires of opera and symphony, Azerbaijani jazz, Uzbek estrada, Kazakh Q-pop and crossover music, Mongolian heavy metal, and hip hop. The roles and meanings of music are discussed in relation to wider aspects of culture and social life, the impact of Soviet culture policies, post-Soviet national revival, and globalization.

The course includes a performance component. Students learn to play a variety of Kazakh and Kyrgyz musical instruments, including plucked and bowed lutes, a plucked zither, clay ocarinas, jaw harps, and percussion instruments. Previous musical training is not necessary. The course draws on extensive audiovisual materials and is open to students of all levels.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **REES297, RUSS297, COL298**
Prereq: **None**

MUSC300 Seminar for Music Majors
This seminar will provide music majors an opportunity to understand one or more of the world's musical traditions by studying them in-depth. The topic of the seminar will vary from one semester to the next.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC304 Arranging and Composing for Jazz Orchestra
This course is an examination of techniques of arranging, composing, and orchestration for the jazz orchestra. The language of the jazz orchestra will be analyzed from all relevant perspectives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC308 Composition in the Arts
Composition, the manner in which elements are combined or related to form a whole in space and time, is a basic practice in all the arts. This course brings together practitioners from diverse art forms and traditions to address the basic issue of composition.

In this seminar, we will explore the compositional process through assignments that address the interacting concepts of site and information. By "site," we mean a semantic field extending through corporeal, environmental, and social dimensions. By "information," we mean representations abstracted from sites, "meaningless" when independent of any specific semantic interpretation. Participants will compose individual and collaborative interventions in a wide range of sites--public, private, physical, and electronic--in response to the problems posed.

This course is permission-of-instructor, and is intended for upper-level majors in Art, Dance, Film, Music, and Theatre, and others with sustained compositional practices suitable to the course.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **ARST308, THEA308**
Prereq: **None**

MUSC309 The Winslow Archives: Composition, Education, History
Richard Winslow taught at Wesleyan from 1949 to 1983, where he was the key figure in establishing the World Music Program and Wesleyan's continuing commitment to experimental music. In retirement, he remained very active as a composer and thinker. His long life ended in 2017, a few months short of his 100th birthday. In 2019, the family donated his papers and other materials to the Wesleyan archives; these have now been processed, and a basic but complete finding aid is available at https://archives.wesleyan.edu/repositories/sca/resources/richard_k_winslow_papers.

Partly to honor his work, but mostly because he was such an extraordinary composer and thinker, Wesleyan is initiating a more detailed study of the archival materials, together with a series of performances. This seminar helps students gain a closer familiarity with Winslow's life and work through hands-on study of manuscripts, correspondence, and recordings. It will be of interest to composers, who will study Winslow's techniques as revealed in sketches, scores, and annotations; to musicologists and historians, who will help construct a complete chronology of Winslow's life and especially of his activities as a Wesleyan professor; and to archivists, librarians, and digital humanists, who will gain first-hand experience with the problems that attend categorizing, describing, and disseminating archival materials in a variety of media.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

MUSC404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC405 Private Music Lessons for Nonmusic Majors
Private instrumental and vocal lessons meet once a week at a regularly scheduled time. Permission of the instructor is required. Students contract to take 12 lessons. Each instructor sets his or her criteria for accepting students. Returning students may register during pre-registration. Students new to the Private Lessons Program must contact the instructor to determine whether an interview during the first week of classes is required. This course may be repeated four times for credit towards graduation regardless of section or combination of sections. Each section is for different instrument or voice lessons. Please see each section for the instrument/voice lessons taught by that instructor. (Section 01 is only for Bass lessons). A full list of instructors and their instruments can be found under the Private Lessons section of the Music Department website.

In most cases the student needs to provide their own instrument. Piano and drums are available to students for lessons, and certain other orchestra instruments may be available to private lessons students.

Course Fee: $780 for 12 lessons billed through the Student Account. Financial support may be available for those who qualify. Please see the Music Department web site under Private Lessons for details.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC406 Private Music Lessons for Declared Music Majors
This course is open only to declared junior and senior music majors. Music majors may count one semester of MUSC406 towards their performance credits for the music major. Private instrumental and vocal lessons meet once a week at a regularly scheduled times. Permission of the instructor is required. Students contract to take 12 lessons. Each instructor sets his or her criteria for accepting students. Returning students may register during pre-registration. Students new to the Private Lessons Program must contact the instructor to determine whether an interview during the first week of classes is required. This course may be repeated four times for credit towards graduation regardless of section or combination of sections. Each section is for different instrument or voice lessons. Please see each section for the instrument/voice lessons taught by that instructor. (Section 01 is only for Bass lessons). A full list of instructors and their instruments can be found under the Private Lessons section of the Music Department website. In most cases the student needs to provide their own instrument. Piano and drums are available to students for lessons, and certain other orchestra instruments may be available to private lessons students. Course Fee: $780 for 12 lessons billed through the Student Account. Financial support may be available for those who qualify. Please see the Music Department web site under Private Lessons for details. A waiver for a portion of the private lessons fee is available for junior and senior music majors.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MUSC408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MUSC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **OPT**

MUSC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC413 Korean Drumming and Creative Music Ensemble
This course is an experiential, hands-on percussion ensemble with the predominant instrument in Korean music, the two-headed janggo drum. Students will learn to play a range of percussion instruments including janggo, barrel drum (buk), hand gong (kwenggari), and suspended gong (jing). Through the janggo, drumming students gain first-hand experience with the role music plays in meditation and the benefits it offers to develop a calm, focused group experience. In the end they integrate their focused mind, physical body energy, and breathing through a stream of repetitive rhythmic cycles. The students will be introduced to traditional folk and court styles of janggu drumming. The ensemble plays pieces derived from tradition and new ideas, and creates new works exploring imaginative sounds on their instruments. If there is an opportunity during the semester, the students will have a creative collaboration with a dancer(s) or musician(s) from other cultures. The ensemble will experience a deep respect for the diverse cultural backgrounds of the students developed from the efforts of teamwork and creating music together through Korean drumming. The semester will end with a live performance for the public.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS413**
Prereq: **None**

MUSC414 Korean Drumming and Creative Music Ensemble Advanced
This class offers more advanced techniques for those students who have taken the beginner course or who have some basic experiences in Korean drumming or who have long-term drumming experiences of any other cultures including Western drum set. Attendance and additional practice time are mandatory. In comparison to the beginner class, the advanced class will play rapid, vigorous, and seamless rhythmic patterns on janggu, buk, and kwenggari. Students are expected to be creative in utilizing materials given during the semester. Each student will focus on a lengthy solo work on any of these instruments, as well as ensemble playing. Students will explore both traditional and new emerging styles of Korean drumming. In the end, they will integrate their solos in the ensemble piece and create a new piece. The ensemble will experience a deeper level of drumming from contributing solo work to the ensemble and the efforts of teamwork. They will learn about group activity in music-making through sharing ideas and assisting each other. The semester will end with a live performance(s) for the public.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS414**
Prereq: **MUSC413**

MUSC416 Beginning Taiko--Japanese Drumming Ensemble
This course introduces students to Japanese taiko drumming. The overarching goal of this class is to gain a broad understanding of Japanese culture by studying the theory, performance practices, and history of various genres of classical, folk, and contemporary music traditions. Students will gain a better understanding of the spirit behind the matsuri (festival) and Japanese performance arts through learning basic taiko technique and one or two pieces on the Japanese taiko drum. Students should wear clothes appropriate for demanding physical activity (i.e., stretching, squatting, various large arm movements). Students with a musical background might find MUSC 417 Intermediate Taiko to be a suitable alternative, as it covers the same theoretical and historical content but at an accelerated pace and includes additional repertoire.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS416**
Prereq: **None**

MUSC417 Intermediate Taiko--Japanese Drumming Ensemble
This course introduces students to Japanese taiko drumming. The overarching goal of this class is to gain a broad understanding of Japanese culture by studying the theory, performance practices, and history of various genres of classical, folk, and contemporary music traditions. Students will gain a better understanding of the spirit behind the matsuri (festival) and Japanese performance arts through learning basic taiko technique and a couple of pieces on the Japanese taiko drum. The distinction between this course and MUSC 416 Beginning Taiko lies in the pace of instruction and the quantity of musical pieces covered. Students should wear clothes appropriate for demanding physical activity (i.e., stretching, squatting, various large arm movements).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC418 Taiko II: Japanese Drumming Ensemble
This is course is for students who have taken Beginning Taiko. Acceptance to this class is at the discretion of the instructor. Students will learn more advanced techniques in taiko drumming by learning pieces from the Matsuri and kumi daiko performance repertoires.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS418**
Prereq: **None**

MUSC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

MUSC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

MUSC427 Central Asian Music Ensemble
The Central Asian Music Ensemble is dedicated to the study and performance of music from a region at the crossroads of Eurasia, encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan. Established in Fall 2023, the ensemble currently comprises Kazakh and Kyrgyz

plucked and bowed lutes, plucked zithers, end-blown flutes, clay ocarinas, jaw harps, frame drums, and other percussion instruments. Students learn the basic techniques of playing the instruments and singing in a variety of regional styles while exploring the history and cultural significance of music in nomadic and sedentary Central Asian societies through individual tutorials, group rehearsals, and engagement with visiting artists from Central Asia. In addition to playing traditional and contemporary repertoires from the region, students are encouraged to compose and improvise with ensemble instruments. Previous experience with string or wind instruments such as the guitar, violin, cello, or flute is desirable but not required. Students from diverse backgrounds are welcome to participate.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MDST427, REES227, ENVS427**
Prereq: **None**

MUSC428 Chinese Music Ensemble
The Wesleyan Chinese Music Ensemble is a performance group dedicated to exploring the modern Chinese ensemble and a variety of Chinese music styles. It is made up of a number of traditional Chinese instruments, including plucked lutes and zithers, hammered dulcimer, bowered fiddles, bamboo and reed flutes, and percussion. The course is designed to be hands-on and experiential, encouraging students to explore the basic ideas of Chinese music and culture through weekly rehearsals, practices, and performances.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS428**
Prereq: **None**

MUSC429 Voice Technique & Improvisation
The ensemble is structured as a singing workshop, focusing on technical and artistic development. The warmup regimen covers breath support, resonance, diction, range extension, and expressivity. These skills are applied to group and solo projects which emphasize improvisation and collaboration, culminating in a performance of Syntactical Ghost Trance Music, a system for spontaneous composition developed at Wesleyan by Professor Emeritus Anthony Braxton. Ensemble members will have opportunities to use electronics to expand the scope of vocality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC430 South Indian Voice--Beginning
Students will be taught songs, beginning with simple forms and increasing in complexity. There will also be exercises to develop the necessary skills for progress into the more complex forms.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS430**
Prereq: **None**

MUSC431 South Indian Voice--Intermediate
This course is a continued exploration of the song forms begun in MUSC430, with emphasis on the forms varnam and kriti, the cornerstones of the South Indian concert repertoire. Specific exercises will also be given to prepare students for the improvisational forms they will encounter in the advanced class to follow.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS431**
Prereq: **MUSC430 or GSAS430 or MUSC110**

MUSC432 South Indian Voice--Advanced
Development of a repertoire of compositions appropriate for performance, along with an introduction to raga alapana and svara kalpana, the principal types of improvisation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC430 OR MUSC431**

MUSC433 South Indian Music--Percussion
Students may learn mridangam, the barrel-shaped drum; kanjira, the frame drum; or konnakkol, spoken rhythm. All are used in the performance of classical South Indian music and dance. Beginning students will learn the fundamentals of technique and will study the formation of phrases with stroke combinations. Advanced classes will be a continuation of lessons in a variety of talas. Individual classes are supplemented by a weekly group section.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **[MUSC212 or GSAS212]**

MUSC434 Improvisational Techniques in South Indian Music
This course will introduce advanced students of karnatak vocal music to raga alapana and svara kalpana, the most important forms of melodic improvisation. Students will begin by learning precomposed examples of these forms. As they become comfortable with idiom, they will progress to designing their own improvisations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC435 Keyboard Techniques for Composers and Conductors
This course is intended for students who wish to master fundamental keyboard techniques. Through regular playing/performance assignments, this course will improve the students' ability to use the piano as a tool toward their musical careers. Students will focus on harmonization, score reading, and their ability to accompany and lead from the keyboard. This course is performance-based and requires weekly practice. Basic conducting and rehearsing strategies will also make up part of the curriculum. Students should have basic piano skills and a solid foundation in basic keyboard harmony.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC103**

MUSC436 Wesleyan Concert Choir
This choral ensemble welcomes members of both Wesleyan and Middletown communities and is devoted to performance of standard choral repertoire from the 17th century to the present day, both accompanied and a cappella. Solo and leadership opportunities will be available for advanced singers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC437 Singing to Your Instruments
Students will learn South Indian classical music by learning to sing and then applying this knowledge to non-Indian instruments they already play. They can then use their own instruments in recitals of South Indian music and dance. Beginners will be introduced to basic exercises and simple compositions. Advanced students will be introduced to improvisation in addition to different types of compositions in various ragas and talas. Students will form an ensemble that will be encouraged to participate in on- and off-campus performances.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS437**
Prereq: **None**

MUSC438 Wesleyan University Collegium Musicum
The Collegium Musicum (literally "company of musicians") is a vocal performance ensemble dedicated to exploring and performing the diverse European repertories of medieval, renaissance, and baroque music. Emphasis is given to the study of musical styles, performance practices, vocal independence, healthy singing, and musicianship. Students investigate various cultural aspects of the production of music, including primary sources, acoustics, and cultural heritage. In spring 2026, we begin our celebration of the Collegium's 25 Years of early music at Wesleyan with a program entitled "Song of Songs, Old and New." Like much Biblical literature, the Song of Songs can be traced back to Sumerian origins. Our program will intersperse ancient Mesopotamian poetry relating to the spiritual marriage of Inanna (Sumerian goddess of love, fertility, and war) and Dumuzi (the shepherd god) with music that reflects the Jewish and Christian understandings of the related mystical union. Biblical language that evokes the fragrance of wine, blossom, fruits, and spices was particularly appealing to European Renaissance composers. We will present a simple Icelandic form of discant, a polytextual French motet, complex polyphony in multiple parts by Palestrina, Lassus, Bouzignac, and Aleotti, and some contemporary responses to these popular texts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MDST212, COL138**
Prereq: **None**

MUSC439 Wesleyan University Orchestra
The Wesleyan University Orchestra is a student-community ensemble that is open to everyone with a passion for orchestral literature. Prospective members should have an intermediate-to-advanced skill level of performance on an orchestral instrument. The orchestra performs music from all genres and time periods, ranging from the 18th-century "classics" to contemporary academic and popular compositions. The orchestra presents three concerts each year: a "masterworks" program in early December, often featuring one of the department's private lessons instructors or a guest artist as a soloist; a children's concert in early March; and the Student Concerto Competition concert in early May. The orchestra occasionally collaborates with the Wesleyan Concert Choir. For more information about the orchestra visit: https://orchestra.site.wesleyan.edu/
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC440 Vina and Voice in South Indian Music - Beginners
In this course, beginning students will learn the fundamental technical exercises of Vina performance and develop an understanding of phrase formation. The lute-type Vina is among the oldest and most revered instruments in South Indian music. Advanced classes will continue this training through more complex lessons and sustained practice in a variety of talas.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS440**
Prereq: **None**

MUSC441 Piping Performance: An Exploration of Artistic Expression through the Pipe Organ
With the ability to create the most delicate and jarring of timbres, and to fill the space with "other-worldly" soundscapes, the pipe organ is a vehicle that transports one toward artistic and musical growth. This course will introduce students to the history and development of the instrument, while fostering other musical skills and studies that assist each student to find their voice as an artist-creator. This multi-track course allows students to select their focus in one or more organ-related disciplines: improvisation, composition, performance practice, repertoire playing, church music, musicological research, etc. Students utilize their growing knowledge of the organ to complete three musical performance or research-related projects that they develop over the course of the semester. Final projects are publicly presented. A lab time in the form of private lessons, consultation, and individual practice is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC442 Chamber Music Ensemble
This course may be repeated for credit. A variety of small chamber music ensembles will be coached by instrumental teachers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC443 Wesleyan Wind Ensemble (WesWinds)
Rehearsals will combine intensive concert preparation with occasional readings of works not scheduled for performance. Open to all members of the Wesleyan/Connecticut community.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC444 African Popular Music Performance
This course aims at bringing together students with diverse musical skills to explore the riches of African popular music (broadly defined to include a range of styles such as highlife, hiplife, hip-hop, dancehall, reggae, azonto, and gospel highlife) through performance. Popular music, first and foremost, is an urban genre. Its origins go back to the early 1900s when, because of European presence in the coastal areas of West Africa, and later spreading to other parts of the continent, new musical instruments, ideas, and imaginings became available. Today, popular music is the driving force of the music industry in Africa. Through intensive studio practice, reading, listening, viewing, and individual and group rehearsals, the goal of the course is twofold: to develop proficiency in African pop music performance and to become familiar with the intellectual discourse

on African popular music, its interactions with traditional African music, and its role in the formation of generational identities. The course is fundamentally performance-based; hence, enrollment is limited to skilled musicians with some proficiency in singing and the following instruments: guitar, keyboard, drum sets, bass guitar, saxophone, trumpet, and trombone.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC445 West African Music and Culture: Beginners
This is a performance-based course that focuses on West African music. The course is designed to provide a practical and theoretical introduction to traditional West African music and culture. Students experience the rhythms, songs, movements, and languages of Ghana and its neighboring countries through oral transmission, assigned readings, film viewing, and guided listening to commercial and/or field recordings. This interdisciplinary approach to learning is in keeping with the integrated nature of drumming, dancing, singing, and hand clapping in West Africa. Students learn to play a range of instruments, including drums, metal bells, and gourd rattles.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC446 West African Music and Culture--Intermediate
This course is designed to build on the skills developed in MUSC445. The beginner repertoire is reviewed, and more demanding call-and-response patterns are learned, along with new, more challenging repertoire. Students may be asked to perform on and off campus.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC445**

MUSC447 West African Music and Culture--Advanced
This course is designed to build on the skills developed in MUSC445 and MUSC446. Complex repertoire is learned and brought to a higher performing standard. Students experience the intricacies of dance accompaniment while drumming and singing with the advanced West African dance class. The student ensemble will be asked to perform on (and possibly off) campus.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC446 OR MUSC445**

MUSC448 Ebony Singers: Gospel Music
This course will be a study of African American religious music through the medium of performance. The areas of study will consist of traditional gospel, contemporary gospel, spirituals, and hymns in the African American tradition. The members of the group will be chosen through a rigorous audition (with certain voice qualities and characteristics).
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM241**
Prereq: **None**

MUSC450 Steelband
This is an ensemble course in the musical arts of the Trinidadian steelband. Students learn to perform on steelband instruments and study the social, historical, and cultural context of the ensemble. We also address issues of theory, acoustics, arranging, and composing. Readings, recordings, and video viewings supplement in-class instruction. The ensemble will present public performances.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM450**
Prereq: **None**

MUSC451 Javanese Gamelan--Beginners
Dominated by colorful bronze percussion instruments, the Gamelan ensemble features gongs, bronze and wooden xylophones, drums, and vocalists. Other instruments include bowed- and plucked-string instrument and flute. Some of the instruments date back to the 12th century in Java, Indonesia. The main content of the course is the instruction of various levels of difficulty in the playing techniques of different instruments and singing. Previous formal music instruction is not necessary.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS451**
Prereq: **None**

MUSC452 Javanese Gamelan--Advanced
Dominated by colorful bronze percussion instruments, the Gamelan ensemble features gongs, bronze and wooden xylophones, drums, and vocalists. Other instruments include bowed- and plucked-string instrument and flute. Some of the instruments date back to the 12th century in Java, Indonesia. This course is advanced-level performance of central Javanese gamelan. Emphasis on the classical repertoire.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS452**
Prereq: **MUSC451**

MUSC453 Keyboard Techniques II: Conducting and Score Reading
This course is intended for advanced piano students who wish to master advanced keyboard techniques. Through regular playing/performance assignments, this course will improve the students' ability to use the piano as a tool toward their musical careers. Students will focus on harmonization, score reading, and their ability to accompany and lead from the keyboard. This course is performance-based and requires weekly practice. Basic conducting and rehearsing strategies will also make up part of the curriculum. Students should have taken Keyboard Skills 1
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC454 Latin Jazz Ensemble
This course is intended for those who would like to learn about the wide variety of instrumental and vocal genres known as "Latin jazz." Students should have intermediate to advanced musical ability, but singers who are fluent in Spanish are highly desirable. Students should have comfort with a mix of reading and improvisation, as Latin jazz charts are often a combination of chord symbols and

classical reading. The main genres we will explore are salsa, bachata, bossa nova, rhumba. Repertoire from Celia Cruz, Tito Puente, Spanish Harlem Orchestra, Chucho Valdés will be mixed with jazz standards performed in the Latin jazz idiom. The final project will consist of a public concert.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC455 Jazz Ensemble
This course builds small-group performance skills including improvisation, accompaniment, pacing, interaction, repertoire, and arrangements.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC456 Jazz Improvisation Performance
In this extension of MUSC210, Theory of Jazz Improvisation, all materials previously explored will be applied to instruments in a workshop setting. Intensive practice and listening are required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM390**
Prereq: **None**

MUSC457 Jazz Orchestra I
This course is for those with commitment to the American musical tradition called jazz. Skill and experience are highly desirable but, consistent practice is the biggest prerequisite. Small and large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Thelonious Monk, Charlie Parker, Fletcher Henderson, John Coltrane and many other composers will be deeply engaged. Intensive practice and rehearsal of the compositions, as well as class presentations of readings, will lead to development of ensemble and solo skill. The commitment to rehearsal of the compositions, as well as listening and reading assignments, will culminate in an end of semester public concert.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM396**
Prereq: **None**

MUSC458 Jazz Orchestra II
A continuation of MUSC 457, this course is for those with commitment to the American musical tradition called jazz. Skill and experience are highly desirable but, consistent practice is the biggest prerequisite. Small and large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Thelonious Monk, Charlie Parker, Fletcher Henderson, John Coltrane, and many other composers will be deeply engaged. Intensive practice and rehearsal of the compositions, as well as class presentations of readings, will lead to development of ensemble and solo skill. The commitment to rehearsal of the compositions, as well as listening and reading assignments, will culminate in an end of semester public concert.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM397**
Prereq: **None**

MUSC459 Methods of Improvisation Ensemble
The ensemble is open to musicians of all backgrounds, stylistic orientations, and traditions seeking to develop their improvisational abilities. All instruments are welcome. Weekly rehearsals will explore improvisation from a method-based perspective in order to develop the skills needed to create spontaneous compositional works as an ensemble. Each student will learn how to develop their musical foundational skills to be able to create unique rhythmic and sonic environments as both a soloist and an ensemble member. Traditional notations will not be used. Instead, graphic- and prose-based notations will be employed to facilitate the forging of a musical language unique to the ensemble.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC461 Sound Systems: The How of Hearing
Since the late 19th century artists, corporations and composers have all proposed, developed, presented, and occasionally commercialized physical systems that reconfigure how sound can be experienced. The early impact of the entertainment industry ranged from the introduction of stereo to movie theaters in Walt Disney's Fantasia to the development of close miking for the crooning of Bing Crosby to McCune sound service's introduction of stage monitors for the benefit of Judy Garland. Artists and composers used related methods to propose entirely new understandings of how music can be. Futurist Luigi Russolo's Intonarumori of 1913 proposed an Art of Noise, while Pauline Oliveros' concept of deep listening developed listening as a foundational form of music making. R. Murray Schafer's concepts of soundscape and acoustic ecology project a music of environmental relations mediated through sound, while Maryanne Amacher's sound characters create individual sounds understood as capable development and change beyond the expanse of any one performance or composition. This class will be a performing ensemble focused on "sound systems" as musical instruments and musical practices performing live and fixed media sound pieces through sound systems we will configure for different sites on campus. Together with developing the technical skills required to mount these pieces, we will also investigate and discuss the varied musical, social, acoustical, and psycho-acoustical understandings of music and sound that influenced their shaping.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC109**

MUSC463 Teaching Music Lessons to Children in Local Schools
This is a service-learning course. Wesleyan students will teach private and small group music lessons to local children. These sessions will be augmented by a weekly classroom session in which readings and the student teachers' journals will be discussed. Some of the Wesleyan Department of Music's private lesson instructors may visit to answer questions and guide the student teachers through the issues, musical and extra-musical, that the lessons will raise. Written assignments will include responses to weekly readings, regular journal entries, and an end-of-semester paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC464 Laptop Ensemble
This course promotes knowledge and skills in live electronics performance, cultivates new musical repertoire for the group, and increases public awareness of new forms of working music technology while developing overall technological and troubleshooting proficiency. The course accomplishes this through regular rehearsals as well as a combination of required group and "satellite"

performances. A range of repertoire is curated over the course of the semester involving new pieces created for the ensemble, as well as the reinterpretation of historical works using live electronics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MUSC466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MUSC470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

MUSC491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MUSC492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MUSC500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, E&ES500, MB&B500, PHYS500, PSYC500, MATH500**
Prereq: **None**

MUSC501 Individual Tutorial for Graduate Students
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC502 Individual Tutorial for Graduate Students
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MUSC504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MUSC505 Topics in Applied Ethnomusicology/Public Musicology
Work in applied ethnomusicology and public musicology includes a wide range of activities and formats, including: blog posts, magazine articles, public community music performances, tweets, podcasts, pre-concert and public lectures, forensic testimony, and the development of digital open-access tools and resources. What unifies these and many other possible forms is a desire by scholars to convey the cultural relevance and influence of music by engaging audiences outside the academy. Many are concerned with the social responsibility of the university, and developing methods and projects to collaborate with and give back to the communities in which we live, work, and research. The seminar will also address what the tools, methods, and values of the interdisciplinary field of digital humanities can offer applied ethnomusicology and public musicology. We will apply a suite of open-source analytic, pedagogical, networking, research, and presentation tools developed by digital humanists to our own projects. Through readings and research-creation projects we will better understand the work of institutions for cultural preservation, the role of activist and political scholarship, how to write accessibly for all readers, and how to convey our ideas in a number of different formats (e.g. blogs, "think pieces" or online articles, pre-concert lectures, open-access digital archives and research webspaces).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC506 Reading Ethnomusicology
As one of the two core introductory courses to ethnomusicology, this course lays a general intellectual groundwork for MA students with a concentration in ethnomusicology through in-depth reading of some of the most important writings in ethnomusicology. Focusing on both intellectual history and current issues, the course evolves around the key concepts and themes that have defined, expanded, or challenged the field. Students will critically and comparatively discuss the approaches and contributions of each work they study. At another level, this course also aims at broadening students' knowledge of world musics through studying a wide range of music ethnographies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC507 Practicing Ethnomusicology
This course provides a broad introduction to the research methods of ethnomusicology. The theory and practice of musical ethnography are examined, including fieldwork techniques, ethnographic writing, research ethics and

representation, bi-musicality, approaches to the transcription and analysis of musical sound, ownership, repatriation, and dissemination of ethnographic materials. Students gain an understanding of the historical development of ethnomusicology and its relationship to allied disciplines such as musicology and anthropology, become familiar with the work of prominent scholars in the field, and acquire practical skills of ethnographic research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC508 Graduate Seminar in Composition
This course is designed for first- and second-year composition students in the Graduate Program. We will discuss and analyze works covering a broad range of compositional styles and techniques, inviting composers to share their original work and research. In addition, students often perform their own works and those of fellow course members. Special guest composers and ensembles interact with the course when possible.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC509 Special Topics in Contemporary Music
Offerings of this seminar focus on different issues of specific relevance to contemporary music compostion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC510 Graduate Proseminar in World Music Studies
This introductory seminar is offered every fall as a required course for all first-year music MA students. The primary focus is developing research, writing, and critical interpretive and analytical skills necessary for initiating and completing the MA thesis projects. Students will be exposed to the breadth of the music department's specialties, and we will identify and discuss current issues that cut across concentrations within the department.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC513 Improvisation in Cross-Cultural Perspective
This course will explore musical improvisation around the world from a variety of theoretical and practical perspectives. Readings on theories of improvisational processes, as well as on specific musical traditions in the United States, India, Indonesia, Africa, and elsewhere, will complement practical transcription and analysis projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC515 Mapping Music as/in Motion: The Cartographies and Circulation of Aural Culture
Music circulates, moves, and is mapped through places, pathways, materials, bodies, and technologies. Together, we will encounter a series of conceptual frameworks and case studies that map the nodes, pathways, boundaries, and movements of sonic phenomena and musical life. How do the movements of music and musicians, the places they occupy, and the boundaries they negotiate communicate spatial information about music practices? How they circulate physically and virtually? What are the different methods that ethnomusicologists use to represent and map these circulating sounds? This seminar not only discusses the physical cartography and circulation of music cultures, but also, the virtual spaces music moves through. In the opening decades of the 21st century, new media practices and Web 2.0 modalities (e.g. Spotify, YouTube, Twitter, Facebook) have enabled new cartographies, patterns, and pathways of circulation, and engendered new approaches to participatory musicking. The seminar also raises questions of how technologies and modes of mobility interface with categories of identity, race, and gender.

In-class discussions foreground the role of movement and how musical movement is mapped and represented. The seminar addresses such topics as: musical movements by way of travel, habitation, refuge, trade, ghettoization, migration, or telecommunication; sonic geography; the ways sounds and music flow and vibrate through, in, and among places (e.g. urban streets and neighborhoods, spaces of protest, music scenes, performance venues); composition as travel writing; why some musics and musical actors are more mobile than others; how travel and migration shape music-making and musical senses of place; how the maps and cartographic representations of places are redrawn as music and musical actors move and aural culture makes claims to space; the place of border theory, cartography, migration studies, transnationalism, and human geography in ethnomusicology; the impact of travel, tourism, festivals, and tours on local music scenes; mobile media and technologies; how subversive and DIY cartographies of music cultures and their movements offer alternative representations to conventional social and political customs; and how the spatiality and materiality of musical mobility is experienced through aural, tactile, visual, and haptic sensations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC517 Sex/Gender/Queerness in Music and Music Scholarship
This seminar is designed to involve all music graduate students, namely students in composition, ethnomusicology, and performance concentrations, from both MA or PhD programs. This course will examine the major ideas in the recent feminist, gender, and queer studies in the fields of composition, ethnomusicology, musicology, and popular music studies. The class will explore varied approaches in critical re/presentation of femininity/masculinity/transgender/queerness in composing, listening, performing, and analyzing music and sound. We will consider the significance of engaging feminism, gender studies, and queer studies in our varied relations with music. In so doing, each member of the class will have the opportunity to design their own final creative project and to develop a dialogue with the ideas presented in the readings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC518 Music and Embodiment
This course will explore the role of the human body in music performance, transmission, and perception. Through discussion of interdisciplinary literature on embodiment, analysis of cross-cultural case studies, and ethnographic projects describing their embodied engagements with music, students will examine the biological and cognitive foundations of human musicality, the cultural and social dimensions of music as embodied practice and experience, and the body politics of musical expression and participation. Topics covered will include the role of movement and gesture in singing and instrumental playing; the interrelation of instrument morphology, body techniques, and music structure; the interplay of sound, space, and architecture; and intersections between human musicking, technology, and the environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC519 Current Issues in Ethnomusicology
This course concentrates on current scholarship, intellectual issues, and music ethnographies in ethnomusicology. It challenges the students with contemporary theoretical debates among ethnomusicologists, such as music and identity, music and gender, race and power, music and technology, and music and decolonialization. The course will closely examine the impact of interdisciplinary approaches on music ethnography through critical analysis of the readings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC520 Explorations in Musicology
What is Musicology? How and why do scholars write about music? This course will investigate some of the motivation for making music a scholarly object of inquiry. After reviewing some of the methodologies through which scholarship has been constructed (archival research, reception history, historiography, practice-led research), we will assess and discover new ways to write about music and the cosmos. This topic will serve as a prism through which musicological debate can be understood, and contrasted with ethnomusicological and other approaches. We will draw on a range of musicological approaches and frameworks--cultural, historical, scientific, and environmental studies, posthumanism, mythology, and countercultural spirituality.

Course Objectives:

- To gain familiarity with diverse thinking about music inspired by the great beyond

- To understand some of the reasons why musicians turn to cosmology

- To develop cross-cultural understandings of the collaborations of musicians and astronomers

- To explore celestial motion as a form of design, or a mode of rationalizing

- To use musicology tools to find new ways of analyzing phenomena
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC521 Seminar in Interdisciplinary Studies
The course, one of the four core PhD seminars in ethnomusicology, examines a number of disciplines as they relate to general current theoretical issues and the interests of ethnomusicology. Visitors from other departments will present their disciplinary perspectives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC522 Seminar in Comparative Music Theory
In this seminar we will take a deep dive into historical texts of music theory from the 18th, 19th, and early 20th centuries. Because of its significant overlaps with physics, acoustics, aesthetics, and philosophy, music theory can serve as an important site for any inquiry into the history of ideas. Particularly distinctive in music theory of the 18th century and beyond are the linkages that join the empirical and physical sciences with speculative discourses on beauty and subjectivity. In addition to covering major figures in the canonic history of Western music theory after 1700, this seminar will focus in particular on moments of colonial encounter and exchange that occurred through music theory; our aim will be to understand how the modern, Western self was in part fashioned through its investigation of non-Western musical systems. For their final papers, students are encouraged to draw on their own research interests, placing them in dialogue with the historical texts and methodological concerns that we will explore together this semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC530 Department of Music Colloquium
This lecture series showcases new work by performers, composers, and scholars in ethnomusicology, musicology, music theory, sound art, and cultural history. The colloquia also invite dialogue with professionals working in arts education, curation, and administration. Typically, a 45-minute talk is followed by 30 minutes of questions and discussions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

MUSC561 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **OPT**

MUSC563 Field Research or Academic Education (Graduate)
Graduate-level tutorial for field research or academic education.
Offering: **Host**
Grading: **OPT**

MUSC564 Field Research or Academic Education (Graduate)
Graduate-level tutorial for field research or academic education.
Offering: **Host**
Grading: **OPT**

MUSC565 Academic Education in the Field
Offering: **Host**
Grading: **OPT**

MUSC566 Academic Education in the Field
Offering: **Host**
Grading: **OPT**

MUSC591 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

MUSC592 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

MUSIC MAJOR

MAJOR DESCRIPTION

The Major in Music has much flexibility and is built around the individual interests and needs of the student while providing a solid foundation in music history, culture, theory, composition, and performance. Students will explore how these different areas reinforce and inspire each other. Wesleyan's Music Department enjoys an international reputation for innovation, and majors will study at least one musical tradition outside their prime concentration. Special areas of strength include: experimental and digital music; composition and improvisation; American, European, and West African musics; and East, Southeast, South, and Central Asian musics.

Wesleyan Music Majors possess a unique passion with broad intellectual curiosity, an intense appreciation of artistic expression, dedication to their craft, a collaborative spirit, open-minded creativity, and an inspiring work ethic. Careers in music may include performance, composition, teaching, production, engineering and sound design, therapy, journalism and criticism, arts administration, entrepreneurship, and more.

ADMISSION TO THE MAJOR

Individual programs of study in the Music Major are developed by students with academic advisors. A student must have already taken at least one course in each capability area before applying for the major: theory/composition; history/culture; and performance. The Music Theory Gateway course (MUSC103) is a requirement of all majors which may be waived based on a placement test.

MAJOR REQUIREMENTS

Music majors take three courses in each capability area: theory/composition; history/culture; and performance. Two additional courses from the MUSC300-level Seminars for Music Majors bring the number of music credits to 11. The required senior project or senior honors thesis brings the total number of music credits to 12 or 13, respectively.

Diversity of musical experience is a core value of the Music Department and is expected of all music majors. Towards that goal, each major's program of study must include at least two Music credits out of the major's main area of interest.

Many Music majors, particularly those taking private lessons, end up taking more than 16 credits in music. However, since no more than 16 credits in music may be counted toward the 32 credits required for graduation, students must always complete at least 16 credits outside of music.

COURSES FOR NON-MAJORS

With the exception of Music Major Seminars, all classes offered by the Music Department are open to non-majors.

GENERAL EDUCATION

Music majors are advised to complete their General Education expectations (three each of Arts and Humanities, Natural Sciences and Mathematics, and Social Sciences courses). Prospective majors who have not taken enough courses outside the Music department may be refused entry into the major. Students who fail to fulfill the General Education expectations are not considered for department prizes and honors.

STUDENT LEARNING GOALS

At graduation, music majors will be able to:

- Think analytically and critically about musical languages, histories, and cultures
- Write effectively about music
- Perform and/or create music with proficiency and creativity
- Engage unfamiliar traditions and paradigms of humanly organized sound with sensitivity and insight
- Apply their musical knowledge and skills within broader investigations of the human experience

ADVANCED PLACEMENT

AP THEORY CREDIT IS CONSIDERED AS FOLLOWS:
AP THEORY CREDIT ON THE STUDENT'S WESLEYAN TRANSCRIPT

- A score of 4 or 5 does not complete a theory requirement for the major, but will provide one music credit beyond the requirements for the Music Major towards graduation
- Students will still need to complete 3 theory/composition credits for the major

STUDENTS WITH QUESTIONS REGARDING AP THEORY

- Should meet with the theory faculty of the Music Department teaching MUSC103 to discuss options

PRIZES

MERIT-BASED AWARDS THAT MAY BE AWARDED ANNUALLY

ELIZABETH VERVEER TISHLER PRIZE

Established in 1981 by a gift from Mrs. Tishler. Expanded in 1989 for excellence in piano performance.

GWEN LIVINGSTON POKORA PRIZE

Established in 1993, awarded annually to the outstanding undergraduate student in music composition.

LEAVELL MEMORIAL PRIZE

Awarded annually to a senior who has done outstanding work in music and whose work manifests the ideals of the World Music Program in the Music Department.

LIPSKY PRIZE

The gift of the Reverend and Mrs. Bailey G. Lipsky in memory of their son, Francis Jules Lipsky, Class of 1931, to the member of the choir possessing in the highest degree unfailing kindliness, quiet dignity, and brilliant scholarship.

SAMUEL C. SILIPO PRIZE

Awarded annually for the most valuable player(s) of the Wesleyan orchestra.

ADDITIONAL INFORMATION

SPECIAL ACTIVITIES

The department supports a number of unusual activities, many of which are available to the student body in general as well as to music majors. Among them are ensembles in various Asian, African, American, and European traditions, as well as a variety of chamber ensembles.

PRIVATE LESSONS PROGRAM

Private lessons are available for many instruments and voice in Western art music, African American music, and a variety of other musics from around the world. Lessons are considered one-credit-per-semester courses. An additional fee, $780 per semester, is charged for these private lessons (financial aid may be available to students eligible for university financial aid). Approved music majors in their junior and senior years are eligible for partial subsidy when taking one (1) private lesson, per semester, for academic credit with a private lessons teacher.

DEPARTMENTAL COLLOQUIUM

An ongoing departmental colloquium is intended for the entire music community. It includes presentations by Wesleyan faculty, students, and outside speakers and encourages general discussion of broad issues in the world of music.

FACILITIES

The study facilities include a working collection of musical instruments from many different cultures; a music-instrument manufacturing workshop; a 45-piece Javanese *Gamelan* Orchestra; a large formal concert hall and a small multipurpose concert hall; an electronic music studio coupled to a professional recording studio; a computer-arts studio capable of producing electronic music, video art, and environmental simulations; a music and record library; an electronic keyboard lab; and an archive of world music.

COURSES

The following is a listing according to categories of courses offered by the department:

Code	Title	Hours
FYS Courses		
MUSC116F	Visual Sounds: Exploring the Landscape and Architecture of Musical Notation (FYS)	1
MUSC117F	Musicking Body (FYS)	1
MUSC118F	Bob Dylan and His World: Sources and Legacies (FYS)	1
MUSC119F	Jazz in the 1960s (FYS)	1
MUSC120F	Music, Place, and Culture: An Exploration of African American Soundscapes and Traditions (FYS)	1
MUSC124F	Mapping Culture (FYS)	1
MUSC125F	Music and Downtown New York, 1950-1970 (FYS)	1
MUSC126F	Poetry and Song (FYS)	1
MUSC128F	Music and the Moving Image: From Music Video to Film to Digital Media (FYS)	1
MUSC130F	Wagner and Wagnerism: Richard Wagner's Music and Influence from the 1840s to the Present (FYS)	1
MUSC131F	Gender and Sexuality in Hip Hop (FYS)	1
MUSC133F	Caribbean Connection: Music and Culture of Trinidad and Tobago Music (FYS)	1
Music Theory and Composition		
MUSC103	Materials and Design	1
MUSC104	Rhythms of the World: An Introduction to Rhythm, Meter, and (Musical) Time	1
MUSC105	MF DOOM and Pierre Henry	1
MUSC201	Tonal Harmony	1
MUSC202	Theory and Analysis	1
MUSC203	Chromatic Harmony	1
MUSC204	20th Century Compositional Techniques	1
MUSC205	Song: Music and Text	1
MUSC206	18th-Century Counterpoint	1
MUSC207	Orchestration	1
MUSC208	Post-Tonal Music Theory	1
MUSC210	Theory of Jazz Improvisation	1
MUSC212	South Indian Music: Solkattu	1
MUSC220	Composing, Performing, and Listening to Experimental Music	1
MUSC221	Live-Electronics for Composition, Improvisation, and Sound Art	1
MUSC222	Sound Art, Music, and Interactive Media	1
MUSC223	Music, Recording, and Sound Design	1
MUSC225	Sound Systems and Chamber Electronics	1
MUSC230	Music Theater Workshop (cross list)	1
MUSC240	Visual Sounds: Exploring the Landscape and Architecture of Musical Notation	1

MUSC308	Composition in the Arts	1
Music History and Culture		
MUSC102	World Music	1
MUSC106	A Thousand Years of Music History	1
MUSC108	History of Rock and R&B	1
MUSC109	Introduction to Experimental Music	1
MUSC110	Introduction to South Indian Music	1
MUSC111	Music and Theater of Indonesia	1
MUSC115	Introduction to North Indian Music	1
MUSC116	Visual Sounds: Exploring the Landscape and Architecture of Musical Notation	1
MUSC117	Musicking Body	1
MUSC121	Queering Russian Music	1
MUSC125	Music and Downtown New York, 1950-1970	1
MUSC127	C-Pop in the Shadow of a Rising China	1
MUSC129	The Art of Listening	1
MUSC241	Mystical Visions, Medieval Women, and the Performance of Early Music (cross list)	1
MUSC242	Baroque and Classical Music	1
MUSC243	Music of the 19th Century	1
MUSC244	Music of the 20th Century	1
MUSC245	Music in the United States in the Nineteenth Century	1
MUSC246	The Symphony: Evolution of Genre	1
MUSC248	Music in Outer Space	1
MUSC249	Calderwood Seminar in Public Writing: Music Journalism and Public Musicology	1
MUSC250	Film and Folk Music of India	1
MUSC261	Music and Modernity in China, Japan, and Korea	1
MUSC265	African Presences I: Music in Africa	1
MUSC269	Sacred and Secular African American Musics	1
MUSC272	History of Jazz in American Culture	1
MUSC273	BlaQueer Sounds: Queer Negotiations in African American Music	1
MUSC274	Hymnody in the United States Before the Civil War	1
MUSC275	Music and Downtown New York	1
MUSC277	Jazz Avant-Gardes	1
MUSC278	Survey of Jazz Styles	1
MUSC285	Global Hip Hop of the Non-Anglophone World (CLAC .50)	0.5
MUSC290	Research Skills in Ethnomusicology--IRL & Digital	1
MUSC291	The Gendering of Music in Cross-Cultural Perspective	1
MUSC293	Mapping Culture	1
MUSC294	Queer Opera	1
MUSC295	Global Hip-Hop	1
MUSC296	Soundscapes of Islam	1
MUSC297	Music of Central Asia: From Throat-singing to Heavy Metal	1
Music Major Seminars		
MUSC300	Seminar for Music Majors	1
MUSC304	Arranging and Composing for Jazz Orchestra	1
MUSC308	Composition in the Arts	1
Music Performance		
MUSC405	Private Music Lessons for Nonmusic Majors	1
MUSC406	Private Music Lessons for Declared Music Majors	1
MUSC413	Korean Drumming and Creative Music Ensemble	1
MUSC414	Korean Drumming and Creative Music Ensemble Advanced	1
MUSC416	Beginning Taiko--Japanese Drumming Ensemble	1
MUSC418	Taiko II: Japanese Drumming Ensemble	1
MUSC428	Chinese Music Ensemble	1
MUSC429	Voice Technique & Improvisation	1
MUSC430	South Indian Voice--Beginning	1
MUSC431	South Indian Voice--Intermediate	1
MUSC432	South Indian Voice--Advanced	1
MUSC433	South Indian Music--Percussion	1
MUSC434	Improvisational Techniques in South Indian Music	1
MUSC435	Keyboard Techniques for Composers and Conductors	1
MUSC436	Wesleyan Concert Choir	1
MUSC437	Singing to Your Instruments	1
MUSC438	Wesleyan University Collegium Musicum (cross list)	1
MUSC439	Wesleyan University Orchestra	1
MUSC440	Instrumental Conducting	1
MUSC441	Piping Performance: An Exploration of Artistic Expression through the Pipe Organ	1
MUSC442	Chamber Music Ensemble	1
MUSC443	Wesleyan Wind Ensemble (WesWinds)	1
MUSC444	African Popular Music Performance	1
MUSC445	West African Music and Culture: Beginners	1
MUSC446	West African Music and Culture--Intermediate	1
MUSC447	West African Music and Culture--Advanced	1
MUSC448	Ebony Singers: Gospel Music	0.5
MUSC450	Steelband	1
MUSC451	Javanese Gamelan--Beginners	1
MUSC452	Javanese Gamelan--Advanced	1
MUSC453	Keyboard Techniques II: Conducting and Score Reading	1
MUSC455	Jazz Ensemble	1
MUSC456	Jazz Improvisation Performance	1
MUSC457	Jazz Orchestra I	1
MUSC458	Jazz Orchestra II	1
MUSC459	Methods of Improvisation Ensemble	1
MUSC461	Sound Systems: The How of Hearing	1
MUSC463	Teaching Music Lessons to Children in Local Schools	1
MUSC464	Laptop Ensemble	1
Graduate Courses		
MUSC500	Graduate Pedagogy	0.5
MUSC505	Topics in Applied Ethnomusicology/Public Musicology	1

MUSC506	Reading Ethnomusicology	1
MUSC507	Practicing Ethnomusicology	1
MUSC508	Graduate Seminar in Composition	1
MUSC509	Special Topics in Contemporary Music	1
MUSC510	Graduate Proseminar in World Music Studies	1
MUSC513	Improvisation in Cross-Cultural Perspective	1
MUSC515	Mapping Music as/in Motion: The Cartographies and Circulation of Aural Culture	1
MUSC517	Sex/Gender/Queerness in Music and Music Scholarship	1
MUSC518	Music and Embodiment	1
MUSC519	Current Issues in Ethnomusicology	1
MUSC520	Explorations in Musicology	1
MUSC521	Seminar in Interdisciplinary Studies	1
MUSC522	Seminar in Comparative Music Theory	1
MUSC530	Department of Music Colloquium	0.25

HONORS

The senior project requirement may be satisfied by the completion of an honors project, a project that may encompass a composition, a concert, etc., but the honors project always contains a substantial written component; for this reason it is called the honors thesis. An honors thesis satisfies the departmental requirement for a senior project, even if it is not awarded honors. The honors thesis tutorial is always a two-semester undertaking.

CAPSTONE EXPERIENCE

All music majors are required to complete a senior project by the end of their final year. The purpose of the project is to give focus to the major by means of independent, creative work and to encourage independent study with the close advice and support of a faculty member. Students who choose to undertake an honors thesis may count this as their senior project.

DOCTOR OF PHILOSOPHY IN MUSIC

The Music Department offers degrees at both the master's and doctoral levels. The PhD is offered in ethnomusicology. Coursework takes the form of seminars and individual study with faculty members. The faculty represent many musical traditions teaching, performing and composing African American, East Asian, Central Asian, Euro-American, Indonesian, South Indian (Karnatak), West African, contemporary and experimental composition and improvisation.

PhD candidates in ethnomusicology typically enter the program with a grasp of ethnomusicology and its methods equivalent to that developed in the MA. Those with a different disciplinary background must complete the two MA ethnomusicology seminars together with their other work. PhD candidates are required to complete a dissertation and defense in their area of expertise. Research may include field work, archival research, engagement in performance, and learning a field language, among other practices. Course work consists of six graduate seminars, two performance courses, a course outside of the department, four semesters of the Music Department Colloquium and thesis tutorials. Candidates must successfully complete the Qualifying Examination before they begin their dissertation writeup. PhD students are required to pass a proficiency exam in a field or research language, determined in consultation with their thesis advisor.

Most often, candidates complete coursework and the Qualifying Exam, undertake field work for a year or longer, and then return to complete the writing of their dissertations.

COURSES

Satisfactory completion of courses totaling at least 12 credits. Students are required to take one core seminar (MUSC519, MUSC521, MUSC520/MUSC522), five elective graduate-level seminars other than the core seminars (two of which may be satisfied with appropriate courses already taken at the master's level), two credits of performance (in different musics), one course outside the department, two credits of thesis tutorial (MUSC591/MUSC592), and four semesters of MUSC530. All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

LANGUAGE REQUIREMENT

Two foreign languages are required for the PhD: one field language and one research language. All incoming students are required to take the language examination administered by the department at the beginning of their first term.

PROGRESS AND QUALIFYING EXAMS

At the conclusion of the second year in residence, students take a qualifying examination consisting of a set of essays and a follow-up oral examination.

RESEARCH

PhD candidates in ethnomusicology are required to complete a dissertation and defense in their area of expertise. Research may include field work, archival research, engagement in performance, and learning a field language, among other practices.

ADDITIONAL INFORMATION

For additional information, please visit the department website at wesleyan.edu/music/graduate. (http://wesleyan.edu/music/graduate)

NEUROSCIENCE AND BEHAVIOR

Neuroscience is a discipline that probes one of the last biological frontiers in understanding ourselves. It asks fundamental questions about how the brain and nervous system work in the expression of behavior. As such, the field takes on a clear interdisciplinary character: All scientific levels of organization

(behavioral, developmental, molecular, cellular, and systems) contribute to our understanding of the nervous system. Neuroscience has been a field of particularly active growth and progress for the past two decades, and it is certain to be an area where important and exciting developments will continue to occur. At Wesleyan, the neurosciences are represented by the teaching and research activities of faculty members in the departments of biology, psychology, and chemistry. The neuroscience and behavior (NS&B) curriculum is both comprehensive and provides diverse approaches to learning. Through lecture/seminars, lab-based methods courses, and hands-on research experience, students are afforded a rich educational experience. Unique among schools of comparative size, Wesleyan has small but active graduate programs leading to BA/MA and PhD degrees. This attribute, together with the high success rate of faculty in obtaining research grant support, further enhances the education of undergraduates by providing additional mentoring, more research opportunities, and access to state-of-the-art laboratories. The mission of the NS&B program is to provide the foundation for a variety of career options in science, medicine, and private industry. For more information, see wesleyan.edu/nsb/ (http://wesleyan.edu/nsb/).

AFFILIATED FACULTY

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

Ni Ye Feng
BS, University of California, Los Angeles; PHD, Cornell University
Assistant Professor of Biology; Assistant Professor, Neuroscience and Behavior

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

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BA, Reed College; MA, Princeton University; PHD, Princeton University
Professor of Psychology; Professor, Neuroscience and Behavior

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

Alison O'Neil
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Assistant Professor of Chemistry; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences; Assistant Professor, Biology

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

Charles A. Sanislow
BS, Northrn Michigan Unv; MA, Ball State University; PHD, Duke University
Chair, Neuroscience and Behavior; Professor of Psychology; Professor, Neuroscience and Behavior

CHAIR

Charles A. Sanislow
BS, Northrn Michigan Unv; MA, Ball State University; PHD, Duke University
Chair, Neuroscience and Behavior; Professor of Psychology; Professor, Neuroscience and Behavior

FACULTY

Helen Treloar
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Professor of the Practice in Neuroscience and Behavior

VISITING FACULTY

Clarissa F. Cavarsan Muller
BS, Universidade Federal de Satilde;o Paulo (Unifesp); PhD, Universidade Federal de Satilde;o Paulo (Unifesp)
Visiting Professor of Neuroscience and Behavior

Eduardo Martin Lopez
BS, Universidad de Salamanca; PhD, Universidad Autoacute;noma de Madrid
Visiting Professor of Neuroscience and Behavior; Visiting Professor in Neuroscience and Behavior

Hanna Yousuf
BA, College of Wooster; PHD, University of Wisconsin-Milwaukee; MA, University of Wisconsin-Milwaukee
Visiting Professor in Neuroscience and Behavior; Visiting Professor in Neuroscience and Behavior

DEPARTMENTAL ADVISING EXPERT

Barbara Juhasz

- Undergraduate Neuroscience and Behavior Major (p. 800)

Master of Arts in Neuroscience and Behavior (p. 802)

NS&B149 Neuroethology: Sensory Basis of Animal Orientation and Navigation
This course is about the sensory and neuronal processes underlying the ability of animals to orient in and move through their environments. We will consider the basic functions of sensory and nervous systems that underlie the remarkable abilities of animals to orient themselves in personal space, move through their home range, and move through the world in long-distance migrations and in homing. Animals from invertebrates through fish, birds, and mammals will be considered. The format of the course will be seminar/discussion and some lectures with heavy student participation. The course is intended for first-year students with high school-level courses in at least two of the following: biology, chemistry, or physics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL149**
Prereq: **None**

NS&B193 Principles of Biology I Laboratory (Online)
This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B193, BIOL193**
Prereq: **None**

NS&B198 Principles of Biology II Laboratory _ Online
This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. Laboratory exercises use the techniques of electrophysiology, microscopy, computer simulations, and analyses of DNA sequence data. Some exercises will include exploration of physiological processes in living animals.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL198, MB&B198**
Prereq: **BIOL192**

NS&B210 Research Methods in Cognition
This course will examine the experimental method as a means of gaining knowledge about human cognition. Students in this course will learn about general research methods in cognitive psychology related to experimental design, understanding and interpreting research, and ethical issues involved in research with human subjects. Classic research paradigms in cognitive psychology will be explored through the use of interactive demonstrations and in-class experiments.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC210**
Prereq: **(PSYC105 AND PSYC200) OR (PSYC105 AND ECON300) OR (PSYC105 AND QAC201) OR (PSYC105 AND MATH132)**

NS&B213 Behavioral Neurobiology
This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL213, PSYC240**
Prereq: **None**

NS&B220 Cognitive Psychology
Cognitive psychology, a major branch in the field of psychology, is the scientific study of human adult mental processes. The goal of this course is to provide a broad introduction to the issues, methods, and phenomena that characterize the field. These will be brought to life with selected examples of influential empirical studies and, occasionally, practical applications. In seeking constraints on theories of how the mind works, we will draw primarily on studies of adult human behavior (e.g., reaction time, task accuracy), individuals with localized brain damage (e.g., visual agnosia), and measures of brain activity (e.g., as inferred using fMRI techniques). Computer models and nonhuman animal studies will also be considered. Broad topics will include attention, perception, memory, knowledge, reasoning, and decision making. The course is lecture-based but will incorporate discussions, demonstrations, video, and group activities. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC220**
Prereq: **PSYC105**

NS&B222 Sensation and Perception
This course explores our perceptual systems and how they create and shape our experience of the world around us. We will consider the neurophysiology of perceptual systems as well as psychological approaches to the study of perception, covering all of the human senses with a special emphasis on vision. Class demonstrations will introduce students to interesting perceptual phenomena. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC222**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B224 Hormones, Brain, and Behavior
Hormones coordinate the anatomical, physiological, and behavioral changes necessary for developmental, seasonal, and diurnal transition in animals. These molecules have profound effects on the development of the brain and on adult brain function. How do hormones orchestrate brain assembly and the expression of specific behaviors? How do behavior, social context, and the environment influence hormone secretion? This course will provide a critical survey of our understanding of the relationship between endocrinology, the brain, and behavior in a variety of animal systems. Select topics include insect metamorphosis; sexual differentiation of the vertebrate brain and behavior; reproductive and aggressive behavior in birds, lizards, and rodents; song learning and song production in birds; and the effects of hormones on sexual behavior and cognitive function in primates, including humans. The exploration of a variety of systems will provide students with an appreciation of the ways in which the relationships between hormones and behavior vary across species, as well as the extent to which these relationships are conserved.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL224**
Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [BIOL182 or MB&B182]**

NS&B225 Cognitive Neuroscience
This course provides an introduction to cognitive neuroscience -- the study of how the brain enables the mind. We will begin with an overview of the neural

substrates of cognition and the tools for understanding the structure and function of the human brain. Then we will cover neural processes that support sensory perception and attention, memory, motor control, language, executive control, and emotional and social functioning. We will also discuss mechanisms of brain evolution, development, and repair, and their implications for various diseases and disorders. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC225**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B227 Motivation and Reward
This course will focus on motivation and reward, providing students with a background in and understanding of the various theories and approaches to studying the topic of motivation, including an introduction to some of the history and the current advances in the field. The course uses animal and human research to try to unravel the brain areas and neurotransmitter systems involved in different forms of reward, including food, sex, and drugs, and examine cases of disordered motivation such as drug addiction, obesity, and disordered gambling. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **PSYC227**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B228 Clinical Neuropsychology
This introductory course will examine the relationship between brain functioning and cognition, behavior, and emotion through the study of human brain disorders. The course will begin with a brief overview of basic human regional neuroanatomy, followed by an exploration of neuropsychological assessment and intervention (its history, rationale, goals, and procedures). These topics will provide a foundation for the discussion of more specific topics in neuropsychology (e.g., traumatic brain injury, dementia, psychiatric disorders, cerebrovascular disorders, seizure disorders, learning disabilities, autism) and the role that neuropsychologists play in the evaluation and treatment of individuals with these disorders. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC228**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B238 Psychological Theories of Learning and Motivation
The goals of this course are to help students develop practical, evidence-based skills for effective classroom learning, understand and appreciate research on the neuroscience of learning and motivation across species, and apply theories of learning and motivation to understanding human behavior. Course objectives for achieving these goals include: implementing evidence-based practices; dispelling myths about learning; explaining mechanisms of memory consolidation and factors that modulate it; distinguishing between and identifying components of operant and classical conditioning; and explaining how each theory of motivation can be used to understand why people behave in certain ways. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC226**
Prereq: **PSYC105 OR NS&B213**

NS&B239 Functional Anatomy of the Human Brain
The human brain is an organ with the consistency of firm Jell-O, weighing about 2.5 pounds in an adult. It is made of 86 billion neurons and approximately the same number of non-neuronal cells. Contrary to common misconceptions, we use all the neurons in our brains, not just a small fraction of them from the regions dedicated to the function being performed. Brain cells organize in distinctive anatomical structures, which are interconnected through complex circuits that control nearly every function of the body, such as learning and memory, thinking, consciousness, and aesthetic appreciation. Its malfunction results in a variety of diseases, including senility, mood disorders, and motor/sensory dysfunctions. This course will examine in some detail the complex organization of the brain and how it performs some of its basic functions. The course will familiarize students with the medical terminology and neurological concepts for a general understanding of the human brain and spinal cord, being of special interest for pre-med students, NS&B, biology, and psychology majors; and anyone simply interested in how the brain works. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL239, PSYC239**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B243 Neurohistology
The aim of this course is to study the microscopic structure of the nervous system. Structural and functional relationships between neurons and glia, as well as the organization of major brain regions (cortex, hippocampus, and cerebellum) will be examined. In addition to traditional histological preparations, modern techniques including confocal microscopy and immunohistochemistry will be studied and performed. Laboratory exercises will include the preparation and visualization of microscopic slides using a variety of techniques. While this course will focus on mammalian nervous system, skills learned in this course will be applicable in a variety of research models.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL243**
Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [MB&B181 or BIOL181]**

NS&B244 Neuropharmacology
This course will introduce students to the physiological and molecular effects of drugs on neuronal activity and behavior. We will cover key concepts in neuropharmacology, including pharmacokinetics and pharmacodynamics, alongside techniques used in modern pharmacotherapeutic discovery as it relates to the treatment of neurological and neuropsychiatric disease. Student assessment will include in-class quizzes and exams.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL244, BIOL544**
Prereq: **BIOL182 OR BIOL182Z AND NS&B213**

NS&B245 Cellular Neurophysiology
This neurophysiology course is mostly a study of how neurons send, receive, and integrate the signals that produce nervous system activity. Using the tools of electrophysiology (the electrical recording and manipulation of neurons), we can better understand synaptic plasticity, neuronal oscillations, and network activity.

In the last module of the course, students will use their knowledge of a diversity of voltage-gated channels, neurotransmitter systems, and neuron categories to better understand the neurophysiology of epileptic seizures and sensorimotor systems and locomotion. We will also examine articles about human-machine interfaces that are being developed in the diagnosis and treatment of epilepsy as well for the restoration of motor activity and somatosensation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL245, BIOL599**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B247 Laboratory in Neurophysiology
The course is designed to teach techniques and offer independent research experience. Students study living nervous systems and measure the electrical signals at the heart of nervous system function. In the first part, experiments include intracellular recordings of rest and action potentials, synaptic transmission, sensory coding and integration in simple nervous systems. Students learn surgical and electrophysiological recording techniques working with invertebrate and cold-blooded vertebrate animals including crayfish, mollusks (Aplysia), leeches, fish, and amphibians. In the second part of the course, students will use these techniques in novel, independent research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL247**
Prereq: **([NS&B213 or BIOL213 or PSYC240] AND [BIOL182 or MB&B182])**

NS&B250 Laboratory in Cellular and Behavioral Neurobiology
The goals of the course are to introduce students to a number of contemporary laboratory techniques in neuroscience and behavior. The laboratory introduces students to experimental method and techniques including neuroanatomy, immunohistochemistry, primary neuronal and astrocyte cell culture methods, analyses of electrical activity in the brain, and behavioral analyses of learning, memory, social behavior, and social dominance in inbred strains of mice.

Students will learn to analyze experimental data and write a series of laboratory reports on the experiments done during class. In addition, students will write a term paper related to one of the experimental approaches.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL250, NS&B555**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B251 Laboratory in Basic Practices in Neuroscience
This course will provide students with the knowledge and some tools to solve problems in neurobiology. Topics covered include a fundamental review of neurobiology and approaches in neuroscience research methods, behavioral studies, tissue/cell preparation, and histology/microscopy.

Students will learn how the applications of advanced neuroscience techniques have answered fundamental questions in neurobiology and neurophysiology. Modern approaches and their applications will be discussed, including behavioral studies, tissue preparation and analysis, histology, and microscopy.
The learning outcomes will be assessed by a project, oral presentation of the project, written laboratory class reports (lab notebooks), and a lab practicum.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL251**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

NS&B252 Cell Biology of the Neuron
Understanding the cellular biology of neurons is critical for understanding neurological disorders as well as neuropharmacological methods for treating the nervous system. In this course, we will explore how neurons function, focusing on structure-function relationships of the molecular building blocks of neurons. We will examine the basic cell biological mechanisms that underlie the formation, function, and plasticity of neurons and circuits. Areas studied will include cytoskeleton, cellular polarity, synapse formation, synaptic transmission, inter- and intra-cellular transport, neuronal plasticity, and regeneration. This course is designed to follow on from NS&B213 Behavioral Neurobiology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL252**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B254 Comparative Animal Behavior
In this survey course, we explore a wide range of animal behaviors at the proximate and ultimate levels of analysis. Main topics include: the principles of communication, genetic regulation of behavior, neuroethology, biological rhythms, hormones and behavior, reproduction, and animal cognition. Students gain foundational knowledge by engaging with textbook readings and traditional lectures. Students practice self-directed inquiry, peer-assisted learning, and scientific communication through in-class work sheets, group discussions, take-home assignments, and presenting topics of their choosing. Finally, students will learn about research and the academic career path through scholar highlights, interacting with guest speakers, and reading primary literature.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL254**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR [NS&B213 or BIOL213 or PSYC240] OR BIOL182Z**

NS&B257 Neurogenetics
Genes are the basic functional units of heredity. This course is an introduction to the study of genes and their role in shaping neuronal structure, neuronal function, and behavior. We will learn about classic and modern approaches used to probe the relationship between genes and behavior, with a focus on studies using model organisms (e.g., flies, mice, worms). We will discuss the molecular genetics of neurological disorders with high heritability and the use of genetic tools to treat these conditions, and we will consider the ethics surrounding treatment and diagnosis of these disorders. Student assessment will include short written responses, in-class quizzes, and exams.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **BIOL257**
Prereq: **BIOL181 AND BIOL182**

NS&B280 Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201, GOVT201, PSYC280**
Prereq: **None**

NS&B280Z Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201Z, GOVT201Z, PSYC280Z**
Prereq: **None**

NS&B299 Waves, Brains, and Music
Pressure waves bounce against the ear, and we create perceptions called sounds from them. We organize sounds to make music, making more waves, and the cycle goes forward. This course will provide an introduction to the fraction of these phenomena that can be measured and analyzed, focusing on the mathematics of signal analysis, auditory physiology, and the physiology of musical perception and production. Periodic waveforms include musical tones and the voltage fluctuations that can be measured from brains. The first third of this course (waves) is an introduction to the quantitative analysis of periodic waveforms, with the goal that the student will have a better understanding of how to interpret the analysis of both musical sounds and neuronal recordings. The second part of the course (brains) examines the known mechanical processes (physiology) by which the mammalian brain analyzes the periodic waveforms that we interpret as sound. The third part of the course uses these lessons to examine original research articles about the neuroscience of music, that is, how neuronal networks produce musical perception.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL299**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B302 Neurobiology of Aging
This course is designed to explore the intricate relationship between the aging process and the nervous system. As our population ages, understanding the underlying neurobiology of aging becomes increasingly important. This course delves into the physiological, cellular, and molecular aspects of how the nervous system changes over time and the impact of these changes on cognition, behavior, and overall well-being.

This course will introduce the student to the study of aging (gerontology) and the effects of normal aging and pathological aging on the nervous system. We will discuss general concepts of aging, and biochemical, physiological, and behavioral age-associated changes in the motor, sensory, cognitive, and neuroendocrine systems. By the end of the course, the student should have a clear understanding of what aging is and what effects it has on normal brain function. In class, I will introduce the topic with slide presentation and after that, we will discuss the topic based on the scientific article discussion. After the last class, students will have extensive opportunities for feedback and will write a project and present it in class as an oral presentation. Student evaluation will include weekly quizzes, project, a midterm and final exams, and class participation/attendance.

Course Objectives:

By the end of this course, students will:

1. Gain a Comprehensive Understanding: Develop a comprehensive understanding of the neurobiological processes associated with aging, including neurodegenerative diseases.

2. Explore Structural Changes: Examine structural changes in the aging brain, such as alterations in neuron density, synapse formation, and brain volume.

3. Analyze Functional Changes: Analyze functional changes in the aging nervous system, including changes in memory, cognition, sensory perception, and motor function.

4. Study Neurodegenerative Diseases: Investigate common neurodegenerative diseases associated with aging, such as Alzheimer's disease, Parkinson's disease, and age-related macular degeneration.

5. Explore Cellular and Molecular Mechanisms: Explore the cellular and molecular mechanisms underlying age-related changes in the nervous system, including oxidative stress, inflammation, and genetic factors.

6. Examine Potential Interventions: Review potential interventions and strategies to promote healthy aging and delay or mitigate age-related neurobiological changes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL302**
Prereq: **NS&B213**

NS&B302Z Neurobiology of Aging
This course is designed to explore the intricate relationship between the aging process and the nervous system. As our population ages, understanding the underlying neurobiology of aging becomes increasingly important. This course delves into the physiological, cellular, and molecular aspects of how the nervous system changes over time and the impact of these changes on cognition, behavior, and overall well-being.

This course will introduce the student to studying aging (gerontology) and the effects of normal aging and pathological aging on the nervous system. We will discuss general concepts of aging, and biochemical, physiological, and behavioral age-associated changes in the motor, sensory, cognitive, and neuroendocrine systems. By the end of the course, the student should clearly understand what aging is and its effects on normal brain function. In class, I will introduce the topic with slides presentation and after that, we will discuss the topic based on the scientific article discussion. After the classes, students will have extensive opportunities for feedback and will be requested to write a project for the last, oral presentation of the project in the class, and a final exam.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL302Z**
Prereq: **NS&B213**

NS&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function
Membrane proteins constitute one-third of all cellular proteins and one-half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (e.g., x-ray crystallography, EM, NMR), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B303, MB&B523**
Prereq: **(CHEM251 AND CHEM252 AND [MB&B208 or BIOL208])**

NS&B304 Glia: Not just neuronal glue!
Historically, neuroglial cells (i.e., astrocytes, oligodendrocytes, and microglia) were considered the space-filling cells of the brain, simply the brain's "glue." Later, their primary role was considered metabolic support of neurons (e.g., buffer extracellular potassium, recycle neurotransmitters, myelination, etc.). However, the notion of glia as inert bystanders has recently been revised. It is now accepted that glial cells play critical physiological roles in normal nervous system development and function, including controlling brain wiring, modulation of synaptic transmission, regulating blood flow, and serving as the brain's lymphatic system just to name a few functions. Moreover, glia contributes to a variety of neurological disorders such as epilepsy, glioma, multiple sclerosis, neurodegenerative diseases, and psychiatric disorders like major depressive disorder and schizophrenia. Hence, these underappreciated cells are long overdue recognition. This is an interdisciplinary course in which students will engage in a focused, in-depth exploration of how glial cells contribute to neurological and psychiatric disorders. Lectures by both basic scientists and clinicians will highlight recent research on the molecular mechanisms by which glial cells contribute to the establishment and progression of neurological and psychiatric disorders.

This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature. After the classes, students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include quizzes and assessments for a lay audience, a midterm and a final exam, class participation, and attendance.

Course Objectives:

1. Describe the development, histology, and normal physiological function of glial cells.

2. Describe the role inflammation plays in neurological and psychiatric conditions.

3. Describe the role traumatic brain injury plays in neurological and psychiatric conditions.

4. Describe the role genetics plays in neurological and psychiatric conditions.

5. Describe the physiology, pathology, and disease mechanisms of neurological and psychiatric conditions.

6. Demonstrate effective written communication skills to construct a succinct "News & Views" style summary of a primary research report for a lay audience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL304**
Prereq: **NS&B213**

NS&B316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives
The goal of this seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment of the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of

neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; and (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC316**
Prereq: **None**

NS&B316Z Schizophrenia and its Treatment
Please note: readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus - http://www.wesleyan.edu/wintersession.

The goal of the seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment in the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC316Z**
Prereq: **None**

NS&B317 Neuroethics
Ethics, or morality, is one of the complex features of human behavior. This course will explore "Neuroethics" from two perspectives: (1) the neuroscience of ethics (i.e., the role of the human brain in ethical or moral behavior) and (2) the ethics of neuroscience (i.e. the ethical implications of manipulating the brain). The first perspective will relate to the premise that human morality is embodied in and operates based on the principles of the functional architecture of the brain, in particular, the cerebral cortex. The course will examine the organization and neural networks, especially of the association cortices (prefrontal Cortex: ventromedial, dorsolateral and orbitofrontal cortex; the cingulate cortex; temporal association cortex; and the inferior and superior parietal lobes). The course will review studies on the development of moral values in children and their neural underpinnings, leading to studies of the functions of the adult brain in moral or ethical decision-making. Topics such as the neural basis of resolving the "Trolley Problem," neuroeconomics, altruism, poverty, forgiveness, and compassion will provide the basis for this discussion. We will evaluate from a neuroscience perspective questions such as determinism and free will, and the sense of "self"--ideas that have played a significant role in ethical theories. Based on this body of knowledge, we will look at emerging ethical issues arising from technological developments that allow for manipulating the normal and diseased brain. A variety of questions will be examined, including brain imaging and privacy; enhancement of normal brain function through chemical, electrical, and electromagnetic stimulation; implanted neural interfaces; restoring brain damage; and neuroscience and the law.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Prereq: **[PSYC225 or NS&B225] OR [NS&B213 or BIOL213 or PSYC240]**

NS&B320 Neuroscience of Learning and Memory
One of the fundamental functions of our nervous system is to encode and store memories, which allows us to survive and shape our personal identities. In this course we will cover different animal models of learning and memory, which have been useful tools to understand maladaptive memories underlying neuropsychiatric and neurological disorders such as post-traumatic stress disorder, substance use, and Alzheimer's disease. We will look in detail at how neurons and neural circuits change and respond when an organism learns something new or recalls a past experience. This course will also involve detailed discussions related to sex differences in both learning behavior and the biological basis of memory processes. The central focus of the course will be integrating current work in basic cellular and molecular neurobiology with the experimental psychology of learning and memory. This course counts as an elective towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **PSYC305**
Prereq: **NS&B213**

NS&B323 Biochemistry of Neurodegenerative Disease
Broadly defined, neurodegenerative disease occurs when a specific class of neuron dies and thus fails in its biological action. In this course, we will delve into the many different, intricate ways neuron death can occur and cause disease. From the chemistry of neurotransmitters, aggregation of proteins, and the collapse of neuromuscular junctions, many areas of the neurobiology can go awry. The focus of the course will be on understanding the complex interplay of small molecules and proteins that keep neurons healthy and functional. In this course, we will use current primary literature and lecture to understand the varied topics. This course aims to improve skills in reading and analysis of primary literature as well as the written and oral presentation of scientific findings.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM323**
Prereq: **BIOL181 AND CHEM252**

NS&B325 Stem Cells: Basic Biology to Clinical Application
This course will cover recent advances in stem cell biology, including tissue-specific and pluripotent stem cells. Clinical applications will be covered and we will examine the ethics and politics as well as the science of this emerging field.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL325**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182])**

NS&B326 History of the Brain
The course is designed to trace the people, experiments, social forces, and ideas that have helped shape the legacy of current neuroscientific knowledge. The course will be broken up into five parts. Part one will look at Ancient Egyptian, and Classical Greek and Roman conceptions of brain function. Part two will investigate methodological advances in the study of electricity and cell-staining techniques -- both developed in the 18th-19th century -- that paved the way for novel ways of looking at brain function and human behavior and how these new conceptualizations impacted the culture at large. Part three will investigate the history of assigning specific cognitive, emotional, and behavioral function to specific structures in the brain. Part four will link developments in neuroscientific study with their impact (both positive and ill) on the treatment and care of people with psychiatric and neurological illness form the 19th-century to the present day. Part five will present a summing up and an overview of contemporary models of brain and mind.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC326**
Prereq: **None**

NS&B326Z History of the Brain
The course is designed to trace the people, experiments, social forces, and ideas that have helped shape the legacy of current neuroscientific knowledge. The course will be broken up into five parts: Part one will look at Ancient Egyptian, and Classical Greek and Roman conceptions of brain function. Part two will investigate methodological advances in the study of electricity and cell-staining techniques -- both developed in the 18th-19th century -- that paved the way for novel ways of looking at brain function and human behavior and how these new conceptualizations impacted the culture at large. Part three will investigate the history of assigning specific cognitive, emotional and behavioral function to specific structures in the brain. Part four will link developments in neuroscientific study with their impact (both positive and ill) on the treatment and care of people with psychiatric and neurological illness form the 19th-century to the present day. Part five will present a summing up and an overview of contemporary models of brain and mind.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC326Z**
Prereq: **None**

NS&B328 Chemical Senses
The least well understood of the senses, chemical sensation, is key to survival and behavior of many species. This course covers the structure and function of sensory neurons in both the gustatory and olfactory systems, as well as in chemosensory irritation. We will examine coding of sensory information to understand how higher cortical areas interpret stimuli. We will look at a variety of animal models and discover common organizing principles across phyla. Emphasis will be placed on the cell biology of these systems. Students will participate in reading, analyzing, and presenting recent studies from different areas within chemical sense to highlight recent findings and where the emphasis in chemosensory research is focused.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL328**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B329 Neural Costs of War
This course focuses on stress reactions that result because of exposure to war, combat, and related atrocities. You will learn about the diagnosis of PTSD, including its development and history. There is a strong emphasis on the neural and cognitive mechanisms for stress-related psychopathology and the overlap of psychological and neural systems with the damaging effects of traumatic brain injury. While interactions of these mechanisms with social and cultural processes are considered, the primary emphasis is on the neural and cognitive mechanisms. To be fully prepared for this course, students should have a solid grounding in neuroscience and behavior, as well as basic psychopathology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC329**
Prereq: **None**

NS&B341 Psychology of Human Memory
This seminar course is designed to provide students with an in-depth exploration of the psychological science of human memory. We will examine current issues and theories in human memory research and the methods by which human memory is explored. Both classic and contemporary research findings from the disciplines of cognitive psychology, cognitive neuroscience, and neuropsychology will be brought together to paint a picture of the current understanding of human memory. Topics to be covered include different memory systems and frameworks (e.g., working memory, semantic memory, episodic memory), remembering and forgetting (e.g., phenomenal experience of remembering, various mechanisms of forgetting), reality/source monitoring (e.g., memory attributions, true and false memories), the influence of emotional and social factors on memory (e.g., social remembering), and memory in clinical populations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC341**
Prereq: **None**

NS&B343 Muscle and Nerve Development
This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL343, NS&B543, BIOL543**
Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196 or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])**

NS&B344 Developmental Biology of the Nervous System
Near the top of the list of unsolved mysteries in biology is the enigma of how the nervous system constructs itself. Here is a part of our body that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. We

will also discuss some disorders and dysfunctions that may happen during the neurobiology of development, such as cerebral palsy, autism, and attention-deficit hyperactivity disorder (ADHD). We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature. After the classes students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include weekly quizzes and/or assessment, a mid-term and a final exam, and class participation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL344**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

NS&B345 Developmental Neurobiology
Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL345, NS&B545, BIOL545**
Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

NS&B347 Mammalian Cortical Circuits
The mammalian cortex is where conscious perception and thought is generated, but the mechanistic details governing those processes are not well known. Studies of those circuits have revealed a heterogeneity of neuronal classes in the cortex and their proposed roles in these processes. Detailed wiring diagrams of local and long-distance cortical circuits are emerging, colored with dynamic connections that are helping us understand the cortex with these reverse-engineering strategies. Most of the readings for this course will be taken from the recent primary literature; areas of the cortex that will be studied include sensory cortex as well as studies of hippocampal cortical circuits.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL347**
Prereq: **NS&B213**

NS&B348 Topics in Cognitive Development
In this course we will discuss in depth a selection of current topics in cognitive development research. We will read and discuss primary literature and focus on cutting-edge debates in the field, surveying evidence from different stages of human individual development as well as (when appropriate) evidence from different nonhuman species.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC348**
Prereq: **None**

NS&B351 Neurobiology of Learning and Memory
Animals as varied as sea slugs and humans display a number of types of learning, ranging from the capacity to acquire species-specific behavior to the ability to form arbitrary associations. Just as varied are the philosophies governing the choice of how to best study the neurobiology of learning and memory. Through lectures, class discussion, student presentations, and a critical reading of the primary literature, the advantages and disadvantages of these various approaches will be investigated. While the specific focus of this class will be on learning and memory, other ways in which the brain learns will also be explored. Normal brain ontogeny relies to some extent on invariant cues in the animal's environment, making this process somewhat analogous to learning. In fact, the neural substrates for learning are likely to be a subset of the basic steps used during brain development. Moreover, the developmental rules guiding brain assembly place constraints on the what, how, and when of brain function and learning. Therefore, this course will also cover select topics in basic developmental neurobiology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL351**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B353 Neurobiology of Neurological Disorders
This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including including schizophrenia, Alzheimer's disease, sleep disorders, anxiety disorders, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL353, PSYC353**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B356 Neurodevelopmental Disorders
This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, cerebral palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory ingration disorder, and neonatal hypoxia. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic cellular aspects of brain function.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL356, PSYC356**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B357 Sex and Gender: From Synapse to Society
From movies like Think Like a Man to songs like "God Made Girls," from federal policies to gender reveal parties, much of our experience is defined by an ideology of gender dichotomy and an endorsement of fundamental sex differences in behavior. But does science agree? The field of neuroscience is bursting with research that both supports and questions inherent differences in the brains and behavior of men and women. In this course we will be taking an open and critical look at this scientific literature. We will begin by clarifying what it means, biologically, to be male/female, determine the limits to these definitions, and evaluate how these biological elements (genes/hormones/anatomy) interact with our environment and society to influence our behavior and gender identity. Additionally, we will evaluate nonhuman animal and human data regarding sex differences in behaviors (e.g., aggression, verbal communication) and neuropathological states (e.g., addiction, autism spectrum disorder). Student evaluation will include effortful participation, biweekly concept checkpoints, a final paper/presentation, and weekly editorials.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **BIOL357, FGSS357**
Prereq: **BIOL182 AND NS&B213**

NS&B358 Neurobiology of Movement
This course is designed to take a comparative approach to understanding the major motor systems of the brain and will cover the basic elements of motor "control." However, the motor system does much more than contract muscles. Even the most basic movements such as walking require whole-body coordination that must be learned and adapted to our environment. During active sensation, motor systems even modulate our sensory perceptions. Much of what we have learned about motor systems comes from animals as diverse as crickets, electric fish, and birds. This course uses a comparative approach to understand the functions various brain regions contribute to our active lives.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL358**
Prereq: **NS&B213**

NS&B360 Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits
This course will examine structural and functional neuroplasticity in the nervous system. The ability of the nervous system to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections is regulated by our environment, both within the body and the external world. We'll examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, learn how the birth of new neurons changes across the lifespan, and discover how adult neurogenesis is altered by the aging process, physical exercise, stress, and neuropsychiatric disorders, such as epilepsy and Alzheimer's disease. We'll also learn about potential stem cell therapies for enhancing brain repair and plasticity after brain injuries. Students will prepare for class by reading scientific papers and reviews on the topic. In class, I will introduce the topic with slide presentations, and after that we will discuss the topic based on the scientific article discussion. After the classes students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include weekly quizzes and/or assessment, a final exam, and class participation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL360**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B360Z Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits
This course will examine structural and functional neuroplasticity in the nervous system. The ability of the nervous system to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections is regulated by our environment, both within the body and the external world. We'll examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, learn how the birth of new neurons changes across the lifespan, and how adult neurogenesis is altered by aging process, physical exercise, stress, and neuropsychiatric disorders, such as epilepsy and Alzheimer's Disease. We'll also learn about the potential stem cell therapies for enhancing brain repair and plasticity after brain injuries. After the basic material is introduced, class sessions will be scientific article discussion-based. Students will prepare for class by reading scientific papers and reviews on the topic. In class, we will introduce the topic with slide presentation and after that, we will discuss the topic based on the scientific article discussion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL360Z**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

NS&B373 Exploring the Brain-Body Interface: The Neuroscience of Basic Survival
Basic survival depends on the brain's regulation of fundamental behaviors and physiological pathways, such as drinking, eating, digestion, thermoregulation, breathing, and cardiovascular function. How do the brain and body communicate with each other to achieve homeostasis under different physiological states, and what goes awry in disease? How have species adapted to thrive in challenging environments, such as extreme temperatures and resource scarcity? In this advanced seminar, students will take a deep dive into the exciting research taking place at the brain-body interface. We will explore the main components of the peripheral nervous system, such as the vagus nerve and the dorsal root ganglia, that act as gatekeepers into our internal and external sensory worlds. We will also explore pathways within the central nervous system that regulate our basic bodily functions. By reading primary literature and review papers and participating in in-class discussions, students will gain deep knowledge of this burgeoning field of neuroscience. Through short written assignments and oral presentations on topics of their choosing, students will gain practical skills in scientific scholarship and communication.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL373**
Prereq: **(BIOL181 OR MBB 181) AND (BIOL182 OR MB&B182) AND (BIOL213 OR NS&B213)**

NS&B378 Advanced Research in Cognitive Neuroscience
This advanced research course provides in-depth training in the experimental methods of cognitive neuroscience, focused on human memory. Students will work individually and in groups on semester-long projects, which will include literature reviews, experimental design, data collection, analysis, journal-formatted writing of results, and oral presentations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC378**

Prereq: **None**

NS&B382 Advanced Research in Decision Making
This course is designed to allow students to conduct supervised research in the area of the cognitive psychology of reasoning and decision making. Working as a team with the instructor and other members of the research group, students will undertake a semester-long experimental research project on a topic in reasoning and decision making.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC382**
Prereq: **None**

NS&B383 Advanced Research in Learning and Memory
This advanced research course is designed to allow students to conduct supervised research in the area of human learning and memory. Working with the instructor, students will become part of an active research lab, undertaking a semester-long experimental research project that seeks to answer a current question in the field of memory research.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC383**
Prereq: **None**

NS&B390 Experimental Investigations into Reading
Experienced readers can easily recognize thousands of words. The mental dictionaries of these readers are efficiently organized to allow rapid and seemingly effortless word recognition. There are still many unanswered questions about the processes involved in visual word recognition. In this class, students will work together with the instructor to design and carry out an experimental investigation relating to reading and word recognition. The semester will provide students with a chance to integrate all aspects of the experimental process: idea formation, experimental design, data collection and analysis, interpretation, write-up, and presentation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC390**
Prereq: **None**

NS&B392 Behavioral Methods in Affective Neuroscience
This research methods course teaches experimental design and methods in experimental psychopathology using tools to conduct behavioral research in cognitive-affective neuroscience. Course material includes studies from the contemporary psychopathology research literature, with a focus on cognition-emotion interactions. Methods taught will vary by semester and individual research projects and will include statistical procedures (e.g., repeated measures ANOVA), tools for conducting research and analyzing data (e.g., computer programming for stimuli presentation and data processing), and neuroimaging techniques (e.g., event-related potential). There is high expectation that those enrolled in this course will take initiative to extend their learning to areas for which they have specific interests related to the course objectives. Students are also expected to work independently.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC392**
Prereq: **None**

NS&B393 Advanced Research in Cognition and Neuropsychiatric Illness
Students in this advanced undergraduate research course will work in teams on novel and ongoing research studies focused on understanding neurocognitive dysfunction and its treatment in neuropsychiatric illness. Students will be matched to a research project and will participate in different aspects of this research including background literature review, acquiring elementary skills in neurocognitive and symptom assessment, and collecting and/or analyzing extant data using SPSS. Students may also be involved in learning cognitive training procedures.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC393**
Prereq: **None**

NS&B401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

NS&B408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

NS&B409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

NS&B421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**

Grading: **OPT**

NS&B422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

NS&B423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

NS&B424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

NS&B466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

NS&B491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

NS&B492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

NS&B501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

NS&B509 Neuroscience Journal Club I
Presentation and discussion of current research articles in the field of neuroscience.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL509**
Prereq: **None**

NS&B510 Neurosciences Journal Club II
Presentation and discussion of current research articles in the field of neuroscience.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL510**
Prereq: **None**

NS&B543 Muscle and Nerve Development
This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL343, BIOL543, NS&B343**
Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196 or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])**

NS&B545 Developmental Neurobiology
Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL345, NS&B345, BIOL545**
Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

NS&B549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

NS&B550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

NS&B555 Laboratory in Cellular and Behavioral Neurobiology
The goals of the course are to introduce students to a number of contemporary laboratory techniques in neuroscience and behavior. The laboratory introduces students to experimental method and techniques including neuroanatomy, immunohistochemistry, primary neuronal and astrocyte cell culture methods,

analyses of electrical activity in the brain, and behavioral analyses of learning, memory, social behavior, and social dominance in inbred strains of mice.

Students will learn to analyze experimental data and write a series of laboratory reports on the experiments done during class. In addition, students will write a term paper related to one of the experimental approaches.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL250, NS&B250**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NEUROSCIENCE AND BEHAVIOR MAJOR

MAJOR DESCRIPTION

The Program in Neuroscience and Behavior (NS&B) opens avenues for students to explore the role of the brain in expressing behavior in animals including humans. Students who major in NS&B learn the details of how the nervous system works and how it functions with other biological and psychological systems. New technologies in contemporary neuroscience have helped to bring about many important discoveries, with more on the horizon. Wesleyan neuroscience students learn in an interdisciplinary environment that includes coursework in biology, psychology, and chemistry. Students often expand their learning to include topics such as statistics, computer programming, design, and philosophy of science. Lab-based methods courses and hands-on research in state-of-the-art laboratories give students a rich educational experience that provides a foundation for various career options that include medicine, basic and applied research in the public or private sector, and scientific writing or reporting.

Students who pursue the NS&B major bring a strong curiosity about the intricate workings of the brain and nervous system. They strive to integrate knowledge and research from relevant areas of science to understand behavior. They develop analytical, detail-oriented problem-solving expertise and they learn how to stay current with the latest advancements in neuroscience.

ADMISSION TO THE MAJOR

One or more of the foundation courses in biology (BIOL181, BIOL182) are prerequisites for the advanced **NS&B** courses offered by the Biology Department. Although not legislated as prerequisites, NS&B213 and **NS&B** laboratory courses provide important conceptual and practical background for independent research in the junior and senior years.

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

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

MAJOR REQUIREMENTS

FOUNDATION COURSES

Code	Title	Hours
BIOL181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	1
BIOL191	Principles of Biology I--Laboratory	.5
BIOL182	Principles of Biology II	1
BIOL192	Principles of Biology II: Laboratory	0.5
CHEM141 & CHEM142	General Chemistry I and General Chemistry II	2
or CHEM143 & CHEM144	Honors General Chemistry I and Honors General Chemistry II	
CHEM251 & CHEM252	Organic Chemistry I and Organic Chemistry II	2
Two additional courses from the following (beginning with the graduating class of 2016):		
PSYC105	Foundations of Contemporary Psychology	1
PHYS111	Introductory Physics I	1
or PHYS112	Introductory Physics II	
or PHYS113	General Physics I	
MATH117	Introductory Calculus (or higher)	1
COMP112	Introduction to Programming (or higher)	1

Core Course

Code	Title	Hours
NS&B213	Behavioral Neurobiology	1

ADVANCED COURSES

Five advanced courses from the following list are required for students; two must be cross-listed with biology; two cross-listed with psychology; and one, a research tutorial or methodological course. Some courses appear in both Biology and Psychology lists but may be counted only once, in either category.

Cross-listed with Biology

Code	Title	Hours
NS&B224	Hormones, Brain, and Behavior	1
NS&B239	Functional Anatomy of the Human Brain	1
NS&B244	Neuropharmacology	1
NS&B245	Cellular Neurophysiology	1
NS&B251	Laboratory in Basic Practices in Neuroscience	1

NS&B252	Cell Biology of the Neuron	1
NS&B254	Comparative Animal Behavior	1
NS&B299	Waves, Brains, and Music	1
NS&B302	Neurobiology of Aging	1
NS&B302Z	Neurobiology of Aging	1
NS&B303	Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function	1
NS&B304	Glia: Not just neuronal glue!	1
NS&B317	Neuroethics	1
NS&B320	Neuroscience of Learning and Memory	1
NS&B323	Biochemistry of Neurodegenerative Disease	1
NS&B325	Stem Cells: Basic Biology to Clinical Application	1
NS&B328	Chemical Senses	1
NS&B343	Muscle and Nerve Development	1
NS&B344	Developmental Biology of the Nervous System	1
NS&B345	Developmental Neurobiology	1
NS&B347	Mammalian Cortical Circuits	1
NS&B351	Neurobiology of Learning and Memory	1
NS&B353	Neurobiology of Neurological Disorders	1
NS&B357	Sex and Gender: From Synapse to Society	1
NS&B356	Neurodevelopmental Disorders	1
NS&B358	Neurobiology of Movement	1
NS&B360	Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits	1
NS&B373	Exploring the Brain-Body Interface: The Neuroscience of Basic Survival	1

Cross-listed with Psychology

Code	Title	Hours
NS&B220	Cognitive Psychology	1
NS&B222	Sensation and Perception	1
NS&B225	Cognitive Neuroscience	1
NS&B227	Motivation and Reward	1
NS&B228	Clinical Neuropsychology	1
NS&B238	Psychological Theories of Learning and Motivation	1
NS&B239	Functional Anatomy of the Human Brain	1
NS&B302	Neurobiology of Aging	1
NS&B316	Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives	1
NS&B317	Neuroethics	1
NS&B320	Neuroscience of Learning and Memory	1
PSYC322	Psychology of Decision-Making	1
NS&B329	Neural Costs of War	1
PSYC332	Seminar in Cognitive Neuroscience	1
NS&B335	Behavior Genetics	1
NS&B341	Psychology of Human Memory	1
NS&B348	Topics in Cognitive Development	1
PSYC351	Your Brain on Drugs: The Neuroscience Behind Drugs of Abuse and Addiction	1
NS&B353	Neurobiology of Neurological Disorders	1
NS&B356	Neurodevelopmental Disorders	1
NS&B358	Neurobiology of Movement	1

Research Methods and Practica

Code	Title	Hours
MATH132	Elementary Statistics	1
PSYC200	Statistics: An Activity-Based Approach	1
NS&B210	Research Methods in Cognition	1
NS&B215		1
BIOL242	Quantitative Methods for the Biological and Environmental Sciences	1
NS&B243	Neurohistology	1
BIOL247	Laboratory in Neurophysiology	1
NS&B250	Laboratory in Cellular and Behavioral Neurobiology	1
BIOL251	Laboratory in Basic Practices in Neuroscience	1
NS&B280	Applied Data Analysis	1
PSYC378	Advanced Research in Cognitive Neuroscience	1
PSYC382	Advanced Research in Decision Making	1
NS&B383	Advanced Research in Learning and Memory	1
NS&B390	Experimental Investigations into Reading	1
NS&B392	Behavioral Methods in Affective Neuroscience	1
NS&B399		1.25
The following are taken for two semesters, both in the lab of the same faculty member:		
NS&B409 & NS&B410	Senior Thesis Tutorial and Senior Thesis Tutorial (two semesters, both in the lab of the same faculty member)	1
or NS&B423 & NS&B424	Advanced Research Seminar, Undergraduate and Advanced Research Seminar, Undergraduate	

Note: MATH132 can be taken to meet requirements for either the methodological or foundation major requirements, but not both. Methodological courses cannot be credited toward the requirements of advanced courses cross-listed with biology or psychology. *Courses listed in both categories A. or B. can be counted only in A. or B. but not both.

Courses of relevance outside the program. Though not requirements of the major, students should be aware that courses in organic chemistry and molecular biology, as well as courses in non-neuroscience areas of biology and psychology, complement the **NS&B** major and should be considered, in consultation with your advisor, when planning your program of study.

SUBSTITUTING OUTSIDE COURSES FOR CREDIT TO THE MAJOR

Foundation courses: A student who has taken foundation courses outside of Wesleyan may be able to apply them to the major. As a general rule, courses acceptable to the biology, chemistry, and physics departments for university credit are acceptable to the NS&B program for substitution for foundation courses.

Advanced courses: Advanced courses, inside or outside of the University, might be acceptable as substitutes for the advanced courses of the NS&B major. In general, only one such course can be substituted, and approval must be obtained in advance from the program director.

UNDERGRADUATE RESEARCH

NS&B majors are encouraged to become involved in the research of the faculty. Research tutorials and senior thesis tutorials are taken with mode of grading and amount of credit to be arranged with the research supervisor. Research tutorials are numbered NS&B411/NS&B412, NS&B409/NS&B410, and NS&B423/NS&B424. These courses can fulfill the research methods requirement or can receive graduation credit. For the most up-to-date information on NS&B faculty research, please visit our department website (http://www.wesleyan.edu/nsb).

STUDENT LEARNING GOALS

Our program offers a curriculum that encourages fluency across multiple disciplines in the field of neuroscience and behavior. Immersion in this field requires thinking across multiple levels of analysis and an appreciation for how complex and broad questions can be made amenable to scientific inquiry. In terms of goals, we have three areas of knowledge that we expect all students to acquire by the time they have completed the NS&B major:

- **Structure:** The parts and how they connect. Structural knowledge includes neural development, neuroanatomy, neurotransmitters, and the cell and molecular biology of the neuron.
- **Function:** How the parts come together to produce systems. Such systems include various sensory, motor, and neuroendocrine systems. Knowledge concerning function is gained by studies of structures and studies of perception, learning and memory, behavior, and cognition.
- **Theory:** Governing principles that can be proposed from all the above. Examples of theories include those that address the relationships between brain and behavior, articulate how brain structure and function changes over time, and explain cognitive and perceptual processes.

In addition, it is our goal that all students can skillfully apply and analyze knowledge gained from their studies. Statistics courses, lab-based methods courses, and/or direct experience in research projects serve this goal.

ADVANCED PLACEMENT

AP credit may be used to place out of any of the foundation courses, subject to the guidelines of the department hosting these courses.

PRIZES

George H. Acheson and Grass Foundation Prize in Neuroscience: Established in 1992 by a gift from the Grass Foundation, this prize is awarded to an outstanding undergraduate in the Neuroscience and Behavior Program who demonstrates excellence in the program and who also shows promise for future contributions in the field of neuroscience.

BA/MA PROGRAM

This program provides an attractive option for science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. For more information, please visit https://catalog.wesleyan.edu/departments/nsb/grad-nsb/ as well as the Graduate Studies page: http://wesleyan.edu/grad/degree-programs/bama.html (http://www.wesleyan.edu/grad/degree-programs/bama.html).

ADDITIONAL INFORMATION

- **Teaching apprenticeships.** Students may be appointed teaching apprentices with the approval of the participating faculty member and the Office of Academic Affairs. The apprenticeship position involves assisting a faculty member in the teaching of a course. Concurrently, the apprentice enrolls in an apprenticeship tutorial (NS&B491/NS&B492) that is usually a one-credit course and operates in either the graded or credit/no credit mode.
- **Petitioning for exemptions.** A student may request a variance from the requirements of the major or for honors by submitting a written petition to the chair of the program. The petition should indicate why the requirement cannot be met and the educational justification for the alternative. The petition will be considered by the NS&B faculty, and the student will receive a statement of the decision by letter.
- **Seminars.** The program periodically invites neuroscientists from outside Wesleyan to come here and describe their research. These seminars frequently complement course material and give students the opportunity to interact with noted researchers. The talks are usually scheduled for noon on Wednesdays. Students are encouraged to attend.

HONORS

To be considered for honors, a student must be an NS&B major and have a B average (grade average 85) in the courses credited to the major. The student must submit a laboratory research thesis that was supervised by a member of the NS&B faculty and be recommended for honors by the NS&B faculty.

MASTER OF ARTS IN NEUROSCIENCE AND BEHAVIOR

The Program in Neuroscience and Behavior (NS&B) opens avenues for students to explore the role of the brain in expressing behavior in animals including humans. Students learn the details of how the nervous system works and how it functions with other biological and psychological systems. New technologies in contemporary neuroscience have helped to bring about many important discoveries, with more on the horizon. Wesleyan neuroscience students learn in an interdisciplinary environment that includes coursework in biology, psychology, and chemistry. Students often expand their learning to include topics such as statistics, computer programming, design, and philosophy of science. Lab-based methods courses and hands-on research in state-of-the-art laboratories give students a rich educational experience that provides a foundation for various career options that include medicine, basic and applied research in the public or private sector, and scientific writing or reporting.

The NS&B program offers graduate study leading to the degree of Master of Arts through the BA/MA program. Admission to the program is competitive and requires completion of an independent research thesis. In their MA year, students work closely with faculty research mentors while they complete coursework and participate in seminars. Prospective candidates are expected to declare their intention to enter the BA/MA program in the first

semester of their junior year to permit the design of an acceptable program of study.

MA candidates complete at least six credits in addition to the 32 credits required for the Wesleyan BA. Three MA credits are earned through Journal Club, Advanced Research, and the Research Seminar. The remaining MA credits are earned through lecture, lab, or seminar coursesdetermined by the student and mentor and approved by the Office of Graduate Student Services. Students in the MA program will submit a written thesis describing their research that they will present orally to their committee in a closed-door defense of the thesis and present publicly during the research seminar.

COURSES

BA/MA PROGRAM

The MA will require a minimum of 6 credits in addition to the 32 necessary for the Wesleyan BA. Three credits will be earned through Journal Club I & II (0.25 credits x 2 = 0.50), Advanced Research NS&B549/NS&B550 (1.0 credits x 2 = 2.0) and Research Seminar (.50 credits). The remaining credits will be earned through lecture, lab, or seminar courses (200, 300, or 500-level) determined by the student and mentor; a minimum of two of these must be one-credit courses. MA credit will only be awarded for academic work in which grades of B minus or higher have been earned. A student in the BA/MA program who earns more than 32 credits during the BA may apply any excess credits toward the MA, providing that they are relevant to the research area and they have not been used to fulfill an undergraduate major requirement. All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university.

LANGUAGE REQUIREMENT

There are no language requirements for the BA/MA Program in NS&B.

PROGRESS AND QUALIFYING EXAMS

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

TEACHING

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

RESEARCH

Students conduct research and complete a written thesis in partial fulfillment of their MA degree. For the most recent information regarding the research carried out by faculty in the NS&B program, please visit the NS&B website: https://www.wesleyan.edu/nsb/faculty.html

THESIS AND DEFENSE

Students in this program will submit an MA thesis describing the research and will present this to their committee in a closed-door oral defense of the thesis. Following the oral defense with the thesis committee, the students will receive two grades for their thesis work: one for the oral component and one for the written component of the thesis. Additionally, students are required to give a public presentation during the research seminar (BIOL557 or CHEM587/CHEM588) describing their research as partial fulfillment of the degree requirements.

PHILOSOPHY

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

AFFILIATED FACULTY

Younes Ajoun
PHD, University Sidi Mohammed Ben A
Visiting Scholar in Philosophy

Mary-Jane Victoria Rubenstein
BA, Williams College; MPHIL, Cambridge University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University
Dean of the Social Sciences; Professor of Religion; Professor, Feminist, Gender, and Sexuality Studies; Professor, Science and Technology Studies; Professor, Philosophy

Daniel Smyth
BA, University of Chicago; MA, University of Chicago; PHD, University of Chicago
Associate Professor of Letters; Associate Professor, Philosophy; Associate Professor, German Studies

CHAIR

Sanford Shieh
AB, Cornell University; BA, Cornell University; BA, Oxford University; PHD, Harvard University
Chair, Philosophy; Professor of Philosophy

EMERITI

Brian C. Fay

BA, Loyola Marymount University; MA, Oxford University; DPHIL, Oxford University; MAA, Wesleyan University
William Griffin Professor of Philosophy, Emeritus

Lori Gruen
BA, University of Colorado Boulder; PHD, University of Colorado Boulder
William Griffin Professor of Philosophy, Retired

FACULTY

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

Steven W. Horst
BA, Boston University; PHD, University of Notre Dame
Coordinator, Christianity Studies; Professor of Philosophy; Professor, Science and Technology Studies

Tushar Irani
BA, Colgate University; PHD, Northwestern University
Faculty Director, Mellon Mays Undergraduate Fellowship; Professor of Philosophy; Professor of Letters; Professor, Education Studies; Professor, National Education Equity Lab; Professor, CPE

Joseph T. Rouse
BA, Oberlin College; MA, Northwestern University; PHD, Northwestern University; MAA, Wesleyan University
Professor of Science and Technology Studies; Professor of Philosophy; Hedding Professor of Moral Science; Professor, Environmental Studies

Sanford Shieh
AB, Cornell University; BA, Cornell University; BA, Oxford University; PHD, Harvard University
Chair, Philosophy; Professor of Philosophy

Elise Springer
BA, Wesleyan University; MA, University of Connecticut; PHD, University of Connecticut
Associate Professor of Philosophy; Associate Professor, Feminist, Gender, and Sexuality Studies

Nicholas Whittaker
BA, Harvard University; MPhil, CUNY Graduate School and University Center; PhD, CUNY Graduate School and University Center
Assistant Professor of Philosophy

VISITING FACULTY

Maya von Ziegesar
BA, Princeton University
Visiting Instructor of Philosophy; Research Fellow

DEPARTMENTAL ADVISING EXPERTS

All departmental faculty

- Undergraduate Philosophy Major (p. 1098)

PHIL112 Virtue and Vice in History, Literature, and Philosophy
Examines the long, complex and sometimes contradictory associations of virtue with piety, salvation, righteousness, intensity, strength, and, more recently with vulnerability and suffering. Beginning with Confucius and Aristotle, and winding our way through Christianity, humanism, postmodernism until the present, we will explore the ethics, power, and politics of the ideas of virtue and vice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL228, CHUM228, HIST140**
Prereq: **None**

PHIL118 Reproduction in the 21st Century
This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL118, FGSS118, STS118**
Prereq: **None**

PHIL151 Living a Good Life: Chinese Lab (CLAC.50)
This optional "lab" class is intended for students (1) who have taken or are currently taking PHIL 210: Living a Good Life; and (2) who have little or no exposure to classical Chinese. Each weekly session will introduce students to aspects of the classical Chinese language--the written language of pre-20th-century China. Students will be able to read (in Chinese) and discuss (in English) key passages from the Confucian classics on which the Living a Good Life courses is partly based. No previous knowledge of Chinese (classical or modern) is necessary.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Identical With: **CGST224, CHIN151**
Prereq: **None**

PHIL152 Living a Good Life: Greek Lab (CLAC.50)
This half-credit "Greek Lab" uses a slow reading of Plato's Republic to invite students into the world of Ancient Greek. In the first three weeks of the semester, students will be introduced to the Ancient Greek alphabet and explore the meanings of two key Greek philosophical terms -- eudaimonia (often translated as "happiness" or "flourishing") and dikaiosune ("justice" or "righteousness") -- that will set the stage for our study of Plato. In subsequent weeks, we will progress through each of the ten books of the Republic, highlighting a pivotal Greek keyword in each class session and discussing how its nuances inform Plato's argument for the good life as the just life.

No prior experience with Greek (ancient or modern) is required, and all readings and discussion will be geared toward students with little to no background in classical languages. Our goal is twofold: to develop an appreciation for Attic Greek, and to discover how direct exposure to the language enhances our understanding of a core text in the history of philosophy. Through short reading assignments prior to class, followed by group work and guided discussion in class, students will gain a unique perspective on some of philosophy's most enduring questions, while also developing the tools to navigate Ancient Greek terminology with confidence. Please note: this course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative and is not meant

to replace a full introductory course in Ancient Greek. Students seeking more in-depth language training should enroll in GRK 101.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Identical With: **CGST225**
Prereq: **None**

PHIL160 Philosophy and the Movies: The Past on Film
This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM360, HIST129**
Prereq: **None**

PHIL185 Let's Talk: Civil Disagreement and Dialogue
This class is designed to help students improve their communication and dialogue skills through character development. We will consider ways to build community and trust in order to productively engage in and facilitate difficult conversations across political and social differences. Rooted in a philosophical framework for the study of values and virtue, we will reflect upon and incorporate the moral and intellectual features of good dialogues into our everyday lives. Our goal is to become the sort of people who can communicate effectively across differences in careful, constructive, open dialogues aimed at truth and justice.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL184, RELI184, SOC276**
Prereq: **None**

PHIL185F Reasonable Disagreements: Science, Philosophy, Magic, & Society (FYS)
Much of contemporary social and political discourse revolves around science--with many assuming that science is rational, objective, true, and the ultimate source of knowledge. As a result, it would seem unreasonable to believe in things like astrology, magic, alchemy, and other non-scientific ideals, or even to suggest that science might not be as objective, rational, or true as we might think. In this class we will explore different historical and philosophical approaches to distinguishing "legitimate" forms of inquiry and knowledge, considering the ways that our contemporary perspectives on science have been shaped by a long history of philosophy, "natural" philosophy, magic, theology, and "pseudosciences." We will investigate issues and concepts within and about science, including topics such as the nature of theories, the nature of scientific progress, and the relations among science, values, and society.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL185F, RELI185F, STS185F**
Prereq: **None**

PHIL195 Mellon Mays Fall Seminar
This course is for participants in the Mellon Mays Undergraduate Fellowship program. It is designed to introduce students to the requirements and rigors of graduate school. A central focus of the seminar will be to develop a research project on which the students would work over a two-year period.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL196 Mellon Mays Spring Seminar
This course is for participants in the Mellon Mays Undergraduate Fellowship program. It is designed to introduce students to the requirements and rigors of graduate school. A central focus of the seminar will be to develop a research project on which the students would work over a two-year period.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL201 Philosophical Classics I: Ancient Western Philosophy
This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **COL359, CLST217**
Prereq: **None**

PHIL202 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant
Can we ever hope to attain certain knowledge of the external world? Can we know ourselves? How is our mind related to our body? Are our senses more reliable than our intellect? Or is it the other way round? Can we have science without a belief in God? These are some of the questions that excited the philosophical imagination of the major intellectual figures of the early modern period, an era of unparalleled collaboration between science and philosophy. In this course we will examine how the Scientific Revolution encouraged philosophers toward radical innovation in epistemology and philosophy of mind, laying the foundations for our own modern conceptions of natural law, scientific explanation, consciousness and self-consciousness, knowledge and belief. We will be reading, analyzing, and arguing with some of the most influential works in the history of Western philosophy, including Descartes' MEDITATIONS, Locke's ESSAY CONCERNING HUMAN UNDERSTANDING, Hume's ENQUIRY CONCERNING HUMAN UNDERSTANDING, and Kant's CRITIQUE OF PURE REASON.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **COL360**
Prereq: **None**

PHIL204 Philosophical Classics IV: 20th-Century Analytic Philosophy
This course will study selected writings by the antispeculative, logic- and language-oriented thinkers who have shaped 20th-century Anglo-American philosophy--including Peirce, Frege, Moore, Russell, Wittgenstein, Carnap, Quine, Ryle, and Austin.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **PHIL202 OR PHIL101**

PHIL205 Classical Chinese Philosophy
Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **CEAS261, RELI228**
Prereq: **None**

PHIL206 Community-Engaged Philosophy: Teaching the Search for a Good Life
In this half-credit course, students who have successfully served as discussion facilitators for PHIL210: Living a Good Life will learn how to teach an abbreviated version of the course to local high school students in a nine-week voluntary after-school program. Having been trained in this special approach to discussion facilitation for their fall semester work in PHIL210, students will be able to deepen their knowledge of both course content (philosophy) and their facilitation skills through guided experiential learning. Course topics will focus on the skills of learning through close observation and reflection on one's teaching (reflective practice), understanding one's students (adolescent development, cultural consciousness), and pedagogical knowledge regarding lesson planning, student engagement, developing productive classroom climate, promoting self-directed learning, and authentic assessment. Students must have served as discussion facilitators/leaders for PHIL210.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL310**
Prereq: **None**

PHIL207 Live Like a Philosopher
Philosophy in the ancient world was viewed not simply as a discipline or body of doctrine but as a way of life. In this project-based learning course, we will study and put into practice the theoretical views of four schools of ancient philosophy in the Greek and Roman world: Platonist, Aristotelian, Epicurean, and Stoic. After some preliminary work introducing ourselves to each of these schools, the majority of this course will be divided into four units. In each unit, students will "live like a philosopher" by incorporating the thought of each school into their daily lives. The aims of this course are to test the viability of these philosophical theories, consider how they may be put into practice, and explore how they may illuminate for us what it means to lead a well-lived life.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL207F Live Like a Philosopher (FYS)
Philosophy in the ancient world was viewed not simply as a discipline or body of doctrine but as a way of life. In this project-based learning course, we will study and put into practice the theoretical views of four schools of ancient philosophy in the Greek and Roman world: Platonist, Aristotelian, Epicurean, and Stoic. After some preliminary work introducing ourselves to each of these schools, the majority of this course will be divided into four units. In each unit, students will "live like a philosopher" by incorporating the thought of each school into their daily lives. The aims of this course are to test the viability of these philosophical theories, consider how they may be put into practice, and explore how they may illuminate for us what it means to lead a well-lived life.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL208 Teaching Fellowship for National Education Leaders
This course is for students to serve as Teaching Fellows for a course with the National Education Opportunity Network (neonopportunity.org), which provides college courses to Title I and Title I-eligible high schools nationwide. Please inquire with the instructor for information on course topics available this semester. Students will: -Host weekly 45-minute synchronous discussion sessions with 15-25 high school scholars via Zoom to enhance their engagement with course content, expose them to college-level seminar-style discussions, and help improve their analytical and metacognitive skills. -Evaluate and provide feedback on student work. Specific time assignments for sessions with high school students and required Teaching Fellow group meetings will be scheduled at the same time every week based on availability. This course counts for 10 hours toward the 20-hour practicum requirement in the EDST major or minor. The other 10 hours can be completed by repeating this class or through an independent practicum.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST405, QAC302, CSPL305**
Prereq: **None**

PHIL210 Living a Good Life
For many philosophers, Eastern and Western, philosophy has been more than an effort to answer fundamental theoretical questions. It has been an activity aimed at changing one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of living a good life. How does philosophical reasoning interact with lived practice? How do views about metaphysics or psychology lead to ethical commitments? Despite their differences, Confucians, Daoists, Aristotelians, and Stoics all agreed that philosophy should aim at making us better people. Can such an idea still get traction in today's world? This course will typically have a large-group lecture each Monday, smaller breakout sections with the instructors on Wednesdays in which the texts and ideas will be discussed, supplemented by smaller weekly student-led dialogue sessions on Fridays. For details about the structure of the course and a syllabus of class meetings, along with the locations of plenary lecture sessions, breakout sessions, and dialogue sessions, please see this year's course website and past versions of the course at the following link: https://livingagoodlife.com. Students who would like to explore the ancient Chinese and Greek texts on which the course draws are encouraged to enroll in either of two, optional 0.50-credit classes that are associated with our course: PHIL151 Living a Good Life: Chinese Lab; and PHIL152 Living a Good Life: Greek Lab. These courses will expose students with no prior background to the Classical Chinese and Greek languages. See their separate entries in WesMaps for more information.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**

Identical With: **CEAS253, COL210**
Prereq: **None**

PHIL211 Critical Philosophy of Race
What is race? Can philosophy account for it or describe it? This class will serve as an introduction to the field of philosophy of race, and examine the general crises or problems that race and racism raise for philosophical projects and methods. We will explore topics such as the ontology of race, its relationship to other social formations like class and gender, its foundations in violence, and its fugitive possibilities. We will read work from classical philosophers of race--like Charles Mills, Linda Alcoff, and David Haekwon Kim--and from scholars at the margins of philosophy--like Gloria Anzaldua, Adrian Piper, and Fred Moten.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **AFAM211**
Prereq: **None**

PHIL211F Critical Philosophy of Race (FYS)
What is race? Can philosophy account for it or describe it? This class will serve as an introduction to the field of philosophy of race, and examine the general crises or problems that race and racism raise for philosophical projects and methods. We will explore topics such as the ontology of race, its relationship to other social formations like class and gender, its foundations in violence, and its fugitive possibilities. We will read work from classical philosophers of race -- like Charles Mills, Linda Alcoff, and David Haekwon Kim -- and from scholars at the margins of philosophy -- like Gloria Anzaldua, Adrian Piper, and Fred Moten.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL212 Introduction to Ethics
This course will begin with some ancient questions about values. We find that two ancient approaches to right living (Platonic-Stoic and Aristotelian) differ radically over how much experience or society can teach us about what is good. Yet both insist that moral life is essentially connected to individual happiness. Turning next to modern ideas of moral action (Kantian and utilitarian), we find that they both emphasize a potential gulf between individual happiness and moral rightness. Yet, like the ancients, they disagree over whether morality's basic insights derive from experience. The last third of the course explores more recent preoccupations with ideas about moral difference, moral change, and the relation between morality and power. Especially since Marx and Nietzsche, moral theory faces a sustained challenge from social theorists who allege moral norms and judgments serve hidden ideological purposes. Some have sought to repair universal ethics by giving an account of progress or the overcoming of bias, while others have argued for plural or relative ethics. Ecological critics have challenged moral theorists to overcome their preoccupation with exclusively human interests and ideals. What kinds of moral reflection might be adequate to problems of global interdependence? Students will come to understand the distinctive insights and arguments behind all of the positions considered, to recognize more and less cogent lines of response to them, and to shape their own patterns of moral reasoning through careful reflection.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **ENVS212**
Prereq: **None**

PHIL213 Introduction to Existentialism
This course covers the wide variety of thinkers who may be considered a part of the existentialist tradition. The political and cultural phenomenon of existentialism asks questions concerning the essence of freedom in modern society, the role of emotions and passions in subjectivity, how meaning is brought to life, and the tensions between individuality and society. We will address these questions through the writings of thinkers such as Friedrich Nietzsche, Fyodor Dostoevsky, Jean-Paul Sartre, Simone de Beauvoir, Emilio Uranga, Leopoldo Zea, Gloria Anzaldúa, and Frantz Fanon. Throughout we will investigate what lessons for political life and belonging we can draw from these thinkers in our contemporary world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **RL&L213**
Prereq: **None**

PHIL213F Introduction to Existentialism (FYS)
This course covers the wide variety of thinkers who may be considered a part of the existentialist tradition. The political and cultural phenomenon of existentialism asks questions concerning the essence of freedom in modern society, the role of emotions and passions in subjectivity, how meaning is brought to life, and the tensions between individuality and society. We will address these questions through the writings of thinkers such as Friedrich Nietzsche, Fyodor Dostoevsky, Jean-Paul Sartre, Simone de Beauvoir, Emilio Uranga, Leopoldo Zea, Gloria Anzaldúa, and Frantz Fanon. Throughout we will investigate what lessons for political life and belonging we can draw from these thinkers in our contemporary world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL214 Reasoning About Justice
This course introduces students to the disciplined study of philosophy through reflection on justice and the grounding and authority of claims invoking justice. The central theme of the course is that conceptions of justice and its authority cannot be understood or established in isolation. The meaning and authority of claims about justice and injustice can only be established through inferential relations to other philosophical issues, for example, concerning reason, knowledge, reality, agency, and identity. These issues will be explored through reflective engagement with classic treatments of these issues by Plato, Hobbes, Kant, and more contemporary philosophical work. The contemporary readings include discussions of distributive justice (concerning access to resources and opportunities); the interplay between gender, race, and conceptions of justice; and whether justice and injustice can be assessed comparatively without reference to a comprehensive, ideal social order.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL214F Thinking with Animals (FYS)
Non-human animals are all around us but often we don't think about them, and more often than not, we don't consider thinking with them. Some people continue to believe that animals don't think at all. In this course we will explore our relationships with other animals, what we think of living with and around them, what we imagine they think about living with and around us. We will use philosophical, scientific, and literary texts to help us explore our complex relationships with other animals.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL215 Humans, Animals, and Nature
A variety of important issues are central to understanding the complexity of relationships between humans, nonhumans, and the rest of nature. The goals of the course are to help students to think critically, to read carefully, to argue well, and to defend their own reasoned views about the moral relations between humans, animals, and nature.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **ENVS215, STS214**
Prereq: **None**

PHIL216F Whither Democracy? Introduction to Political Philosophy (FYS)
The course introduces students to some of the major philosophical perspectives that continue to inform contemporary social and political thought. We begin with the two paradigmatic arguments for obedience to the state and arguments for civil disobedience given by Plato and Dr. Martin Luther King Jr. We then look at the main justifications for obedience to the state--the social contract, freedom and equality (by looking at the topic of work and a universal basic income)--and then explore the contemporary crisis of democracy. We then conclude by exploring civil disobedience as the legacy of Dr. King in light of Tahrir Square/ Occupy Wallstreet/BLM.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL217 Truth & the Poet: Introduction to Phenomenology and Lyric Thinking
What is lyric poetry? What is phenomenology? Can poetry think phenomenologically? What can phenomenology tell us about the way lyric poetry communicates experience? What is the nature of poetic experience, and how does it relate to the structure of experience more generally? What is the relationship between subjectivity and objectivity in experience and the meaning that we give to it? This course provides a foundation for (1) ways of reading and discussing lyric poetry, and (2) understanding and engaging with the school of philosophical thought known as phenomenology. We will read poems from a wide variety of periods, languages, and cultures including Sappho, Césaire, Vallejo, Plath, Dickinson, Rilke, Rimbaud, Stevens, Baudelaire, Dylan, and many others. We will build a basic approach to phenomenology through select readings of Husserl and Heidegger. This course is designed for students with no prior knowledge of philosophy or poetry. By working interdisciplinarily with various thinkers and poets, this course will introduce or continue familiarity with close reading in the College of Letters and other areas of the humanities. This course is recommended but not required prior to taking COL 309 (The Poet & Truth).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL232**
Prereq: **None**

PHIL218 Personal Identity and Choice
This course explores philosophical reflections on the problem of personal identity and its relationship to matters of choice and freedom. How do certain experiences and thoughts and physical materials compose oneself? Am I the same person over time even through complete transformations of experience, thought, and material? Can I choose which elements of my existence to count as essential? Some argue the concept of a unified and enduring self partakes of illusion; at the other extreme, some argue for the permanent integrity of individual souls. Regarding choice and freedom, we find a related debate, ranging from those who deny free will altogether to those who define humanity's essence in terms of choice and agency. Might we coherently say that some human selves can have more integrity and others less? What gives a measure of meaningful coherence to a person's life? Similarly, can we distinguish some choices as more free than others? What makes for meaningful choice? Besides serving as an introduction to philosophical reasoning, the course will draw interdisciplinary connections on themes such as social identities, religious experience, political freedom, and legal responsibility.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL218F Personal Identity and Choice (FYS)
This course explores philosophical reflections on the problem of personal identity and its relationship to matters of choice and freedom. How do certain experiences and thoughts and physical materials compose the self? Am I the same person over time even through complete transformations of experience, thought, and material? Can I choose which elements of my existence to count as essential? Some argue the concept of a unified and enduring self partakes of illusion; at the other extreme, some argue for the permanent integrity of individual souls. Regarding choice and freedom, we find a related debate, ranging from those who deny free will altogether to those who define humanity's essence in terms of choice and agency. Might we coherently say that some human selves can have more integrity and others less? What gives a measure of meaningful coherence to a person's life? Similarly, can we distinguish some choices as more free than others? What makes for meaningful choice? Besides serving as an introduction to philosophical reasoning, the course will draw interdisciplinary connections on themes such as social identities, religious experience, political freedom, and legal responsibility.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL220 Human Nature
The idea of "human nature" plays an important role in all sorts of explanations, but what does it mean? What is it to be a human? Are we just rational animals? Do some humans have different natures than others? Is it possible for us to change our nature or is it innate? Are we products of nature, nurture, or some combination? Are humans fundamentally evil or good? By examining philosophical, historical, religious, theoretical, and scientific literatures, this course will examine various answers to these questions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **STS220**
Prereq: **None**

PHIL221F Philosophy as a Way of Life (FYS)
For many philosophers, East and West, philosophy has been more than an effort to answer fundamental questions. It has been an activity aimed at changing one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of life. How does philosophical reasoning interact with lived practice? How do metaphysical views lead to ethical commitments? Despite their differences, Confucians, Christians, Aristotelians, and Stoics all agreed that

philosophy should aim at making us better people. Can such an idea still get traction in today's world?
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL222 Global Philosophy
Philosophy is not now, nor has it ever been, narrowly confined to one culture, tradition, or civilization. As European and then American power reached around the world in recent centuries, so too have Euro-American philosophical traditions acquired a global audience, but other philosophical traditions did not disappear. These other ways of approaching philosophy have been re-emerging or reconstituting themselves--sometimes drawing on and sometimes contesting assumptions from the Euro-American traditions--in what can loosely be called our post-colonial world. This course asks what "philosophy" means in these different contexts and explores how philosophy was and is done within various traditions. In addition, we probe and assess distinct approaches to making philosophy more global, which at the very least must mean more cognizant of the presence of multiple ways of doing philosophy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS252**
Prereq: **None**

PHIL224F Horror Film and Philosophy (FYS)
Why are we fascinated with films like Halloween and The Babadook? This class will use philosophical concepts and skills to explore the horror movie genre. Topics will include the definition of artistic genres, the phenomenology of horror, and the concept of monstrosity. You will be asked to closely examine both philosophical texts--including work by Noel Carroll, Cynthia Freeland, Catharine Malabou, and Eugene Thacker--and horror films themselves--including Night of the Living Dead, Christmas Evil, Titane, and The Love Witch.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL229F History and Philosophy of Mathematics (for Everyone) (FYS)
Mathematical knowledge is a pinnacle of human knowledge and achievement, so we will never have an adequate account of human knowledge until mathematical knowledge is properly understood. For this reason, the course addresses the question: How do we come to know mathematical truths? What is distinctive about the course is that we will try to answer this philosophical question via scientifically, culturally, and historically informed reflection. This "humanizes" mathematical thought by finding its origins in humans (and in animals), and by finding it in specific cultural contexts and practices and in the historical expression and transmission of ideas. We will reflect on examples of proto-mathematical practices (measurement, record-keeping, writing), on the cognitive or psychological limitations that we overcome mathematics, as well as on some of the history of properly mathematical practices (arithmetic, geometry, algebra). We will identify the distinctive features of various mathematical practices and ask why they take the forms they do and what general morals can be drawn from them. You will also be invited to draw a philosophical moral about the nature of mathematical truth. Meetings will be a mixture of lectures, discussion, and review. Assignments will include writing assignments, problem sets, and "explainer" presentations in which you explain what's going on in a given passage. Hints and pointers about the readings will be provided. Never fear; no calculus will be presupposed or taught!
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHIL**
Identical With: **MATH114**
Prereq: **None**

PHIL231 Reason and Paradox
This course is an introduction to philosophy, logic, and conceptual issues underlying the foundations of the natural and social sciences. We will examine and analyze a range of patterns of reasoning that lead to surprising, even alarming, conclusions. These go from fallacious arguments whose mistakes can be clearly pinpointed, to conceptual puzzles whose resolution leads to insights about reasoning, to four genuine paradoxes for which there are no clear solutions at all. Most of these paradoxes have been known since antiquity: Zeno's Paradox, about the concepts of space, time, and motion; the Liar Paradox, about the notions of truth and reference; the Sorites Paradox, about the notion of vagueness; and a surprise paradox to be announced in class. The analysis of fallacies and puzzles leads to the study of deductive logic. On the basis of a working knowledge of logic, we will be in a position to see how the paradoxes challenge both the fundamental assumptions that we make in thinking about the world and the very assumptions that underlie rational thought itself.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHIL**
Prereq: **None**

PHIL232 Beginning Philosophy
This introduction to philosophy for first-year students includes close study and discussion of some major classical texts, as well as some contemporary works.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL232F Beginning Philosophy (FYS)
This introduction to philosophy for first-year students includes close study and discussion of some major classical texts, as well as some contemporary works.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL233F Bodies and Experiences (FYS)
Philosophers study the world with their minds. But who says that they should only discuss "mental" stuff such as concepts, rationality, or logic? This course is about bodies, and about the experiences that we have in virtue of those bodies. We will explore a variety of contemporary philosophical topics that have bodies and experiences at their center. These include the experience of skilled movement when we dance or play a sport, having a physical disability, or being shamed for our body size. We will discuss the ways we experience race, gender, sex, and sexual orientation. We will learn what makes a question distinctly philosophical and what methods philosophers follow to answer it. But most importantly, we will learn to be OK with the fact that there might be no true answer at all.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL234 Riddles of Existence: An Introduction to Metaphysics and Epistemology
Philosophy, according to one of the earliest philosophers, Aristotle, begins in wonder. This course is an introduction to some central aspects of the world and of our lives that give rise to wonder. Specifically, we will begin a rigorous examination of the natures of reasoning, knowledge, identity, mind, body, time, freedom, morality, and beauty.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL242 Introduction to Buddhist Thought and Practice
This course will introduce significant aspects of Buddhist thought and practice, primarily as it manifested through the literature of India, South Asia, and East Asia. It begins with an overview of the historical Buddha's life and the development of early Buddhist ideas and practices. The course then introduces the Mahayana or Great Vehicle tradition that began to emerge around the first century BCE, as well as later forms of esoteric Buddhism known as Tantra. The course concludes with the development of modern Buddhism in Asia and its manifestation in the West. Readings consist mainly of primary Buddhist texts in translation, which are supplemented as necessary by works of secondary scholarship. The course broadly examines the topics of Buddhist philosophy and ethics, monastic and ascetic life, meditation and ritual practices, and the material culture of Buddhist societies, including artistic traditions, architecture, and book culture.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI242, CEAS242, GSAS242**
Prereq: **None**

PHIL250 Thinking By Analogy: The Philosophical Use of a Literary Form
"Juliet is the sun!" So says Romeo, but what does it mean to say someone is the sun? Presumably, Juliet is the sun in being the source of warmth, life, and light in Romeo's world. Yet Juliet is of course not the sun in being an object of astrophysical study, or a giant ball of burning gas. Romeo's claim works, it seems, through a curious interweaving of being and not-being; of sameness and difference. Analogical thinking serves as a source of illumination in all human cultures, and is a pivotal method of comparative and critical inquiry across a range of diverse fields. It facilitates the exploration of abstract themes in literature, aids in drawing insightful inferences in scientific discovery, navigates the complexities of case precedents in legal reasoning, and supports the crafting of compelling ethical arguments. This course will examine the art of analogy as a tool for philosophical understanding and creative thought, tracing its development in the history of philosophy through to its contemporary applications. Roughly half of the semester will focus on premodern perspectives on analogical thinking and verbal image-making, with an emphasis on the contributions of Plato and Aristotle. The remaining half will focus on later works of philosophy and literature that theorize about or employ analogical methods. Our interest throughout will be in how such thinking helps address issues surrounding the nature of reality, representation, and interpretation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **COL249**
Prereq: **None**

PHIL251 Classical Chinese Philosophy: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Classical Chinese Philosophy (PHIL205) course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN351, CGST251**
Prereq: **None**

PHIL252 Nietzsche - Science, Psychology, Genealogy
This course offers an intermediate survey of Friedrich Nietzsche's mature philosophical writings. Nietzsche's thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions--does human life have meaning? What makes an action right or wrong? Can we comprehend the true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche's reflections on the impact of modern science (especially the advent of Newton's mechanical physics and Darwin's evolutionary biology) on our conceptions of value and meaning in human life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL290, GRST290**
Prereq: **None**

PHIL253 Nietzsche als Versucher (CLAC.50)
The term "Versucher" combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes "Versucher" as "the not-undangerous name [he] dares to bestow" on the "philosophers of the future"--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member)

and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 "Nietzsche - Science, Psychology, Genealogy," though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **CGST290, GRST330, COL287**
Prereq: **None**

PHIL254 The Rationalist Tradition in Early Modern European Philosophy
This course offers an intermediate-level survey of the Rationalist tradition in Early Modern European Philosophy. Broadly speaking, Rationalism (with a capital 'R') is the view that human reason can deliver insight into significant philosophical truths, without relying on sense experience. We will explore varieties of this methodological commitment in connection with several core topics - including the existence of God, the nature of the human mind (or soul), its relation to the body, and the possibility of empirical knowledge. We will read texts by René Descartes, Princess Elisabeth of Bohemia, Margaret Cavendish, Baruch Spinoza, G.W. Leibniz, and Emilie Du Châtelet.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL283**
Prereq: **None**

PHIL255 Moral Psychology
Moral psychology is the study of our minds that is aimed at an understanding of how we develop, grow, and flourish as moral beings. In this course we will examine historical and contemporary texts from philosophy, psychology, and spiritual writings that deal with the nature of the good life for human beings, the development of virtues, and the cultivation of ethical understanding and moral sensibilities. Emphasis will be both on careful understanding of the texts and on the attempt to relate the theories discussed to our own moral lives.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL257 Human Nature in Chinese Thought
This is a course on theories and practices regarding human nature in the history of Chinese traditions, such as Confucianism, Daoism, Legalism, Buddhism, and Neo-Confucianism. What does it mean to be a human? Do all humans have something in common? How should we conduct our lives with respect to those common characteristics? Thinkers from both Western and Eastern traditions have offered their own distinctive and thought-provoking answers to those questions. In the West we are more familiar with the concept of "rational animal" which remains the classical understanding of human nature since the time of Plato and Aristotle. In the history of the Chinese tradition, however, very different approaches towards human nature were adopted, such as the concepts of sympathy, effortless action, no-self, and original enlightenment. Together they can offer us some new insights into the concept of human nature beyond just rationality.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS267**
Prereq: **None**

PHIL258 Post-Kantian European Philosophy
In this study of 19th- and 20th-century philosophy in Europe (primarily France and Germany), special attention will be devoted to the interpretation of modern science, its significance for understanding the world as distinctly modern, and ourselves and the world as natural (or as transcending nature). Related topics include the scope and limits of reason, the role of subjectivity in the constitution of meaning, the place of ethics and politics in a science-centered culture, and the problems of comprehending historical change. Philosophers to be read include Kant, Hegel, Marx, Nietzsche, Husserl, Heidegger, Weber, Marcuse, Habermas, and Foucault. The course is designed to introduce students to a very difficult but widely influential philosophical tradition and will emphasize close reading and comparative interpretation and assessment of texts and reasoning. This course meets the Social, Cultural, and Critical Theory Certificate's requirement in philosophical origins of theory.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **STS281**
Prereq: **None**

PHIL259 Neo-Confucian Philosophy
This course presents critical discussion of issues central to Neo-Confucian (11th--19th centuries CE) philosophers that in many cases are still central in East Asian thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality. While our primary focus is on China, we will also look at distinctive Neo-Confucianism issues in Korea and Japan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **CEAS256, RELI206**
Prereq: **None**

PHIL260 Reading Mencius in Chinese (CLAC.50)
This course offers students the opportunity for guided reading of the original, classical Chinese text of the great Confucian classic Mencius (or Mengzi). Advanced (fourth-year level or above) competence in Chinese (including native Chinese competence) is required for the class, but previous experience in classical Chinese is not. The pace of reading and language of discussion will be determined based on student enrollment.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST260**
Prereq: **None**

PHIL261 Philosophical Classics III: Post-Kantian Analytic Philosophy
This course focuses on the development of a central strand of European and American philosophy after Kant: the analytic tradition of philosophy. The philosophical orientation, problems, and methods of this tradition animate much of contemporary philosophy, and this course aims to provide a basic grounding in this tradition, and thereby a gateway to current mainstream philosophizing.

Topics include: logic, mathematics, science, necessity, thought, knowledge, and reality.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **PHIL201 OR PHIL231**

PHIL262 Phenomenology and Existentialism
In this course, we will study and discuss two interrelated and complementary schools of thought in Western philosophy: phenomenology and existentialism. We will cover both history and contemporary debates, as well as phenomenology-inspired research in cognitive science, psychology, and neuroscience. Roughly half the course will be devoted to the origins of phenomenology and existentialism, setting the main views within their historical context. The other half will discuss contemporary philosophical debates and scientific research, for example in artificial intelligence and robotics, involving phenomenological approaches.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL263 Modern Chinese Philosophy
We will critically examine Chinese philosophical discourse from the late 19th century to the present, including liberalism, Marxism, and New Confucianism. Topics will include interaction with the West, human rights, the roles of traditions and traditional values, and the modern relevance of the ideal of sagehood.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **CEAS264**
Prereq: **None**

PHIL264 Philosophical Approaches to the Animal
This course offers a survey of various philosophical topics related to non-human animals, including animal ethics, animal consciousness, the human-animal binary and animal ontology, and the political condition of animals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL265 Postanalytic Philosophy: Science and Metaphysics
The analytic movement in early 20th-century philosophy distinguished the domain of philosophy from that of empirical science. The sciences were empirical disciplines seeking facts, whereas philosophy primarily involved the analysis of linguistic meaning, often using the resources provided by formal logic. Criticisms of this conception of philosophy and its relation to the sciences have shaped much of the subsequent development of anglophone philosophy. This course will examine closely some of the most influential later criticisms of the early analytic movement and the resulting reconceptions of philosophy as a discipline. The central themes of the course cut across the fields of epistemology, metaphysics, and the philosophy of language and mind. Special attention will be given to philosophy's relation to the empirical sciences, since this has been a prominent issue raised by the criticisms of the early analytic movement. Among the philosophers most prominently considered are Quine, Sellars, Davidson, Putnam, Dennett, Kripke, Brandom, and Haugeland.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL266 Confucian Ethics
Is human nature fundamentally good or fundamentally bad? How do we live a good life? Is there a universally correct priority in value conflicts? This course focuses on various ethical topics that are explored within the Confucian tradition. The course will combine lecture with discussion of primary and secondary sources, as well as group and individual presentations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS270, RELI266**
Prereq: **None**

PHIL267 History and Limits of Aesthetic Theory
This class will engage significant contributions to Aesthetic Theory in the West from antiquity to the modern period along three dimensions: theoretical, critical, and historical. From a theoretical standpoint, we will address perennial questions in aesthetics, such as what makes something a work of art in the first place, what it means for art to be "beautiful" or otherwise "successful," how differences in media condition and contribute to artistic meaning, what genera are and how they evolve, whether and how art can be ethically or politically significant, why we care about fiction, why and how we "enjoy" tragic plays or horror films, and how artistic tradition can (and should) inform individual works. From a critical standpoint, we will consider how works of art contemporaneous with each theoretical account either reinforce or challenge its specific proposals. And from a historical standpoint, we will seek to understand how aesthetic theories both respond to the specificities of their own epoch and situate themselves relative to the artistic and aesthetic traditions of their predecessors. Readings will include texts by Aristotle, Hume, Kant, Lessing, and Hegel.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL266**
Prereq: **None**

PHIL268 Black Horror Film: A Philosophical Introduction
In this class, we will explore the philosophical implications of the tradition of Black horror cinema. We will explore the ethics of screened Black suffering, the genealogy of the Black monster, the connection between Black horror and Black existentialism, and the political power of cinema. This course will include close readings of films such as Atlantics and Nope, as well as earlier forms of the genre like Blacula and Son of Ingagi. We will contextualize these films with philosophical work by Frantz Fanon, Hortense Spillers, Kara Keeling, and Stanley Cavell, among others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL269 Modern Aesthetic Theory
As a philosophical discipline, aesthetic theory initially coalesced around a cluster of related issues concerning the nature of beauty and the norms governing its production, appreciation, and authoritative assessment. Beginning in the nineteenth century, however, both art and aesthetics undergo a conspicuous yet enigmatic shift, signaled by (among other things) Hegel's declaration that "art, in its highest vocation, is and remains for us a thing of the past." Rather suddenly, classical accounts of beauty, genius, aesthetic experience, and critical taste are beset by anxieties about the autonomy and significance of

aesthetic praxis in human life and, subsequently, by a series of challenges to the tenebility of traditional aesthetic categories--author, text, tradition, meaning and interpretation, disinterested pleasure, originality, etc. Our aim in this course is to track these conceptual shifts and to interrogate the rationale behind them. (This course complements, but does not presuppose COL 266: History and Limits of Aesthetic Theory.)
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL269, GRST269**
Prereq: **None**

PHIL270 Environmental Philosophy
This course offers philosophical resources for understanding and addressing environmental concerns. At the same time, we will recognize how ecological insights challenge some of the most influential ideas in the European philosophical tradition--human-centered and individualist accounts of existence, agency, knowledge, and value. Shared questions may include: Is there a coherent way of distinguishing "nature" from the non-natural? What can we understand about non-human experience and value? How do people become motivated to recognize and respond to problems whose effects play out in far-away or unfamiliar bodies? How do concepts of moral responsibility apply to climate change? How does environmentally directed action relate to social justice? When there are ecological impacts attached to choices that are conventionally seen as matters of personal liberty (such as food choices, living arrangements, reproductive choices), how do we constructively engage with one another? Despite near consensus about our times being rife with environmental crises, concepts like "environment" and "nature" defy any straightforward account. Similarly, it seems even when people come together around problems of injustice and unsustainability, they may not share any clear positive account of justice or of sustainability. Rather than be defeated by the lack of shared foundational concepts, students will become familiar with at least three patterns of critique--each of these being not a theory or kind of information but a set of skills with perceptual, conceptual, and dialogical aspects. These three patterns of critique are ecological critique, standpoint critique, and sustainability critiques, and they correspond roughly to three traditional domains of philosophy: inquiry into being (metaphysics), inquiry into knowledge and understanding (epistemology), and inquiry into norms and ideals for action (ethics). Understanding these three patterns of critique allows students to address emerging environmental problems more effectively, recognizing the intertwined relations among empirical inquiry, moral accountability, and social justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **ENVS270**
Prereq: **None**

PHIL271 Data, Privacy, and Ethics
Paying for items at the grocery store has become automated thanks to self-checkout stations. Grabbing a coffee at McDonalds involves plugging an order onto a screen. These and other new technologies positively and negatively impact society. For instance, many of these now automated procedures were once occupations, and research shows that automation is displacing jobs that would normally serve underrepresented communities. What's more is that these machines store your information: what you bought, how many items, and at what time you made the purchases. The internet and various social media websites store even more information that is bought and sold to companies and organizations. Thus, should it be permissible for automation to replace workers? What is and isn't moral use of such information? Who is responsible if a machine does something wrong? Are there scenarios in which an organization should not have access to data? In this class, we will explore these questions and other normative questions on data-driven technologies by way of case studies on particular topics. We will the explore the following topics: data ownership, surveillance and privacy, algorithmic bias and its solutions, misinformation, 'the black box problem,' opacity in machine learning, and societal implications of automaton. Authors to be read include Emmanuel Mesthene, Cathy O'Neil, Wendell Wallach, Frances Haugen, Sina Fazelpour, David Boonin, and more. Some relevant movies that touch on these topics include Chappie, Coded Bias, the Minority Report, and the Great Hack.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL272 Human Rights Across Cultures
Are human rights universal? Do cultural differences matter to judgments about human rights? We will look at the current international human rights institutional framework and at theoretical perspectives from Europe and America, China, and the Islamic world. We will look primarily at philosophical materials but will also pay some attention to the premises of international legal documents like the Universal Declaration of Human Rights and to the assumptions behind activist organizations such as Amnesty International.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS262**
Prereq: **None**

PHIL273 Philosophy of Law
This course will consist of four sections. We will start by understanding what law is by looking at a classic debate within the philosophy of law between natural law and legal positivism (whether law and morality are connected). We will then look at adjudication, the different methods that judges use to interpret laws and we will do this by looking at famous, recent supreme court judgments. We will then look at freedom of religion cases and think about whether religious practices should be exempt from general laws that normally applies to everyone. We will end with the largest section of the course: the legal regulation of freedom of speech and then connect it to freedom of speech on the internet.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL274 Self & Social Transformation
Racism, sexism, and classism are deeply ingrained in our habits and feelings. It seems that in order to change objective conditions we need to change ourselves and our communities. But given that our habits and feelings are often unconscious and resistant to change, how do we philosophically go about doing this? This class tries to answer this question. It starts theoretically with ancient Greek and ancient Chinese virtue ethics as well as Foucault's later work on self-transformation. It then takes these concepts/theories and sees them in action in contemporary movements of self/community transformation. We start with a paradigmatic political activist movement of self-transformation: the Black feminist transformative justice movement with the goal of prison abolition. But as we progress, we will explore less obvious and seemingly more mundane movements of self- and community transformation such as Saba Mahmood's dawa movement from Egypt, Weight Watchers, and finally "ballroom" culture from Detroit. Anthropological ethnographies of these movements will help show how we can self-reflexively shape our own habits and transform ourselves.
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **ANTH274, FGSS274**
Prereq: **None**

PHIL275 Aesthetics of the Uncanny
In contrast to beauty, pleasure, and harmony, uncanniness stands as the ugly stepchild of philosophical aesthetics. In this class, we will survey ways of interpreting, explaining, and appreciating the aesthetic experience that more literally translates from German as "the unhomely" or "the not-at-home." As such, and more precisely, this course will explore the aesthetic experience of the unfamiliar or the unnaturally familiar. Our survey will take us through the horror genre, the post/modernist avant-garde, Internet aesthetics, terror-tinged spirituality, and psychedelicism, as well through theorists like Stanley Cavell, Sigmund Freud, and Cynthia Freeland.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL276 Virtue Ethics: Traditional, Comparative, and Contemporary Approaches
This course provides an overview and evaluation of various virtue-based approaches to ethics in the Western and Eastern traditions. In the first part of the course, we will get a basic sense for the structure and distinctive features of ancient virtue-based ethical theories. In the second part of the course, we will follow the trajectory of these approaches through to their revival in the late 20th century in the contemporary virtue ethics movement.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL277 Feminist Philosophy and Moral Theory (FGSS Gateway)
This course explores the dialogue between feminist concerns and moral theory. It will explore not only how moral theory might support certain central feminist insights and aims but also why some feminists cast doubt on the project of "doing moral theory." Does the language of existing philosophical moral theories (reason, fairness, equality, utility, human nature, rights) sufficiently allow articulation of feminist problems? If not, how can feminist moral theorists move us beyond the grip of familiar gender-loaded oppositions? After surveying a range of perspectives on feminism and philosophy, we will give a deep reading to three book-length developments of feminist ethics: one from a Kantian perspective, one focused on care, and one focused on virtue ethics. As a gateway course for the FGSS program, this course serves to introduce critical thinking about the construction of gender and the intersection of gender with race, ethnicity, class, and sexuality.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **FGSS277**
Prereq: **None**

PHIL278 Political Philosophy
The United States incarcerates more people than any other country in the world. Over 2 million people are caught in the criminal justice system today. A disproportionate number of those incarcerated are people of color, particularly black, Latino, and indigenous men. Women, too, are a growing part of the prison population, as are queer, transgender, and gender-nonconforming people. Children, particularly impoverished black youth and, increasingly, immigrants, are funneled into correctional supervision. In this course we will ground philosophical explorations of freedom and captivity by exploring the vexing problems faced by those who are incarcerated.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL279 Race and Animals
Is there any connection between racism and human exceptionalism? This course will explore questions of if and how the processes of racialization and animalization are linked. Are racialized others always also dehumanized? What is the ontological significance of animalized racial caricatures? How do both processes connect to colonial violence? Readings will draw from a wide variety of disciplines and media, including primary historical sources, philosophical essays, film and documentary, and works in political theory, critical theory, post- and de-colonial theory, and history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL280 Theory, Critique, Politics
The subject of this course centers on two questions in 20th century continental philosophy. First, what can theory bring to our understanding of politics? Second, what is the role of critique for political judgment? We will begin with Kant for an understanding of the meaning of "critique" that many 20th century continental philosophers draw upon. Following this introduction, the course will be split between German philosophers and French philosophers to allow us to understand the tensions and convergences between the two camps. The German philosophers we will read are Heidegger, Adorno, Herbert Marcuse, and Ernst Bloch. For the French philosophers, we will read Jean-Paul Sartre, Simone de Beauvoir, Maurice Merleau-Ponty, and Michel Foucault. By the end of the course students will be able to assess how different thinkers attempted to resolve the relationship of the philosopher to political society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL281 Asian/American Philosophy
Asian/American philosophy is a new subfield concerned with the philosophical positionality of Asian diasporic peoples. Topics include empire, orientalism, racialization, immigration, war, alienation, diaspora, and creolization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS283**
Prereq: **None**

PHIL282 Reason and Revelation: An Introduction to the Philosophy of Religion
With the dawning of modernity, Europe's colonial and scientific adventures opened a distinction of mutual suspicion between theology and philosophy. Broadly speaking, "philosophy of religion" is the effort to evaluate the claims of revelation and reason in terms of one another. We will examine some of the major texts within this field, whose authors include deep skeptics, committed Christians, committed anti-Christians, secular and nonsecular Jews, feminists, ethicists, idealists, empiricists, Romantics, and liberationists. Themes include proofs of God's existence--along with refutations of those proofs and rebuttals to those refutations--the problem of evil, religious ethics, religious experience, the possibility of a universal religion, "divine" racism, the gender of God, the ecocidal

tendencies of Abrahamic theology, and the role theology might or might not play in efforts toward ecological, sexual, and racial justice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI292**
Prereq: **None**

PHIL283 Animal Law and Policy
This course will provide an overview of law and public policy as they apply to non-human animals. The course will explore the historical and philosophical treatment of animals; discuss how such treatment impacts the way judges, policymakers, lawyers, legal scholars, and lay people see, speak about, and use animals; survey current animal protection laws and regulations, including overlap with such policy issues as food and agriculture, climate change, and biodiversity protection; consider recent political and legal campaigns to reform animal protection laws; examine the concept of "standing" and the problems of litigating on behalf of animals; interrogate the current classification of animals as "property" and the impacts of that classification; and debate the carceral turn in animal legal advocacy.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS293, ENVS284**
Prereq: **None**

PHIL285 Aesthetics and Race
This course explores what philosophers have termed the "race-aesthetics nexus": the entanglements of race and aesthetic experience in our discourse, politics, and experience. Specifically, we will consider both how aesthetic phenomena like artworks and landscapes can be racialized, and the ways in which race is an aesthetic phenomenon. Texts include Paul Taylor's Black is Beautiful, Monique Roelof's The Cultural Promise of the Aesthetic, and Angela Davis' Blues Legacies and Black Feminism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **AFAM288**
Prereq: **None**

PHIL286 Philosophy of Mind
This class is a philosophical investigation into the nature of the mind. We will explore such questions such: What kinds of beings are capable of having mental states? Can non-human animals or computers think and feel? What is it to be conscious, and can the subjective, first-personal experience of consciousness be adequately captured by a scientific theory? How do our minds represent the world? By what mechanism do our thoughts, feelings, and desires get linked up to the things around us? We will ask these questions with the goal of shedding light on our nature as thinking, feeling beings, and on the relation of our inner lives to the physical world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **STS286**
Prereq: **None**

PHIL288 Sciences as Social and Cultural Practices
Philosophers long construed scientific knowledge as achieved and assessed by individual knowers, but recent work has recognized a greater epistemic role for scientific communities, disciplines, or practices and has taken seriously the social and cultural context of scientific research. This course surveys some of the social, cultural, and political aspects of the sciences that have been most important for scholars in science studies, including differences between experimental, field, and theoretical science; the role of disciplines and other institutions in the sciences; interactions between science and its various publics; the politics of scientific expertise and science policy; the globalization of science; the social dimensions of scientific normativity, from metrology to conceptions of objectivity; race and gender in science; and conceptual exchanges between sciences and other discursive practices. The concept of the social will also receive critical attention in its purported contrasts to what is individual, natural, rational, or cultural.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS205**
Prereq: **None**

PHIL289 Philosophy of Language
This course is a study of recent attempts by philosophers to explain the nature of language and thought. The focus of the course will be on one or more of the following topics: reference, sense, analyticity, necessity, a priori truth.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **PHIL201 OR PHIL202 OR PHIL231**

PHIL290 Philosophical Logic
This course will study the philosophical and conceptual foundations of deductive reasoning, developing into an exact theory of the fundamental principles of such reasoning. A subsidiary aim is to equip the student with the necessary background for reading contemporary philosophical texts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHIL**
Prereq: **PHIL231 OR PHIL230**

PHIL291 Reason and Its Limits
This course offers a close study of Immanuel Kant's magnum opus, the Critique of Pure Reason, supplemented by related writings by Kant and some secondary literature. Kant observes that the history of philosophy is rife with disagreements, even though philosophers purport to traffic in necessary truths disclosed by reason alone. This scandalous fractiousness calls into question reason's ability to offer substantive insights into necessary truths. Kant's "critique" aims to vindicate reason by distinguishing, in a principled manner, the sorts of things we can know with certainty from those that lie beyond the limits of human understanding. His central thesis, "transcendental idealism," holds that "reason has insight only into what it produces after its own plan" (Bxiii). In other words, we can indeed be certain of key structural features of reality such as its spatiotemporality and causal interconnectedness--but only because those features are, in some crucial sense, mind-dependent. This class will explore in detail the arguments for these claims as well as prominent interpretations of their philosophical upshot.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **COL292, GRST292**
Prereq: **None**

PHIL292 Philosophy of Logic and Mathematics
This course focuses on some principal philosophical issues raised by logic and mathematics. In the first half, we will investigate a range of characterizations of the nature of logic and address the following questions. Is logic a set of true propositions or a set of rules governing correct reasoning? How, if at all, is logic connected with psychology, i.e., with facts about how we think? Is logic in some sense necessary? What, if anything, can logic tell us about the nature and constitution of reality? In the second half we shift to 3 main positions on the nature of mathematics. We start with the view that mathematics is just logic, a view known as logicism. We elaborate logicism by contrast with the Kantian view that mathematics rests on the spatial and temporal forms of one of our cognitive faculties, and against the background of certain conceptual development in 19th-century mathematics. We will go into some relatively non-technical details of how Gottlob Frege and Bertrand Russell attempted to justify logicism. We will uncover some deep problems with logicism, which partly motivates the other two positions we will examine: the (Kantian) formalist conception of mathematics advanced by David Hilbert, and the (Kantian) intuitionist conception of mathematics advocated by L. E. J. Brouwer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **PHIL202 OR COL260 OR PHIL201 OR COL359 OR CLST217 OR PHIL231**

PHIL293 Metaphysics
An advanced introduction to some central topics in traditional and contemporary metaphysics, topics may include time, universals, causation, freedom of will, modality, realism, and idealism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **PHIL202**

PHIL294 Heidegger and the Being Question
Martin Heidegger argued in BEING AND TIME that philosophy has only one question at its heart, the question of the sense of being, even though that question has been trivialized or obscured by the philosophical tradition. This course will explore this question; its relation to more traditional topics in metaphysics, epistemology; and the philosophy of mind, language, and science; and its implications for how philosophy should be done, to what ends. Our primary readings will be BEING AND TIME and various secondary literature, but the aim will be to formulate, pose, and address the question of what it means to be, rather than to interpret or assess Heidegger's own views about this question.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL295 Philosophy of Mathematics and Logic
An introduction to the principal philosophical positions on the nature of mathematics and logic. The theories of mathematics to be examined include logicism, formalism, intuitionism, constructivism, and structuralism. The theories about logic to be discussed include monism vs. pluralism, extensionalism vs. intensionalism, theories of logical constants, and the status of second-order logic. Some of knowledge of deductive logic, such as PHIL 231 or MATH 243, is very helpful, but not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **PHIL202 OR PHIL231**

PHIL296 Philosophy of Psychology
How does the mind work? So-called "computationalists" think that the mind (and the brain) works as a computer, which first forms and manipulates symbols (usually called "mental representations") according to rules, and then issues "commands" to guide behavior. On the other hand, the "5E" (Ecological, Embodied, Embedded, Enactive, Extended) approach rejects the computer analogy. 5E theorists insist that minds, and minded organisms more generally, cannot be understood in isolation from their environment. Cognition doesn't happen "in a vacuum," and it isn't separable from action. As a consequence, the mind can extend beyond the boundaries of our skull and even of our whole body. This course is devoted to comparing and contrasting the computationalist and the 5E approaches to cognition. We will examine similarities and differences, assumptions and commitments with respect to core debates at the interface of philosophy, psychology, and cognitive science such as, for instance, the nature of visual perception.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **STS296**
Prereq: **None**

PHIL297 The Problem of Language in Chinese Philosophy
The class examines the criticisms of language in various schools of Chinese thought, exploring themes such as the ineffability of the absolute, the rejection of logic, naturalistic criticism of language as a vehicle of propositional knowledge, the "heart that precedes words" in apophatic practice, words as generator of duality, and more. Special emphasis will be given to the paradox of "saying the unsayable" in Daoism and Chan Buddhism, and on the various literary techniques by which the early thinkers have tried to avoid this conflict.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS298, STS202**
Prereq: **None**

PHIL298 Feminist Epistemology
Traditionally, the project of theorizing about knowledge (including concepts such as justification, belief formation, and rationality) assumes that such an enterprise is possible even if one ignores the context and situation of the knower: Philosophers can theorize about, say, belief formation, even if we ignore who is forming the belief--that is, we can ignore their educational, socio-economic background, gender, ethnicity, race, and disability status. Feminist epistemologists question this assumption: They think the context and situation of the knower is relevant for knowledge acquisition and generation. In this course, we will specifically focus on scientific knowledge, since science is typically assumed to be 'pure' and 'isolated' from socio-political and cultural influences. Some questions we will address include the following: Is the notion of scientific objectivity gendered? Is rationality gendered? In what ways can the process of scientific theorizing be more equitable? Do the ideals and standards of science themselves need to change? This course will study the work of Linda Alcoff, Elizabeth Anderson, Sandra Harding, bell hooks, Helen Longino, Maria Lugonés, Alison Wylie, and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL301 Du Chatelet's Philosophy of Science
Èmilie Du Châtelet was a respected and lauded natural philosopher, mathematician, and physicist during her time. She published an essay on fire in 1739 alongside Voltaire, and published two editions of her work on physics

and philosophy, namely the Foundations of Physics, in 1740 and 1742. After Du Châtelet's death in 1749, her former math tutor collected and submitted for publication her translation and commentary of Newton's Principia. It was successfully published and remains the leading translation of Newton's work today in France. Despite her success in the 18th century, Du Châtelet has been a neglected, and she remains an understudied figure in the history and philosophy of science since the 20th century. This course seeks to critically examine Du Châtelet's philosophy of science taking into account the authors with whom she engaged (Newton, Leibniz, and Descartes in particular) as well as the current state of scholarship concerning her work. The main text of study will be her Foundations of Physics, and the main topics of discussion will include the following: principles of knowledge, hypotheses, method, space and time, matter, motion, and gravity. Alongside the Foundations of Physics, we will also read Katherine Brading's Émilie Du Châtelet and the Foundations of Physical Science.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL302 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) impression of endurance and stability?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM339, COL351, GRST249, STS339**
Prereq: **None**

PHIL303 Plato's REPUBLIC
"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's Republic. No other work in the Western tradition can lay claim to setting the tone so influentially for the development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today--on matters of ethics, politics, moral psychology, epistemology, metaphysics, and aesthetics--receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of The Republic alongside various perspectives that have been taken on this magisterial work in contemporary philosophy, journalism, and literature. We will focus on The Republic primarily as a work of moral psychology by investigating the topical question of the dialogue: Why is it better to live justly rather than unjustly? For Plato, a just life is one governed by the pursuit of wisdom or learning, and this he believes will also be a psychologically healthy one. By contrast, a life governed by the indiscriminate pursuit of power--the life of a tyrant--is psychologically corrupted. These are bold claims. What is Plato's argument for them? In raising this question, we will consider the political project Plato embarks upon in the Republic in constructing a just society, as well as connected issues he raises in the dialogue concerning the nature of human motivation, the distinction between belief and knowledge, the distinction between appearance and reality, the importance of a proper education to the human good, and the role of art and beauty in furthering the common good. Alongside Plato, we will read various works of secondary literature, journalistic pieces, and works of fiction this semester, all inspired by The Republic.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CLST257, COL341**
Prereq: **None**

PHIL304 Infinity and the Mathematization of Nature: Early Modern Perspectives
The "mathematization of nature" is a hallmark of the so-called "scientific revolution" in sixteenth- and seventeenth-century Europe. By privileging quantitative methods for measuring and explaining natural phenomena, thinkers broke with the largely "qualitative" forms of explanation typical of the Aristotelian tradition. Especially with the development of new mathematical methods--notably, advances in algebra, analytical geometry, and the development of infinitesimal calculus--the scope and explanatory power of natural philosophy was considerably extended. At the same time, however, new puzzles arose about how the pristine models of abstract mathematics could apply to the messy reality of concrete nature. This question was especially pressing in connection with new mathematics' exploitation the notion of infinity: infinite series, infinite extensions, infinitesimally small quantities, and even infinities greater than other infinities. Should we take the successful application of such infinitary mathematics to natural phenomena to imply that nature itself harbors an infinity of infinities? And how must we reconceive the cognitive powers of the human mind to make room for the fact that infinity has ceased to signify the unknowable as such and has instead become a primary tool for producing scientific knowledge?

In this seminar, we will examine some of the most prominent Early Modern applications of infinitary mathematical methods in the study of natural phenomena as well as central debates about what sense, if any, can be made of these procedures and their apparent success.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL300, STS304**
Prereq: **None**

PHIL306 Sophist, Statesman, Philosopher: Plato's Later Metaphysics and Politics
How is it possible to speak falsely? Plato connects this question with a puzzle he inherits from the great pre-Socratic philosopher Parmenides: to speak falsely is to speak about what is not; but in speaking about what is not, we ascribe being somehow to not-being, which sounds like a contradiction. This seminar will focus on the metaphysical, epistemological, and political issues generated by Parmenides's puzzle and explore Plato's solution to them in two of his later-period works: the Sophist and the Statesman. In the process, we will see how Plato rethinks his theory of forms in these dialogues, how he learns to let go of Socrates, how a sophist should be distinguished from a philosopher, and how all of this is relevant to politics and the art of ruling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Prereq: **None**

PHIL321 American Pragmatist Philosophy: Purposes, Meanings, and Truths
This course sketches and evaluates an American tradition of more or less overtly pragmatist thinkers in philosophy and the human sciences, stretching roughly from Emerson and Peirce at the beginning; through William James, George Herbert Mead, and John Dewey in the heyday of the pragmatist public intellectual; to recent and current writers as diverse as Cornell West, Robert Brandom, Richard Rorty, Ian Hacking, and Ruth Millikan. These thinkers offer variations on the premise that all meanings gesture not only backward to facts and things but also forward to the practical circumstances and purposes of interpreters. As purposes shift, so do meanings, and as meanings shift, so does truth--for whether we accept a claim as true depends above all else on its meaning. Pragmatist theories have been subjected to frequent caricature as implying that ideas can mean whatever we take them to mean or that what is true varies according to what each individual finds convenient and expedient to believe. What does it mean, then, to retain a sense of respect for truth? While some pragmatist accounts do explicitly deflate the importance of the concept of truth, others claim not only to respect truth but to offer an account of truth that allows us to inquire more clearly into the evolving but real meaning of moral judgments, religious and aesthetic claims, psychological attributions, and other deeply contested candidates for human belief.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL327 Progressive Confucianism and Its Critics
Contemporary "Confucianism" designates a diverse set of philosophical, social, political, and religious approaches that are rooted in traditional East Asia and are playing significant--and increasing--roles in the modern world. "Progressive Confucianism" designates a subset of these approaches, emphasizing the ways that the Confucian tradition has developed throughout the centuries and arguing both that modern Confucianism must continue to develop, and that a properly developed Confucianism has much to contribute to contemporary philosophy and to modern societies. This seminar will explore the background out of which progressive Confucianism has emerged; its distinctive approach and key contributions to Confucianism and to global philosophy more generally; and central criticisms that it has faced, with sources ranging from more conservative (or even fundamentalist) Confucians to liberals and progressives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS327**
Prereq: **None**

PHIL331 The World Viewed
"Why are movies important?" With this question, posed on the second page of The World Viewed, Stanley Cavell both inaugurates and pre-emptively rejects the tradition of English-language philosophy of film. Published in 1971 and written at Wesleyan, Cavell's masterpiece was arguably the first full-length manuscript on film written by a British-American academic philosopher. And yet it has largely been disregarded or even denigrated by the tradition that followed it, in large part because of the radicality of Cavell's starting point. Rather than initiating the study of film by asking "Why are movies important?", most academic philosophers initiate that study by asking "What are movies, and how are they unique?" The force and novelty of Cavell's theory of film depends on his intuition that this latter question is the wrong basis for such a theory. In this course, we will closely read the entirety of The World Viewed. This exercise in close reading is also an exercise in desedimentation: by taking Cavell's poetic, autobiographical, far-reaching, and intentionally obscure writing seriously, we will attempt to deconstruct our notions of philosophy, film, thought, and the places the threee intersect. Special attention will be paid to Cavell's inaugural question. Readings will be supplemented by regular film screenings and additional work by Cavell, Noel Carroll, Susanne Langer, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL340 Human Nature
The idea of "human nature" plays an important role in all sorts of explanations, but what does it mean? What is it to be a human? Are we just rational animals? Do some humans have different natures than others? Is it possible for us to change our nature or is it innate? Are we products of nature, nurture, or some combination? Are humans fundamentally evil or good? By examining philosophical, historical, religious, theoretical, and scientific literatures, this course will examine various answers to these questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **STS340**
Prereq: **None**

PHIL341 Empathy and Radical Care
This course will explore the philosophical and perceptual issues that empathy generates by focusing on specific contexts of both human and nonhuman captivity. Philosophical explorations will be supplemented with political insights of activists engaged in mutual aid, abolition, and animal and eco-justice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM318**
Prereq: **None**

PHIL344 Horror in Black Philosophy
This class will trace notions of horror through the history of Black philosophy, through close readings of works such as W.E.B. DuBois's Souls of Black Folk, Sylvia Wynter's "Unsettling the Coloniality of Being/Power/Truth/Freedom," Calvin Warren's Ontological Terror, and Denise Ferreira da Silva's Towards a Global Idea of Race. We will then examine Black horror films in the context of this philosophical lineage. We will pay special attention to the use of concepts of ineffability, inarticulability, and unintelligibility in the articulation of Blackness and anti-Black violence, and connect these concepts to the aesthetics and phenomenology of horror.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL345 The Problem of the Negro as a Problem for Thought
Philosophical inquiries into the "the Negro problem" -- the question of what blackness is and how we socially reckon with its existence -- have historically flourished outside of the academic mainstream, weaving through a myriad of forms -- art, criticism, sociology, autobiography, oral traditions, etc. -- that are typically not counted as philosophy. This class will challenge our assumptions about where good and rigorous philosophy happens by attempting to track the metaphilosophical challenges that the study of blackness produces. We will read a survey of black studies texts from writers including Nahum Chandler, Marquis Bey, Christina Sharpe, and Fred Moten.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **AFAM348**
Prereq: **None**

PHIL347 Ethics, Ecology, and Moral Change
People commonly recognize that in facing global climate crises, we need to change our habits and practices. Yet our activities are bound up with our perceptions and with our embodied experience of value and possibility. This seminar dives into recent attempts to radically rework our ways of understanding and inhabiting the world. As the flip-side of environmental alienation is alienation from our embodiment, our sessions will incorporate movement and other challenges to sedentary classroom habits.

Given an account of thinking and action as always actively embodied and embedded in our surroundings, we will consider the hypothesis that shifts in action emerge together with shifts in perception. Radical accounts of metaphor and its uptake will help us develop accounts of perceptual change. Our readings will follow a variety of metaphorical directions, including animism and animacies, affordance and hyperobject, process, event and intra-action, native and other, inflammation and balance, dwelling and death, consumption and sustainability. How -- and with what risks and unexpected outcomes -- can these patterns of recognition help in orienting us to the challenges of environmental interdependence and volatility?

This course benefits from collaborative visits with philosopher-dancer Jill Sigman, via Wesleyan's Creative Campus Initiative. Sigman will co-shape discussion and activities during at least two of our sessions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **ENVS347**
Prereq: **None**

PHIL350 Radical Self-Care
This is a higher-level seminar on philosophy as a way of life that will explore how the notion of self-care has been developed and deployed throughout history by several political theorists and activists, including Mohandas Gandhi, MLK Jr., Nelson Mandela, Audre Lorde, Angela Davis, bell hooks, and Sara Ahmed.

When conducted in the present day, reflection on how one should live naturally requires attending to matters of sociopolitical concern, such as healthcare inequities, environmental degradation, wealth disparities, and prison reform. An investigation into the links between personal and social well-being has so far been something of a lacuna in the field of philosophy as a way of life, though in a variety of formulations and across several traditions, practices of self-care and self-formation have typically been seen as continuous with (and even a prerequisite for) a robust engagement with others and the pursuit of social justice causes. We will explore the connection between these two domains in this course. As a project during the semester, students will be asked to engage in a cause that matters to them by implementing selected ideas from the thinkers and activists that we'll be studying.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **COL303**
Prereq: **None**

PHIL351 Deconstruction and Politics
Following the later work of Jacques Derrida, we will investigate the significance of the concepts of sovereignty and democracy in some important texts of 20th-century continental philosophy. We shall attempt to understand why these notions are taken at face value and yet still pose many problems for that tradition. Why did democracy and sovereignty give rise to many complications and paradoxes while, at the same time, they continue to hold a vital conceptual import within the political as such. We will thus ask why are political philosophies so invested in sovereignty and democracy? Ultimately, we will consider the possibility of a close affinity between the political and the rhetorical, and will try to understand why democracy and sovereignty tend to exceed conceptual grasp. Because our approach will be primarily deconstructive, we shall also attempt to compare it to other modern and contemporary approaches.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **RL&L351**
Prereq: **None**

PHIL352 Black Thought and Critical Theory
This course follows Stuart Hall's insistence in "What is this 'Black' in Black Popular Culture?" that the theoretical articulations of "blackness" are always "conjunctural." We will investigate how black thought has been conjoined with critical theory through phenomenology, pragmatism, Marxism, semiotics, and psychoanalysis. In our readings of a variety of 20th- and 21st-century thinkers, we will elaborate the philosophical richness and contradictory tensions embedded in the notion of "blackness" at specific historical and theoretical conjunctions. How is "blackness" useful for social theory? Must we assume there is a transhistorical identity to "blackness"? In what ways does "blackness" conjoin with the conceptualizations of gender, sexuality, class, and religion? Black thought and critical theory is the provocation that we attend to the tensions

these questions raise. In this course, we will read the works of James H. Cone, Cornel West, Hortense Spillers, Saidiya Hartman, Sylvia Wynter, Denise Ferreira da Silva, Frank Wilderson, Calvin Warren, Tommy J. Curry, Stuart Hall, and Frantz Fanon.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **AFAM352, FGSS352**
Prereq: **None**

PHIL353 Blackness in the Anthropocene
To deny the "unprecedented" geological impact of humans' force on nature is now practically untenable. Theorists in the humanities, nonetheless, remain unimpressed with what this "new era" has afforded us in terms of critical potential. From accusations that what we now call the "Anthropocene" has merely established a hegemony of brute facts at the expense of critique, to concerns about the multiple ways in which the term continues to obscure catastrophic socio-ecological relations, it is fair to say that the scenes of the "Anthropocene" are still contested terrains. The aim of this course is to investigate the Anthropecene's many forms of socio-political erasures and theoretical "blind-sights." We will examine the ways in which Anthropocenean discourses have been powerful at disavowing racial antagonism in our current ecological crisis. More specifically, in this course, will study the ecological negative effects on black communities around the globe with the aim to questions the shortcomings of ethics in Anthropocenean times. We will explore questions like "who are 'recognizable/legitimate' victims in environmental disasters," "do events like hurricane Katrina or the migration crisis teach us anything about our human condition," and "what is the 'post' in post-humanism." We will read philosophical works ranging from Immanuel Kant and Baruch Spinoza to Rosi Braidotti and Karen Barad.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **AFAM353**
Prereq: **None**

PHIL354 Ecologies of Attention: Biosemiosis, Attunement, and Ethics
We consider variants on biosemiotic accounts of meaning, following one thread through Emerson to Nietzsche, another from Peirce and James to Bateson (Ecology of Mind, 1972) and Gibson (Ecological Approch to Visual Perception, 1979), and a third through contemporary indigenous thinkers and anthropologists attempting to bridge scientific ecology and animist panpsychism--Kimmerer, Whyte, Kohn, Ingold, Strathern. While most of the texts here focus on the nature of meaning as a living process, they are also in constant dialogue with normative concerns, being both motivated by subversive or non-humanist ecological values and inspiring distinctive insights about how to lead meaningfully connected lives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM366, ENVS247**
Prereq: **None**

PHIL356 Afro-Caribbean Philosophy
This seminar focuses on the philosophical production of Afro-Caribbean thinkers since the middle of the twentieth-century. We focus on close readings of Frantz Fanon, Édouard Glissant, and Sylvia Wynter alongside others to consider a Caribbean approach to questions and problems of modernity, relationality, space, race, belonging, the human, creolization, language, anti-colonialism, and liberation. We consider the roots of some of these questions in the work of earlier thinkers such as Aimé Césaire, as well as contemporary influences of their work across and beyond the Caribbean. We will work beyond the linguistic divisions of the Francophone, Hispanophone, or Anglophone Caribbean to consider conversations in common across the archipelago, in a multiplicity of languages.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL357 Animal Minds
Can animals reason? Do they form intentions, do they have beliefs, might they act ethically? What do other animals know? How can we know what they might know, and what can exploring the minds of other animals tell us about our own minds? In this course we will attempt to answer these questions by adopting a largely comparative perspective and examining philosophical, scientific, psychological, and popular writing about minds. We will examine evidence for mindedness and reasoning in social species. We will also explore the ethical implications of this research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL358 Decolonial Theory
Decolonial/Post-Colonial theory has always been a creatively different way to approach topics of social justice. This course has four parts. The first quarter will be both about defining what post-colonialism is through foundational texts, but also differentiating its methodology from liberalism and Marxism. We will then apply this knowledge by looking at how decolonization/post-colonialism feminism thinks differently about equality and freedom. In the second half of the course, we will focus on contemporary and cutting-edge readings on how decolonial/post-colonialism can help us think differently about our degraded environment and the looming climate crisis. The third quarter of the course links together Indigenous sovereignty and environmentalism, and we end the course with a look at the new internationalism about climate justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL359 Philosophy of Wang Yangming
This seminar offers a broad engagement with Wang Yangming (1472-1529), one of the most innovative and influential of all Chinese philosophers. We will read all of his writings that are available in English translation (his major work, the Record for Practice (Chuan Xi Lu); many of his letters; and a few poems) as well as the best recent scholarship on Wang, with the goal of both understanding and critically assessing his ideas, as well as opportunities to put Wang's ideas into constructive dialogue with contemporary philosophy. The seminar will also pay attention to the ways in which Wang's ideas have been understood and appropriated by thinkers, activists, and political leaders down to the present day.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS359**
Prereq: **None**

PHIL362 Origins of the Human Mind
Since classical antiquity, philosophers have often characterized human beings by way of contrasts between ourselves and nonhuman animals, particularly in

terms of mental abilities humans possess and nonhuman animals (putatively) lack, such as reasoning and language. Only recently, however, have the sciences--particularly evolutionary biology, cognitive psychology, anthropology, and cognitive ethology--begun to offer the tools needed to characterize differences in the cognitive tool kits of different species and to attempt to piece together hypotheses about how human minds differ so greatly from those of our nearest relatives, the great apes, in spite of our genetic similarity and the comparatively brief period since the time of our last common ancestors. In this course, we will read several recent works by philosophers and scientists presenting theories of the evolution of distinctively human cognition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL363 Philosophy of Perception
Roughly, perception is the cognitive activity embodied creatures engage in in order to find out things about their environment. In the most basic sense, perception involves conscious awareness of something other than ourselves, which causally depends on sensory organs (our eyes, ears, nose, etc.) being stimulated by something external to our physical body. In this course, we will explore the several different "levels" at which philosophers think about perception and the different questions being asked. At the metaphysical level, the central question is: What kind of "things" do we perceive? What is perceptual awareness of? At the epistemological level, we will deal with the question: can we gain knowledge about the world through perception? Finally, at the psychological level, we will ask: How do the psychological processes--studied by sciences like cognitive science, neuroscience, physiology, etc.-- relate to the metaphysical and epistemological questions?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL366 Bodies, Machines, and Meaning: Cultural Studies of the Sciences
Cultural studies of the sciences shift the focus of interdisciplinary science studies from understanding the sciences as producing and justifying knowledge to understanding them as meaning-making and world-transforming practices. Cultural studies attend to scientific meaning-making at multiple levels, and to the interactions among them: concrete material relations among bodies, technologies, and their settings or situations; verbal, visual, corporeal, mathematical, and other expressive performances; and social, cultural, or political institutions, practices, boundaries, and movements across and within them. Cultural studies of science also emphasizes political engagement with scientific practices and their broader cultural entanglements. This course explores what it means to do cultural studies of science, with a focus on three interrelated themes: alternative conceptions of what it means to make claims and reason about what happens in "nature"; case studies in how scientific meaning and understanding are embodied and prosthetically extended technologically; and some specific conceptual and material relations among scientific understandings of life, bodies, sex, reproduction, and being human.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **SISP366**
Prereq: **None**

PHIL368 The Ethics of Captivity
There are a variety of forms of captivity and a wide array of individuals who are kept in captivity. In this course, we will explore the conditions of captivity (including prisons, zoos, laboratories, and sanctuaries) and explore the variety of ethical and political issues that captivity raises for humans and other animals.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL381 Topics in Philosophy of Mind
This course will explore recent discussions in philosophy of mind. Topics will change from year to year. This year we will look at perspectival pluralism - the view that we understand the mind through a variety of cognitive lenses -- perspectives, frames, models -- that bring different things into focus and involve different forms of reasoning and representation. In addition to an introduction to perspectival pluralism, we will explore its possible implications in philosophy of science, theory of knowledge, truth, and metaphysics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL383 Mind, Body, and World
This seminar in the metaphysics of mind and meaning begins with the philosophical and scientific background to cognitivist conceptions of mind and artificial intelligence. Both classic and recent criticisms of cognitivism and early AI emphasize the role of bodily movement and skill, language, social normativity, and engagement with and within the world as integral to conceptualization and understanding. These themes will then be explored constructively in some recent reconceptions of cognition as embodied and social-pragmatic, and of language and other conceptual repertoires as integral to bodily involvement in the world and with one another.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **STS383**
Prereq: **None**

PHIL385 Understanding Life and Mind
Philosophical conceptions of mind and language are now typically "naturalistic" in the sense that they take these phenomena to be part of the natural world and understandable scientifically. Naturalistic conceptions of mindedness (and many of the sciences of mindedness) still mostly take their lead from a Cartesian tradition of understanding mindedness as an "internal" representation of an "external" world, now located in the brain or central nervous system rather than an immaterial soul. This advanced seminar instead explores the possible philosophical significance of recent developments in evolutionary and developmental biology for understanding mindedness. The course takes up four primary themes: organism/environment entanglement; relevant background from the recent emergence of an "extended evolutionary synthesis;" reconceptions of mindedness as ways organisms inhabit and respond to environments rather than as internal representations; and the evolution and development of language as a form of evolutionary niche construction that coevolves with human organisms and ways of life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-SISP**
Identical With: **STS385**
Prereq: **None**

PHIL389 A Book of Nonsense: Wittgenstein's Tractatus
Wittgenstein's Tractatus Logic-Philosophicus is one of the most enigmatic and yet influential texts of 20th-century European philosophy. In this seminar we will explore its major themes in depth. In the Tractatus, Wittgenstein advances a conception of the nature of all representation. This conception invokes, on the one hand, the making of pictures, and, on the other, the uses of language. Central to the conception is the idea that representation and represented necessarily share a common form. So if language represents reality, then reality has the form of language. Wittgenstein thus declares, "The limits of my language signify the limits of my world." The pre-eminent place of language in the Tractatus is one of its most impactful legacies, contributing to the "linguistic turn" that can be observed in analytic philosophy around the turn of the twentieth century. Via this linguistic turn, Wittgenstein transforms the Kantian idea of the bounds of sense into a doctrine of meaningful linguistic use: distinguishing significant linguistic representations from signs that merely seem to make sense -- i.e., nonsense masquerading as sense. The Tractatus rejects "traditional" metaphysical philosophy as at bottom nonsense which says nothing true or false. But Wittgenstein also advances a distinction between what can be said by means of language, and what shows itself in our uses of language. And it turns out that what can be shown cannot be said. The twin ideas of nonsense and of showing lead to the deepest mysteries of the Tractatus: some seemingly "metaphysical" positions, such as solipsism and mysticism, in spite of being nonsense, nevertheless show what are, in some sense, truths. Most paradoxically, the words of the Tractatus themselves turn out to be nonsense and say nothing. Our final aim is an elucidation of what and how one is to learn from such a book of nonsense.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **COL386**
Prereq: **None**

PHIL390 Topics in Metaphysics
Philosophy, especially in the European tradition, has perennially been interested in necessary features of reality, and in the nature of necessity itself. It has also been inveterately invested in rationality, and in discovering its nature. Is there such a thing as necessity that stems from rationality? One answer that has had much staying power is that logic and its laws frame the most fundamental type of necessity: it is impossible, for example, that there both is and isn't anything that travels faster than the speed of light in vacuum, for any such supposed situation violates the logical law of non-contradiction, and so is in a sense not really intelligible. (Except possibly in Australia.) This seminar is an examination of this answer through discussion of views of two seminal figures in modern European philosophy: Immanuel Kant and Gottlob Frege. We will focus on a recently prominent style of reading Kant as inheriting and transforming Aristotle's hylomorphism, and on the ways in which some proponents of this style of interpretation see Frege's conception of logic as closer to that of G. W. Leibniz. We will assess the extent to which such interpretations may be sustained by the actual writings of the philosophers just mentioned, as well as how well they hold up philosophically.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **PHIL293**

PHIL391 Topics in Philosophy of Logic and Mathematics
Is logic distinct from mathematics? This is the overarching question of this seminar. Specifically, we will discuss two contrasting types of answers to this question. One, which can be traced to Leibniz, holds that the answer is no, that the truths of mathematics, in part or altogether, are logical truths. The other, which can be traced to Kant, answers yes, because knowledge of mathematics requires some non-logical form(s) of intuition, perhaps of space and time. We will look closely at versions of the Leibnizian answer advanced by two originators of analytic philosophy: Gottlob Frege and Bertrand Russell. Both, but Frege in particular, have deep philosophical reasons for their positive answer, which is nowadays known as logicism. We will discuss some of those philosophical reasons. More importantly, both insist that their answers would not be truly compelling unless they identified precisely the fundamental truths of logic, and gave rigorous proofs of axioms of mathematical theories from the truths of logic. Part of our work is to understand Frege's proofs of the Dedekind-Peano axioms of arithmetic from his formulation of logic. We will discuss how Russell, through the Paradox that bears his name, demonstrates the inconsistency of Frege's logic. We will then investigate two programs of salvaging logicism. One, called neologicism, attempts to show how arithmetic is derivable from a consistent variant of Frege's logic. The other, due to Russell, is to circumvent his Paradox by a conception of logic as governing a hierarchy of types of entities, and then deriving arithmetic from this type-theoretic logic. We will next turn to a version of the Kantian answer advanced by David Hilbert. This answer, called (Hilbertian) formalism, holds that genuinely contentful mathematics rests on something like our intuitive knowledge of the possibilities of operations with signs, but that all of classical infinitary mathematics may be justified as a conservative extension of this content. If time permits, we will examine Kurt Gödel's theorems of the incompleteness of arithmetic and the trouble they raise for Hilbert's formalism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **PHIL290 OR MATH243**

PHIL393 Do We Truly Choose? Free Will in Philosophy and Theology
Free will has been a central pillar of philosophical inquiry throughout history. While contemporary debates often focus on issues of consciousness, mechanics, neurobiology, and physics, premodern discussions frequently revolved around the role of God in defining the boundaries of human freedom. This seminar will delve into diverse perspectives on free will, drawing from philosophical traditions across time and place -- both past and present, East and West -- with particular emphasis on the Islamic context. Through a close reading of key sources, the course examines how different thinkers have conceptualized human agency and the extent to which it determines action. Ultimately, the seminar will grapple with the vexed question: do human agents actually enable their acts, or, in the final analysis, truly "do nothing"?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL333, CHUM313**
Prereq: **None**

PHIL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

PHIL404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **OPT**

PHIL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PHIL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PHIL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PHIL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PHIL420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

PHIL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

PHIL470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

PHIL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PHIL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PHYSICAL EDUCATION

Wesleyan does not offer a major program in physical education. A for-credit program emphasizes courses in fitness, aquatics, lifetime sport, and outdoor education activities.

No more than one credit in physical education may be used toward the graduation requirement. Physical education (.25 credit) courses may be repeated once only.

Limited-enrollment courses. Students taking a class for the first time are given preference over students wishing to take a class a second time, and upper-class students have preference over lower-class students. Performance tests may be required to qualify for intermediate and advanced classes.

ATHLETICS AND PHYSICAL EDUCATION AT WESLEYAN— A STATEMENT OF PHILOSOPHY

"I have always thought that sports are an integral part of liberal education...The reason has to do with the difference between being active and remaining passive. Sports provide the occasion for being intensely active at the height of one's powers. The feeling of concentrated and coordinated exertion against opposing force is one of the primary ways in which we know what it is like to take charge of our own actions."—Louis Mink

Professor Mink, in *Thinking About Liberal Education,* said that liberal education is an intensive quest for fulfillment of human potential. It challenges the whole person—mind, body, emotions, and spirit—to pursue mastery of skills, broad and focused knowledge, coherent understanding of human experience, and a passionate desire to exploit one's capacity in the service of human freedom and dignity. As Mink suggests, structured physical activity is a key part of that pursuit. When it is in harmony with the broader educational purposes of an institution, it contributes to them, draws significance from them, and enhances the educational result.

The Department of Physical Education and Athletics provides the Wesleyan University community with a spectrum of activities that will be of benefit in developing healthy, energetic, and well-balanced lives. The objective is to meet the needs of students and to engage other campus constituencies in physical activity. Physical education and athletics at Wesleyan also reflect a commitment to equal opportunity for men and women at all levels of achievement.

Intercollegiate athletics provides the student with the advantage and privilege to achieve a more sophisticated mastery of skills through practice and contests. The pursuit of excellence can be realized through elite NCAA Division III competition with a focus on regular season and New England Small College Athletic Conference (NESCAC) conference play. In the pursuit of excellence, the

Athletic Department strives to be the most innovative and successful athletic program in the prestigious NESCAC and a leader at the national level.

Wesleyan University pursues excellence in all of its programs. Athletics, as an integral part of the overall educational process, is uniquely positioned to enhance a liberal arts education. Wesleyan coaches share the same goal as the entire Wesleyan community: to transform the lives of our students. To achieve this goal, the University is committed to support our highly trained and dedicated faculty-coaches who practice their craft in state-of-the-art facilities.

Programmatic balance is a key criterion of physical education. The program is internally balanced to ensure equal opportunity for the pursuit of its several objectives. Moreover, physical education at Wesleyan is designed within the controlling context of liberal education.

AFFILIATED FACULTY

Drew Black
BS, Syracuse University; MA, Kent State University
Adjunct Professor of Physical Education; Head Coach of Wrestling/Strength and Fitness Coach

Philip Carney
BA, Trinity College
Adjunct Professor of Physical Education; Head Coach of Men's Crew

Walter Jr. Curry
BA, Iowa State University
Adjunct Professor of Physical Education; Head Coach of Track Field (Men's Women's)

Daniel A DiCenzo
BA, Williams College
Adjunct Professor of Physical Education; Head Coach of Football

Christine Kemp
BA, Skidmore College; MA, Bridgewater State College
Adjunct Associate Professor of Physical Education; Head Coach of Field Hockey

Shona Kerr
BMU, Cardiff University
Adjunct Professor of Physical Education; Head Coach of Squash (Men's Women's)

Jennifer Lane
BA, Amherst College; MS, Smith College
Adjunct Professor of Physical Education; Head Coach of Softball

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

Jodi McKenna
BA, Brown University; MED, St. Lawrence University
Adjunct Professor of Physical Education; Head Coach of Women's Ice Hockey

Eva Meredith
BA, Franklin Pierce College
Adjunct Professor of Physical Education; Head Coach of Women's Soccer

Kate Mullen
BS, Central Connecticut State University; MA, Springfield College Ma; MED, Springfield College Ma
Senior Woman Administrator; Adjunct Professor of Physical Education; Head Coach of Women's Basketball

Christopher Potter
BA, University of Connecticut; MA, University of Connecticut
Adjunct Professor of Physical Education; Head Coach of Men's Ice Hockey

John Raba
BS, University of New Haven; MED, University of New Haven
Adjunct Professor of Physical Education; Head Coach of Men's Lacrosse

Joseph Reilly
BA, Trinity College; MBA, University of Rhode Island
Adjunct Professor of Physical Education; Head Coach of Men's Basketball

Matt Reynolds
BA, University of Massachusetts Amherst; MEd, University of Massachusetts Amherst
Adjunct Associate Professor of Physical Education; Head Coach of Men's Baseball

Ben Somera
BA, University Southern Calif
Adjunct Professor of Physical Education; Head Coach of Volleyball

Roland Thornqvist
BA, University of North Carolina at Chapel Hill
Adjunct Professor of Physical Education; Head Coach of Men's Tennis

Patrick Tynan
BS, University of Massachusetts at Amherst
Adjunct Professor of Physical Education; Head Coach of Women's Crew

Geoffrey H. Wheeler
BA, Dartmouth College
Adjunct Professor of Physical Education; Head Coach of Men's Soccer

Kim Williams
BA, C.W. Post Campus, LIU
Adjunct Professor of Physical Education; Head Coach of Women's Lacrosse

Vanessa French Williamson
BA, Bates College
Adjunct Assistant Professor of Physical Education; Head Swim Coach of Swimming Diving/Aquatics Director

Jon C. Wilson
Adjunct Assistant Professor of Physical Education; Head Coach of Men's and Women's Golf

Stephanie Yanosov
MA, Wesleyan University; BA, Quinnipiac University
Adjunct Assistant Professor of Physical Education; Head Coach of Women's Tennis

CHAIR

Michael F. Whalen
BA, Wesleyan University; MS, Springfield College Ma
Frank V. Sica Director of Athletics and Chair, Physical Education; Adjunct Professor of Physical Education

EMERITI

John Biddiscombe
BS, Springfield College Ma; MED, Slippery Rock University
Adjunct Professor of Physical Education, Emeritus

Patricia Klecha-Porter
BS, Ithaca College; MS, Springfield College Ma
Adjunct Professor of Physical Education, Emerita

Gale Lackey
BS, West Chester University; MED, West Chester University
Adjunct Professor of Physical Education, Emerita

Donald Long
BS, Springfield College Ma
Adjunct Professor of Physical Education, Emeritus

Peter Gordon Solomon
BS, North Carolina State University; MA, University of Connecticut
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Adjunct Assistant Professor of Physical Education; Head Coach of Women's Tennis

PHED101 Tennis, Beginning
This course is designed for those who have had no formal instruction in tennis. Basic grips and stroke technique will be taught for the forehand, backhand, serve, and volley. Also covered will be equipment selection, court etiquette, and proper scoring of games, sets, and matches. The introduction of basic doubles formation will also be included. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED102 Tennis, Intermediate
This course is designed for those who have taken beginning tennis and have learned the basic grips and strokes. The intermediate group will have a more detailed analysis of stroke technique. Ladder match play will give students the opportunity to learn singles and doubles strategy. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED104 Golf
This course is designed to teach the basic information necessary to play and enjoy the game of golf. Each classroom period is spent teaching beginning golfers to play the game correctly from the start: mastering the pre-swing, fundamentals of grip and aim, addressing the ball, and swing technique. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED105 Everyday Athlete
By the end of the course, students will be able to: 1. Demonstrate proper technique in fundamental movement patterns (squat, hinge, push, pull, carry, core). 2. Understand and apply key training principles such as overload, progression, and recovery. 3. Track and reflect on their own physical progress and wellness habits. 4. Build a personal weekly fitness plan that balances strength, cardio, mobility, and rest. 5. Recognize the mental performance components of training: motivation, focus, and resilience.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED106 Fitness, Beginning
This course is designed to meet the needs of the individual interested in establishing a self-paced exercise program. The emphasis of this course is on the development of cardiovascular endurance. Individuals are instructed how to determine personal work-load levels and pace themselves during various classroom aerobic activities. Participants also receive additional instruction in strength training. Cardiovascular activities include fast walking, jogging, aerobic exercise, rope jumping, interval training, and rowing ergometer work. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED107 Inner Game of Golf
Golf is traditionally taught with verbal instruction from the teacher to the student. The students in this class will be taught with learning by feel. Through this unique approach, students will learn that their natural swing is already present within themselves and they simply need to allow it to come out. Through various drills and learning techniques, students will also discover that enjoyment of golf comes first, success comes second. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED112 Advanced Olympic Weightlifting and Powerlifting
The focus of the class will be on advanced weight room techniques. Half of the quarter will emphasize the art of Olympic weightlifting, including the clean and jerk and the snatch movements. The other half of the quarter will emphasize the art of powerlifting, including the three power movements--squat, deadlift, and bench press. Safety in these advanced techniques is always prioritized.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED118 Strength Training, Introduction
This course is designed for the individual who is unfamiliar with or has had no experience in programs focusing on building body strength. This course includes an introduction to the strength-training facilities at Wesleyan, proper strength-training techniques, and various elementary training programs. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED119 Strength Training, Advanced
This course is designed to meet the needs of students who are sincerely involved in strength training, body building, and/or competitive lifting. The course will include the use of four weight-lifting machines and instruction in competitive lifting techniques. There will also be discussion and demonstration of various progressive resistance modes that develop muscular strength and endurance. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED120 Swimming, Beginning
The objective of this course is to equip students with basic water safety skills and knowledge to make them reasonably safe while in, on, or about the water. We will introduce skills designed to improve stamina and basic coordination and to increase individual aquatic abilities. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**

Prereq: **None**

PHED121 Swimming, Advanced Beginner
This course is designed to build upon the skills learned in beginning swimming. Emphasis is placed on improving the overhand crawl stroke with rotary breathing. Students will be introduced to the basic skills needed to learn the backstroke and breaststroke. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED122 Swimming for Fitness
This program is designed for the lap swimmer who is interested in learning and applying cardiovascular conditioning and training to swimming. Instruction is given in breathing exercises and pacing techniques. Individual work-load levels are determined, and self-paced programs are centered around those levels. Various training techniques are discussed and used in the program. A course prerequisite is the ability to swim 25 yards (any stroke) continuously and comfortably. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED123 Lifeguard Training
This course is designed to teach potential lifeguards the skills and knowledge needed to prevent and respond to aquatic emergencies. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED124 Squash
This course is geared toward the beginner but may be taken by those who have played some before. Basic grips and strike technique will be taught for the forehand, backhand, serve, and volley. Also covered will be safety precautions, court etiquette, and proper scoring of games and matches. The intermediate player may not get much attention the first two weeks while the beginners learn the basics. The first class of each quarter will meet in the lobby of the Freeman Athletic Center. Students must have their own racket and goggles.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED125 Table Tennis
Table tennis (also known as ping-pong) is a racket sport derived from tennis but distinguished by its playing surface being on top of a stationary table, rather than a court on which players stand. Table tennis uses paddles, vs a stringed racket, a small hollow plastic ball, and a net. While played in basements the world over, this course will teach you how to play the sport competitively. It will address technique, strategy, and rules and we will learn how to play both singles and doubles. Table tennis is played in so many different settings from backyards at home to rec rooms at work, and from university all the way to the Olympics. This is the perfect course to learn the sport from scratch or hone existing skills for social events, networking opportunities, or the sheer fun of playing. Basic paddles and balls will be provided. Non-marking shoes are required.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED127 Tabata/Fitness Training
Tabata/fitness training is a program designed to enhance an individual's competency at all physical tasks. The student will perform exercise elements successfully at multiple, diverse, and randomized physical challenges. Areas of fitness will include cardiovascular endurance, stamina, strength, power, speed, balance, agility, and coordination. The start-stop training design is based on 20-second bursts of high-intensity workout followed by a 10-second rest. Each high-intensity burst/rest is repeated 4--8 times. The course will provide challenging workout programs that provide the health benefits of cardiovascular workouts with high- to moderate-intensity training and/or high- to moderate-intensity interval training. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED130 Skating, Beginning
This introduction course to ice skating will include lectures as well as work on ice and covers all basics of skating. Progress is self-paced. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED133 Interval Training
Interval training involves a series of low- to high-intensity exercise workouts interspersed with rest or relief periods. This course includes a variety of cardio drills and resistance training exercises designed to challenge and improve cardio and muscular strength while maintaining a strong core. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED137 Rowing for Fitness
This course is designed to introduce individuals to the use and benefit of rowing as a lifetime fitness activity. Through the use of the Concept II rowing ergometer, students will be taught proper rowing technique, conditioning, injury prevention, and ways to include rowing as a part of an overall exercise program. No previous rowing experience is necessary. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED138 Indoor Cycling
Indoor cycling, as an organized activity, is a form of exercise with classes focusing on endurance, strength, intervals, high intensity (race days), and recovery that involves using a special stationary exercise bicycle with a weighted flywheel in a classroom setting. During the class the instructor simulates the ride. Together you travel on flat roads, climb hills, sprint, and race! This is a truly fantastic cardiovascular class. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED139 Running for Fitness
This course is an introduction to the basic principles of a fitness running program. The training program will be individualized for each student based on individual goals. Topics will include proper training techniques, running gear, injury prevention, and stretching. All levels of running welcome. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED140 Racketlon
Racketlon combines tennis, badminton, squash, and table tennis into one sport. It is racketsports' answer to other combination sports such as triathlon or decathlon. Very commonly played in Europe, opponents play each of the sports to 21 points, and the winner is the person with the highest total points. Racketlon is also played in a doubles format where teams of two opponents play against each other. This class will introduce students to each of the four racketsports and how to play them in combination within the sport of racketlon. As a capstone experience, the class will play both a singles and a doubles racketlon. Previous racketsport experience will be valuable in this class, but is not required. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED142 Yoga for Fitness
This yoga class is designed to improve the health, performance, and mental acuity of students interested in improving their level of fitness. The class will blend balance, strength, flexibility, and power in a fitness format. This practical and user-friendly style of yoga is accessible, understandable, and achievable by individuals at any level of fitness. Attendance is required. The first class in each quarter will meet in the lobby of Freeman Athletic Center Lobby. This class meets in the second quarter.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED145 Indoor Cycling and Yoga
This is a combination class that warms up your body with some sun salutations, strengthens your lower body with a cycling ride, and then stretches your hard-worked muscles with yoga asanas. Yoga and indoor cycling are natural complements to one another because each exercise has a mental and a physical component and trains your body while developing mind/body awareness. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED147 Hatha Yoga
This is a beginning yoga class with no previous experience needed. The class will consist of 26 postures and two breathing exercise aimed at improving your posture and alignment, balance, and strength. Posture and exercise covered: Warm-up:Standing Deep Breathing - Pranayama (Sanskrit), Half Moon Pose - Ardha-Chandrasana (Sanskrit), Awkward Pose - Awkward Pose (Sanskrit), Eagle Pose - Garurasana (Sanskrit), Balancing, Standing Head to Knee - Dandayamana-Janushirasana (Sanskrit), Standing Bow Pose - Dandayamana-Dhanurasana (Sanskrit), Balancing Stick - Tuladandasana (Sanskrit).

Stretching: Standing Separate Leg Stretching Pose -Dandayamana-Bibhaktapada-Paschimotthanasana (Sanskrit), Triangle Pose - Trikanasana (Sanskrit), Standing Separate Leg Head to Knee Pose - Dandayamana-Bibhaktapada-Janushirasana (Sanskrit), Focus Tree Pose - Tadasana (Sanskrit), Toe Stand - Padangustasana (Sanskrit), Dead Body Pose - Savasana (Sanskrit), Wind-Removing Pose - Pavanamuktasana (Sanskrit)

Spine Strengthening, Sit up - Pada-Hasthasana (Sanskrit), Cobra Pose - Bhujangasana (Sanskrit), Locust Pose - Salabhasana (Sanskrit), Full Locust Pose - Poorna-Salabhasana (Sanskrit), Bow Pose - Dhanurasana (Sanskrit). Opening: Fixed Firm Pose - Supta-Vajrasana (Sanskrit), Half Tortoise Pose - Ardha-Kurmasana (Sanskrit), Camel Pose - Ustrasana (Sanskrit), Rabbit Pose - Sasangasana (Sanskrit), Spine-Twisting Pose - Ardha-Matsyendrasana(Sanskrit), Blowing in Firm Pose - Kapalbhati in Vajrasana(Sanskrit). Bring a mat, towel, and your own water. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED148 Hatha Yoga
This is a beginning yoga class with no previous experience needed. The class will consist of 26 postures and two breathing exercise aimed at improving your posture and alignment, balance, and strength. Posture and exercise covered:

Warm-up: Standing Deep Breathing - Pranayama (Sanskrit), Half Moon Pose - Ardha-Chandrasana (Sanskrit), Awkward Pose - Awkward Pose (Sanskrit), Eagle Pose - Garurasana (Sanskrit), Balancing, Standing Head to Knee - Dandayamana-Janushirasana (Sanskrit), Standing Bow Pose - Dandayamana-Dhanurasana (Sanskrit), Balancing Stick - Tuladandasana (Sanskrit).

Stretching: Standing Separate Leg Stretching Pose -Dandayamana-Bibhaktapada-Paschimotthanasana (Sanskrit), Triangle Pose - Trikanasana (Sanskrit), Standing Separate Leg Head to Knee Pose - Dandayamana-Bibhaktapada-Janushirasana (Sanskrit), Focus Tree Pose - Tadasana (Sanskrit), Toe Stand - Padangustasana (Sanskrit), Dead Body Pose - Savasana (Sanskrit), Wind-Removing Pose - Pavanamuktasana (Sanskrit), Spine Strengthening Sit up - Pada-Hasthasana

(Sanskrit), Cobra Pose - Bhujangasana (Sanskrit), Locust Pose - Salabhasana (Sanskrit), Full Locust Pose - Poorna-Salabhasana (Sanskrit), Bow Pose - Dhanurasana (Sanskrit).

Opening: Fixed Firm Pose - Supta-Vajrasana (Sanskrit), Half Tortoise Pose - Ardha-Kurmasana (Sanskrit), Camel Pose - Ustrasana (Sanskrit), Rabbit Pose - Sasangasana (Sanskrit), Spine-Twisting Pose - Ardha-Matsyendrasana(Sanskrit), Blowing in Firm Pose - Kapalbhati in Vajrasana (Sanskrit).

Bring a mat, towel, and your own water. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

PHED152 Outdoor Hiking
Hiking is merely walking on a footpath, whether on a neighborhood path or a more adventurous trail that involves some climbing. Hiking is a moderate cardiovascular activity. Common benefits include weight loss, prevention of osteoporosis, decreased blood pressure, and relief of back pain. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED155 Speed Agility Plyometric Training
Learn to increase your cardio by speed and quickness. Agility training focuses on foot speed, quickly changing direction and improving reaction to visual cues. Plyometrics is an explosive movement to build muscle. The two will be combined to enhance the over all body conditioning. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED157 Pickleball
Pickleball is a paddle sport with combined elements of tennis, badminton, and ping pong, and played on a doubles badminton court. The net is similar to a tennis net, but is two inches lower. The game is played with a hard paddle that is similar to table tennis and usually made up of graphite or composite. The ball is comparable to a whiffle ball.

The game can be played in either singles' or doubles' matches. For new players, the basics of the sport are easy to learn. Typically, one session of three or four games is all that it takes to grasp the basics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED158 Wiffle Ball
This course is an introduction to the game of Wiffle Ball. The course is designed to teach the basic rules, fundamentals, and techniques of the game. The course includes instruction on pitching, fielding, baserunning and hitting, as well as game strategy. We will also include game play to be able to compete with the skills that we have developed. Game play will focus on the slow/med speed pitch version of the game. Classes will take place in Bacon Field House, which offers an ideal size and surface for instruction and game play.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED159 Cross Training Fitness
This class will use dynamic warm-up, dynamic flexibility, bodyweight, dumbbells, free weights, kettleballs, interval training, cardio/fitness machines, aquatic training, core training, and neuromuscular training in a fun, progressive way so students have a variety of ideas to implement to stay fit for life. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED160 Move Well: Mobility, Flexibility, and Longevity in Physical Activity
This course introduces students to foundational mobility, flexibility, and recovery practices designed to improve movement quality, reduce injury risk, and support lifelong physical well-being. Through guided foam rolling, stretching, and mobility exercises, students will develop an understanding of how the body moves and how to care for it amid academic, athletic, and daily life demands. Classes will emphasize practical, accessible techniques that can be applied before and after physical activity, during periods of high stress, or as part of a regular wellness routine. The course is designed for students of all fitness levels and athletic backgrounds and encourages sustainable, lifelong approaches to physical activity.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED170 Sculling
This course is designed for those students that have completed the introductory Rowing for Fitness course (PHED137). It gives them the opportunity to take these skills to the water and learn a fitness activity that can last a lifetime. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **PHED137**

PHED172 Dorm to 5k: Running for Fitness
This course is designed to introduce students to the fundamentals of physical fitness, focusing on developing the stamina, technique, and mental strategies needed to successfully complete a 5K run. Students will progressively improve their endurance, strength, and overall fitness through a combination of running, cross-training, and education on healthy lifestyle habits. By the end of the course, students will be able to complete a 5K race and incorporate sustainable fitness practices into their daily routines.
Offering: **Host**
Grading: **A-F**

Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

PHED195 Theory of Coaching
This course is designed to introduce students to the basic principles and theories of coaching. Students will become familiar with coaching philosophies, coaching objectives, leadership, and motivation styles. Students will also be introduced to team management and planning techniques, evaluation tools, training techniques, and risk management concerns for coaches. This course has no prerequisite and is open to all students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED196 Basketball Fundamentals
This course is designed to introduce students to the fundamentals of basketball. From the basic skills of the game -- dribbling, shooting, passing, defending -- to the rules of the game that govern the sport. Students will enjoy both skill development and game strategy as the grow from 2 v 2 games into a full 5 v 5 environment. In addition to basketball fundamentals, the course will cover the importance of overall physical fitness and how to set themselves up for a lifetime of activity.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED201 Practicing Mindfulness Techniques During Activity
This course will provide students with an introduction to mindfulness and teach them mindfulness tools they can use to better self-regulate their emotional states and manage the stress-reaction cycle so many college students find themselves in.

Mindfulness can be brought to any activity. In this course, students will practice different mindfulness techniques through various types of physical activity such as walking meditation, yoga, and time in nature, to name a few. Part lecture, part activity class, students will acquire skills that aid in reducing stress caused by many of life's major stressors: time, people, sleep, work/academics, roles, food, pain, change, fear, panic, and anxiety.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYSICS

"Physics is the liberal arts education for a technological society."—Joseph Pimbley

Participation in research and proficiency in the main subject areas of physics are the twin goals of the physics program. The major program is designed to develop competency in quantum theory, electromagnetism and optics, thermodynamics and statistical mechanics, classical dynamics, and condensed-matter physics. Preparation in mathematical and computational methods is an integral part of the program.

Interested and qualified students may pursue several opportunities for advanced work, including graduate courses and participation with graduate students and faculty in research. The department encourages its students to "do physics" at the earliest opportunity by making arrangements to work with one of the research groups or by arranging an independent research tutorial. Research may be experimental or theoretical and may, but need not, result in a senior honors thesis. Most majors who intend to write a thesis begin research no later than the junior year and continue it through the summer into the senior year. Current research interests include quantum computing, single molecule biophysics, soft condensed-matter physics, charge transport in photovoltaic devices, fluid dynamics, laser plasmas, spectroscopy, collision studies involving excited atoms and molecules, and wave transport in complex media.

Many students also take advantage of Wesleyan's computing facilities in their research or coursework. The University has a large computer cluster available to all who are doing research.

Each semester, opportunities exist to serve as a teaching apprentice, course assistant, or department assistant in one of the introductory or intermediate-level courses. Many physics majors have found that this is a stimulating way to learn more about the fundamentals of the discipline and how to teach them. The Cady Lounge in the department serves as a focus for the major by providing a place where students can study and discuss physics. There is also a study room where students in the introductory courses can come to get help and to work together. Students are encouraged to attend the weekly colloquium series and to participate in the weekly research seminars in atomic and molecular physics, chemical physics, condensed-matter physics, and theory. The Society of Physics Students is also a great resource for sharing ideas and questions with like-minded students.

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Visiting Scholar in Physics; Visiting Scholar of Physics

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Visiting Professor of Physics

DEPARTMENTAL ADVISING EXPERTS

- Lutz Hüwel and George Paily, *Class of 2023*
- Francis Starr and Min-Feng Tu, *Class of 2024*

- Undergraduate Physics Major (p. 840)
- Physics Minor (https://catalog.wesleyan.edu/minors/ugrd-phys-mn/)

- Doctor of Philosophy in Physics (p. 843)
- Master of Arts in Physics (https://catalog.wesleyan.edu/departments/phys/grad-phys-ma/)

PHYS105 Calderwood Seminar in Public Writing: Radical Sustainability
The environmental challenges widely known and discussed for the past 50 years not only remain: they have grown. Maybe we haven't worked hard enough, or maybe we've been going about sustainability the wrong way. Radical sustainability explores the intersection of these now-critical challenges--extinction, climate change, and many others--as well as the physical and social constraints on action to address them. Our aim is to identify the pressure points for an effective response within the geo-ecosystem and the human systems embedded within it, and then to focus on making change through writing.

Calderwood Seminars in Public Writing are writing-intensive courses that emphasize writing for general audiences about expert subject matters. Students work with their peers to hone the skills that enable them to translate scientific understanding of sustainability for the public. Using an intensive author/editor model, students will explore public communication in a variety of forms, including news articles, radio features, and editorials. The goal is prose that is polished and persuasive. Course readings are chosen to highlight the physical nature of human systems as they relate to natural systems. While there is no prerequisite, the course is intended for upper-level students with experience in environmental and sustainability studies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **ENVS235, WRCT235**
Prereq: **None**

PHYS107 Life in the Cell from a Molecule's Perspective
What does DNA look like when it is not condensed into chromosomes? How do partners in molecular processes find each other? If a molecular motor "walks," how does it take a step? We will explore these major topics in molecular biophysics by discussing primary scientific literature. Emphasis will be placed on revealing the ways in which our understanding of biological processes can be improved by understanding the underlying physics. Students should have a broad high school science background, familiarity with quantitative and algebraic concepts, and a desire to incorporate quantitative thinking into verbal discourse. Writing is a core element of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **MB&B117**
Prereq: **None**

PHYS111 Introductory Physics I
This course, along with PHYS 112 in the spring semester, is an introduction to the fundamental principles of physics. Employing trigonometry and algebra the goal is to provide tools for the quantitative understanding of a wide variety of phenomena, with many examples taken from the life sciences. The lab PHYS 121 is recommended. Since algebra is an important prerequisite for PHYS 111, we strongly recommend that all students take a diagnostic test prior to the start of the course. It can be found at https://www.khanacademy.org/math/algebra/test/subject-challenge?modal=1 Taking this "Course Challenge" will take 30-45 minutes and leave you with a good idea of where your algebra skills might need review. Follow-up guided lessons can be chosen at this website.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS112 Introductory Physics II
This is the second of two non-calculus courses covering fundamental principles of physics. The emphasis is on developing a conceptual understanding of the physical processes that govern our universe. Proficiency in elementary algebra, vector algebra, trigonometry, and arithmetic is required. The lab PHYS122 is recommended.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **PHYS111**

PHYS113 General Physics I
This course is the first term of a general physics course with calculus, recommended for students interested in majoring in the sciences. With the focus on Newtonian dynamics, PHYS 113 seeks to develop both conceptual understanding and the ability to use this knowledge to obtain quantitative predictions of how the universe works. Through a collaborative and interactive classroom experience, students develop problem-solving skills and a mathematical description of mechanics. The associated lab, PHYS123, is highly recommended. PHYS113 and PHYS116 are part of a sequence of courses that lead into the physics major. PHYS113 is a pre-requisite for PHYS116; therefore, students must take them in sequence.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS116 General Physics II
This course is the second term of a general physics course with calculus, recommended for students interested in majoring in the sciences. The focus is on the physics of charged particles, including an introduction to the concepts of electric and magnetic fields. Students will develop both conceptual understanding of how charged particles give rise to both electricity and magnetism and the ability to use this knowledge to quantitatively describe the behavior of these particles in a variety of contexts, including electrical devices. Through a collaborative and interactive classroom experience, students develop problem-solving skills and a mathematical description of electricity and magnetism. The associated lab PHYS124 is highly recommended; any student wishing to major in physics should enroll in PHYS124, since it is a requirement for the major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **PHYS113**

PHYS116P General Physics II Problem Solving
This course in the problem solving session component of General Physics II. All students enrolled in PHYS 116 must register for one section of PHYS 116P. This course meets weekly for a session focused on direct solving of problems based on material that is covered during General Physics II class time. Students will work in collaboration to develop the problem solving skills that will allow them to succeed in General Physics II and beyond.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.00**
Gen Ed Area: **None**
Prereq: **None**

PHYS121 Introductory Physics Laboratory I
This laboratory course provides experience with phenomena discussed in PHYS111 lectures. While this course is not required by the Physics Department, students planning to enter the health professions should be aware that a year of physics WITH LABORATORY is usually required for admission. Consult your major advisor if you are in doubt about similar requirements in your field. Each laboratory is limited to 16.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS122 Introductory Physics Laboratory II
This course provides laboratory experiences for students taking PHYS112.

This laboratory course teaches students how to obtain, process, and evaluate data and compare these data with quantitative models of how our world works.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS123 General Physics Laboratory I
This laboratory course provides experience with phenomena discussed in PHYS113 lecture, integrating calculations with the experiments. Students will get hands-on experience with physical systems that demonstrate the principles being studied in PHYS113. Hands-on experience helps in developing physical intuition, a deeper understanding of the course material, and the world around us. The emphasis in this course is on experimental technique and the proper identification, appreciation, and handling of experimental error.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS124 General Physics Laboratory II
This laboratory course is designed to be taken in conjunction with PHYS116. Students will get hands-on experience with physical systems that demonstrate the principles being studied in PHYS116. Hands-on experience helps in developing physical intuition, a deeper understanding of the course material, and the world around us. The emphasis in this course is on experimental technique and the proper identification, appreciation, and handling of experimental error.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **PHYS113 OR PHYS123**

PHYS170Z Introduction to Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA170Z, CIS170Z**
Prereq: **None**

PHYS205 Introduction to Mechanical Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA170, CIS170**
Prereq: **None**

PHYS206 Introduction to Electrical Design & Engineering
Students will learn about engineering mechanics, electronic control systems, and physical actuators (e.g., for movement) using a microprocessor platform, sensors and motors. The final project will require a student team to ideate, design, analyze, and optimize a mechatronic system. This course will allow students to better understand components, methods, and challenges in mechatronics systems commonly found in automation and robotics.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA175, CIS175**
Prereq: **None**

PHYS207 Introduction to Biophysics
This course will introduce students to major topics in biophysics with an emphasis on the statistical physics of biological systems at the microscopic or molecular level. Topics covered will include molecular motors, self-assembly, and single-molecule manipulation. Students will learn how physical arguments and reasoning can provide significant insight into the design and function of biological systems. While this course is geared toward students who have had a full year of calculus-based physics, relevant concepts in biology and chemistry will be introduced as needed. No detailed knowledge of biology or chemistry beyond the high-school level is required for this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **MB&B207**
Prereq: **PHYS116**

PHYS210 How Things Fail: Mechanics and Materials
This lab/lecture engineering course is a foundational cornerstone of structural analysis and mechanical design. It will provide students with a theoretical and practical understanding of static equilibrium, force systems, material response to loading, and analysis of failure modes for each of the fundamental types of stress and strain (axial, flexural, and torsional). These skills are vital for students from a range of disciplines, including mechanical engineering and architecture. The final project will entail design, implementation, and testing of an optimized model of a structure.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **IDEA210, CIS210**
Prereq: **IDEA170 AND (PHYS111 OR PHYS113)**

PHYS213 Waves and Oscillations
The properties of periodic motion recur in many areas of physics, including mechanics, quantum physics, and electricity and magnetism. The ubiquity of oscillatory motion in biological and chemical systems, as well as engineering, provides interdisciplinary importance for developing the formal description of periodic motion. We will explore the physical principles and fundamental mathematics related to periodic motions. Topics will include damped and forced harmonic motion, normal modes, the wave equation, Fourier series and integrals, and complex analysis. Principles and techniques developed in this course are central to many subsequent courses, particularly Quantum Mechanics (PHYS214, PHYS315), Classical Dynamics (PHYS313), and Electricity

and Magnetism (PHYS324). An important component of this course is to develop the ability to use mathematical software packages to graph expressions, solve equations, and obtain numerical solutions to differential equations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **PHYS116**

PHYS214 Quantum Mechanics I
This course provides an introduction to wave and matrix mechanics, including wave-particle duality, probability amplitudes and state vectors, eigenvalue problems, and the operator formulation of quantum mechanics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **(PHYS213 AND MATH221) OR (PHYS213 AND MATH223)**

PHYS215 Special Relativity
This calculus-based half-credit, half-semester introduction to Einstein's theory of special relativity promotes both a qualitative understanding of the subject and a quantitative problem-solving approach.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS217 Nonlinear Dynamics and Chaos
Why is it often very difficult to predict the behavior of systems even when we know the interactions between the constituent parts? When the interactions are nonlinear, the tools of linear mathematics are inadequate. When nonlinear systems have more than three dimensions in their state space, they are often chaotic with fundamental limits on predictability. This course systematically addresses one and two dimensional nonlinear systems, analyzing fixed points, bifurcations, and limit cycles. We then explore chaos in continuous systems and discrete maps. The course balances mastery of mathematical tools for analyzing nonlinear systems, development of physical intuition, and practical problem-solving.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **PHYS213**

PHYS219 Introduction to Contemporary Physics
This course examines the foundations of modern physics, including special relativity, the building blocks of matter, the fundamental interactions and gravity, and recent views of the universe such as entanglement, supersymmetry, strings, and dark matter and dark energy.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **(PHYS113 AND PHYS116)**

PHYS313 Classical Dynamics
This is a course in classical mechanics at the intermediate level that utilizes problem solving instruction and learning. It approaches Newtonian mechanics from a more advanced point of view and introduces Lagrangian and Hamiltonian dynamics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS513**
Prereq: **(PHYS213 AND MATH222) AND (MATH221 OR MATH223)**

PHYS315 Quantum Mechanics II
This course will expand the formalism of quantum mechanics to include spin and angular momentum in three dimensions. The quantum theory of identical particles will be developed and applied to multi-electron atoms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS515**
Prereq: **(PHYS214 AND MATH223) OR (PHYS214 AND MATH221)**

PHYS316 Thermal and Statistical Physics
Thermodynamics and statistical mechanics are pillars of physics. Thermodynamics provides a framework through which we can understand the rules for the conversion of energy and matter from one form to another. As we will learn, every transfer of energy results in the conversion of some energy into an unusable form. Using the tools of thermodynamics, we can establish limits for the amount of useful work that can be extracted from any process. These limits have important implications for the quest to achieve sustainability in our use of energy and materials. As we learn about thermodynamics, we will spend some time exploring this real-world application of the material covered. Likewise, statistical mechanics provides us with a set of tools for understanding how the behavior of individual atoms and molecules impacts the properties and behavior of materials that can be observed in our daily lives. Our approach to this material differs from many previous physics courses and requires a mixture of statistical and counting skills, coupled with physical intuition for the nature of matter. In addition to explaining phase transitions, critical phenomena, and the statistical nature of fermions and bosons, the tools of statistical mechanics are essential for understanding phenomena like evaporative cooling and the greenhouse effect. We will explore the conditions that lead to these phenomena and discuss the role they may play in a comprehensive approach to sustainability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS516**
Prereq: **PHYS214**

PHYS317 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B507, MB&B307, CHEM507, CHEM307, PHYS517**
Prereq: **None**

PHYS318 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**

Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B508, MB&B308, CHEM508, PHYS518, CHEM308**
Prereq: **None**

PHYS320 Introduction to Tensors and General Relativity
Students will learn the basics of physics in curved spacetime and the use of tensors to describe physical quantities and laws. Geodesics in curved spacetimes and how space and time change in general relativity will be a particular focus.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **MATH222 AND PHYS215 OR PHYS313**

PHYS321 Physics Research at Wesleyan
This seminar introduces students to the exciting and diverse research conducted within the physics department. Faculty members from various research areas will give talks showcasing their work, providing insight into both fundamental and applied physics. The goal is to help students explore different research topics, understand what physics research entails, and discover potential opportunities to get involved in faculty-led projects. This seminar is open to all students with an interest in physics who are curious about research, but have not yet chosen a specific focus, particularly first- and second-year students and also graduate students in their first year of study. The course is structured as a series of faculty presentations, followed by discussions where students can engage with researchers, ask questions, and explore potential research pathways.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **PHYS523**
Prereq: **None**

PHYS322 Physics Colloquium with Journal Club II
Students will review and discuss materials in preparation for attending the physics colloquium. Attendance at the colloquium is also required.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

PHYS324 Electricity and Magnetism
This course covers the classical field theory of electricity and magnetism. The core of the course covers electrostatics and magnetostatics with emphasis on both physical insight and the partial differential equations that describe these fields. We then cover electrodynamics to complete Maxwell's equations and to derive the elementary properties of electromagnetic radiation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS524**
Prereq: **PHYS116 AND PHYS124 AND PHYS213 AND MATH222**

PHYS339 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B309, CHEM309, CHEM509, MB&B509, PHYS539**
Prereq: **None**

PHYS340 Computational Physics
Most modern problems in physics cannot be analytically solved, making numerical solution necessary. This course introduces students to vital numerical methods used in modern computational physics. Students will develop code to calculate exact numerical solutions to a range of physics problems, such as N-body motion, the solution of Schrödinger's equation, and phase transitions. Methods covered include root finding, numerical integration of initial and boundary value problems, Monte Carlo techniques, and an introduction to machine learning methods. Code will be developed using Python and there will be opportunities to gain experience in the C programming language as well. Previous programming experience is strongly encouraged but not required.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **(MATH221 AND PHYS213) OR (MATH223 AND PHYS213)**

PHYS342 Experimental Optics
This is an experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS542**
Prereq: **(PHYS116 AND PHYS213)**

PHYS345 Electronics Lab
This laboratory course covers the fundamentals of analog and digital electronics: passive DC and AC circuits, linear transistor and integrated circuits, and digital integrated circuits.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS545**
Prereq: **(PHYS116 AND PHYS213)**

PHYS358 Condensed Matter
This calculus-based course is an introduction to the physics of the solid state. It includes topics such as the reciprocal lattice, elastic constants, band structure, and Fermi surfaces.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS558**
Prereq: **PHYS316 AND PHYS315 AND PHYS324**

PHYS377 Chemistry of Materials and Nanomaterials
This course will provide an introduction to materials chemistry, with a special emphasis on nanomaterials. Topics covered will include colloidal metal nanomaterials; semiconductors and quantum dots; carbon nanotubes, fullerenes, and graphene; metal-organic frameworks; self-assembly and metamaterials; electron and scanning probe microscopies; and lithography. The course will also discuss applications of these materials and techniques in areas such as plasmonics and sensing, catalysis, energy generation, and medicine.
Offering: **Crosslisting**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM377**
Prereq: **CHEM251**

PHYS395 Structural Biology Laboratory
One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by X-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, cryo-electron microscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis, protein purification, and column chromatography. The course will provide hands-on experience with spectroscopic and biophysical methods such as fluorescence, UV-Vis absorption, X-ray crystallography, isothermal titration calorimetry, and circular dichroism as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B395, CHEM395**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM325 OR MB&B208 OR PHYS207)**

PHYS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PHYS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PHYS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PHYS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PHYS421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

PHYS422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

PHYS423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PHYS424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PHYS465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

PHYS466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

PHYS470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

PHYS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PHYS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PHYS500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, E&ES500, MB&B500, MUSC500, PSYC500, MATH500**
Prereq: **None**

PHYS501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **A-F**

PHYS505 Condensed Matter Physics Seminar I
Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHYS506 Condensed Matter Physics Seminar II
Presentation and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHYS507 Atomic and Molecular Physics Seminar I
Presentations and discussions of material at the forefront of the discipline, emphasizing current research at Wesleyan.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **PHYS214**

PHYS508 Atomic and Molecular Physics Seminar II
Presentations and discussions of material at the forefront of the discipline, emphasizing current research at Wesleyan.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHYS509 Theoretical Physics Seminar I
Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **([PHYS313 or PHYS513] AND PHYS214 AND [PHYS315 or PHYS515] AND [PHYS316 or PHYS516])**

PHYS510 Theoretical Physics Seminar II
Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **([PHYS315 or PHYS515] AND [PHYS324 or PHYS524] AND [PHYS316 or PHYS516])**

PHYS511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS513 Classical Dynamics
This is a course in classical mechanics at the intermediate level that utilizes problem solving instruction and learning. It approaches Newtonian mechanics from a more advanced point of view and introduces Lagrangian and Hamiltonian dynamics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS313**
Prereq: **(PHYS213 AND MATH222) AND (MATH221 OR MATH223)**

PHYS515 Quantum Mechanics II
This course will expand the formalism of quantum mechanics to include spin and angular momentum in three dimensions. The quantum theory of identical particles will be developed and applied to multi-electron atoms.
Offering: **Crosslisting**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS315**
Prereq: **(PHYS214 AND MATH223) OR (PHYS214 AND MATH221)**

PHYS516 Thermal and Statistical Physics
Thermodynamics and statistical mechanics are pillars of physics. Thermodynamics provides a framework through which we can understand the rules for the conversion of energy and matter from one form to another. As we will learn, every transfer of energy results in the conversion of some energy into an unusable form. Using the tools of thermodynamics, we can establish limits for the amount of useful work that can be extracted from any process. These limits have important implications for the quest to achieve sustainability in our use of energy and materials. As we learn about thermodynamics, we will spend some time exploring this real-world application of the material covered. Likewise, statistical mechanics provides us with a set of tools for understanding how the behavior of individual atoms and molecules impacts the properties and behavior of materials that can be observed in our daily lives. Our approach to this material differs from many previous physics courses and requires a mixture of statistical and counting skills, coupled with physical intuition for the nature of matter. In addition to explaining phase transitions, critical phenomena, and the statistical nature of fermions and bosons, the tools of statistical mechanics are essential for understanding phenomena like evaporative cooling and the greenhouse effect. We will explore the conditions that lead to these phenomena and discuss the role they may play in a comprehensive approach to sustainability.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS316**
Prereq: **PHYS214**

PHYS517 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B507, MB&B307, CHEM507, CHEM307, PHYS317**
Prereq: **None**

PHYS518 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B508, MB&B308, CHEM508, PHYS318, CHEM308**
Prereq: **None**

PHYS521 Physics Colloquium I
Presentations by outside experts and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHYS522 Physics Colloquium II
Presentations by outside experts and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **([PHYS315 or PHYS515] AND [PHYS313 or PHYS513])**

PHYS523 Physics Research at Wesleyan
This seminar introduces students to the exciting and diverse research conducted within the physics department. Faculty members from various research areas will give talks showcasing their work, providing insight into both fundamental and applied physics. The goal is to help students explore different research topics, understand what physics research entails, and discover potential opportunities to get involved in faculty-led projects. This seminar is open to all students with an interest in physics who are curious about research, but have not yet chosen a specific focus, particularly first- and second-year students and also graduate students in their first year of study. The course is structured as a series of faculty presentations, followed by discussions where students can engage with researchers, ask questions, and explore potential research pathways.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **PHYS321**
Prereq: **None**

PHYS524 Electricity and Magnetism
This course covers the classical field theory of electricity and magnetism. The core of the course covers electrostatics and magnetostatics with emphasis on both physical insight and the partial differential equations that describe these fields. We then cover electrodynamics to complete Maxwell's equations and to derive the elementary properties of electromagnetic radiation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS324**
Prereq: **PHYS116 AND PHYS124 AND PHYS213 AND MATH222**

PHYS531 Research Frontiers in Physics I
This seminar focuses on presenting general methods used in current theoretical and experimental research performed in the Physics Department. The exposition will be done by student participants, guided by the instructing faculty.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS532 Research Frontiers in Physics II
This seminar focuses on presenting general methods used in current theoretical and experimental research performed in the Physics Department. The exposition will be done by student participants, guided by the instructing faculty.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS533 Research Communication in Physics I
This course consists of weekly meetings for students to practice their scientific presentation and listening skills. Students will each claim responsibility for one or two meetings. Presentations may consist of research-relevant papers, practice talks for conferences, or research updates for the general graduate audience.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS534 Research Communication in Physics II
This course consists of weekly meetings for students to practice their scientific presentation and listening skills. Students will each claim responsibility for one or two meetings. Presentations may consist of research-relevant papers, practice talks for conferences, or research updates for the general graduate audience.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS539 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B309, CHEM309, CHEM509, MB&B509, PHYS339**
Prereq: **None**

PHYS542 Experimental Optics
This is an experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS342**
Prereq: **(PHYS116 AND PHYS213)**

PHYS545 Electronics Lab
This laboratory course covers the fundamentals of analog and digital electronics: passive DC and AC circuits, linear transistor and integrated circuits, and digital integrated circuits.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS345**
Prereq: **(PHYS116 AND PHYS213)**

PHYS549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PHYS550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PHYS558 Condensed Matter
This calculus-based course is an introduction to the physics of the solid state. It includes topics such as the reciprocal lattice, elastic constants, band structure, and Fermi surfaces.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS358**
Prereq: **PHYS316 AND PHYS315 AND PHYS324**

PHYS563 Analytical Mechanics
Advanced classical mechanics: multidimensional motion, rigid bodies and rotational dynamics, chaotic dynamics, elementary continuum mechanics, and applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **(PHYS213 AND PHYS217 AND PHYS313) OR (PHYS213 AND PHYS217 AND PHYS513)**

PHYS565 Mathematical Physics
Historically, physics and mathematics are closely related. Physics uses powerful tools developed by mathematicians, while physicists, investigating the actually existing universe, provide mathematicians with new concepts and ideas to explore. This way, many mathematical techniques, and even entire areas of mathematics, developed from the need to solve certain real-life problems posed by physical reality. The purpose of this course is to give students an overview of the powerful array of mathematical tools available for the solution of physical problems. Starting with the presentation of tools of complex analysis, we will apply them to the solution of ordinary and partial differential equations. We will encounter Fourier and Laplace transforms and will study the Green's function method for the solution of bound and scattering problems. We will also look into the elements of Group Theory and apply it to angular momentum in quantum many-body systems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **MATH222 AND MATH223 AND PHYS313 AND PHYS315 AND PHYS324**

PHYS566 Electrodynamics
This course covers boundary value problems, Green's functions, multipoles, fields in dielectric and magnetic media, electromagnetic radiation, and wave guides.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **PHYS324**

PHYS567 Statistical Mechanics
This course will develop important concepts in statistical physics by examining several applications in detail. The areas covered will include the classical and quantum gases, critical behavior and phase transitions, and elementary transport phenomena.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **None**
Prereq: **[PHYS316 or PHYS516]**

PHYS568 Quantum Mechanics
This course will develop advanced concepts of quantum mechanics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **[PHYS315 or PHYS515] AND [PHYS313 or PHYS513]**

PHYS571 Advanced Topics in Atomic and Molecular Physics
Topics in modern optical and atomic physics will be explored with an emphasis on precision time metrology. Fundamental questions, experimental challenges, and various applications will be discussed.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **PHYS315**

PHYS572 Advanced Topics in Atomic and Molecular Physics
Several plasma applications will be discussed, for example, in fusion, chemical analysis, surface treatment, and medicine.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **PHYS515**

PHYS573 Advanced Topics in Condensed Matter
The course will cover advanced topics in condensed-matter physics, with emphasis on current research problems within the department.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **PHYS324 OR PHYS524**

PHYS574 Advanced Topics in Condensed Matter
The course will cover advanced topics in condensed-matter physics, with emphasis on current research problems within the department. This course may be repeated for credit.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **PHYS324 OR PHYS524**

PHYS575 Advanced Topics in Theoretical Physics
This graduate course presents advanced topics in theory of relevance for current research in the department. The specific material varies each time the course is taught.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **PHYS213 AND PHYS214 AND PHYS324**

PHYS576 Advanced Topics in Theory
This graduate course will present advanced topics in theory of relevance for current research in the department.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS588 Seminar in Atomic and Molecular/Chemical Physics.
Weekly seminars presented jointly with the Chemistry Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CHEM548**
Prereq: **None**

PHYSICS MAJOR

MAJOR DESCRIPTION

The Major in Physics equips students with an understanding of the fundamental laws that shape the universe and develops the skills needed to succeed in a technology driven society. Students develop competency in the main subject areas of quantum theory, electromagnetism and optics, thermodynamics and statistical mechanics, classical dynamics, and condensed matter physics. Preparation in mathematical and computational methods is an integral part of the program. Students are encouraged to consider faculty-mentored research, working collaboratively with other undergraduate and graduate students. Additionally, opportunities are available to work as a teaching assistant and to pursue advanced coursework in graduate courses.

The model Physics student is insatiably curious about the workings of the universe and has a healthy intellectual humility that enables them to learn through investigation. Students conduct experiments with precision, analyze the results, critically grasp deeper concepts, and communicate complex theories and real-world applications. Physics students are encouraged to cultivate an analytical mindset, strong quantitative aptitude, and the ability to understand complex mathematical models with the ultimate goal of expanding the boundaries of human knowledge through meaningful discovery. In addition, students should develop their communication skills for both technical and lay audiences.

Armed with problem-solving skills and a deep understanding of physics principles, Physics graduates have a wide range of career options in various industries. Example career paths include research and development, engineering, data analytics, computational science, education, finance and banking, medical physics, geophysics, and environmental science.

ADMISSION TO THE MAJOR

The appropriate course for each student depends primarily on their level of preparation and previous coursework. Prospective majors should consult with a member of the Physics faculty to determine their most suitable course of study. There are four common paths into the Physics major.

1. PHYS113 : A calculus-based introductory mechanics course requiring one semester of calculus, taken in either secondary school or in college, at or about the level of MATH121. A student who has had no calculus may take

calculus during the first year, then PHYS113 in the first semester of the sophomore year, or they may take PHYS113 simultaneously with their first calculus course.

2. PHYS215/PHYS219: A vailable to first-year or other students who have had both integral and differential calculus at about the level of MATH121/MATH122 and a solid course in mechanics with calculus at the level of PHYS113.
3. PHYS116: Students from both of the above gateways merge into the electricity and magnetism course, PHYS116, in the spring. Students intending to major in physics should complete either track no later than the end of their sophomore year, preferably by the end of their first year. The PHYS113/PHYS116 sequence has associated laboratory courses, PHYS123 in the fall and PHYS124 in the spring. These sections are half-credit courses associated with the lecture courses. The laboratory course PHYS124 is required to enter the major.
4. PHYS213 : Exceptionally well-prepared students who have already mastered the material of PHYS113/PHYS116 should consult with a member of the Physics faculty to pursue this gateway to the major.

MAJOR REQUIREMENTS

The sequence of gateway courses describes the foundation for the core major courses.

By the end of sophomore year, students should complete the following courses:

PHYS113; PHYS116; MATH121; MATH122; MATH221; and MATH222. Students considering graduate work in physics should also complete PHYS213 and PHYS214 by the end of sophomore year.

Note: Completion of PHYS116 in your first year will add flexibility to planning for your major coursework.

Some advanced courses may not be offered every year, and you should plan accordingly.

To fulfill the major in physics, a student must complete eight lecture courses and two laboratory courses.

The lecture course requirements include four core physics courses which must be taken graded (A-F): PHYS213; PHYS214; PHYS316; and PHYS324. In addition, four elective lecture credits at the 200, 300, or 500 level are required. At least one of the elective courses must be a PHYS lecture course at the 300 level, usually PHYS313 or PHYS315.

The two required laboratory courses can be chosen from PHYS342, PHYS345, PHYS340, or a 1-credit research tutorial with a Physics faculty member. One of the two laboratory courses must be an advanced experimental laboratory class, currently PHYS342 or PHYS345 , or an experimentally focused research tutorial.

Students planning graduate study in physics are advised to take a minimum of 14 credits at the 200 level or higher in physics, mathematics, and computer science. PHYS313, PHYS315, and PHYS358 are essential. The department strongly recommends PHYS565, MATH226, and MATH229. Graduate physics courses may be selected with permission, and experience in computer programming is extremely valuable.

Students not planning graduate study in physics and who are interested in applying their knowledge of physics to other areas of the curriculum may substitute up to two upper-level lecture courses from other departments. This must be done in consultation with the Physics Major advisor, and the selections must constitute a coherent, coordinated program of study. Substitution of more than two courses requires approval from the department. Preapproved tracks that may include electives from outside Physics are available here (https://www.wesleyan.edu/physics/tracksportal.html).

PHYSICS MAJOR REQUIREMENTS

COURSE CODE	COURSE TITLE
Gateway courses: The necessary foundation for the physics major.	
PHYS113	General Physics I
PHYS116 and PHYS124	General Physics II and General Physics Laboratory II
MATH221 or MATH223	Vectors and Matrices or Linear Algebra
MATH222	Multivariable Calculus
Core Courses: Four required courses which must be taken graded (A-F)	
PHYS213	Waves and Oscillations
PHYS214 (prerequisite MATH221 or MATH223. Math requirement can be taken concurrently)	Quantum Mechanics I
PHYS324 (prerequisite PHYS124 and MATH222)	Electricity and Magnetism
PHYS316	Thermal and Statistical Physics
Electives: Four credits from the following list of lecture courses.* **One of the four needs to be a 300-level physics course.**	
PHYS207	Introduction to Biophysics
PHYS215 (half credit)	Special Relativity
PHYS217	Nonlinear Dynamics and Chaos
PHYS219 (half credit)	Introduction to Contemporary Physics
PHYS313	Classical Dynamics
PHYS315	Quantum Mechanics II
PHYS358 (Pre-requisite PHYS315)	Condensed Matter Physics
Laboratory Courses:** Two laboratory courses	
PHYS342 (half credit)	Experimental Optics
PHYS345 (half credit)	Electronics Lab
PHYS340 (half credit)	Computational Physics
PHYS423/PHYS424 (1 credit)	Research Seminar, Undergraduate

* It is possible for elective credits to be substituted by upper-level lecture courses in other departments. This must be done in consultation with the physics major advisor, and the selections must constitute a coherent, coordinated program of study. Preapproved tracks that satisfy the elective lecture course requirement are available.
** One of the laboratory courses must be an advanced experimental lab, currently either PHYS342 orPHYS345.

COURSES FOR NON-MAJORS

The Physics department offers two two-semester survey courses covering many of the main subject areas of physics (mechanics, electromagnetism and optics, thermodynamics, and kinetic theory):

- PHYS111/PHYS112 uses less calculus and is often the choice for students studying physics for life science applications.
- PHYS113/PHYS116 uses more calculus and is the foundation for future work in physics, engineering, and related fields.

Associated laboratory courses, PHYS121/PHYS122/PHYS123/PHYS124, are also offered. Either of these two-semester course sequences (with the lab) typically satisfy the Physics requirement for admission to most schools of medicine, dentistry, or architecture. However, some graduate-level programs require a calculus-based series. It is recommended that students confirm the specific requirements with their prospective schools.

GENERAL EDUCATION

There are no General Education requirements imposed by the Physics Department for either the Physics major or honors in Physics. However, students should be aware that several forms of university honors do require completion of stage 2 general education expectations.

STUDENT LEARNING GOALS

Physics majors acquire the following knowledge and competencies:

- Application of precision and predictive mathematics to expand the description of natural phenomena
- Observation of physical phenomena through experimentation and research
- Determining the relevant parameters to quantify a complex system
- Open-ended problem-solving skills
- Quantum theory
- Electromagnetism and optics
- Thermodynamics
- Statistical mechanics
- Classical dynamics
- Condensed-matter physics
- Mathematical and computational methods

Students will demonstrate their knowledge and abilities through research projects, critical analysis papers, participation in class discussions and collaborative group work, and multi-media presentations. Written exams, peer review, and self-assessment will also evaluate their class performance.

STUDY ABROAD

Study abroad provides Physics majors an opportunity to gain appreciation of their potential as citizens of the world scientific community. Careful planning in consultation with a Physics advisor is recommended to determine the optimum semester for a study abroad experience, and to ensure that requirements for the major can be fulfilled.

ADVANCED PLACEMENT

Students may receive a maximum of two AP Physics credits if they have obtained a score of 5 on the AP Physics C, Mechanics exam, or the AP Physics C, Electricity and Magnetism exam. Special regulations apply to other Physics credits. Please check with the registrar or a departmental advisor.

PRIZES

Bertman Prize - Awarded to a senior majoring in physics who emulates the qualities that made Bud Bertman a valuable friend and respected colleague, e.g., physical insight and intuition, enthusiasm, resourcefulness, perseverance, and eagerness to help others.

Van Dyke Prize - Awarded to students majoring in physical science who show outstanding academic achievement and a promise of productivity in a professional career.

Outstanding Contribution to Science Education Award - Awarded to a senior who has demonstrated exceptional skills as an undergraduate course assistant.

Johnston Prize - In recognition of those first-year students or sophomores whose performance in their first two semesters of physics shows exceptional promise.

TRANSFER CREDIT

Up to two registrar-approved outside credits for physics courses may be applied toward the Physics major from another institution. Prior permission must be obtained from both your Physics advisor and the departmental liaison, Professor Brian Stewart (bstewart@wesleyan.edu), to ensure the creditability of the specific courses.

RELATED PROGRAMS OR CERTIFICATES

Dual-degree programs in science and engineering.

Wesleyan maintains dual-degree programs with Columbia University, the California Institute of Technology, and Dartmouth College for students wishing to combine the study of engineering with a broad background in the liberal arts. For all options, participating students receive two degrees: a BA from Wesleyan and a BS or BE in engineering from our partner school.

- The “3-2 program”: Students spend their first three years at Wesleyan, followed by two years at the engineering school. At the end of the fifth year —after completing all degree requirements from both schools—students receive the two bachelor’s degrees. During the first three years, prospective 3-2 students complete the minimal requirements of their elected Wesleyan major and, in addition, fulfill science and mathematics requirements for

the first two years of the engineering school and engineering major of their choice. During the two years at the engineering school, students follow the regular third- and fourth-year curriculum in their selected engineering field. During that time, other courses may also be taken to satisfy the degree requirements of Wesleyan and/or the engineering school.

- The “4-2 option,” offered by Columbia University. Students complete four years at Wesleyan before pursuing an engineering degree.

- The “2-1-1-1” option is offered by Dartmouth University. Students spend their junior year at Dartmouth, returning to Wesleyan for their senior year and graduation. A fifth year is at Dartmouth required to finish their engineering degree.

Contact the dual-degree advisor for further information and consult with your class dean to ensure that you can meet all Wesleyan University requirements for graduation.

ADDITIONAL INFORMATION

The Physics department encourages students to become creators of physics knowledge through faculty-mentored research or by arranging independent research tutorials. Research can be experimental or theoretical and may culminate in a senior honors thesis or a peer-reviewed publication. Students planning to write a senior thesis should begin research no later than their junior year and continue through the summer into their senior year. Faculty research expertise includes quantum computing, soft condensed matter physics, computational materials science, charge transport in photovoltaic devices, fluid dynamics, laser plasmas, spectroscopy, collision studies of excited atoms and molecules, wave transport, and photonics. Many students also utilize Wesleyan’s shared high-performance computing facilities for their research.

Opportunities are also available to serve as a teaching apprentice or course assistant, which many students find to be a stimulating way to improve their understanding of physics fundamentals. Serving as a course assistant is also an excellent opportunity to develop communication skills and learn the art of teaching.

The Cady Lounge provides a community space where students can study, discuss physics, and connect with peers. Additionally, there is a study area in the science library (the “STEM zone”) where students in introductory courses can get help and collaborate.

Colloquia: This seminar series features distinguished scientists from other institutions who present lectures on their research findings. Seminars are usually held on Thursdays at noon in Exley 058 and are open to all members of the university community. Students may enroll in the colloquium course for credit.

Topical Seminars: The department hosts weekly seminars highlighting cutting-edge research in various areas, including condensed matter physics and atomic and molecular physics. These seminars include student-led research presentations, discussions of recent research literature, and advanced topics selected collaboratively by faculty and students.

Society of Physics Students (SPS): SPS is a national association of undergraduates interested in sharing their physics experiences. Wesleyan’s SPS chapter meets to support each other in the scientific community, plan department activities, and pursue community outreach. The chapter mentor is Professor George Paily (gpaily@wesleyan.edu).

BA/MA PROGRAM

This is a curricular option for those students who, along with their research mentor, desire an intensive research experience that an additional year of study can afford. During the additional year, the student will complete additional coursework and write an MA thesis based on original research. Interested students should consult their research mentor as early as possible.

HONORS

Honors candidates in Physics must submit a thesis describing the investigation of a project carried out by the candidate under the direction of a member of the Physics department. The candidate must also have attained a minimum average of B (85.0) for honors and B+ (88.3) for high honors in the eight lecture courses applied to the major (except those taken in the final semester of the senior year). Honors status is recommended by the faculty thesis readers and confirmed by the department.

CAPSTONE EXPERIENCE

The Physics department offers the following capstone experiences:

Two-semester senior thesis
Seminar in atomic and molecular physics (PHYS507/PHYS508)
Seminar in condensed matter physics (PHYS505/PHYS506)
Seminar in theoretical physics (PHYS509/PHYS510)

Physics Colloquium (PHYS521/PHYS522)

DOCTOR OF PHILOSOPHY IN PHYSICS

The Physics program equips students with the foundational skills to become innovators in science and engineering, providing cutting-edge education and research at#Bachelor, Master, and PhD levels. Students perform both experimental and theoretical research, mastering topics in focus#areas that include quantum computing, high-energy plasmas, low-temperature superfluids, photonics, materials science, biomolecular interactions, the physics of animal behavior, fluid#mechanics, and more. Degree candidates work side-by-side with faculty on research that is supported by major national granting agencies, such as the National Science Foundation (NSF), the National Institute of Standards & Technology, Defense Department agencies, and others.

The small size of the program permits the design of individual programs of study and the development of a close working colleagueship among students and faculty. Students engage in physics research from the start of their graduate studies, rather than spending one or two years focused on coursework before starting research. Thus, graduate students join the department's research activities upon arrival.

PhD candidates must take (or place out of) five PhD-level graduate core courses and five advanced topics courses.#Each student is given the opportunity for

undergraduate teaching under direct faculty supervision. Direct classroom teaching experience is also a possibility for more advanced and qualified students. Each PhD candidate must write and defend a dissertation on original and significant research. It is expected that the candidate will submit the results of their work to a scholarly journal for publication.

COURSES

PhD students must take (or place out of) five PhD-level graduate core courses and five advanced topics courses. All degree-seeking graduate students are required to register for at least one credit in each semester that they are enrolled in the university. Students must have demonstrated proficiency in the main subject areas of physics by the time they have completed the program. Incoming students plan a course of study in consultation with the graduate advisor to prepare for the qualifying examination. Each student, after passing the first examination (see below), selects an advisory committee of three faculty members. The committee assists the student to design a program of study, monitors progress, and makes annual recommendations to the department regarding the student's continuation in the program. The advisory committee also administers subsequent examinations.

LANGUAGE REQUIREMENT

There is no foreign language requirement.

PROGRESS AND QUALIFYING EXAMS

Three formal examinations serve to define the various stages of the student's progress to the degree. The qualifying examination, usually taken at the end of the first year, is a written examination on material at an advanced undergraduate level. Advancement to the second stage of candidacy depends on passing this examination as well as on coursework and demonstrated research potential. After passing the qualifying examination, each student should form an advisory committee in consultation with their research advisor. Usually by the end of the second year, each student takes the PhD candidacy examination, which consists of an oral presentation before the student's advisory committee, describing and defending a specific research proposal. (The proposal might, but need not, grow out of previous research or be adopted by the student as a thesis topic.) The committee then recommends to the department whether to admit the student to the final stage of PhD candidacy or whether to advise the student to seek an MA degree.

Each student who has passed the candidacy examination is required to present an annual informal talk on his or her thesis work in a departmental seminar.

TEACHING

Although the emphasis in the program is on independent research and scholarly achievement, graduate students are expected to improve their skills in teaching and other forms of oral communication. Each student is given the opportunity for some undergraduate teaching under direct faculty supervision. While this usually consists of participation in teaching undergraduate laboratories, direct classroom teaching experience is also possible for more advanced and qualified students.

RESEARCH

Current experimental research areas are concentrated in atomic/molecular physics and condensed matter physics. Current interests include Rydberg states in strong fields, molecular collisions, photo-ionization, laser-produced plasmas, wave transport, granular and turbulent fluid flows, single-molecule biophysics, and optoelectronics of renewable energy materials.

Current theoretical and computational research areas include nonlinear dynamics, quantum chaos, properties of nanostructures, soft condensed matter, and wave transport in complex media.

DISSERTATION AND DEFENSE

Each candidate for the PhD degree is required to write a dissertation on original and significant research supervised by a member of the faculty. The work must be defended in a final oral examination administered by the advisory committee. This oral examination covers the dissertation and related topics and is open to all members of the Wesleyan community. It is expected that the candidate will submit the results of his or her work to a scholarly journal for publication.

ADDITIONAL INFORMATION

For additional information, please visit the department website at wesleyan.edu/physics/graduate (http://wesleyan.edu/physics/graduate).

PSYCHOLOGY

Psychology is the scientific study of mind, brain, and behavior. Areas of psychology represented in the department include human development, social psychology, cognitive psychology, cultural psychology, neuroscience, and psychopathology. Psychology majors receive broad training across these areas, have opportunities to pursue topics of particular interest in greater detail, and develop skills in research methods and statistics. Many majors also take advantage of opportunities to work in research laboratories, to serve as teaching assistants, and to participate in service learning courses. Students interested in this major are strongly encouraged to visit the Psychology Department (http://www.wesleyan.edu/psyc/) and to download and read the Department Majors Manual for more detailed information, as early planning is important for preparing to declare and complete the major.

AFFILIATED FACULTY

Caitlin Ann Martin-Wagar
Visiting Scholar in Psychology

Kathleen Marie Pike
BA, Johns Hopkins University; MA, Yale University; PHD, Yale University
Visiting Scholar in Psychology

CHAIR

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

EMERITI

David Adams
AB, Columbia University; PHD, Yale University
Professor of Psychology, Emeritus

Nathan Brody
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Professor of Psychology, Emeritus

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Harry M. Sinnamon
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Professor of Psychology, Emeritus

Robert S. Steele
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Professor of Psychology, Emeritus

Ruth Striegel Weissman
DIP, University of Tubingen; PHD, University of South Carolina; MAA, Wesleyan University
Walter Crowell University Professor of Social Sciences, Emer; Visiting Scholar in Psychology

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Professor of Psychology

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Associate Professor of the Practice in Psychology

Lucy De Souza
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Postdoctoral Research Fellow

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Ajna F. Kertesz
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Visiting Professor of Psychology

Casey Riedmann
BA, Robert Morris University; MA, San Diego State University; MA, Northwestern University; PhD, Northwestern University
Postdoctoral Research Fellow

Damon Austin Tomlin
BE, Vanderbilt University; PHD, Baylor College of Medicine
David Scott Williams Visiting Assistant Professor of Psychology; Visiting Professor of Psychology

DEPARTMENTAL ADVISING EXPERTS

Sarah Carney, Michael Perez

- Undergraduate Psychology Major (p. 863)

Master of Arts in Psychology (p. 866)

PSYC105 Foundations of Contemporary Psychology
This course will include an introductory-level presentation of ideas and research findings in the major areas of psychology. It will serve as both preparation for upper-level courses in psychology and as a valuable contribution to students' liberal arts education. This course will help students discover what psychology is and what psychologists do. Not only will students learn the basic content of psychology, but the course should help them to think critically about such everyday issues as, In what ways are we like other humans, and how do we differ? What do babies perceive and think? Why do we dream? Content areas include history of psychology, methods of psychological research, biological basis of human behavior, motivation and emotions, learning and memory, sensation and perception, cognitive and social development, personality, intelligence, and psychopathology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC105F Foundations of Contemporary Psychology (FYS)
This course will introduce the field of psychology through digital projects that include data collection and analysis, video production/editing, graphic design, and script writing. Students will learn about contributions of the brain to our behavior, sensation and perception, emotions, development, learning, mental health, memory, our social world, and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC105Z Foundations of Contemporary Psychology
This course will include an introductory-level presentation of ideas and research findings in the major areas of psychology. It will serve as both preparation for upper-level courses in psychology and as a valuable contribution to students' liberal arts education. This course will help students discover what psychology is and what psychologists do. Not only will students learn the basic content of psychology, but the course should help them to think critically about such everyday issues as, In what ways are we like other humans, and how do we differ? What do babies perceive and think? Why do we dream? Content areas include history of psychology, methods of psychological research, biological basis of human behavior, motivation and emotions, learning and memory, sensation and perception, cognitive and social development, personality, intelligence, and psychopathology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC117F Psychological Science and the Good Life (FYS)
How can we use psychological science to help improve our coping, resilience, and well-being? We are in an intense period of adjustment - historical change in how society functions, a recent shift to a world with Covid-19, and, for you, the transition to Wesleyan and college. Fortunately, psychological science has given us many helpful research findings about how the mind and brain work, how to improve well-being, and how to change our own behaviors and mindsets for a better life. In this course, we will learn about the scientific findings that point us toward well-being, and we will practice the skills that are supported by such evidence. The aim of the course is to leave with a better understanding of psychological science, a toolkit of research-supported practices we can use in our everyday lives, and a supportive community.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC118F Social Psychology of Close Relationships: Examining Human Connections (FYS)
This course introduces first-year students to reading, writing, and discussing research in social psychology focused on relationships. We will cover topics pertaining to experiences that are common in college or university, including friendships, love, attraction, romantic relationships, family relationships, and group dynamics. Students will learn to review, understand, and critique research studies in social psychology. Students will be encouraged to apply research to their own experiences through several short writing assignments, group activities, and class discussions. Students will also develop an APA-style research paper over the course of the semester, which will be presented during class. This course counts as an elective towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC119F Conflict Resolution for College Students (FYS)
Human interaction inevitably results in conflict. Yet not all conflict is destructive; at times conflict can lead to growth. The college years are replete with examples of interpersonal conflicts, such as those with roommates, friends, family, professors, employers, and strangers. In addition, students may be part of a team or organization and conflict can happen at the organizational level as well. Further, individuals and organizations are embedded within different cultural contexts, which can also yield conflicts with other cultures in terms of values and priorities.

This course will focus on the psychological causes and consequences of interpersonal, intergroup, and intercultural conflict. Topics discussed will include the role of power, status, trust, communication, and social identity as well as different models of negotiation and mediation. Students will learn about various theories related to the causes of conflict along with practical strategies for navigating conflict in ways that are constructive.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC120F Stress, Trauma, and Resilience (FYS)
This First Year Seminar uses examples of stressful and traumatic exposures to war-time combat and interpersonal violence drawn from literature, film, and real life, to study the continua of changes to psychological and biological mechanisms involved in the human response to life threatening experiences. Psychiatric diagnosis of the response to stress and trauma are introduced and the utility and limitations of the descriptive approach are considered. Key mechanisms studied include those from the psychological domains of fear and anxiety, memory and cognition, habits and reward processing, and social processes. Alterations in these mechanisms are used to illustrate the manner in which trauma alters human behavior in ways that can be both adaptive and problematic. Students in this course also learn how to methodically read, interpret, and explain findings from scientific journal articles; oral presentations developed in class are used to create outlines for written assignments throughout the semester that, in turn, serve as building blocks for a final paper. This course counts as an elective towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC121F The Brain: Fact or Fiction?
Dopamine fasting, bio-hacking, and nootropics, oh my! It seems like every day experts present us with a new method to "fix" or "understand" our brains. But, how do we assess what is true in the world of neuroscience? In this course, we will discuss some common misconceptions about the brain perpetuated in the media and discover the origins of these common myths. Not only will we learn some neuroscience, but this course will also teach the basics of assessing scientific claims. Students will get practice reading primary scientific articles, writing accurately about psychological research, and critiquing brain science as depicted in their favorite (or least favorite) media, from podcasts to science fiction. Assignments will include two short writing assignments and one long paper that will be written throughout the duration of the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC122F Psychology of Communication (FYS)
Language is unique to human beings and a central component of human cognition. This class is designed to introduce students to the role of language in thought and the psychology that underlies how we use language to communicate, both as speakers and listeners. We will cover major themes in this area of study, including different levels of linguistic analysis, the psychology of communication processes, the relationship between speaking and thinking, and the role of efficiency in communicative behavior. The course will be largely discussion-based, centered on the regular readings of scholarly articles. There will be several short writing assignments and content-based assignments, as well as a longer final paper.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC123F Diagnosing Ourselves and Others: Psychological Classifications in Everyday Life (FYS)
Our understanding of self and others increasingly relies on psychological classifications such as anxiety, trauma, imposter syndrome, attachment style, boundaries, narcissism and the like. We share common meanings of these mental terms though usually we are unaware of their origins or scientific status. The seminar explores the circulation of this phenomenal psychological discourse in science, personal life and social media. We trace the evolution of popular diagnostics of ourselves and others, asking how their everyday usage shapes our cognition, behavior, and relationships. We also consider this vocabulary's underlying counter punctual themes of human vulnerability and resistance along with their effects on our moral life. This course counts as an elective requirement towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC124 Lab - Research Methods in Psychological Science
This course is the laboratory component that accompanies PSYC 212 Research Methods in Psychological Science with Lab. This course counts as an elective requirement towards the psychology major. PSYC 124 and PSYC 212 Research Methods in Psychological Science with Lab must be taken concurrently.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC125F Psychology of Queer Issues (FYS)
While the LGBTQ+ community itself, and acceptance of LGBTQ+ community, have increased over the course of history, members of the community continue to have unique interpersonal experiences and experience bias at both the individual and systemic level. This course will cover major perspectives that aim to provide interdisciplinary insights into our understanding of the experiences of LGBTQ+ people. Topics for this course will include psychological theories that can contribute to widely held perceptions and attitudes about the LGBTQ + community, the role of ideologies, as well as intersectional perspectives that provide a more wholistic understanding of the queer experience. Additionally, this course will also discuss how the issues faced by LGBTQ+ people may not only stem from outside the community, but also within the LGBTQ+ community, and the unique consequences these may have. Through reading and discussion

of theoretical and experimental research, we will analyze and learn the perspectives that researchers use to understand the experience of LGBTQ+ people, while also considering the social implications that can come from our current psychological understanding about the queer experience. This course counts as an elective towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC126F Speaking Your Language (FYS)
How do(es) the language(s) we speak shape our perception of the world? How is our perception of others shaped by their language, accent, or dialect? This course will investigate these questions through psychological research as well as a variety of other sources. We will learn about different theories of language acquisition, myths surrounding bilingualism as well as linguistic relativity. The second half of the course will focus on accents, accented speech, and accent bias. Throughout the course students will be challenged to consider their own linguistic backgrounds and examine how it shaped their experiences growing up. As a first-year seminar, this course will give students the necessary skills to become critical consumers of both empirical and non-empirical sources as well as to articulate their opinions in both spoken and written forms.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC200 Statistics: An Activity-Based Approach
This course will introduce the concepts and methods used in the analysis of quantitative data in the behavioral and life sciences. The approach will emphasize activity-based learning. Lectures will be used for the initial presentation and wrap-up of topics, but most class time will be devoted to activities in which students perform analyses. The topics covered will include descriptive statistics, sampling distributions, estimation, hypothesis testing, analysis of variance, and regression. All sections of this course will satisfy the statistics requirement for the PSYC major and the methodological requirement for the NS&B major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105**

PSYC201 Psychological Statistics
This course provides a general introduction to the use of statistics in everyday life and in psychological research. Special emphasis will be placed upon the development of critical thinking skills for evaluating the validity of statistically-based claims found in the media and in published research. In addition, the course will focus on the practical application of statistics and the logical connection between various analytic techniques. Both descriptive and inferential statistics will be discussed, and students will learn to clean and analyze data using Microsoft Excel and specialized statistical software (e.g., SPSS and/or R).
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105 OR PSYC101**

PSYC202 Qualitative Research Methods in Psychology
The goal of the course is to introduce students to basic research strategies for investigating human thought and behavior, with a focus on qualitative methods. The course provides detailed introduction to different qualitative methods, including interview, observation, case study, content analysis, archival, life history, and narrative techniques. Attention is given to the framing of research questions, design of studies, the ethics of psychological research with humans, and assumptions about human nature. The course is problem- and project-based, providing hands-on research experience.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC206 Research Methods in Cognitive Development and Education
This course introduces students to translational research in psychology--research that draws on psychological science to inform practice. The first third of the course will cover basic research methods, fulfilling the requirement for the major and preparing students to critically read, interpret, and engage in research. Then, we will investigate a series of case studies in which people have attempted to take basic research in developmental science and apply it to education settings. Example research-based interventions we might choose to study include mindfulness, growth mindset, early numeracy, reading instruction, teacher development, and anti-bias education. We will ask questions like: Which aspects of the research did the interventions account for, and which aspects were set aside? What are the factors that facilitate or block the use of research in practice? How are research-based interventions evaluated, and how do the outcomes of those evaluations affect our interpretations of the original research findings? What tradeoffs are made when putting research findings into the real world? How do seemingly small details about how interventions are designed and implemented affect the research-practice interface? Through our discussions, we will cover some core topics located at the bridge between research and practice such as practitioner expertise, science communication, participatory action research, educational design, and implementation science.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC207 Research Methods in Developmental Psychology
The goal of this course is to introduce students to basic research strategies and methods, with a focus on those pertinent to developmental psychology. Course materials will focus on conceptual, design, and analytic issues. This course is designed to provide students with the knowledge, skills, and understanding to conduct and evaluate research. In the service of these goals, students will participate in lectures, readings, discussions, and hands-on projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC208 Research Methods on Emotion
This course will focus on methods and techniques to study emotions in their social context, including emotional narratives, interviews, experiments with emotional stimuli (e.g., mood induction), surveys, and daily diaries. We will investigate which methods and techniques are best suited to study various positive and negative emotions. The course will give special attention to ethical issues in emotion research.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC200 OR QAC201 OR ECON300 AND PSYC105 OR PSYC105F OR MATH132**

PSYC210 Research Methods in Cognition
This course will examine the experimental method as a means of gaining knowledge about human cognition. Students in this course will learn about general research methods in cognitive psychology related to experimental design, understanding and interpreting research, and ethical issues involved in research with human subjects. Classic research paradigms in cognitive psychology will be explored through the use of interactive demonstrations and in-class experiments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **NS&B210**
Prereq: **(PSYC105 AND PSYC200) OR (PSYC105 AND ECON300) OR (PSYC105 AND QAC201) OR (PSYC105 AND MATH132)**

PSYC211 Research Methods in Clinical Psychology
The goal of this course is to introduce students to basic research strategies and methods of psychological science, with a focus on those most relevant to clinical psychology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **(PSYC105 AND PSYC200) OR (PSYC105 AND QAC201) OR (PSYC105 AND ECON300) OR (PSYC105 AND PSYC201) OR (PSYC105 AND MATH132)**

PSYC211Z Research Methods in Clinical Psychology
The goal of this course is to introduce students to basic research strategies and methods of psychological science, with a focus on those most relevant to clinical psychology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC212 Research Methods in Psychological Science with Lab
This course introduces students to basic quantitative research methods in psychological science, with a laboratory component. This course is designed to provide students with the knowledge, skills, and understanding to conduct and evaluate research in psychological science. Lectures, readings, discussions, and hands-on research projects will be included. This course counts as a research methods or elective requirement towards the psychology major and the lab course counts as an elective. PSYC212 and PSYC124 Lab - Research Methods in Psychological Science must be taken concurrently.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC213 Research Methods in Social Psychology
The course examines research methods and techniques used in social psychology, including observation, correlation, and experimentation. Students will learn about study design, research ethics, and how to collect and analyze data, as well as effective ways to report results. All students are expected to undertake a research project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC214 Research Methods in Sleep Research
Have you ever read an empirical research article and wondered where the authors got the idea for their research study? Have you ever thought about how researchers decide on which participants to select and what questions to ask of their study participants? How can we assess the value of a theoretical idea based on empirical evidence? And why might there be conflicting findings when researchers test the same phenomenon? This course is designed to help students explore these and other questions related to research methods in psychology, with a focus on sleep research. This is an interactive lecture and lab-based course. Through a series of hands-on lab assignments, students will acquire the necessary skill set to be able to critique, analyze, and design psychological research. Students will explore both qualitative and quantitative methodological designs used in psychological research (e.g., experiments, interviews, and surveys). Additionally, students will gain skills in conducting basic statistical analyses (e.g., correlation, t-test, ANOVA). The course will culminate with a final project in which students will design an original research study.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC214Z Research Methods in Sleep Research
Have you ever read about a published study and wondered where the authors got the idea for their research study? Have you ever thought about how researchers decide on which participants to select and what questions to ask of their study participants? How can we assess the value of a theoretical idea based on empirical evidence? And why might there be conflicting results when researchers study the same phenomenon? This course is designed to help students explore these and other questions related to research methods in psychology, with a focus on sleep research. Through a series of interactive lectures and hands-on class activities that complement the assigned textbook chapter readings, you will acquire the necessary skill set to critique, interpret, and design psychological research. The intensive nature of winter courses (10 classes, 4 hours each) requires that students are fully engaged with the material and will keep up with all assigned readings (~2 textbook chapters and 1 assigned empirical article per class). Course content will be grounded within the field of sleep health research, with an emphasis on quantitative research methods and design. You will be expected to apply your knowledge of research methods in psychology by designing an original research study on a sleep-related topic of your choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC220 Cognitive Psychology
Cognitive psychology, a major branch in the field of psychology, is the scientific study of human adult mental processes. The goal of this course is to provide a broad introduction to the issues, methods, and phenomena that characterize the field. These will be brought to life with selected examples of influential empirical studies and, occasionally, practical applications. In seeking constraints on theories of how the mind works, we will draw primarily on studies of adult human behavior (e.g., reaction time, task accuracy), individuals with localized brain damage (e.g., visual agnosia), and measures of brain activity (e.g., as inferred using fMRI techniques). Computer models and nonhuman animal studies will also be considered. Broad topics will include attention, perception, memory, knowledge, reasoning, and decision making. The course is lecture-based but will incorporate discussions, demonstrations, video, and group activities. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B220**
Prereq: **PSYC105**

PSYC222 Sensation and Perception
This course explores our perceptual systems and how they create and shape our experience of the world around us. We will consider the neurophysiology of perceptual systems as well as psychological approaches to the study of perception, covering all of the human senses with a special emphasis on vision. Class demonstrations will introduce students to interesting perceptual phenomena. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B222**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC225 Cognitive Neuroscience
This course provides an introduction to cognitive neuroscience -- the study of how the brain enables the mind. We will begin with an overview of the neural substrates of cognition and the tools for understanding the structure and function of the human brain. Then we will cover neural processes that support sensory perception and attention, memory, motor control, language, executive control, and emotional and social functioning. We will also discuss mechanisms of brain evolution, development, and repair, and their implications for various diseases and disorders. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B225**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC226 Psychological Theories of Learning and Motivation
The goals of this course are to help students develop practical, evidence-based skills for effective classroom learning, understand and appreciate research on the neuroscience of learning and motivation across species, and apply theories of learning and motivation to understanding human behavior. Course objectives for achieving these goals include: implementing evidence-based practices; dispelling myths about learning; explaining mechanisms of memory consolidation and factors that modulate it; distinguishing between and identifying components of operant and classical conditioning; and explaining how each theory of motivation can be used to understand why people behave in certain ways. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B238**
Prereq: **PSYC105 OR NS&B213**

PSYC227 Motivation and Reward
This course will focus on motivation and reward, providing students with a background in and understanding of the various theories and approaches to studying the topic of motivation, including an introduction to some of the history and the current advances in the field. The course uses animal and human research to try to unravel the brain areas and neurotransmitter systems involved in different forms of reward, including food, sex, and drugs, and examine cases of disordered motivation such as drug addiction, obesity, and disordered gambling. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B227**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC228 Clinical Neuropsychology
This introductory course will examine the relationship between brain functioning and cognition, behavior, and emotion through the study of human brain disorders. The course will begin with a brief overview of basic human regional neuroanatomy, followed by an exploration of neuropsychological assessment and intervention (its history, rationale, goals, and procedures). These topics will provide a foundation for the discussion of more specific topics in neuropsychology (e.g., traumatic brain injury, dementia, psychiatric disorders, cerebrovascular disorders, seizure disorders, learning disabilities, autism) and the role that neuropsychologists play in the evaluation and treatment of individuals with these disorders. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B228**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC230 Developmental Psychology
This course is an introduction to human behavior and psychological development focusing on infancy and childhood. We will examine theory and research about physical, social, emotional, language, brain and cognitive development, with emphasis on cognitive development. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC230Z Developmental Psychology
In this two-week, full-credit course, students will learn how children develop across different domains -- physical, cognitive, language, social-emotional, identity, personality. We will emphasize the primary research literature in developmental science and expose students to the fundamental methods and theories used to study how children develop. In the process, we will learn to appreciate the beauty and detail of human development, as well as the ingenuity of research in the field over the last several decades.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **EDST231Z**
Prereq: **None**

PSYC239 Functional Anatomy of the Human Brain
The human brain is an organ with the consistency of firm Jell-O, weighing about 2.5 pounds in an adult. It is made of 86 billion neurons and approximately the same number of non-neuronal cells. Contrary to common misconceptions, we use all the neurons in our brains, not just a small fraction of them from the regions dedicated to the function being performed. Brain cells organize in distinctive anatomical structures, which are interconnected through complex circuits that control nearly every function of the body, such as learning and memory, thinking, consciousness, and aesthetic appreciation. Its malfunction

results in a variety of diseases, including senility, mood disorders, and motor/sensory dysfunctions. This course will examine in some detail the complex organization of the brain and how it performs some of its basic functions. The course will familiarize students with the medical terminology and neurological concepts for a general understanding of the human brain and spinal cord, being of special interest for pre-med students, NS&B, biology, and psychology majors; and anyone simply interested in how the brain works. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B239, BIOL239**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PSYC240 Behavioral Neurobiology
This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B213, BIOL213**
Prereq: **None**

PSYC245 Psychological Measurement
This course will discuss various approaches to the measurement of psychological constructs such as intelligence and personality. Topics covered will include ability tests (e.g., IQ tests), achievement tests (e.g., classroom assessments), and diagnostic clinical assessments (e.g., the draw-a-person test). Strengths and weaknesses associated with various methods of measurement (e.g., self-report vs. performance measures) will also be discussed. Special attention will be given to the criteria used to critically evaluate the psychometric quality of measurement instruments. Students will learn the steps necessary to develop psychometrically sound, practically useful, and legally defensible tests. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC246 Behavior Change, Clinical Interventions and Health Promotion
This class will review the current science and historical context of mental and physical health behavior change approaches across three levels of intervention: the self, the individual, and society. Major topics will include fundamental behavioral principles, basic elements of empirically supported individual treatments (e.g., cognitive behavioral therapies, interpersonal therapy), and the design and evaluation of population-level health interventions. Lectures, readings, and clinical examples will illustrate both the theory and step-by-step practice of evidence-based approaches to behavior change across levels. Assignments may include a self-monitoring exercise, in-class role plays, a group project, an exam, and brief writing assignments. This course is designed to introduce students to a broad range of contemporary approaches to psychological and behavioral treatments; however, it will not provide the skills needed to implement psychological interventions. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC248 Adolescence and Emerging Adulthood
This course takes a global, cultural perspective to the study of human development during adolescence (ages 10-18 years) and emerging adulthood (ages 18-25 years). Students will gain a deeper understanding of key aspects of psychosocial functioning during these two developmental age periods. The course approaches adolescence and emerging adulthood as periods of both opportunity and vulnerability. Topics include cognitive development, love and sexuality, media, peer relationships, and risk and resilience. Class activities and assignments provide opportunities for students to actively engage with the material presented and discussed in class. Students also will have the opportunity to participate in a cross-cultural experience, culminating in a class documentary on a selected topic related to adolescent and emerging adulthood development. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105 OR PSYC105F**

PSYC251 Psychopathology
This course provides an overview of psychopathology, the study of "abnormal" behavior or mental disorders. From various theoretical perspectives, the ways that abnormality is defined will be considered. You will learn what we know and don't know about the phenomenology, diagnosis, and causes of mental disorders. Major domains of psychopathology, the symptoms and behaviors associated with common mental disorders, and the mechanisms hypothesized to be involved with them will be covered. The ways that different paradigms steer the development and implementation of treatments will be examined. This course is not designed to help resolve personal experiences with mental illness. This class will challenge widely accepted ideas about mental illness. You will learn to think critically about how mental illness is understood by society, mental health professionals, and clinical researchers. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105**

PSYC253 Educational Psychology
This course will focus on three major topics and how they relate to current educational policy debates. The first topic will be an examination of the fundamental purpose of school. We will discuss theoretical and empirical perspectives on why schools exist and ways in which school purpose varies by school type (e.g., public, private, charter) and location (e.g., by state and country). The second topic to be covered relates to the implementation of school mission. In this context, we will reflect on how theories of child development, student motivation, classroom management, and pedagogy inform instructional practice. Finally, the third major topic that will be covered is how to determine whether schools are achieving their stated goals. We will examine the appropriate (and inappropriate) uses of assessment for understanding whether

students are learning, whether teachers are effective, and whether a school has a positive or negative climate. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **EDST253**
Prereq: **None**

PSYC259 Discovering the Person
This course surveys major developments in psychology and psychiatry from 1860 to the present. Through readings and lectures, the course introduces the major schools, theories, and systems in the American "psy" sciences. We examine the kinds of persons who were "discovered," the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine phenomena that were located, catalogued, and explained by these sciences, including rationality, gender, cognition, personality, race, emotion, psychiatric disorders, development, intelligence, and the will. Attention is given to the scientific grounds of investigations and the empirical evidence sought in the century-long process of discovering and naming psychological kinds. Readings include primary source documents, histories, and philosophical analyses. This course counts as an elective or column 2 breadth course towards the psychology major. Students who have taken PSYC310 or SISP312 cannot take this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **STS259**
Prereq: **PSYC105**

PSYC260 Social Psychology
What leads us to become attracted to one person rather than another? How does prejudice develop, and how can it be reduced? Can psychological research help protect the environment and, if so, how? This course offers an overview of classic and contemporary social psychology, covering topics such as group behavior, friendship, stereotyping, conformity, obedience, and conflict resolution. This course counts as an elective or column 3 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC265 Culture in Psychology: An Introduction to Theory and Research
Culture is central to the study of mind and behavior. This course will provide students with an introduction to theory and research on culture in psychology. We will discuss what culture is, the methods that psychologists use to study culture, and how much of our behavior is universal or culture-specific. We will explore how culture influences how we think, feel, and behave. This course counts as an elective or column 3 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC277 Psychology and the Law
This course will offer an introduction to the range of topics that are of concern both to psychologists and to members of the legal profession. We will investigate how psychologists may enter the legal arena as social scientists, consultants, and expert witnesses, as well as how the theory, data, and methods of the social sciences can enhance and contribute to our understanding of the judicial system. We will focus on what social psychology can offer the legal system in terms of its research and expertise with an examination of the state of the social science research on topics such as juries and decision making, eyewitness testimony, mental illness, the nature of voluntary confession, competency/insanity, child testimony, repressed memory, and sentencing guidelines. In addition, this course will look at the new and exciting ways legal scholars and psychologists/social scientists are now collaborating on research that looks at topics such as the role of education in prison, cultural definitions of responsibility, media accounts and social representations of crime and criminals, death penalty mitigation, and gender/race discrimination within the criminal justice system. This course will introduce students to this field, especially to the growing body of applied and theoretical work and resources available for study and review. Students will be encouraged to explore the connections between issues of social science and the law, translating legal issues into social scientific research questions that can then be examined more closely in the literature. This course counts as an elective or column 3 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **AFAM287**
Prereq: **PSYC105**

PSYC280 Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201, GOVT201, NS&B280**
Prereq: **None**

PSYC280Z Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201Z, GOVT201Z, NS&B280Z**
Prereq: **None**

PSYC281 Investigaciones Importantes en Psicología (CLAC.5)
This course will focus on several key empirical studies that have had an impact on the field of psychology. We will explore the big-picture question each study was examining, what the thinking in the field was then and is now on this big-picture

question, how the data were gathered and analyzed, what relevant replication attempts have found, and what the implications of the findings are for the field of psychology. Lectures and conversations will be conducted in Spanish. Readings will generally be in Spanish, but some may be in English. Students should be at the intermediate level or above.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-PSYC**
Identical With: **CGST238**
Prereq: **SPAN110 OR SPAN111 OR SPAN112 OR SPAN113**

PSYC282 People and Places: An Introduction to Environmental Psychology
This course explores human-environment interactions and the relationships between natural, social, and built environments in shaping people as individuals, and in turn, how people shape their environment(s). This course will critically explore theories and research that serve as the foundation of the field, as well as examine applications to real-world problems. This course will incorporate inquiry-based approaches to environmental psychology including the methods of participant observation and PhotoVoice. This course will engage ecological approaches and multi-level concepts in understanding human-environment dynamics and interactions from the home/personal space, community, and urban life, among others, as well as reflect on students' experience of their physical and social environments. As a survey course, this course will cover myriad topics with consideration to social justice, and varying conceptualizations and experiences addressing gender, race, class, age and people with disabilities. Considering the COVID-19 pandemic, this course will give special consideration to public space and home environments. As a discussion-based seminar, topics will ultimately be driven by student interest. Several films and podcasts may be incorporated into class. This course counts as an elective towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS246**
Prereq: **None**

PSYC283 Trouble in Mind: The History of Psychiatry in the United States
This is a class in the history of psychiatry (and to a lesser degree, the disciplines that comprise clinical psychology). Many of us experience disturbances of mood, thought, and behavior over the course of our lives. When we do, we sometimes seek help from those with training in medicine or psychology. This has not always been the case, however. The question we explore in this seminar is how this came to be. In so doing, we will consider how theories seeking to explain the mind and therapies seeking to treat its invisible wounds have evolved over the past two-plus centuries, and how that evolution has shaped and been shaped by the shifting ways we see, hear, imagine, react to, and -- ultimately -- attempt to relieve mental anguish.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST295**
Prereq: **None**

PSYC285 The Narratives of Illness and Recovery
This course provides a detailed examination of primarily first-person accounts of illness and recovery. The focus will be on narratives that deal with mental illnesses and trauma or the psychological aspects of physical illnesses. We will explore the relationship of story and narrative to the healing process. Students will analyze across texts the common psychological traits that lead to recovery and generativity, as well as the response to loss and the experience of suffering. Particular emphasis will also be placed on the role of "the wounded healer," those persons who have suffered and then choose to assist others who face similar predicaments.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL200, ENGL200**
Prereq: **None**

PSYC286 Contemporary Literacy: What Does It Mean to Be Literate in the 21st Century?
How do humans learn to read and write -- and how has that learning evolved in a rapidly changing media landscape? This course explores the cognitive, social, and cultural processes involved in literacy acquisition, from early development to advanced academic and digital literacies. Rooted in Paulo Freire's concept of literacy as a practice of meaning-making and empowerment, the course invites students to critically examine how literacy is shaped by power, identity, and access.

Drawing on contemporary multiliteracies research, students will explore the diverse ways literacy is practiced in today's digitally mediated world. Special attention will be given to media and information literacy--essential skills for navigating misinformation, algorithms, and fragmented media environments. This course will also center on literacy as the foundation for civic learning and engagement, inviting students to think about the ways schools scaffold citizenry through literacy instruction. Through critical inquiry, hands-on analysis, and reflective practice, students will develop the tools to access, evaluate, and produce information in a way that is ethical, critical, and socially responsive.

This course is ideal for students interested in education, media studies, communication, and anyone seeking to understand literacy beyond the printed word in our complex digital age.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST226**
Prereq: **None**

PSYC287Z Understanding Inequality: Psychological and Educational Perspectives
This class focuses on recent work by psychologists, economists, and education researchers examining the effects of growing inequality on our collective mental health and on the school-related performance of children in particular. One class theme is that U.S. economic inequality has grown substantially in the past few decades, so that we now have one of the highest levels of inequality of any advanced industrialized country in the world. A second key theme is how few Americans are aware of the extent of these changes and their effects on the well-being of children and adults. The course also focuses on the nature of the "American Dream" and how distorted perceptions of social mobility affect many Americans' concerns about inequality. The overall class concentrates on how these economic realities and related psychological misperceptions have combined to create a cascade of negative psychosocial and educational consequences, ranging from "deaths of despair" in adults, to increased mental health issues in children, to the growing polarization of educational opportunities and outcomes at all ages. Among the topics that will be covered are: the growth of wealth and income inequality in U.S. (including comparisons with other advanced, industrialized countries); psychological research on how people perceive and misperceive inequality; the moral nature of inequality in

relation to thinking about distributive justice; the psychological literature on the consequences of inequality; and, finally, the limitations of a meritocracy for addressing these consequences. This course fulfills the Category 1 requirement for the Education Studies Major and Minor, and an elective credit for the Psychology Major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST211Z**
Prereq: **None**

PSYC288Z Zero to Infinity: The Psychology of Numbers
What are the origins of mathematical thinking, and why do some people become experts while others get nervous calculating a tip? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their intuitive understanding of numbers, geometry, and space to successfully navigate their environments. Yet, individual differences in math achievement emerge early in development and often persist throughout children's education. In this course we read and discuss both foundational and cutting-edge articles from cognitive science, education, and psychology to understand how mathematical thinking develops. We will also tackle questions such as: How do culture and varying social contexts affect numerical understanding? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? This class will involve a blend of synchronous class-time meetings and asynchronous work.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST250Z**
Prereq: **None**

PSYC293 Towards Antiracist Psychological Science
What does it mean to conduct "antiracist" studies that "decenter whiteness"? What investigative practices are warranted and what scientific foundations are necessary for doing innovative, antiracist research? This course takes up these questions, grounding exploration of scientific practices in a fuller understanding of psychology's history and epistemology. We examine past practices that fostered and sustained racist beliefs, consider race theories, and explore key concepts including reflexivity, positionality, diversity, elite capture, race theory, indigenous psychologies, and social justice. These and related concepts along with historical, philosophical, and theoretical analyses are engaged to locate research methods and professional practices that move toward realizing antiracist science.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105**

PSYC295Z The Science of Happiness
Positive psychology is the study of human strengths and happiness. The field has compiled an enormous research base offering evidence of the fundamental components of well-being and flourishing. While early research employed a narrow, "Western" definition of happiness, the discipline later broadened its focus to include traditionally "Eastern" concepts such as social harmony and compassion. More recently, the field has been redefined through second-wave and third-wave positive psychologies, which seek to break free from the binary concepts of "positive" and "negative" in favor of a dialectic approach, while utilizing concepts of flourishing through suffering, and including models for systemic change. This course will primarily utilize journal articles to trace the history and development of positive psychology from its inception to the current state of the field. Core concepts will be discussed and critiqued. Students will be required to keep a "flourishing journal" and complete out-of-class activities for personal reflection and practice of individual experiences of well-being. Additional course requirements include shorter and longer reflection papers, in-class discussion, and a final project. This course is being offered as a blend of synchronous class meetings and asynchronous work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC303 Social Media and Development: Constructing the Self Online
Humans typically develop their view of themselves, or their self-concept, through interactions with others in their community. For adolescents, this takes place typically within school environments and other community institutions as they begin to rely less on their parents. With the dawn of social media, these interactions are taking place on a global scale with increased anonymity. How does this social and technological change impact how teens and young adults form their views of themselves? What implications do these changes have for adults who work with adolescent populations? This course will explore these questions, illuminating an understanding of the accepted model of self-concept development and the impacts of social media. Students will also explore related concepts of self-esteem and social development. This course will use empirical research to examine and critique the overall negative view of social media usage amongst adolescents, and train students to probe commonly accepted viewpoints using careful scholarship. The course will provide a discussion of research standards in the field of social media research and encourage critical evaluation of empirical research.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST333**
Prereq: **None**

PSYC304 Celebrating Learner Differences: Creating Inclusive Classrooms Using Research
How do humans develop the capacity to learn? This course will focus on the dynamic influence of the cognitive, social emotional, and demographic factors involved in this process, using a research-based framework. Students will be encouraged to evaluate the learning process throughout K-12 educational settings and will explicitly learn to read and critique research in the learning sciences. Students will also evaluate the utility of research in different learning settings and the effectiveness of associated pedagogical tools and strategies.

The course will begin with a discussion on learning sciences research and explicit instruction for research evaluation. Topical considerations will include the development of human memory, executive function, attention, and other cognitive processes that underlie learning and information processing. Students will also explore background factors, including socioeconomic status, and social emotional factors, including motivation and emotion, as predictive and associated factors for learning and information processing.

This course fulfills the Category 1 requirement for the Education Studies Major and Minor. It satisfies the ELECTIVE only requirement for the PSYC major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-EDST**
Identical With: **EDST335**
Prereq: **None**

PSYC305 Neuroscience of Learning and Memory
One of the fundamental functions of our nervous system is to encode and store memories, which allows us to survive and shape our personal identities. In this course we will cover different animal models of learning and memory, which have been useful tools to understand maladaptive memories underlying neuropsychiatric and neurological disorders such as post-traumatic stress disorder, substance use, and Alzheimer's disease. We will look in detail at how neurons and neural circuits change and respond when an organism learns something new or recalls a past experience. This course will also involve detailed discussions related to sex differences in both learning behavior and the biological basis of memory processes. The central focus of the course will be integrating current work in basic cellular and molecular neurobiology with the experimental psychology of learning and memory. This course counts as an elective towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B320**
Prereq: **NS&B213**

PSYC316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives
The goal of this seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment of the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; and (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B316**
Prereq: **None**

PSYC316Z Schizophrenia and its Treatment
Please note: readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus - http://www.wesleyan.edu/wintersession.

The goal of the seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment in the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B316Z**
Prereq: **None**

PSYC320 Practicing Science: Thinking and Writing
This course is designed to provide students with instruction and practice in academic writing in science. Students will complete and discuss assigned readings about academic science writing. They will engage in writing with peer and instructor feedback, in a supportive community of practice. This course counts as a specialized or elective requirement towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC321 Seminar on Social Action
This seminar introduces students to theoretical and empirical research on conceptions, perceptions, and outcomes of strategies for social action, including scholarship on individuals' and groups' change efforts. In this course, students will engage with social psychological concepts both classical and modern to answer pressing questions such as when is social action (in)effective or (in)authentic? What (dis/en)courages people to join movements and what behaviors support (or undermine) them? What explains backlash against change initiatives? Students will be asked to consider the benefits and constraints of social action strategies and develop their own theories as to what forms of action are most (or least) conducive to change and when. This course counts as a specialized or elective requirement towards the psychology major. This course counts as a specialized or elective requirement towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC322 Psychology of Decision-Making
We make decisions all the time. The vast majority of decisions have little consequence, though some are monumental and can deeply affect our lives. The broad goal of this course is to explore the science of judgment and decision-making. We will leverage concepts and research from the fields of psychology, neuroscience, and economics to understand how an individual makes judgments and decisions, why these decisions are subject to bias, and whether humans are "rational" decision-makers. Along the way, we will examine major questions that have guided decision research, consider domains where decision-making could be improved, and think of practical applications of course concepts to everyday life. Foundations of Contemporary Psychology (PSYC 105) is strongly recommended as a prerequisite (plus any courses listed under individual

sections), as this is an upper-level course (that relies on student contributions) in the Psychology Department.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC326 History of the Brain
The course is designed to trace the people, experiments, social forces, and ideas that have helped shape the legacy of current neuroscientific knowledge. The course will be broken up into five parts. Part one will look at Ancient Egyptian, and Classical Greek and Roman conceptions of brain function. Part two will investigate methodological advances in the study of electricity and cell-staining techniques -- both developed in the 18th-19th century -- that paved the way for novel ways of looking at brain function and human behavior and how these new conceptualizations impacted the culture at large. Part three will investigate the history of assigning specific cognitive, emotional, and behavioral function to specific structures in the brain. Part four will link developments in neuroscientific study with their impact (both positive and ill) on the treatment and care of people with psychiatric and neurological illness form the 19th-century to the present day. Part five will present a summing up and an overview of contemporary models of brain and mind.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **NS&B326**
Prereq: **None**

PSYC326Z History of the Brain
The course is designed to trace the people, experiments, social forces, and ideas that have helped shape the legacy of current neuroscientific knowledge. The course will be broken up into five parts: Part one will look at Ancient Egyptian, and Classical Greek and Roman conceptions of brain function. Part two will investigate methodological advances in the study of electricity and cell-staining techniques -- both developed in the 18th-19th century -- that paved the way for novel ways of looking at brain function and human behavior and how these new conceptualizations impacted the culture at large. Part three will investigate the history of assigning specific cognitive, emotional and behavioral function to specific structures in the brain. Part four will link developments in neuroscientific study with their impact (both positive and ill) on the treatment and care of people with psychiatric and neurological illness form the 19th-century to the present day. Part five will present a summing up and an overview of contemporary models of brain and mind.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **NS&B326Z**
Prereq: **None**

PSYC327 Psychology of Queer Issues
While the LGBTQ+ community itself, and acceptance of LGBTQ+ community, have increased over the course of history, members of the community continue to have unique interpersonal experiences and experience bias at both the individual and systemic level. This course will cover major perspectives that aim to provide interdisciplinary insights into our understanding of the experiences of LGBTQ+ people. Topics for this course will include psychological theories that can contribute to widely held perceptions and attitudes about the LGBTQ + community, the role of ideologies, as well as intersectional perspectives that provide a more wholistic understanding of the queer experience. Additionally, this course will also discuss how the issues faced by LGBTQ+ people may not only stem from outside the community, but also within the LGBTQ+ community, and the unique consequences these may have. Through reading and discussion of theoretical and experimental research, we will analyze and learn the perspectives that researchers use to understand the experience of LGBTQ+ people, while also considering the social implications that can come from our current psychological understanding about the queer experience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC327Z Psychology of Conflict Resolution
This course will focus on the psychological causes and consequences of interpersonal, intergroup, and international conflict. Topics discussed will include the role of power, status, trust, and social identity. Students will learn about various theories related to the causes of conflict, as well as practical techniques for navigating conflict, including negotiation, mediation, and facilitation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC329 Neural Costs of War
This course focuses on stress reactions that result because of exposure to war, combat, and related atrocities. You will learn about the diagnosis of PTSD, including its development and history. There is a strong emphasis on the neural and cognitive mechanisms for stress-related psychopathology and the overlap of psychological and neural systems with the damaging effects of traumatic brain injury. While interactions of these mechanisms with social and cultural processes are considered, the primary emphasis is on the neural and cognitive mechanisms. To be fully prepared for this course, students should have a solid grounding in neuroscience and behavior, as well as basic psychopathology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B329**
Prereq: **None**

PSYC330 Engaging Antiracist Psychological Science: From History and Theory to Practice
Responding to calls for antiracist psychological science, this seminar explores what it means to design and conduct that science. What does it mean to conduct "antiracist" studies that "decenter whiteness"? The exploration of scientific practices is grounded in gaining a fuller understanding of psychology's history, epistemology, research practices, and influence on social policy. Upon surveying past practices that fostered and sustained racist beliefs, we examine race theories and explore key concepts including reflexivity, positionality, diversity, elite capture, race theory, indigenous psychologies, and social justice. These historical, philosophical, and theoretical analyses are engaged to locate research methods and professional practices that move toward realizing antiracist science. The course incorporates lab activities, 6 papers, and a final project that engages a key concept or practice of antiracist psychology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105**

PSYC332 Seminar in Cognitive Neuroscience
This seminar is an in-depth analysis of the ways that scientists study the neural basis of cognition in humans. Topics to be covered include the representation of visual categories, the neural influence of attention, episodic memory, theories

of spatial cognition, and decision-making. Through reading and discussion of primary research articles, we will evaluate the methods and theoretical debates in each domain, while recognizing and integrating common themes that link across the field. Students will also learn how to work with simple computer models and simulations (using Python), in order to gain a strong foundation in the computational principles that underlie recent advances in the field of cognitive neuroscience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC334 Seminar in Social Neuroscience
One of the most complex functions we (and other animals) exhibit is the ability to interact with other members of our species. Social behavior, in turn, depends on processes at scales ranging from the entire nervous system down to the effects of individual hormones and genes. This course will examine phenomena such as facial processing, attributions of agency and mental states, aggression, dominance, social isolation, in-group/out-group identification, and group decision-making.

To understand these concepts, we will discuss experimental findings that employ a variety of methods, ranging from behavioral studies to physiological assays, but with particular emphasis on methods from cognitive neuroscience. As we discuss primary research in the field, students will not only gain insight into the specific social behaviors covered, but a broader understanding of research approaches in psychology and neuroscience. Foundations of Contemporary Psychology (PSYC 105) is strongly recommended as a prerequisite.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC337 Psychology of Language
Language is central to both cognition and the human experience. This class is designed to familiarize students with the fundamental principles and questions that surround the study of language and communication from a cognitive psycholinguistic perspective. The course will cover different approaches to the study of language, focused on the role of language in cognition. Additionally, we will cover how speakers and listeners use language to successfully communicate with one another. The course will be a mix of both lectures and discussions, centered on regular readings of scholarly articles that are foundational to the field. Students will be evaluated on routine writing exercises, including periodic short assignments and a longer final paper. Students may also be evaluated on participation, engagement, short quizzes, and/or short homework assignments. Formally, students will be asked to engage with peer-reviewed research, utilize library resources, engage critically with course material, discuss new ideas with peers, and improve their academic writing capabilities on complex and current scientific topics. Students who have taken PSYC122F will not be admitted due to the overlap in content.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC338 Masculinities
This course examines masculinities and the psychology of men using theories and research findings. We survey a range of perspectives on men and masculinity, drawing from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, and queer theory. We will ask how the psychological attributes associated with men relate to private life and public spaces, and whether our enactments and conceptions of masculinity have changed over time. Exploration of these questions will be informed by both psychological research and close analysis of media representations; the course thus emphasizes methods for examining representations of masculinity in science and the media.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **FGSS339**
Prereq: **PSYC105 OR [FGSS209 or ENGL208]**

PSYC339 Psychology of Human Sexuality
This course introduces the psychology of human sexuality in its evolutionary, physiological, reproductive, and social contexts. We'll explore various psychological theories of human sexuality, as well as sexual motivations, sexual anatomy, sexual response, sexual pleasure, gender and gender identity, sexual orientation, sexual behavior, sexuality across the life span, safe sex, and consent. In addition, this course covers contemporary issues that may arise each week, such as sex education, gender diversity, and sexual orientation. In light of the current political climate, it is anticipated that politically sensitive topics may be discussed in class to sort out myths from evidence supported by scientific research. The course emphasizes current research in psychology, sexology, and sociology and will be inclusive across cultures, races, ethnic groups, gender, sexual orientation, and relationship orientation. This course is also intended to be responsive to student questions and to provide a space for discussions in a non-judgmental, inclusive, and accepting environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105 OR PSYC105F OR PSYC260**

PSYC340 Seminar on Migration and Child Development
How do the current politics of borders and citizenship impact the well-being of migrant children, youth, and families? How do U.S. immigration policies intersect with what research tells us about what children need to thrive? Is there a role for psychologists to inform today's discourse on immigration policy? These are a few of the questions that we will be exploring throughout our time in this class.

Through class readings, discussions, and course assignments, we will examine why and under what circumstances children and families migrate to the United States. We will explore how various parts of the migration experience relate to child and adolescent development. Together we will analyze contemporary immigration policies through the lens of developmental psychology. Students will learn to grapple with the opportunities and limitations of developmental science to inform immigration policies that matter for the day-to-day lives of immigrant children and families.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC341 Psychology of Human Memory
This seminar course is designed to provide students with an in-depth exploration of the psychological science of human memory. We will examine current issues and theories in human memory research and the methods by which human memory is explored. Both classic and contemporary research findings

from the disciplines of cognitive psychology, cognitive neuroscience, and neuropsychology will be brought together to paint a picture of the current understanding of human memory. Topics to be covered include different memory systems and frameworks (e.g., working memory, semantic memory, episodic memory), remembering and forgetting (e.g., phenomenal experience of remembering, various mechanisms of forgetting), reality/source monitoring (e.g., memory attributions, true and false memories), the influence of emotional and social factors on memory (e.g., social remembering), and memory in clinical populations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B341**
Prereq: **None**

PSYC343 Sleep and Psychosocial Functioning in Youth
This course is designed to orient students to the fascinating world of sleep and psychosocial functioning, with a focus on the adolescent and emerging adulthood years. We will explore how sleep relates to various aspects of psychosocial functioning, including cognitive development (e.g., memory), emotional well-being (e.g., mental health), social adjustment (e.g., social media use), and cultural contexts (e.g., race-ethnicity). The content for this course is primarily based on published empirical research and theory. The seminar format of this course is designed to facilitate a dynamic and interactive learning environment and requires active participation from all students.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC344Z Parenting
This course engages students with the science and practice of parenting through an interdisciplinary and cross-cultural lens. A critical component of the course is the integration of interdisciplinary perspectives on parenting-related topics that highlight the cultural nuances that inform parenting norms, beliefs, and practices. Consequently, assigned readings will be based on selected chapters and empirical research articles within the fields of psychology, sociology, and anthropology. Students will also evaluate the relevance and validity of parenting-related content in popular media (e.g., social media, websites, books, podcasts, and blogs), in relation to published theory and empirical research. Student evaluation will be largely based on students' contributions (written and oral) to class discussions. Assignments are designed to assess students' ability to understand, critique, and apply course content. Topics include parenting styles, discipline, parent-child sleep, and gender socialization. All assigned readings will be posted in Moodle.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC347 Science of Suicide Risk & Prevention
This course will explore the science of suicide research, prevention, and intervention. Topics will include terminology, epidemiology, historical and contemporary theories of suicide, ethical and methodological challenges to suicide research, risk and protective factors, empirically supported approaches to prevention and intervention, suicide in the media and popular culture, and emerging issues and controversies in the field of suicidology. In many ways, the field of suicide research is young and knowledge is rapidly changing. Special attention will be paid to novel methodological advances in clinical psychological science. The course will use books, empirical articles, class discussion, critical thinking, exams, and writing assignments to accomplish its learning objectives. This course is not designed to resolve personal experiences with suicidal thoughts, suicide loss, or mental illness nor will it address assessing suicide risk among friends or family members.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC348 Topics in Cognitive Development
In this course we will discuss in depth a selection of current topics in cognitive development research. We will read and discuss primary literature and focus on cutting-edge debates in the field, surveying evidence from different stages of human individual development as well as (when appropriate) evidence from different nonhuman species.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B348**
Prereq: **None**

PSYC351 Your Brain on Drugs: The Neuroscience Behind Drugs of Abuse and Addiction
Substance use disorder (colloquially known as drug addiction) is a pervasive disease that has touched countless lives. In order to understand the disease, one must first understand the mechanism of actions of addictive substances. This course will cover several major classes of abused drugs (nicotine, alcohol, amphetamines, cannabis, psychedelics, etc.) through a combination of lectures and discussion of current research articles studying these substances and their effects on the brain. Societal influences on the conception of addiction and addiction treatment will also be discussed. This course is largely discussion based, with a final project on a drug of choice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC353 Neurobiology of Neurological Disorders
This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including including schizophrenia, Alzheimer's disease, sleep disorders, anxiety disorders, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B353, BIOL353**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PSYC354 Seminar on Intelligence and Creativity
What does it mean to be smart? Who decides whether something or someone is creative? The answers to these questions are of great consequence as they often determine who gets access to scarce resources. This course will introduce students to some of the most vibrant and lively debates in the fields of intelligence and creativity. Our goal will be to discuss relevant theories and evaluate empirical data associated with various perspectives and approaches to understanding these important constructs. In addition, students will gain familiarity with and critically evaluate how intelligence and creativity are

measured, as well as the usefulness of different measures for predicting the success of individuals and organizations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **EDST354**
Prereq: **None**

PSYC354Z Seminar on Intelligence and Creativity
What does it mean to be smart? Who decides whether something or someone is creative? The answers to these questions are of great consequence as they often determine who gets access to scarce resources. This course will introduce students to some of the most vibrant and lively debates in the fields of intelligence and creativity. Our goal will be to discuss relevant theories and evaluate empirical data associated with various perspectives and approaches to understanding these important constructs. In addition, students will gain familiarity with and critically evaluate how intelligence and creativity are measured, as well as the usefulness of different measures for predicting the success of individuals and organizations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **EDST354Z**
Prereq: **None**

PSYC355 Psychology of Reading
The study of the psychology of reading encompasses many aspects of human cognition: from sensation and perception to comprehension and reasoning. This class will provide an overview of research in the psychology of reading. Topics such as word recognition, eye movements during reading, comprehension, learning to read, methods of teaching reading, the brain and reading, reading in different languages, and reading impairments in children and adults will be covered.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC356 Neurodevelopmental Disorders
This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, cerebral palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory ingration disorder, and neonatal hypoxia. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic cellular aspects of brain function.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B356, BIOL356**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PSYC358 Seminar in Intergroup Peace and Conflict
This seminar is an in-depth analysis of key psychological readings on the topic of intergroup peace and conflict. Topics covered include key psychological theories in intergroup relations used to articulate the reasons and sources for intergroup conflict (i.e., Social Identity Theory, Realistic Group Conflict Theory), topics covering how intergroup conflict is perpetuated (i.e., revenge, collective memory and collective victimization), strategies to reduce conflict and promote peace (i.e., contact theory, norm interventions, intergroup dialogues, protest), and behaviors that ideally progress beyond conflict (i.e., apologies, forgiveness, reconciliation, reparation). Additionally, the course examines philosophies of peace. Students in the course will not only discuss psychological strategies that are used to move toward peace, but critically consider/reconsider what a peaceful society means and what one would actually look like. Through reading and discussion of theoretical and experimental research articles, we will not only evaluate the methods scholars use to study these real-world issues, but also critically analyze and deconstruct the theoretical underpinnings influencing how psychologists approach and evaluate intergroup conflict and peaceful societies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105 AND (PSYC200 OR PSYC201 OR QAC201 OR ECON300 OR MATH132) AND (PSYC260 OR PSYC261 OR PSYC265 OR PSYC266 OR PSYC267 OR PSYC269 OR PSYC277)**

PSYC361 The Psychology of Prejudice and Discrimination
This seminar offers a social psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and control of indigenous peoples, animals, and the natural environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **AFAM361**
Prereq: **PSYC260**

PSYC363 The Dramaturgical Approach to Psychology
The objective of this course is to explore the use of the language of theater in the illumination of psychological questions. Material for the course will be about half drama, half readings from social psychology. Among the issues to be explored are politics as theater, audience effects, role-playing as a teaching and therapeutic technique, the actor's identity problems, and general theory of the mask.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC365 Seminar on Emotion
This seminar aims to provide an intensive introduction to what emotions are and how they influence our relations with other people. The seminar will cover general theory on emotion as well as theory on specific emotions (e.g., anger, shame, envy, humiliation). As emotions are multicomponential processes, we will examine how the social context shapes different components of the emotion process (e.g., phenomenological experience, regulation, and expression of emotion). Moreover, we will explore how emotions operate at the individual, interpersonal, intergroup, and cultural levels of analysis.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC200 OR QAC201 OR ECON300 AND PSYC105 OR PSYC105F OR MATH132**

PSYC374 Early Childhood Practicum
In this small intensive practicum course, students will spend a minimum of 3 hours per week working in early childhood education settings. The practical experience will be complemented by contemporary research about early child development, education, policy, and practice. Course topics will be driven by the interests of the group, by the questions that naturally emerge from the practicum placement experience, and by current debates in the field. Such topics include but are not limited to: diversity in language acquisition; scaffolding children's autonomy and executive function; the unique functions of exploratory play in human learning and development; and in-the-field consequences of new legislation (e.g., Connecticut's 2023HB-06880-R02-BA mandates on play-based learning and raising the kindergarten age). In addition to reading primary sources and working within early childhood classrooms, we will benefit from conversations with experts actively working to integrate research, practice, and policy. Students will keep journals documenting their field placements, submit response papers to class readings, participate actively in class discussions, and complete an in-depth exploration of a topic of their choice that bridges across the scholarly literature and the field placement experience. This is an advanced class available by Permission of Instructor (POI). Previous coursework in psychology is strongly recommended. Students are encouraged to participate for the full year (.5 credit per semester), and those who intend to do so will be given priority.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC375 Advanced Research in Social Psychology: Social Representations of Crime in Children's Television
This is an advanced research seminar examining the relationship between adult understandings about crime and criminals and the images depicted in children's entertainment. Working with the instructor, students will become part of an active research lab, collecting and analyzing qualitative data that will ultimately contribute to a project that aims to connect early childhood media exposure to adult understandings about such things as the "causes" of crime, the demographics of crime, and solutions to crime. Students will gain significant knowledge about and fluency with social representation theory, as well as hands-on experience using a variety of qualitative data analysis techniques.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC376 Advanced Research in Adolescent Development
This course is designed to provide students with experience conducting research in adolescent development. Students will learn about community-based and online research methods with immigrant youth and families. There will be opportunities to gain competencies in various research-based skills such as conducting literature reviews, data management, collecting and analyzing quantitative and qualitative data.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC377 Advanced Research in Racism and Intergroup Relations
Students in this advanced research course will contribute to ongoing research studies on the topics of race, racism, and intergroup relations. Students will be introduced to social psychological and cultural psychological research methods within the study of racism and intergroup relations. Students will contribute to different aspects of the research process such as literature reviews, collecting and analyzing quantitative and/or qualitative data, data management, and manuscript preparation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC378 Advanced Research in Cognitive Neuroscience
This advanced research course provides in-depth training in the experimental methods of cognitive neuroscience, focused on human memory. Students will work individually and in groups on semester-long projects, which will include literature reviews, experimental design, data collection, analysis, journal-formatted writing of results, and oral presentations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B378**
Prereq: **None**

PSYC379 Advanced Research in Conceptual Development
Students in this course work on new and ongoing research projects in the Cognitive Development Laboratory. Students will be individually matched to a research project and participate in all aspects of research including background literature review and designing, running, and analyzing experiments.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC380 Advanced Research in Social Identity
Students in this course will contribute to ongoing research on topics related to social identity. As part of the research team, students will learn and apply social psychological approaches to investigate how people understand their social group memberships, experience or express identity-based bias, and evaluate strategies for addressing prejudice, discrimination, and stereotyping. As part of an active research lab, this course will provide an overview on how to conduct experimental research in social psychology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC382 Advanced Research in Decision Making
This course is designed to allow students to conduct supervised research in the area of the cognitive psychology of reasoning and decision making. Working as a team with the instructor and other members of the research group, students will undertake a semester-long experimental research project on a topic in reasoning and decision making.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **NS&B382**
Prereq: **None**

PSYC383 Advanced Research in Learning and Memory
This advanced research course is designed to allow students to conduct supervised research in the area of human learning and memory. Working with the instructor, students will become part of an active research lab, undertaking a semester-long experimental research project that seeks to answer a current question in the field of memory research.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B383**
Prereq: **None**

PSYC384 Advanced Research in Cognitive Development
This course is designed to allow advanced students to conduct a supervised group research project in cognitive development. Working with the instructor, students will conduct an experiment that seeks to answer a current question in the field of cognitive development.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC385 Advanced Research in Digital Learning
This hands-on research seminar offers applied experience in the design, implementation, and evaluation of digital learning. Students will develop expertise in curricular design, critically reviewing research on project-based learning strategies, and supporting digital learning across diverse educational settings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC386 Advanced Research in Sleep
This advanced research course is designed to provide students with an in-depth understanding of how to critique and analyze psychological research. Specifically, we will focus on research within the field of sleep and psychosocial functioning. This seminar course takes an intensive lab-based approach. Students will have access to a comprehensive dataset that includes assessments of stress, anxiety, depression, physical activity, interpersonal relationship quality, personality, procrastination, and chronotype. Based on this data, students will be expected to commit to a semester-long project, which involves analyzing data and reporting findings on a self-selected topic. Upon completion of this course, students will have a strong working knowledge of the field of sleep and psychosocial functioning. This course also provides opportunities for students to develop analytical, writing, critical thinking, and presentation skills. Students also will gain data analytic skills using the Statistical Package for the Social Science (SPSS) program.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **(PSYC105 AND PSYC200)**

PSYC388 Advanced Research in Measurement
In this advanced seminar on psychological measurement, students will receive individualized mentoring from the instructor on each aspect of the course, including conducting an in-depth literature review on a topic, developing a new measurement instrument, gathering and analyzing pilot data using a variety of advanced statistical methods (e.g., factor analysis, Rasch measurement, item response theory), and writing a professional paper reporting on the results and future directions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105**

PSYC389 Advanced Research in Social and Historical Process
Students will become familiar with core theories on the temporal dynamics and cultural diversity of psychological phenomena. Students will work collaboratively on empirical projects that engage and appraise the theories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC390 Experimental Investigations into Reading
Experienced readers can easily recognize thousands of words. The mental dictionaries of these readers are efficiently organized to allow rapid and seemingly effortless word recognition. There are still many unanswered questions about the processes involved in visual word recognition. In this class, students will work together with the instructor to design and carry out an experimental investigation relating to reading and word recognition. The semester will provide students with a chance to integrate all aspects of the experimental process: idea formation, experimental design, data collection and analysis, interpretation, write-up, and presentation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B390**
Prereq: **None**

PSYC392 Behavioral Methods in Affective Neuroscience
This research methods course teaches experimental design and methods in experimental psychopathology using tools to conduct behavioral research in cognitive-affective neuroscience. Course material includes studies from the contemporary psychopathology research literature, with a focus on cognition-emotion interactions. Methods taught will vary by semester and individual research projects and will include statistical procedures (e.g., repeated measures ANOVA), tools for conducting research and analyzing data (e.g., computer programming for stimuli presentation and data processing), and neuroimaging techniques (e.g., event-related potential). There is high expectation that those enrolled in this course will take initiative to extend their learning to areas for which they have specific interests related to the course objectives. Students are also expected to work independently.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B392**
Prereq: **None**

PSYC393 Advanced Research in Cognition and Neuropsychiatric Illness
Students in this advanced undergraduate research course will work in teams on novel and ongoing research studies focused on understanding neurocognitive dysfunction and its treatment in neuropsychiatric illness. Students will be matched to a research project and will participate in different aspects of this research including background literature review, acquiring elementary skills in neurocognitive and symptom assessment, and collecting and/or analyzing extant data using SPSS. Students may also be involved in learning cognitive training procedures.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B393**
Prereq: **None**

PSYC396 Advanced Research on Culture and Emotion
This course offers an in-depth examination of how culture (e.g., cultural values, norms) influences the emergence, experience, expression, and social consequences of emotions. Students will work in a team on a semester-long research project on culture and emotion (e.g., envy, humiliation, shame, happiness). The course includes advanced theoretical and empirical literature. The readings and research projects will give special attention to how gender intersects with culture in emotional experience and expression. Students will also learn how to adapt methods (e.g., narrative approaches, diary studies, field experiments) and techniques (e.g., adjustment of research measures to specific cultural communities, translation) to study emotions in their cultural context.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC265 OR PSYC208 OR PSYC365 OR PSYC200 OR QAC201 OR ECON300**

PSYC397 Advanced Research in Clinical Psychology
This advanced research course provides students the opportunity to conduct supervised research in clinical psychology, specifically in the area of suicide and self-injurious behaviors. Depending on the semester and student interests, tasks may include study design, data collection, clinical interviewing, data management, data analysis, and manuscript preparation. Weekly lab meetings will focus on current topics in clinical research and will include student presentations. All students will complete a research paper in journal article format. It is expected that those enrolled in this course will work independently and take initiative to extend their learning in the areas most consistent with their interests. Note: This course is not designed to resolve personal experiences with suicidal thoughts, suicide loss, or mental illness, nor will it address assessing suicide risk among friends or family members.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PSYC408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PSYC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PSYC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PSYC420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

PSYC421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

PSYC422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

PSYC423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PSYC424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PSYC465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

PSYC466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

PSYC467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

PSYC468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

PSYC470 Independent Study, Undergradua
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

PSYC491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PSYC492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PSYC496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

PSYC500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, E&ES500, MB&B500, MUSC500, PHYS500, MATH500**
Prereq: **None**

PSYC501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

PSYC504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

PSYC511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PSYC550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PSYC561 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **A-F**

PSYC562 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **OPT**

PSYCHOLOGY MAJOR

MAJOR DESCRIPTION

Psychology is the scientific study of behavior, mind, and brain. We seek to understand how people think and act, both as individuals and in groups. The department has 18 faculty providing expertise in six subareas of study: cognitive, cultural, developmental, social, psychopathology, and neuroscience. Features of the major include foundational courses, training in statistics and research

methods, small advanced seminars, and opportunities to conduct original research.

ADMISSION TO THE MAJOR

Students wishing to declare a major in psychology should prepare as early as possible. Declaration must be done in the second semester during sophomore year. Thus, by the end of the first semester in the sophomore year, students should have completed all requirements for entry into the major.

At the time of application, a student must demonstrate that he or she (1) has taken two full-credit courses in the field of psychology at Wesleyan and received a B or higher in each course; (2) has completed the introductory psychology (or a replacement breadth course that allows an AP or IB credit in place of introductory psychology), research methods, and introductory statistics (these same courses may be used to fulfill the first requirement as well); and (3) has fulfilled the University's stage I General Education Expectations.

MAJOR REQUIREMENTS

Ten full-credit psychology courses and General Education Expectations stages I and II are required for completion of the major. Nine of the 10 credits required for the major must be taken for a grade. Courses in introductory psychology and introductory statistics must be taken for a grade. Required elements of the major are introductory psychology (one credit), an introductory statistics course (one credit), research methods (one credit), one breadth course from each of three areas of psychology (three credits), a specialized course (one credit), and three additional elective credits that can come from any courses and tutorials associated with the major. All courses must be completed by the end of the senior year.

INTRODUCTORY PSYCHOLOGY

PSYC105, a lecture class that provides a broad overview of the field, is required for the major and should be taken in the first or second year. The course must be taken graded if used for the major. One can alternatively transfer a psychology AP or IB credit in place of this course (see the Advanced Placement section). Only one can be counted toward the major.

INTRODUCTORY STATISTICS

A psychological statistics course provides an introduction to data analysis in psychology. PSYC200, PSYC201, or PSYC280 is typically used to fulfill this requirement, but ECON300 and MATH132 are acceptable as well. The course must be taken graded if used for the major. A course in introductory statistics should be taken in the first or second year (some research methods courses require statistics as a prerequisite). Only one can be counted towards the major.

RESEARCH METHODS

A research methods course trains specific skills for evaluating and performing research. Research methods courses are numbered **PSYC202-219**. A 200-level course in research methods should be taken in the first or second year (some research methods require statistics as a prerequisite).

BREADTH REQUIREMENT

Students are expected to develop knowledge across the entire field of psychology. Toward this goal, students must choose a minimum of one course from each of the three columns below. These breadth courses (numbered **PSYC220-279**) can be taken throughout one's four years. When possible, a student should start with breadth courses of particular interest so that he or she can later do more advanced work in these areas. One course from each of the following areas: 1) cognitive/neuroscience; 2) developmental/clinical; 3) social/cultural. Please see our Psychology Majors Manual (https://www.wesleyan.edu/psyc/about/psyc_manual.pdf) for a list of courses by area.

SPECIALIZED

These courses (**PSYC311-399, excluding PSYC395**) aim to ensure that students study at least one subfield of psychology in depth. These courses have a variety of formats, including seminars (**PSYC311-369, excluding PSYC395**) and advanced research labs (**PSYC370-399**), and admission is typically by permission of instructor. A student must take at least one specialized course that deepens the knowledge she or he gained in a breadth course.

ELECTIVES

To reach the 10 course credits necessary for the major, one may count any other courses, tutorials, or teaching apprenticeships offered by the department or creditable to the major. Exceptions include: (A) only one introductory psychology course; (B) one introductory statistics course (PSYC200, QAC201/PSYC280, ECON300, or MATH132); (C) no more than two teaching apprenticeship tutorials; and (D) four tutorials (or six including senior thesis tutorials). The teaching apprenticeship can be repeated with the same course number. For electives, two half-credit courses may be used in place of one full-credit course. Some courses (cross-listed with psychology or hosted in other departments) can be used as electives for the major but fulfill no other requirements and cannot be used for admission to the major. See Department Majors Manual (http://www.wesleyan.edu/psyc/about/major_guides.html) for details.

COURSES FOR NON-MAJORS

PSYC105 is appropriate for non-majors.

GENERAL EDUCATION

Stage I General Education Expectations must be satisfied at the time of admission to the major (six different departments, please refer to WesMaps for Gen Ed Area Dept.). Fulfilling stage II General Education Expectations is required for completion of the major.

STUDENT LEARNING GOALS

The psychology department learning goals are organized by four objectives:

Objective 1: Knowledge Base in Psychology

- To understand and interpret basic theoretical perspectives, scientific principles, and empirical findings in three major content areas of psychology: (1) neuroscience and/or cognition, (2) psychopathology and/or developmental psychology, and (3) social and/or cultural psychology.
- To learn how to formulate research questions and conduct psychological studies.
- To obtain skills in statistical and data analysis techniques, quantitative and qualitative, and apply these techniques to psychological studies.

Objective 2: Scientific Inquiry and Critical Thinking

- To critically assess scientific methodologies in psychology, including:
  - understanding hypothesis formation;
  - applying standardized, reliable, and valid outcome measures;
  - applying sound data-analytic techniques; and
  - appreciating the importance of conducting research with samples that reflect the diversity of human experience, behavior, culture, and populations, including participants of color, women, LGBTQ+ people, individuals with disabilities, and other groups that have historically been underrepresented or marginalized in psychological research.
- Integrate knowledge and methodologies across different kinds of observation in the study of human behavior and mental processes, including social, cognitive, perceptual, and biological processes, as well as influences of culture and gender.
- Identify, understand, and address the ways that psychological research has been and often continues to be rooted in white sociocultural norms.

Objective 3: Ethical and Social Responsibility

- Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.
- Critically evaluate relations of psychological and behavioral knowledge with social policy, public health, and clinical practice.
- Use psychological knowledge to clarify social disparities, and to promote human well-being and change in a multicultural and global context.
- Endeavor to make psychology more inclusive, including practices that help dismantle systemic and structural forms of racism in psychological science, training, and applied settings.

Objective 4: Communication

- Acquire effective communication skills by disseminating research findings through skill-building in oral expression and expository writing.

STUDY ABROAD

For students in the **class of 2025, 2026, or 2027** planning to study abroad, the Department Advising Coordinator, Prof. Sarah Carney, handles preapproval requests for psychology major transfer credits. You can reach her at scarney_at_wesleyan.edu, 860-685-4976. Her office hours are available on her faculty website. It is highly recommended to obtain preapproval for a course before taking it.

Starting with the class of 2028, the Psychology Department encourages students to learn about cultures outside the United States through study abroad, but courses taken abroad cannot be used to satisfy psychology major requirements.

Study Abroad Course Approval. For students in the **class of 2025, 2026, or 2027**, study abroad courses must be submitted through WesPortal. For students in the class of 2027 and earlier, up to two credits can be transferred from study abroad programs. **Starting with the class of 2028,** study abroad courses will only count toward university credit and not the psychology major.

ADVANCED PLACEMENT

Students who receive a Psychology AP score of 4 or 5 or an IB (International Baccalaureate) score of 6 or 7 and complete a full-credit breadth requirement course **(PSYC220-279)** with a grade of B or better, can receive one credit for the AP/IB score. This credit will replace the introductory course requirement *only* if it appears on the Wesleyan transcript after completing the necessary breadth required course.

AP scores are posted in students' Placement Score and Recommendation link in WesPortal. To have the prerequisite for PSYC105 based on the AP score, students need to have their AP score on file with the University before preregistration begins for the upcoming semester. Once the breadth requirement course is completed, students go through their WesPortal to submit a request to post it on their transcripts. (If the AP is not in the folder, students should contact the Registrar's office.) This will also allow the preregistration system to automatically grant a prerequisite override for courses in which PSYC105 is required. All requests and actions regarding AP score and credit should be done through the Placement Scores and Recommendations link in WesPortal. For IB credit, contact the Dean's Office to have it transferred.

AP/IB credits count as transfer credits. AP/IB credits apply towards oversubscription. The AP/IB credit counts as the one non-graded course allowed towards the major. AP/IB credits may not be used towards major admission.

LANGUAGE REQUIREMENT

No language requirement.

TRANSFER CREDIT

The only credits that can be applied to the psychology major from other schools are credits that the University has authorized from a transfer student's previous full-time institution and that have been approved by the Psychology Department Advising Coordinator, Sarah Carney.

Transfer students should request that the Registrar's Office or their class dean send a copy of their previous institution's transcript to Prof. Carney for review of psychology courses toward the major. For transfer students, a maximum of three transfer credits can be counted towards the major.

For students in the **class of 2025, 2026, or 2027** taking courses at domestic institutions, up to two credits may be transferred towards the major.

Transfer Credit Course Approval. To request transfer credit approval, email the advising coordinator with:

- A course description from the university's catalog
- The syllabus
- The purpose of the course
- The transferable credit amount to Wesleyan
- The class year
- The Permission to Transfer Credit form from the Office of Student Affairs

RELATED PROGRAMS OR CERTIFICATES

Concentrations: Students are not obligated to do a concentration within psychology, and the vast majority of students do not specialize in a particular area. However, we do have two concentrations within the major—in cognitive science and in cultural psychology. These are essentially ways of traversing the major (with a few additional courses) for students who would like to organize their coursework around either of those two themes. Concentrations are not declared at major declaration. Rather, a requirements worksheet for each concentration is to be turned in by early February in the second semester of the

senior year. Students who successfully complete the requirements will receive a departmental certificate indicating completion.

- **Cognitive Science Concentration.** Cognitive science is the interdisciplinary study of mental processes. Many areas of psychology contribute to the study of cognitive science, including cognitive psychology, developmental psychology, and cognitive neuroscience, fields that most typically use scientific research methods to study human mental processes. Beyond psychology, scholars use diverse methods to study mental processes in humans and nonhumans, including fields such as philosophy of mind, neuroscience and behavior, artificial intelligence, linguistics, education, and others. The focus of coursework within our department involves understanding the mental and underlying neural processes involved in areas such as human perception, attention, memory, language, and reasoning; as well as the development of these processes over the life span. Participation in laboratory research is expected. See the Cognitive Science Concentration Form (https://www.wesleyan.edu/psyc/about/major_guides.html) on the department website for requirement details.
- **Cultural Psychology Concentration.** Cultural psychology considers how the vast domain of culture and society is studied by psychologists, how cultural dynamics influence individuals, and how cultural practices define the various psychologies we practice. Many areas within psychology contribute to the study of cultures, including psychological measurement; social psychology, both experimental and qualitative; clinical psychology; developmental psychology; historical psychology; and cultural psychology. Beyond psychology, scholars in allied human sciences contribute to better understanding the dynamic relation of culture and psychology. Methods and theories abound in culture and psychology. Some focus on comparative research, others on ways of bringing the presence of underrepresented populations into scholarly projects, and some examine socio-political differences both between and within societies. While investigating social structures such as race, ethnicity, religion, gender, sexuality, and class is often central to works in this area, also of importance is understanding how such forces come to manifest themselves within the field of psychology and in our collective psychologies. See the Cultural Psychology Concentration Form (https://www.wesleyan.edu/psyc/about/major_guides.html) on the department website for requirement details.

BA/MA PROGRAM

The psychology department offers the BA/MA degree program. Wesleyan non-psychology students can apply to the program to work under the mentorship of a psychology faculty. For more information, please visit the Office of Graduate Student Service (https://www.wesleyan.edu/grad/graduate-programs/bama_program.html)s (http://www.wesleyan.edu/grad/).

HONORS

By the beginning of their spring semester junior year, psychology majors who have earned at least a B+ average in all psychology courses and at least a B average in all non-psychology courses are eligible to pursue honors in psychology by writing a thesis. A student must have a faculty advisor to write a thesis. An advisor should be secured by spring of the junior year through discussion with appropriate faculty. Honors will be awarded only if both the advisor and a second faculty reader evaluate the thesis worthy of honors.

CAPSTONE EXPERIENCE

Students interested in research opportunities are encouraged to develop statistics and research methods skills as early as possible, to develop broad knowledge in the research area of interest, and to then apply for permission of the instructor to enroll in an advanced research seminar. Speaking with individual faculty members about research opportunities that might be available in their labs is also appropriate.

MASTER OF ARTS IN PSYCHOLOGY

Psychology offers the Master of Arts degree via the BA/MA program. Upon successful completion of the BA degree requirements, students become graduate students for two semesters and complete the MA. There is no stand-alone MA program in Psychology; the combined BA/MA program is only available to Wesleyan students.

The BA/MA program involves a close working relationship between a student and a faculty advisor who will supervise the research through the conclusion of the MA degree. Students have to be accepted by a faculty mentor before applying to the program. Non-psychology students can apply to the program to work under the mentorship of a psychology faculty, but need to demonstrate preparation for advanced study and research in psychology.

Courses

The MA in Psychology requires a minimum of 6 credits above the 32 credits needed for the BA. These courses include:

- PSYC 549 & 550: Thesis Research/Advanced Research Seminar (2 credits; one credit per term of second year).
- Four credits for advanced coursework: Any other graduate tutorials (PSYC 501/502, 503/504, 511/512; these can be taken during the undergraduate or graduate year), undergraduate tutorials taken for graduate credit (specifically, 401/402, 411/412, or 421/422; these can be taken only during the undergraduate year), undergraduate non-tutorial courses in any department (usually 200- or 300-level courses) taken for graduate credit, or graduate seminars. No more than *two* of these four credits may come from tutorials.
- Note that teaching assistantships of any kind may *not* be used for graduate credit.

In order for any course to be counted towards the graduate degree, the following conditions must be met.

1. It must not have been counted towards the undergraduate Psychology major or minor as declared on the Major Certification Form or towards any Wesleyan undergraduate graduation requirements.
2. It must be taken for graduate credit.
3. A grade of a B- or better must be earned in the course. Courses taken Pass/Fail cannot be counted towards the degree.
4. The course needs to be reasonably related to the MA thesis student's research. If the course is not directly related to the research project, it needs to make a well-justified contribution to a MA course of study.

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

With the approval of the faculty mentor and BA/MA committee, students can apply extra credits from the BA years to the MA degree.

LANGUAGE REQUIREMENT

No language requirement.

PROGRESS AND QUALIFYING EXAMS

The faculty mentor and psychology BA/MA committee review student progress in courses and thesis research.

TEACHING

No teaching required.

RESEARCH

Students are expected to spend at least 20 hours per week engaged in research. The research experience culminates with an MA thesis demonstrating a student's original contribution to knowledge in the field. Many students in the BA/MA program choose not to write an undergraduate honors thesis because they will be writing a more substantial MA thesis.

Ethics approval is required prior to initiating data collection for your research. Faculty mentors should be consulted about preparing the ethics proposal. If your proposed research poses minimal or no risk to participants, does not involve vulnerable populations, or does not include the collection of sensitive data, then you may submit a protocol for your proposed research to the Psychology Ethics Committee (https://www.wesleyan.edu/psyc/resources/) (via Catherine Race, administrative assistant). If you plan to conduct higher risk research, study vulnerable populations, collect sensitive data, or if your research involves other complications, then you are required to submit your protocol to the University IRB (https://www.wesleyan.edu/acaf/support/reviewboard.html).

THESIS AND DEFENSE

Work on the MA thesis should progress as follows under the guidance of the faculty advisor.

Developing a proposal and establishing a committee. An MA thesis committee should be established and must include the advisor and two or more additional faculty. Both the advisor and at least one of the additional faculty members must be in Psychology. The student should consult with the faculty mentor about possible committee members and guidelines for the proposal. The Psychology Department requires that students submit a proposal to the committee and meet with the committee at the beginning of the MA process.

Students are encouraged to initiate this process as soon as they have committed to the MA program; some students complete the proposal approval process in May or June, depending on the availability of the committee members. The approval process must be completed by the end of September; the deadline is for all students, including those starting their MA in the spring. By the first week of the fall semester, the student must get confirmation from committee members for a date for the committee to discuss and approve the thesis proposal (this can be done using an emailed calendar invitation once a satisfactory date is found). The committee meeting and approval of the thesis proposal should be completed by the end of September. The proposal must be sent to committee members at least two weeks before the meeting date. Student should take the Thesis Proposal Approval Form to the thesis proposal meeting and return the signed form along with a copy of the proposal to the faculty advisor immediately afterward.

Summer research. Many students find it advantageous to use the summertime to make progress on literature reviews and research. Funding is available for students who receive financial aid for the MA program. Students not on financial aid should discuss expectations and funding opportunities for summer research with their faculty mentor.

The MA year. During the MA year, the student must complete the thesis. Unlike most other rules and requirements of the program, the rules governing the completion of an MA thesis are largely determined by the University's Office of Graduate Student Services (OGSS); all of the relevant forms are included on the Graduation Requirements – MA website. All forms are electronic and accessible through WesPortal/Academics/Graduate Exit Forms. The electronic forms are automatically routed to the pertinent faculty members for their approval.

Forms required by the Office of Graduate Student Services related to completion of the thesis are available online – see Graduation Requirements-MA: at https://www.wesleyan.edu/grad/academics/graduationrequirementsma.html

The **final copy** of the written thesis should be given to committee members by the student at least two weeks before the oral defense date; the specific timing is up to the student's committee. Note that the OGSS has a number of formatting guidelines for preparation of the thesis that are available on the Graduation Requirements – MA website.

Oral Defense. The oral defense/examination must be held during the oral exam period designated by the OGSS. This period is usually 3.5 weeks long and begins in mid-April and ends the first week of May. The specific dates for the beginning and end of the oral exam period are posted on the University's Academic Calendar as well as in the MA exit packet. Corrections/edits from committee members must be completed before the scheduled exit interview.

The exact format of the defense varies by individual faculty in the Psychology Department. You and your advisor should decide a format that works for you and your research. The basic flow is:

You give a research presentation on your thesis.

- The length (somewhere between 15 and 45 minutes) is negotiable.
- Whether it is open (to your friends, faculty, public) or closed (just your committee) is also negotiable.
- There is an open question period after the talk.
- You leave the room while the committee deliberates.
- You return to the room to receive your grade, feedback, and (assuming things have gone as planned) congratulations.
- Your committee will let you know what revisions or corrections MUST BE MADE in order for the thesis to be complete and ready for submission.

You will receive separate grades for your written thesis and oral defense. These do not go on your transcript. They do stay in your file. You may decide, at some point in the future, to authorize someone (e.g., another graduate program) to access your grade.

ADDITIONAL INFORMATION

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

For additional information and all department forms, please visit Psychology Department BA/MA Guide https://www.wesleyan.edu/psyc/about/bama_guides.html

QUANTITATIVE ANALYSIS CENTER

The Quantitative Analysis Center (QAC) coordinates support for quantitative analysis across the curriculum and provides an institutional framework for collaboration across departments and disciplines in the area of data analysis. Through its programs, it facilitates the integration of quantitative teaching and research activities and provides experiential learning opportunities in statistical computing across academic fields and disciplines. The Center contributes to the development of digital and computational studies initiatives, sponsors data analysis labs, and oversees the Data Analysis Minor (p. 1121) and the Applied Data Science Certificate (p. 1130) programs.

AFFILIATED FACULTY

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CHAIR

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

EMERITI

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Visiting Professor of Quantitative Analysis

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Diane Klare, *Head of Research Services, Olin Memorial Library*

- Data Analysis Minor (p. 1121)

QAC133F Data-fy That: Theory and Practice of Digital History (FYS)
History is not simple. It is not the past, but a way of talking about the past with a unique claim to authority. For this reason no imperialism ever fails to claim a history, while at the same time every revolution rewrites it. History is an activity, it is a practice. Whether in the analog world of pen and paper or in the digital metaverse, history is its data. To practice history is to select an object of study and to "data-fy" it. In this course you will be empowered to become not only a reader of history, but a creator of historical data, a scholar actively seizing the current digital history moment as an occasion to break down history's myths

through the activities of research, datafication, and analysis. We will critique the past as it has been conceived by upending archives through the construction of relational databases: a quiet revolution defying the colonizer and empowering the colonized. History can always be claimed by the powerless. Everywhere, and out of anything, we seek to democratize the historical present. Join the revenge of the archive.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL133F**
Prereq: **None**

QAC150 Working with SQL and Databases
Many of you have heard of studies that analyzed Twitter messages and predicted some phenomena--spread of flu in New York, consumer confidence index, and so on. Behind the success of these studies are the systems for data storage and retrieval. A regular user can access only the latest nine days of tweets. Any study that aspires to analyze longer periods has to deal with the issues of storing the observations and retrieving them later for analysis. The goal of this course is to show you how to do that--how to connect to various types of databases and how to retrieve and update your data. We will start with relational databases; learn SQL, the language used to query and update the data; and explore the latest developments in the database field--Hadoop and MapReduce.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC151 Working with Excel and VBA
Many of us know Excel for its spreadsheets: a quick and easy way to store some information, share it, and maybe make some charts. The goal of this course is to show you the more advanced features of Excel. We will write code in Visual Basic for Applications (VBA), learn how to import data from external databases and Web-based resources, create custom menus to interact with a user, and examine how Excel can be used in business decision making.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC153 Working with Mathematica
This course introduces students to Mathematica's computing environment and all the basic features of the software. Starting with basic operations and computations, students will be introduced to graphics, visualization, and mathematical computations and will learn through a series of hands-on lab exercises to use the Mathematica programming language for modeling and data analysis. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, a basic calculus background, and a willingness to make mistakes and learn from them is expected.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC**
Prereq: **None**

QAC154 Working with MATLAB
The content of this course focuses on learning the basics of utilizing MATLAB to program and solve basic problems. We will operate on the assumption that students have no prior experience with programming. The goals of the course will be to develop algorithmic thinking, problem solving, and quantitative skills within the context of MATLAB. The course will cover essential mechanics of programming, many of which are common to all programming languages, as well as some selected advanced topics. With the expectation that students with a broad background with various motivating factors lead them to enroll in the course, students will be invited to apply the skills learned in the course to completing the culminating final project related to their specific interests.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **IDEA154, CIS154**
Prereq: **None**

QAC155 Working with Python
This course introduces students to programming, data management, and analysis with Python. Through a series of hands-on lab exercises, students learn to work with a variety of data using a high-level programming language and associated libraries to effectively manage and analyze their data. The emphasis is on data exploration and visualization and includes work with unstructured data generated by social media interactions. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC156 Working with R
This course introduces students to programming, data management, and analysis with R. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use R's programming language and associated packages to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC157 Working with SAS
This course introduces students to programming, data management, and analysis with SAS. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use SAS's programming capabilities to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC158 Working with Stata
This course introduces students to programming, data management, and analysis with Stata. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use Stata's programming capabilities to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.
Offering: **Host**

Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC159 Working with High Performance Computing (HPC) Tools
This is a cross-disciplinary course designed to introduce students to UNIX and learn how to perform calculations/analysis in a high performance computing (HPC) environment. We assume students have a basic understanding of computing, but no prior experience with working with UNIX or HPC is expected. All students will gain experience working on Wesleyan's High Performance Computing cluster. We will learn to work in a UNIX environment, how to write BASH scripts, and how to schedule and complete our work in a multiuser HPC environment. In the second part of the course, we shift the focus to parallel computing. We introduce CUDA devices used for parallel computing, and work to convert a serial program into its parallel version. Students will develop and implement a project of their choosing, which may involve UNIX and HPC combined with any area of interest. Anticipating the course will be taken by students studying a broad range of disciplines brought together by a common interest in HPC, individualized support and feedback will be provided at several checkpoints throughout the course. Students will gain insight into the many ways UNIX and HPC are crossing traditional disciplinary boundaries to advance research in a variety of fields, expanding the possibilities in our data-driven era.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-QAC**
Prereq: **COMP112**

QAC171 Business Modeling with Excel
Broadly speaking, this course is about evidence-based decision-making. It is intended for students with a background in Excel and VBA who want to learn how to use spreadsheets to develop business and financial models and communicate the results. Model building is different from the usual Excel skills as it focuses more on the analytical/mathematical aspects than on data wrangling and requires some basic familiarity with economic/financial models and data analysis tools. We will start with problems where the inputs are deterministic and we must decide on optimal allocation of resources. We will then advance to problems with stochastic inputs and explore solutions either through simulation or through optimization of goal functions. Through this work we will develop the appropriate programming skills (e.g., VBA) and learn to effectively use Excel to implement our models and display the results of our analyses.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **QAC151 AND ECON300**

QAC190F Big Data, Big Promises, Big Problems? (FYS)
This seminar explores the transformation of the modern data landscape from its pre-datafication beginnings in the early 90s to the contemporary age of "big data." Throughout this transformation, various sectors of society, including healthcare, education, business, urban planning, governance, sustainability, media, science, and art, have experienced unprecedented opportunities for growth and advancement. However, alongside these opportunities, significant challenges have arisen, including privacy concerns, fairness and bias issues, data governance, and model interpretability, all of which have far-reaching implications. The seminar provides a systematic exploration of the characteristics of the "big data" landscape, its impact on the production and distribution of goods and services, and its "data ethics" implications. We will explore the promises, and problems, of our data-driven era, paving the way for informed discussions and critical thinking in our fields of study.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **None**

QAC201 Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **GOVT201, PSYC280, NS&B280**
Prereq: **None**

QAC201Z Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **GOVT201Z, NS&B280Z, PSYC280Z**
Prereq: **None**

QAC203 Hollywood and Big Data
Taught by a media research executive with a long industry experience this course is designed to provide students with an introduction and understanding of how the media industry is using data to make decisions that shape the art landscape of our times. Data around consumer behavior--what, how and why people are watching--has exploded recently and is extensively used in making decisions about what TV shows and movies to produce, how to promote them and how to make them. The course will explore how the media industry quantifies different kinds of content, the ways in which people watch and pay for that content, and how value is attributed across the media landscape. Students will be introduced to essential "media metrics" (e.g. viewership, box office, engagement) and learn to evaluate different data sets for their integrity and representative insights. Visiting media executives will discuss how data informs their jobs ("evidence-based decision making"). Assignments will include written briefs based on different data sets and a final project presentation highlighting skills in analyzing and presenting insights extracted from media research data. By the end of this course, students will be familiar with key decision-making tools in the media industry and be able to analyze and understand the impact on media output
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **FILM203**

Prereq: **None**

QAC204 Visualizing Firearms History: An Applied Quantitative and Archival Approach for a Project-Based Expl

This project-based course provides a unique cross-disciplinary opportunity to study important historical questions surrounding firearms. Combining quantitative methodology in data science with qualitative research methods in history, students will answer questions they are passionate about based on existing datasets. Students will read, discuss, and write responses to the latest historical scholarship on the technological development of guns, firearms in media, gun violence statistics, and advertisements. Students will choose one of four datasets to research and analyze. These include data sets related to firearms patents since the 1820s, firearms in media (film, television, anime, games), firearms-related deaths, and advertisements of firearms. Students will develop skills in hypothesis testing and inferential statistical analysis alongside qualitative research methods used in history. The course offers one-on-one support and training in the skills required to complete a team-based final project. The final project will be hybrid between a research paper and also an exhibit (e.g., film, website, media, art installation). Students will present their work at the center's third annual undergraduate research conference (Spring 2025). Select students can apply to continue on as QAC summer apprentices and Baker Collabria Fellows in Data Analysis, and as CSGS NEH-funded summer history research fellows and as History thesis researchers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST278, CHUM278**
Prereq: **None**

QAC205Z Building a Relational Database: Introduction to Historical Research Data

This course empowers students to become not only readers of history but creators of historical data, new scholars actively seizing the current digital history moment as an occasion to break down history's myths through the activities of research, datafication, and analysis. The digital age -- even the advent of GenAI -- has changed nothing fundamental about the practice of historical research. But it could: the digital age is an opportunity for scholars to act as agents of change. This winter course focuses on the role of data in existing historical practices. Our series of focused workshops and targeted research investigations will enact and enable new methods and practices of history. Targeted readings address current theories and methods for working with the range of historical source materials: moth-eaten archives, curated library collections, digitizations, and digital-born objects. We will then get right to work on practices and your own research projects. Students will set up an archival relational database through the web-based tool Nodegoat. They will finish the session by curating their own historical archive, which they will codify as a relational database, and then explore development through further research or publication.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL375Z, HIST275Z**
Prereq: **None**

QAC211 Digging the Digital Era: A Data Science Primer

The course introduces students to the practice of what has come to be known as data science. Using a multidisciplinary approach and data from a variety of sources that cover any aspect of everyday life--from credit card transactions to social media interactions and Web searches--data scientists try to analyze and predict events and behavior. The first part of the course defines the area and introduces basic concepts, tools, and emerging applications that will include a broad introduction to machine learning tools and algorithms. It will include a brief mathematical background and introduction to modeling across disciplines. In part two of the course, we work on data acquisition and management and introduce appropriate programming and data management tools. In part three, we concentrate on basic analytical and visualization techniques as we explore and understand the emerging patterns. Using a learning-by-doing approach in a computing laboratory, students will learn how to write computer programs in R to access, organize, and analyze data through a series of small projects designed to illustrate the application of the techniques we develop for a variety of data sets and situations. The class will include hot topics like big data, privacy, and ethical issues around data, to name a few. Students will also engage in a semester-long project where they will address their own research questions working with "messy data."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC216 Introduction to Survey Design and Analysis

Survey data provide valuable information for the study of public opinion and behavior, and they are commonly used in several fields such as political science, public policy, economics, education and psychology. This course is an introduction to survey design, current implementation methods, and survey data analysis. By the end of the course, students will be able to design and conduct their own survey research projects. The class meetings include lectures, discussions, hands-on exercises, and work on a term project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **None**

QAC220 Applied Vectors and Matrices

An introduction to the mathematics of matrices and their application in traditional and modern methods of data analysis and scientific computing. The course promotes an interdisciplinary approach, and topics may include: - Coordinate transformations in data visualization, iterated patterns in mosaics and art - Use of least squares approach with linear solvers for regression, as well as image alignment - PCA-decomposition of computer images (the "eigenfaces" example) - Matrix decomposition methods: Singular Value Decomposition and Non-negative Matrix Factorization - Dimensionality reduction and data compression - Matrix operations in deep learning. - ChatGPT and word vector embeddings Students will use R for most of the computational tasks, and Mathematica for symbolic math and deep learning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **MATH121**

QAC231 Introduction to (Geo)Spatial Data Analysis and Visualization

Geographic information systems (GIS) provide researchers, policy makers, and citizens with a powerful analytical framework for spatial pattern recognition, decision making, and data exploration. This course is designed to introduce social science and humanities students to spatial thinking through the collection, management, analysis, and visualization of geospatial data using both graphical and command line-based spatial analysis platforms. Classes will consist of short lectures, hands-on training, group projects, critiques, and class discussions. Weekly readings and assignments will build skills and reinforce concepts introduced in class. The course will culminate in a group project developed through student-driven inquiry and including geocomputation. Readings across multiple disciplines will allow students to comprehend the breadth of applied geospatial thinking in today's research arena. The course is part of Wesleyan's Digital and Computational Knowledge Initiative and is aimed at students with limited or no prior GIS experience.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC232Z Mapping the Pandemic
The COVID-19 pandemic has altered the global community's daily relationship with space and movement, both at a hyperlocal scale of social distancing to a global scale of disease spread. Spatiotemporal visualizations in the form of maps and apps have allowed us to watch the worldwide spread of COVID-19 and keep tabs on local case counts in our own spaces. Geographic information systems (GIS) provide citizens, researchers, health care providers, and policy makers with a powerful analytical framework for visualization, data exploration, spatial pattern recognition, response planning, and decision making within our life in the time of COVID-19. This course is designed to develop spatial thinking and visualization skills relevant to COVID-19. Students will look at (and critically evaluate) existing maps and apps related to the current pandemic, create their own maps and apps, and critically evaluate their classmates' maps and apps. Class meetings will consist of case study lectures/discussions, instructor-led skill-building workshops, studio work sessions, and presentation/critique sessions. Spatial data collection, management, analysis, and visualization will occur within a cloud-based GIS (ArcGIS Online). Readings prior to the first class will establish a baseline for student comprehension of the breadth of applied geospatial thinking in today's research arena. The course is aimed at students with limited or no prior GIS experience.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES271Z**
Prereq: **None**

QAC234 Working with Remote Sensing Data with Applications in Social Science Research
The last decade has seen an increase in application of remote sensing data in social science research: nighttime light data is used to support research into economic development and urbanization, measurements of pollutants serve as a proxy for economic activity, digital elevation models are used by historians to reconstruct most probable locations of ancient roadways, and archeologists use image analysis to discover ancient sites. This course will introduce students to the universe of publicly available remote sensing data products and will teach the students how to work with the remote sensing data (e.g., using Google's Earth Engine and its scripting platform). Topics covered in the course include the manipulation of geometric features, making of maps and animations of environmental variables, generation of time series for geographic regions, and operations on aerial photography.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **QAC155 OR QAC156 OR COMP112 OR COMP114**

QAC239 Proseminar: Machine Learning Methods for Audio and Video Analysis
In this course, students are introduced to machine learning techniques to analyze image, audio, and video data. The course is organized in three parts, and in each part we will first introduce how these nontraditional data can be converted into appropriate (mathematical) objects suitable for computer processing, and, particularly, for the application of machine learning techniques. Students then will learn and work with a number of machine learning algorithms and deep learning methods that are effective for image and audio analysis. We will also explore major applications of these techniques such as object detection, face recognition, image classification, audio classification, speaker detection, and speech recognition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **CIS239**
Prereq: **COMP112 OR QAC155 OR QAC156 OR COMP112Z**

QAC241 Introduction to Network Analysis
This is an interdisciplinary hands-on course examining the application of network analysis in various fields. It will introduce students to the formalism of networks, software for network analysis, and applications from a range of disciplines (history, sociology, public health, business, political science). We will review the main concepts in network analysis and learn how to use the software (e.g., network analysis and GIS libraries in R) and will work through practice problems involving data from several sources (Twitter, Facebook, airlines, medical innovation, historical data). Upon completion of the course, students will be able to conduct independent research in their fields using network analysis tools.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **CIS241**
Prereq: **None**

QAC250 An Introduction to Data Journalism
This course is designed to familiarize students with the basic principles and tools of data journalism and to provide a wider understanding of the role of basic data analysis in society. To that end, the course will focus on developing a solid familiarity with basic data analysis and visualization software. It will also focus on developing the tools of journalism: retrieving public data, interviewing people and databases, and the basic principles of journalistic writing. By the end of the course, students will be able to analyze data, identify stories within the data, and create a news story complete with data visualizations of publishable quality--a skill transferable to many fields and disciplines. Both online and traditional print platforms will be covered.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **CSPL250, WRCT250**
Prereq: **None**

QAC251 Data Visualization: An Introduction
This course will introduce students to the principles and tools necessary to present quantitative information in a visual way. While tables and graphs are widely used in our daily lives, it takes skill to deconstruct what story is being told. It also takes a perceptive eye to know when information is being misrepresented with particular graphics. The main goals of the course are for students to learn how to present information efficiently and accurately so that we enhance our understanding of complex quantitative information and to become proficient with data visualization tools. Beginning with basic graphing tools, we will work our way up to constructing map visualizations and interactive graphs. This course will require a substantial amount of computation in R. No prior programming experience is necessary, but learning does require willingness and time.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **CIS251**
Prereq: **None**

QAC251Z Data Visualization: An Introduction
This course will introduce students to the principles and tools necessary to present quantitative information in a visual way. While tables and graphs are widely used in our daily lives, it takes skill to deconstruct what story is being told. It also takes a perceptive eye to know when information is being misrepresented with particular graphics. The main goals of the course are for students to learn how to present information efficiently and accurately so that we enhance our understanding of complex quantitative information, and to become proficient with data visualization tools. Beginning with basic graphing tools, we will work our way up to constructing map visualizations and interactive graphs. This course will require a substantial amount of computation in R. No prior programming experience is necessary, but learning does require willingness and time.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **CIS251Z**
Prereq: **None**

QAC260 Special Topics in Computer Science
This course is designed for nonmajors who wish to pursue some topic in computer science beyond introduction to programming. Topics will vary according to the instructor.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP260**
Prereq: **COMP112**

QAC300 Data Science I: Statistical Foundations
The course bridges classical statistical theory with modern data science applications, providing students with rigorous mathematical foundations and practical computational skills. Topics progress from probability theory and hypothesis testing to predictive modeling, regularization, and overview of machine learning methods. We emphasize the transition from traditional inference to prediction-oriented data science, covering bootstrap methods, robust inference, linear and logistic regression, model selection, and ensemble methods. Ethical considerations in algorithmic bias and responsible AI are integrated throughout. Extensive hands-on work includes computational assignments with emphasis on reproducible research practices.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **QAC201 OR QAC201Z OR QAC211 OR BIOL242 OR MATH132 OR PSYC200**

QAC301 Statistics Education Practicum
This course will serve students who are pursuing their undergraduate degree in a variety of disciplines but who want to expand their skills in statistics and applied data analysis in preparation for a future career. It will also serve students who are currently pursuing independent, quantitative research at the undergraduate or graduate level. The course will center on personal interaction in support of introductory statistics students. Active peer mentoring and supporting experiences will be based on the theory that good teachers (and learners) of statistics need to be developed, as opposed to being trained. In line with this theory, this hands-on course will provide an intensive opportunity to build specific knowledge regarding teaching and learning in the area of data-driven statistical inquiry. Students enrolled in this course will (1) attend statistics-mentoring development sessions (one hour per week); (2) provide one-on-one support for introductory statistics students during workshop-oriented class sessions (three hours per week); (3) lead small group-mentored meetings for five to six statistics students (one hour per week); and (4) monitor and critique progress on applied data assignments (one hour per week). In addition to these hands-on experiences, students will pursue a project aimed at furthering the field of statistics education. Projects may take the form of course evaluation, content/conceptual curriculum development, or translation of educational statistical software materials. Similar to QAC380 (Introduction to Statistical Consulting), this course is aimed at providing students with an opportunity to enhance their statistical skills beyond the introductory level.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC302 Teaching Fellowship for National Education Leaders
This course is for students to serve as Teaching Fellows for a course with the National Education Opportunity Network (neonopportunity.org), which provides college courses to Title I and Title I-eligible high schools nationwide. Please inquire with the instructor for information on course topics available this semester. Students will: -Host weekly 45-minute synchronous discussion sessions with 15-25 high school scholars via Zoom to enhance their engagement with course content, expose them to college-level seminar-style discussions, and help improve their analytical and metacognitive skills. -Evaluate and provide feedback on student work. Specific time assignments for sessions with high school students and required Teaching Fellow group meetings will be scheduled at the same time every week based on availability. This course counts for 10 hours toward the 20-hour practicum requirement in the EDST major or minor. The other 10 hours can be completed by repeating this class or through an independent practicum.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST405, CSPL305, PHIL208**
Prereq: **None**

QAC305 Exploratory Data Analysis and Pattern Discovery
The course introduces the theory and practice of exploring, describing, summarizing and detecting patterns of interest in complex datasets. Various approaches including aggregation, clustering, data visualization, and latent variable modeling will be employed. This course will give students an opportunity to develop computational skills (primarily in R) and to learn how to discover and interpret relationships in unstructured observational data. The applications and examples for this course will be broad and relevant to many fields of study.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **QAC211 OR ECON300 OR GOVT367**

QAC307 Experimental Design and Causal Inference
The course provides the foundations and statistical thinking to design, collect, and analyze experimental data and introduces appropriate techniques for observational data when causal inference is the objective of the analysis. Throughout the course, we introduce and compare various experimental designs. We will discuss sample size and power calculations as well as the advantages and disadvantages of each of these designs. With observational data, we will explore difference-in-difference models, propensity score matching techniques, regression discontinuity designs. This course gives students the opportunity to develop further their computational skills as we learn how to describe, interpret, control, and draw inferences from experimental and observational data.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**

Identical With: **CIS307**
Prereq: **QAC201 OR PSYC200 OR MATH132 OR ECON300**

QAC311 Longitudinal Data Analysis
Work across different fields, from medicine and public health to social sciences and education, often involves the collection and analysis of longitudinal data--combination of cross-sectional and time series (repeated measures for the unit of observation) data. This rich data structure provides opportunities to explore questions that could not be addressed with simpler data sets, but at the same time requires special considerations because we are analyzing observations that are not independent. The course introduces students to appropriate graphical exploration of the data and the specification and estimation of fixed and random-effects models. It also develops the basic framework for difference-in-differences models and explores their applications.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 OR ECON303 OR GOVT367 OR PSYC200**

QAC312 Hierarchical Linear Models
Research questions cannot always be explored by collecting data with independent observations. Sometimes this is due to limitations or constraints on the data collection method, and other times our questions pertain to data that are measured at both the individual and group levels (e.g., patients from different hospitals or students from different schools that belong to different districts). Hierarchical linear models (HLM), also called multi-level or mixed models, explicitly model such nested data structures and address analytical and estimation issues not accounted within the framework of the classical linear model. Using data sets from different fields of study (e.g., education, medicine, and health) students will learn to formulate multilevel research questions, estimate and critically examine HLM applications.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 OR ECON303 OR GOVT367 OR PSYC200**

QAC313 Latent Variable Analysis
The course is an introduction to latent variable modeling. Students will learn the fundamental statistical methods for structural equation modeling (SEM), including principal component analysis, confirmatory factor analysis, path analysis, and SEM for both quantitative and binary observed variables. In addition, students will learn the basic components of SEM, such as assumptions, testing model fit and indices of fit, testing competing models, estimation methods, and issues in model identification. Students will learn to develop structural equation models using AMOS, R, and/or Mplus statistical software.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 OR ECON303 OR GOVT367 OR PSYC200**

QAC314 Survival Analysis
Survival or event history analysis focuses on modeling and analysis of time-to-event data--such as onset of a disease; duration of a strike; failure of a biological, physical, or social system; or recidivism). This course introduces students to survival and hazard functions, the analysis of censored data using parametric and non-parametric estimation methods; compares survival curves for different groups; and discusses competing risk models. The emphasis is on the applications of the different methods with the objective of broadening computational skills in R and/or SAS and to reinforce statistical writing and communication. These skills will be applied to a variety of problems in political science, public health, engineering, and medicine.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 OR ECON303 OR GOVT367 OR PSYC200**

QAC320 Applied Time Series Analysis
Understanding and modeling the past allows us to extract insights in our areas of study that are not possible to extract without time series data. This course is an introduction to the theory and practice of time series analysis. We will learn to identify and model the components of a time series process, and to properly model relationships among variables over time. By emphasizing the practical applications of time series analysis, the course will give students an opportunity to further develop computational skills and learn how to develop forecasting models, and to make inference using time series data.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **ECON300 OR QAC201**

QAC323 Bayesian Data Analysis: A Primer
This course introduces the applied principles of Bayesian statistical analysis. The Bayesian paradigm is particularly appealing in research where prior research and historical data are available on parameters of interest. This course will teach students appropriate techniques for analyzing data of this nature as well as broaden computational skills in R. The course will lay the foundation for Bayesian data analysis that students can use to further develop skills in decision making.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **CIS323**
Prereq: **MATH132 OR ECON303 OR GOVT367**

QAC356 Advanced R: Building Open-Source Tools for Data Science
An in-depth exploration of the R programming language and development environment; from syntax and data structures, to data analysis and visualization, report writing, project management, and software development. Students will work in teams to create open-source data science applications that can be used to manage and prepare data, perform statistical analysis, and create compelling visualizations and reports. Students will also have an opportunity to contribute to a shared Wesleyan R package that contains datasets and functions that are useful for teaching introductory and advanced data science courses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **QAC201 or MATH132 or ECON300 or QAC302 AND COMP112 AND QAC156 or QAC211 or QAC251**

QAC375 Advanced Research in Digital History
The digital age has changed everything and nothing about the practice of historical research. After being equipped with core concepts, terminology, and practices of historical research, students will engage and explore various applications: across moth-eaten archives, curated library collections, optical scans, and digital-born objects. We will then immediately apply this work to collectively setting up an archival relational database through the digital tool Nodegoat. Students will finish the semester by curating their own historical archive and codifying it as a relational database. Depending on the specific

project and student abilities, students will also connect this work to utilizing and/or learning skills in translation, GIS, database creation, database management, and digital visualization. Successful students will be connected to the Travelers' Lab international network: an opportunity to connect, receive feedback from, and collaborate with professors at higher education institutions in the United States and around the world. Depending on the year students may also be offered conference presentation and publication opportunities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL375, HIST293**
Prereq: **None**

QAC378 DeltaLab: Computational Media Analysis
The content of this course focuses on Wesleyan Media Project media data, including advertising and local television news, and exposes students to a variety of computational ways of making that data more accessible through computational analyses and visualization. Projects are often but not exclusively group-based and draw upon the range of different disciplinary perspectives. Students will engage with the instructors and other lab members once a week for updates on their projects, will attend skill demonstration meetings and smaller group sessions to facilitate lab knowledge transfer, and will engage regularly in hands-on work with the data.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-QAC**
Identical With: **GOVT381**
Prereq: **None**

QAC380 Introduction to Statistical Consulting
In this course, students will be exposed to realistic statistical and scientific problems that appear in typical interactions between statisticians and researchers. The goal is for students to apply what they have learned in their basic statistics and data analysis courses to gain greater experience in the areas of research collaboration, data management and analysis, and writing and presenting reports on the results of the analyses. An important objective of the course is to help develop communication skills, both written and verbal, as well as the professional standards and interpersonal skills necessary for effective statistical consulting.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **MATH132 OR ECON303 OR PSYC200 OR [QAC201 or GOVT201 or PSYC280 or NS&B280]**

QAC381 QAC Praxis Service Learning Lab
As a service learning lab, this course provides students with an opportunity to further develop their abilities to analyze data and apply their knowledge and statistical computing skills as they work closely with nonprofit community partners on data analytic projects. Students in the course will identify research questions of interest to the community partner, gather and manage data, conduct statistical analyses, and interpret and summarize results. The service component involves providing statistical consulting to community partners by formulating and completing data analytic projects, the results of which may be used to improve services, identify areas requiring increased services and areas in which services can be made more efficient, as well as improving data collection, data reporting, and organizational functioning.
Offering: **Host**
Grading: **A-F**
Credits: **1.25**
Gen Ed Area: **SBS-QAC**
Prereq: **MATH132 OR ECON300 OR PSYC200 OR QAC201 OR SOC257 OR GOVT201 OR PSYC280 OR NS&B280**

QAC385 Applications of Machine Learning in Data Analysis
The course provides a broad overview of machine learning algorithms and focuses on their application in data mining. Building on a basic background of regression analysis, and following a learning-by-doing approach, students are introduced to data mining tools and techniques that are used to identify patterns and relationships in large and complex data. While the emphasis is on intuition and application rather than theoretical results, through different case studies, students are introduced to the fundamentals of the different methods and learn how to conceptualize a problem, analyze it using appropriate tools, and communicate their results.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **QAC211 OR PHYS221 OR ECON303 OR GOVT367 OR MATH231 OR MATH232**

QAC386 Quantitative Textual Analysis: Introduction to Text Mining
We encounter computerized processing of text in almost every field of life. Google tries to infer the meaning of our search queries, online review engines try to extract information about what products are popular with the users, and across different fields scholars analyze text for insights into the processes and phenomena they study. This course will introduce you to the skills necessary to mine text for information and knowledge. You will learn how to use Python to retrieve text from a variety of sources, how to use regular expressions to identify which pieces of text are useful to your study, and how to use techniques from data mining to analyze the processed text to extract information and for classification and prediction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **COMP112 OR QAC155 OR QAC239 OR QAC305 OR QAC385**

QAC387 Generative AI -- LLM Tools for Data Analysis
The goal of this course is to educate students in the techniques of doing data analysis with the assistance of artificial intelligence. The course will cover the use of Generative AI -- Large Language Models (LLMs) and consider the ethical dimensions in the development of AI tools and their applications. Through hand-on exercises and a term project students will develop the understanding and the skills for development, application, and appropriate use of AI tools in data analysis to advance empirical research and evidence-based decision making.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

QAC388 Deep Learning and Large Language Models: An Introduction
You have probably used ChatGPT, DeepSeek, Midjourney, or another generative AI in your lifetime. But how do these tools actually work? This course will help you answer that question by introducing you to the theory and practice of deep learning, the fundamental technology underlying generative AI. Students will learn the building blocks of modern neural networks, including matrix and vector operations, embeddings, backpropagation, and attention. This will culminate in the implementation of the original GPT transformer language model from scratch in PyTorch. We will then explore extensions of transformers in other modalities, including vision and diffusion transformers for understanding and generating images, and transformers for time series analysis. Along the way, we will cover other types of neural networks, including multilayer perceptrons, CNNs, and

RNNs. We will use these models in a variety of practical applications using real-world datasets.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **(MATH 221 OR MATH 223 OR QAC 220) AND (COMP341 OR QAC 239 OR QAC 305 OR QAC 385 OR QAC 386)**

QAC401 Individual Tutorial, Undergraduate
Topic to be arranged In consultation with the tutor.
Offering: **Host**
Grading: **OPT**

QAC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

QAC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

QAC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

QAC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

QAC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

QAC492 Teaching Apprentice Tutorial, Undergraduate
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

QAC493Z Summer Research Fellowship
This course is open to students engaged in summer research fellowships and receive .25 credit upon successful completion of a summer research educational experience. Summer Research Fellows conduct independent research with faculty mentors in one or more departments. Students must satisfy the requirements of the fellowship and complete the course assignments in order to receive credit. Requirements are specific to the program students are sorted into (CIS, COE, QAC, or Other). Please see your program's webpage for details. Please email scienceresearch@wesleyan.edu with any questions.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CIS493Z, ENVS493Z**
Prereq: **None**

RELIGION

The Religion Department offers a cross-cultural, interdisciplinary, and critical program that explores the variety of religious experiences and expressions. In addition to courses that demonstrate the power and limits of various critical approaches to the study of religion, the department provides opportunities to analyze practices of interpretation, systems of belief, and patterns of religious behavior; the history of religious traditions; the effects of religion in society; the ways religions can form collective identity through race, nationalism, gender and sexuality, class, caste, language, and migration; and various forms of religious phenomena such as myth, ritual, texts, and theological and philosophical reflection. Religion classes cultivate the ability to interpret and analyze social and cultural systems, to critically analyze texts, and to craft arguments in a variety of genres.

Most courses are open to all students without prerequisites, although those with no background in the academic study of religion should consider starting with a 100 or 200-level course. A minor is available for those who wish to develop a modest program in religion in support of another major. The major is open to all students seeking an interdisciplinary home in the humanities and social sciences.

AFFILIATED FACULTY

Dalit Katz
BA, Hebrew University; MA, Hebrew University
Director, Center for Jewish Studies; University Professor of Jewish Studies; Jeremy Zwelling Professor of Jewish Studies; University Professor, Religion; University Professor, Fries Center for Global Studies

Joseph Slaughter
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Assistant Professor of History; Assistant Professor, Religion

CHAIR

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Chair, Religion; Associate Professor of Religion; Associate Professor, East Asian Studies; Associate Professor, Global South Asian Studies

EMERITI

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Professor of Religion, Emerita

FACULTY

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VISITING FACULTY

Marlon Millner
BA, Morehouse College; MDiv, Harvard University; MA, Northwestern University; PhD, Northwestern University
Visiting Professor of Religion; Visiting Professor of African American Studies

Julia Nations-Quiroz
BA, Rice University; MA, Vanderbilt University; MA, Yale University
Visiting Instructor of Religion

DEPARTMENT ADVISING EXPERT

Andrew Quintman (aquintman@wesleyan.edu)

- Undergraduate Religion Major (p. 1106)
- Undergraduate Religion Minor (https://catalog.wesleyan.edu/departments/reli/ugrd-reli-mn/)

RELI102F Sex and Sexuality in Islam (FYS)
Islamic societies have long traditions of commentary about the body and sexuality. Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims throughout time. Instead of essentializing the Islamic "viewpoint" on sexuality, we will survey the variety of opinions and ideas about sex from medieval Islam to the modern world. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and modern sex manuals and debates, among other sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct in Islam, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL102F, FGSS102F, HIST120F**
Prereq: **None**

RELI115F Theorizing Religion with Zombies (FYS)
This course introduces students to theories in religious studies in order to investigate the intellectual and cultural histories of two highly influential and essentially religious ideas: the zombie and the apocalypse. We will critically trace their representations in popular culture in order to explore writings in biblical narrative, history, modernity, monster theory, alterity, gender, capitalism, race, epidemiology, film theory, and media studies. We will begin with ancient texts, move to the history of the concept of the zonbi in Haiti, and then trace the trope of this modern monster and its various meanings into the contemporary moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI151 What is Religion? Kool-Aid, Sacred Space, and the "God-Emperor"
This course will introduce students to the academic study of religion. It will not offer a survey of "world religions"; rather, it will call upon a set of case studies to help us explore various theoretical issues in the study of religion. These include theories of religious experience, the interpretation of religious texts, the relationship between thought and practice, and the intersections of religion with law, culture, race, gender, and national identity. Perhaps most importantly, we will examine some of the historical, social, and political processes that have produced "religion" as a category in the first place. Together, these discussions will offer us a set of descriptive and analytical tools for understanding the role of religion in social, economic, and political life in both premodern and contemporary settings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI151F What is Religion? JewBus, Museums, and the First Amendment (FYS)
Why did the FBI assault the Branch Davidians' compound near Waco, Texas, thinking it was a cult, while those inside viewed the government as serving the anti-Christ? Can one be Buddhist and Jewish at the same time? Are museums religious spaces? Does secularism protect religion from the government or the government from religion? This class will introduce you to the ways in which we study religions by reading critical case studies, including those about Muslims debating the hijab, the treatment of sacred objects in museums, and freedom of religion court cases. This is not a survey of world religions, and once you've taken What is Religion?, you'll know why we don't teach that at Wes. You will

also have a critical set of intellectual tools for understanding the role of religion in the contemporary world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST151F**
Prereq: **None**

RELI167 Introduction to History: Yoga: A Global History
Yoga as a philosophical, religious, and ascetic discipline has shaped the lives of major world-historical figures, including the Buddha, the Mughal emperor Akbar, Mahatma Gandhi, and Steve Jobs. Though yoga is usually understood today as a timeless set of disciplines that inculcate spiritual and physical well-being, it has experienced dramatic change over the millennia--not least with the rise of "postural" yoga in India from about 1000 CE, its systematization as "hatha yoga" by about the sixteenth century, and its growing popularity in the West since the early twentieth century. The aim of this course is to introduce students to the rich global history of yoga, to foster an understanding of and appreciation for the philosophical and psycho-somatic dimensions of yoga, as well as the political and cultural transformations that shaped and were shaped by yoga (and prominent yogis and yoginis) as it spread from India to both the East and West.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST167, GSAS167**
Prereq: **None**

RELI173F Invoking the Earth Mother: Ecofeminisms and Indigenous Spiritual Ecologies (FYS)
Over the past 50 years, a radical reshaping of our relationship to the organic world has infused national economic strategies, United Nations discourses, indigenous land rights movements, and environmental legal frameworks with language that invokes the Mother Earth. This seminar will explore the social, legal, and metaphysical aspects of eco-feminist and indigenous spiritual ecologies. We will explore these worldviews and ritual practices from animist, pantheist, monist and panentheist perspectives, with a particular focus on gender constructs, implicit and explicit, within these movements. What is the relationship between the 1970s environmental movement and the rise of Goddess worship in the U.S.? Between the United Nations and Amazonian ayahuasca practitioners? Legally, Should Trees Have Standing (Stone 1972)? Politically, Is the Goddess a Feminist (Hiltebeitel & Erndl 2000)? Is Mother Earth, ultimately, empowering for LGBTQ2S foks? Engaging emerging podcasts, shamanic documentaries, social manifestos, and provocative religious studies texts, students will wrestle with a profound set of humanistic questions that may prove crucial to our survival as a species, namely: under what circumstances do we successfully invoke Mother Earth, the Pachamama, or the Goddess to self-regulate the ecologically destructive practices of our late-stage capitalism?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI174F Jesus Chicken: Business and Religion in America (FYS)
Summary: Although many Americans are aware of the religious identity of the fast-food chain Chick-fil-A (earning it the moniker of "Jesus Chicken" in some communities), there is nothing new about businesses that project a religious ethos. This First Year Seminar explores the blurry boundary between business and religion in America, examining the ways in which businesses use religion and the ways in which religious entities often function as businesses. Although this course primarily focuses on the Christian tradition, it will also examine the ways in which other religious communities (such as Jewish and Buddhist) approach the marketplace. Chronologically, the course spans the 17th to 21st centuries, paying special attention to the emergence of the market economy in the U. S. from 1800-1850 and the growth of consumer culture in the second half of the 20th century. This course will provide students with an introduction to historical methods and the critical study of religion, while focusing on developing collegiate-level reading, writing, and critical thinking skills that will form a foundation for any major at Wesleyan.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST143F**
Prereq: **None**

RELI175F Constructing the Human: Humans and Animals in the Hebrew Bible (FYS)
How do we define "humanness" and what assumptions do we make about our own distinctions between "humans" and "animals" when we define humanness? This course will look at the process of constructing the human category in the ancient world and Hebrew Bible and then compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST175F**
Prereq: **None**

RELI176F Morality and Health: Religion, Bodies, and Biomedicine (FYS)
We often think of religion and medicine as diametrically opposed. Faith, prayer, and alternative health methods can seem incompatible with science and biomedical care. Yet, throughout most of human history, religion and health have been intimately intertwined. And they still are. The ways that we treat our bodies--individual and collective--are often influenced by religious ideas, moral systems, and embodied spiritual practices. This course explores differing religious approaches to life, personhood, and death. We will ask how race, gender, and sexuality intermix with religiously derived ideas about morality and health. Readings will cover birthing, dying, healing pilgrimages, self-help, organ transplantation, Artificial Reproductive Technologies, vaccination, and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **STS176F**
Prereq: **None**

RELI177 Introduction to Black Religions in the Americas
This course will both introduce students to the themes of Black religions formed in and through the Americas, and specific traditions, for example Santería, Islam, Christianity, and Buddhism. The Americas are formed in and through Black Atlantic. The phrase the Black Atlantic centers the forced movement of enslaved Africans from Africa to the Americas and Europe as the center of a set of complex forces: European global expansion, land expropriation, indigenous extermination and, of course African enslavement. The term aptly captures the shifting geographies we call the Americas. Africans were not solely objects of dehumanizing subjugation and property. Africans co-created the new world of the Americas through material practices, traditions of knowledge, and meaning making summed up in religion. Students will read scholarly articles and engage multi-sensory sources and first-person accounts of both themes and traditions. All resources will be provided in class or via Moodle. Books for purchase are not required.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM177**
Prereq: **None**

RELI177F The Black Atlantic, A Religious Interpretation (FYS)
The world as we know it is shaped by The Black Atlantic. This phrase centers the forced movement of enslaved Africans from Africa to the Americas and Europe as the center of a set of complex forces: European global expansion, land expropriation, indigenous extermination and, of course African enslavement. But Africans were not solely objects of dehumanizing subjugation and property. Africans co-created this world through material practices, traditions of knowledge, and meaning making summed up in the word religion. This course will both introduce students to the themes of Black religions formed in and through the Black Atlantic, and specific communities, for example, Rastafarianism, Islam, Buddhism, and Pentecostalism. Students will read scholarly articles and engage multi-sensory sources and first-person accounts of both themes and communities. All resources will be provided in class or via Moodle.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM175F**
Prereq: **None**

RELI179F Not Like Us: Religion, Race, Pop Culture (FYS)
Starting with the work of Pulitzer Prize and Grammy award-winning, Super Bowl-performing artist Kendrick Lamar, this course examines how Black culture, and thus race, is often interpreted through religion. Afro-British theorist and cultural studies pioneer Stuart Hall famously published the article "What is this 'Black' in Black Popular Culture" in the 1990s. In that essay, Hall sought to examine the work of the signifier of race in relationship to the idea of culture. This course, following Hall, will enable students to examine the relationship between structures, practices and ideas of race, with structures, practices and ideas of religion in defining Black people in the modern world. Through Hall's lens of culture, the class will examine people, places and periods, from witches and demons to Blues and Spirituals, Martin Luther King Jr. to Malcolm X, the Black Arts Movement to Black Lives Matter, Beyoncé to Kendrick Lamar, Marlon Riggs to Michaela Coel, by considering questions of authenticity, claims of Africanity, and formations of religiosity all in the word Black. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM179F**
Prereq: **None**

RELI184 Let's Talk: Civil Disagreement and Dialogue
This class is designed to help students improve their communication and dialogue skills through character development. We will consider ways to build community and trust in order to productively engage in and facilitate difficult conversations across political and social differences. Rooted in a philosophical framework for the study of values and virtue, we will reflect upon and incorporate the moral and intellectual features of good dialogues into our everyday lives. Our goal is to become the sort of people who can communicate effectively across differences in careful, constructive, open dialogues aimed at truth and justice.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL184, PHIL185, SOC276**
Prereq: **None**

RELI185F Reasonable Disagreements: Science, Philosophy, Magic, & Society (FYS)
Much of contemporary social and political discourse revolves around science--with many assuming that science is rational, objective, true, and the ultimate source of knowledge. As a result, it would seem unreasonable to believe in things like astrology, magic, alchemy, and other non-scientific ideals, or even to suggest that science might not be as objective, rational, or true as we might think. In this class we will explore different historical and philosophical approaches to distinguishing "legitimate" forms of inquiry and knowledge, considering the ways that our contemporary perspectives on science have been shaped by a long history of philosophy, "natural" philosophy, magic, theology, and "pseudosciences." We will investigate issues and concepts within and about science, including topics such as the nature of theories, the nature of scientific progress, and the relations among science, values, and society.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL185F, PHIL185F, STS185F**
Prereq: **None**

RELI201 Introduction to the Hebrew Bible (Old Testament)
The Hebrew Bible is one of the most influential texts in the world. From antiquity to the present, it has served as a source of philosophical, literary, and artistic reflection. It is a fascinating document, combining narrative, poetry, law, prophetic proclamations, and puzzling parables. What kind of book is the Hebrew Bible? Who wrote it and why? How do we approach such a text across the distance of time? Through a systematic reading from the very beginning, we will place the Bible in its historical context while giving special attention to the philosophical and literary questions it raises: Is obedience to authority always justified? Why do good people suffer unjustly? What is God's gender? In answering these and other questions, you will gain an understanding of the ways contesting interpretations make authoritative claims.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **MDST203, CJST244, WLIT281**
Prereq: **None**

RELI202 Constructing the Human: Humans and Animals in the Hebrew Bible
How do we define "humanness" and what assumptions do we make about our own distinctions between "humans" and "animals" through this definition? This course will look at the process of constructing the human category in the ancient world and Hebrew Bible and then compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST202, ENVS202**
Prereq: **None**

RELI203 Jews & Judaism: Race, Religion, Culture
What is a Jew? Are Jews white? Must a Jew believe in God? What is at stake when defining someone as a Jew? Using sources ranging from the Hebrew Bible to contemporary films, this course examines various facets of Jewish life, paying special attention to contesting definitions of Jewishness as race, religion, and culture. Building on a chronological discussion of Jewish history, we will

ask theoretical questions such as the relation between gender and biblical interpretation, the relevance of religious law in contemporary society, and the challenges of diasporic thinking to national sovereignty.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST203**
Prereq: **None**

RELI204 Invoking the Earth Mother: Ecofeminisms and Indigenous Spiritual Ecologies
Over the past 50 years, a radical reshaping of our relationship to the organic world has infused national economic strategies, United Nations discourses, indigenous land rights movements, environmental legal frameworks, and a subtle mainstreaming of neopagan ritual practices and goddess worship in the Americas. This seminar will explore the social, legal and metaphysical aspects of myriad eco-feminist and indigenous spiritual ecologies. We will explore these worldviews and ritual practices from animist, pantheist, monist, and panentheist perspectives, with a particular focus on gender constructs, implicit and explicit, within these movements. What is the relationship between the 1970s environmental movement and the rise of Goddess worship in the U.S.? Between the United Nations and Amazonian ayahuasca practitioners? Legally, Should Trees Have Standing (Stone 1972)? Politically, Is the Goddess a Feminist (Hiltebeitel & Erndl 2000)? Is Mother Earth, ultimately, empowering for LGBTQ2S folks? Engaging emerging podcasts, shamanic documentaries, social manifestos, and provocative religious studies texts, students will wrestle with a profound set of humanistic questions that may prove crucial to our survival as a species, namely: under what circumstances do we successfully invoke the gods to self-regulate the ecologically destructive practices of our late-stage capitalism? Who invokes who, how and when, shared where? To whom do we tend to listen on these matters, and why are they quaked to speak?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS213, FGSS204**
Prereq: **None**

RELI205 Dharma, Karma, and Living with the God/dess/es: Hindu Lives
Through fiction, autobiography, biography, art, a comic book, a city, and a village, this course explores some of the myriad understandings of what it is to be Hindu. In an effort to introduce students to Hindu culture and religion, a number of approaches shall engage the questions: what is Hindu dharma, and what is it to be Hindu? The class will also investigate the issue of "Hinduism," a term created in the 19th century to identify a Hindu "religion" rejected by many 21st-century Hindus. This issue expresses just one of many arising from the Indian experience of contact with the West. Overall, the course immerses students in the lives of Hindu individuals and communities so that we, as a class, can draw our conclusions about Hindu practices and meanings in different political, mythic, social, and cultural contexts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS205**
Prereq: **None**

RELI206 Neo-Confucian Philosophy
This course presents critical discussion of issues central to Neo-Confucian (11th--19th centuries CE) philosophers that in many cases are still central in East Asian thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality. While our primary focus is on China, we will also look at distinctive Neo-Confucianism issues in Korea and Japan.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL259, CEAS256**
Prereq: **None**

RELI207 Spiritual Autobiography: Building Community Through Interfaith Literacy
This course will invite students to learn about the art of spiritual autobiography (SAB) and consider the impact of one's spiritual, religious, and cultural identities and beliefs, and how they are influenced by, and influence, their context, communities, and experiences. This course carefully blends intellectual curiosity and learning with self-reflection, self-integration, and civic engagement.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CSPL207, ENGL268**
Prereq: **None**

RELI207F Who is the Dalai Lama? (FYS)
This First Year Seminar introduces the institution of the Dalai Lama of Tibet and the individuals who have filled that role from a wide range of sources and perspectives. Topics include regional histories of Buddhism; the unique Tibetan tradition of recognized reincarnations (tulkus) and the Buddhist philosophical principles that support it; and a survey of prominent Dalai Lamas from the 15th century to the present day. The seminar examines the activities of the current Dalai Lama in his role as traditional Buddhist teacher, political leader, and international superstar, through the lenses of the PRC government media, Indian exile communities, and the modern West. Later classes will also address issues of Western and Chinese forms of Orientalism and myth-making about Tibet. Readings include the writings of past and current Dalai Lamas as well as supporting secondary literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CEAS217F, GSAS207F**
Prereq: **None**

RELI208 Sex and Sexuality in Islam
Islamic societies have long traditions of commentary about the body and sexuality. Medieval Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims, both historically and in the contemporary world. Instead of essentializing the Islamic "viewpoint" on the body, we will survey the variety of opinions and ideas about the body that Muslims have held. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and contemporary sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature. While the course primarily focuses on the premodern period, it will also delve into contemporary Islamic discourses.
Offering: **Crosslisting**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL202, FGSS203**
Prereq: **None**

RELI209 Anthropology and/of Islam
This course examines the relationship between the discipline of Anthropology and Islam while also surveying the development of the Anthropology of Islam. Until the middle of the 20th century, Western study of Islam was dominated by Orientalists and colonial social scientists. As the study of Islam and its social worlds entered into the field of modern anthropology alongside decolonizing processes worldwide, the anthropological study of Islam was caught up in, and crucial to, the various critical turns in the discipline that faced as it attempted to decoupled itself from colonialism. With this as the backdrop, "Anthropology and/of Islam" takes on the rich and varied, often complicated, canon of the "Anthropology of Islam" with a particular focus on the Middle East and North Africa primarily between 1975 and 2025 but with an eye to the field globally. It also also attends to the ways in which this field has been responsible for paradigmatic shifts in the Anthropology itself.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH202**
Prereq: **None**

RELI209F Religion, Science, and Empire: Crucible of a Globalized World (FYS)
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism: it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **EDST209F, GSAS209F, STS209F, HIST112F**
Prereq: **None**

RELI210 Gender and Spirituality in the United States
Reclaim your goddess energy. Worship at the altar within. Celebrate your moon cycle. Good vibes only. Messages like these invite women to sanctify themselves, find meaning in the workings of their bodies, and connect to supreme natural forces. They also have powered spiritual and political movements over the past 70 years. While we might we be inclined to relegate an interest in astrology, crystals, aromatherapy, yoga, or reiki to the realm of hobbies or health practices, this course will instead provide a more nuanced view. We will learn the historical and religious contexts of contemporary American spiritualities, particularly as they have been practiced by and marketed to women. We will answer questions such as: How different is spirituality from religion? Why has spiritual practice been commodified and gendered feminine since the New Age era of the 1960s? How has women's spirituality reflected changing ideals of womanhood and the feminine over time? Throughout the class, we will read and listen to popular spiritual content and contextualize it within broader struggles over identity, sexuality, and feminism. In particular, we will interrogate issues of religious appropriation and consider the effects of contemporary movements on the communities who have cultivated sacred practices for centuries.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **FGSS232**
Prereq: **None**

RELI211 Black Women and the Sacred
This course examines how Black women engage spiritual practices, in and beyond religious traditions to remake an anti-Black world. Black women have famously been called the "mule of the world." In this role, the Black woman is beast of burden, property, ungendered, enslaved. As such the Black woman constitutes a limit for the normal, the human, and thus the religious. In the study and practice of religions in the modern, western world, Black women are included through exclusion as heretics, demons, and witches. Nevertheless, Black women and their practices across normative formations of nation, race, and religion have cultivated social practices, ideas, and communities which form a counter-poetics, a counter-mythology, and an otherwise possibility of what religion, unbounded and non-normative might be. This course examines typical accounts of Black women in different religious traditions, but more importantly, the course examines how Black women's practices upset normal accounts of nation, race, gender, sexuality, and religion. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM210, FGSS231**
Prereq: **None**

RELI212 Introduction to the New Testament
The purpose of this course is to provide an introduction to those writings of the earliest Christians that came to be included in the Bible. These writings will be examined critically with respect to their social-historical origin, religious content, and place within the development of ancient Christianity. Interpreting early Christian texts constitutes the most important task in the study of the New Testament. We will therefore focus on a close reading of the New Testament in light of historical situations and social contexts in the Greco-Roman world, having as one of the chief aims of the course the acquisition of critical skills in reading and understanding the Bible. In the process we will necessarily engage secondary scholarship and wider theoretical interests, thereby providing students with a general introduction to the academic study of religion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **MDST214, WLIT282**
Prereq: **None**

RELI213 Refugees & Exiles: Religion in the Diaspora
Recent years have seen the on-going tragic refugee crisis, with millions of people being displaced because of war and ecological disasters. This course deals with the meaning of refuge, exile, and diaspora through three perspectives: philosophical, historical, and literary. What does it mean to be forced to leave one's home? How is it possible to make sense of such a tragedy? What creative power can diaspora muster to the rescue of culture? In our search for answers, we will examine a variety of case studies including the contemporary refugee crises in the Middle East, the border between the United States and Mexico, the black transatlantic, and the destruction of the temple in the Hebrew Bible. This course is a project-based Service Learning in which all assignments are geared toward the final project, in which each student will produce a radio show based on an analysis of a refugee crisis of their choice. These shows will air on WESU 88.1 FM Middletown. To learn more and listen to previous seasons of last year's radio shows visit https://reli213.site.wesleyan.edu
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST214**
Prereq: **None**

RELI214 Postcolonial Religion: Pentecostalism and the Global South
This course examines the concepts and structures of the city and religion throughout the postcolonial global south through traditions and practices of Pentecostalism. The postcolonial marks both a theoretical and a historical break with the structured violence and domination imposed on most of the world through European expansion, land expropriation, indigenous extermination, African enslavement and Christian evangelization. Postcolonial religion, thus marks a reworking of the past, reforging of the present, and otherwise possibilities for communities and their sacred traditions in the future. This seminar will stretch and test this thesis through an examination of global Pentecostalism, a religion, which both marks the colonial, especially Christian evangelization, even as its rapid expansion in the global south among Latin American, sub-Sahara African and Black-descended people in the US and Europe expresses creolization, indigenization and urbanization. Perhaps, rather than a clean break, postcolonial religion, in the form of Pentecostalism indicates ongoing refusals, ruptures and relations between the metropole, and a history of subjugation and imagined utopian cities and futures of abolition. Seminar focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM214**
Prereq: **None**

RELI215 Religion and Politics in Early Christianity
The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **MDST215, CLST215**
Prereq: **None**

RELI215F Religion and Politics in Early Christianity (FYS)
The first four centuries of the Christian era illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI216 Jesus Through Jewish Eyes
In this course, we explore the visual and textual representations of the vexed relation between Jews and Christians throughout history. Looking at the various ways in which Christianity and Judaism define themselves vis-à-vis the other allows us to understand what mechanisms of cultural appropriation, subversion, and hidden polemics are at work. Special attention will be given to the figure of Jesus as a point of artistic and theological contention. How do artistic representations change our understanding of religious themes? What is at stake for each religion in the encounter with the other? What are the political implications of theological debates? Is this dialogue needed, or even possible, in our post-secular age?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST216**
Prereq: **None**

RELI217 The Environment, The Bible, and Moral Debate
The environment is a pressing concern for many people and is the center of much modern debate. Within this debate, many people draw on biblical texts for a source of religious or moral superiority. These biblical texts have been used to support many different, and often contradictory, arguments within the environmental debate. So what does the bible actually say about the environment? Is there a singular "biblical" view about what the environment is and how one should treat it? This course aims to look at how the bible has been used in environmental debate and then look at the texts cited, analyzing both in a modern and ancient context.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS217, CJST219**
Prereq: **None**

RELI218 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. After 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present. The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L226, ITAL226, MDST226, WLIT250**
Prereq: **None**

RELI219 Online and #IRL: Digital Media, Power, and Religion
From meditation apps and Zoom church to TikTok witches and spiritual influencers, religion and spirituality pervade the Internet. Yet digital media reflects social, economic, and political negotiations of power that often elude our scrolling eyes. This course critically examines digital media and religion by asking how the "power" of digital infrastructures affects religion. Together we will map different platforms and mediators (social media, material technologies, and corporate gatekeepers) that shape "power" and "religion" online. We will survey how religious practitioners navigate digital media through case studies of ex-Evangelical Twitter users, Hindu mega-temple live streams, ritual smartphone apps, and more. We will discuss "spiritual machines" and ask, "Has digital technology become a new god?" This course takes an interdisciplinary approach and engages research from technology studies, media studies, and religious studies. Students will also examine methods, ethics, and theories of studying digital religion and develop their own digital religion case studies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI220 Modern Christian Thought
This course will provide an introduction to the field of Christian thought by exploring the relationship between conceptions of God and conceptions of selfhood, from St. Augustine through liberation, feminist, evangelical, process, and eco-theologies. How do the ways people think about God reflect, support, or interrupt the ways they think about the human subject? And what sorts of ethics, communities, and political decisions do these models underwrite?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Prereq: **None**

RELI221 Islam and Muslim Cultures: Introduction with Case Studies
This course provides an introduction to Islamic traditions and Muslim societies. No background is required. Using a variety of in-depth case studies (Black Muslims in the US, Islamist women of Egypt, and gender dynamics among Hyderabadi Shia), the course familiarizes students with many of the beliefs and practices Muslims associate with Islam and examines commonalties and diversity in how Muslims live their religion. While paying particular attention to peoples and places in South Asia, the Middle East, and the U.S., the course will demonstrate how contemporary Muslim communities exist within global networks that shape local and transnational religion, cultures, and politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS221**
Prereq: **None**

RELI221F Islam & Muslim Cultures (FYS)
This course provides an introduction to Islamic traditions and Muslim societies. No background is required. Using a variety of in-depth case studies, the course familiarizes students with many of the beliefs and practices Muslims associate with Islam, and examines commonalities and diversity in how Muslims live their religion. While paying particular attention to peoples and places in South Asia, the Middle East, and the US, the course will demonstrate how contemporary Muslim communities exist within global networks that shape local and transnational religion, cultures, and politics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI222 Identity and Jewish Literature: Sexuality, Race, and Gender
What, if anything, is Jewish literature? What, if anything, does it tell us about the history of the people called Jews? This course explores those questions through a variety of sources from Jewish writers, including Sholem Aleichem, Cynthia Ozick, Franz Kafka, I.B. Singer, and others (flexible based on student interest). Through these readings, we will explore how Jewish literature relates to broader questions of sexuality, race, gender, colonialism, etc., as well as specific questions of Jewish history, like the Holocaust and the state of Israel. All works will be read in translation and no previous knowledge of Jewish studies or Judaism is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST222, FGSS222**
Prereq: **None**

RELI223 Jewish Identity in the Ancient World
Jewish Identity is not monolithic but instead, wonderfully, varied, and diverse. The Hebrew Bible gives a multitude of accounts of how many different identities within the course of history came to be and through analyzing these accounts, this course will aim to answer the questions of: What did Jewish Identity look like in the time period of ancient Israel? What variety of identities can be seen in the Hebrew Bible itself? What key historical events aided in the development of different identities in the ancient world? What was the process of identity formation in the ancient world? Is that process of identity formation different than how one might construct identity today? Is it right to even speak of Jewish Identity in 600-700 years in which the Hebrew Bible was written?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST221**
Prereq: **None**

RELI224 Zen Buddhism Across East Asia: Teaching and Practice
In this course, we will examine Zen/Chan Buddhism in history and in its contemporary practice. We will trace how Zen Buddhism sprouted from Chinese religious traditions in the Tang Dynasty (618-907), flourished in the Song Dynasty (906-1279), and then spread to other East Asian countries such as Japan and Korea. Then, we will pay attention to the ways in which Zen Buddhism found its way to modern Western society, through figures such as D. T. Suzuki and Okakura Kakuzo since the 19th century. Course readings consist of primary sources of Zen Buddhism, which are available in English translation. A wide range of texts will be read closely, from early manuscripts discovered in Dunhuang to contemporary works inspired by Zen Buddhism, supplemented by secondary scholarship. We also investigate how Zen Buddhism has been expressed in garden designing, poetry, tea ceremony, and as a way of life in contemporary Western society. A field trip to a Zen meditation center will be organized during the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CEAS228**

Prereq: **None**

RELI224F Zen Buddhism Across East Asia: Teaching and Practice (FYS)
In this course, we will examine Zen/Chan Buddhism in history and in its contemporary practice. We will trace how Zen Buddhism sprouted from Chinese religious traditions in the Tang Dynasty (618-907), flourished in the Song Dynasty (906-1279), and then spread to other East Asian countries such as Japan and Korea. Then, we will pay attention to the ways in which Zen Buddhism found its way to modern Western society, through figures such as D. T. Suzuki and Okakura Kakuzo since the 19th century.

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

RELI225 Socialist Utopias: Transcendence and Religion in Communist States
Socialism is a political system predicated on building a better future by transcending the present. But what kind of utopias were imagined in and by actual socialist states like the Soviet Union? Why was atheism so central to Marx's vision of socialism, and what kinds of futures did communists imagine were possible, once religion was removed from society? What kinds of transcendence did communists imagine would exist once they transcended religion? What kinds of religious practices were enabled despite and sometimes because of the state's repression of organized religion? We will read some Marx, some Soviet science fiction as well as ethnographies, ranging from studies that explore how communism is and isn't like a religion, how former atheists became missionaries, how some religious communities survived communism, how mangos became Mao's relics, how Vietnamese spirit mediums channel Ho Chi Minh, and what kinds of imaginaries can flourish in post-socialist ruins like Moscow and Silicon Valley.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES230**
Prereq: **None**

RELI225F Socialist Utopias: Transcendence and Religion in Communist States (FYS)
Socialism is a political system predicated on building a better future by transcending the present. But what kind of utopias were imagined in and by actual socialist states like the Soviet Union? Why was atheism so central to Marx's vision of socialism, and what kinds of futures did communists imagine were possible, once religion was removed from society? What kinds of transcendence did communists imagine would exist once they transcended religion? What kinds of religious practices were enabled despite and sometimes because of the state's repression of organized religion? We will read some Marx, some Soviet science fiction as well as ethnographies, ranging from studies that explore how communism is and isn't like a religion, how former atheists became missionaries, how some religious communities survived communism, how mangos became Mao's relics, how Vietnamese spirit mediums channel Ho Chi Minh, and what kinds of imaginaries can flourish in post-socialist ruins like Moscow and Silicon Valley.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES225F**
Prereq: **None**

RELI226 American Christianities: What Do Christians Want?
The course explores contemporary Evangelical Christianity in the United States, and focuses largely on white Evangelicals and how they are shaping our current moment in profound ways. We will interrogate how ideals of the nation, civil religion, the prosperity gospel, capitalism, and the family shape Christian social action. Religion is not only what groups think and believe, but also what they do. We will examine why Christians love Wal-Mart, fund global humanitarian efforts, travel on international missions, use digital media and become influencers, support anti-abortion activism, wage spiritual warfare against demons, and more. By considering a variety of conservative Christian groups, we will critically evaluate the diverse social imaginaries, theological frameworks, and historical foundations that shape this strand of contemporary U.S. Christianities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI228 Classical Chinese Philosophy
Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL205, CEAS261**
Prereq: **None**

RELI229 Tibetan Religion
This course serves as an introduction to major themes of Buddhist thought and practice within the cultural and historical framework of Tibet and the wider Himalayan world. In doing so, it examines various approaches to the study of religion and questions traditional definitions of categories such as "religion" and "Buddhism" themselves. Beginning with a close study of Patrul Rinpoche's classic 19th-century guide to Tibetan Buddhism, the early part of the course focuses on the doctrinal foundations of the tradition. This is followed by a historical and more critical examination of Tibetan religious history, proceeding from Buddhism's Indian antecedents and its initial arrival in Tibet during the seventh century through the present day. The course will explore a wide range of Tibetan religious cultures and practices including Buddhist ethics, systems of monastic and ascetic life, ritual activities, sacred geography and pilgrimage, lay religion, as well as the status of Tibetan Buddhism under Chinese occupation and in the West. It will also examine the lesser-known communities of Tibetan Muslims and Christians inside Tibet and in exile. The majority of readings will consist of primary texts in translation, and will concentrate on Tibet's rich narrative literary tradition. These will be supplemented by secondary literature on the study of religion and Tibetan Buddhism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CEAS343, WLIT273, GSAS229**

Prereq: **None**

RELI230 Cinematic Encounters: Muslims and/in/of the West
Please note: students will be required to view all films prior to the first day of class, and to submit pre-session assignments. Examining contemporary films by and about Britons, Indians, Pakistanis, Afghans, and Black and white Americans offers the opportunity to challenge the simplistic binaries of West versus Islam upon which popular representations often rely. We will pay attention to the aesthetic choices made by directors and screenwriters as they depict themes of Muslim emigration, European imperialism and colonialism, religion and secularism, terrorism and state violence, representations of gender, and issues of multiple belonging. Particular analytic emphasis will be given to the concept of nationalism. Films that may be included are "The Outpost," "The Kingdom of God," "The Battle of Algiers," "Lagaan," "Zero Dark Thirty," "The Beauty Shop of Kabul," "Restrepo," "Khuda ke Liye," "My Name Is Khan," "Malcolm X," and "AmericanEast."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI230Z Cinematic Culture Clash?: Muslims and/in the West
London, Los Angeles, Lahore, Algiers, Kabul, Jerusalem, Rajasthan, and Chicago. Examining contemporary films set in these places by Americans, Britons, Indians, and Pakistanis offers the opportunity to challenge the simplistic binaries of West vs. Islam upon which popular representations often rely. Themes that will be explored include Muslim emigration and diaspora, European imperialism and colonialism, religion and secularism in the formation of national identity, terrorism and state violence, representation of gender differences, and the challenges of multiple identities. Films will include The Kingdom of God, The Battle of Algiers, Lagaan, The Beauty Shop of Kabul, Zero Dark Thirty, Khuda ke Liye, My Name is Khan, AmericanEast, and Brick Lane.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS230Z**
Prereq: **None**

RELI231 Greeks-Romans-Christians
Western civilization emerged, in part, out of the achievements of ancient Greeks, Romans, and Christians. Art, architecture, philosophy, and literature were all forged in a crucible of clashing cultures. This course will introduce students to the religious worlds of Greek, Roman, and Christian antiquity. Attention will be given to the mythologies of the gods and cultic practices of the people, including religious sanctuaries, festivals, and sacrifices; divination, magic, and the mysteries; philosophy, ethics, and theology. We will conclude with an assessment of the rise and eventual triumph of Christians, their appropriation and critique of Greco-Roman culture, and their obsession with martyrdom and the cult of the dead.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CLST235**
Prereq: **None**

RELI232 Rereading the Bible After the Holocaust
The Holocaust profoundly challenged traditional Jewish theological and interpretive frameworks, compelling Jewish thinkers to revisit and reinterpret biblical texts. This course examines the reinterpretation of key Hebrew Bible passages in light of post-Holocaust Jewish thought, focusing on themes of suffering, justice, covenant, and the nature of God. We will explore biblical texts alongside the writings of seminal Jewish thinkers, including Emil Fackenheim, Elie Wiesel, and others, to understand how the Holocaust reshaped Jewish approaches to scripture and theology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST232**
Prereq: **None**

RELI234 Ancient Christianity irl: Art, Objects, and Sacred Spaces in the Roman Empire
This course will introduce students to ancient Christianity through the study of a variety of sources, including textual, material, and visual. We will examine the development of Christianity in the Roman Empire during the first six centuries CE, following the rise of Christianity from a religious movement to an imperial religion. We will investigate the myriad representations of Christianity throughout the ancient Mediterranean world: amulets, magical spells, books deemed crucial for the faith and those deemed heretical, the earliest images of Jesus and his followers, and those spaces devoted to Christian cultic practices. This course requires no background and will engage topics in units diachronically so that students can understand the evolution of ancient Christianity from the Classical period through late antiquity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI235 Gods, Heroes, and Chaos!: An Introduction to Greek and Roman Mythology
This class will dive into the wild and tumultuous world of ancient Greek and Roman mythology to begin to understand its impact on culture and identity in both the ancient and modern world, reading primary source literature, looking at iconography and material culture, and studying later examples of mythological reception. Primary sources span mythical stories of the creation of the universe and the gods themselves; the dramatic exploits, interrelationships, and depictions of the gods; the careers of major heroes and heroines; and the myth of the Trojan war and its long aftermath. While we read ancient works, we will discuss the impact of mythology on religious and cultural practices, history, cultural identity, art, politics, and day-to-day life. We will also discuss the enduring influence these myths have on modern culture -- for better and for worse -- in today's politics, culture and art. Students will acquire mythological literacy, to understand the language of myth itself in both the ancient and modern world, to be able to read the impact myth continues to have on the way we define the natural world, the divine, and humanity's place in the universe. This course counts towards the Literature and Performance track of the Classics major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST205, WLIT253**
Prereq: **None**

RELI239 Modern Shamanism: Ecstasy and Ancestors in the New Age
The wise and mysterious native shaman has long held a particular fascination for Western scholars of religion, but does this figure even exist? What does it mean to be a practicing shaman today? Beginning with Eliade's definition of "archaic ecstasy," we examine the idea of the shaman, their role in the New Age movement, and the challenges faced by contemporary indigenous shamans, from negotiating international intellectual property rights law to Ayahuasca tourism and environmental activism. Course materials are supplemented by A/V materials from the instructor's fieldwork in Siberia.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES282**
Prereq: **None**

RELI240 Religion in the Roman Empire
This course is an introduction to the religious practices of ancient Rome, from the Republic to the Empire and its conversion to Christianity. Attention will be given to the gods and their veneration, divination and sacrifice, religion and the family, religion and the state, and official attitudes toward foreign cults.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI241 Cults, Crusades, Jihad, and Multiculturalism: On (Non)Religious (In)Tolerance
"More people have died in the name of religion than any other cause on Earth." Is this true? If not, why do so many people believe it? Even if it is not true, a great many people have died for causes propelled by religious ideologies and sentiments. Then again, a great many people have been killed because of their religious identities and associations. How do religious traditions generate emotions of empathy, suspicion, antagonism, and/or indifference? And how do secular traditions promote similar emotions toward specific religions and toward religion in general? This course will investigate what these dynamics tell us about various religions in different cultures--specifically those of South Asia and the United States--and how some social ideologies allow only for specific religions or all religions. We will explore these in the context of the so-called "cult" of the Branch Davidians in Waco, Texas; the pogrom against Muslims by Hindu nationalists in India; various jihads in Afghanistan, Pakistan, and India; and the role of imagined Muslims in the language of tolerance among the American republic's founders.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS241**
Prereq: **None**

RELI241F Cults, Crusades, Jihad, and Multiculturalism: On (Non)Religious (In)Tolerance (FYS)
"More people have died in the name of religion than any other cause on earth." Is this true? If not, why do so many people believe it so? Even if it is not true, a great many people have died for causes propelled by religious ideologies and sentiments. Then again, a great many people have been killed because of their religious identities and associations. How do religious traditions generate emotions of empathy, suspicion, antagonism, and/or indifference? And how do secular traditions promote similar emotions toward specific religions and toward religion in general? This course will investigate what these dynamics tell us about various religions in different cultures--specifically those of South Asia and the United States--and how some social ideologies allow only for specific religions or all religions. We will explore these in the context of the so-called "cult" of the Branch Davidians in Waco, Texas; the pogrom against Muslims by Hindu nationalists in India; various jihads in Afghanistan, Pakistan, and India; and the role of imagined Muslims in the language of tolerance among the American republic's founders.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI242 Introduction to Buddhist Thought and Practice
This course will introduce significant aspects of Buddhist thought and practice, primarily as it manifested through the literature of India, South Asia, and East Asia. It begins with an overview of the historical Buddha's life and the development of early Buddhist ideas and practices. The course then introduces the Mahayana or Great Vehicle tradition that began to emerge around the first century BCE, as well as later forms of esoteric Buddhism known as Tantra. The course concludes with the development of modern Buddhism in Asia and its manifestation in the West. Readings consist mainly of primary Buddhist texts in translation, which are supplemented as necessary by works of secondary scholarship. The course broadly examines the topics of Buddhist philosophy and ethics, monastic and ascetic life, meditation and ritual practices, and the material culture of Buddhist societies, including artistic traditions, architecture, and book culture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CEAS242, GSAS242, PHIL242**
Prereq: **None**

RELI250 Islamic Movements and Modernities
No background is required for this seminar. The so-called Islamic State once grabbed headlines daily with criminal acts primarily committed against other Muslims, but also against non-Muslims. Its violence overshadowed even al-Qaeda and the Taliban in media coverage. This seminar will track the development of these groups as well as the many more Islamic movements that reject violence and seek peaceful social change. Indeed, many Muslims object to the name "Islamic State" because they recognize the group as neither Islamic nor a legitimate state. The seminar examines how specific Muslim communities in the Middle East, Europe, South Asia, and the United States have engaged the modern conditions of Western imperialism, nationalism, and globalization and shaped their own forms of modernity. The seminar also investigates the increasingly digital, transnational, and intercultural realms of Muslim experiences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS250**
Prereq: **None**

RELI251 Not Like Us: Religion, Race, Pop Culture
Starting with the work of Pulitzer Prize and Grammy award-winning, Super Bowl-performing artist Kendrick Lamar, this course examines how Black culture, and thus race, is often interpreted through religion. Afro-British theorist and cultural studies pioneer Stuart Hall famously published the article "What Is This 'Black' in Black Popular Culture" in the 1990s. In that essay, Hall sought to examine the work of the signifier of race in relationship to the idea of culture. This course, following Hall, will enable students to examine the relationship between structures, practices and ideas of race, with structures, practices and ideas of religion in defining Black people in the modern world. Through Hall's lens of culture, the class will examine people, places and periods, from witches and demons to Blues and Spirituals, Martin Luther King Jr to Malcolm X, the Black Arts Movement to Black Lives Matter, Beyoncé to Kendrick Lamar, Marlon Riggs to Michaela Coel, by considering questions of authenticity, claims of Africanity and formations of religiosity all in the word Black. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**

Identical With: **AFAM252**
Prereq: **None**

RELI252 The Five Rachels: Jewish Women in Contemporary American Culture
The course will focus on five iconic contemporary female TV characters, actors, and creators; American, Jewish, and incidentally--or not--sharing the same name: Rachel. Rachel Green ("Friends"), Rachel Berry ("Glee"), Rachel Menken ("Mad Men"), and Rebecca Bunch ("Crazy Ex-Girlfriend"), played by Rachel Bloom, and Midge Maisel ("The Marvelous Mrs. Maisel"), played by Rachel Brosnahan. These five complement each other and offer us a panoramic view of the American Jewish female experience: discrimination, inclusion, the generational gap, and their relationship with Israel. In addition, they allow us to explore the three most common stereotypes associated with the Jewish woman: the Jewish nose, the Jewish mother, and the Jewish American princess. We will discuss the conflicts and the societal shifts these characters embody, and how they define themselves, their Jewishness, their femininity, their unique surroundings, and place in history.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST252**
Prereq: **None**

RELI253 Rabbis and Reinterpretation
This course explores the dynamic and creative ways in which rabbinic texts, particularly the Mishnah and Talmud, reinterpret biblical passages. We will investigate the methods of rabbinic exegesis, their theological and legal motivations, and the role of these texts in shaping the larger Jewish tradition. Emphasis will be placed on close readings of primary sources in translation, contextual analysis, and critical engagement with secondary scholarship.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CJST251**
Prereq: **None**

RELI255 Heretics and Heresy
What is religion all about? Is it fundamentally about belief, truth, or God? About understanding, revelation, or salvation? Is religion about one's origins, identity, or destiny? Is it about what one does or is supposed to do? How would we ever know? And who gets to say so? This class will explore the emergence of "heresy"--notions of error--in the construction of religious belief and practice in ancient Christianity, and how "heretics" became central to the way Christianity defined itself in relation to Jewish and Greco-Roman religious traditions. We will examine these issues, in part, by reading a number of remarkable, and recently discovered "heretical" texts from antiquity and early Christianity, including the Gospel of Thomas, the Gospel of Mary, the Gospel of Judas, the Gospel of Truth, and the Cologne Mani Codex.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI260 Ancient Jewish Mysticism
This course examines how ancient Israelite/Judahite communities (Bronze Age through the Iron Age) imagined, accessed, and managed the "invisible world": the dead, hostile spirits/demons, divine messages about the future, and the binding power of spoken formulas (oaths, blessings, curses). Rather than treating "mysticism" as later contemplative tradition, we use the term in a deliberately narrow, historical sense: ritual and textual techniques meant to cross or manipulate the boundary between human and nonhuman realms -- especially under conditions of threat, uncertainty, or political pressure. Working historically and comparatively, we read biblical texts alongside contemporary ancient Near Eastern ritual and inscriptional evidence (Akkadian, Aramaic, Sumerian, Ugaritic), asking: What practices do the texts presuppose? What do polemics against "illicit" rites reveal about what people actually did? How do treaties, curses, and apotropaic objects encode beliefs about divine enforcement? And how does material culture (amulets, inscriptions, ritual installations) complicate strictly "literary" reconstructions?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CJST260, CLST270**
Prereq: **None**

RELI263 God & Guns: The History of Faith and Firearms in America
This course examines the history of firearms and religion in the United States, ultimately seeking to understand the significance of gun culture within American Christianity and the powerful "God & Guns" story at the core of many Americans' identity. Beginning with an overview of colonial and revolutionary-era views of firearms and violence, the course examines the influence of slavery, gender, and the wars of the 20th century, paying special attention to the emergence of a masculine, warrior Jesus within evangelical and fundamentalist communities during the Cold War. Students will be challenged to consider the ways in which this story helps explain one facet of popular support for Donald Trump and to reflect on how firearms are central to the identity of many conservative American Christians.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST289**
Prereq: **None**

RELI264 Theorizing Religion with Zombies
This course introduces students to theories in religious studies and other fields in order to investigate the intellectual and cultural histories of two highly influential and essentially religious ideas: the zombie and the apocalypse. We will critically trace their representations in popular culture in order to explore writings in biblical narrative, history, modernity, monster theory, alterity, gender, capitalism, race, epidemiology, film theory, and media studies. We will begin with ancient texts, move to the history of the concept of the zonbi in Haiti, and then trace the trope of this modern monster and its various meanings into the contemporary moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI265 The History of Emotions & Religion: Feeling One's Way to the Past
When examining the lives of communities, societies, and religions, scholars tend to focus on ideas and practices such as "justice" and "salvation" or fair elections and religious discipline. But what about emotions? For reasons we will examine, Western scholars -- and, thus, students -- have often overlooked the centrality of emotions in the social interactions of and between various cultures. This seminar will consider various historical (and a few contemporary) references to emotion in written texts. It will take into account the variability of the language about emotions (indeed, does the category of "emotion" even translate into all languages?). Emotions examined in American, European, South Asian, and Middle Eastern contexts include those that might be translated into current American English as fear, love, awe, submission, dispassion, pride, and loyalty. Each will be considered in their historical context with reference to the contemporary terms used and their linguistic register. Papers will involve the use

of historical dictionaries and encyclopedias in order to understand period uses of terms we might now described as "emotive." Seminar members will visit with Wesleyan's Rare Books staff in preparation for a final project that will require use of the archives of either Wesleyan or the Middlesex Historical Society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **HIST283**
Prereq: **None**

RELI266 Confucian Ethics
Is human nature fundamentally good or fundamentally bad? How do we live a good life? Is there a universally correct priority in value conflicts? This course focuses on various ethical topics that are explored within the Confucian tradition. The course will combine lecture with discussion of primary and secondary sources, as well as group and individual presentations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL266, CEAS270**
Prereq: **None**

RELI268 Black Religions in the Americas
This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santeria) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, "authenticity," commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM387, LAST268, ANTH267**
Prereq: **None**

RELI270 Magical Money and Enchanted Capitalisms
In the early days of the 20th century, Max Weber foresaw that with the rise of capitalism and modernity, the world would become increasingly disenchanted. Now, with the turn of the 21st century, people all over the world experience capitalism as a realm of enchantment. In Malaysia, ghosts possess factory workers; in South Africa, capitalism produces zombies; and in Bolivia, mines eat their miners. Instead of Weber's "iron cage," we live in a world of "voodoo economics" where Korean shamans conduct ceremonies to bless new businesses, Russian psychics curse business competitors, and prosperity theology preaches that God will make you rich. This class explores the enchantment of the financial sphere, combining theory on the disenchantment of modernity (Max Weber) and commodity fetishism (Karl Marx, Sigmund Freud, William Pietz) with ethnographic accounts of how capitalism and the economy become mystified and enchanted.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI271 Secularism: Godlessness from Luther to Lenin
Secularism is more than just the absence of religion. It is a political and ideological project with a long history that seeks to separate political and religious authority and imagines whether human life can be richer without religion. This course traces the idea and ideal of secularism as an ideological project from classic Enlightenment philosophers to contemporary critics. We begin with Martin Luther's arguments for the separation of church and state, examine utopian ideals of secular humanism in Mill, Locke, Hume, and Marx. We then trace how these philosophies were embodied in state-sponsored atheism in the Soviet Union and how secularism came to stand for religious freedom during the Cold War. Finally, we examine critiques of the secular project (such as Asad, Mahmood, and others), focusing on secularism as a realpolitik approach to governing multireligious societies and the idea of religious freedom as a universal human right. This is a seminar focused on close readings of philosophical and critical texts. Assignments include reading responses and reflective essays.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES216**
Prereq: **None**

RELI272 Ethics After the Holocaust
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human after Auschwitz. In this course, we will investigate how the Holocaust orients contemporary discussions on questions of guilt, forgiveness, and evil. What does it mean to remember, to forgive, and to forget? Can one ethically represent the Holocaust in art? We will explore these questions using various sources, including works by Hannah Arendt, Adorno, and Emmanuel Levinas, as well as museums, memorial sites, and cinematic representations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST272, GRST266**
Prereq: **None**

RELI272F Ethics After the Holocaust (FYS)
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human. We will engage films, graphic novels, art, and philosophical works as we try and grapple with the contemporary presence and relevance of the Holocaust. Are comparisons of other genocides to the Holocaust helpful or offensive? Was the Holocaust a lapse into barbarism or a dark side to the logic of modernity? We will see how thinkers such as Hannah Arendt, Emmanuel Levinas, and Martin Buber grappled with these and related questions such as the problem of evil, the meaning of suffering, and the presence of God in the death camps.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST272F, GRST266F**
Prereq: **None**

RELI274 The History of Science in Islam
This course will examine the intellectual legacy of the sciences in the Islamic world. Premodern Muslims cultivated various dimensions of what are today understood as the "hard sciences," including physics, mathematics, biology, and chemistry. In addition to exploring Islamic contributions to these fields during the classical period, known according to some sources as the "Golden Age of Islamic Science," we will explore Islamic medicine and medical theories, astronomy and astrological works (including tools used for astronomical observation), and the sciences of optics and alchemy. We will chart the development of these sciences while looking at the broader cultivation of scientific knowledge in

Islamic societies, including the establishment of scientific institutions such as universities, observatories, hospitals, and pharmacies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL273, MDST273, STS273**
Prereq: **None**

RELI275 Moral Complexity in Islam: Origins to the Present
Ethics seem straightforward, until you need to explain your choices. How do you judge actions of truth and deception, love and hate, wealth and poverty, pain and punishment, freedom and slavery? Over the long history of Islamic cultures, how did people describe a good, full life? Is there a unique Islamic ethos of action? Do Islamic thinkers tie values and decisions to divine revelation, or to reason? How do we determine the nature of good and evil? Can God do evil, and what would that even mean? In confronting these questions along with Islamic philosophers and thinkers we will find a surprising range and diversity, and some of history's most compelling answers. Diverse and creative, these answers from the Islamic past compel us to rethink some of our basic presuppositions. Blending theory with case studies from the Islamic past and present, we will approach some of the hard ethical questions that Muslims across the world have had to deal with historically and continue to address today.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL275**
Prereq: **None**

RELI275F Religions Resisting Modernity (FYS)
Why did some Native Americans turn to dance while resisting federal troops? Why do creationists reject evolution? Why do some French Muslims wear a veil when their mothers didn't? Why did Gandhi insist that Indian nationalists spin their own thread? Throughout the last century, resistance has risen to modernity, and religion has played an increasingly important role in challenging the globalization of modern Western values. This seminar will explore how Europe transformed itself into a modern society with worldwide influence. Then it will investigate how the Lakota Sioux, Christian creationists, and Mohandas Gandhi each have used religion in an attempt to resist some aspect of modernity, either outside the Western world or within it. No background in the study of religions is necessary. Ultimately, the course will challenge our very understandings and expectations of what it means to be modern.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RL&L275F**
Prereq: **None**

RELI276 The Gospels and Jesus
In this examination of the history and literature of the earliest writings about Jesus, attention will be given to the literary forms used in the composition of gospel literature, the social and religious functions of the traditions, the role of imagination in the production of gospel texts, and the diversity of interpretations of Jesus in the early church. Readings will focus on the Gospels of Matthew, Mark, Luke, John, Thomas, and "Q."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI277 Magick and Her Practices, of Late
In this course we ask why paganism and Goddess worship have become "the fastest growing American religion," examining the tensions between science and society that so often provoke magic-infused social resistance movements. We explore the rise of Goddess worship in the Americas since the 1970s, considering its ties to ecofeminist, womanist, indigenous, and environmentalist movements. We examine the force of agency and its relation to ritual magic.

We then dive into the purported roots of several modern magic traditions, including Wicca, Dianic witchcraft, Feri traditions, and Haitian Vodou, among others, and ask how these cosmovisions define and/or transcend our gendered personhoods.

As we find our way back to a renewed understanding of modern paganisms, students will design individual or small group projects wherein they experience, ethnographically consider and/or perform extant manifestations of magic and ritual, bringing peoples lived experiences into conversation with course readings. This class is taught as a twice-weekly seminar designed around written assignments and engaged discussions, while inviting but not requiring students to engage in phenomenological experiences outside of class that may inform their written work. Students will produce ethnographic essays that are both analytical and personally reflective.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **FGSS278**
Prereq: **None**

RELI278 Magick and Her Practices, of Late: A Digital Humanities Course
As soon as you step foot into this course, you will become an active member of a podcasting production team, and the teaching modalities and weekly DH seminar format of this course are designed to promote small team engagement, pre-and post-production workshops, and an approach to aural argumentation that moves from written reflective essay to effective audio storytelling intended for public engagement.

In this course we ask why paganism and Goddess worship have become "the fastest growing American religion," examining the tensions between science and society that so often provoke magic-infused social resistance movements. We explore the rise of Goddess worship in the Americas since the 1970s, considering its ties to ecofeminist, womanist, indigenous, and environmentalist movements. Student teams will then dive differentially into case studies that explore the purported roots of these reclaiming traditions, including Wicca, Dianic Witchcraft, Feri traditions, and Haitian Vodou, among others, and produce podcast episodes for the broader University community that ponder where our human practices of magic originated, and why.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **FGSS279**
Prereq: **None**

RELI279 Christianity and Globalization
This course focuses on recent developments in global Christianity. We will look at various interlinked dynamics: the rise of spirit-filled Evangelicalism, especially Pentecostalism, faith-based humanitarianism, child-sponsorship programs, and themes of militarism such as spiritual warfare. We will pay attention to the role of U.S. power in the world and how the narratives that various Protestant Christians tell through their writings and media shape life across international

spaces. We will sample a variety of methods in how one studies the field of Christianity. These will include historical, sociological, and anthropological methods, all of which challenge traditional scholarly accounts (meaning those in the field of church history) in order to expand our understandings of Christianity in the modern period.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **LAST279**
Prereq: **None**

RELI279F Christianity and Globalization (FYS)
This course focuses on recent developments in global Christianity. We will look at various interlinked dynamics: the rise of spirit-filled Evangelicalism, especially Pentecostalism, faith-based humanitarianism, child-sponsorship programs, and themes of militarism such as spiritual warfare. We will pay attention to the role of U.S. power in the world and how the narratives that various Protestant Christians tell through their writings and media shape life across international spaces. We will sample a variety of methods in how one studies the field of Christianity. These will include historical, sociological, and anthropological methods, all of which challenge traditional scholarly accounts (meaning those in the field of church history) in order to expand our understandings of Christianity in the modern period.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI280 Mixed in America: Race, Religion, and Memoir
This course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM282**
Prereq: **None**

RELI280F Mixed in America: Race, Religion, and Memoir (FYS)
This first-year seminar course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM282F**
Prereq: **None**

RELI281 Political Fantasies of Zion
Palestine, Zion, Judah, the Promised Land. A small piece of land in the Middle East has a very long and contested history full of religious meaning for Judaism, Christianity, and Islam. Some imagine the State of Israel as an island--"the only democracy in the Middle East" or the only Western state in the region--surrounded by a hostile environment. The geographical area, by contrast, has often been portrayed as a crossroad, a place where cultures clashed, merged, and exchanged ideas.

In this class, we will examine this tension between a physical and imagined space, between political reality and idea, by recovering alternative Zionist, non-Zionist, and anti-Zionist visions of the Zion. Jewish statehood is a very recent phenomenon. Throughout the modern period, the vast majority of Jews lived under empires, whether Habsburg, French, Romanov, British, or Ottoman. How did the imperial experience shape Jewish religious and political views? What role does the imagination of Zion play in today's political context? Reading political pamphlets, poetry, maps, artworks, and utopian fiction, we will pay attention to the construction of the Zionist idea not just in political Zionism but also in contrasting visions including Canaanism, cultural Zionism, diaspora nationalism, a Jewish-Arab federation, a binational state, and the rejection of statehood as heresy. In the last part of the class, we will look at recent contemporary issues from the news, e.g., the agreements between the State of Israel and the United Arab Emirates, or government corruption in Israel, in order to see how these ideas of Zion are still present in today's discourse.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM281, CJST281**
Prereq: **None**

RELI282 Religion and the Scientific Imagination
Where do we get the idea that science and religion are opposed to one another? What did Darwin do to classic proofs of the existence of God and how have those proofs bounced back? What sort of evidence do theologians marshal in support of their hypotheses, and what sort of spiritualities do scientists generate in support of theirs? What do neuroscientists think they're finding when they measure the neural activity of meditating monks? What are the "new atheists" so annoyed about? How do cosmologists talk about the origins of the world, and how do climate scientists talk about its end? In this class we will explore the many ways "religion" and "science" have interacted, conflicted, collided, and combined with one another--in an effort to move beyond the frankly boring "debates" between them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **STS282**
Prereq: **None**

RELI283 Jesus and His Interpreters
The search for the Jesus of history -- what can be known as a matter of historical record about Jesus of Nazareth, apart from religious beliefs and commitments -- creates unending challenges. Jesus left us nothing in writing. Everything we have heard about him comes from texts written many years -- even decades -- after he lived. And indeed, the New Testament never claims that Jesus himself said and did all the things attributed to him. To understand the figure of Jesus, therefore, we must investigate what his many interpreters said about him, and why. This course will focus principally on a close reading of the Gospels in the New Testament (Matthew, Mark, Luke, and John) as well as the two earliest Gospels (the Sayings Gospel "Q" and the Gospel of Thomas) that are not included

in the Christian Bible. We will seek to understand how and why these texts interpreted Jesus the way they did.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Prereq: **None**

RELI289 Indigenous Religions: Politics, Land, Healing
From wise old shamans to heroic pipeline protestors, the media is full of romantic representations of indigenous religion, but what do you really know beyond the stereotypes? If indigenous religion is just religion practiced by indigenous people, is it a category at all? Since the first days of colonialism the question of whether or not the "natives" have or are capable of having religion has had political consequences. This class introduces students to the historical and political contexts within which indigenous peoples practice their religions, and critically engages with popular stereotypes. Using ethnography, fiction, critical theory, and the instructor's own fieldwork materials, we will examine some of the criteria by which indigenous religious practices have been romanticized or judged lacking by outsiders: What does an oral tradition sound like? What does it mean to engage in place-based religion? What is a "noble savage," what are sacred sites, animate landscapes, and what are some of the ways indigenous peoples really do relate to the environment in radically different ways? What are some of the contradictions and complications of multiculturalism and the politics of recognition when it comes to indigenous populations? While this is not a survey course, students will be introduced to case studies of indigenous religious practices from North America, Australia, and Siberia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES289**
Prereq: **None**

RELI291 From Jerusalem to Ground Zero: Muslim, Jewish, Christian, Sioux, and Hindu Notions of Sacredness
Many Jews, Christians, and Muslims view Jerusalem as a "sacred" place. But what does this mean? How does a place--or an object or person--become sacred, holy, revered? Is Ground Zero sacred? If so, how do we compare the destruction of an office building that makes part of Manhattan sacred and Native American efforts to protect venerated sites from "development" that they describe as "desecration"? Does the term "sacred" even translate in other languages? When does a stone sculpture become an embodiment of a Hindu deity?

Using examples such as Jewish, Christian, and Muslim views of Jerusalem, Lakota Sioux recognition of revered places and wicasa wakan (medicine men), and Hindu engagements with divine images, this seminar will explore these questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS291**
Prereq: **None**

RELI292 Reason and Revelation: An Introduction to the Philosophy of Religion
With the dawning of modernity, Europe's colonial and scientific adventures opened a distinction of mutual suspicion between theology and philosophy. Broadly speaking, "philosophy of religion" is the effort to evaluate the claims of revelation and reason in terms of one another. We will examine some of the major texts within this field, whose authors include deep skeptics, committed Christians, committed anti-Christians, secular and nonsecular Jews, feminists, ethicists, idealists, empiricists, Romantics, and liberationists. Themes include proofs of God's existence--along with refutations of those proofs and rebuttals to those refutations--the problem of evil, religious ethics, religious experience, the possibility of a universal religion, "divine" racism, the gender of God, the ecocidal tendencies of Abrahamic theology, and the role theology might or might not play in efforts toward ecological, sexual, and racial justice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **PHIL282**
Prereq: **None**

RELI295 Religion in Dungeons and Dragons
As a fantasy roleplaying game, Dungeons & Dragons has been prevalent for over 40 years. In this game, players partake in fantastical journeys, slaying beasts, completing quests, and interacting with divine beings. Though not often discussed, religion has played an important role in Dungeons & Dragons since its creation: clerics pray to their gods and invoke physical changes in the world, strange cults organize and perform perverse rites, summoning ancient beings for evil. There have been many different editions of Dungeons & Dragons, and each treats these religious elements in a different way. This course answers the questions, "What role does religion play within Dungeons & Dragons and how does the presentation of religion within Dungeons & Dragons map onto scholarly trends within Religious Studies?"
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST295**
Prereq: **None**

RELI299 Imagining Communities: National Religions and Political Rituals
From the Catholic-Protestant troubles in Northern Ireland, Christian nationalism in Serbia, Hindu-Buddhist conflict in Sri Lanka, and the Taliban in Afghanistan, religious nationalism often produces virulent and violent conflict. Yet the Virgin of Guadeloupe is a national symbol of Mexico, Catholicism was central to the Polish Solidarity movement, and America defines itself as "one nation under God." How are we to understand the relationship between religion and national identity, and how do political rituals, both religious and secular, help form communities? Popular media and political science analysis define religious nationalism as dangerous and secular nationalism as good. We will investigate this claim over the course of the semester by asking what the study of religion and ritual can bring to the topic. Are religious and secular political rituals really as different as they seem? We will read and discuss the classic social theories of Samuel Huntington, Benedict Anderson, Emile Durkheim, Victor Turner, Clifford Geertz, and Talal Asad, and these readings will be interspersed with case studies that illustrate how these theories help us understand the world. Case studies include the war in Bosnia-Herzegovina, the arrest and trial of the punk band Pussy Riot in Russia, and the Yasukuni shrine in Japan, where the souls of kamikaze pilots and World War II war criminals are enshrined. In addition, students will pick a case study of their own for a research project. This project will be conducted through multiple small assignments over the course of the semester that will be combined into a final research paper and class presentation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES299**
Prereq: **None**

RELI300 Semiotics of al-Barzakh: The Grammars of the End of Days and Horizons of Possibility
This course builds from the Islamic eschatological concept of "al-Barzakh" as it has been taken up in anthropological theories, as well as in Islamic thought more generally, with careful attention to the term's semiotic transformations and significations. It does so in order to explore both how the term describes an earthly place and an eschatological hereafter as well as a theoretical and practical alternative to the notion of the liminal personhood.

Since at least the 12th century, thinkers have explored the Islamic concept of al-Barzakh to explore the connection between the earthly present and the heavenly hereafter and the scales of judgment in between. This term, somewhat akin to Christian notion of purgatory or limbo, appears only three times in the Qur'an. It is explained as being like the productive firmament that separates salt and sweet water. In places like Morocco, this is commonly interpreted as referring to the Strait of Gibraltar and the underwater isthmus that separates and produces the waters of the Atlantic Ocean and the Strait of Gibraltar.

We will read both contemporary scholarly apprehensions of this term and its various applications in Muslim-majority contexts such as Morocco, Egypt, Sudan, and Iran--often ethnographic--as well as Islamic philosophy that attempts to bring the concept into relation with earthly personhood. In our approach, we will move through a variety of scholarly genres and epochs in order to trace the genealogies of present-day popular invocations of the term as we contrast it with other apprehensions of the eschatological and the liminal.

We will work to understand how this term contains space for both an imagination of everyday life as well as the boundary-generating difference marking here and there, then and now, by looking at how the term is evoked by artists, scholars, religious adherents, psychoanalysts, and border crossers. As we go along, we will pay special attention to the languages of belonging and difference evoked by this term and attend to how an anthropological approach to semiotics might elucidate new grammars of community and horizons of possibility that exist alongside notions of the liminal, uncanny, dreaming, the hereafter, and the imagination of the end of days.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ANTH305**
Prereq: **None**

RELI301 Jesus and the Gods: Christianity and the Religions of Antiquity
How did Jesus of Nazareth come to be understood as a god, who dies and rises, in a world brimming with gods? Why was he remembered as a philosopher and a martyr, like Socrates? How did early Christians understand their rituals of death and resurrection in terms of salvation and sacrifice? How--and with what motives--did writers throughout history compare Jesus with the priests and kings of ancient Israel or with the gods and goddesses of the "Mystery Religions"? This course will focus on the methods and politics of comparing Christianity and the religions of antiquity. Considering themes and theories of religion and sacrifice, wisdom and prophecy, ethics and philosophy, and mythmaking and cultural critique, we will ask how the politics of classification and comparison have shaped not only our understanding of Jesus and Judaism, and of ancient Greece and Rome, but also the construction of Judaism and Christianity as religions, and the very category of religion itself.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI302 Kierkegaard: An Advanced Seminar in Absurdity
Throughout Kierkegaard's "pseudonymous authorship"--a set of books written by different characters he dreamed up to remove the burden of authorship from himself--we encounter the possibility that, from the perspective of ethics, philosophy, and even religion, the truth will seem ridiculous. Truth, for these pseudonymous authors, takes the form of paradox, that reason and common sense can only call "absurd." Of course, it is no surprise that a paradox seems absurd; if it is not absurd, it is not a paradox. For the pseudonyms, it is therefore either the case that truth is paradoxical, exceeding the realms of ordinary thinking and existing, or that it is not. If it is not, then the absurd is simply absurd and both philosophy and religion are right to reject it. But if truth "is" paradoxical, then we are faced with the problem of thinking the unthinkable, communicating the incommunicable, and getting serious about absurdity. In this seminar, we will wrangle some of these pseudonyms' best-known, most exciting, and crankiest books, along with a few of Kierkegaard's signed, vitriolic attacks on the established church.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Prereq: **None**

RELI303 Extinction/Rebellion: Christianity and the Climate Crisis
Although this course is not devoted specifically to the subject of "XR"--the decentralized environmental activist organization and global campaign of civil disobedience--it borrows the movement's self-designation as a point of departure for an exploration of the historical, conceptual, and geopolitical significance of Christianity to the "Anthropocene." How is Christianity entangled among the "historical roots of our ecologic crisis"? What is "eco-theology"? How do ancient narratives of creation and traditional Christian teachings regarding the origin of humankind continue to shape modern, scientific, and popular assumptions about the natural world and our place in it? What does the book of Genesis have to say about commercial agriculture, ethical veganism, and the relation of divinity with the more-than-human, animal-vegetal-mineral web of life? Whence this "planet of slums" and whither Paradise or the Promised Land? Which elements of the Christian imagination enabled colonization of the New World, indigenous displacement and genocide, the transatlantic slave trade, and capitalist globalization? Is another world still possible, and could Christian thought and practice play a pivotal part in actualizing an alternative planetarity today? We will pursue these questions together by way of readings in theology, philosophy, critical science studies, ecology, geography, political economy, Black feminism, queer theory, and Indigenous studies. Ultimately, the course analyzes aspects of Christianity's intimate involvement in the history of climate change and considers how critical attention to this history may contribute to collective acts of rebellion against mass extinction.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS302, STS313**
Prereq: **None**

RELI305 Pantheologies: Animal, Vegetable, Mineral, World
Pantheism teaches that the world itself is divine. The idea seems simple enough, yet it has suffered extraordinary ridicule at the hands of western philosophers and theologians, who have considered "matter" to be lifeless, dark, and feminine (which is to say, as different as possible from "God.") This course will explore this generalized panic over pantheism--in particular, the anxieties it encodes over

gender, race, nationality, and class, and the contribution such anxieties have made to an unequally distributed attack on the "environment."

Seeking an alternative to our raced and gendered ecocidal metaphysic, the course then turns to contemporary pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, anti-racist, and ecological stakes of these theories? Properly conceived, what is pantheism; is it ultimately distinguishable from atheism; and what use are any of these platforms in developing an ethic and politic of environmental justice?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **FGSS304, STS305**
Prereq: **None**

RELI306 Animate Landscapes: Spirits and Sovereignty in Indigenous Religions
Scientific understandings of the world are grounded in a distinction between animate beings and inanimate matter, but people all over the world have understood land and landscapes as alive and filled with agency. Indigenous religious practices often include relationships with mountains, rivers, glaciers, and other powerful "other-than-human persons" who must be respected, who can protect, but who are also feared. In the eyes of early Christians and often in contemporary popular culture, these animate and agentive landscapes can seem monstrous. We will explore medieval ideas about the Wild Man of the Forest, Indigenous and Feminist theory, and draw on case studies from North America, Siberia, Mongolia, and the instructor's fieldwork materials with landscape beings in Buryatia. The class will explore the different relationships human beings have with animate and sacred landscapes, think about the ramifications these relationships have for sovereignty over and in the "natural" world and why the idea that land is alive might be threatening. The course includes a 4 day/3 night trip to Penikese Island off Cape Cod for an immersive learning experience with the Gull Island Institute during Fall Break. The trip will be fully funded with no cost to the students). The trip is required, and in order to take the class you must be available to participate in this travel during Fall Break (10/24-10/27).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS309, REES306**
Prereq: **None**

RELI307 Ritual
Religion can be defined through beliefs or traditions or texts, but it always takes physical form through ritual. Ritual is the one universal in religion, but the question of how to understand ritual is possibly the most contested question in the study of religion, and not all rituals are religious. Can a ritual be read like a text? How do symbols produce effects, and how should we understand these effects? What is performative speech and how does it work? How does ritual behavior reflect and shape social relationships? This course introduces students to the major approaches to the study of ritual. The readings draw heavily, but not exclusively, on anthropological approaches to ritual, both classic texts and recent innovative approaches focusing on language and embodiment. Students will pick a ritual that they are interested in and will attend that ritual several times over the semester, conducting practical fieldwork exercises and applying the theories we read in class. The assignments culminate in a paper in which students will be required to analyze "their" ritual using the theory we read together in class. For these assignments, students are encouraged to define ritual broadly and creatively. The goal of the class is to gain an understanding of theoretical approaches to ritual by applying these theories to the social world around them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ANTH303**
Prereq: **None**

RELI308 Trump-Evangelicals: the History of Fundamentalism and Evangelicalism in America
This course examines the history of American evangelicalism and fundamentalism, beginning with a brief overview of Protestantism in the colonial and revolutionary eras. Then, the course examines revivalism, slavery, and the emergence of fundamentalism during the 19th century. Special attention is paid to the re-emergence of evangelicalism after World War II, the establishment of the religious right, global evangelicalism, and subcultures (such as Christian music). The course concludes by investigating the core evangelical support for the candidacy and presidency of Donald Trump. Students will be challenged to consider the ways issues of gender, race, and economics have shaped fundamentalism and evangelicalism, and reflect on how these movements' views of American history contribute to their own sense of identity and purpose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST308, CSPL308**
Prereq: **None**

RELI309 Scoundrels, Sinners, and Saints: Approaches to Buddhist Life Writing
This seminar will examine a variety of religious biographies and autobiographies in order to evaluate the significance of life writing in the Buddhist traditions of Asia. Materials will cover a broad range of historical periods, from early medieval to modern, and geographic regions, including South Asia, East Asia, the Himalayas, and Tibet. Topics include the structure, function, style, production, and reception of biographies and autobiographies, as well as more thematic questions of religious transmission, soteriology and praxis, formations of self-identity, gender, and the relationships of biographical literature to art and pilgrimage. Readings include primary Buddhist texts in translation supplemented by secondary scholarship on hagiography and sainthood, literary theory, narrative constructions of the self, and Buddhist history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CEAS309, GSAS309**
Prereq: **None**

RELI311 Pain and Punishment in the Hebrew Bible
The Hebrew Bible has many graphic depictions of pain and punishment; some inflicted upon the Israelites and many inflicted by the Israelites themselves. Many of the laws of the Hebrew Bible describe the proper ways to inflict punishment and many of those same laws describe the ways in which someone might be absolved of punishment. This course aims to answer the questions of: What role did pain and punishment play in the ancient world? How was the physical experience of either connected to religious experience? In what ways was pain, and often disgust, utilized to either connect or separate someone from the divine? What is the relationship between divinity, power, physicality, and punishment? In asking these questions, this course will demonstrate that, much of the time, spirituality, devotion, and religiousness, need not be divorced from the physical world and need not be considered metaphysical qualities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-RELI**
Identical With: **CJST311**
Prereq: **None**

RELI312 Judaism in the Time of Jesus
This course is designed to help us understand the emergence of Judaism - its practices and beliefs, as a philosophy, a way of life, a religion -- from the formation of the Hebrew Bible (ca. 400 BCE) to the parallel development of rabbinic Judaism and early Christianity (ca. 100 CE). We will be concerned with the creation of community and its institutions, the rise of sectarianism and claims of normativity, the creation of the Bible as scripture and various modes of its interpretation, the relationship of early Judaism to ancient Israelite religion and society, and relations between Jews and Judaism to gentiles and gentile culture. Attention will be given to the creativity of Jewish literature, its common setting in times of oppression, and its place in the religious heritage of Judaism and Christianity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CJST312**
Prereq: **None**

RELI313 Curating Religion: Museums, Monuments, and Memorials
Museums, monuments, and memorial sites have long been important sites for public reckoning with the past. But they are not only about the past, they represent present struggles about the meaning of history and the possibility of imagining different futures. In this multidisciplinary class, we will work as a group to examine diverse case studies in which religion and memorial culture intersect in acts such as curation, representation, conservation, and repatriation. Visiting exhibitions and working with Wesleyan's collections, some of the questions we will ask include: What are the ethics of the treatment of objects in museums and of repatriation? How does space shape religious experience in an arguably secular setting? How do monuments invoke religious imagery and symbolism in their construction of history? In what ways does placing something behind a glass case give it a religious aura, and in what ways does it drain an object of its sacrality?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ANTH314, CJST314**
Prereq: **None**

RELI314 Buddhist Traditions of Mind and Meditation
This seminar surveys a range of Buddhist meditation practices in the context of traditional theories of mind, perception, and cognition, with an emphasis on the traditions of South Asia, East Asia, and the Himalaya. Beginning with canonical descriptions of the mind and its variety of mental states, the course will then examine early scriptural expositions on the two principal types of meditation techniques: tranquility or concentration meditation (samatha) and insight meditation (vipasyana). Next will be an examination of techniques for cultivating compassion and the view of emptiness that were central to the later Indian traditions of the Mahayana or Great Vehicle. The course will finally turn to the elaborate systems of Tantra that developed in India and spread through Tibet, which incorporate the visualization of deities and recitation of mantras. Readings will include both primary Buddhist canonical works and commentaries by contemporary Buddhist teachers in English translation as well as secondary scholarship on the historical context of Buddhist meditation systems, cognitive theory, and ritual practice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS314**
Prereq: **None**

RELI315 Ethics and Action in the Buddhist Cosmos
We often think about nirvana, or "enlightenment," as the ultimate goal of Buddhist practice. But the reality is much more complex. Buddhist traditions imagine a huge range of positive outcomes for moral behavior: immediate material benefits, rebirth in a better body or in a wealthier family, and enjoyment of gold-paved heavens or eternally blissful Pure Lands.

In this seminar we will read Buddhist scriptures, commentaries, biographies, narrative anthologies, and scholarly works that trace the many ways of thinking about ethics, action, and rebirth in the vast Buddhist cosmos. We will tour Buddhist heavens and hells, Pure Lands and political dystopias, as well as the complex worlds of Buddhist modernity. Along the way we will begin to think about key issues in the study of religion: narrative and ethics, magic and material culture, cosmology and sacred presence, modernity and globalization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI316 Human Rights and Spiritual Ecologies of Indigenous Peoples
This seminar will explore the social, legal, and metaphysical aspects of indigenous spiritual ecologies and their relation to United Nations discourses, indigenous community media production, and land rights movements. We will consider how indigenous peoples both respond to legal frameworks and press their positions into national and international human rights standards, on issues ranging from governance to cultural survival, from environmental management to language policy.

A particular emphasis will be put on the Andean and Amazonian regions of South America, the Mesoamerican highlands (Chiapas, Guatemala), the United States, and the United Nations Permanent Forum on Indigenous Issues, but students are encouraged to pursue their research projects across Abya Yala (the Americas).

This course focuses on developing critical thinking skills and places a special emphasis on writing and thoughtfully responding to the materials presented in class. Classes will not only consist of framework lectures and discussion questions, but also a combination of student panel presentations and writing in a collaborative environment. Participation in these activities is crucial to success in this course. Opportunities for student engagement in Manhattan at the April 2024 United Permanent Forum on Indigenous Issues are currently in development.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS328**
Prereq: **None**

RELI317 Colonizing Space: Exploration, Extraction, and Inhabitation
In his 2025 Inauguration Address, the US President promised that the nation "will pursue our manifest destiny into the stars, launching American astronauts to plant the Stars and Stripes on the planet Mars." What is "manifest destiny," and what does it have to do with outer space? Would planting a flag on Mars amount to claiming it as territory? And why is this administration setting its highest hopes on Mars? This course will track the ideological and colonial history

of the Apollo era before approaching the scientific, economic, and legislative landscape of the corporate sector known as "NewSpace." It will explore the mythological underpinnings, narrative imaginings, and theological justifications for the unfettered exploitation and inhabitation of Earth, the Moon, asteroids, and Mars. Finally, it will ask whether an ethically and ecologically sustainable space program is possible.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS317, STS327**
Prereq: **None**

RELI317F Colonizing Space: Exploration, Extraction, and Inhabitation (FYS)
Under its "Artemis Mission," NASA plans to put "the first woman and first person of color" on the Moon to build a permanent outpost. This lunar base will allow NASA to mine the Moon, extract precious metals from asteroids, and eventually colonize Mars--hopefully before China and Russia do the same. Thanks to recent legislation, NASA will rely throughout this mission on the rocket and extractive technologies of private corporations like SpaceX, Blue Origin, Moon Express, and Deep Space Industries, whose CEOs proclaim they are saving the human race by expanding it into space. It will also rely on the backing of the newly-created sixth branch of the U.S. military: the Space Force.

This course will track the ideological and colonial history of the Apollo era before approaching the scientific, corporate, and legislative landscape of "NewSpace." It will explore the mythological underpinnings, narrative imaginings, and theological justifications for the unfettered exploitation and inhabitation of the Earth and its cosmic neighbors. Finally, it will ask whether an ethically and ecologically sustainable space program is possible.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS317F, STS327F**
Prereq: **None**

RELI318 Awesome Cinema: Religion, Art, and the Unrepresentable
How does one represent the unrepresentable? In particular, how might a medium like cinema, founded on recording the visible world, move us to sense something beyond human experience? Various artistic, religious, and religiously artistic traditions use mystery, horror, surprise, disgust, and pleasure to evoke the uncanny, the majestic, the terrifying, and even the sublime in us. This class examines how filmmakers prompt audiences to feel awe (which might be awesome, awful, or both) and how that relates to religious engagement with the non-rational. Noting parallels in painting, ritual, architecture, and other means of expression, we consider how art structures emotion, perception, and cognition to exceed representation of the known. This class will examine how aliens, avatars, black holes, death, deities, demons, saints, saviors, superheroes, and nature have been conduits to that which appears to escape reason.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM318**
Prereq: **RELI151 OR FILM307 OR FILM304**

RELI320 Schemers and Redeemers: Capitalism and Christianity in the Early Republic
This course examines the intersection of two of the most significant themes in U.S. history: Capitalism and Christianity. Beginning with the Early Republic (1790s) and continuing through the mid-19th century, this course asks students to explore how Americans used their religious identities to negotiate and shape market activity and institutions (and in turn, how the marketplace shaped their religion). Students will investigate the varied ways in which religious women and men resolved tensions between gender, class, slavery, moral dogma, and market imperatives. Finally, this course will require students to reflect on how the early 19th-century U.S. experience informs our understanding of the relationship between capitalism and Christianity in 21st-century America.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST313**
Prereq: **None**

RELI321 Visual Worlds of Himalayan Religions
How do Tibetan Buddhists look at religious images? What do pilgrims in Nepal see when faced with sacred monuments? Why do devotees in Bhutan display erotic caricatures in public? This seminar will explore the ubiquitous role of images and imagining in the religious traditions of the Himalayan region. Readings and viewings will examine the painting, sculpture, architecture, and performing arts of the Himalaya (including Tibet, Nepal, north India, and Bhutan), placing them in the context of local religious beliefs, ritual practices, and literary canons. The seminar aims to understand how Himalayan cultures produce religious images and the ways of seeing that invest them with meaning. Classes will address specific modes of visual representation, the relationships between text and image, and the social lives of images, as well various theoretical and methodological approaches for their reading and interpretation. Particular attention will be paid to representations of Buddha Sakyamuni and visual expressions of his life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS321, ARHA223**
Prereq: **None**

RELI322 Playing God: Race, Colonialism, and Raising Dinosaurs from the Dead
This seminar draws on the fields of religious studies, ecocriticism, philosophy of science, decolonial thought, Black studies, political anthropology, and queer theory to examine our culture's fascination with dinosaurs. Questions discussed include: What are the ethical implications of "discovering" dinosaur fossils on stolen Indigenous land? How have "philanthro-capitalists" used dinosaurs to promote the ideology of American exceptionalism? How do fossil fuels and their extraction relate to searches for fossil animals? Why do creationists believe dinosaurs still live, and how is this a remnant of European imperialism? Is the dream of resurrecting extinct species scientific or religious? How do natural history museums benefit from and contribute towards colonialism? Is the past more like a natural resource or public utility? In the process of addressing these and many more questions, students will examine what dinosaurs can teach us about humans, non-humans, post-humans, extinction, and the end of the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI323 The Black Charismatic
In this course we will explore the interplay between black politics and popular culture in the post-civil rights era. More specifically, we will examine the aesthetics of affective (commonly called "charismatic") black political leadership by attending to Tavis Smiley's yearly "State of the Black Union" address, 2000-2010. We will rely almost entirely on film, video, and digital archives in order to trace the eleven-year-long evolution of Smiley's annual event,

while focusing our hermeneutic attention on the racialized and gendered performances of Louis Farrakhan, Michael Eric Dyson, Cornel West, and others. Through close readings of their televised performances, then, this course will require students to think and write about the practice and rhetoric of the black charismatic. How might the black charismatic threaten to undermine the political opportunities afforded by the success of the modern civil rights movement? How did Smiley's yearly event create the illusion of a black public sphere? What are the unintended consequences of substituting affect for political action? Similarly, what are the potential perils of a politics that results in ephemeral catharsis without dangerous political consequences? While participating in the general discussion across the semester, students will be searching out specific research topics of their own, topics relating the seminar conversation to original research questions about: the new liberalism of black politics; the crisis of the black public intellectual; the importance of technology (particularly the ways in which new media have changed, even upended the political habitus itself); and the relationship between gender (particularly black masculinity), charismatic leadership, and respectability politics. Authors will include (in no particular order): Adolph Reed, Richard Iton, Hazel Carby, Hortense Spillers, Houston Baker, Erica Edwards, Melissa Harris-Perry, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM314, FGSS313**
Prereq: **None**

RELI324 Biopolitics, Blackness and Spirit Baptism: The Birth of American Pentecostalism
American Pentecostalism is a conservative, Protestant, Evangelical revival movement that emerges in and through Black practices that constitute an exclusion in the racialized religious, social, cultural, and political formations of early 20th-century United States. Rather than examining Pentecostalism through a single lens called "religion," this course will use the themes of Biopolitics and Blackness to examine Pentecostalism through its most commonly known feature--an experience called the baptism of the Holy Spirit. Pentecostals were narrated in popular and critical accounts in the late 19th and early 20th century as exhibiting criminality, insanity, and raced, gendered, and sexed Black pathology. These marks of abnormality were all part of a formation of power in America known as biopolitics. As an idea, biopolitics is popularized by French historian/philosopher Michel Foucault. Foucault's concept attempts to explain how different intellectual and professional disciplines emerge in nations during the late 19th and early 20th centuries to best create a thriving population, which could be made to live. The power of the nation-state had traditionally been expressed in and through the power to kill. As a revival movement, Pentecostalism rehearses these themes, as early adherents fight over what it means to be made alive when racial Blackness is almost often seen as a mark of and for death. The course will study original accounts and sources from the historical period, read critical, interpretive accounts, and use a variety of media. All resources will be provided in class or via Moodle.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM327**
Prereq: **None**

RELI325 The Black Soul: DuBois and the Practice and Grammar of Religion
W.E.B. DuBois is a foreparent in modern sociology, history, poetics, and aesthetics. DuBois was no less formidable and foundational for understanding religion in general, and Black religions in particular. This course seeks to read several of the great works of DuBois, interpreting them in light of their relevance for the study of religion. The course will also give extensive consideration to how DuBois both studied and used religious grammar and practices to build his intellectual program. The course will examine DuBois's impact on the study of religion globally in the aftermath of his work. DuBois's works will be considered, along with interpretations from Edward Blum, Hazel Carby, David Chidester, Gary Dorrien, Cheryl Sanders, Theodore Vial, Stephanie Shaw, Victor Anderson, and Rebecka Rutledge Fisher.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM328**
Prereq: **None**

RELI326 Religion and Rocks
In the last few decades, scholars have increasingly cautioned against anthropocentrism in the natural and social sciences, calling our critical and ethical attention to the worlds of nonhuman animals, vegetables, funghi, bacteria, and even quarks. Attuned as we've become to this entangled riot of agents, one might be forgiven for wanting something unquestionable (not to mention unmoving) to stand on. Nevertheless, this course will suggest we turn our attention to the literary, religious, cultural, and scientific imagination of rocks. Why do children collect rocks; what do geologists learn from them; what does industry do to them? How does a mountain become sacred; how do sages encourage stones to speak; who buys and sells crystals, and why? And why is it the case that, even though particular people hold particular stones, gems, mountains, planets to be powerful and even sacred, the category of "rocks" seems not to merit much critical (much less ethical) consideration?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **STS341**
Prereq: **None**

RELI327 How to Be a Buddha: Buddhist Philosophy in Practice
What does it mean to become a buddha? How might one lead an awakened life? This advanced seminar explores the paths of ethical practice, philosophical insight, and meditative cultivation through one of Mahayana Buddhism's most celebrated and influential texts: The Guide to the Bodhisattva's Way of Life (Bodhicaryavatara). Composed in verse by the renowned eighth-century Indian scholar Shantideva, this masterwork of Indian philosophy and Buddhist literature sets forth in vivid detail the ideal of the bodhisattva, an individual focused on attaining the state of a buddha for the benefit of others. Through a close reading of Shantideva's work in various translations, traditional Buddhist commentaries, and secondary scholarship, we will follow Shantideva's account of the bodhisattva path, examining key points along the way including the nature of suffering and the possibility of liberation; the ethical frameworks of bodhicitta (the mind of awakening); the tension between individual agency and interdependence; the nature of mind; views of no-self and emptiness; and the unfolding of wisdom. The seminar will also consider how, in recent decades, the Guide has been recast and reinterpreted under the rubric of human flourishing and as an approach to living a "good life."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Prereq: **None**

RELI337 Missionary Mysteries: the Objects and Archives of Wesleyan's Missionary Past
This course examines the history of Wesleyan University's connections to missionary work in the nineteenth and early twentieth centuries, as seen through the university's archival and object collections. Students will spend the bulk of classroom time in hands-on learning as they engage with the archives of the Wesleyan Missionary Lyceum and cultural heritage collections obtained by

missionaries and brought back to the University. Beginning with an overview of historical, archival, and museum methods, the course then will examine objects and written records from the Americas, West Africa, East Asia and the South Pacific. Students will be challenged to consider the ways in which Wesleyan has been engaged in colonialism, imperialism, and global evangelism. Topics of investigation will include: gender, linguistics, museum ethics and repatriation, the use of objects as educational tools.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST337, ANTH337**
Prereq: **None**

RELI373 Religion, Science, and Empire: Crucible of a Globalized World
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism, it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **STS373, EDST373, GSAS373**
Prereq: **None**

RELI375 Relic and Image: The Archaeology and Social History of Indian Buddhism
This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (first to third century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts, then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodh Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA381, CEAS381, ARCP380, GSAS381, ARHA381, ARCP380, CEAS381**
Prereq: **None**

RELI377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse
This course will focus on two questions that have thwarted and enthralled scientists, philosophers, and theologians for millennia: Where have we come from? and Where are we going? By reading ancient Greek and early Christian sources alongside contemporary astrophysicists, we will witness the reconfigured resurrection of some very old debates about the creation and unmaking of the world. Is the universe eternal, or was it created? Is it finite or infinite? Destructible or indestructible? Linear or cyclical? And is ours the only universe, or are there others?

The semester will be divided into four sections. The first will explore the dominant, or "inflationary," version of the big bang hypothesis in relation to Christian and indigenous myths of creation. The second will consider the possibility that the whole universe might be a negligible part of a vast "multiverse" in conversation with the early Greek atomists, who posited an extra-cosmic space teeming with other worlds. The third will explore contemporary cyclical cosmologies--that is, theories that posit a rebirth of the cosmos out of its fiery destruction--in relation to early Stoic philosophy and cross-cultural cyclic mythologies. The fourth will explore quantum cosmologies, in which the universe fragments into parallel branches each time a particle "decides" upon a position. We will examine these varied cosmologies of multiplicity, not with a view toward adjudicating among them, but toward pointing out their mythic and ontological genealogies and consequences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **STS377**
Prereq: **None**

RELI379 Christianity and Sexuality
This course will explore a range of Christian teachings on, attitudes toward, and technologies of sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and trans practices and identities, and reproductive justice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **FGSS309, MDST379**
Prereq: **None**

RELI391 Religion and the Social Construction of Race
In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) the means through which communities form collective identities. We will read a range of historical analysis and primary source materials from the U.S. and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Father Divine, the Nation of Islam, Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary U.S. relationship to the Middle East.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM280**
Prereq: **None**

RELI393 "If there is no God, then everything is permitted?" Moral Life in a Secular World
In Fyodor Dostoevsky's The Brothers Karamazov, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity.

One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French laïcité, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST395, REES344**
Prereq: **None**

RELI393Z "If there is no God, then everything is permitted?" Moral Life in a Secular World
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

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Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST395Z, REES344Z**
Prereq: **None**

RELI395 The Anthropology of Religion
What do we study when we study religion? We can observe practices, record speech, examine objects and actions--but what do these things tell us? If religion is about belief, what can we say about belief from documenting actions? Perhaps we must conclude that religion is not about belief, but if so, are in danger of "explaining away" the very phenomena we seek to understand? This course will introduce students to a cross-cultural, comparative perspective on religious practice and belief in order to critically reflect on the role of methodology and research design in the study of religion and the social sciences more broadly. How do we know what we know? How do we plan research in order to find out what we want to know? The course has a significant methods component. Students will be expected to do field research exercises in a local religious community and prepare a methodology research proposal for a fictional or real project as a final assignment. Methodological exercises will be interspersed with ethnographic texts that allow us to reflect on how religion is studied, experienced, and explained. Students planning theses or other research projects with an ethnographic component, in any social science field, may use the class and the final assignment to conceptualize and plan their projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ANTH395**
Prereq: **None**

RELI398 Majors Colloquium in Religious Studies
This course is designed to teach us how to reflect critically upon the theories, methods, and discourses that constitute the academic study of religion. We will be concerned with current studies in history and the history of religions, classic theory on religion, ethnographic methods, and contemporary theory on secularism. Our task is to understand and assess how scholars of religion make critical judgements. And so, since the building blocks of argumentation remain constant -- definitions, classifications, data, and explanations -- we will seek to identify and evaluate each scholar's principles of selection, means of description, stipulation of evidence, use of comparative categories, and methods and models of argumentation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **RELI151**

RELI401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

RELI404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **Cr/U**

RELI407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RELI408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RELI409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

RELI466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

RELI467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

RELI468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

RELI469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

RELI491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

RELI492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

RELI495 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

RELI496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

RELI501 Individual Tutorial, Graduate
Offering: **Host**
Grading: **OPT**

ROMANCE LANGUAGES AND LITERATURES

The Department of Romance Languages and Literatures (RL&L) is a cornerstone of the humanities at Wesleyan and the University's gateway to the French-, Italian-, and Spanish-speaking worlds. We represent literary and cultural traditions that extend from the Middle Ages to the present. We teach languages, literatures, and cultures that span Europe, Asia, Africa, and the Americas. Our students develop and apply their knowledge and skills through the extracurricular activities and study-abroad opportunities that we promote. Through a network of collaborations across departments and divisions, we support a wide array of majors, academic programs, and initiatives.

ADDITIONAL INFORMATION

Students interested in enrolling in French, Italian, or Spanish at the elementary or intermediate levels are urged to do so during their first-year and sophomore years. Department policy gives priority to first-year and sophomore students in our language classes (numbered **101–112**) to allow students to study abroad and to meet the requirements of those programs requiring language study. Juniors and seniors who wish to take elementary and intermediate language courses should submit an online enrollment request and attend the first class. They may be accepted during the drop/add period if seats become available. Should a junior or senior enroll in the first course of an ampersand sequence (such as **101–102**), he or she will have priority for the second course, just like first-year and sophomore students.

AFFILIATED FACULTY

Gabrielle Ponce-Hegenauer
BA, University of Illinois Urbana; MFA, Johns Hopkins University; PHD, Johns Hopkins University
Associate Professor of Letters; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Romance Languages and Literatures

CHAIR

María Ospina
BA, Brown University; MA, Harvard University; PHD, Harvard University
Chair, Romance Languages and Literatures; Professor of Spanish; Professor, Latin American Studies

EMERITI

Paula Paige
BA, Mount Holyoke College; MA, Middlebury College
Adjunct Professor of Romance Languages and Literatures, Emer

VISITING FACULTY

Elizabeth Jackson
BA, Rutgers University; MA, University of Texas Austin; PHD, University of Texas Austin
Visiting Professor of Portuguese

DEPARTMENTAL ADVISING EXPERTS

Michael Meere, *French Studies*; Olga Sendra Ferrer, *Hispanic Literatures and Cultures*; Camilla Zamboni, *Italian Studies*; Maria Ospina, *Romance Studies*

- Undergraduate French Studies Major (p. 1075)
- Undergraduate French Studies Minor (p. 1125)
- Undergraduate Hispanic Literatures and Cultures Major (p. 1081)
- Undergradute Italian Studies Major (p. 1084)
- Undergraduate Romance Studies Major (p. 1107)

FRENCH

FREN101 Elementary French I
This course is designed for first-time French learners who wish to acquire and develop listening, speaking, reading, and writing skills by learning basic vocabulary, useful expressions, and fundamental grammatical structures. Students will also gain cultural insights into the French-speaking world, from Senegal to New Caledonia, from Quebec to Louisiana, from Belgium to Guadeloupe, and beyond. In class, students will participate in activities that promote communicative proficiency and cultural competence through vocabulary and grammar exercises, games, skits, conversation, authentic readings, and the use of various audio-visual materials. Classes are conducted in French. FREN 101 is the first semester of the elementary French language sequence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN102 Elementary French II
This second-semester elementary French course is designed for students who have taken FREN101 or have had one or two years of French in high school and placed into FREN102 through the language placement test. The main goal of this course is to enable students to achieve intermediate communicative proficiency in French by developing their listening, speaking, reading, and writing skills. Students will thus increase their vocabulary, learn more advanced grammatical structures, and gain further cultural insights into the French-speaking world. In class, students will participate in activities that promote communication and cultural competence through vocabulary and grammar exercises, games, skits, conversation, authentic readings, and the use of various audio-visual materials. Classes are conducted entirely in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN110 Accelerated Intermediate French I & II
This course combines two semesters of intermediate French into one to allow for a faster track in French. The course develops students' abilities in the four basic skills of listening, speaking, reading, and writing through oral and written practice. It focuses on grammatical structures and vocabulary at the intermediate level and introduces students to contemporary French-language cultures from around the world through discussion of cultural and literary texts and use of audiovisual material.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN111 Intermediate French I
Students will develop their abilities in the four basic skills of listening, speaking, reading, and writing through oral and written practice. The course focuses on grammatical structures and vocabulary at the intermediate level and introduces students to contemporary French-language cultures from around the world through discussion of cultural and literary texts and use of audiovisual material.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN112 Intermediate French II
This is a course for students who have taken FREN 111 or arrive at Wesleyan with a good command of French. It builds on students' previous knowledge to expand and refine their ability to express themselves, both orally and in writing, through exposure to a variety of challenging cultural and literary materials in various media. The course includes a review of basic grammar but emphasizes more complex linguistic structures.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN215 Advanced Intermediate French
This course prepares students for upper-level French courses and for study abroad. It offers students the opportunity to review and strengthen their speaking, writing, and reading abilities in French. Class time is devoted to grammar review and to discussions of short reading assignments (literary and non-literary) from the French-speaking world (France, Africa, and the Caribbean). The semester ends with students reading an entire novel in French. Daily class discussions, oral presentations, weekly discussions with French teaching assistants, outside-of-class grammar review, and compositions are to be expected.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN216 Introduction to French Literature and Culture: From Notre Dame to The Terror
This class will introduce students to the ideas, culture, art, and literature of pre-Revolutionary France. We will read a "romance" by Chrétien de Troyes, bawdy tales by Rabelais, poems by Louise Labé and Ronsard, Montaigne's mediation on cannibals, a play by Molière, and a short "science fiction" tale by Voltaire. This class is designed to help students improve their writing and speaking skills and prepare for a term abroad in a francophone country.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN217 Exoticism: Imaginary Geographies in the 19th-century French Short Story
In this seminar we will consider the fascination with the exotic--with foreign landscapes, customs, and culture--in 19th-century French fiction, particularly in the genre of the short story. Discussions will focus on the representation of foreignness, the construction of the exotic woman, and the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Merimee, Loti, Flaubert, Hugo, Baudelaire, and Théophile Gautier. Although a 20th-century text, we will also read Duras's L'Amant.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN219 "Enfances": Literature and Childhood
At the heart of our discussions in this class will be the question of how adults construct the child's point of view. How can we define childhood? How can we evoke it through narrative? How ought we make art for children? We'll explore a variety of literary and cinematic sources from the French speaking world including Marjane Satrapi's Persepolis, the Comtesse de Ségur's Les Malheurs de Sophie, François Truffaut's L'Argent de Poche, and assorted French-language picture books. Along the way we will work on developing analytic and creative writing skills in French. (This course is conducted in French.)
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN220 Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes
Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his Arthurian tales became the basis for all future retellings of the legend. We will read these tales in depth, paying particular attention to their enigmatic quality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST230**
Prereq: **None**

FREN221 French Mythologies
Starting from "Mythologies" by Roland Barthes (1957) and "Nouvelles Mythologies" edited by Jerome Garcin (2007), this course examines how contemporary social values are turned into modern myths and some of the domains that seem to define France in the 21st century. How do the representations of food, fashion, le chic, la laïcité, strikes, colonialism and post-colonialism, etc., in contemporary novels and films still define France today?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN222 Love and Loss in Medieval and Early Modern French Literature and Culture
The interconnected themes of love and loss encompass others such as desire, passion, friendship, death, separation, and grief. This course introduces students to the uses of these themes in French literature of the medieval and early modern periods by reading a range of texts, from the courtly romance and lyric poetry, to the essay, the novella, and theater. We will examine how men and women treat these themes, and we will be especially sensitive to the ways in which women write in genres traditionally dominated by men. Topics of study will include the body, virtues and vices, marriage, sexuality, seduction, chastity, and violence. We will also place emphasis on improving French pronunciation and on developing oral presentation and written skills. Readings, papers, and discussions will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST220**
Prereq: **None**

FREN223 French Way(s)
What are "French" ways? What is important to the French, and how do they view themselves? What do they think about issues facing their country, Europe, and the world at large? What relationship does France have with the francophone world? What does it even mean to be "French?" Students in this course will explore these questions by examining a variety of materials including the press, comic strips, films, music, vlogs, television and radio broadcasts, and other selected readings. This course is designed for highly motivated students with a firm foundation in French who wish to refine their skills in listening, speaking, reading, and writing while gaining more insight into French life and culture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN224 Cultural Mo(uve)ments from the 19th to 21st Centuries
The purpose of this course is to familiarize students with movements such as romanticism, realism, surrealism, and the Nouveau Roman, to name a few. Some of these movements stem directly from the political context, while others seem to have grown almost organically. Though the course will primarily rely on

literary texts, it will also examine the "passerelles" between literature, music, and painting.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN225 20th-Century Franco-Caribbean Literature and the Search for Identity
This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolite, and Louisianitude. This course is taught entirely in French. Readings, written assignments, and class discussions will be in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, and the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN226 From the Diary to the Graphic Novel, Women Writers from the 17th to the 21st Centuries
While women in France were for a long time not welcomed in the literary sphere, they have nonetheless participated in the various movements that have affected literature from the 17th century on. The purpose of this course is to discuss women's space within the literary field. Through the study of various texts, this course will examine women's compliance and defiance towards literary trends. Far from only writing diaries and fairy tales, French women writers have considerably expanded their presence in genres that seemed resolutely closed to them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN227 Revolutions: American, French, Haitian
This 200-level course (which is open to students who have taken FREN215) examines the American, French, and Haitian Revolutions through a comparative historical and literary lens, with particular attention to political language, revolutionary texts, and transatlantic exchange. We will read short excerpts from primary documents -- pamphlets, declarations, speeches, letters, and constitutional texts -- alongside selected secondary sources in order to analyze how revolutionary figures articulated concepts of liberty, rights, sovereignty, and citizenship across the Atlantic world. One of the primary goals will be to consider how revolution was experienced and represented differently in colonial North America, metropolitan France, and Saint-Domingue (Haiti), and how race, slavery, and empire shaped each revolutionary trajectory. There will be three short papers, class presentations, and a final term paper.
This course is taught entirely in French. Readings, written assignments, and class discussions will be in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country.

Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class.

This course will count as one course toward the French studies major and minor, the Romance Studies major, the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN228 Fight like the French: Debates, Quarrels and Polemics in French Culture
In the age of "fake news" and polarization, knowing how to debate is essential. The French are notoriously practiced in debate; the importance of public opinion and the figure of the public intellectual have made French society as a whole particularly prone to the agonistic discussion of ideas. This course will survey foundational aesthetic and political debates in French culture from the 15th century to this day, focusing on those that were led by writers, philosophers, and intellectuals and that have entered French literary and cultural history. The course will show how controversies mark and make paradigmatic changes in the cultural landscape, advancing the arts and sciences and voicing political dissent. Throughout the course we will read literary works, treatises, letters, and newspapers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST229**
Prereq: **None**

FREN229 What Can the Middle Ages Teach Us About Nature?
Today nature is at the center of our preoccupations. This course will go back to a time before human beings thought they were the masters of nature, when nature was at the same time teaching and allegory, metaphor and science. We will explore the different functions of nature in bestiaries, poems, romances, and herbaria from the Middle Ages to the beginning of the Early-Modern period (in modern French translation). We will be able to see a real herbarium in the Special Collections & Archives. Students will also visit the Davison Center for the Arts and the Joe Webb Peoples Museum to explore visual representations of nature as well as scientific displays. During the semester, students will put together a herbarium that will be displayed in an exhibition at the end of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST227, ENVS229**
Prereq: **None**

FREN230 Knights, Fools, and Lovers: An Introduction to Medieval and Renaissance French Culture
The study of history and past literature provides intellectual, psychological and emotional resources that make one more resilient in adapting to new circumstances, enable one to see new possibilities of being-in-the-world, and provide new capacities for self-understanding. A knowledge of the European past, moreover, can be an advantage for people seeking to study, live, or work in Europe. This course will help students develop those resources and knowledge through a study of various forms of short fiction and poetry from the French Middle Ages and the Renaissance (12th-16th centuries). We will focus on the representations of human relations, above all romantic relations and their inherent conflicts of power, in these works. We will also view a couple of historical films in order to develop our visual imagination.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST257**
Prereq: **None**

FREN231 By Sword, By Cross, and By Pen: An Introduction to Early Modern French Literature and Culture
This course introduces French literature and culture from the 15th to the 17th centuries, when the French territory expanded to its present borders with the rise of the French monarchy. Historical developments include religious upheaval and civil war, overseas exploration and conquest, and the greater dissemination of written works with the invention of the printing press. In this evolving context we will read a variety of literary works of prose and poetry. We will follow the emergence of genres such as the essay and the novel, and observe how different literary forms served to express ideas ranging from personal experiences to sociopolitical aspects of contemporary society. Several film representations of this period will also help us consider how we envision the past.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN232 French Society in Music From the Roaring Twenties to Today
Music has kept the beat of French history through its ordinary and extraordinary chapters. How has music supported France's cultural power and interacted with its external influences? How do songs guard dominant narratives or rally people under revolutionary banners of protest? Over the course of the semester, we will explore music (and its multimodal nature) as a site of cultural expression and a means of understanding social and political movements of modern French society over the last 100 years.

In the first part of this course, we will situate the music of artists such as Josephine Baker, Edith Piaf, Boris Vian, and Serge Gainsbourg in relation to major 20th-century events, from post-World War I Annés folles to May '68. We will consider how songs engage political events and discover the ways in which music shapes and is being shaped by its society. The second part of the course focuses on contemporary music of French expression (Indochine, Orelsan, Yseult, Angèle, Stromae) as related to questions of gender and sexuality, the legacy of decolonization, immigration, technology, and consumerism. Listening to the voices of France and its "others," we will examine expressions of belonging and alienation within a society that constantly reinvents itself while endeavoring to preserve its "inherent" characteristics. Close readings of lyrics paired with historical contextualization will be supplemented with theoretical and literary texts, excerpts from films and documentaries, posters, and photography.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN233 French and Francophone Gastronomy (CLAC .50)
This course explores the variety of French and Francophone gastronomy through texts, recipes, and other media such as films and cooking shows. Through these materials, students will reflect on the relationship between food and culture and the shape it takes in French and Francophone cultures. They will develop a deeper knowledge and appreciation for various foods and dishes. The course will include a hands-on component through which students will cook and taste foods from various areas in the Francophone world. The course will culminate in a final public event during which students will introduce and share foods from the Francophone world, which attendees will have the opportunity to taste. In addition to weekly meetings, there will be a few cooking workshops. Grade will be based on class participation, weekly reflection journals, a final presentation, and a final paper. This course is taught entirely in French. Readings, written assignments, and class discussions will be in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, and the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST226**
Prereq: **None**

FREN234 Francophone Belgian Culture
The Kingdom of Belgium gained its independence from the United Kingdom of the Netherlands after the Belgian revolution of 1830 and has since then developed as one of the central powers of the European Union, of which it was a founding member and whose principal institutions are located in the Belgian capitol, Brussels. The kingdom contains four linguistic regions: Dutch-speaking Flanders, French-speaking Wallonia, German-speaking Eupen-Malmedy, and bilingual (French-Dutch) Brussels. This course will study the development of Francophone Belgian culture since the mid-20th century. We will focus on authors like Georges Simenon, Marguerite Yourcenar, Jean Bofane, Joseph Ndwaniye, Amélie Nothomb, Nicolas Ancion, and Bernard Quiriny; musicians like Toots Thielemans, Jacques Brel, Cecile Kayirebwa, Princesse Mansia M'Bila, Dieudonné Kabongo, Zap Mama, Hooverphonic, Stromae, Damso, Romeo Elvis, and Angèle; and cineastes like Chantal Akerman, Jaco Van Dormael, Jean-Pierre and Luc Dardenne, Lucas Belvaux and Bouli Lanners. The course will also include a unit on the well-known bandes dessinées (comic books) created by Belgian authors and artists, like Herge (Tintin), Morris et Goscinny (Lucky Luke), Jean Van Hamme (Thorgal, XIII, Largo Winch), Hermann (Jeremiah), and Spenale (Wonder Pony).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN236 Going South: "Le Sud" and Its Representations in French Literature and Culture
The course explores representations of "le Sud" across media, from myths and legends to songs, literature, film, and television. We will learn the origins of Provençal identity and how its portrayal has evolved over time. We will gain

a greater knowledge of the many artists and thinkers who have been drawn to the South. Eventually, we will work out a new definition of "le Sud," from Provence to one that includes other Souths such as the global South represented by immigrants from former French colonies.

Although a geographical denomination, a cardinal point, "le Sud" is a contradictory and moving space. The French anthem was first sung on one of Marseille's streets (rue Thubaneau), and the city remains a cosmopolitan port, open to migrations. The 2005 riots did not affect Marseille, yet the first elected mayors from the far-right Front National were in Orange, Toulon, and Vitrolles. The South remains a place of light and sun that attracted numerous painters and a place of dark and shady business run by local and international mafias. How have these contradictions shaped "le Sud" as territory, community, and idea, and how do they function within definitions of French identity?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN237 Francophone North America: French-Canadian, Cajun, Creole, and Haitian Cultures in North America
This course introduces students to key cultural and political mo(ve)ments that made the Francophone (French-speaking) communities in Canada, Maine, and Louisiana. From the tragic Grand Dérangement of Acadians (1755-1763), and the Creole Saint-Domingue refugees in Louisiana (1792-1809), to the more recent arrival of French-speakers from Haiti, Africa, and Asia, Francophone cultures in North America continue to evolve as their diversity grows with each new migration. Special attention will be paid to Canadian and U.S. linguistic policies, migration policies, and the role of art (literature, cinema, etc.) and activism in shaping Francophone identities in an Anglophone context.

Writers studied may include Réjean Ducharme (Québec), Dany Laferrière (Québec-Haïti), Kim Thùy (Québec-Vietnam), Victor Séjour (Louisiana), Zachary Richard (Louisiana), as well as a few writers in English such as Kate Chopin (Louisiana), Edwidge Danticat (US-Haïti), Louise Penny (Québec), and singer-songwriter Josée Vachon (Québec-Maine) who straddle the Francophone-Anglophone divide.

The course will be conducted entirely in French except for a few readings in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN238 Representing the Self, Representing Yourself
In our digital age, with the pervasiveness of Facebook, Instagram, and other forms of social media, what can testimony do? What stories are told? How are they told? What do they mean? How do writers, artists, musicians, intellectuals, and politicians represent themselves? As students, how can you give your memories material substance? How do others' narratives influence the way you interpret your own being? In this course, we will begin to answer these questions by reading, watching, and examining a vast selection of French and Francophone texts, films, and images that recount the self from the Middle Ages to today. There will be a particular focus on queer people, women, and people of color, and how they negotiate difference and alterity in their work. Throughout the course, you will also journal your own experiences and imitate other writers' modes of expression (e.g., memoires, autobiographies, autofiction, the graphic novel, film, documentary, theater, poetry, music, photography). The course will culminate in the creation of your own story, which will in turn prepare you to think critically about the world around you and how to tell your story in interesting, creative, and provocative ways. We will also place emphasis on improving French pronunciation and on developing oral presentation and written skills. Readings, papers, and discussions will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN239 A Virtual Semester in Paris
This course will introduce students to different aspects of life in Paris. It will include virtual visits to museums, monuments, and neighborhoods; lectures by faculty from the Vassar-Wesleyan Program in Paris; and online meetings with different people in Paris. Students will undertake a research project on an aspect of Paris that is of particular interest to them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN240 Cinema and the French Theatrical Tradition
This course examines the connections between French theater and film by looking at manifestations of the theatrical tradition in 20th- and 21st-century cinema. We will read four plays and view a selection of films, along with commentary by directors, playwrights, and actors on their craft. Coursework will focus on the development of literary and visual analysis, the acquisition of terminology related to theater and film, and the appreciation of these two art forms in their past and current contexts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN241 Seeing Is Believing?: The Search for Cinematic Truth
The French director Jean-Luc Godard once remarked that, "Cinema is the truth 24 times per second." Godard refers here to an interplay between truth, time, and the mechanics of film. But does cinema really show us the truth? What kind of reality is it able to capture and how does "truth" relate to its means of representation? This course examines how Francophone film treats the relationship of cinema to truth, covering aspects of film history, theory, and its technical construction. The course is organized around four main areas of inquiry: we first consider the role fantasy and spectacle in the early films from Georges Méliès and the Lumière Brothers, before exploring how cinema re-orients its relationship to the "real" via social realism and the experimental documentary style of the French New Wave. We then discover how cinematic "truth" is reclaimed by filmmakers outside of France, before finally turning to the highly-aestheticized, non-narrative films of "Cinéma du look."

This course will familiarize students with the basics of film analysis and critique, while also providing a foundation in the technical aspects of cinema and how it has evolved as both an art and a science. Each film will be accompanied by readings, and the theoretical framework of the course will derive from André

Bazin's Qu'est-ce que le cinéma? and excerpts from Gilles Deleuze's Cinéma II: L'Image-temps. For their final project, students may submit either a traditional research paper or an original film project that engages with cinematic theories and techniques discussed over the course of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN242 Francophone Graphic Novels: Text, Image and the Spaces In-Between
This course introduces students to Francophone graphic novels (bandes dessinées) from regions such as Côte d'Ivoire, Rwanda, Belgium, Quebec, the French Caribbean, and France, showcasing their cultural and artistic diversity. After an introduction to key concepts in comics studies, students will engage with acclaimed works like Persepolis (Satrapi, 2000), Aya de Yopougon 1 (Abouet & Oubrerie, 2005), and Péyi an nou (Oublié, 2017). These texts serve as a lens to examine pressing debates on identity, migration, memory, race, gender, and religion. Coursework includes critical readings, visual and textual analysis, and creative writing/drawing. By discussing the content of these graphic novels, students will become familiar with a broad range of human experiences as well as major global events. By also focusing on their multimodal form, they will develop a toolbox for analyzing this unique textual/visual medium on its own terms and in relation to other media, especially visual art, cinema, and literature. The class is taught in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN246 Writing Diaspora: Introduction to Asian Francophone Literature and Art
The transnational and open category of Asian Francophonie can inspire students who are language learners of French to contemplate their relationship with the language. Designed for those who are new to Diaspora Studies and Asian Francophone literature, this course introduces a wide range of personal trajectories, challenging the binary division between a mother tongue and a foreign language. Through close-readings of novels, essays, haiku, and experimental literature, students will analyze the correlation between transgressing generic expectations and the desire to overcome the challenge of narrating diasporic experiences. The syllabus includes writers based in France such as Dai Sijie, François Cheng, Shan Sa, and Linda Lê, as well as those in Canada including Ying Chen, Ook Chung, Kim Thúy, and Aki Shimazaki. It concludes with Theresa Hak Kyung Cha, an Asian American multilingual writer and artist. Materials also include their feature-length films, video art, calligraphy, and installation art to explore these artists' multi-media creativity in challenging conventional historical narratives.

This course is taught entirely in French. Written assignments, class discussions, and most readings will also be in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country.

Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class.

This course will count as one course toward the French studies major and minor, the Romance Studies major, the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN247 What (Not) to Wear: Fashion in French Literature and Art
In this course we will consider the political, social, historical, and artistic importance of French fashion through a series of case studies. We will explore a number of sources such as ancien régime costume design, realist novels, memoirs, impressionist paintings, 20th-century advertising, and archival fashion magazines. Attention will be paid not only to what was being worn, but also to those who helped make fashion materially possible, for instance textile workers both in France and in colonized areas. This course is taught in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN248 Colonial/Decolonial
Colonial/Decolonial is taught in French and open to anyone who has completed FREN 215. It offers an exploration of the often-contentious debates surrounding colonization and its aftermath in shaping French and Francophone cultures and societies. The course examines the historical processes, theoretical frameworks, and artistic expressions that define colonial and postcolonial dynamics. In the first half, we trace the intellectual and cultural justifications and critiques of colonial expansion through readings from Bougainville, Diderot, and Prévost, alongside representations of the "other" in the Encyclopédie and the Description de l'Égypte. The second half explores postcolonial and decolonial thought as both historical phases and interconnected schools of theory. Topics include the specifics of decolonization from France, portrayals of the French colonizer, and connections between the Francophone world and other formerly colonized regions. Guiding these discussions are works by Aimé Césaire, Frantz Fanon, Edward Said, Maryse Condé, Assia Djebar, Albert Memmi, and Henri Laurens. The course also includes screenings of Pépé le Moko (1939, dir. Julien Duvivier), The Battle of Algiers (1966, dir. Gillo Pontecorvo), Adieu Bonaparte (Egypt, 1985, dir. Youssef Chahine), and Atlantique (2019, dir. Mati Diop). Additional insights are drawn from several podcasts and interviews on Radio France, linking colonial, postcolonial, and decolonial discourses to contemporary theoretical, political, and artistic debates.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN249 The Art of the Essay: A Creative Non-Fiction Class
This is both a creative writing and literature seminar, a hybrid experience where students will read some of the most momentous and important examples of the essay genre while simultaneously producing their own interpretative compositions. We will begin by reading a few essays by Montaigne (the writer who effectively defined the genre) before moving on to other authors from the French and Francophone world (e.g., Baudelaire, Voltaire, Césaire, and Beauvoir) who gravitated to this open and highly personal way of writing. We will also speak to several essayists during the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN253F French Literary Masterpieces on Screen (CLAC 0.5)
This CLAC course is linked to the FYS RL&L 252F: French Literary Masterpieces in Translation and on Screen. In this CLAC course, conducted entirely in French, students will have the opportunity to read the texts in their original language, and to hone their French speaking, listening, and writing skills. Assignments will include written commentaries (i.e., close readings) and short presentations on the material. As for the films, students in the CLAC course will be expected to watch and discuss French-language adaptations. This CLAC course is intended for students who have at minimum an advanced intermediate level of French. Learners of French as well as native and heritage speakers of French are welcome. Credit: 0.5. Regardless of students' previous exposure to the French language, including AP and IB courses, students interested in the CLAC course must take Wesleyan's French placement test and score into at least FREN 215 (Advanced Intermediate French). Should they place into FREN 215, they must enroll in this class in order to be eligible for the CLAC course. Students who place into FREN 112 or below will not generally be eligible due to the degree of difficulty, though students may submit a petition. Moreover, all students must meet with the instructor before enrolling in the CLAC course for an oral comprehension and expression evaluation. This CLAC course, in combination with the FYS in English, will count toward the French Studies Major or Minor, as well as the Romance Studies Major.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST223**
Prereq: **None**

FREN254 Paris to Saigon: French Representations of Asia
The course explores the ways in which French explorers, writers, and artists traveled to Asian countries, such as Japan, China, and Vietnam, in the 19th, 20th, and 21st centuries and represented "Extrême-Orient," a Eurocentric designation. Attentive analysis of their works will allow us to question the colonial construction of the Far East as "other"; examine Asian influences on cultural, aesthetic, and literary expressions; and discuss Asian presence in postcolonial France. Issues such as orientalization, eroticization, and hybridization of genres and identities will be the subjects of our study.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN270 Monstrous Margins & Otherness
This course proposes to study monsters as a critical lens for examining sociocultural tensions, hopes, and anxieties in French literature and culture from the Renaissance to the present day. Dwelling across borders and boundaries, the monster is a paradoxical figure: it is unsettlingly close to us yet also marked by radical otherness. Throughout the semester, we will explore this dual dynamic: on the one hand, it is a figure that threatens social, moral, and cultural norms, and on the other, the monster exposes the failures and blind spots of the very structures that try to contain it. From fairy-tale villains and vampires to the postmodern zombie, we will examine what the monsters tell us about being human and about our perceptions of reality. Class readings include a variety of genres (fairy tales, short stories, poetry) and media forms (literature, visual arts, film). Class work will combine close readings of literary and visual texts with theoretical frameworks, as well as creative writing.
Readings, written assignments, and class discussions will be conducted in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may enroll in this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country. Students who are not admitted to the course during pre-registration are strongly encouraged to submit an enrollment request and attend the first class meeting. This course counts toward the French Studies major and minor, the Romance Studies major, and the COL major. It also fulfills the language requirement for the ARHA major and the GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN273 The Business of Letters: The French Epistolary Novel
Before the 18th century, the first-person narrative was often perceived as self-indulgent, not to mention distasteful. Eighteenth-century readers, however, became fascinated with the intimacy, immediacy, realism, and confessional aspect of highly charged first-person perspectives. It comes as no surprise, then, that this was the golden age of the Roman Epistolaire, the novel composed entirely of letters. In this class we will read a number of epistolary novels that allowed for the development of highly subjective, and often challenging, points of view. Sample works include Madame de Graffigny's critique of European society (Lettres D'une Peruvienne), Mme de Charriere's praise of female independence (Lettres de Mistriss Henley), Montesquieu's political satire of French life through the eyes of Persian travelers (Lettres Persanes), and Laclos's tale of seduction and aristocratic libertinage (Les Liaisons Dangereuses). We will also read one example of the epistolary novel's stylistic counterpart, the Roman-Memoire.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN275 Histories of Race: Science and Slavery in an Age of Enlightenment
The concept of race was first "invented" during the 18th century by anatomists, natural historians, and, ultimately, the century's classifiers. This class will come to grips with the birth of this concept in two ways. First, we will read excerpts from travelogues to Africa and the Caribbean (as well as short excerpts from natural history) in order to chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. Having studied this "proto-raciology," the class will then examine 16 unpublished manuscripts that were submitted to a contest on the source of "blackness" organized by the Bordeaux Royal Academy of Sciences in 1739. These include essays submitted by priests, anatomists, and partisans of climate theory. Students in this class will actively engage with these materials by producing glossary definitions that will be published along with the entire collection of essays. The ultimate goal of this course is to provide students with an understanding of the concept of race that will inform their reactions to this question as both a historical concept . . . and an ongoing problem that affects all of us in the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RLAN**
Identical With: **COL281**
Prereq: **None**

FREN281 French and Francophone Theater in Performance
This course introduces students to the richness of the French and Francophone dramatic repertories, on the one hand, and, on the other, invites them to discover acting techniques (such as movement, physicalization, memorization,

mise en scène, and so forth). Students will thus put their language skills into motion, and the course will culminate in a public performance at the end of the semester. (Special accommodations will be made for students who do not wish to perform publicly). Taught exclusively in French, the course will place particular emphasis on the improvement of students' oral skills through pronunciation and diction exercises, all the while polishing their written expression and enhancing their aural comprehension.
Offering: **Host**
Grading: **A-F**
Credits: **1.25**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA291**
Prereq: **None**

FREN282 French Cinema: An Introduction
This course introduces students to the history of French cinema (the evolution of its aesthetics as well as of its main themes), from the films of the Lumière brothers in 1895 until now with French filmmakers of Maghrebi origins. One leading question of the course will be, What makes French cinema "French"?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN301 The Race Makers: How the Enlightenment Invented the Most Dangerous Idea in History
The concept of race was first "invented" during the 18th century by anatomists, natural historians, and, ultimately, the century's classifiers. While this seminar is constructed as something of an intellectual history seminar, it will also delve into the lives and (often messy) psychologies of several of the people who helped develop the idea of race during the eighteenth century. We will become familiar with a French king and the signatory of the Code Noir (Louis XIV), the Swedish inventor of the term Homo sapiens (Linnaeus), the theorist of human degeneration from a white prototype (Buffon), the most famous philosopher of the eighteenth century (Voltaire), the theorist of human stage theory (Robertson), a skull-measuring naturalist (Blumenbach), and an American president, in Thomas Jefferson. The class will also examine 16 manuscripts that were submitted to a contest on the source of "blackness" organized by the Bordeaux Royal Academy of Sciences in 1739. The goal of this course is to provide students with an understanding of the origins of race that will inform their reactions to this question as both a historical concept, and an ongoing problem that affects all of us in the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RLAN**
Identical With: **STS303**
Prereq: **None**

FREN302 West African Literatures and Cultures in French
This course explores major texts in modern and contemporary Francophone African literature by delving into four major themes that traverse the recent cultural, literary, and political history of Francophone West Africa.

The course starts by investigating the relationships between orality and literature through the lens of often-intersecting debates around tradition and modernity; the focus will then shift to articulations of nation, liberation, and the promises of independence, war, and memory, and finally the ruptures and continuities of the post-colonial, neoliberal present.

By spending significant time with primary sources that span over a century of literary and cultural production from and about Francophone Africa, students will have a deep understanding of the urgencies animating writers wrestling with the weight of the colonial past, the violence of decolonization, the brightness of independence, and the uncertainty of the present. A thorough engagement with some of the most important authors of the last 60 years (e.g. C. H. Kane, B. Diop, Y. Ouloguem, M. Condé, among others) will allow us to deep-dive into the possibilities of literary expression, as well as questions of belonging, nation, and evolving ideas of "Africa."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L302**
Prereq: **None**

FREN304 The Art of the Essay: Creative Nonfiction in French
The Art of the Essay is both a creative nonfiction writing class and a literature seminar, a hybrid experience where students will read some of the most momentous and important examples of the essay genre while simultaneously producing their own interpretative compositions. Writing experiences may include opinion pieces, historical fiction, writing on art or music, and biographical sketches. To improve our own writing, we will read essays by Montaigne (the writer who effectively defined the genre) before moving onto later authors from the French and Francophone world (e.g., Voltaire, Baudelaire, Césaire, Beauvoir) who gravitated to this open and highly personal way of writing to further their own artistic or ideological positions. As a supplement to the class we will also be inviting journalists and essay writers from both France and the United States to speak to us. This course is taught entirely in French. Readings, written assignments, and class discussions will also be in French. While any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course, it is an advanced course intended for students who have already taken two courses in French beyond FREN 215 or already have studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, and the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN305 Negotiating French Identity: Migration and Identity in Contemporary France
With the largest minority in France being of Maghrebi origin, Islam has become the second largest religion in France today. What are the repercussions of this phenomenon for French identity? How did French society understand its identity and regard foreigners in the past? What do members of the growing Franco-Maghrebi community add to the ongoing dialogue surrounding France's republican and secular identity? This course will analyze the recent attempts at redefining French identity through a study of literary texts, films, and media coverage of important societal debates (e.g., the Scarf Affair, French immigration laws, the Algerian war). Readings, discussions, and papers will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL307**

Prereq: **None**

FREN306 Spectacles of Violence in Early Modern French Tragedy
The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts--many of which staged physical violence--not only reflected but also actively participated in the debates surrounding the 'troubles civils.' In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL306, THEA292**
Prereq: **None**

FREN307 Exoticism: Imaginary Geographies in the 19th-century French Short Story
This course will consider the fascination with the exotic--with foreign landscapes, customs, and culture--in 19th-century French fiction, particularly in the genre of the short story. Discussions will focus on the representation of foreignness, the construction of the exotic woman, and the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Merimee, Loti, Flaubert, Hugo, Baudelaire, Myriam Harry, and Théophile Gautier.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN308 Southern France Today: Villages, Territories, and Metropolises
This course offers an interdisciplinary exploration of Southern France, with a focus on Marseille, through historical, literary, sociological, and comparative approaches. It is designed to encourage students to question prevalent stereotypes and controversial contemporary issues related to the region.

Throughout the course, students will examine various topics such as migration, ethnic and social segregation, economic growth, safety, the environment, housing, transportation, urban planning, metropolization, education, and culture. By using Marseille as a case study, students will reflect on the notion of scale in the context of French and European governance.

Students will engage with a range of materials, including novels, short stories, graphic novels, journalistic investigations, films, archival footage, and testimonials from residents, association representatives, experts, and researchers. Additionally, the course will include a comparative analysis with Paris, other French cities, and Mediterranean regions.

By the end of the course, students will gain a deeper understanding of the region's place in French politics, society, and culture, while also developing critical thinking, research, and analytical skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN309 Writing Childhood in Contemporary French Literature
In the 20th century, children's literature and writings about childhood expanded alongside commercial book publishing, greater literacy, and theories on childhood. This course will follow the development of formal and creative expressions of childhood by turning first toward children's literature, including picture and comic books and classic works such as "Le Petit Prince." Literary depictions of childhood, as memory, testimony, and social commentary, will compose the second half of the course. Visual imagery (book illustrations, films) will be studied as well to consider the connections between childhood and its representations--for example, how children's literature reflects modernity and how childhood is a means to make sense of adulthood.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN310 French Crowds, Mobs, and Mobilities
Under the date of 14th July 1789, Louis XVI entered in his diary but one word: "Rien." That day, a crowd of sans-culottes flooded the streets of Paris, overwhelmed the guards, and captured the Bastille. What the king could not foresee is the political power of a mob, a "foule," deriving its etymology and strength from the pressure of thousands of feet pounding the pavement. From this founding event on, the building of the French nation could be read as a history of mobile crowds kept alive today in yearly student and union demonstrations. How does "rien" become the emblematic event of French national identity? What moves a crowd, and what does a crowd move? What do such gatherings accomplish, and how do they form in France and why? Can governments bring crowds to a stop? What does immobility mean for the French?

Drawing on French sociology and literature, this course will explore the influence that crowds have exerted on French politics, society, and aesthetics. We will discuss the power of numbers by focusing on major events in French history from the 18th century to contemporary France: the French Revolution, the Paris Commune, May 1968, the 1983 March for Equality and Against Racism, the Yellow Vests, and the COVID-19 lockdowns. Students will be encouraged to relate the course to their own experience of mobile crowds, in concerts or sports events, on more quotidian moves such as commuting, and to draw comparisons across time and space.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN312 Clandestins, Sans-Papiers, Migrant/e/s: 100 Years of Illegalization in the Francophone Mediterranean
Who is illegal, and why? When did "migrating illegally" across the Mediterranean start, and how? How did we come to think about certain ways of moving across borders as a criminal act? Using sources and literature on and about empire, borders, citizenship, seafaring, smuggling, and human rights, the course will attempt to answer these questions in the specific context of the Francophone Mediterranean, intended here as a space of migration much broader than the

sea itself. We will read about Algerian workers hidden in the hulls of steamships at the turn of the century, watch Tunisian border policemen helplessly patrol an endless stretch of desert in a sandstorm, and read from "illegal" Africans seeking refuge inside the church of St. Bernard, in Northern Paris, in the hot summer of 1986, before police broke in. Through this heterogenous set of encounters, students will be able to explore, engage critically, and respond to some of the discursive, legal, and logistical devices that made and still make people on the move "illegal" in contemporary France and in the long wake of its colonial empire.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN314 From the Diary to the Graphic novel, Women Writers from the 17th to the 21st Centuries
While women in France were for a long time not welcomed in the literary sphere, they have nonetheless participated in the various movements that have affected literature from the 17th century on. The purpose of this course is to discuss women's space within the literary field. Through the study of various texts, this course will examine women's compliance and defiance towards literary trends. Far from only writing diaries and fairy tales, French women writers have considerably expanded their presence in genres that seemed resolutely closed to them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN315 The Politics of the French Language and the Birth of the French State
Today, the advantages of national borders and monolinguistic language policies are being trumpeted all across the world. And yet, the study of premodern languages and literatures reveals that the history of national languages has always been a multicultural affair. In this course, we will look at the case of the French language, particularly the establishment of French as a literary language through strategies of legitimization. Starting with an examination of the first text written in the language that would later become French, from the 9th century, we will then go on to study (in modern French) a series of medieval and early-modern poems, plays, treatises and essays that borrow from other languages and literatures, even as they establish French as a literary and a national language. The final portion of this class will include a meditation on the status of French language in contemporary Francophone countries based on Derrida's essay "Le monolinguisme de l'autre."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST315**
Prereq: **None**

FREN316 Women Writing in the Renaissance
Women writing in 16th-century France--the French Renaissance period--had the recent advantage of print publication to circulate their works despite great social limitations on women's roles and education. This course explores their writing--including fiction, poetry, epistolary, and polemic--and choices of subject matter with a focus on references to writing as/by women. We will situate these writers in their historical, cultural, and literary environments and read critical scholarship on this field of study. We will also take a comparative approach by looking at 15th- and 17th-century authorship to see how circumstances evolved and at several contemporary perspectives to consider the currency and perhaps continuity of early modern women's literary production and creations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN317 The New World Bites Back: Cannibalism and the Colonial Encounter
What is the cannibal? Perhaps it makes us think of Hannibal Lecter or zombies from Dawn of the Dead. How do we understand the horror and fascination the cannibal, whose monstrosity depends in some sense on its humanity? An emblematic figure of the tension between alterity and resemblance, this course examines the diverse political, cultural, literary and economic representations of cannibalism that underly the relationship between Europe and the "New World."

Major Readings: Montaigne's "Des Cannibales," Voltaire's Candide, Dutertre's Histoire des Antilles, Marx, Capital (excerpts) Aimé Césaire's Une Tempête, Suzanne Césaire's Le Grand camouflage. 40-50 pages of reading per week.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN318 French Renaissance Theater Lab
In this seminar students will explore a variety of dramatic texts written and performed during the French Renaissance (c. 1500-1610). The first two-thirds of the semester will provide an overview of the poetics, rhetoric, and performance of early French theater, followed by discussions about gender, religion, politics, violence, and other topics as they arise within each play. Authors will include Marguerite de Navarre, Jean de La Péruse, Étienne Jodelle, François d'Amboise, Louise Labé, Robert Garnier, and Catherine Des Roches. During the last third of the semester, students will participate in a collaborative digital (online) critical edition of one of the plays studied. Emerging technologies in the field of digital humanities will be integrated into this lab portion of the seminar, as well as more conventional methods of establishing critical editions. Readings, written assignments, and class discussions will be in French.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA338, COL318**
Prereq: **None**

FREN322 The French New Wave: From National to World Cinema
This course introduces students to one of the most creative and influential moments in cinema history: the French New Wave (Nouvelle Vague). Flourishing in the post-World War II period between the 1950s and 1960s, this new generation of film critics and filmmakers sought to redefine what François Truffaut calls a certain qualité française through cinematic experimentation, while using their works to comment on global geopolitical conflicts. The course situates the Nouvelle Vague within its local production context while also studying its contribution to cinema as a global artform. The filmmakers studied include core members of the Cahiers du Cinéma, such as François Truffaut, Claude Chabrol, and Jean-Luc Godard, as well as extended members of the Left Bank Group, including Alain Resnais, Chris Marker, and Agnès Varda. The final week will focus on the international legacy of the French New Wave, with East Asian New Wave movements as key examples. This course will be conducted entirely in French except for a few readings in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN324 Interpreting the "New World": France and the Early Modern Americas
The impact and long-lasting effects of the "discovery" of the "New World" on Europeans cannot be overestimated. This advanced seminar will compare and contrast styles of expedition and conquest among the European nations, though the course will focus on the French context and the various events and encounters that occurred in the early modern Americas, particularly between 1492 and 1610, a period that laid the groundwork for the subsequent colonial project. Throughout the course, we will pay special attention to the Amerindians' points of view. In turn, students will examine the insights and blind spots in 16th-century French navigators', cosmographers', cartographers', and intellectuals' interpretations, representations, and negotiations of difference by critically engaging with concepts such as nature, culture, alterity, gender, sexuality, marriage, religion, exchange, possession, conquest, and war. Reading, writing, and class discussions will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FGSS324**
Prereq: **None**

FREN325 Museums, Objects, and Empire: Exhibiting the Self, Exhibiting the Other
This course will analyze the relationship between colonization and material culture. Using literary and historical documents, we will ask how objects helped to construct identities by studying the way objects were collected, used, and displayed during the colonial period. The course will also analyze how spectacles, exhibits, and museums have shaped a discourse about the other. The course will lead to an exhibition based on student work. Reading, writing, and class discussion will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN326 Topics and Genres in French Popular Culture
Spanning the mid-19th century to the present, this course will present and examine the expansion of such genres as newspapers' feuilletons (serialized novels), romans de gare (easy literature), detective novels, and bandes dessinées (graphic novels). Though at times poor in their execution, such productions are a revealing window into French society, and their popularity has only increased. The course will particularly focus on the participation of renowned writers in so-called low-cultures genres, as well as on women writers' growing presence in the field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN328 The "Cold" War in Motion: Memories through French Post-war Cinema
This course examines in parallel cinema history and global geo-political history during the post-war period (1945-1990s). How does a portable camera travel to document the "hot" realities of the "Cold" War? How does the thinking power of montage reconstruct histories of destruction into collective memories in sound, color, and image? Through close analysis of short and feature-length films produced by French filmmakers, students will dissect the art of filmmaking into philosophical penmanship, as reflected in the notion of "caméra-stylo". Materials include documentaries, essay-films, and fictional films from Alain Resnais, Chris Marker, Agnès Varda, Jean-Luc Godard, William Klein, Marcel Ophüls, Jean-Pierre Melville, and Louis Malle. These filmmakers reflect on the histories of the Second World War, colonialism, and the Cold War, as well as on countries that represented political and cultural alternatives during the time of reconstruction. This course is taught entirely in French. Written assignments, class discussions, and most readings will also be in French. While any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course, it is an advanced course intended for students who have already taken two courses in French beyond FREN 215 or already have studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN330 Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes
Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his Arthurian tales became the basis for all future retellings of the legend. We will read these tales in depth, paying particular attention to their enigmatic quality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST330**
Prereq: **None**

FREN333 Asia and the Making of France
Enlightenment philosophers, impressionist painters of the 19th century, and French Maoist intellectuals in the 1960s were all influenced by Asia. Although these influences from Asia were at times the fruit of solid knowledge, they were also often the result of imagination. In addition to attracting French intellectuals and artists, Asia also contributed very concretely to the economic development of modern France and its geopolitical position in the world. This relationship relied on voluntary exchanges but also on violence and French exploitation of Asian territories and people. Through the study of historical documents, films, and literary texts, this course aims to understand the various ways Asia shaped France. We will consider the various representations of Asia conveyed in 19th- and 20th-century France and the historical context of their production by focusing on key moments such as the Opium Wars in China, French colonialism in Indochina, and the two world wars. Reading, writing, and discussion will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN334 Days and Knights of the Round Table
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its development in the 12th-century romances of Chrétien de Troyes. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST234**
Prereq: **None**

FREN345 Weird Literature: Tales of the Supernatural, Inexplicable, and Bizarre
In this course we'll look at fantastic literature (broadly defined) from 19th century France: tales of the supernatural, the inexplicable, and the bizarre. This genre flourished in post-enlightenment, post-revolutionary France. Part of our task will be to consider what made stories of the strange so appealing to French authors at this point in time, and how writers used the genre to grapple with societal changes and scientific advances. We will examine some formal definitions of the fantastic and the uncanny, and work towards our own characterizations, as we consider issues such as madness and sanity, provincial superstition, the clash of science and the inexplicable, and the place of gender within such narratives. We will also consider the reception of these texts: how they were illustrated and/or adapted and where (if at all) we can find echoes of them in modern culture. Authors to be studied include Maupassant, Merimée, and Villiers de L'Isle-Adam.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN348 Artistic Creation in Fin-de-siècle France
The end of the nineteenth and beginning of the twentieth century--the so-called fin de siècle--was a period of remarkable creative energy, production, and upheaval in France. Many of the most-recognized names in the art world were active there during that time: Debussy, Monet, Picasso, Stravinsky, Matisse, Baudelaire, Van Gogh...and many of them collaborated across media. In this course, we'll dig deep into the music, visual arts, and literature of the period, relying on contemporaneous primary sources (literature, of course, but also newspapers and popular periodicals, artists' letters and manifestos, performance reviews and notes, etc) as well as relevant secondary analyses, to get a sense of the competing energies of liberation and decadence that nourished so many remarkable and influential works of art.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN356 From the Diary to the Stage: Women Writers and Literary Genres from the 17th to the 21st Centuries
While women in France were not welcomed in the literary sphere, they have nonetheless participated in the various movements that have radically affected literature from the 17th century on. The purpose of this course is to discuss women's space within the literary field. Through the study of various texts, this course will examine women's compliance and defiance toward literary trends. It will also investigate the roles of literary categories (letters, plays, fairy tales, poems, novels, and essays) in women's production.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN357 Autobiography and Photography; Text and Image
Over the last decades, the question of autobiography as a genre has been thoroughly analyzed. The issue is further complicated by the use of photography within autobiographical texts, whether they are included in the text or merely described. In this course, we will examine the various roles of photography in autobiography. Is photography a way to trigger memory? Is it more referential than the word? How is the reader to read the coexistence of word and image? Such are some of the questions that will be discussed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN360 Clair Obscur: Literature and Culture in 19th-Century France
This seminar will explore the literature and culture of 19th-century France with a specific focus on Paris and its development over the course of the century. We will consider the impacts of population growth, the industrial revolution, political upheavals, artistic developments, and the transformation of the cityscape itself. How did novelists, poets, journalists, and composers use their works to depict and to grapple with the transformation of the city? We will also consider how colonialism and empire manifested themselves within the boundaries of the colonizing state, for example in the Expositions Universelles. Texts studied will include works by Charles Baudelaire, Victor Hugo, Louise Michel, Jacques Offenbach, and Guy de Maupassant. Towards the end of the course we will turn our attention to artistic representations of Paris across the century. Readings, written assignments, and class discussions will be in French. While any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course, it is an advanced course intended for students who have already taken two courses in French beyond FREN 215 or already have studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN363 (Un)Popular Performances/Performances (Im)Populaires
In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular "study-abroad destination" for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 "season" are preserved in his personal papers in the National Library of Scotland. This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL363, MDST363, THEA363**
Prereq: **None**

FREN372 Exoticism: Imaginary Geographies in 18th- and 19th-Century French Literature
This course will consider the fascination with the exotic -- with foreign landscapes, customs, and culture -- in 18th- and 19th-century French fiction and, to a lesser extent, poetry. Discussions will focus on the representation of foreignness and the construction of the exotic woman, as well as on the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Mérimée, Loti, Flaubert, Hugo, Baudelaire, and Gautier.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN382 Jungle and Desert in Francophone African Literature
This course analyzes the constellation of images and sensations conjured up by the terms "jungle" and "desert," which are opposite but equally extreme. We will explore European adventure tales and travelogues, contemporary non-Western novels, children's books, and films in a quest to understand the imaginative power of these landscapes.

Through our readings of such a wide range of texts, we will ask questions such as, What do these landscapes signify? How do descriptions of landscape convey a sense of individual and collective identity? What psychological terrain is explored when writing about extreme landscapes? And, finally, how do we each see ourselves in relation to landscape? What is our own version of an "extreme" landscape?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN390 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L390, COL393, GRST291, MDST390**
Prereq: **None**

FREN391 Diderot: An Encyclopedic Mind
In this class we will come to know the most progressive and often radical thinker of the French Enlightenment, Denis Diderot (1713-1784). We will begin this seminar with an examination of how this country abbot grew into the most well known atheist of his generation. We will then move onto his famous 74,000 article Encyclopédie, a book that not only dragged sacrilege and freethinking out into the open, but triggered a decades-long scandal that involved the Sorbonne, the Paris Parliament, the King, and the Pope. (During this portion of the class, students will undertake translations of select entries [from French to English] of the "dictionnaire" for possible publication.) In the second half of the semester, we will also study the writer's freewheeling art criticism. Finally, we will read two groundbreaking novels. The first of these, "La Religieuse", is a gripping pseudo-memoir of a nun who suffers unspeakably cruel abuse after she announces that she wants to leave her convent. The second, "Jacques le Fataliste", is a freewheeling anti-novel where Diderot used fiction to take up the problem of free will. In the final portion of the class, we will also read selections from his anticolonial and antislavery writings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL391**
Prereq: **None**

FREN397 Forbidden Love: From the Middle Ages to the French Revolution
This seminar examines the notion of "forbidden love" in prose fiction, memoirs, poetry, and theater written in French from the Middle Ages to the French Revolution. Students will gain a theoretical and historical understanding of concepts such as love and desire, and how they inform ideas of race, gender, and sexuality in the early francophone world. Students will also watch 20th- and 21st-century film and theatrical adaptations of selected works. By the end of the course, students will have acquired an appreciation for a central but often neglected dimension of francophone literature and culture, become familiar with a method combining a historical approach with the use of essential theoretical concepts, explored how attention to noncanonical and/or "nonliterary" material can extend their knowledge of the period, and provided evidence of competence in critical reading and in the presentation of independent research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN399 French Histories: National Identity and Narratives since the Third Republic
At the end of the nineteenth century, schooling became free and mandatory in France. Since then, politicians have often considered the teaching of history as key to the construction of French national identity. Even today, some argue that the role of school is to equip children with a national narrative. French historians have questioned and resisted this instrumentalization, denouncing oversimplifications and ideological distortions. They also acknowledge that some biases have pervaded French history.

Through readings of historical novels, biographies, essays, and graphic novels as well as selected film and documentary viewings, this course will explore some of these national narratives and the way French historians, philosophers, and artists have participated in the construction of a French national identity.

The course will focus on France and its colonies since the 1870's and the Third Republic. Preliminary knowledge of the period is not required for this class. The final project will be a re-telling of a French historical event through students' preferred medium (video, graphic novel, essay, or podcast). The assignments during the semester will help students accumulate material and hone their skills toward this goal.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

FREN404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

FREN407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FREN408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FREN409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

FREN465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

FREN466 Education in the Field
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

FREN491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

FREN492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ITALIAN STUDIES

ITAL101 Elementary Italian I
Italian 101 is the first half of a two-semester elementary sequence. Our emphasis is on the development of basic oral and written competence, and reading and aural comprehension skills. In this course, you will master the linguistic skills necessary to function in day-to-day circumstances in Italian as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture.

Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will learn to talk about things in your own immediate environment, such as family, friends, daily routine, likes and dislikes, and you will learn how to handle basic social interactions such as meeting people, planning events, eating out, inquiring about other people's lives, and relating information in simple terms. We will explore roughly five units of the textbook; additionally, your linguistic experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

Students are strongly encouraged to enroll in the continuation of the Italian Elementary sequence in Spring (Italian 102): language learning is cumulative and requires time and consistent effort. Italian 101 and Italian 102, taken together, will provide a strong linguistic foundation--which is necessary to access Intermediate and Advanced courses at Wesleyan and to succeed in study abroad experiences in Italy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL102 Elementary Italian II
This course is the second half of a two-semester elementary sequence. Our emphasis is on the continuing development and strengthening of oral and written competence, and reading and comprehension skills. Specifically, you will master the linguistic skills necessary to describe and narrate simple events in the past and in the future, make comparisons, express possibility, express your point of view, and agree and disagree with the opinions of others. You will also reach a better understanding of culture, society, and everyday life in Italy as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. By the end of this course, you can expect to be able to function quite ably and with assurance in day-to-day circumstances in Italian. We will explore roughly five units of the textbook; additionally, your linguistic and cultural experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance. Students are strongly encouraged to enroll in this course after taking Italian 101 to continue their Italian Elementary sequence: language learning is cumulative and requires time and consistent effort. Italian 101 and Italian 102, taken together, will provide a strong linguistic foundation--which is necessary to access Intermediate and Advanced courses at Wesleyan and to succeed in study abroad experiences in Italy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL101**

ITAL103 Intensive Italian
Intensive Italian is a course designed for highly motivated students who wish to learn the basics of Italian language in one semester. The course emphasizes the development of basic oral and written competence, and reading and aural comprehension skills. In this course, you will master the linguistic skills necessary to function in day-to-day circumstances in Italian as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture.

Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. We will use the textbook both in class and at home; additionally, your linguistic experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

This course is particularly recommended for students with a background in other romance languages, such as Spanish, French, or Portuguese.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL111 Intermediate Italian I
Italian 111 is the first half of a two-semester intermediate sequence. Authentic artifacts such as literary excerpts, films, newspaper articles, songs, and commercials constitute the starting points of this course. These include topics ranging from stereotypes and perceptions of Italy to significant moments in Italian history and politics, family and student life, employment, immigration/ emigration, organized crime, and environmental awareness, all of which shed light on the rich diversity and complexities within Italy and offer a variety of opportunities to improve and refine your ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will build on previously learned grammatical structures and acquire more complex ones that will allow you to improve your ability to relate information, narrate stories, make hypotheses, express your opinions, and debate the opinions of others, both in writing and in conversation. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance. Students are strongly encouraged to enroll in the continuation of the Intermediate Elementary sequence in Spring (Italian 112): language learning is cumulative and requires time and consistent effort. Italian 111 and Italian 112, taken together, will provide a strong linguistic and cultural foundation--which is necessary to access Advanced courses at Wesleyan and to succeed in study abroad experiences in Italy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL102**

ITAL112 Intermediate Italian II
Italian 112 is the second half of a two-semester intermediate sequence. Authentic artifacts such as literary excerpts, films, newspaper articles, songs, and commercials constitute the starting points of this course. These include topics ranging from stereotypes and perceptions of Italy to significant moments in Italian history and politics, family and student life, employment, immigration/ emigration, organized crime, and environmental awareness, all of which shed light on the rich diversity and complexities within Italy and offer a variety of opportunities to improve and refine your ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will build on previously learned grammatical structures and acquire more complex ones that will allow you to improve your ability to relate information, narrate stories, make hypotheses, express your opinions, and debate the opinions of others, both in writing and in conversation. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance. Students are strongly encouraged to enroll in this course after taking Italian 111 to continue their Intermediate Elementary sequence: language learning is cumulative and requires time and consistent effort. Italian 111 and Italian 112, taken together, will provide a strong linguistic and cultural foundation--which is necessary to access Advanced courses at Wesleyan and to succeed in study abroad experiences in Italy.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL111**

ITAL216 Words and Sex: Storytelling, Censorship, and Boccaccio's Decameron
We will explore literary genres and representations of sex and gender in Boccaccio's Decameron. Through close readings of selected tales and cultural analyses of their trans-historical and transnational reception, we take the Decameron's words as point of departure for the study of storytelling and the politics of readership. As modern readers of Boccaccio's renowned and classic Medieval collection of short tales, we investigate the text's notions of love, gender, and sexuality by comparing and contrasting the Decameron with various other texts across varying media, from the works of Petrarch and Chaucer to the modern readings of D. H. Lawrence and Pier Paolo Pasolini, and from visual arts to digital humanities. Students are invited to creatively engage with these and other texts of their choice (and with approval of the instructor) in order to produce, by the end of the course, either a) an analytic blog post that may be published on the H-Net of the Transnational Italian Studies working group; or b) an individual or collective project inspired by Boccaccio's Decameron.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL293**
Prereq: **None**

ITAL217 Infernal Passions: Love, Sex, and Desire from Dante to Today
This course traces the explosive themes of love, sex, and desire in contemporary Italian cultural productions. At the heart of this exploration is Dante, whose Divine Comedy transformed personal passion into cosmic drama, making him a foundational voice in how desire, transgression, and redemption have been conceived and represented in Italian culture. His legacy serves as both a mirror and a provocation for today's artists, writers, and filmmakers. Each unit pairs Dante's verses with 20th- and 21st-century texts and cinematic works that engage in a dialogue about power, eroticism, and resistance -- exploring the tension between the sacred and the profane, the persistence of obsessive love, the commodification of sex, and the subversion of heteronormative desire. Tracing these echoes across time, we will uncover how Italian culture continuously redefines the politics of the body, gender, and sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL220 Italian Gaming Lab: Using Tabletop Games for Language Learning (CLAC.50)
Italian Gaming Lab is designed as a game-based Italian language laboratory that will focus on why and how tabletop games can be effective tools for language learning; examples will include board games, card games, and tabletop role-playing games (TTRPGs), an increasingly popular type of game that is based on collaborative storytelling in which participants either impersonate one or more characters or create and organize entire worlds.

In this CLAC course, we will explore how a game-informed pedagogy can work in Italian language and culture classrooms and to highlight analog gaming approaches that have worked inside and outside the language classroom. We will discuss the basics of Game-Based Learning (GBL) applied to L2 acquisition, as well as play a series of games that can illustrate the gameful principles previously studies. Participants will discuss the application of gaming principles to L2 acquisition and create reports and playful presentations on their linguistic journey through play. The course offers students the opportunity to use language creatively and to develop critical knowledge within the rising and innovative field of Game-Based Learning and educational game design.

The course will be conducted in Italian, and games will be played in Italian. Both intermediate/advanced learners of Italian (second-year level or above) and native speakers are welcome. If you are unsure about whether your language background is sufficient for the course, please contact the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST220**
Prereq: **ITAL102**

ITAL221 Culture, Society, and History in Italy
This course is designed for students who have completed at least two years of college-level Italian or who have achieved equivalent competency through study in Italy. Our primary objective is to enhance students' speaking abilities and Italian cultural literacy through exposure to a variety of Italian texts and contexts. The course will be organized both thematically and chronologically, taking into consideration a group of three themes that could change from one year to the next. Some groups or themes that might organize the course include the following groupings: l'amore, la morte, e l'altro; la città, la campagna, i sogni; il passato, il presente, e il futuro. We examine these themes in literary texts, paying attention to the different genres, and in opera and film. Students are expected to participate actively in this seminar setting. Class is conducted entirely in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL222 Ruin and Redemption: Narrating Twentieth-Century Italy
When fugitive far-left terrorist Cesare Battisti was extradited to Italy in January 2019 to serve out a life sentence for crimes committed in the late 1970s, he provided fresh evidence for the way that 20th-century events still cast long shadows into contemporary Italy. The events, their narration and re-narration over time tell the story of unresolved conflicts and overturned verdicts in a context characterized by repression, revisionism, and rehabilitation. In this course we study three historical events of the past century that continue to haunt contemporary Italian society, culture, and politics: fascism; civil war and resistance; and the political violence of terrorism in the 1970s and 80s. We approach these events by examining the ever-changing narratives about them. For each narrative we focus on specific issues (e.g., for fascism: the rise of fascism, racism and anti-Semitism, colonialism, Mussolini's cult of personality, the exaltation of war, fascist intellectuals, the art of the regime, etc.), but we use these as an entry point to articulate contradictions and complexity. We explore these narratives through various media and forms of expression: from films to novels, from landmarks to newspaper articles, from poems to billboards. By exploring how the polarizations of these narratives flow into the 21st century, we unveil the fractures and conflicting agents at the core of contemporary Italy.

The course is conducted in Italian. Authors include: Gianni Amelio, Marco Bellocchio, Italo Calvino, Liliana Cavani, Umberto Eco, Beppe Fenoglio, Dario Fo, Natalia Ginzburg, Helena Janaczek, Primo Levi, Pier Paolo Pasolini, Luisa Passerini, Cesare Pavese, Rossana Rossanda, Roberto Rossellini.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL222**
Prereq: **None**

ITAL223 Home Movies: Italian "Families" on Film
What is "the family" in an Italian social and cultural context? How has it changed over time? How has it responded to the transformations of Italian society since the time of the postwar economic miracle until today? Have its contours changed to adapt to new values? Has it fossilized existing values? Are families limited to flesh-and-blood kinship or are they constructed along lines of shared values and loyalty? This course seeks some answers to these questions through a sustained exploration of a variety of types of families as they are presented in Italian cinema from roughly 1950 until today. We will take stock of representations of the "traditional" family and the related social values, seeking to understand how Italian filmmakers, through their focus on the family, enter into the debate concerning tradition and change within Italian society, culture, and history. To that end, we will examine family dynamics along a broad spectrum of relative and intersecting aspects including affiliation, love, and rivalry; elective families (organized around crime syndicates, families constituted according to affinity); "failed" and "challenged" families and what that means; and examples of single-parent and same-sex families that seek to challenge conventional heteronormative paradigms. Along the way, we will recur to some critical readings (in sociology, history, and anthropology) that will help us frame our inquiry. This course is conducted in Italian. ITAL 223 is an appropriate course for anyone seeking an advanced class after ITAL112.

We will screen one primary film each week, which will anchor our discussions and serve as the basis for that week's activities. Students will also make 10-15 minute presentations on a secondary film that will serve as a "companion" to the primary text and will thicken our understanding of that week's themes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL223**
Prereq: **ITAL221 OR ITAL222**

ITAL224 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance
In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolo Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L224, MDST223**
Prereq: **None**

ITAL225 Italian/Middletown: Podcasting Middletown's Italian Treasures
This class uncovers Italian Treasures in Middletown, both on and off campus. An advanced course in Italian that is as suited for fifth-semester students as it is for those returning from Bologna or who have already taken a course in Italian, we will explore Italian podcasts and podcasting in Italian before turning our attention to podcast production of our own. Our course begins with audio explorations of podcasts in Italian, which will allow us to examine a variety of themes and subjects (e.g., true crime, sports, health, politics, among others), conducting contextualized grammar review as we go. Alongside study of both the medium of podcasting and examples of Italian podcasts, we will learn about the history of Middletown's Italian community and conduct a hunt for Italian treasures to explore and study. How does Middletown's Italian past link to its present? And to Wesleyan? Where can we find Italian "treasures" on campus and off? Throughout the semester, students will produce several short audio assignments, for which they will prepare (and submit) scripts. In service to all audio assignments, students will work on their pronunciation and diction with the Foreign Language Teaching Assistant from the University of Bologna. In addition to the brief audio assignments and scripts, major assignments include one 5-min podcast episode at midterm and one 7-min episode by the end of November. In the last week of class, students will collaborate on editing and producing a 55-min podcast that folds together all their individual chapters and includes music and linking narrative. This final podcast will be broadcast on Wesleyan's WESU.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL226 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. After 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present. The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L226, RELI218, MDST226, WLIT250**
Prereq: **None**

ITAL227 Devotion and Deception: Erotic Discourse from Dante to Petrarca
In this course, we will investigate the ideology, content, and material forms of love literature from Dante Alighieri to Francesco Petrarca. Through a close reading of such texts as Dante's Vita nova (ca. 1295), Giovanni Boccaccio's Decameron (ca. 1353), and Petrarca's Rerum vulgarium fragmenta (often referred to as the poetry book par excellence: il canzoniere, ca. 1374), we will unveil the literary and fictitious nature of medieval erotic literature. We will explore the origins of love poetry in medieval France and its subsequent interpretation and rewriting in Italian courts and comuni. We will inquire into the cultural constructions of the medieval notion of the lyrical self and how it still has an impact on our own notion of consciousness. We will study the forms, themes, and characters that populate 'love stories' in the Middle Ages. We will analyze the dynamics of composition, circulation, and reception in manuscript culture. Our close analysis of the texts as they have been preserved in manuscript form will help us gauge the differences between medieval and contemporary ways of writing, reading, and loving. This course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST247**
Prereq: **None**

ITAL228 Writing the Self
This course examines literary self-writing as a practice through which identity is questioned, shaped, and reimagined, with particular attention to writing across languages and cultural contexts. Through readings by Italian and transnational authors (including Alba de Cespedes, Anna Banti, Italo Svevo, Jhumpa Lahiri, Espérance Hakuzwimana) the course explores how narratives of the self engage with issues of gender, class, race, memory, and social belonging. Students will analyze a range of autobiographical and autofictional forms while developing their own sustained work of self-writing in Italian, shaped through ongoing revision and discussion. The course is thought in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL229 Roads to Rome: Italian Cinema from Neorealism to Today
Do all roads lead to Rome? In ancient times, people across the Mediterranean referred to Rome as Caput Mundi, "the capital of the [Western] world." In 1906, while living there, James Joyce wrote to his brother Stanislaus: "Rome reminds me of a man who lives by exhibiting to travellers his grandmother's corpse." Four decades later, in 1948, film critic Jean-Georges Auriol remarked: "At present, there is no doubt that Rome is the capital of cinema in Europe, if not the world."

This course offers a virtual journey to the Eternal City by means of a critical survey of Italian cinema from neorealism to the present. By analyzing fundamental films that take Rome as their setting and subject, we will discuss major trends in postwar Italian cinema as we explore the history of Italy from fascism to today. Through the works of Federico Fellini, Cecilia Mangini, Pier Paolo Pasolini, Paolo Sorrentino, Lina Wertmüller, and others, including several Academy Awards winners and nominees, we will address topics such as the legacy of World War II and the transition to democracy, traditional and queer notions of love, the relationship between Italy and the United States, Catholic religion and the Vatican, politics and organized crime, and the transnational representation and aestheticization of Italy.
This course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL230 The Sick Body: Illness, Medicine, and Mourning in Italian Culture
This course approaches Italian literature and film through the lens of the medical humanities, examining how illness and mourning are narrated across time. From plague narratives and early medical thought to modern psychiatry, institutional care, and the AIDS crisis, the course explores how bodily vulnerability is shaped by cultural beliefs, social norms, and medical practices. Literary texts and visual materials -- including anatomical studies and film -- invite students to consider illness not only as a biological condition but as a lived experience structured by gender, sexuality, class, religion, and power.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL231 Italian Colonialism and Its Legacies
This course is an introduction to the history and consequences of Italian colonialism. We will study literary and historical texts describing the social and political forces that led to colonization as well as writings by colonized people and their descendants in order to gain a balanced, comprehensive understanding of this often-overlooked moment in Italian history. Students will read futurist, fascist and postcolonial theoretical work and will examine Italian, African and Albanian cultural artifacts representative of the colonial experience. We will also discuss current debates about immigration in Italy and their relationship to this colonial history. Literary texts will include: Dell'Oro's L'abbandono; Cialente's Cortile a Cleopatra; Ali Farah's Madre piccola; Marinetti's Mafarka futurista; and work by prominent Italian scholars of colonialism such as Del Boca and Isnenghi. This course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL232 Italy at School: Biography of a Nation
Soon after the unification of Italy (1861), the Coppino Law extended primary school to five years, making it free of charge and mandatory for its first three years (1877). Edmondo De Amicis would subsequently depict these reforms in his best-selling novel Cuore (1886), a text that introduced some enduring features of school narratives but also many stereotypes, thus attracting constant criticism and inspiring several parodies of its moralistic underpinnings. Ever since then school narratives have become a key component of Italian culture, creating a genre that has thrived especially in the last three decades, with a number of both fiction and nonfiction books published by teacher-writers who have reflected on their experience.

In this course we will study Italy from the perspective of these texts about school that often originated within school walls themselves. In so doing, we will reconstruct the history of a relatively young country, Italy, through the institution that, like no other, has been given the responsibility of "making Italians." At the same time we will question the image of Italian society that school narratives have, intentionally or not, contributed to portraying. In addition to reading Lucio Mastronardi's Il maestro di Vigevano (1962), we will focus on a wide range of materials, including novels, memoirs, poems, popular songs, films, and works

of art that, even in the absence of a unanimously acclaimed "classic" of the genre, have shaped the Italian collective imaginary. Materials will be organized around five poles that have been quintessential to the debate on school in Italy across politics and culture: characters (teachers and students, obviously, but also colleagues, classmates, and families), labor and working conditions (including themes such as precarious work, class conflict, labor rights), gender and identity (questioning traditional gender roles and discussing integration of migrants at school), places and geographies (addressing topics from school design to teaching in prisons, as well as center-periphery integration and north-south divide), and actions (both those of teachers and of students, such as obtaining a certification vs. passing a test, disciplining students vs. questioning teachers' authority, resigning from job vs. cutting classes). The course will be conducted in Italian.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **EDST232**
Prereq: **ITAL112**

ITAL233 Modern Italy on the Silver Screen: 1960--2015
This course is an introduction to modern Italian culture through the lens of Italian cinema. Beginning in the postwar era, we will look at the radical transformations that have shaped contemporary Italy by examining the aesthetic and narrative trends of the silver screen. Italian cinema holds an important place in global film culture, giving rise to new artistic forms (from neorealism to spaghetti westerns and arthouse slashers) that have dramatically impacted foreign and domestic sensibilities. Among the films screened are Fellini's La dolce vita, Pasolini's Mamma Roma, De Sica's Matrimonio all'italiana, Leone's Il buono, il brutto, il cattivo, Argento's Suspiria, Moretti's Caro diario, Ozpetek's Saturno contro, and Giordana's Quando sei nato non puoi più nasconderti. Each film screening is accompanied by a brief presentation of the socio-historical context in which it was produced, allowing students to situate the artistic projects within broader Italian social and political histories. By the end of the term students will have an understanding of the last half-century of Italian national history and will be familiar with key terms in film theory and analysis. This course is taught in English; films will be screened in Italian with English subtitles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L233**
Prereq: **None**

ITAL235 The Invention of Fiction: Giovanni Boccaccio's Decameron
In this course we read and discuss Giovanni Boccaccio's Decameron (ca. 1353), a collection of 100 short stories traded by an "honest brigade" of 10 Florentine men and women. They tell each other these stories while sheltered in a secluded villa as the plague of 1348 rages in Florence. We study the Decameron as both a product and an interpretation of the world Boccaccio inhabited. We examine the Decameron's tales and narrative frame as a point of entry into the cultural and social environment of medieval Italy. We look at its scurrilous, amusing, and provocative innuendos as traces of erotic, religious, ethnic, and cultural questions. We investigate the sexual exuberance of many of Boccaccio's tales and the tension between "high" and "low" culture. We consider the development of mercantilism and literacy in early-modern Europe and its emerging virtues of wit and self-reliance. We review the dynamics of composition and reception in manuscript culture and the book's adaptation into different media, from illuminations to film. And by impersonating the 10 Florentines, we will reenact their pastime of telling stories and appreciate Boccaccio's remarkably modern sensibility and unsurpassed art of writing fiction. This course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST245**
Prereq: **None**

ITAL236 Inferno
In this course we read and discuss Dante's Inferno (ca. 1306-1309) and its afterlife. Inferno is the poetic description of Dante's (imagined or actual) journey through Hell. We study how its poetry and narrative embody the notions of love, sorrow, evil, guilt, redemption, and punishment. We examine the poem as both a product and an interpretation of the world it describes and of its radical otherness: its representation of the otherworld, its relationship with religion and faith, its fear of death, its obsession with the Devil. We inquire into Dante's inventiveness and poetic technique, reviewing his magisterial use of realistic and figurative language. We observe how Inferno casts its long shadow on modern culture: in the description of the horror of Nazi concentration camps (Primo Levi's memoir), or in the representation of the inauthentic life in consumerist society (Pier Paolo Pasolini's rewriting of Inferno in contemporary Italy). We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (or to Disney comics), continuously camouflaging and adapting to different media. And we critically reflect on how, after seven hundred years, Inferno has not finished saying what it has to say. The course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL238 What's in a Name? Autobiography and Autofiction in Modern Italian Culture
This course explores the relationship between a person's (or a character's) identity and their name, examining the crucial relevance of naming and renaming practices in shaping individual identities and collective narratives through a wide variety of Italian texts. In the first module, we read Holocaust memoirs and contemporary short fiction and we listen to podcasts and songs by Black and Jewish Italian authors to analyze the nuanced ways in which names shape racial identity, from the derogatory act of name-calling and the deprivation of personal names to the empowering act of reclaiming one's name and narrative. In the second part of the course, we consider coming out stories and gender transition accounts, including graphic novels and feature films, to reflect on the impact of putting into words one's gender identity and choosing new names in individual journeys of self-discovery and affirmation. In our last module, we focus on the last twenty years of Italian literature to study one of its dominant genres (that some Italian critics polemically named a "disease"): autofiction, a blend between autobiography and fiction. For the final essay or project, each student will choose a recently published novel to read, analyze, and adapt or (partially) translate. This course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL241 Antonioni and Cinema of the Environment
From its earliest days, the cinema has sought to capture the wonders of the world: exotic landscapes, industrial inventions, and human prowess in the face of nature. At the same time, many important filmmakers--and particularly those in the Italian tradition--have mined their medium's capacity to register and comment upon environmental change. Few directors traversed the upheavals of the 20th century quite like Michelangelo Antonioni. Beginning with his early documentaries, we'll explore cinema's relationship to both the natural world and the built environment across Antonioni's long career. From the foggy landscape

of the Po valley to the urban centers of Milan, Rome, London, and Los Angeles, we will assess the images produced by location shooting and realist techniques, but also by formal abstraction and non-narrative time. What might Antonioni's inclination toward abstraction and detachment ("Antoniennui," in a memorable pun) tell us about the world? How should we square his stylistic tendencies with his camera's attention to an environment under pressure? What lessons does his cinema hold for the present?

We'll approach these questions using the core methods of the humanities: close reading, careful viewing, and critical analysis. Along the way, we'll sharpen our understanding of film scholarship, and explore how to make critical (and creative) arguments about cinema and the environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL244 Re-imagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Drawing on innovative techniques of music, dance, painting, and theater Dante denounced political corruption and social injustice in a story that has inspired artists throughout the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th century prisoners of the Inquisition. Students will read selected cantos from Dante's "Commedia," consider contemporary news accounts of modern equivalents to medieval injustices, examine previous adaptations of the poem, and devise their own responses to Dante in the art form of their choice (theater, dance, poetry, playwriting, rap, music, spoken-word, visual arts).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222, COL235, MDST224, RL&L222**
Prereq: **None**

ITAL245 Not Just Neorealism: Italian Cinema, its History and Politics (CLAC.50)
This 0.5-credit course is conducted in Italian and designed to supplement the English-language Italian cinema course "Not Just Neorealism: Italian Cinema, its History, and Politics" (RL&L 245). The presentations that are part of the requirements for the parent course (RL&L 245) will serve as our basis in this discussion-based section: Students will be responsible for screening films in addition to those required for 245, for presenting them, and, during the discussion sections in Italian, responsible also for linking them to the course material. Further, students enrolled in the CLAC will also make mini-presentations to the broader body of the students enrolled in the parent course only, linking the extra screenings to those that are part of the course syllabus, and enriching the discourse and knowledge base.

Students are required to be simultaneously enrolled in the parent course in order to enroll in the CLAC section. For this reason, enrollment is granted on a POI basis.

Students must have advanced competency in Italian: completed ITAL 221 or a course with a higher number, spent a semester (or more) in Wesleyan's Program in Bologna, or be linguistically proficient. For any questions about linguistic preparation, please contact the instructor.

Please note that at present this section is not acceptable as one of the nine required courses for the ITST major.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST245**
Prereq: **ITAL221**

ITAL246 Crises and Emergencies in Modern Italy
The COVID-19 pandemic revived a longstanding concern in Italian theory about the relationship between rule of law and state of exception. This course draws upon biopolitics and cultural studies to investigate the relevance and ramifications of the emergency management paradigm in modern Italy. It also provocatively questions an established trend in public discourse, namely the rhetoric of the crisis: "crisi di governo," "crisi di valori," but also "emergenza migratoria," "emergenza ambientale," and so on. Why is Italy constantly in crisis? By relying on various genres of literature and on a wide range of media including films, songs, and social media, we will analyze artistic representations of these crises and emergencies, as well as the state responses to them. The critical exploration of case studies from four interconnected thematic areas revolving around issues of public health, power, body, and space will often unveil diverging narratives, allowing for reflections on the tension between safety and freedom, vulnerability and resistance, individual and collective memory, and truth and fiction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL222**

ITAL247 Coming Out/Coming of Age: Narratives of Becoming in Italian Culture
By examining narratives of "becoming" in Italian literary and screen texts, we will work to read against a dominant "master" narrative of Italian culture that is cis-male, patriarchal, and "white." The literary and screen texts we will explore in depth include some "classic" narratives of coming of age in the Italian cultural tradition which we will lay alongside Italian cultural "coming out" narratives, some "classic," others less so. What can we learn from such adjacencies? What does one "come out" of with regard to either strand of inquiry? Is adolescence a "closet" out of which one emerges with a sexual identity? Does one come of age as an artist or "come out" as a practitioner of a particular artistic genre (filmmaker, poet, novelist)? How do artistic choices of practice subtend and inform sexual identity? What gets left behind in this "progress" of "becoming"? These are some of the questions we will address in this course, conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL352**
Prereq: **None**

ITAL249 Italian Filmmaking by the Book: Adaptations, Texts, and Contexts
This course explores the adaptations and transformations of Italian literary texts into their cinematic and televisual counterparts. We will principally study Italian narratives from the 20th and 21st centuries and their screen adaptations

as a way of uncovering the modes and means by which Italian screen culture borrows from literary antecedents. Is the relation between literary texts and their screen adaptations a love story or bad romance? Is it characterized by a "faithfulness" to the text or a "betrayal"? Throughout the semester, students will acquire an enriched understanding of the assorted texts and their contexts by studying varied genres (short fiction, novels, nonfiction, detective stories), a variety of themes (crimes both real and imagined, petty and powerful; historical revisionism; personal and political dilemmas), and diverse geographical settings focusing principally on Southern Italy (including cities and islands reaching from the Mediterranean to the Adriatic).

All students in the course will study a common core of five author/director pairs. The core consists of "Il Gattopardo" (di Lampedusa/Visconti); "Io non ho paura" (Ammaniti/Salvatores); "L'amica geniale" (Ferrante/Costanzo); "Gomorra" (Saviano/Garrone/Sollima); and "Novelle per un anno/Caos" (Pirandello/Taviani). Additionally, students will, in consultation with the instructor, choose a sixth pairing from the list of the following titles, which will serve as the basis of their end-semester presentation as well as an element of the oral final exam: "Il giorno della civetta" (Sciascia/Damiani); "Il contesto/Cadaveri eccellenti" (Sciascia/ Rosi); "I Malavoglia/La terra trema" (Verga/Visconti); "Padre Padrone" (Ledda/Taviani); "Quo vadis, baby?" (Verasani/Salvatores); "Acciaio" (Avallone/Mordini); "Il conformista" (Moravia/Bertolucci); "Todo modo" (Sciascia/Petri); "Minchia di re/Viola di mare" (Pilati/Maiorca); "Benzina" (Stancanelli/Stambrini); "Il padrino" (Puzo/Coppola); "La tregua" (Levi/Rosi); and "Le forme dell'acqua" (Camilleri/Sironi). Students may also care to consider literary texts from earlier historical periods: Basile's 16th-century "Il cunto de li cunti/Il racconto dei racconti" (Garrone) and Collodi's 19th-century "Pinnochio" (with adaptations by Disney, Benigni, and Garrone). This course will be conducted in Italian. This course is appropriate for all students who have completed ITAL 112 or whose placement exam indicated a course numbered ITAL 221 or higher.

Students are encouraged to put the lengthened winter break to good purpose. All students are expected to read the first book of Ferrante's Neapolitan quartet, "L'amica geniale," during the winter break. It is a long novel, but students will find that the Italian is not challenging. Any edition in Italian will be fine (e.g., electronic, print, used, etc.). Reading in advance of the semester will facilitate students' workload as well as keep Italian flowing during the lengthy pause. It is further greatly recommended that students read di Lampedusa's "Il Gattopardo" in advance of the semester. If students have already taken an Italian course numbered 221 or higher, or have already studied in Italian, it is recommended that they read "Il Gattopardo" in Italian. Any edition will serve.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL289**
Prereq: **None**

ITAL256 Medieval Gigs: Saints, Scholars, Sailors, Sinners
A friar preaching to birds, a scoundrel passing as a saint, a nun conversing with Jesus, a Greek hero sinking into hell, a scholar talking to the dead, and a merchant exploring uncharted territories: We find unusual professional figures gigging in Italy circa 1300. In this course we explore medieval alterity through the voices of its most illustrious representatives: from Francis of Assisi to Dante Alighieri, and through a variety of other workers in the Italian economy. We examine various aspects of medieval religious culture ranging from mystical visions to the institutional politics of the Church. We consider the development of mercantile capitalism and its emerging virtues of wit and self-reliance. We track seafarers as they encounter the Other during their maritime voyages. For those staying closer to home, like clerics and other literate "Italians," we review the dynamics of composition and reception from orality to manuscript culture. We observe how medieval culture is embodied through different media, from manuscript illuminations to film. And by combining micro- and macro-perspectives, we approach the Italian Middle Ages from a broad aesthetic, historical, and socio-anthropological standpoint.

The course is conducted in Italian. Authors include Francis of Assisi, Catherine of Siena, Angela of Foligno, Giotto, Dante Alighieri, Francesco Petrarca, Giovanni Boccaccio, Marco Polo, and Christopher Columbus.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST258**
Prereq: **None**

ITAL260 Castles of Cards: Italian Romance Epic Storytelling Lab
Celebrated authors of 20th-century Italian literature such as Italo Calvino and Gianni Celati have included in their works several features of Renaissance romance epic, from the importance of orality and the idea of sharing stories with a community of listeners to multi-threaded narratives and a playful attitude to the world of storytelling. The current popularity of fantasy literature and TV series puts us in an ideal position for the study of the chivalric romance and for an exploration of the continuities and the differences between past and present literary forms. In this course we focus on canonical and less canonical texts of the Italian Renaissance epic and their modern rewritings. After a multimedia investigation of Andrea da Barberino's "Guerrin Meschino," Luigi Pulci's "Morgante," Boiardo's "Inamoramento de Orlando," Ariosto's "Orlando Furioso," and Tasso's "Gerusalemme liberata" along with their rewritings by authors such as Bufalino, Nori, Celati, Calvino, and Giuliani, we will take inspiration from Calvino's "Il castello dei destini incrociati" to transform the classroom into a storytelling lab. The same deck of tarot cards that Calvino used for his book will help us to take part in a role-playing game and create a collaborative story that will gradually unfold throughout the semester. The class aims both at studying the Italian romance epic in order to reenact it creatively and also at using this collaborative rewriting as an interpretive tool to explore Renaissance literature from within.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL263 Mythic & Modern: Reappropriating Classical Themes in Contemporary Drama and Performance
What does it mean to defy the authority of the patriarch, of family, or of government? How do these structures of authority intersect in contemporary society? How do we, today, understand "destiny"? How do we challenge it, and what are the consequences for doing so? How do we break the patterns of shame and disenfranchisement inherited from the shared past? These are just some of the social, political, and ethical concerns transmitted over time by playwrights, stage and performance artists, and film directors who treat classical myths as valuable constructs for interrogating our contemporary world and society. In this collaborative, project-based course we explore how classical myths have been appropriated within the modern Italian and Italophone cultural context. Just as important as our study and discussion of modern adaptations of classical models are the staged readings of key scenes incorporated strategically throughout the semester that help us develop an organic understanding of

the material from the inside. Our overarching aims include: 1) exposing what persists in modern adaptations of classical myths, 2) tracking the kernels of change that the adaptations present, and 3) understanding why performers over time, working in disparate cultural milieus, continue to seek and derive inspiration from classical myths. The mythic figures we examine may include any of the following: Sophocles' Antigone, Euripides' Oedipus and Medea, Aeschylus' Agamemnon, as well as figures from the Oresteia and from such epics as Homer's "Iliad" and Virgil's "Aeneid." This course is taught in conjunction with ITAL263 and FREN263. The final collaborative performance, scheduled during the final exams period, will involve students from across the Romance Languages and offers the unique opportunity for cohort building among students of French, Italian, and Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA263**
Prereq: **ITAL221**

ITAL267 Female Dicks: Police, Detectives, and Private Investigators in Contemporary Italian Culture
Through the act of detection and "solution" of a crime, classic detective stories and police procedurals often serve as consoling narratives, knitting up the unraveled social fabric and seeing that justice will either be served or promised. In solving the crime, the detective--sometimes called a "dick" in the classic American hard-boiled detective literature--often restores order to social chaos. What changes when women--female dicks--conduct the investigation? Do women investigators, as agents of detection, uphold existing (patriarchal) power structures, dynamics, and epistemologies? Challenge them? Transform them? These are some of the themes we will contemplate as we study Italian "gialli" published since 1995.

We will concentrate on three different types of female dicks: la Deferente (the deferential), la Scomoda (the disquieting, uneasy), and la Vendicatrice (the vindicator). We will read novels in several different book series privileging Bologna as a location; further, we will also explore films and television series, trying to plumb the relationship of these Italian screen texts to the phenomenon of global and transnational noir.

This course is conducted through the medium of Italian and is suitable for anyone who has already taken a fifth-semester course (or one that is more advanced) on the Middletown campus or who has participated on the ECCO Program in Bologna. If you have questions about whether this is the course for you, please contact the instructor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL367**
Prereq: **ITAL112**

ITAL280 Journeys of the Mind and Body
From Dante's descent into the underworld to contemporary narratives of migration, journeys -- both real and imaginary -- have shaped Italian literature, art, and film production. This course explores how movement, whether physical, psychological, or symbolic, serves as a catalyst for transformation, self-discovery, and historical reckoning. We will examine visionary landscapes in Dante and Leopardi, shifting bodies in Tasso and Tondelli, evolving female identities from Veronica Franco to Elena Ferrante, and testimonies of displacement from Primo Levi to Igiaba Scego. How do literary and artistic journeys negotiate the tension between reality and imagination? In what ways does movement -- whether forced or voluntary -- reshape identity and power? How do historical and cultural contexts influence the meaning of travel?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL289 The Mediterranean Archipelago: Literary and Cultural Representations
"Islands which have / never existed / have made their ways / onto maps nonetheless" (Nicholas Hasluck). In this course, we study Mediterranean islands as geographical, textual, and metaphorical spaces. We focus on specific islands -- both fictional and real -- as case studies for the aesthetic, political, and metaphysical implications of insularity, while also aiming to present the Mediterranean as a spatial, historical, and cultural network of relationality and conflict. Elaborating upon Predrag Matvejevitc's statement that "the Mediterranean is not only geography," we approach Mediterranean insularity not only in cartographical representations (from Greek geographers to Arab cartographers), but also as poetic topos (from Ariosto's Island of Alcina to Goethe's Capri), narrative stratagem (from Homer's Phaeacia to Boccaccio's Rhodes), literary protagonist (from Deledda's Sardinia to Murgia's Sardinia), political concept (from Plato's Atlantis to Campanella's Taprobane), and existential condition (from Cervantes's Cyprus to Cavafy's Ithaca). We engage in a diachronic and synchronic exploration of Mediterranean islands' inherent dialectic between resistance and occupation, identity and assimilation, marginality and integration, zoological extinction and speciation, inbreeding and metissage, autochthony and allogeny, linguistic conservatism and creoleness, territorial boundedness and internal division. Our approach will also be archipelagic and include methods and concepts from historical linguistics and dialectology to diplomatic history and postcolonial poetics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **MDST360, WLIT340**
Prereq: **ITAL112**

ITAL333 The Cosmos of Dante's Comedy - Medieval Italian Lab (CLAC .50)
This optional lab is dedicated to students who are taking or have taken RL&L 226 (The Cosmos of Dante's Comedy) and want to read and discuss sections of Dante's masterwork in Italian. The lab is designed for upper-intermediate and advanced learners of Italian, but students with reading knowledge of Italian should contact the instructor if they feel this course may be appropriate for them.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST333**
Prereq: **None**

ITAL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **A-F**

ITAL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ITAL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ITAL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ITAL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ITAL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ITAL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ITAL502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PORTUGUESE

PORT101 Portuguese I
Introduction to the Portuguese language and the Lusophone-world with a focus on Brazil. Students will develop basic language skills (reading, listening, writing, and speaking) along with an awareness of the Portuguese-speaking world in Africa, Asia, Europe and the Americas, including its presence in the United States. PORT 101 and PORT 102 are designed as a year-long sequence, with each course covering half the textbook, along with other materials including Brazilian film, poetry, media, children's literature, journalism and music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

PORT102 Portuguese II
This course is the continuation of PORT 101, part of a year-long sequence of Portuguese. The second semester will further develop language skills (reading, listening, writing, and speaking) with increasing attention to oral proficiency and cultural topics. Music, poetry, short fiction, media, and journalism are integrated with the textbook to explore culture topics and current events. Students who plan to study abroad with Portuguese or wish to pursue further language study may petition to continue with a tutorial option.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

PORT155 Portuguese (Romance Language Speakers) I
This course offers students who have a strong working knowledge of Spanish or another Romance language the opportunity to study Brazilian Portuguese in an accelerated format. This course is conducted entirely in Portuguese. Completion of both semesters is required for study abroad in Brazil.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST155**
Prereq: **FREN112 OR ITAL112 OR SPAN112**

PORT156 Portuguese (Romance Language Speakers) II
This course is the continuation of a yearlong course in intensive Portuguese. The second semester will concentrate on mastery of grammar points, with increasing attention to readings, writing, and cultural topics. Music, poetry, short stories, Internet resources, video, and journalism are integrated with the textbook.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **PORT155 or LANG155**

PORT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PORT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ROMANCE LANGUAGES AND LITERATURES IN ENGLISH

RL&L115F Italian Cinema, Italian Society (FYS)
This First Year Seminar on Italian cinema (taught in English) investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural, and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism and neorealism (as well as its contested legacy), from a consideration of the "exquisite" examples of auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with popular genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastrone, Ophuls, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others.

Major Screenings will be organized for students. Students are not responsible for purchasing the films.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L120F Tales of Resistance: Modernity and the Latin American Short Story (FYS)
Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, as well as immigration to Europe and the United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L121 Tales of Resistance: Modernity and the Latin American Short Story (In English)
Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, as well as immigration to Europe and the United States.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST121**
Prereq: **None**

RL&L122F The Little Prince and Beyond: Literature and Childhood (FYS)
This first-year seminar will explore French literature and films for and about children. At the heart of our discussions in this class will be the question of how adults construct the child's point of view. How can we define childhood? How can we evoke it through narrative? How ought we make art for children? We'll look at a variety of sources including Marjane Satrapi's graphic novel memoir Persepolis, Antoine de St. Exupéry's The Little Prince, 19th-century didactic literature, films by François Truffaut, and classic fairy tales. No knowledge of French is required; all readings will be in translation and discussions will be in English. We will work on a variety of critical writing formats and students will also have the opportunity to produce creative writing as well.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L123 Love, Sex, and Marriage in Renaissance Europe
This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to: How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FGSS123, MDST125**
Prereq: **None**

RL&L123F Love, Sex, and Marriage in Renaissance Europe (FYS)
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about homosexual love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FGSS123F, MDST125F, WLIT249F**
Prereq: **None**

RL&L123Z Love, Sex, and Marriage in Renaissance Europe
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, the Italian Peninsula, the Low Countries, Portugal, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about "homosexual" love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how have contemporary (21st-century) writers reimagined Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL123Z, FGSS123Z, MDST125Z, WLIT249Z**
Prereq: **None**

RL&L125 Jungle and Desert Adventures
This course analyzes the constellation of images and sensations conjured up by the terms "jungle" and "desert" that are opposite but equally extreme. We will explore European adventure tales and travelogues, contemporary non-Western novels, children's books, and films in a quest to understand the imaginative power of these landscapes. Through our readings of such a wide range of texts, we will ask questions such as, What do these landscapes signify? How do descriptions of landscape convey a sense of individual and collective identity? What psychological terrain is explored when writing about extreme landscapes? And finally, how do we each see ourselves in relation to landscape? What is our own version of an "extreme" landscape?
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L126 El Greco to Picasso: Modern Art's Passion for Golden Age Spain
This course examines the life and afterlife of the Spanish artists of the Golden Age, whose achievements reached unprecedented heights in the 17th century. Centuries later, their works took on new roles as artists of other times and cultures found their own inspiration in works of the past: Manet copied Velázquez, Picasso copied El Greco, and (famously on "Project Runway") Christian Soriano copied Murillo. What allowed these complex works to resonate so strongly in another era? Is such influence automatically a sign of success? And why have the works of Francisco Goya inspired more filmmakers than any other artist? Students will be introduced to the reading of visual art for stylistic, historical, and political content and develop a critical understanding of art and society in Golden Age Spain, as well as insights into the role of art as a cultural currency.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L127 Catholicism and Ideology in the Hispanic World
Catholicism has played a number of roles in the cultural politics of the Hispanic world, appearing as a place of national being, resistance, and conservatism. In this course, we will read a number of texts from different periods and national contexts with a view to understanding how writers and intellectuals from Spain, Latin America, and the U.S. engage with Catholicism and the historical conditions under which they do so.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LAST**
Prereq: **None**

RL&L129 Writing the French Revolution
"Liberty, equality, and fraternity" was the slogan of the French Revolution and features three concepts of enduring interest. In this seminar we will explore the French Revolution and its antecedents -- and what these can mean for us today. In the process we will delve into a number of ways of thinking and modes of representation: historical thinking, of course, but we will also get a sense of the origins of sociology and political science, the power of scientific thinking, and differences between literary and visual representation (especially films). This course will also serve as a writing workshop emphasizing the nuts and bolts of good writing and experimenting with such rhetorical modes as argument, personal narrative, persuasion, and fiction-writing.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L130F If This Is an Author: Primo Levi and the Politics of Authorship (FYS)
In this First Year Seminar, we look at what makes an author to help you become a better writer. Through the case study of Primo Levi, we address questions of authorship, reception, and appropriation. From his seminal Holocaust text, "If This Is a Man" (first published in 1947, also known in the States as "Survival in Auschwitz"), to the philosophical essays of "The Drowned and the Saved" (1986), Levi was a writer of many genres (memoir, poetry, short fiction, novel, non-fiction) who confronted some of the most crucial themes of the 20th century: genocide, moral choices, the uses of science and technology, the relationship between historical truth and memory, and the power of language. In this course, we reflect on what an author is in theory (Barthes, Foucault, Sedgwick, Spivak, etc.) and in practice, engaging with and reacting to Levi's writing through such questions as: what makes a literary work authentic and why should we trust the words of an author? How do authors affirm their authority in their own country and abroad, and what is the role of publishers, translators, and critics in their reception? What happens when an author becomes a character for another author, and, more generally, what are the aesthetic and ethical implications of appropriating an author's body (of work)? As we critically read a significant portion of Levi's "Complete Works", you will hone your interpretative and writing skills through class discussion, short writing assignments, in-class presentations, and ample feedback, understanding how questions of authorship do not pertain solely to a literary author like Primo Levi, but can also help you become a more confident writer.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L140F Van Gogh and the Myth of Genius (FYS)
This seminar will investigate in depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth-making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. We will both investigate the formation of this myth and view it critically, balancing it against the artist's own account of his career in his paintings and prodigious correspondence. Van Gogh's extensive, insightful, and fascinating writing begs the question of how one should treat an artist's statements when interpreting his works. We will also examine the role of biography in art. Finally, rather than viewing the artist as an isolated creator, we will situate his work within the artistic landscape of late 19th-century Europe, and especially France, where he spent his most productive years as an artist, 1886--1890.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA140F**
Prereq: **None**

RL&L141 Van Gogh: Modernity, Utopia, and Nineteenth-Century Art
This course will investigate in-depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized--the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of Impressionist, Neo-impressionist, and Symbolist painters before moving to the south of France, where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist and along the way develop art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist's personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA141**
Prereq: **None**

RL&L148F Responding to Political Turmoil (FYS)
"What just happened? What's going to happen? What do we do now?" Political turmoil, while disconcerting to say the least, is nothing new. This course will look at case studies from various times and regions--including the creation of the U.S.; Fascist Spain; the 1960s in the U.S., France, and elsewhere; Brazil's military dictatorship; Italy in the 1990s; the Arab Spring; contemporary Mali and D. R. Congo--to see how others have responded to periods of political oppression and upheaval. After an initial period of discussion based on readings, we will hold conversations with members of our campus community who have experienced various forms of authoritarianism. The course is both academic and project-based: as we gain perspective through academic readings and assignments on the issue of political turmoil, we will turn what we learn into well-informed, measured, concrete action. In particular, we will workshop several writing exercises related to the topic and intended to make an impact (e.g., letter to the editor, letter to an elected official, public service announcement for the radio). All students (including those whose first language is not English) are welcome in the course and will receive individualized attention to their writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L150F Undoing Gender in Medieval France (FYS)
In this course, we will go way back--before Stonewall and even Simone de Beauvoir--to depictions of gender diversity in multiple medieval literary genres including romances, songbooks, lais, and chantefable. We will dive deep into medieval French texts with an ability to hold ambiguous and complex representations of gender and sexuality. We will discuss canonical French literary works in translation and also in medieval manuscript, alongside contemporary works on gender, queer, and trans theory, in order to illuminate what medieval literature can teach us about gender identities and desire processes that trouble or even escape the gender binary, as it is commonly understood today. As will become clear from our explorations of medieval French texts and manuscripts, many identity categories that we take to be stable, eternal, or "natural," are contingent and simply "naturalized." Medieval genders are not ours, and our genders will not be those of future generations.

This is a writing-intensive course, and you will produce upwards of 20 pages of academic writing by the semester's end. In this class, we will consider writing a collaborative and ongoing process. In the first few weeks, you will be exposed to ideas about gender and sexuality that surprise you. Your first written assignment will be to describe something "weird" that intrigues you and that you would like to investigate more. Sparks of confusion and intrigue are often seeds that grow into ideas and ultimately arguments! As you investigate this topic, you will be encouraged to begin writing about it, and sharing your writing with your peers. In addition to reviewing drafts of your peers essays, you will produce abstracts, outlines, and short conference papers to practice different means of focusing your thought in writing and communicating your thoughts to an audience. Our course will culminate in a collaborative miniconference, where we will work collaboratively to trouble and undo commonsense notions of gender.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L176 Days and Knights of the Round Table
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST235**
Prereq: **None**

RL&L176F Days and Knights of the Round Table (FYS)
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **WLIT262F**
Prereq: **None**

RL&L203 Modern Europe
This course surveys the history of Europe since 1815 and is intended primarily as an introduction to decisive events and interpretation of central themes. Attention will be devoted to major political, social, economic, and cultural developments, beginning with the many dimensions of the political and industrial revolutions of the 19th century; continuing with the emergence of nation-states and nationalism, working-class movements, the consequences of imperialism and the World War I, and communism and fascism; and concluding with study of the World War II, the reassertion of Europe, the collapse of the Soviet system, and contemporary issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST203**
Prereq: **None**

RL&L210 Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA210, MDST210**
Prereq: **None**

RL&L210Z Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA210Z, MDST210Z**
Prereq: **None**

RL&L211 Depicting Death in Literature
This course analyzes the theme of death primarily within French and francophone writing (in English translation), tracing the evolution of death imagery over time in literary texts. The curriculum will investigate various contexts related to the environment and language usage, offering a nuanced understanding of how the portrayal of death has changed in literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **CGST141, CHUM141**
Prereq: **None**

RL&L212 Early Renaissance Art and Architecture in Italy
This course surveys key monuments of Italian art and architecture produced between ca. 1300 and 1500. Focusing on major centers such as Florence, Milan, Rome, and Venice, as well as smaller courts such as Urbino and Mantua, it considers the works and careers of the most important artists and architects of the period, among them Giotto, Brunelleschi, Donatello, Giovanni Bellini, Botticelli, and Leonardo da Vinci. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, gender, and spectatorship. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA221, MDST222**
Prereq: **None**

RL&L213 Introduction to Existentialism
This course covers the wide variety of thinkers who may be considered a part of the existentialist tradition. The political and cultural phenomenon of existentialism asks questions concerning the essence of freedom in modern society, the role of emotions and passions in subjectivity, how meaning is brought to life, and the tensions between individuality and society. We will address these questions through the writings of thinkers such as Friedrich Nietzsche, Fyodor Dostoevsky, Jean-Paul Sartre, Simone de Beauvoir, Emilio Uranga, Leopoldo Zea, Gloria Anzaldúa, and Frantz Fanon. Throughout we will investigate what lessons for political life and belonging we can draw from these thinkers in our contemporary world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL213**
Prereq: **None**

RL&L217 Venice and the Renaissance
Venice -- a city built almost impossibly on a forest of stilts sunk into the mud of the lagoon and buttressed by powerful myths of divine origins, permanence, and prosperity - produced some of the most spectacular works of Renaissance art and architecture. This introductory-level course on the art and culture of Venice's "golden age" considers the works of artists such as Carpaccio, Bellini, Giorgione, Titian, Veronese, and Tintoretto, and architects such as Codussi, Sansovino, and Palladio in the context of the city's unique setting, social and governmental structure, cultural and political milieu, and larger geopolitical significance. It also positions Venice's artistic production within the broader framework of early modern Europe, exploring its connections with Byzantium and the Islamic world. The course also introduces students to key issues and methods of art history.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA127**
Prereq: **None**

RL&L218 Art and Architecture of Renaissance Florence
How did Florence rebound from calamitous plague to become the self-styled locus of the Renaissance? This survey of the art and architecture of Florence evaluates its cultural achievements against the improbabilities of their success. The city had negligible Roman history but championed the revival of classical antiquity; it was repressive but pushed the boundaries of representing gender and sexuality; its government slid from a republic to an absolute monarchy but fostered creative latitude; it spawned one of Italy's most popular religious zealots and popularized secular ideals; it had no empire but became a hub of global trade and knowledge transmission. To understand how this happened, we will study famous artists like Botticelli, Leonardo da Vinci, and Michelangelo alongside their lesser-known and even nameless contemporaries. Painting, sculpture, architecture, drawing, and printmaking will come alive in lectures and by discussing related texts in translation, recreating artistic techniques, and examining original Renaissance artworks in person.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA222**
Prereq: **None**

RL&L219 Global Rome: Art and Architecture in Early Modernity
Rome has long called itself the "head of the world," but in the early fifteenth century, it was a backwater. This course surveys the art and architecture of Rome as it reclaimed the papal seat, grew its population, witnessed their deaths amid an infamous sack, and then amassed singular power through the transoceanic expansion of Catholicism. The local particulars of Rome will be considered alongside its global history, situating the accomplishments of Raphael, Michelangelo, Caravaggio, Artemisia Gentileschi, Bernini, and others in relation to Rome's ties to Europe, Africa, the Americas, and Asia. Particular attention will be given to Rome's relationship to its ancient empire, as well as the roles of female artists and patrons in a city whose population skewed increasingly male. Students will study architecture, painting, sculpture, drawing, print, tapestry, arms and armor, jewelry, clothing, and ephemeral design, as well as period texts in translation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA226**
Prereq: **None**

RL&L220 Authority and Resistance: France Since 1870
Historians suggest it may be normal for France to be always on the verge of crisis owing to the persistence of irreconcilable conflicts and a celebration and practice of resistance. They conclude that France may be ungovernable, noting that five presidents since 1981, frustrated and resisted, have accomplished very little. This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with current, sustained challenges to state authority and liberal democracy. We will survey this 150-year history, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, socialism and communism, conservative thought and action, extreme rightist movements, the degradation of rural life, the experiences of three wars against Germany, imperialism and decolonization, key personalities, and styles of authority and resistance. Times of emergency and crisis will command attention, specifically the Paris Commune of 1871; the Dreyfus Affair of the 1890s; the Great War of 1914-1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940-1944; the early years of the Fifth Republic, 1958-1969; the extraordinary career of General de Gaulle; and the "yellow vests" in 2018-2019.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST220**
Prereq: **None**

RL&L221 The Pedagogy of Second Language Teaching and Learning
This course offers a foundation for second language (L2) acquisition in the classroom and teaching approaches. Specifically:

- characteristics of L2 learning

- an understanding of the most commonly used L2 methodologies and strategies

- basic know-how for analyzing and creating materials for language learning/ teaching

- L2 teaching as a profession

Classes and readings will be in English, given that the tutorial combines students of French and Spanish. However, the development of students' target language (TL) is also considered a priority in the course, supported by looking at authentic and pedagogical materials, creating pedagogical materials of their own, and by using the language in class during volunteering hours.

This course is intended for students who, being FREN, HISP, or RMST majors or advanced learners in French or Spanish, may be considering a career in education, and who commit to volunteering at the Middletown public schools while taking this course (at the very least). There is a volunteering commitment of 2 hours/week minimum during the semester. Students must take this course concurrently with a FREN or SPAN course numbered 215 or above.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L222 Re-imagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Drawing on innovative techniques of music, dance, painting, and theater Dante denounced political corruption and social injustice in a story that has inspired artists throughout the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th century prisoners of the Inquisition. Students will read selected cantos from Dante's "Commedia," consider contemporary news accounts of modern equivalents to medieval injustices, examine previous adaptations of the poem, and devise their own responses to Dante in the art form of their choice (theater, dance, poetry, playwriting, rap, music, spoken-word, visual arts).
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222, COL235, ITAL244, MDST224**
Prereq: **None**

RL&L222Z Reimagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Combining autobiography and cinematic writing techniques Dante denounced political corruption and social injustice in a story that has inspired artists through the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th-century prisoners of the Inquisition. Students will read selected cantos from Dante's Commedia, consider contemporary equivalents of medieval injustice, examine previous adaptations of the poem, and devise their own responses to Dante in a form of their choice (prose monologue, poetry, playwriting, rap, music, song, spoken-word, drawing, painting, visual collage, epistolary dialogue, etc.).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222Z, COL235Z, MDST224Z**
Prereq: **None**

RL&L223 Second Language Acquisition and Teaching
This course introduces students to the field of Second Language Acquisition (SLA) and addresses the following questions: How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language?

We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting. Students of French and Spanish may also wish to enroll in RL&L 223L, a 0.5 credit service learning course in which students volunteer in the Middletown Public Schools.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **EDST223**
Prereq: **None**

RL&L223L Second Language Acquisition & Pedagogy - Teaching Romance Languages
How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language? This course is intended for students who may be considering a career in education. We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting.
In this service-learning course, students are required to volunteer a minimum of two hours per week in the Middletown Public Schools, assisting French, Italian, and Spanish teachers in their world language classes. Students will write weekly journal entries reflecting on their classroom experience, and will learn to evaluate, adapt, and create pedagogical materials. By the end of the semester, they will have created a portfolio of activities that can be used in a foreign language classroom.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **EDST223L**
Prereq: **None**

RL&L224 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance
In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolo Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL224, MDST223**
Prereq: **None**

RL&L225 French Literary Masterpieces in Translation and on Screen
In this First-Year Seminar students will study five novels originally written in French, from the seventeenth to the twentieth centuries, alongside and against their respective cinematic adaptations. We will begin with Marie-Madeleine de Lafayette's The Princess of Clèves (1678), one of Europe's first psychological novels, and Christophe Honoré's The Beautiful Person (2008). We will then read Choderlos de Laclos's epistolary novel Dangerous Liaisons (1782) and watch Roger Vadim's Les Liaisons dangereuses 1960, followed by Gustave Flaubert's Madame Bovary (1856) and Anne Fontaine's Gemma Bovery (2014). Moving into the twentieth century, we will discuss Colette's Chéri (1920) and Stephen Frears's Chéri (2009). We will end the course with Nobel-prize winner Annie Ernaux's Happening (2000) and Audrey Diwan's Happening (2021). Other adaptations that students may wish to explore include but are not limited to: Jean Delannoy's La Princesse de Clèves (1961), Manoel de Oliveira's The Letter (1999), Andrzej Zulawski's Fidelity (2000), and Rémy Sauder's 2011 documentary on how The Princess of Clèves has been taught in a French high school in Marseille; Miloš Forman's Valmont (1989), Stephen Frears's Dangerous Liaisons (1998), and Roger Kumble's Cruel Intentions (1999); adaptations of Madame Bovary by Vincent Minnelli (1949), Claude Chabrol (1991), and Sophie Barthes (2014); Pierre Billon's Chéri (1950). These novels and their adaptations will allow us to think about notions of canon formation (i.e., how do we define, and who decides, what a "masterpiece" is?); genre and narrative; the uses of history in fiction; censorship, controversy, and scandal; gender, sex, and class; and how these texts have been and continue to be read, used, adapted, translated, and transformed from their time of publication to the present day. Students who have sufficient knowledge of French will have the opportunity to read the texts in their original language and have discussions and written assignments in French.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L225F Writing Biography: Denis Diderot, a Case Study (FYS)
How does one re-create someone else's life, in words? How does one conjure up the historical context that surrounds a far away existence? How does one bring together different forms of evidence--from the archive, primary sources, secondary sources, and written shreds of a life--to create the illusion of knowing the dead? In this course, we will ask these questions about the most fascinating figure of the French Enlightenment, Denis Diderot (1713--1784). In addition to editing the greatest encyclopedia of the 18th century, this would-be priest turned atheist also dreamt of natural selection before Darwin, the Oedipus complex before Freud, and a form of genetic manipulation centuries before Dolly the Sheep was born, all the while making significant contributions to art criticism, dramaturgy, natural history, and political philosophy. His private life, which includes affairs and prison, is also worthy of scrutiny and examination. While reading about his existence and studying a selection of his works, students in this class will undertake a series of biography-related written exercises that seek to resurrect various aspects of this intriguing thinker or members of his cohort. This course and readings are in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **WRCT225F**
Prereq: **None**

RL&L226 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. After 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present. The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL226, RELI218, MDST226, WLIT250**
Prereq: **None**

RL&L227 Desire, Deception, Disenchantment: Five French Novels in Translation and on Screen
This course aims to study five French novels from the 17th to the 20th centuries in translation, alongside and against their respective cinematic adaptations. We will begin with Lafayette's The Princess of Cleves (1678), one of the Western world's first psychological novels, and then move on to Choderlos de Laclos' epistolary novel Dangerous Liaisons (1782). We will then read Gustave Flaubert's Madame Bovary (1856), Albert Camus' The Stranger (1942), and Marguerite Duras's The Lover (1984). Films will include: Jean Delannoy's 1961 adaptation of Lafayette's novel, Christophe Honoré's The Beautiful Person (2008), a modern-day adaptation of the story, and Rémy Sauder's 2011 documentary on how the novel is being used in a French school in Marseille; three adaptations of Laclos's novel: Roger Vadim's cutting-edge Les Liaisons dangereuses 1960, Miloš Forman's 1989 Valmont, and Stephen Frears's 1998 acclaimed Dangerous Liaisons; three adaptations of Madame Bovary: Vincent Minnelli's film (1949), Claude Chabrol's adaptation from 1991 starring Isabelle Huppert, and Sophie Barthes's version (2014); Luchino Visconti's adaptation of Camus' The Stranger (Lo straniero, 1967); and Jean-Jacques Annaud's The Lover (1992). These novels and their adaptations will allow us to think about notions of canon formation; genre and narrative; the uses of history in fiction; censorship, controversy, and crime; gender, class, race, and (post)colonialism; translation; and how these texts have been and continue to be read, used, adapted, and transformed from their time of publication up to the present day.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L229 Political Turmoil
"What just happened? What's going to happen? What do we do now?" Political turmoil, while disconcerting to say the least, is nothing new. This course will look at case studies from various times and regions--the creation of the US; Fascist Spain; the 1960s in the U.S., France, and elsewhere; Brazil's military dictatorship; Italy in the 1990s; the Arab Spring; contemporary Mali and D. R. Congo, among others--to see how others have responded to periods of political oppression and upheaval. After an initial period of discussion based on readings, we will hold conversations with members of our campus community who have experienced various forms of authoritarianism. The goal of the course is ultimately project-based: as we gain perspective on the issue of political turmoil, we will turn what we learn into well-informed, measured, concrete action. In particular, we will workshop several writing exercises related to the topic and destined to make an impact (e.g., letter to the editor, letter to an elected official, public service announcement for the radio). All students (including those whose first language is not English) are welcome in the course and will receive individualized attention to their writing.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L230 Between Marx and Coca-Cola: European Cinema of the 1960s and 1970s
In the 1960s and early 1970s, a growing sense of alienation and social unrest spread across Europe, making their marks in both society and cinema. Borrowing the words of New Wave director Jean-Luc Godard, these years led to the emergence of "the children of Marx and Coca-Cola." This course, taught in English, will introduce students to a multi-faceted portrait of Europe in the 1960s and 70s through avant-garde and popular cinema from France, Italy, Spain, Germany, and Eastern Europe. We will focus on films that depict global capitalism, gender relations, and government control. Some of the themes we will discuss include the critique of consumerism and materialism, the changing

role of women in society, life under socialism and dictatorship, and youth counterculture. Last but not least, students will learn how New Wave directors challenged traditional approaches to narrative cinema.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **CGST230**
Prereq: **None**

RL&L231 Mystics and Militants: Medieval Women Writers
In this class we will read a wide range of works written by European women between ca. 1100--1400, including courtly, devotional, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the antifeminist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical religious experience, heresies, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL232, MDST238, FGSS224**
Prereq: **None**

RL&L232 Obscure Enigma of Desire
This course is an introduction to the study of the ways we create meanings when we read texts. It will focus on several deliberately obscure literary texts from twelfth-century France and will examine them in the light of the classical and medieval concepts of enigma, the marvelous (wonderful), fabula, and allegory as well as some modern theoretical works about how we understand narratives. We will seek to understand why deliberate obscurity is an important part of literature and how medieval authors created narratives that seem particularly meaningful precisely because they are obscure. We will consider why we feel these texts have meaning and the ways in which we make them meaningful to us. This course will be co-taught in parallel with a course (in English) on the same subject offered at the Charles University in Prague by Professor Lucie Dolezalova. About half of the classes will be conducted together with the class in Prague through teleconferencing and Professor Dolezalova will teach one week of the course at Wesleyan and meet with students while she is here.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST232**
Prereq: **None**

RL&L233 Modern Italy on the Silver Screen: 1960--2015
This course is an introduction to modern Italian culture through the lens of Italian cinema. Beginning in the postwar era, we will look at the radical transformations that have shaped contemporary Italy by examining the aesthetic and narrative trends of the silver screen. Italian cinema holds an important place in global film culture, giving rise to new artistic forms (from neorealism to spaghetti westerns and arthouse slashers) that have dramatically impacted foreign and domestic sensibilities. Among the films screened are Fellini's La dolce vita, Pasolini's Mamma Roma, De Sica's Matrimonio all'italiana, Leone's Il buono, il brutto, il cattivo, Argento's Suspiria, Moretti's Caro diario, Ozpetek's Saturno contro, and Giordana's Quando sei nato non puoi più nasconderti. Each film screening is accompanied by a brief presentation of the socio-historical context in which it was produced, allowing students to situate the artistic projects within broader Italian social and political histories. By the end of the term students will have an understanding of the last half-century of Italian national history and will be familiar with key terms in film theory and analysis. This course is taught in English; films will be screened in Italian with English subtitles.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL233**
Prereq: **None**

RL&L234 Cuneiform to Kindle: Fragments of a Material History of Literature
This course provides a theoretical and historical investigation of diverse media of literary expressions from clay tablets to digital texts. We will inquire into the history of writing through different technologies and modes of composition, circulation, and reception from antiquity to the present day. By engaging in such topics as the transition from scroll to codex, from manuscript to print, and from book to Kindle, we will consider the history of literacy in relation to other forms of expression (oral, visual, networked) and analyze different practices of organizing textual materials (punctuation, paragraphing, annotation). We will scrutinize paratextual elements (title, front matter, opening information, foreword) and various forms of verbal accretions (glosses, commentaries, editorial interventions). We will examine shifting notions of authorship and originality and explore different systems of storage (libraries, archives, museums). And by questioning the multifaceted, nondeterministic interplay between literary artifacts and the media by which they are formalized and materially formed, we will provide a critical and historical reflection on the nature of textuality, writing, and media.

Readings will set essays in the history of the book and media studies alongside key literary case studies from various periods and geographical areas. Projects will engage with textual materiality (including through the creation of book-objects of our own). The course will be conducted in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST231, WLIT261**
Prereq: **None**

RL&L235B Curatorial Workshop: Art and the Ecological Imagination, 1840-1870
This course examines the emergence of an "ecological consciousness" in art during the mid-19th century through readings, discussion, and firsthand study of works in the Davison Art Center print collection. Although the term "ecology" was first coined in 1866, 19th-century thinkers had long been concerned with the interrelationship of organisms, including humans' place and impact on nature. This class examines how visual artists before Impressionism contributed to the 19th century's "ecological imagination" through their representations of landscapes. Known as the "Barbizon School," this group of artists left the metropolis of Paris to immerse themselves in the wild and rugged terrain of the Fontainebleau Forest while also embarking on journeys to remote regions of France. These members of the first artists' colony seceded from the French Academy of Fine Arts and pursued strategies of independence that were allied at the time with radical politics. In their works they experimented with new materials and approaches to composition that included but no longer prioritized humans, in order to foreground processes of transformation internal to nature itself. The consciousness that artists forged through painting and printmaking led them to become among the world's first conservationists; they successfully petitioned the French government to protect parts of the Forest of Fontainebleau some 20 years before the creation of the first National Park in the United States.

The first half of the course will be devoted to reading and discussion; the second half will center on the study of works in the Davison Art Collection, which includes a superb collection of original and experimental prints by Barbizon School artists. The final project will be the curation of a temporary exhibition of works from the collection, including a selection and arrangement of works, explanatory texts, and a public gallery talk.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA263B, ENVS263B**
Prereq: **None**

RL&L236 Don Quixote: How to Read the Ultimate Novel
No novel is more celebrated than "Don Quixote," albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and "life" or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for "the real world" is often as nutty as the hero himself. We will read, discuss, and write about "Don Quixote" in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL236, MDST236, WLIT247**
Prereq: **None**

RL&L237 Making New Worlds: Encounters on Turtle Island
From before the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years' War, Turtle Island (North America) was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on Indigenous homelands with deep histories. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease). Throughout, we will focus on the persistence and resistance of Indigenous nations who protected (and still protect) their homelands and lifeways.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST237**
Prereq: **None**

RL&L238 America 250: The Promises and Tragedies of Independence, 1763-1815
Independence was a process, not an event. The Declaration built on relationships and identities that formed before 1776 and its impact reverberated across the globe in the decades (and centuries) after. But what kind of world did the drafters of the Declaration imagine? What did their document actually create? What other conceivable futures were sacrificed so that Independence could succeed? Exploring the era that made Independence possible helps illuminate the paradoxes, complexities, promises, and tragedies of the North American experiences at the end of the eighteenth century. The Declaration of Independence opened one future and foreclosed on others. The Revolution required to make Independence a reality was a brutal conflict that divided families, destroyed economies, shattered kinship networks, and created not one but (eventually) two countries. Revolution and Independence looked different to women, labourers, the enslaved, loyalists, and Indigenous nations who were swept up in the American project and had to navigate the new realities it brought about. That the United States would become a super power was far from the minds of those fighting for or against American independence.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST238**
Prereq: **None**

RL&L239 Van Gogh: Modernity, Utopia, and Nineteenth-Century Art
This course will investigate in-depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized--the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of impressionist, neo-impressionist, and symbolist painters before moving to the South of France, where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist and along the way develop art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist's personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA239**
Prereq: **None**

RL&L240 Revolutionary France and the Birth of Modern Art, 1789-1900
This course examines the birth of modern art in the wake of the French Revolution and traces the evolution of modern art throughout what would prove to be an extraordinary century of social transformation and formal experimentation, ending in the Dreyfus Affair and Post-Impressionism. Themes this class explores include the advent of a public sphere for art-making and the relationship between artistic advance and appeals to an ever-widening public;

painting and revolution in France and its colonies; the redefinition of history painting in light of the abolition of slavery and the Declaration of the Rights of Man; the expansion of France's colonial empire and the representation of racial difference; the rise of feminism and attempts on the part of women artists to find their own voice in a masculine practice; the destabilization of classicism in light of scientific discoveries and ideas of "primitivism"; and the conflict between the unabashed pursuit of artistic individualism and the need to define collective values and experience. Although these developments took place two centuries ago, they continue to define the field of modern art today.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA240**
Prereq: **None**

RL&L241 Introduction to European Avant-Garde, 1880-1940
This course introduces students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA241, GRST241**
Prereq: **None**

RL&L242 Italian and Italian American Cinema: Not Just Mafia Movies
The entanglements of Italian and Italian American cinema date to the medium's silent era. If the Taviani Brother's 1987 film Good Morning, Babylon is to be believed, while filming Intolerance (1916) D.W. Griffith lauded and lamented the genius of Giovanni Pastrone's colossus Cabiria (1912), doubting that his own epic film would be able to match the virtuosity of the earlier Italian example. Flash forward to 1931-32 and the trio Little Caesar (1931), Public Enemy (1931), and Scarface (1932) sear into the American imaginary the cinematic representation of the Italian mobster. Beyond Italian artistry and aesthetics of the sort Griffith ostensibly applauded, and the numerous examples of the violent, lawless gangster of Italian descent, what are some other (stereo) typical intersections between Italian and Italian American cinema?

Mapping the Transatlantic transmissions of representations, stereotypes, and aesthetic values reveals how these two cinematic traditions co-articulate and condition each other, with "Hollywood on the Tiber" offering a chief example of the ways Italian and American industrial contexts invoke and implicate each other. How do Hollywood's glamorized gangsters inform Italian representations of organized crime? How do American cinematic "Latin lovers" draw on Italian models? How have representations of masculinity, men, and fathers; femininity, women, and mothers; (large) families, food, religion, class mobility, questions of race and racism, and immigration unfolded in their respective contexts and what do intersections among them reveal?

Two non-fiction films from Scorsese help draw our parameters for our discussion: Italianamerican (1977), for socio-cultural codes; for cinematic contexts, My Voyage to Italy (1999), in which the director reviews his Italian influences and which also serves as an introduction to Italian cinema. We subsequently investigate the indicated themes and topics as they range across a corpus of texts which includes, on the Italian American side: Scarface (Hawks, 1932), Not Wanted (Lupino, 1949), The Godfather (Coppola, 1972), Mean Streets (Scorsese, 1973), Rocky (Avildson, 1977), Raging Bull (Scorsese, 1980), Moonstruck (Jewison, 1987), Married to the Mob (Demme, 1988), True Love (Savoca, 1989), Do the Right Thing (Lee, 1989), The Freshman (Bergman, 1990), Goodfellas (Scorsese, 1990), My Cousin Vinny (Lynn, 1992), Household Saints (Savoca, 1993), The Sopranos (Chase, 1999), The Departed (Scorsese, 2006), Wendy and Lucy (Reicherdt, 2008), The Miracle at St. Anna (Lee, 2008). Alongside these, we examine Italian films drawn from this list: Cabiria (Pastrone, 1912), Umberto D. (De Sica, 1952), I Vitelloni (Fellini, 1953), Rocco and His Brothers (Visconti, 1960), Eclipse (Antonioni, 1962), Amarcord (Fellini, 1974), Kaos (Taviani Brothers, 1984), Mediterraneo (Salvatores, 1990), Johnny Stecchino (Benigni, 1991), Lamerica (Amelio, 1994), Gomorra (film Garrone 2008, series 2014), The Young Pope (Sorrentino, 2016), and The Confessions (Andò, 2016). The films for group presentations will also be drawn from these lists.

This course has no prerequisites. We will work on students' capacity for formal film analysis as we go along and, at the beginning of the course, some students may have greater proficiency in this area. At the same time, other students may initially have a broader knowledge base of Italy and Italian society. Everyone has something to learn. Conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L243 Art and Culture of the Italian Baroque
This introduction to the arts and architecture of 17th-century Italy addresses one of the core paradoxes of the period: that startling innovation and creativity were not inconsistent with serving the purposes of patrons and ideologies that at first appear rigid and authoritarian. Supported by popes, cardinals, new religious orders, and private collectors, artists and architects such as Caravaggio, Artemisia Gentileschi, Pietro da Cortona, Gianlorenzo Bernini, and Francesco Borromini depicted saintly bodies in moments of divine rapture, opened up painted ceilings to elaborate illusionistic visions, and subjected the classical language of architecture to unprecedented levels of movement. Through lectures and discussions of key primary and secondary sources, we will explore the emotive and ideological power of Baroque art, considering the multitude of ways in which it shaped the visual, political, and religious worlds of its day.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA233**
Prereq: **None**

RL&L244 European Architecture and Urbanism, 1750-1910
This course considers the history and theory of architecture and urbanism in Western Europe from the mid-18th to the early 20th century. A central theme is the relationship between historicism and modernity through the period. Topics include Neoclassicism, the picturesque landscape, the Gothic Revival, the Arts and Crafts Movement, the École des Beaux-Arts, the German Rundbogenstil, international expositions, and Art Nouveau. We will focus on specific sites in major cities, including Paris, London, Berlin, Munich, Vienna, Milan, Rome, Brussels, and Barcelona, among others. New or transformed building types include museums, railway stations, apartment blocks, department stores, and theaters. Urban forms include residential squares, boulevards, arcades, and

public parks. Architectural culture will be discussed as a response to changing political, economic, technical, and ideological conditions in newly modernizing societies. Urbanism includes the transformation of early modern cities due to industrialization, housing for different social classes, new towns, suburbs, utopian communities, the Garden City, and colonial centers such as Bombay (Mumbai), Algiers, and Hanoi.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA244**
Prereq: **None**

RL&L245 Not Just Neorealism: Italian Cinema, Its History and Politics
This introductory course on Italian cinema, taught in English, investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural, and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism and neorealism (as well as its contested legacy), from a consideration of the "exquisite" examples of the auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastrone, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others. Additional material includes readings in film theory and criticism, Italian history, literary sources, screenplays, and interviews. For interested students with advanced competency in Italian, there will be a .50 credit (CLAC) discussion section, ITAL245/CGST245, at a time to be determined but very likely after our second class of the week. Italian and Romance Studies Majors, please see additional comments below.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FILM302, WLIT248**
Prereq: **None**

RL&L250 Integrative Learning Project 1: Crafting Your Digital Identity
Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you! Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT200, AFAM250, CSPL200, IDEA200**
Prereq: **None**

RL&L251 Italian Art and Architecture of the 16th Century
In addition to key monuments of 16th-century Italian art and architecture, this course seeks to introduce students to some of the most important figures of the period: artists and architects--such as Leonardo, Michelangelo, Raphael, Bronzino, Titian, and Palladio; their princely and ecclesiastical patrons--such as Cosimo I de' Medici and Pope Julius II; and their critics and biographers--such as Giorgio Vasari and Ludovico Dolce. Our aim will be to understand the complex artistic and architectural landscape of the period against the backdrop of shifting intellectual and religious trends, including the Counter-Reformation. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA224**
Prereq: **None**

RL&L252F French Literary Masterpieces in Translation and on Screen (FYS)
In this First-Year Seminar students will study an array of literary chefs-d'oeuvre originally written in French, from the seventeenth to the twenty-first centuries, alongside and against their respective cinematic adaptations. These novels and their adaptations will allow us to think about notions of canon formation (i.e., how do we define, and who decides, what a "masterpiece" is?); content and form, and how they relate to prose narrative and to the moving image; genre and narrative; the uses of history in fiction; censorship, controversy, and scandal; gender, sex, and class; and how these texts have been and continue to be read, used, adapted, translated, and transformed from their time of publication to the present day. Students will have the opportunity to write both academically and creatively. Students who have sufficient knowledge of French will be able to read the texts in their original language and have discussions and written assignments in French by enrolling in the 0.5 CR Cultures and Languages Across the Curriculum (CLAC) course linked to this seminar. (See the FREN 253F course description for the eligibility requirements to enroll in the CLAC course.)
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L254 Breaking the Waves: The Japanese and French New Wave Cinemas and Their Legacy
While the French and Japanese New Wave(s) existed as largely contemporaneous cinematic movements, rarely are they discussed together, instilling the impression of two parallel streams, never to converge or intersect. This course hopes to serve as an intervention into this perceived divide through close readings of these groundbreaking cinematic works and an examination of their revolutionary content in the interest of articulating shared philosophical concerns. In many cases, New Wave filmmakers worked as writers and critics before producing films themselves, a fact that speaks to the intensely theoretical nature of their cinema. This course will therefore examine critical writings published in the space of Cahiers du Cinema, Film Art, and other journals as a means of better understanding the thought process that underlies these films. How do these films figure as a response to that of the previous generation and how did they hope to revolutionize cinematic praxis? What was their relationship to political activism and the events of 1968? Finally, we will consider the legacy of these cinemas: What is the prevailing influence of the New Wave on Hollywood and global cinema? What aspects of the movement have been retained and what has been lost along the way?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS254**
Prereq: **None**

RL&L261 Framed: Re/presenting Italian Women Filmmakers
This course trains on Italian films written and directed by women with women protagonists and their stories. Our explorations circulate around activities intended to anchor the course in the real and active and invite students to

reflect on the ways these activities and stories resonate in their own lives. Some activities whose filmic representations and reimaginings we will investigate include working, loving, sexing, framing, growing, thinking, collaborating, acting, and making. Our focus on filmmakers will comprise contributions by screenwriters, actors, directors, and editors and consequently we will explore the ways in which women have been "framed" by and for the camera and how women filmmakers have helped "reframe" those representations. Seen historically, our examination will reach from Elvira Notari's films (1911 to 1929) to significant post-WWII collaborations of women actors and directors (e.g., Anna Magnani [with both Luchino Visconti and Roberto Rossellini], Monica Vitti [and Michelangelo Antonioni], Sofia Loren [and Vittorio De Sica], Claudia Cardinale [Sergio Leone and Federico Fellini]). The 1970s and especially the cinema of Liliana Cavani and Lina Wertmuller, set the stage for many of Italy's contemporary women filmmakers, including Francesca Archibugi, Francesca Bertini, Laura Bispuri, Francesca Comencini, Wilma Labate, Alina Marazzi, Susanna Nicchiarelli, Costanza Quatriglio, Alice Rohrwacher, Marina Spada, and Angela Torre. Feminist film criticism and theory will also help us "frame" and "reframe" these contributions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L266 Introduction to Translation
Literary translation is popularly misunderstood to be the mechanical transfer of words from one language into the words of another. However, literary translators must also bring to life in a new language the intangibles of a text, such as the culture, the mood, the aesthetics, and the vibes. Our modern word vibes derives from an instrument often used in jazz performances called the vibraphone, a percussive instrument that produces a resonant, vibrato effect. In Sanskrit, this vibrato effect is defined by the versatile word dhwani, which is used to describe reverberations and echoes in music, poetry, and theater. In this class (taught by Distinguished Writer in Residence, Daisy Rockwell), we will try our hands at translating not just the words, but the dhwani of texts. This will help us explore what translation has entailed in various eras and cultures, and what we can learn from intermodal translation, when text is brought alive through non-linguistic media, such as sound, visual imagery, and dramatization. Students will formulate a final project halfway through the semester, such as the translation of a short story, a chapter of a book, or a set of poems.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT266, COL268, REES266, ENGL270**
Prereq: **None**

RL&L271 The Sonnet: Forms of Love, Death, and Beyond
This course explores motifs of love, death, and beyond through a single poetic form: the sonnet. We will read transhistorically from the "invention" of the sonnet in the 13th-century Sicilian School to its use in contemporary American poetry, touching on poets in a variety of languages and time periods. From individual poems to sonnet sequences, we will explore the way in which lyric poetry engages non-narrative modes of meaning-making within the formal expectations of the sonnet. Are sonnets uniquely adapted to types of experience which defy easy articulation? In what ways does the form of the sonnet make it possible to give literary representation to the ineffable? This course pays close attention to the relationship between form and content in a variety of poetic works. Poets to be read include Dante, Labé, Shakespeare, Inés de la Cruz, Barrett Browning, Yeats, Millay, Rilke, and Stallings. Writing assignments will include both creative and analytic writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL271, ENGL237**
Prereq: **None**

RL&L275F Religions Resisting Modernity (FYS)
Why did some Native Americans turn to dance while resisting federal troops? Why do creationists reject evolution? Why do some French Muslims wear a veil when their mothers didn't? Why did Gandhi insist that Indian nationalists spin their own thread? Throughout the last century, resistance has risen to modernity, and religion has played an increasingly important role in challenging the globalization of modern Western values. This seminar will explore how Europe transformed itself into a modern society with worldwide influence. Then it will investigate how the Lakota Sioux, Christian creationists, and Mohandas Gandhi each have used religion in an attempt to resist some aspect of modernity, either outside the Western world or within it. No background in the study of religions is necessary. Ultimately, the course will challenge our very understandings and expectations of what it means to be modern.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI275F**
Prereq: **None**

RL&L279 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT280, CLST285, GRST280, RUSS281, ENGL220**
Prereq: **None**

RL&L280 Exploring Personhood in the 20th and 21st Centuries (CLAC 1.0)
The goal of this course is to provide a thorough examination of the concept of personhood in the 20th century by studying how it has been portrayed and understood in diverse cultural contexts across Arabic, English, and Francophone cultures. Through the use of comparative analysis and an interdisciplinary approach to cultural artifacts--such as works of literature, art, and religious texts as well as current debates around AI and personhood--students will explore how different cultures have approached the question of what it means to be a person and how this has evolved over time. By the end of the course, students will have a deeper comprehension of the various ways in which personhood has been created and perceived throughout different cultural and historical contexts.

The impact of historical occurrences and cultural movements on the construction of personhood, the influence of religion and politics or the fictional writing on conceptions of personhood, the representation of personhood in

literature and art, and the emergence of AI as a new frontier in the investigation of personhood are some of the major topics covered in the course. This will open up new discussion topics about posthuman beings and persona status, particularly in science fiction.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM380, CGST334**
Prereq: **None**

RL&L284 Comparative Politics of Western Europe
The leading nations of Western Europe--Great Britain, France, Germany, and Italy--have developed vibrant economies and stable democracies that differ in important ways from those of the U.S. and from each other. This course explores the ability of European economies to withstand pressures of globalization and the capacity of European democracies to integrate political newcomers such as women and immigrants. We address questions such as, Does New Labour provide a model for parties of the Left across the West, or is its success predicated on the foundations laid by Thatcherism? With the limited ability of the French people to influence politics, should we still consider that country a democracy? Has Germany definitively overcome its Nazi past, or does the strength of German democracy rely on a strong Germany economy? How can we make sense of the Italian "second republic"?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT284**
Prereq: **None**

RL&L290 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, GRST231, RUSS340, RULE340, REES340, ENGL295**
Prereq: **None**

RL&L300 The Arthurian Legend on Film
This course will serve both as an introduction to the Arthurian legend and to its cinematographic representation since the 1940s. Medieval texts will be paired with films that are "based" -- more or less closely -- on them. We will consider the ways in which these stories are told in literature and in film and the differences between them. We will also consider the ways in which the legend was used to address both medieval and modern preoccupations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST302**
Prereq: **None**

RL&L301 History of Spanish Cinema
This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematics. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

For a detailed description of the objectives, materials, viewing requirements and modes of assessments, please visit the course web site at: https://span301.site.wesleyan.edu/
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FILM301, COL334**
Prereq: **None**

RL&L302 West African Literatures and Cultures in French
This course explores major texts in modern and contemporary Francophone African literature by delving into four major themes that traverse the recent cultural, literary, and political history of Francophone West Africa.

The course starts by investigating the relationships between orality and literature through the lens of often-intersecting debates around tradition and modernity; the focus will then shift to articulations of nation, liberation, and the promises of independence, war, and memory, and finally the ruptures and continuities of the post-colonial, neoliberal present.

By spending significant time with primary sources that span over a century of literary and cultural production from and about Francophone Africa, students will have a deep understanding of the urgencies animating writers wrestling with the weight of the colonial past, the violence of decolonization, the brightness of independence, and the uncertainty of the present. A thorough engagement with some of the most important authors of the last 60 years (e.g. C. H. Kane, B. Diop, Y. Ouloguem, M. Condé, among others) will allow us to deep-dive into the possibilities of literary expression, as well as questions of belonging, nation, and evolving ideas of "Africa."
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN302**
Prereq: **None**

RL&L311 Translation Workshop in Early Modern Spain: Topographies of Love, Arcadia, and History
This course takes a practical approach to the translation of early modern Spanish literature. We will begin by consulting various comments on the art and craft of translation made by 16th-century Spanish translators in their own works before we encounter the curious case of the "pastoral prosimetrum," a type of narrative fiction that reimagined the author and their contemporaries under literary pseudonyms in an updated version of an idyllic Arcadian landscape. From Spanish to English, from experience to poiesis, we'll recontextualize these topographies of love in their own literary and historical moment in order to translate those imaginaries into contemporary English. Readings will be in English and Spanish. Discussions and translations will be in English. There are no prerequisites, but reading knowledge of Spanish is required. Please consult the instructor if you have questions about your language ability.

Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL311**
Prereq: **None**

RL&L321 Dialogues of Love: A Close Reading
Towards the end of the fifteenth century amidst the burgeoning cultures of the Italian Renaissance in Naples, Genova, and Venice, the exiled Ibero-Sephardic philosopher and physician Judah Abravanel (Leone Ebreo) composed a philosophical work on erotic ethics as a dialogue between love (Philone) and wisdom (Sophia). "The Dialogues of Love" (1535) presented early modern readers with an erotic cosmology which drew upon Ancient and Medieval texts including Plato, Neo-Platonism, Neo-Aristotelianism, Kabbalah, and scriptural commentary. Widely translated, read, and reprinted throughout the sixteenth century, this text animated literary and cultural life throughout sixteenth-century Europe, finding its way into the work of poets and fiction writers such as Miguel de Cervantes. This course engages this unique and breathtaking work of early modern philosophy through a close reading of a Renaissance cosmos staged as a lovers' courtship.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL321, MDST321, CJST321**
Prereq: **None**

RL&L325 Eloquent Forms: Topics in Italian Renaissance and Baroque Sculpture
Early modern Italy was a site of vibrant and far-reaching innovation in the plastic arts. Driven by intense artistic competition, sustained by lavish patronage, and produced for religious, commemorative, and decorative purposes in both public and private settings, sculpture reached an unprecedented peak of creative ambition, material experimentation, and theoretical reflection during this period. From monumental urban commissions such as fountains to small-scale precious objects prized by elite collectors, sculptural works profoundly shaped the visual and sensory worlds of early modern Italy. This seminar explores the making and meaning of sculpture in the Renaissance and Baroque periods through close engagement with the works and careers of key artists, including Lorenzo Ghiberti, Donatello, Andrea del Verrocchio, Niccolò dell'Arca, Francesco Laurana, Properzia de'Rossi, Michelangelo, Benvenuto Cellini, Giambologna, Leone Leoni, Gianlorenzo Bernini, and Alessandro Algardi, among others. Readings and discussions are organized around thematic issues such as the making and viewing of early modern sculpture; the rhetoric of sculptural materials; verisimilitude and animation; sculpture and the senses; fragmentation and the non finito; touch, desire, and the nude; representations of force and violence; antiquarianism and collecting; tombs and sculptural commemoration; and monsters and monstrosity in garden sculpture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA325**
Prereq: **None**

RL&L327 Criticism and Psychoanalysis
This course introduces some classical psychoanalytic methods of reading and interpretation, with accent on the four concepts Jacques Lacan identified as foundational: the unconscious, repetition, the transference, and the drive. We will approach psychoanalysis as a style of close reading whose influence on forms of interpretation--especially literary interpretation--has been immeasurable. One central concern will be the capacity of psychoanalysis to enable us to read ourselves reading, to make the interpretive situation itself the object of our analysis. Students with an interest in literary-critical methods will benefit from the course, as will students with an interest in the internal logic of an important body of thought.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL327, GRST227**
Prereq: **None**

RL&L333 Appeasement and the Origins of the Second World War
In this study of Europe's crisis, 1933-1939, from Hitler's appointment as chancellor of Germany to the outbreak of the Second World War, attention will focus upon the reassertion of German power and its effects upon the diplomacy and politics of Great Britain and France. Specific topics will include Hitler's aims and actions; critical events concerning the Rhineland, Spain, Czechoslovakia, and Poland; pacifism and the French Left; Neville Chamberlain and British conservatism; and the debate over the immediate origins of the war in 1939. Readings will include memoirs and contemporary diplomatic documents, newspapers, and journals.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST333**
Prereq: **None**

RL&L339 Modernism and the Total Work of Art
The term "total work of art" refers to the German concept of the Gesamtkunstwerk, which took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in Impressionist painting and German Expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA339, GRST239, GELT239**
Prereq: **None**

RL&L350 Integrative Learning Project 2: Website Incubator
Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you! Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design

principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT300, AFAM320, CSPL300, IDEA300**
Prereq: **None**

RL&L351 Deconstruction and Politics
Following the later work of Jacques Derrida, we will investigate the significance of the concepts of sovereignty and democracy in some important texts of 20th-century continental philosophy. We shall attempt to understand why these notions are taken at face value and yet still pose many problems for that tradition. Why did democracy and sovereignty give rise to many complications and paradoxes while, at the same time, they continue to hold a vital conceptual import within the political as such. We will thus ask why are political philosophies so invested in sovereignty and democracy? Ultimately, we will consider the possibility of a close affinity between the political and the rhetorical, and will try to understand why democracy and sovereignty tend to exceed conceptual grasp. Because our approach will be primarily deconstructive, we shall also attempt to compare it to other modern and contemporary approaches.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL351**
Prereq: **None**

RL&L377 Comparative French Revolutions
This course makes a systematic, comparative analysis of the causes, patterns, and consequences of revolutionary activities in France, examining the revolutions of 1789, 1830, 1848, and 1870. The course will emphasize revolutionary movement organizations, political and social goals, ideology, and industrialization.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST377**
Prereq: **None**

RL&L382 Politics, Revolutions and Visual Culture in the Post-Revolutionary Arab Societies
The course "Politics, Revolutions, and Visual Culture in Post-Revolutionary Arab Societies" critically investigates the interaction of politics, social revolutions, and visual culture in the aftermath of the Arab Spring. This course examines the dynamic interaction between political transformation, revolutionary movements, and the various forms of artistic expression in Arab countries.

Students will delve into the complex interplay between politics and visual culture through a combination of theoretical discussions, case studies, and visual analysis, gaining a nuanced understanding of how images, art, photography, film, and other visual media have shaped and reflected sociopolitical changes in post-revolutionary Arab contexts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM382, CGST335**
Prereq: **None**

RL&L383 French Existentialism and Marxism
This course is a study of French thinkers of the 20th century who challenged and reevaluated the principles upon which Western society was based, with an emphasis on the problems and theories concerning the standards of moral action, the nature of political knowledge, political engagement, ethical relativity, free will, and determination.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST383**
Prereq: **None**

RL&L390 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL393, GRST291, MDST390, FREN390**
Prereq: **None**

RL&L401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RL&L402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RL&L407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RL&L408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RL&L409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

RL&L410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **A-F**

RL&L411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RL&L491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

SPANISH

SPAN101 Elementary Spanish I
This introductory course is designed for students without prior Spanish language study. Students will develop basic receptive and productive language skills (reading, listening, writing, and speaking) along with an awareness of the various cultures of the Spanish-speaking world, including the United States. Note that Span 101 and Span 102 are designed as a year-long course, with each course covering half of the textbook, along with other materials. Completion of Span 102, or evidence of appropriate level, will be required to continue onto Intermediate Spanish (111-112).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN102 Elementary Spanish II
This course is the continuation of SPAN101, though students may place directly into 102 via the Wesleyan Language Placement Exam. The course further develops basic language skills (reading, listening, writing, and speaking) and incorporates readings and media from a variety of sources, allowing students to explore the cultures of the Spanish-speaking world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN101**

SPAN103 Elementary Spanish for High Beginners
SPAN103 is intended for students with prior experience in Spanish (and is considered the same level as SPAN 102). This language course places emphasis on the development of speaking, listening, reading and writing, within a cultural framework, so students can attain an intermediate level in the language (and subsequently enroll in SPAN 110 or 111).

To enroll in this course students must have placed into SPAN 102 or SPAN 103 on Wesleyan's Placement exam. Enrollment for Juniors and Seniors is contingent upon space availability during drop/add period. This course is not linked to another class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN110 Spanish for High Beginners
Intermediate-level language course following SPAN103, with emphasis on the development of four basic language skills (reading, listening, writing, and speaking) within a cultural framework.
This course is comparable to SPAN111 and can be followed by SPAN112. Those seeking to follow with SPAN113 require permission of instructor. A weekly electronic journal is required for this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN102 AND SPAN103**

SPAN111 Intermediate Spanish I
This intermediate language course places continued emphasis on the development of reading, listening, writing, and speaking skills within a strong cultural framework. The sequence SPAN111 and SPAN112 seeks to expand students' active and passive control of vocabulary and grammar and for students to gain experience in using formal and informal registers of Spanish. Note that Span 101 and Span 102 are designed as a year-long course, with each course covering half of the textbook, along with other materials. Completion of Span 112, or evidence of appropriate level, will be required to continue onto Advanced Spanish - Introduction to Hispanic Literatures (Span 221).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN112 Intermediate Spanish II
This course leads students through a review and in-depth examination of advanced Spanish grammar issues and vocabulary expansion within a cultural framework that explores an array of topics connecting to other academic disciplines. Students will experience working with written texts and other media materials and produce a variety of written pieces. The course is a continuation of Span 111, though students may place directly into the course via the Wesleyan Placement exam or an appropriate AP score.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN111 OR SPAN 110**

SPAN113 Intermediate-Advanced Spanish
Within a cultural framework focused on the Spanish-speaking world--especially Latin America--this course leads students through a review and in-depth examination of advanced Spanish grammar issues and vocabulary expansion while providing the experience of working with written texts and other media materials. Students will explore an array of topics that connect to other academic disciplines.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN110 OR SPAN111**

SPAN201 Spanish Play
Students will be in charge of directing and staging a play in Spanish with the assistance of a Spanish professor. The workshop will take place over 10 weeks. Minimum one hour per week, which will increase to 2 as the day of the opening approaches. Rehearsals will be split between activities including reading and commenting on the dramatic text and working on diction, which can be done collectively or in smaller groups, and workshopping and rehearsing the play. Although the play will be in Spanish, we will try to allow for a wider audience by providing a brief English translation of the plot.
Offering: **Host**
Grading: **Cr/U**

Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN203 Spanish for Heritage Speakers
This course is designed to meet the specific needs of students who are heritage speakers of Spanish to increase their language skills and confidence. Students who take this course must have placed into SPAN112 or above. Emphasis is placed on the following: development of linguistic strategies that advance students' written and oral expression beyond the colloquial level, grammatical and orthographic norms of Spanish, critical reading (reading for understanding and analyzing what is read), and expansion of vocabulary. The linguistic work will be conducted through course materials that explore, through a variety of literary and nonliterary texts, the use of Spanish in the U.S. Materials include a textbook or manual and topics related to the experience of Spanish speakers in the U.S.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN204 Teaching Spanish K-12: Second Language Pedagogy (CLAC 0.5)
This is a community engagement course in which students learn basic principles of language pedagogy and language acquisition to inform their teaching of Spanish to children at one of the Middletown public schools. Readings in English and Spanish; class discussion and assignments in Spanish. Students will familiarize themselves with characteristics of second language (L2) learning and teaching, a basic know-how on analyzing and preparing materials for language learning/teaching, and L2 teaching as a profession.

Language and course requirement: Students must have recently taken a SPAN course numbered 221 or above. Preference will be given to EDST and HISP majors, as well as juniors and seniors.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST218, EDST204**
Prereq: **None**

SPAN221 Introduction to Hispanic Literatures and Advanced Practice in Spanish
Poems, plays, essays, short stories, and films representative of various Spanish-speaking countries and different periods of literary history are used to improve speaking and writing skills and to introduce students to the fundamentals of literary analysis. It includes a formal review of recurring grammatical and rhetorical problems students have at this level in Spanish. The course is conducted exclusively in Spanish. Besides the three hours of class sessions with the professor, all students are required to attend a weekly one-hour conversation section with a Colombian or Spanish TA.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN112 OR SPAN113**

SPAN225 Creative Writing in Spanish
Taught by renowned Mexican writer Cristina Rivera Garza, Distinguished Writer in Residence for 2024-25, this seminar will offer students the tools to articulate their ideas and experiences in Spanish in narrative forms. The course is designed to achieve this in two ways: learning specific techniques through readings of prose in Spanish and by working throughout the semester on crafting at least one short piece. The professor will make in-class observations and written suggestions on student texts as drafts of their work are presented. During the semester students will practice extensive writing, critical reading, and peer editing. The course introduces students to literary terminology and places significant emphasis on vocabulary building.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **WRCT225**
Prereq: **None**

SPAN227 Writing Short Fiction in Spanish
This course will be both an examination of the short story form in Latin American letters, a genre that has been crucial to the region's intellectual traditions and its ruptures, and a deep exploration of the act of writing short fiction in Spanish. By examining diverse aspects of the craft of fiction writing, and through a discussion of their own writing and that of their peers, students will search for their (multilingual) voice to explore some of their philosophical, affective and linguistic concerns, become stronger writers and storytellers and improve their skills in Spanish. They will also familiarize themselves with some of the most captivating fiction produced by Latin American and Latinx short story writers over a century.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST227, WRCT277**
Prereq: **SPAN221**

SPAN230 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History
This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic EL CID (12th-13th century); the bawdy and highly theatrical prose dialogue known as LA CELESTINA (1499); the anonymous LAZARILLO (1554), the first picaresque novel; and María de Zayas's proto-feminist novella THE WAGES OF VICE (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL229, MDST228**
Prereq: **None**

SPAN231 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage
From 1580 to 1690, Spanish and Latin American playwrights created one of the great dramatic repertoires of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. A distinguishing feature of this theatrical tradition is the unusual prominence

it lent to actresses (and roles written for them), as well as to women in the paying audiences. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists. Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us. We will examine five of the greatest of these plays by Cervantes, Lope de Vega, Calderón de la Barca, Tirso de Molina, and Sor Juana Inés de la Cruz (in Mexico or "New Spain") in a variety of genres and modes (history, epic, romantic comedy, tragedy, Islamic borderland, metatheater, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso; Calderón's "Spanish Hamlet" Segismundo; Lope's spitfire diva Diana, the Countess of Belflor; and Sor Juana's cross-dressing comic virtuosi) and their spirited dialogue, inventive plots, and dazzling metrical variety. We will look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to the shaping influence of women on the professional stage (in contrast to England) and to performance spaces and traditions. Organized around the careful reading of five key play-texts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with literary analysis. However, an interest in engaging these wonderful plays closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation. This counts as a Theater Method course for the Theater Major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL313, THEA231**
Prereq: **None**

SPAN232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America
This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is organized around four primary dialogues: (1) the creative reception by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti) of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (jarchas) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic-American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST232, COL226**
Prereq: **SPAN221**

SPAN236 Cervantes
Cervantes is known chiefly for DON QUIXOTE, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. DON QUIXOTE also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about DON QUIXOTE, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL327, MDST254**
Prereq: **SPAN221**

SPAN239 Rebels and Rebellions in Early Modern Spain
What does it mean to be a rebel? This course examines literary, visual, and historiographical representations of rebels and rebellions in early modern Spain. Students will examine the uprisings of aggrieved comuneros (proto-bourgeois revolutionaries) in Castile and of outraged moriscos (Muslims converts to Christianity) in Granada and Aragon, the covert spiritual rebellions of crypto-Jewish conversas (Jewish converts to Christianity) and crypto-Muslim moriscas, as well as texts composed by women writers who rebelled against gender norms and Spain's most famous playwright's classic rebellion play. We will analyze the scathing testimonies of expelled moriscos and paintings that reimagine the pre-expulsion revolts of Valencian moriscos alongside gripping examples of local resistance to the moriscos' banishment, an astonishing and unprecedented tragedy in Spanish history. The seminar will introduce students to a critical framework for analyzing visual and multilingual texts. Close readings of "rebellious" texts will acquaint students with both known and nameless rebels of Spain, as well as with the unresolved legacies they left behind.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL239**
Prereq: **None**

SPAN240 Writings from the Abyss: Andean Women Authors Between Territory, Memory, and Body
This course explores literature written by Andean women through a lens that centers the body, gender, and territory as key axes of resistance writing. We will ask ourselves how authors from regions such as Peru, Bolivia, and Ecuador -- from the mid-20th century to the present -- articulate their experiences and genealogies from positions that engage with ancestral knowledge, Indigenous worldviews, Andean spiritualities, and political memory. The selected texts highlight representations of the female body as a site of conflict, pleasure, maternity, trauma, and rebellion. Topics will include the coloniality of gender, state violence, language and orality, racialization, and sexual dissidence. The

course is organized thematically and combines literary analysis with approaches drawn from cultural studies, Andean feminisms, and decolonial theory. Readings will include texts written in Spanish as well as bilingual or translated works from Quechua, Aymara, or Kichwa, alongside visual materials, interviews, and digital archives when relevant.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FGSS241, LAST239**
Prereq: **SPAN221**

SPAN241 Contested Archives: Power and Memory in Latin American Archival Practices
This course explores the histories and politics of archiving in Latin America, from colonial record-keeping and imperial control to contemporary community-led, feminist, and dissident archival projects. What counts as an archive? Who decides what is preserved and erased? How are bodies, languages, and stories made (in)visible through archival dynamics? What alternative archival imaginaries emerge from Latin America's colonial and postcolonial contexts? We will analyze how archives have functioned both as instruments of domination and as tools of resistance, central to the construction of national histories, racial hierarchies, and cultural identities, but also capable of challenging erasure and reclaiming marginalized memories. Through an interdisciplinary and decolonial lens, we will engage with both historical texts and cultural and artistic interventions that challenge dominant archival logics, including literary works, films, visual art, performance, and digital media that interrogate, fictionalize, or subvert archival practices. We will examine a variety of materials, including state archives, ecclesiastical records, truth commissions, community memory projects, and speculative/fictional texts based on archival material. By reading across genres and media, the course highlights how cultural production can both expose and reimagine the power of the archive. Works include texts by Diamela Eltit, Horacio Castellanos Moya, Cristina Rivera Garza, Patricio Guzmán, Diana Taylor, Silvia Rivera Cusicanqui, Aníbal Quijano, installation and performatic art by Regina José Galindo and diverse materials from archives and memory projects throughout Latin America.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST241**
Prereq: **SPAN221**

SPAN242 Cycles of Resistance: Indigenous Voices in Latin American Literature and Culture
This course explores the richness and diversity of Indigenous voices in Latin America, from early colonial records to contemporary expressions. Using a transhistorical methodology, we will examine how socio-political issues and topics like land defense, cultural resilience, gender violence, hybrid identity, and political resistance persist and evolve through diverse perspectives in Indigenous discourse and cultural production. We will analyze and compare foundational texts like the Popol Vuh and Nueva corónica y buen gobierno, as well as original manuscripts alongside contemporary voices such as those of Humberto Ak'abal, Yana Lucila Lema, and Sonia Guiñansaca. Special attention will be given to the writings of indigenous women, exploring how they have challenged hegemonic narratives and reclaimed their bodies and territories. Additionally, we will explore multimedia expressions and digital activism to understand how indigenous individuals and communities adapt and resist in a globalized world. This course invites students interested in literature, cultural studies, gender studies, and human rights to engage critically with indigenous perspectives, fostering a deeper understanding of the complexities of Latin American cultures.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST251**
Prereq: **SPAN221**

SPAN243 Latin American Philosophies of Education
This course offers an intellectual inquiry into educational thought situated firmly within the historical and cultural realities of Latin America. It asks how thinkers and educators from the region -- which includes Brazil and the Caribbean -- critique eurocentric models and affirm local traditions of schooling and knowledge. Thinking from the American university, we will explore what it means to consider the classroom a site of epistemic resistance that challenges the coloniality of power permeating teaching and learning across the hemisphere. Topics studied include colonial and decolonial pedagogy; feminist and ecofeminist pedagogies; popular education in campesino, indigenous, labor, and transnational movements; liberation theologies and pedagogies; rural teaching and teacher training; education and land dispossession; debt; schooling in times of war, climate disaster, and incarceration; and the crisis of the modern university. Readings include materials from Paolo Freire, Leopoldo Zea, José Vasconcelos, Ochy Curiel, the Landless Workers Movement (MST), Enrique Dussel, Yuderkys Espinosa, Emma Chirix, Mumia Abu-Jamal, Willy Thayer, Silvia Rivera Cusicanqui, Verónica Gago and Lucí Cavallero.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN244 Boomerang and Back: The Central American Civil Wars in Hemispheric Perspective
The violence and wreckage long imposed on the Global South is now plainly felt in the United States, from its streets and schools to its places of work and worship. The "imperial boomerang," first theorized by Aimé Césaire, has returned home. This seminar draws on archival material from Central America to critically reflect back on the civil wars in Nicaragua, Guatemala, and El Salvador from a contemporary hemispheric lens. We will examine, among other topics, the colonial legacies of 20th-Century agricultural dispossession; theories of revolutionary Marxism and feminism; religion and liberation theology; discourses and ethics of survivor testimony; carceral aftermaths of counterinsurgency; and the politics of postwar reconciliation under neoliberalism. This course incorporates a wide range of cultural objects produced during and after the civil wars, including radio, poetry and literature, photography, children's drawings, artisan crafts, and fiction and documentary film. Alongside published works from Roque Dalton, Rigoberta Menchú, Susan Meiselas, Gioconda Belli, Otto René Castillo, Pamela Yates, and others, students will also study unpublished archival materials, such as broadcasts from Radio Venceremos, songs and embroidered testimonies from the Honduran refugee camps, and international solidarity art from Cuba, the US, Vietnam, and Spain.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN221**

SPAN250 Defiant Echoes: Resistance and Reinvention in the Spanish Canon
Can the literary canon be both a tool of oppression and a space for rebellion? In this course, we will challenge traditional notions of the Spanish canon, exploring how voices of dissent have reshaped it from the 18th century to today. Through literature, comics, memoirs, theater, and essays, we will uncover how writers and artists have resisted imposed identities and fought for a more inclusive cultural landscape. From the groundbreaking works of Emilia Pardo Bazán and Federico García Lorca to contemporary creators like Quan Zhou Wu, Ana Penyas, and Desiree Bela-Lobedde, we will analyze how these voices question authority,

identity, and belonging. Through engaging discussions and critical analysis, students will examine the evolving definition of Spanish identity and consider how narratives of power, exclusion, and resistance continue to shape the literary world. Whether you are interested in literature, history, cultural studies, or activism, this course will give you new perspectives on the power of storytelling as a force for change.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL219**
Prereq: **SPAN221**

SPAN252 Tracing Identities: Graphic Narrative in the Hispanophone World
This course traces the construction of identities in Hispanophone graphic novels by focusing on how they build alternative spaces. Graphic novels have become highly popular in Spain, in part, for how they have created a space of dissent, a space where predominant discourses on identity, migration, memory, race, and gender are being reexamined, questioned, and (re)constructed. After an introduction to key concepts in comic studies, students will engage with relevant works by artists from Spain, Equatorial Guinea, or Argentina, such as Ana Penyas, Pere Ortín y Nzé Esono Ebale, Paco Roca, Quan Zhou Wu, Marcela Garcés, or Pepita Sandwich among others. By discussing the content of these graphic novels, students will develop crucial humanistic skills such as critical thinking, communication, teamwork, and cultural competencies and become familiar with a broad range of human experiences as well as major global events. Materially speaking, we will focus on their unique textual/visual medium and how they dialogue with other media, especially photography, but also cinema, and literature. Coursework includes critical readings, visual and textual analysis, and creative writing/drawing. This class is taught in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN221**

SPAN254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde
This course focuses on one of the most charismatic authors of the 20th century. Known primarily as a poet, playwright, and public intellectual, Federico García Lorca cultivated a literary language whose allure has proven to be timeless. By exploring the reasons for this, we will heighten our sensitivity not only to the magical power of Lorca's writing but to the potentially transformative power of language and literature in general.

Lorca's writing (1919-1936) spans a pivotal historical crossroads, when avant-garde artists sought to forge a new, revolutionary style representative of the profound social and political changes sweeping the world. Lorca, like so many others of his day, did so fully cognizant of the national traditions within which he worked, and with a keen desire to modernize those traditions. We aim to develop a deep understanding of how Lorca's verse, plays, and high-profile initiatives intersect with his context in these terms.

Please visit the course web site at http://span254.site.wesleyan.edu/ to review in detail the materials, objectives, and modes of assessment for this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA254**
Prereq: **None**

SPAN255 Barcelona Beyond the Tourist Gaze: Margins, Memory, and Modernity
How do the margins of a city shape its identity? This course explores Barcelona beyond its iconic landmarks, focusing on how its cultural and physical landscapes have been constructed, contested, and reimagined over time. Through literature, film, photography, maps, and performance, we will examine how Barcelona's history of modernization, political struggles, and cultural production reflect broader tensions in contemporary Spanish and Catalan identity. Special attention will be given to the role of slavery, the city's penitentiary past, and the voices often left out of dominant narratives. By engaging with these complex histories, students will gain a deeper understanding of how the margins -- both literal and figurative -- reveal the layered realities of nationhood, memory, and artistic expression.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN221**

SPAN256 City, Mobility, and Technology: Towards the Modern City in Spain
Movements, itineraries, encounters--these are some of the elements that have characterized modern literature. From the Baudelairean figure of the flâneur to the car chases of popular movies like Bullit, the city is described from a series of journeys that create a representation of urban space. However, these narratives reveal more than a personal account of the city: they show the urban architectures that allow the movement in those spaces (ie, paths, roads, lighting) and in doing so they portray the development of the modern city.

With this framework in mind, in this course we will analyze the construction of the modern city in Spain through literary and filmic texts. We will pay special attention to Barcelona and Madrid, but we will also look at how other international cities are perceived and represented in Spanish literature. In doing so, we will explore how these authors understand the modern city and the international connections and influences that shaped it at specific historical moments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN257 Performing Ethnicity: Gypsies and the Culture of Flamenco in Spain
In this course, we will analyze how Gypsies and flamenco are associated, in fact and in fiction, and how and why they have emerged into the limelight of Spanish national cultural discourses. Although they represent discrete realities -- not all Gypsies identify with flamenco and not all flamenco artists are Gypsies -- correlations between the two have nonetheless been exploited by the media and by artists as an often unwanted emblem of Spanishness. The tensions surrounding this practice seem related to an undisputed fact of Spanish cultural history: Flamenco is unique within European culture; with a population of nearly one million, Gypsies are Spain's dominant minority; yet recognition of the artistic value of the former and acceptance and assimilation of the latter have been slow to congeal within Spanish society. Our practical aim will be to analyze these important aspects of Spanish culture in their historical context. We will study how the connection between Gypsies and flamenco has emerged; we will evaluate the extent to which it is valid; and we will attempt to assess what seems to be at stake in the struggles between those who promote and those who resist this connection as distinctive of Spanish national culture. In doing so, we seek to

foster a deeper understanding of the importance of the Roma community within the framework of European and Spanish culture and a deeper appreciation for flamenco as a unique form of cultural expression. On the theoretical plane, we seek to understand how music, dance, literature, cinema, performance, and art can give expression to ethnicity; how cultural hegemonies emerge; and what role artists play in supporting or contesting those hegemonies. In general, this course is designed to help students develop critical skills of cultural analysis while increasing their proficiency in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN259 Detective Fiction: Procedure and Paranoia in Spanish Narrative
The detective genre is the point of departure for an investigation that will lead us to solve a mystery: How do fictions about the detective--a person who is generally outside the law and sometimes crazy or paranoid--help us to understand the social construction of Spain? We will follow this figure through time (from the 19th century to the present) and space (visiting many Spanish cities) to build a theory of the genre in Spain and a panorama of Spanish society and culture. Following the trail left by novellas, novels, and short stories, together with critical texts, our investigation will allow us to unravel the mysteries of a multidimensional society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL260**
Prereq: **None**

SPAN260 Between Word and World: Major Spanish Poets of the 20th Century
Our goal in this course is to study how the leading poets in 20th-century Spain use the lyric mode to negotiate the relationship between themselves and their community at key junctures in the nation's history. In doing so, we will also identify and assess the various notions of community that arise in modern Spanish poetry, attempting to evaluate how those notions evolve or are affected by such events or movements as (1) the avant-garde and the second Republic (1920-1936), (2) the Civil War and the Franco regime (1939-1975), and (3) sweeping political and social transformations of the past 30 years as signaled by the country's democratization, integration into the European Union, economic development, and by the massive influx of immigrants from Africa, Latin America, and Eastern Europe (1977-present). Key essays (critical and theoretical), some by the poets themselves, are included in the syllabus to provide critical tools for discussing how the public experience is lyricized through the intimate filter of the poet's own sensitivity. We will seek to understand the role played by context in conditioning the decisions poets make in adopting the epic, elegiac, didactic, or testimonial mode of expression, to name just a few. The image of the poet standing at the crossroads of lyrical creativity--word--and historical circumstance--world--will be central to our critical inquiry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN261 Sites of Resistance & Memory: Theater, Performance & Political Consciousness in Contemporary Spain
Compared to other literary genres, and given its essentially social (public) format, theater is an especially vulnerable mode of cultural expression and, therefore, can easily fall victim to both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the state censorship that prevailed under Franco (1939-1975) and that prompted Spanish playwrights to develop subtle strategies for resisting authority and for addressing the crucial social and political concerns of the day. The parliamentary regime born in the aftermath of the dictator's death in 1975 ushered in an era of experimentation unprecedented in recent Spanish cultural history. During these years, playwrights have increasingly embraced the struggle against more covert (social, market-driven) forms of censorship in attempting to craft a new social order for a new political context: a democratic mindset that will serve to solidify the foundations of the young democratic state. Our goal in this course is to trace these trends through a close reading of key works by the major Spanish playwrights active since 1950. We will focus on context, on how theater, society, and politics are intertwined, by evaluating both works of dramatic literature themselves and the place and meaning of the public, commercial, and alternative theater circuits where many of these plays were premiered. Our aim, broadly, is to understand the extent to which collective memory and national identity, as staged over the past three-quarters of a century, have become a battleground where Spaniards either seek or resist reconciliation with legacies of repression.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA261**
Prereq: **None**

SPAN262 Through Foreign Eyes: The U.S. in Spain in the 20th Century
Although the relationship between Spain and the U.S. has a long history that can be traced back to colonial times, during the 20th century, an extensive corpus of literature in which Spanish authors portray the U.S. prominently becomes visible. The appearance of this body of work gives rise to a series of questions: How do Spaniards see the U.S.? What are the consequences of this understanding? Why is there such interest in portraying the U.S. from a Spanish point of view? Of course, cultural and social definitions are constructions always limited to historic, social, and cultural events, be they of a military, political, or purely commercial nature. One could think that these portraits dwell on stereotypes; nonetheless, we are before a literary production that uses the U.S. to create a narrative about how Spain enters a global economic market through a cultural exchange. These are texts about traveling, the construction of the individual, and the shaping of a nation; texts that cross the boundaries of literary genres to define Spanish identity. We are before the construction of a narrative that questions the building of alterity and shapes the identity of modern Spain. In our approach to the main historic events that define the relationship between Spain and the U.S. during the 20th century, we will examine novels, poems, and movies that result from such events to analyze questions related to identity, globalization, localism, modernity, and nation. What we will engage in is, in fact, a debate about how we define ourselves, whether we are Spanish or American, through foreign eyes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN263 Mythic & Modern: Reappropriating Classical Themes in Contemporary Drama and Performance
What does it mean to defy the authority of the patriarch, of family, or of government? How do these structures of authority intersect in contemporary society? How do we, today, understand "destiny"? How do we challenge it, and what are the consequences for doing so? How do we break the patterns of shame and disenfranchisement inherited from the shared past? These are just some of the social, political, and ethical concerns transmitted over time by playwrights, stage and performance artists, and film directors who treat classical myths as valuable constructs for interrogating our contemporary world and society.

In this collaborative, project-based course we explore how classical myths have been appropriated within the modern Hispanophone cultural context. Just as important as our study and discussion of modern adaptations of classical models are the staged readings of key scenes incorporated strategically throughout the semester that help us develop an organic understanding of the material from the inside. Our overarching aims include: 1) exposing what persists in modern adaptations of classical myths, 2) tracking the kernels of change that the adaptations present, and 3) understanding why performers over time, working in disparate cultural milieus, continue to seek and derive inspiration from classical myths. The mythic figures we examine may include any of the following: Sophocles' Antigone, Euripides' Oedipus and Medea, Aeschylus' Agamemnon, as well as figures from the Oresteia and from such epics as Homer's Iliad and Virgil's Aeneid. This course is taught in conjunction with Italian 263 and French 263. The final collaborative performance, scheduled during the Final Exams period, will involve students from across the Romance Languages and offers the unique opportunity for cohort building among students of French, Italian, and Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN264 Orientalism: Spain and Africa
Over the past several decades, North African and Middle Eastern cultures have become conspicuously important within the Spanish cultural arena. Translations of writers from Lebanon to Morocco abound in Spanish bookstores. Spanish writers have begun addressing North African and Middle Eastern issues with greater frequency, especially in their novels. The dramatic rise in the African immigrant population in Spain during the 1980s and 1990s, meanwhile, has been matched by a rise in press coverage of issues pertaining to Africa and the Middle East. These factors constitute the point of departure for our historical overview of the treatment of Islamic cultures in modern Spain, from early 19th century to the present. Guided by Edward Said's seminal essay, Orientalism, we will assess the extent to which (and the process by which) Spain passes from the Orientalized subject of European Romanticism (painting, literature, music) to an Orientalizing European power in the late 20th century. In doing so, we will seek to relate the representation of Islamic cultures in Spanish literature and painting to social, political, and economic factors, most important of which was Spain's military invasion into Morocco in the late 19th and early 20th centuries. We will also survey changing attitudes among Spanish intellectuals with regard to the Islamic world and toward Spain's Islamic heritage, the result, perhaps, of 20th-century modernization and, most recently, of Spain's full integration, after Franco's death, into Europe's military and political structures. The tools for this study include works of literature primarily, but we will also focus on painting, historical essays, newspaper articles, and film.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN265 History of Spanish Cinema for Spanish Speakers (CLAC.50)
Spanish 265 is designed as a discussion section for students who are enrolled simultaneously in SPAN 301 and who have advanced proficiency in Spanish. This half-credit course offers students the opportunity to master the critical vocabulary and tools of film analysis in Spanish.

Weekly student-led discussions will provide students with the unique opportunity to exercise these tools regularly and gain greater fluency in the language. Students will be responsible for the same material included on the SPAN 301 website at: https://span301.site.wesleyan.edu/. Students will submit their assignments in Spanish and contribute weekly posts to a blog set up for SPAN 265.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST265**
Prereq: **None**

SPAN267 Image/Word: Narrative and Photography in Contemporary Spain
The objective of this course is to analyze the relationship between literature and photography, questioning the idea of representation that usually unites them. This relationship goes further than the simple representation of the environment that surrounds us: literature and photography modify not only the perception of, for example, urban space, but also its organization; that is, they have a direct effect on the built environment. This effect creates a productive linkage that challenges the limits of these disciplines and the worlds in which they are created, proving how their work aims not exclusively to describe or represent but also to build. This idea of creating is the base for this seminar, where students will develop a photographic and a narrative/analytic project in which they will test firsthand the relationships and skills seen in the class. Thus, they will be able to see the connections between disciplines and cultures that guide our everyday life. In this seminar we will work with Cuban artist and writer Jacqueline Herranz-Brooks, who will work with students in their creative project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL280**
Prereq: **SPAN221**

SPAN269 Appearing Acts: Visual Histories and Identity Construction Through Photography in Spain
In her reading of Plato's "Allegory of the Cave," Susan Sontag finds a close bond between photography and the world, our cave. Photography, she says, shows us a new visual code that constructs narratives that "alter and enlarge our notion of what is worth looking at," and in doing so can influence, guide, and condition our knowledge of the world. Keeping this in mind, when it comes to Spain, what kind of world does photography construct? How does the visual field influence and guide our knowledge of modern Spain? In this seminar, we will reflect on how photography has conceptualized social and national identities in Spain from the 19th century to the present, asking how images create, shape, and question the cultural and social archive. Through the examination of photographs, theories, and methods, we will draw a contextualized history of photography that will help us to consider its role in the interdisciplinary construction of Spanish identity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL209**
Prereq: **None**

SPAN270 Survey of Latin American Literatures, Cultures, and Ideas
A close study of texts from the colonial period to the present will serve as the basis for a discussion of some of the major ideas and cultural and political debates that have emerged in modern Latin America to this day. Thinkers include Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Neruda, Borges, García Márquez, Menchú, and Bolaño, among others. For purposes of understanding context, students will also read selected chapters from works by historians and cultural critics and will watch several films. (Please note that this course was previously called "Spanish American Literature and Civilization.")
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST226**
Prereq: **SPAN221**

SPAN271 Against Epistemicide: Latin American Critical Thought
This class explores seminal social and political texts that reconceptualize America Latina against the legacies of colonialism and Eurocentrism. We will focus on Liberation and Decolonial Latin American Thought in order to move from the idea of Latin America to that of Abya Yala. We will begin with the triad: La ciudad letrada by Ángel Rama, Culturas híbridas by Néstor García Canclini, and Colonialidad del poder, eurocentrismo y América Latina by Aníbal Quijano. We will then decolonize their own theories through the work of women thinkers such as María Lugones, Yuderkis Espinosa, Ofelia Schutte, Mary Louise Pratt, Linda Martín Alcoff, and Catherine Walsh.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN272 Cubanidad: Diaspora, Exiles, and Cultural Identity in Cuban Literature and Film
This course will examine shifting notions of Cubanness, or "cubanidad," from the 19th century to the present times from a diasporic framework. We will discuss writings by/about African slaves, Chinese indentured laborers and migrants, and Spanish immigrants in Cuba, as well as Cuban exiles in the U.S. and Spain from the 19th century to the beginning of the 20th century. Through a variety of literary texts and films, we will then study select cases of European exiles who visited Cuba in the 1930s and '40s, the later massive waves of Cuban migration to the U.S. after the Revolution, and the more recent immigrants who have settled in Cuba.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST272**
Prereq: **None**

SPAN273 Beyond Machu Picchu & Macondo: Real and Imaginary Worlds in Latin American Letters
Latin American writers and intellectuals have long conceived of their particular literary and cultural practices in connection to individual spaces and sites, both real and imagined. In this course we will examine why and how they have done so, looking not only at well-known if not legendary ones such as Machu Picchu and Macondo, invented, respectively, by Neruda and García Márquez in certain moments of their careers, but also the América and Gran Colombia of Simón Bolívar, the New York City of the Cuban intellectual José Martí (1880s) and Nuyorican writer Tato Laviera (1970s), as well as Violeta Parra's other Chile, César Aira's Colón (Panamá), Fernando Vallejo's Medellín (Colombia), and Mayra Montero's eroticized Caribbean. In each case we will be concerned with understanding the relationship between local, national, and hemispheric history and the new imaginarios created by the author/intellectual in question in the context of north-south relations. Topics to be considered within this critical framework will include the Wars of Independence, industrialization in the late 19th-century, the construction of the Panama Canal (1904--1914), the Cold War (1947--1991), Latino identity in the context of Puerto Rico and New York City, the drug wars, and sexual identity. When possible, films and short videos will be used to help build knowledge of historical context.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST273**
Prereq: **None**

SPAN274 Insular Borders of Latin(x) America
Before and at the same time the United States established itself throughout the 19th century as a major power in the Americas and the world, various Latin American republics inherited and acted upon a similar imperialist agenda to expand their borders not only to neighboring territories but also across oceans. In this class, we will study and compare these imperialist gestures, among them the Spanish Empire's control of its remaining insular colonies in the 19th century (e.g., Cuba, Puerto Rico, the Philippines, and Guam) and the United States' successive claim to these very same islands. We will analyze literary works and films that interrogate these imperialist claims as well as the trajectories of islanders: for instance, the forced migration of the Rapanui (Easter Island people) in the second half of the 19th century (first as slaves to Peru and then to the town of Hanga Roa in Easter Island) and the island-to-island "intra-colonial" (Joanna Poblete) recruitment of Filipino and Puerto Rican laborers in sugar plantations in Hawai'i at the beginning of the 20th century. Some of the questions we will explore are: Why are islands so coveted by old and new empires? How have Rapanui, Filipino, and Puerto Rican migrants and their descendants resisted authorities on the insular borders of empire? How do writers and artists tell these silenced histories? Can we speak of Latinidad and Edouard Glissant's concept of Poetics of Relation in a Pacific Ocean context? Readings will be in Spanish and English. All discussions and assignments will be in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **LAST274**
Prereq: **None**

SPAN275 Multilingual Aesthetics in Latin America
This course examines writings by Latin American authors who are multilingual or have an intercultural awareness as a result of colonization, cosmopolitanism, migration, or bicultural upbringing. First, students will learn about a variety of Spanish American movements, such as "modernismo," "creacionismo," "negrismo," "indigenismo," "neoindigenismo," and "indianismo," all of which dialogued with diverse cultures and languages other than Spanish. Then, we will examine a series of collaborative projects, such as a quadrilingual poem co-written by Octavio Paz (Mexico), Jacques Roubaud (France), Edoardo Sanguineti (Italy), and Charles Tomlinson (UK); a selection of English-Spanish poems by Marjorie Evasco (Philippines) and Alex Fleites (Cuba); and the "Festival de poesía: lenguas de América," a bi-annual event that gathers poets from diverse multilingual regions in the Americas. Lastly, we will examine literary and scholarly work by/about Latin American writers of indigenous descent, as well as works in Spanish, English, and "Spanglish" by Chicano, U.S. Latino, and Filipino American writers. Throughout the semester students will reflect on how multilingualism can serve as a medium for aesthetic experimentation, intercultural dialogue, and/or political resistance. All discussions will be held in Spanish, and all readings will be in their original Spanish or in Spanish/English translation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST265**
Prereq: **SPAN221**

SPAN276 Body, Voice, Text: Theater and the Transmission of Experience
Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on reading, study, research, and interpretation) and also as an art form (built on

reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA276, LAST276**
Prereq: **None**

SPAN277 The Secret Life of Waste: Trash in Latin American Art & Literature
From space junk to microplastic particles found in human blood, man-made waste and pollution are ubiquitous. What are the effects of waste on the environment? What can the decomposition of waste create and/or undo? What is the afterlife of waste? Is waste apocalyptic? Through figures such as rottenness, radioactivity, mutation, and zombies, we will explore the ways in which Latin American art and literature try to answer some of these questions by imagining living amidst the remnants of hyperconsumption and by exploring the unforeseen effects that coexisting with waste could have upon the land and the body. We will study a wide range of visual and literary engagements with trash from novels, poetry, comics, and films to environmental art projects. Artists and writers may include Cecilia Vicuña, Daniel Lie, Samanta Schweblin, Fernanda Trías, Vik Muniz, H. G. Oesterheld, Javier Campos, and Alejandro Durán, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST277**
Prereq: **SPAN221**

SPAN278 Narratives of the Latin American Jungle
This course is a critical exploration of the ways in which forests and its plurality of beings, and particularly the tropical territories marked as jungle or rainforest in South America (the Amazon, the Darién), have been narrated, imagined, and contested in cultural production and in indigenous and peasant ontologies and place-based practices for more than a century. We will investigate the construction of jungle as a territory of dwelling shaped by the relational condition between human and other-than-human beings (plants, animals, water) and as a place where diverse anxieties about sovereignty, politics, race, development, gender, and subversion collide. We will examine this cultural geography in relation to diverse histories of modernization, development and extractivism, the global angst over the environment and its destruction, local processes of (cosmopolitical) resistance, and the various political and environmental conflicts that have shaped the region over the past century. Attending to Amazonian indigenous thought and to political ecology and other intellectual practices emerging from Latin America, as well as to literature, film, popular culture and visual art, we will discuss the potential to disavow modern/colonial binaries like nature-culture, human-nonhuman and civilization-barbarism, in a place that has been central to the way in which Latin America has been imagined for centuries.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST278, ENVS274**
Prereq: **None**

SPAN280 Screening Youth in Contemporary Latin American Cinema
This course will examine some of the most important Latin American films from the past three decades that also happen to cast children and teenagers as protagonists. We will analyze a large body of films that address issues of historical memory, economic inequality, social conflict, political activism, education, sexuality and gender, cultural identity, and citizenship through the lens of youth. These films question the roles of minors in relation to politics and resistance, and reflect upon the cultural constructions of childhood that operate at a social level with important political implications. Students will explore the aesthetic and social dimensions at play in these films and develop interpretative filmic skills through an exploration of the connections between the technical composition of the works and the social, political, and cultural contexts that they address. Besides the varied cultural, theoretical, formal, and historical elements that this course will examine, this course includes a creative project by which students will develop an idea for a short film based on their own personal coming-of-age narrative.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST280**
Prereq: **SPAN221**

SPAN281 Labor in Latin America and the Caribbean: Pedestals and Veils of Disposability
This course examines the racialized and gendered exploitation of labor that has long structured everyday life across the Western hemisphere. It asks how shifting productions of race and gender mediate the distinction between productive and disposable humanity. We will examine a variety of materials from the region spanning the colonial period to the present, including literature, film, visual and performance art, economic theory, political philosophy, grassroots activism, testimonials, chronicles, and journalism. Through these texts, we will problematize a range of interdisciplinary issues, such as the veiled continuities of conquest and enslavement, the accelerated pace of capitalist extraction of human and non-human value, and state responses to forced migrations of populations considered criminal, undesirable, or superfluous. We will also study aesthetic and lived examples of resistance from Latin America, the Caribbean, and their diasporas, with particular interest in how collective organizing has taken on new forms in the face of work's increasing informalization and precaritization. Building off these examples, students will develop an accessible final project that applies their research and analytical skills not only to produce knowledge, but to cultivate critical consciousness for the reader, listener, or viewer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST281**
Prereq: **SPAN221**

SPAN282 Narratives of Crisis: Violence and Representation in Contemporary Latin American Culture
How have Latin American literature, film, and performance of the past three decades articulated the many forms of violence in a region facing complex armed conflicts, wars deployed around the drug trade, and diverse forms of political unrest? Focusing on Colombia, Peru, Central America, and Mexico, we will investigate how contemporary cultural artifacts reflect on the linguistic, ethical, and social dimensions of subjectivity in times of crisis and provide productive analytical frameworks to examine violence, history, and memory in the region.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**

Identical With: **LAST285**
Prereq: **None**

SPAN283 The Other 9/11: Dictatorial and Post-Dictatorial Films and Literature in Chile
This course explores how poetry, novels, and films, produced during and after Chile's military regime (junta de gobierno), try to make sense of state violence and cruelty. This class suggests that by actively performing the work of memory, of remembering the violent past and the forcefully disappeared ones (detenidos desaparecidos), films and literature oppose the politics of oblivion instantiated by the post-dictatorial state while claiming for and imagining social justice. We will understand films and literature as active, ethical memory technologies which we will read against the grain of Chilean politics and history (políticas de los acuerdos).

Some of the poets we will read include Eugenia Brito, Carmen Berenguer, Teresa Calderón, Malú Urriola, Rosa Betty Muñoz, and Raúl Zurita. In addition, we will watch films by Patricio Guzmán, Cecilia Vicuña, and Pablo Larraín. Finally, we will read novels by Alejandro Zambra, Roberto Bolaño, and Nona Fernández.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST283**
Prereq: **None**

SPAN284 Tales of Resistance: Modernity and the Latin American Short Story
Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization, both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, and immigration to Europe and the U.S.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST254**
Prereq: **None**

SPAN285 Racial Capitalism and Resistance in Central America
In modern-day Central America and its diasporas, the most precarious communities are descendants of colonized, enslaved, and dispossessed populations. Yet while the fact of race and class intersecting is evident, why and how they have evolved together is not. This course examines the relationship between race formation and economic dispossession across the region through a transnational perspective. Through a wide range of Central American and hemispheric cultural objects, theoretical frameworks, and grassroots praxes, we will meditate on the theoretical paradigm of racial capitalism, which holds that racialism and capitalism are co-constituting and have evolved together to produce an economic world order dependent on colonialism, violence, exploitation, and containment. Students will develop their interpretive and analytical skills by collaboratively examining issues of whiteness, mestizaje, and multiculturalism; resource extraction; economic exploitation and expulsion; rage, resistance, and revolution; policing, counterinsurgency, and criminality; migration; identity and ethno-politics; and education. Beyond these cultural, theoretical, historical, and aesthetic concerns, a central component of the course is a creative or community engaged project that students will develop in close collaboration and in stages throughout the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST286**
Prereq: **SPAN221**

SPAN286 Bolívar's Interpreters: Nation Construction in the Americas
No figure has been seized upon more as a symbol of cultural and political unity in Latin America than the liberator Simón Bolívar. In this course, we will examine not only the case of contemporary Venezuela with its cult-like tradition but also several of the countless appropriations of Bolívar that have occurred across the Americas and in Europe in the 180 years since his death. From the Cuban José Martí to the Colombian García Márquez, from the Spaniard Miguel de Unamuno to the U.S. socialist Waldo Frank, from, to be sure, the powerful tradition of the Latin America essay with its identity politics to the U.S.-led Pan Americanism of the 1920s, '30s, and '40s, Bolívar has been made to serve complex and important functions in discourse about national and continental identity. To consider all this, we will study a number of rewritings of Bolívar's life and works, focusing on the dynamic process in which literary, cultural, and political traditions have been formed around him, while giving special attention to issues bearing on race, gender, and modernization. A wide range of texts will be examined, including letters, essays, poems, novels, screenplays, and films.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST258**
Prereq: **None**

SPAN287 Constructions of the Self
How does one define oneself? What forces are active in the creation of our personal identities? How much control do we exercise over these processes? What role do writing and literature play in the construction of notions of the self? While these questions are timeless and know no geographical boundaries, we will examine how several different Latin American and U.S. Latino authors have addressed these concerns in their art, with an eye toward understanding the cultural specificity of each of their propositions, as well as how writing itself becomes the subject of writing in the search for subjectivity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN288 Territories of Dwelling, Desire and Resistance in Latin America
What does it mean to dwell in a place? How are spatial orders and more-than human dimensions conceived of and what is the symbolic and material weight of these conceptions? This course seeks to examine the ways in which diverse spaces categorized as rural or as "natural frontiers" in Latin America have been inhabited, negotiated, and contested in the 20th and 21st centuries. How have cultural practices constructed them as territories of dwelling, desire, possession, dispossession, and resistance? How does narrative and art reflect on local modes of dwelling and on the relationships between community, embodiment, desire, memory and the materiality of place? We will focus on texts and artistic practices--literature, film, performance, and the visual arts--that, in thinking about mountains, rivers and other bodies of water, plants, more-than-human beings, seek to destabilize the hegemonic (colonial) gaze that has been projected onto rural spaces for centuries and complicate extractivist and other capitalist logics that have sought to transform them. We will trace how these texts intervene in urgent debates about extractivism, the destiny of rural lands, the uses, abuses and rights of nature, the struggles for peasant and indigenous

rights, environmental justice, and the defense of alternative ontologies. We will focus particularly on the Andean and Amazon regions of South America, with specific attention to Colombia and Perú.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST288**
Prereq: **None**

SPAN289 Contact Zone: Introduction to Amazonian Narratives
Often, the Amazonian region has been considered a marginal space within the territorial limits of Perú, Colombia, Venezuela, and Brazil. However, this territory is and has been key for these nations' past, present, and future. Beyond its outstanding biodiversity, the Amazon rainforest has housed for various centuries multiple and diverse native and non-native linguistic and ethnic groups. From the original Yanomami inhabitants to the contemporary European descendant citizens of Iquitos, the Amazonian territory has been a zone of contact where multiple cultural and cosmological views interact. In this class students will engage with a variety of materials, including literary works, travel diaries, films, and photographs that explore the Amazon rainforest: modern odysseys (La Vorágine), shape-shifting ghost stories (Las tres mitades de Ino Moxo), accounts of guerrilla warfare in the jungle (Naturaleza común), and apocalyptic prophecies (A queda do céu). By analyzing the literary and audiovisual archive resulting from multiethnic and multilingual interactions in the region, students will examine the role of the Amazon and its inhabitants in shaping the modern Latin American nations surrounding it. They will acquire a comprehensive understanding of the Amazonian region, its cultural diversity, and the complex issues it faces, such as racial and ethnic clashes, resource extraction, and the existential threat this poses to both human and non-human beings inhabiting it.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN290 From the Muralists to the Narconovela: The Public Intellectual in Mexico
Mexican writers, intellectuals, and artists, both male and female, have long been recognized for the brilliance with which they have used their work to comment on and shape the direction of the Mexican state and to engage with the multiple traditions (indigenous, European, and mestizo) that define them. In this course, we will examine the writings and artistic and filmic work of several major figures with the goal of understanding how they see and imagine Mexico in particular historical moments. The course will cover the entirety of the 20th-century and the beginning of the 21st, extending from the Mexican Revolution (1910--1917) and the Muralists (1920s--40s), through the post-1945 period including 1968, and to the drug wars and the Zapatista movement (since 1994). Students will analyze novels, essays, art, poetry, and film.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST291**
Prereq: **SPAN221**

SPAN291 Spanish American 'Modernismo' in a Global Context
The publication of Nicaraguan Rubén Darío's AZUL... in 1888 is often considered to be the inaugural event of "modernismo," the first Spanish-language literary movement that originated in Spanish America and spread thereafter throughout the Hispanophone world. In March 1916, about a month after Darío's death, a magazine in the Philippines claimed that Darío also belonged--at least "spiritually"--to the Philippines. Inspired by this statement, in this course students will read poems, short stories, and crónicas (short journalistic articles) by canonical Spanish American modernista writers, such as Darío, Julián del Casal, José Martí, Amado Nervo, José Enrique Rodó, Leopoldo Lugones, and Delmira Agustini, in conjunction with Filipino modernistas, including Fernando María Guerrero, Jesús Balmori, Manuel Bernabé, and Evangelina Guerrero. We will also read a selection of works of Spanish writers, such as Salvador Rueda, who visited Cuba and the Philippines in the 1910s. Some of the salient characteristics of modernismo that we will cover are the rejection of immediate reality and materialism, the search for linguistic renovation and cosmic harmony, and the celebration of Hispanism. When focusing on this last aspect, we will assess how modernismo helped to keep Spanish America connected not only to Spain but also to the Philippines, which became a U.S. territory in 1898, alongside Cuba and Puerto Rico. Thus, we will explore to what extent modernista writers responded to the spread of U.S. imperialism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST292**
Prereq: **None**

SPAN292 The Abya Yala Connection: Latin American Ecological Literature and Art
This course will examine the role that literature and the visual arts have played in imagining and suggesting ecological relations between humans and more-than-humans during our ecological crisis. Through the analysis of literary and visual aesthetic strategies, we will identify forms of resistance, endurance, and solidarity between feminist, queer, and indigenous bodies and the planet.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST289**
Prereq: **None**

SPAN293 Writing Women's Bodies: Gender and Sexuality in Latin America
This class explores the narrative fiction of 21st century Latin American women. Through an analysis of visuality, art, ecology, nanotechnology, sexuality, and memory, among other themes, we study the ways in which women construct their bodily experience and forge ethical relations with the world through linguistic and aesthetic innovation. We will read authors such as Samanta Schweblin, Gabriela Wiener, Brenda Navarro, María Gaínza, Gabriela Cabezón Cámara, Juliana Javierre, and Lina Meruane.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST293, FGSS291**
Prereq: **SPAN221**

SPAN294 Queering Latin America: Contemporary Gay, Lesbian, and Transgender Literature and Film
This course studies important and groundbreaking films, novels, and poetry by contemporary gay, lesbian, and transgender artists. It focuses on their strategies to survive, respond to, and defy the changing socio-political Latin American landscape of the last 80 years. We will introduce some key critical concepts and debates from queer theory to guide our discussions. Some of the artists we will study include: Alejandra Pizarnik, Lucía Puenzo, Manuel Puig, Pedro Lemebel, Karim Aïnouz, Lorenzo Vigas, Rosamaría Roffiel, and Norma Mosgrovejo, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FGSS294, LAST294**

Prereq: **None**

SPAN295 Voices, Noises, and Son: Modern Sounds in Hispanic Caribbean Cultures
What happens to our understanding of Hispanic Caribbean cultures if we think about it through the category of sound? From the recorded voices of indigenous Caribbean peoples denouncing the atrocities of neo-colonialism to the contemporary Afro-Caribbean reggaeton rhythms in San Juan, sound has been a key component for this region's expressions and literatures. In this course, students will explore how multiple kinds of sound-voices, noises, music, and rhythms-shape and define the literatures and cultures of the Caribbean basin. We will read literary works and pay attention to the "sounds" described in them in order to examine how diverse ethnic groups have contributed to the production, perception, and transformation of various Caribbean "sonorous" landscapes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST295**
Prereq: **SPAN221**

SPAN296 Cuban Literature and Film: Imagination, Revolt, and Melancholia
This course surveys the major aesthetic and socio-historical movements in modern and contemporary Cuba. Since the late 19th century, the island of Cuba has been at the center of a number of key epochal disputes: between colonialism and independence, racism and racial justice, neocolonialism and revolution, liberalism and socialism, isolationism and globalization. In the arts, the turn of the century launched a period of great imaginative invention. Considering the singular place of Cuba in Latin America, the Caribbean, and the globe, this course addresses some of the most representative works of Cuban literature and film since independence until the present time. Imagination, revolt, and melancholia are the three concepts that will orient our discussion. Imagination refers both to artistic creation and to the collective capacity of projecting new worlds, utopias, or impossible realities. Revolt, as opposed to revolution, is not restrained to politics as usual but relates rather to a deep experience of discontent and a return (from the Latin revolvere) to ancient psycho-social strata. Finally, melancholia serves as a point of view to understand what happens when history does not live up to emancipatory expectations. Special attention will be given to Afrocubanismo, ethnographic literature, the avant-garde aesthetics of the group Orígenes, Marvelous Realism, testimony, revolution, socialist experimental film, diaspora, the Special Period, and post-Soviet life.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST324, COL314, LAST315**
Prereq: **SPAN221**

SPAN297 Caribbean Rebels and Revolutionaries: Modern and Contemporary Cuban, Dominican, and Puerto Rican Lit
This course offers an introduction to Hispanic Caribbean literature and cultural productions from the nineteenth century to the present with an emphasis on gender, sexuality, race, and politics. We will study works by representative writers, artists, and filmmakers from the Spanish-speaking insular Caribbean. They may include Julia de Burgos, Luis Palés Matos, Mayra Santos-Febres, Eduardo Lalo, and Noelia Quintero Herencia from Puerto Rico; Juan Francisco Manzano, Gertrudis Gómez de Avellaneda, José Martí, Nicolás Guillén, Lydia Cabrera, Severo Sarduy, Tomás Gutiérrez Alea, Sarah Gómez, Reinaldo Arenas, Nicolás Guillén Landrián, and Tania Bruguera from Cuba; and Salomé Ureña, Aída Cartagena Portalatín, José Zacarías Tallet, Rita Indiana, Elizabeth Acevedo, and Lorgia García-Peña from the Dominican Republic.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN221**

SPAN298 "Un pedacito de la historia negra": Afro-Latin American Literature and Culture
The significant contributions of Afro-descendent individuals to the development of Latin American culture have been frequently overlooked or torn to pieces. Yet, the experiences and bodies of racialized people have been key in shaping and transforming the region's culture. Beyond their representation in early colonial and republican works, Afro-descendent writers and characters have been crucial in the modern aesthetics of Latin American literatures. Along with musicians and other artists, they have provided a continuous challenge to the idea of Latin America and its cultural production as a product of a homogeneous cultural and racial miscegenation. Inspired by Colombian artist Joe Arroyo's opening to a famous salsa song, wherein he sets out to tell "un pedacito de la historia negra," in this seminar we will study short stories, novels, poetry, music, and film, including works that explore the experience of being racialized in Latin America, poetic experimentalism through orality, and the retelling of the history of Black resistance in the Caribbean through modern media. Engaging with historical and contemporary issues such as racial discrimination, social inequality, and cultural pride and preservation, this course invites students to critically analyze the fundamental role of Afro-Latin Americans in shaping Latin American cultures and histories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LAST**
Identical With: **LAST297**
Prereq: **SPAN221**

SPAN299 Decolonizing Speculative Fiction in Latin America
This course interrogates what it means to imagine alternative futures in colonial and postcolonial settings. As the writings of conquistadors, explorers and missionaries show, Europe envisioned the New Continent as the land of the future or utopia, to the point that contemporary decolonial theorists have observed that nothing was "discovered" by the first European travelers to America but the idea of discovery itself. Modern temporalities of progress became thus inseparable from the image of the Americas as a frontier of imperial expansion, religious conversion, and economic exploitation. If European SF (science fiction/speculative fiction) emerged hand-in-hand with positivist notions of progress and civilization, Latin American SF contested Eurocentric epistemologies by claiming the ability to imagining the future and fictionalizing worlds otherwise. The course will center on three key moments of Latin American literary history: 1) the early to mid-twentieth century experiments in fantastic literature from the Southern Cone, which broke with realist mimesis from the margins of modernity; 2) post-1989 SF novels from Bolivia, Guatemala and Chile, that address the making of neoliberal globalization from the vantage point of the Global South; and 3) contemporary Dominican and Cuban works in which Afro-Caribbean religions and gender formations engage in productive conversations with digital technologies, biomedical engineering, game cultures, and climate change.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST299**
Prereq: **None**

SPAN401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

SPAN404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

SPAN407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

SPAN408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

SPAN409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

SPAN466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

SPAN491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

SPAN492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES

The study of Russia, Eurasia, and East-Central Europe is fundamental in today's world. Solutions to many geopolitical and environmental crises require nuanced understanding of the countries that used to be part of the Soviet Union and the Russian Empire. Wesleyan's REES Department is unique among its peers in its impressive interdisciplinary makeup: The REES faculty specialize in literature, history, politics, music, cinema, art, dance, and religion. In addition to Russian, the REES faculty speak Ukrainian, Buryat, Tatar, and Kazakh languages. Most REES courses are taught in English and are designed for majors and non-majors alike. Our graduates have gone on to careers in research and cultural analysis, education, law, artistic production, diplomacy and public service, business, and communication.

AFFILIATED FACULTY

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DEPARTMENTAL ADVISING EXPERTS

Susanne Fusso, Peter Rutland, Victoria Smolkin-Rothrock, Roman Utkin

- Undergraduate Russian, East European & Eurasian Studies Major (p. 1109)
- Undergraduate Russian, East European & Eurasian Studies Minor (p. 1128)

RUSSIAN AND EAST EUROPEAN, AND EURASIAN STUDIES

REES121F Queering Russian Music
How have the sexuality of a Russian composer Pyotr I. Tchaikovsky and international success of a popular music duo t.A.T.u. shaped the understanding of gender, sexuality, and queerness in the Russian context? This entry-level course introduces a variety of theoretical and journalistic approaches and presents a historical overview of Russian music centered around queerness, gender, sexuality, and power. Using methodologies of queer studies and queer theory, we will examine a variety of musical genres and musicians ranging from Imperial Russia to the present-day Russian popular and film music. The topics will focus on women composers, queer genres, queer sexual and musical identity.

Selected personalities examined in the course:

Catherine II (the Great), Pyotr I. Tchaikovsky, Vaslav Nijinsky, Sofia Gubaidulina, Galina Ustvolskaya, Alla Pugacheva, Zemfira, t.A.T.u, Pussy Riot, AIGEL, Little Big, Manizha, Oxxxymiron, ICEPEAK
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC121F**
Prereq: **None**

REES200 Histories of Ukraine
Over the course of its history, Ukraine has been a site of multiple political projects and diverse historical experiences. As a concept that encompasses a specific territory, it has also been a space where multiple communities--Ukrainians, Russians, Jews, and Poles--have histories. This course will look at how these histories have been shaped by and alongside one another, and the kind of political programs, obstacles, and possibilities that have emerged through these encounters. It will ask why Ukraine and its history have been the subject of so much confusion and controversy, and examine the concepts (nation, state, people, culture) that transform a space into a place, a land into a home.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST282**
Prereq: **None**

REES204 Entangled Sounding Objects: Musical Instruments of Central Asia
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they are at once tangible and symbolic sounding objects that hold significant meanings for the communities they serve. This course will explore the social roles and cultural meanings of musical instruments in Central Asia, a region once traversed by the

Silk Road, which extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south.

Drawing on theories and ideas derived from interdisciplinary studies of material and sound culture, the course will examine how instrument making and performance are shaped by and entangled with social systems of value and cosmology, political ideology, ecology, and economy. Class meetings will focus on case studies of bowed and plucked lutes, zithers, mouth harps, end-blown flutes, and frame drums among historically nomadic and sedentary peoples of Central Asia. Through these case studies, students will learn about the origins and historical trajectories of individual musical instruments from the pre-modern period to the Soviet and post-Soviet eras; consider the social and political connotations of various performance configurations and repertoires; discuss the status of instruments in Islam and indigenous spiritual belief-systems, and the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM304, ANTH304, FGSS346**
Prereq: **None**

REES205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel
The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, EUGENE ONEGIN, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS205, RULE205, WLIT241**
Prereq: **None**

REES206 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC260, ARCP270, ANTH260, COL255, MDST260**
Prereq: **None**

REES208F Otherness & Belonging (FYS)
One of the many haunting utterances of Fyodor Dostoevsky's most famous antihero, the Underground Man, is "I am alone, I thought, and they are everyone." Like him, the other protagonists of this course are outcasts, dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and "enemies of the state" - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE208F, RUSS208F, WLIT245F**
Prereq: **None**

REES216 Secularism: Godlessness from Luther to Lenin
Secularism is more than just the absence of religion. It is a political and ideological project with a long history that seeks to separate political and religious authority and imagines whether human life can be richer without religion. This course traces the idea and ideal of secularism as an ideological project from classic Enlightenment philosophers to contemporary critics. We begin with Martin Luther's arguments for the separation of church and state, examine utopian ideals of secular humanism in Mill, Locke, Hume, and Marx. We then trace how these philosophies were embodied in state-sponsored atheism in the Soviet Union and how secularism came to stand for religious freedom during the Cold War. Finally, we examine critiques of the secular project (such as Asad, Mahmood, and others), focusing on secularism as a realpolitik approach to governing multireligious societies and the idea of religious freedom as a universal human right. This is a seminar focused on close readings of philosophical and critical texts. Assignments include reading responses and reflective essays.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI271**
Prereq: **None**

REES219 Russian and Soviet History, 1881 to the Present
Reversals of fortune have defined Russian history perhaps more so than for any other nation. Though the Russian Empire began the 19th century as an emerging European superpower that defeated Napoleon, it ended that same century as a backward state plagued by political, economic, and social strife that ultimately brought the Romanov dynasty to a revolutionary collapse. A similar trajectory describes the "short" Soviet 20th century that began with the promise of a qualitatively new political order that sought to transform social relations and human nature and concluded with a spectacular implosion that some heralded as the end of history itself.

This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world's first socialist society, the

most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity's greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia's revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a socialist empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as a Cold War superpower; the country's historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system's collapse.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST219**
Prereq: **None**

REES220 Speak, Memory: The Russian Memoir
Memoirs offer a chance for individuals to make sense of their relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3-5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS220, RULE220, WLIT243**
Prereq: **None**

REES221 Queering Russian Music
How have the sexuality of a Russian composer Pyotr I. Tchaikovsky and international success of a popular music duo t.A.T.u. shaped the understanding of gender, sexuality, and queerness in the Russian context? This entry-level course introduces a variety of theoretical and journalistic approaches and presents a historical overview of Russian music centered around queerness, gender, sexuality, and power. Using methodologies of queer studies and queer theory, we will examine a variety of musical genres and musicians ranging from Imperial Russia to the present-day Russian popular and film music. The topics will focus on women composers, queer genres, queer sexual and musical identity.

Selected personalities examined in the course:

Catherine II (the Great), Pyotr I. Tchaikovsky, Vaslav Nijinsky, Sofia Gubaidulina, Galina Ustvolskaya, Alla Pugacheva, Zemfira, t.A.T.u, Pussy Riot, AIGEL, Little Big, Manizha, Oxxxymiron, ICEPEAK
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC121, RUSS221**
Prereq: **None**

REES223 After Communism: Animals, Avatars, Hybrids
During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities--all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **RUSS223, RULE223, WLIT256**
Prereq: **None**

REES224 Performing Russian Culture: From Peter the Great to the Russian Revolution
This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of "Russianness." The course will explore ever-relevant questions of belonging, display of power, and ideology, and ask how, why, and by whom cultural identities are contrived and performed. The course is conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **RUSS224, WLIT257, RULE224**
Prereq: **None**

REES225F Socialist Utopias: Transcendence and Religion in Communist States (FYS)
Socialism is a political system predicated on building a better future by transcending the present. But what kind of utopias were imagined in and by actual socialist states like the Soviet Union? Why was atheism so central to Marx's vision of socialism, and what kinds of futures did communists imagine were possible, once religion was removed from society? What kinds of transcendence did communists imagine would exist once they transcended religion? What kinds of religious practices were enabled despite and sometimes because of the state's repression of organized religion? We will read some Marx, some Soviet science fiction as well as ethnographies, ranging from studies that explore how communism is and isn't like a religion, how former atheists became missionaries, how some religious communities survived communism, how mangos became Mao's relics, how Vietnamese spirit mediums channel Ho Chi Minh, and what kinds of imaginaries can flourish in post-socialist ruins like Moscow and Silicon Valley.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**

Identical With: **RELI225F**
Prereq: **None**

REES226 Documentary Fictions
How stable is the binary distinction between the documentary and the fictional? Is fiction's claim to representing reality any less valid than that of nonfiction? How does creative nonfiction conjure the sense of the Real? Can an archival document convey the depth of spiritual, emotional, and aesthetically infused intimacy on its own? What happens when the documentary and the fictional overlap to produce competing versions of the Real? What is at stake in such an overlap when the competing versions of the Real vie for a definitive, true account of events past and present? This class investigates various genres of storytelling that appeal to the documentary and the factual in pursuit of authenticity: propaganda, counter-propaganda, conspiracy theories, political and artistic manifestos, historical fiction and cinema, diary writing, autobiography and memoir, and documentary photography and film. Focusing geographically on East-Central Europe and Russia and chronologically on the last 100 years, the class will take up such thematic units as civil war, socialist realism, capitalist realism, the deaths of dictators, revolutionary hagiography, homefront narratives, and survivor testimony.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **RUSS226**
Prereq: **None**

REES227 Central Asian Music Ensemble
The Central Asian Music Ensemble is dedicated to the study and performance of music from a region at the crossroads of Eurasia, encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan. Established in Fall 2023, the ensemble currently comprises Kazakh and Kyrgyz plucked and bowed lutes, plucked zithers, end-blown flutes, clay ocarinas, jaw harps, frame drums, and other percussion instruments. Students learn the basic techniques of playing the instruments and singing in a variety of regional styles while exploring the history and cultural significance of music in nomadic and sedentary Central Asian societies through individual tutorials, group rehearsals, and engagement with visiting artists from Central Asia. In addition to playing traditional and contemporary repertoires from the region, students are encouraged to compose and improvise with ensemble instruments. Previous experience with string or wind instruments such as the guitar, violin, cello, or flute is desirable but not required. Students from diverse backgrounds are welcome to participate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC427, MDST427, ENVS427**
Prereq: **None**

REES230 Socialist Utopias: Transcendence and Religion in Communist States
Socialism is a political system predicated on building a better future by transcending the present. But what kind of utopias were imagined in and by actual socialist states like the Soviet Union? Why was atheism so central to Marx's vision of socialism, and what kinds of futures did communists imagine were possible, once religion was removed from society? What kinds of transcendence did communists imagine would exist once they transcended religion? What kinds of religious practices were enabled despite and sometimes because of the state's repression of organized religion? We will read some Marx, some Soviet science fiction as well as ethnographies, ranging from studies that explore how communism is and isn't like a religion, how former atheists became missionaries, how some religious communities survived communism, how mangos became Mao's relics, how Vietnamese spirit mediums channel Ho Chi Minh, and what kinds of imaginaries can flourish in post-socialist ruins like Moscow and Silicon Valley.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI225**
Prereq: **None**

REES233 Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia, Ukraine, and Armenia.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE233, RUSS233, FILM333, WLIT255**
Prereq: **None**

REES233Z Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Russian Empire, the Soviet Union, and contemporary Russia and Ukraine. Students will learn the key works, names, events, and concepts of the Russian and Soviet cinematic traditions. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film and media studies. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. No knowledge of Russian is expected or required. All films have English subtitles.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **FILM333Z, RULE233Z, RUSS233Z, WLIT255Z**
Prereq: **None**

REES234 Introduction to Russian and Soviet Cinema (CLAC.50)
This course provides an introduction to the history and poetics of Soviet and Russian cinema--in Russian. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia. Students will learn the key works, names, events, and concepts of the Russian cinematic tradition. They will develop skills in

analyzing and interpreting films and will acquire the basic critical terminology of film studies in Russian and English. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. This class consists of lectures and focused discussion of films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS234, CGST234, FILM234**
Prereq: **RUSS202**

REES235 Queer Russia
Russia is accustomed to playing the role of the "evil empire." The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called "gay propaganda"--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE235, RUSS235, FGSS234**
Prereq: **None**

REES240F Russian Masterpieces: Great Short Works (FYS)
This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work being discussed. These discussions, along with work on building logical arguments and polishing grammar and style, will inform students' own writing. We will read works from the 19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Nikolai Gogol's surreal comedies and urbanistic fantasies; Anton Chekhov's subtle psychological tales; Ivan Bunin's reflections from exile on a lost Russia; Mikhail Bulgakov's sketches of life as a country doctor; Evgeny Kharitonov's experimental narratives of queer experience in a totalitarian society; and Lyudmila Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period. All readings in English translation. No knowledge of Russian is expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS240F, RULE240F, WLIT240F**
Prereq: **None**

REES249 Is History True?: The Genealogies and Genres of Facts
History, as both genre and discipline, has a complicated relationship with truth. As a genre, it is popularly understood to be factual -- a reflection of what really happened; as a discipline, it constructs the very reality that it claims to represent. History, in short, is based on the "facts" that it constitutes as real. This is not to say that our world is "post-truth" or unreal or that all "facts" are equally true. Rather, it is to suggest that to access historical reality we need to investigate the genealogies and genres of "facts," since facts (even "alternative facts") are the building blocks that make reality politically, socially, and culturally meaningful. So how does a "fact" become real? What genres of proof are used to constitute historical truth, and by whom? In this class, we will use historical approaches to understand how "facts" gain meaning and agency and analyze the (often porous) boundaries between history, memory, myth, rumor, and conspiracy. To do this, we will consider case studies -- political tropes like "Godless Communism" or "Judeo-Bolshevism"; legal categories such as "genocide" and "crimes against humanity"; and historical frameworks like "the Holocaust" and the "end of history" -- to consider how they structure our worldviews. The format of the course will combine discussion seminar with independent research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST349, CHUM386**
Prereq: **None**

REES251 Dostoevsky
Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS251, RULE251, WLIT244**
Prereq: **None**

REES252 Tolstoy
During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-REES**
Identical With: **RUSS252, COL262, RULE252, WLIT252**
Prereq: **None**

REES254 Nobel Laureates: The Politics of Literature
The course examines key cultural and socio-historical moments in the development of twentieth-century literature written in Russian by focusing on the prose and poetry of authors awarded the Nobel Prize in Literature: Ivan Bunin (1933), Boris Pasternak (1958), Mikhail Sholokhov (1965), Alexander Solzhenitsyn (1970), Joseph Brodsky (1987), and Svetlana Alexievich (2015). Additionally, the students will read Leo Tolstoy, who refused the nomination for the prize, as well as Vladimir Nabokov and Anna Akhmatova, who arguably merited the award but never received it. On the broader level, the class will ponder literature's relevance for shaping public discourse on cultural policies, national identities, and international relations. This class will also consider the role (and craft) of literary criticism. Pierre Bourdieu's and other theorists' writings on "cultural capital" will inform our discussions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE254, RUSS254**
Prereq: **None**

REES255 Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe
This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's Radetzky March, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's I Served the King of England, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Volodymyr Rafeyenko's Mondegreen is an experimental narrative told through the eyes of a refugee from the Ukrainian Donbas region in Kyiv who struggles with language and identity; Nobel Prize-winner Olga Tokarczuk's Flights provides a constellation of short narratives that attempt to capture the place of the body in the world of travel and migration; in Witold Gombrowicz's Trans-Atlantyk and Aleksandar Hemon's The Question of Bruno, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS255, RULE255, WLIT259**
Prereq: **None**

REES256 The Soviet Century
This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries. The Soviet project raises fundamental questions about political systems, economics, and human nature -- questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will move beyond the cliched view of the Soviet Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovsky, Akhmatova, Platonov, Pasternak, Tsvetaeva, Berggolts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE256, RUSS256, WLIT246**
Prereq: **None**

REES257 The Soviet Century (CLAC.50)
This course begins and ends with two crucially important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the Russian government with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to remake the world. On December 26, 1991, the Soviet Union collapsed into 15 countries. The Soviet project raises fundamental questions about political systems, economics, and human nature--questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will explore the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the course will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider key theoretical writings in addition to poetry and prose by major Russian and Russophone authors. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. This class consists of lectures and focused discussion of essays and films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-REES**
Identical With: **CGST237**
Prereq: **RUSS202**

REES260 Dostoevsky's BRAT'IA KARAMAZOVY
A seminar devoted to close reading of the original text of Dostoevsky's 1879-80 novel. All students will be required to read the entire text in English, and each week specific passages will be read in Russian. In class we will analyze and discuss the text in Russian. Students will give presentations about critical works related to the novel and to Dostoevsky's work in general. Dostoevsky's novel enters into a great dialogue with the political, historical, philosophical, and religious discourses that were prevalent in 19th-century Russia. Study of the novel entails learning the various languages of 19th-century Russian culture. Close reading of THE BROTHERS KARAMAZOV in Russian will teach the genres

and styles that Dostoevsky weaves together in his great novel. Class will be conducted in Russian.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS260**
Prereq: **None**

REES263 Queering Russian Music
This course takes Russian and Russophone music out of its usual frames and asks what happens when we listen through the lenses of gender, sexuality, and power. Using methodologies of queer studies and queer theory, we consider how music both reflects and reshapes ideas of "Russianness." From imperial ballet to Soviet pop, from Tchaikovsky to contemporary queer artists in media, the course highlights intersections of music, identity, and politics. Special attention is given to the 2000s wave of Ukrainian musicians (Ivan Dorn, 5'nizza, and others) whose presence redefined the sound and style of Russian pop music in the 21st century. Students develop tools for critical listening, music analysis, and cultural interpretation while engaging broader debates about identity, politics, and belonging in today's Russian cultural sphere.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC263**
Prereq: **None**

REES265 When the Empire Strikes Back: (Post) Colonial Theory and Fiction
Throughout its history, the rulers of Russia--the tsarist Russian Empire, the USSR, and now the Russian Federation--have been focused on the expansion of Russia's territory via the conquest, subjugation, and/or assimilation of neighboring peoples. Russia's colonial condition, expressed in fiction, film, and other media, will be the focus of this course. We will discuss global postcolonial theory (Chinua Achebe, Edward Said, Gayatri Spivak) and critical works with a focus on Russian, East European, and Eurasian Studies (Ewa Thompson, Vitaly Chernetsky, Alexander Etkind), in order to see how Russia's colonial being can be compared to other empires. We will discuss such topics as The Empire and the Other, Culture and Imperialism, Language Politics, and strategies of resistance to imperial hegemony. Via specific cases in literature and art, we will see how Russian culture processes the colonization of Alaska, Siberia, and the Caucasus. We will pay special attention to the discourses of Chukchi, Tartar, Chechen, Khanty, and Ukrainian authors who write back to the Empire. The readings will include the writings of J.M. Coetzee, Joseph Conrad, Mikhail Lermontov, Yuri Rytkheu, Guzel Yakhina, Yeremey Aipin, and Viktor Astafiev. The course is taught in English. No knowledge of Russian is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE265, RUSS265, WLIT268, COL285**
Prereq: **None**

REES266 Introduction to Translation
Literary translation is popularly misunderstood to be the mechanical transfer of words from one language into the words of another. However, literary translators must also bring to life in a new language the intangibles of a text, such as the culture, the mood, the aesthetics, and the vibes. Our modern word vibes derives from an instrument often used in jazz performances called the vibraphone, a percussive instrument that produces a resonant, vibrato effect. In Sanskrit, this vibrato effect is defined by the versatile word dhwani, which is used to describe reverberations and echoes in music, poetry, and theater. In this class (taught by Distinguished Writer in Residence, Daisy Rockwell), we will try our hands at translating not just the words, but the dhwani of texts. This will help us explore what translation has entailed in various eras and cultures, and what we can learn from intermodal translation, when text is brought alive through non-linguistic media, such as sound, visual imagery, and dramatization. Students will formulate a final project halfway through the semester, such as the translation of a short story, a chapter of a book, or a set of poems.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT266, COL268, RL&L266, ENGL270**
Prereq: **None**

REES267 Parody: Humor, Artistic Evolution, and Restoration of the Sacred
Parody is a form of artistic expression that has played a major role in literary history, largely through its power of critical revision. According to Russian formalist theorists of the early 20th century, parody is a driving force in literary evolution. Linda Hutcheon's formulation, that parody is "repetition with critical distance, which marks difference rather than similarity," provides perhaps the broadest and most fruitful point of departure. The course will consider various definitions of parody offered by Russian and Western theorists. After examining parody as pure humor (MAD magazine and Hot Fuzz) and parody as a tool of literary evolution (Gogol and Dostoevsky), we will study the more complicated case of "restorative parody," as exemplified in the medieval practice of parodia sacra (sacred parody), discussed by theorists Mikhail Bakhtin and Olga Freidenberg. We will look at the modern manifestation of parodia sacra in Andrew Lloyd Webber and Tim Rice's Jesus Christ Superstar, and of restorative parody in Lin-Manuel Miranda's Hamilton. The course will also include discussion of legal issues raised by parody, in the case of 2 Live Crew / Roy Orbison (which led to a 1994 Supreme Court decision, Campbell v. Acuff-Rose Music, in which Justice David Souter offered his own definition of parody). At the end of the semester, students will present their own research or creative projects related to parody.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS267, RULE267**
Prereq: **None**

REES268 Nabokov
Vladimir Nabokov--brilliant writer, outrageous literary gamesman, and cosmopolitan exile--is a towering figure of 20th-century literature. His most famous novel, "Lolita," propelled him to international stardom and changed the transnational literary landscape. Child of a turbulent century, Nabokov wrote exquisite and at times disturbing prose in Russian and English, balancing between imaginary worlds and harsh realities. This seminar offers a sustained exploration of Nabokov's major Russian and American writings as well as film adaptations of his "Despair" (Rainer Werner Fassbinder) and "Lolita" (Stanley Kubrick). We will consider memory, exile, trauma, nostalgia, and identity as we read Nabokov, who saw existence as a "series of footnotes to a vast, obscure, unfinished masterpiece."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **COL368**
Prereq: **None**

REES276 Contemporary Russian Literature
The course offers a survey of contemporary Russian literature, with a focus on the post-Soviet period. We will discuss how Russian literature relates, aesthetically and anthropologically, to the dynamic historical period roughly starting in 1985: perestroika, the collapse of the Soviet Union, the liberal 1990s and the emerging market economy, ethnic conflicts, and the era of Putinism.

We will read works written in different aesthetic modes: documentary genre (Svetlana Alexievich, Maria Stepanova), Russian postmodern prose (Liudmila Petrushevskaya, Viktor Pelevin, Vladimir Sorokin), realist writers (German Sadulaev), as well as the most recent popular best-sellers and movies.

The course is taught in English. No knowledge of Russian is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE276, WLIT266, RUSS276**
Prereq: **None**

REES277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses
Nikolai Gogol (1809-1852), hailed as one of Russia's greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol's interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol's reception by modern Russian and Western writers and critics. The course is conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS277, RULE277, WLIT242**
Prereq: **None**

REES279 Chekhov: Prose vs. Drama
This course explores the oeuvre of Anton Chekhov (1860-1904), one of the most influential modern dramatists¿the author of such classic plays as The Seagull, Uncle Vanya, Three Sisters, and The Cherry Orchard. Chekhov also wrote profound prose works, such as "Ward No. 6," "The Black Monk," "Rothschild¿s Violin," and "The Lady with a Lapdog."

As one of Chekhov¿s biographers put it, "Of all the Russian 'classics' he is, to non-Russians especially, the most approachable and the least alien, whether on the stage or the printed page. He lets his reader and spectator react as they wish, draw their own conclusions. He imposes no philosophy" (Donald Rayfield).

Poetic, dense, and elusive, Chekhov¿s writing continues to attract readers, spectators, and theater-makers of all kinds. Some of Chekhov's admirers believe that the quality of his fiction surpasses that of his most famous plays. This course approaches Chekhov by focusing on the tension between his prose and drama: what can a Chekhov short story accomplish that a Chekhov play cannot, and vice versa? After all, a concern with the purpose of human existence undergirds his short stories and plays alike. More specifically, studying Chekhov enables a fresh understanding of happiness and joy, of grief and sorrow in a relentlessly brutal world. An extraordinary storyteller capable of spotting dramatic conflict in the most mundane situations, Chekhov allows for rich discussions of the passage of time, conflict between generations, professional failure, the pressures of gender norms, and the costs of colonialism in late Russian Imperial society.

In addition to literary analysis, the course offers an opportunity to get acquainted with the basics of Chekhov's influence on contemporary performance. Expert guest lecturers will facilitate workshops on acting and directing Chekhov.

Film adaptations and recordings of stage performances will supplement readings. All readings and discussion are in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS279, WLIT265, RULE279**
Prereq: **None**

REES280 Russian Politics
The course begins with a brief review of the dynamics of the Soviet system and the reasons for its collapse in 1991. The traumatic transition of the 1990s raised profound questions about what conditions are necessary for the evolution of effective political and economic institutions. The chaos of the Yeltsin years was followed by a return to authoritarian rule under President Putin, although the long-run stability of the Putin system is also open to question. Students will study the political dynamics of modern-day Russia, Putin's regime and the opposition to the regime, as well as the logic of the events that led to Putin's full-scale aggression against Ukraine. Topics include political institutions, social movements, economic reforms, and foreign policy strategies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT274**
Prereq: **None**

REES282 Modern Shamanism: Ecstasy and Ancestors in the New Age
The wise and mysterious native shaman has long held a particular fascination for Western scholars of religion, but does this figure even exist? What does it mean to be a practicing shaman today? Beginning with Eliade's definition of "archaic ecstasy," we examine the idea of the shaman, their role in the New Age movement, and the challenges faced by contemporary indigenous shamans, from negotiating international intellectual property rights law to Ayahuasca tourism and environmental activism. Course materials are supplemented by A/V materials from the instructor's fieldwork in Siberia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI239**
Prereq: **None**

REES286 Ukraine at War
This course will survey Ukraine's contentious history with its Russian neighbors and then track the origins and course of the current war. Each week we will have one meeting devoted to discussion of assigned readings and one meeting led by a Ukrainian lecturer speaking on Zoom. Topics to be covered include history and politics but also economics, social impacts, the plight of refugees, and cultural life.
Offering: **Crosslisting**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **GOVT286, CSPL286**
Prereq: **None**

REES289 Indigenous Religions: Politics, Land, Healing
From wise old shamans to heroic pipeline protestors, the media is full of romantic representations of indigenous religion, but what do you really know beyond the stereotypes? If indigenous religion is just religion practiced by indigenous people, is it a category at all? Since the first days of colonialism the question of whether or not the "natives" have or are capable of having religion has had political consequences. This class introduces students to the historical and political contexts within which indigenous peoples practice their religions, and critically engages with popular stereotypes. Using ethnography, fiction, critical theory, and the instructor's own fieldwork materials, we will examine some of the criteria by which indigenous religious practices have been romanticized or judged lacking by outsiders: What does an oral tradition sound like? What does it mean to engage in place-based religion? What is a "noble savage," what are sacred sites, animate landscapes, and what are some of the ways indigenous peoples really do relate to the environment in radically different ways? What are some of the contradictions and complications of multiculturalism and the politics of recognition when it comes to indigenous populations? While this is not a survey course, students will be introduced to case studies of indigenous religious practices from North America, Australia, and Siberia.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI289**
Prereq: **None**

REES290 Tolstoy: War and Peace and Other Works
Lev Tolstoy (1828-1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. This course will deal with the first half of Tolstoy's career, beginning with his experiments in the narration of consciousness ("A History of Yesterday" and Childhood) and in the narration of the experience of war (Sevastopol Stories). The main part of the course will be devoted to his epic War and Peace, in which the Napoleonic invasion of 1812 serves as the vehicle for considering the nature of Russian nationhood, the place of the individual in large historical events, and the very essence of how history should be narrated. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms. The course will be conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **COL276, RULE290, RUSS290, WLIT263**
Prereq: **None**

REES291 Tolstoy Part Two: Anna Karenina and Later Works
Lev Tolstoy (1828 -1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. His influence in Russia went far beyond literature. By the end of his life, he was the leader of a moral movement known as Tolstoyanism, the major tenets of which were pacifism, vegetarianism, and a resistance to state power verging on anarchism. This course begins with Tolstoy's mid-career masterpiece Anna Karenina, in which Tolstoy explores the problematic nature of the Russian family through the experiences of two main characters: an adulterous wife, for whom the novel is named, and an autobiographical stand-in, Konstantin Lyovin, who is a mouthpiece for many of Tolstoy's own concerns about the post-emancipation Russian economy and the pernicious influence of the West. We will also read Tolstoy's final major novel, Resurrection, which calls into question all the bases of modern society, with the prison system as the primary embodiment of societal evil. The course will be conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **COL277, RULE291, RUSS291, WLIT264**
Prereq: **None**

REES296 Soundscapes of Islam
From the melodious recitation of the Qur'an and Sufi-inspired sung poetry to popular soundtracks of religious revival and resistance, the world of Islam has generated myriad sonic expressions across its diverse historical and geocultural milieus. While recognized for its affective and transformative powers, music has also been the subject of a longstanding polemic in Islamic societies, its moral and ethical status being debated and contested. This course will survey the soundscapes and ideoscapes of Islam, exploring the manifold roles and meanings assigned to music among Muslim communities. It will examine a range of sound practices and related discourses to discover the ways in which locally distinct religious and social customs have shaped concepts of music and sonic articulations of Muslim identity. We will locate the varied and shifting attitudes toward music and musicians within the context of political censorship, colonialism, nationalism, and cosmopolitan modernity, and consider the impact of current conflicts and migratory processes on the local-global circulation of religious ideologies and sounds. Drawing from selected case studies of sacred and secular performance, we will explore the musical construction of gender, place, and architecture; the role of media in the formation of Muslim 'counterpublics'; and the mediation of aesthetic sensibilities through style. Topics covered will include: views on music within the Islamic tradition (the Qur'an and Sunna, shari'a law, theology, and Sufism); philosophies and cosmologies of music in Islam; music at the courts of Islamic rulers; religious chant and art singing in the Middle East; sound, healing, and exorcism in North Africa; ritual, devotional, and mystical practices in Central Asia; Islamic performing arts in Indonesia; Sufi world music and Muslim pop and hip-hop across Asia and Africa, and among immigrants and refugees in Europe and North America. Throughout the course, Islam will be encountered as a widely diverse spiritual and sociocultural system that has been a source and stimulus for creativity among Muslim peoples worldwide.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC296, COL294**
Prereq: **None**

REES297 Music of Central Asia: From Throat-singing to Heavy Metal
The music of the Hu was chosen as the soundtrack to Star Wars Jedi: Fallen Order because it sounded otherworldly to Western audiences. In fact, the Hu draw on ancient musical traditions from Central Asia, one of the most culturally and musically diverse areas of the world. This course introduces students to a wide range of music practices, genres, and styles in historically nomadic and sedentary regions of Central Asia: throat-singing, sounds of shamanic and Sufi Islamic rituals, epic performance, narrative instrumental playing, oral poetry competitions, folk and art singing, Western-influenced classical and popular music genres, including Central Asian repertoires of opera and symphony, Azerbaijani jazz, Uzbek estrada, Kazakh Q-pop and crossover music, Mongolian

heavy metal, and hip hop. The roles and meanings of music are discussed in relation to wider aspects of culture and social life, the impact of Soviet culture policies, post-Soviet national revival, and globalization.

The course includes a performance component. Students learn to play a variety of Kazakh and Kyrgyz musical instruments, including plucked and bowed lutes, a plucked zither, clay ocarinas, jaw harps, and percussion instruments. Previous musical training is not necessary. The course draws on extensive audiovisual materials and is open to students of all levels.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC297, RUSS297, COL298**
Prereq: **None**

REES299 Imagining Communities: National Religions and Political Rituals
From the Catholic-Protestant troubles in Northern Ireland, Christian nationalism in Serbia, Hindu-Buddhist conflict in Sri Lanka, and the Taliban in Afghanistan, religious nationalism often produces virulent and violent conflict. Yet the Virgin of Guadeloupe is a national symbol of Mexico, Catholicism was central to the Polish Solidarity movement, and America defines itself as "one nation under God." How are we to understand the relationship between religion and national identity, and how do political rituals, both religious and secular, help form communities? Popular media and political science analysis define religious nationalism as dangerous and secular nationalism as good. We will investigate this claim over the course of the semester by asking what the study of religion and ritual can bring to the topic. Are religious and secular political rituals really as different as they seem? We will read and discuss the classic social theories of Samuel Huntington, Benedict Anderson, Emile Durkheim, Victor Turner, Clifford Geertz, and Talal Asad, and these readings will be interspersed with case studies that illustrate how these theories help us understand the world. Case studies include the war in Bosnia-Herzegovina, the arrest and trial of the punk band Pussy Riot in Russia, and the Yasukuni shrine in Japan, where the souls of kamikaze pilots and World War II war criminals are enshrined. In addition, students will pick a case study of their own for a research project. This project will be conducted through multiple small assignments over the course of the semester that will be combined into a final research paper and class presentation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI299**
Prereq: **None**

REES306 Animate Landscapes: Spirits and Sovereignty in Indigenous Religions
Scientific understandings of the world are grounded in a distinction between animate beings and inanimate matter, but people all over the world have understood land and landscapes as alive and filled with agency. Indigenous religious practices often include relationships with mountains, rivers, glaciers, and other powerful "other-than-human persons" who must be respected, who can protect, but who are also feared. In the eyes of early Christians and often in contemporary popular culture, these animate and agentive landscapes can seem monstrous. We will explore medieval ideas about the Wild Man of the Forest, Indigenous and Feminist theory, and draw on case studies from North America, Siberia, Mongolia, and the instructor's fieldwork materials with landscape beings in Buryatia. The class will explore the different relationships human beings have with animate and sacred landscapes, think about the ramifications these relationships have for sovereignty over and in the "natural" world and why the idea that land is alive might be threatening. The course includes a 4 day/3 night trip to Penikese Island off Cape Cod for an immersive learning experience with the Gull Island Institute during Fall Break. The trip will be fully funded with no cost to the students). The trip is required, and in order to take the class you must be available to participate in this travel during Fall Break (10/24-10/27).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI306, ENVS309**
Prereq: **None**

REES318 The Politics of Death: The Living, the Dead, and the State
This course will explore the intersections between the living, the dead, and the state, focusing on the ways that death and the dead body raise particular questions and problems for different kinds of political regimes. The course will examine the collisions between the state and the dead, both symbolic and material, by investigating spaces where the state and death intersect in revealing ways: cemeteries, cremation, monuments, rituals, and religious institutions and cultures. The course will also follow, borrowing anthropologist Katherine Verdery's term, "the political lives of dead bodies," the ways in which states mobilize dead bodies to reconfigure the political order.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **HIST318, ENVS318**
Prereq: **None**

REES321 Moscow/Berlin: Dreamworld and Catastrophe
The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an "off-modern" path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS321, GRST221, RULE321, WLIT341**
Prereq: **None**

REES330 Reading Tolstoy in Russian (CLAC .50)
In this half-credit course, students will read excerpts from works by Lev Tolstoy in Russian. Class will be devoted both to translating the Russian texts and to

discussing them in Russian. Non-native speakers should have studied Russian for at least four semesters.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS330, CGST330**
Prereq: **None**

REES340 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, RL&L290, GRST231, RUSS340, RULE340, ENGL295**
Prereq: **None**

REES344 "If there is no God, then everything is permitted?" Moral Life in a Secular World
In Fyodor Dostoevsky's The Brothers Karamazov, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity.

One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French laïcité, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST395, RELI393**
Prereq: **None**

REES344Z "If there is no God, then everything is permitted?" Moral Life in a Secular World
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

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Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST395Z, RELI393Z**
Prereq: **None**

REES350 Twentieth-Century Russian Poetry (CLAC .50)
Taught in Russian, this course is dedicated to the reading of 20th-century Russian poetry in the original (Blok, Mayakovsky, Mandesltam, Akhmatova, Brodsky, Prigov, etc.). The course is appropriate for native speakers, heritage speakers, advanced and intermediate learners (with the minimum of four semesters of Russian).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS350, CGST350**
Prereq: **RUSS202**

REES352 The Communist Experience in the Soviet Union (CLAC.50)
Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST352, CGST352**
Prereq: **None**

REES353 The Communist Experience in the 20th Century
Two decades have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history

itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism's answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST353**
Prereq: **None**

REES353Z The Communist Experience in the Twentieth Century
More than thirty years have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the Communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism's answer to capitalist modernity from the 1917 revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union but also beyond it (in Eastern Europe and Asia). In the global conflict between Capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes? This course is an intensive reading, research, and writing seminar.

- This course is held entirely online and is a hybrid synchronous and asynchronous format.

- You should be prepared to spend at least 4-6 hours/day on class work.

- There is a class every day: on Mondays and Thursdays we will meet synchronously on Zoom at our regular class time (3:30-5:10 pm); on Tuesdays, Wednesdays, and Fridays, the format will be asynchronous (meaning you can engage with the day's materials at your own pace within a 24-hour window).

- You are expected to participate in each class having read the assigned material and reflected on them in your forum comments. Each day's online discussion will cover the topic and materials of the day.

- Each day you are expected to post at least one original comment of your own, and to respond to at least one comment by a classmate.

- The questions will be posted by 12 pm the day of the class, and the forum will be open for 24 hours, until 12 pm the following day.

- Be prepared to engage with the sources critically--to raise important issues, ask for clarification, and/or propose alternative interpretations, and to bring your own questions into the discussion. When possible, point to specific examples in the text and reference sources/page numbers to make the discussion easier to navigate for the class.

- Your active engagement in the seminar--both on the forum and in the synchronous sessions--is absolutely essential.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST353Z**
Prereq: **None**

REES360 Siberia
Siberia has been a charged concept in world culture, mostly associated with the cold climate, exile, and prisons. Our course will pay tribute to these aspects of Siberia, grounded in historical and geographical reality, but it will also focus on an exploration of the region that goes beyond the stereotypes. We will explore Siberia as a place with diverse cultures, studying the folklore, literature, and films of its indigenous peoples. We will discuss how Russian literature and films conceptualize the colonization of Siberia, as well as the region's history of dissent and separatism, for example, oblastnichestvo and its aspiration to become "The United States of Siberia." We will explore modern Siberian authors and artists who became influential Russian classics while keeping their distinct Siberian roots, including Siberian punk as one of the most influential movements in late-Soviet and post-Soviet music. The readings will include writings by Nikolai Yadrintsev, Varlam Shalamov, Nikolai Klyuev, Yeremei Aipin, and Viktor Astafiev. The course is taught entirely in Russian. It is open to students who have completed four semesters of Russian or their equivalent, as well as for heritage and native speakers of the Russian language. The assignments will be diversified and adjusted to the individual levels of Russian. Students will get an opportunity to hone their listening, writing, reading, and speaking skills in Russian.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS360**
Prereq: **None**

REES401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

REES402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

REES407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

REES408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

REES409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

REES410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

REES411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

REES412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

REES465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

RUSSIAN LITERATURE IN ENGLISH

RULE205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel
The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, EUGENE ONEGIN, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS205, REES205, WLIT241**
Prereq: **None**

RULE208F Otherness & Belonging (FYS)
One of the many haunting utterances of Fyodor Dostoevsky's most famous antihero, the Underground Man, is "I am alone, I thought, and they are everyone." Like him, the other protagonists of this course are outcasts, dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and "enemies of the state" - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES208F, RUSS208F, WLIT245F**
Prereq: **None**

RULE220 Speak, Memory: The Russian Memoir
Memoirs offer a chance for individuals to make sense of their relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3-5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS220, REES220, WLIT243**
Prereq: **None**

RULE223 After Communism: Animals, Avatars, Hybrids
During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities--all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **RUSS223, REES223, WLIT256**
Prereq: **None**

RULE224 Performing Russian Culture: From Peter the Great to the Russian Revolution
This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of "Russianness." The course will explore ever-relevant questions of

belonging, display of power, and ideology, and ask how, why, and by whom cultural identities are contrived and performed. The course is conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **RUSS224, REES224, WLIT257**
Prereq: **None**

RULE233 Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia, Ukraine, and Armenia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233, RUSS233, FILM333, WLIT255**
Prereq: **None**

RULE233Z Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Russian Empire, the Soviet Union, and contemporary Russia and Ukraine. Students will learn the key works, names, events, and concepts of the Russian and Soviet cinematic traditions. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film and media studies. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. No knowledge of Russian is expected or required. All films have English subtitles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233Z, FILM333Z, RUSS233Z, WLIT255Z**
Prereq: **None**

RULE235 Queer Russia
Russia is accustomed to playing the role of the "evil empire." The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called "gay propaganda"--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES235, RUSS235, FGSS234**
Prereq: **None**

RULE240F Russian Masterpieces: Great Short Works (FYS)
This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work being discussed. These discussions, along with work on building logical arguments and polishing grammar and style, will inform students' own writing. We will read works from the 19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Nikolai Gogol's surreal comedies and urbanistic fantasies; Anton Chekhov's subtle psychological tales; Ivan Bunin's reflections from exile on a lost Russia; Mikhail Bulgakov's sketches of life as a country doctor; Evgeny Kharitonov's experimental narratives of queer experience in a totalitarian society; and Lyudmila Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period. All readings in English translation. No knowledge of Russian is expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS240F, REES240F, WLIT240F**
Prereq: **None**

RULE251 Dostoevsky
Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS251, REES251, WLIT244**
Prereq: **None**

RULE252 Tolstoy
During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This

course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS252, REES252, COL262, WLIT252**
Prereq: **None**

RULE254 Nobel Laureates: The Politics of Literature
The course examines key cultural and socio-historical moments in the development of twentieth-century literature written in Russian by focusing on the prose and poetry of authors awarded the Nobel Prize in Literature: Ivan Bunin (1933), Boris Pasternak (1958), Mikhail Sholokhov (1965), Alexander Solzhenitsyn (1970), Joseph Brodsky (1987), and Svetlana Alexievich (2015). Additionally, the students will read Leo Tolstoy, who refused the nomination for the prize, as well as Vladimir Nabokov and Anna Akhmatova, who arguably merited the award but never received it. On the broader level, the class will ponder literature's relevance for shaping public discourse on cultural policies, national identities, and international relations. This class will also consider the role (and craft) of literary criticism. Pierre Bourdieu's and other theorists' writings on "cultural capital" will inform our discussions.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES254, RUSS254**
Prereq: **None**

RULE255 Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe
This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's Radetzky March, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's I Served the King of England, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Volodymyr Rafeyenko's Mondegreen is an experimental narrative told through the eyes of a refugee from the Ukrainian Donbas region in Kyiv who struggles with language and identity; Nobel Prize-winner Olga Tokarczuk's Flights provides a constellation of short narratives that attempt to capture the place of the body in the world of travel and migration; in Witold Gombrowicz's Trans-Atlantyk and Aleksandar Hemon's The Question of Bruno, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS255, REES255, WLIT259**
Prereq: **None**

RULE256 The Soviet Century
This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries. The Soviet project raises fundamental questions about political systems, economics, and human nature -- questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will move beyond the cliched view of the Soviet Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovsky, Akhmatova, Platonov, Pasternak, Tsvetaeva, Berggolts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES256, RUSS256, WLIT246**
Prereq: **None**

RULE265 When the Empire Strikes Back: (Post) Colonial Theory and Fiction
Throughout its history, the rulers of Russia--the tsarist Russian Empire, the USSR, and now the Russian Federation--have been focused on the expansion of Russia's territory via the conquest, subjugation, and/or assimilation of neighboring peoples. Russia's colonial condition, expressed in fiction, film, and other media, will be the focus of this course. We will discuss global postcolonial theory (Chinua Achebe, Edward Said, Gayatri Spivak) and critical works with a focus on Russian, East European, and Eurasian Studies (Ewa Thompson, Vitaly Chernetsky, Alexander Etkind), in order to see how Russia's colonial being can be compared to other empires. We will discuss such topics as The Empire and the Other, Culture and Imperialism, Language Politics, and strategies of resistance to imperial hegemony. Via specific cases in literature and art, we will see how Russian culture processes the colonization of Alaska, Siberia, and the Caucasus. We will pay special attention to the discourses of Chukchi, Tartar, Chechen, Khanty, and Ukrainian authors who write back to the Empire. The readings will include the writings of J.M. Coetzee, Joseph Conrad, Mikhail Lermontov, Yuri Rytkheu, Guzel Yakhina, Yeremey Aipin, and Viktor Astafiev. The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES265, RUSS265, WLIT268, COL285**
Prereq: **None**

RULE267 Parody: Humor, Artistic Evolution, and Restoration of the Sacred
Parody is a form of artistic expression that has played a major role in literary history, largely through its power of critical revision. According to Russian formalist theorists of the early 20th century, parody is a driving force in literary evolution. Linda Hutcheon's formulation, that parody is "repetition with critical

distance, which marks difference rather than similarity," provides perhaps the broadest and most fruitful point of departure. The course will consider various definitions of parody offered by Russian and Western theorists. After examining parody as pure humor (MAD magazine and Hot Fuzz) and parody as a tool of literary evolution (Gogol and Dostoevsky), we will study the more complicated case of "restorative parody," as exemplified in the medieval practice of parodia sacra (sacred parody), discussed by theorists Mikhail Bakhtin and Olga Freidenberg. We will look at the modern manifestation of parodia sacra in Andrew Lloyd Webber and Tim Rice's Jesus Christ Superstar, and of restorative parody in Lin-Manuel Miranda's Hamilton. The course will also include discussion of legal issues raised by parody, in the case of 2 Live Crew / Roy Orbison (which led to a 1994 Supreme Court decision, Campbell v. Acuff-Rose Music, in which Justice David Souter offered his own definition of parody). At the end of the semester, students will present their own research or creative projects related to parody.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS267, REES267**
Prereq: **None**

RULE276 Contemporary Russian Literature
The course offers a survey of contemporary Russian literature, with a focus on the post-Soviet period. We will discuss how Russian literature relates, aesthetically and anthropologically, to the dynamic historical period roughly starting in 1985: perestroika, the collapse of the Soviet Union, the liberal 1990s and the emerging market economy, ethnic conflicts, and the era of Putinism. We will read works written in different aesthetic modes: documentary genre (Svetlana Alexievich, Maria Stepanova), Russian postmodern prose (Liudmila Petrushevskaya, Viktor Pelevin, Vladimir Sorokin), realist writers (German Sadulaev), as well as the most recent popular best-sellers and movies.

The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES276, WLIT266, RUSS276**
Prereq: **None**

RULE277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses
Nikolai Gogol (1809-1852), hailed as one of Russia's greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol's interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol's reception by modern Russian and Western writers and critics. The course is conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS277, REES277, WLIT242**
Prereq: **None**

RULE279 Chekhov: Prose vs. Drama
This course explores the oeuvre of Anton Chekhov (1860-1904), one of the most influential modern dramatists¿the author of such classic plays as The Seagull, Uncle Vanya, Three Sisters, and The Cherry Orchard. Chekhov also wrote profound prose works, such as "Ward No. 6," "The Black Monk," "Rothschild¿s Violin," and "The Lady with a Lapdog."

As one of Chekhov¿s biographers put it, "Of all the Russian 'classics' he is, to non-Russians especially, the most approachable and the least alien, whether on the stage or the printed page. He lets his reader and spectator react as they wish, draw their own conclusions. He imposes no philosophy" (Donald Rayfield).

Poetic, dense, and elusive, Chekhov¿s writing continues to attract readers, spectators, and theater-makers of all kinds. Some of Chekhov's admirers believe that the quality of his fiction surpasses that of his most famous plays. This course approaches Chekhov by focusing on the tension between his prose and drama: what can a Chekhov short story accomplish that a Chekhov play cannot, and vice versa? After all, a concern with the purpose of human existence undergirds his short stories and plays alike. More specifically, studying Chekhov enables a fresh understanding of happiness and joy, of grief and sorrow in a relentlessly brutal world. An extraordinary storyteller capable of spotting dramatic conflict in the most mundane situations, Chekhov allows for rich discussions of the passage of time, conflict between generations, professional failure, the pressures of gender norms, and the costs of colonialism in late Russian Imperial society.

In addition to literary analysis, the course offers an opportunity to get acquainted with the basics of Chekhov's influence on contemporary performance. Expert guest lecturers will facilitate workshops on acting and directing Chekhov.

Film adaptations and recordings of stage performances will supplement readings. All readings and discussion are in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES279, RUSS279, WLIT265**
Prereq: **None**

RULE290 Tolstoy: War and Peace and Other Works
Lev Tolstoy (1828-1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. This course will deal with the first half of Tolstoy's career, beginning with his experiments in the narration of consciousness ("A History of Yesterday" and Childhood) and in the narration of the experience of war (Sevastopol Stories). The main part of the course will be devoted to his epic War and Peace, in which the Napoleonic invasion of 1812 serves as the vehicle for considering the nature of Russian nationhood, the place of the individual in large historical events, and the very essence of how history should be narrated. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type

of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES290, COL276, RUSS290, WLIT263**
Prereq: **None**

RULE291 Tolstoy Part Two: Anna Karenina and Later Works
Lev Tolstoy (1828 -1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. His influence in Russia went far beyond literature. By the end of his life, he was the leader of a moral movement known as Tolstoyanism, the major tenets of which were pacifism, vegetarianism, and a resistance to state power verging on anarchism. This course begins with Tolstoy's mid-career masterpiece Anna Karenina, in which Tolstoy explores the problematic nature of the Russian family through the experiences of two main characters: an adulterous wife, for whom the novel is named, and an autobiographical stand-in, Konstantin Lyovin, who is a mouthpiece for many of Tolstoy's own concerns about the post-emancipation Russian economy and the pernicious influence of the West. We will also read Tolstoy's final major novel, Resurrection, which calls into question all the bases of modern society, with the prison system as the primary embodiment of societal evil. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES291, COL277, RUSS291, WLIT264**
Prereq: **None**

RULE321 Moscow/Berlin: Dreamworld and Catastrophe
The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an "off-modern" path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES321, RUSS321, GRST221, WLIT341**
Prereq: **None**

RULE340 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, RL&L290, GRST231, RUSS340, REES340, ENGL295**
Prereq: **None**

RULE401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RULE402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSSIAN LANGUAGE AND LITERATURE

RUSS101 Elementary Russian I
This beginning course in Russian teaches basic grammar while providing extensive practice in speaking and listening to contemporary Russian. Because of the intensive workload, the student earns 1.5 credits for this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-REES**
Prereq: **None**

RUSS102 Elementary Russian II
The course continues to develop basic skills in speaking, writing, and listening to contemporary Russian, as well as the knowledge of basic grammar. Because of the intensive workload, the student earns 1.5 credits for this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-REES**
Prereq: **RUSS101**

RUSS201 Intermediate Russian I
This course presents a continued study of Russian grammar with an emphasis on a complete analysis of the verb system. Exercises in class develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Prereq: **(RUSS101 AND RUSS102)**

RUSS202 Intermediate Russian II
This course presents a continued study of Russian grammar with an emphasis on a complete analysis of the verb system. Exercises in class develop fluency in

speaking and understanding spoken Russian while teaching the rules of Russian grammar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Prereq: **RUSS101 AND RUSS102 AND RUSS201**

RUSS205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel
The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, EUGENE ONEGIN, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES205, RULE205, WLIT241**
Prereq: **None**

RUSS208F Otherness & Belonging (FYS)
One of the many haunting utterances of Fyodor Dostoevsky's most famous antihero, the Underground Man, is "I am alone, I thought, and they are everyone." Like him, the other protagonists of this course are outcasts, dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and "enemies of the state" - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES208F, RULE208F, WLIT245F**
Prereq: **None**

RUSS220 Speak, Memory: The Russian Memoir
Memoirs offer a chance for individuals to make sense of their relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3-5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES220, RULE220, WLIT243**
Prereq: **None**

RUSS221 Queering Russian Music
How have the sexuality of a Russian composer Pyotr I. Tchaikovsky and international success of a popular music duo t.A.T.u. shaped the understanding of gender, sexuality, and queerness in the Russian context? This entry-level course introduces a variety of theoretical and journalistic approaches and presents a historical overview of Russian music centered around queerness, gender, sexuality, and power. Using methodologies of queer studies and queer theory, we will examine a variety of musical genres and musicians ranging from Imperial Russia to the present-day Russian popular and film music. The topics will focus on women composers, queer genres, queer sexual and musical identity.

Selected personalities examined in the course:

Catherine II (the Great), Pyotr I. Tchaikovsky, Vaslav Nijinsky, Sofia Gubaidulina, Galina Ustvolskaya, Alla Pugacheva, Zemfira, t.A.T.u, Pussy Riot, AIGEL, Little Big, Manizha, Oxxxymiron, ICEPEAK
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC121, REES221**
Prereq: **None**

RUSS223 After Communism: Animals, Avatars, Hybrids
During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities--all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **REES223, RULE223, WLIT256**
Prereq: **None**

RUSS224 Performing Russian Culture: From Peter the Great to the Russian Revolution
This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of "Russianness." The course will explore ever-relevant questions of belonging, display of power, and ideology, and ask how, why, and by whom

cultural identities are contrived and performed. The course is conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **REES224, WLIT257, RULE224**
Prereq: **None**

RUSS226 Documentary Fictions
How stable is the binary distinction between the documentary and the fictional? Is fiction's claim to representing reality any less valid than that of nonfiction? How does creative nonfiction conjure the sense of the Real? Can an archival document convey the depth of spiritual, emotional, and aesthetically infused intimacy on its own? What happens when the documentary and the fictional overlap to produce competing versions of the Real? What is at stake in such an overlap when the competing versions of the Real vie for a definitive, true account of events past and present? This class investigates various genres of storytelling that appeal to the documentary and the factual in pursuit of authenticity: propaganda, counter-propaganda, conspiracy theories, political and artistic manifestos, historical fiction and cinema, diary writing, autobiography and memoir, and documentary photography and film. Focusing geographically on East-Central Europe and Russia and chronologically on the last 100 years, the class will take up such thematic units as civil war, socialist realism, capitalist realism, the deaths of dictators, revolutionary hagiography, homefront narratives, and survivor testimony.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **REES226**
Prereq: **None**

RUSS233 Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia, Ukraine, and Armenia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233, RULE233, FILM333, WLIT255**
Prereq: **None**

RUSS233Z Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Russian Empire, the Soviet Union, and contemporary Russia and Ukraine. Students will learn the key works, names, events, and concepts of the Russian and Soviet cinematic traditions. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film and media studies. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. No knowledge of Russian is expected or required. All films have English subtitles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233Z, FILM333Z, RULE233Z, WLIT255Z**
Prereq: **None**

RUSS234 Introduction to Russian and Soviet Cinema (CLAC.50)
This course provides an introduction to the history and poetics of Soviet and Russian cinema--in Russian. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia. Students will learn the key works, names, events, and concepts of the Russian cinematic tradition. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film studies in Russian and English. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. This class consists of lectures and focused discussion of films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **CGST234, FILM234, REES234**
Prereq: **RUSS202**

RUSS235 Queer Russia
Russia is accustomed to playing the role of the "evil empire." The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called "gay propaganda"--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES235, RULE235, FGSS234**

Prereq: **None**

RUSS240F Russian Masterpieces: Great Short Works (FYS)
This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work being discussed. These discussions, along with work on building logical arguments and polishing grammar and style, will inform students' own writing. We will read works from the 19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Nikolai Gogol's surreal comedies and urbanistic fantasies; Anton Chekhov's subtle psychological tales; Ivan Bunin's reflections from exile on a lost Russia; Mikhail Bulgakov's sketches of life as a country doctor; Evgeny Kharitonov's experimental narratives of queer experience in a totalitarian society; and Lyudmila Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period. All readings in English translation. No knowledge of Russian is expected.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES240F, RULE240F, WLIT240F**
Prereq: **None**

RUSS251 Dostoevsky
Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES251, RULE251, WLIT244**
Prereq: **None**

RUSS252 Tolstoy
During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES252, COL262, RULE252, WLIT252**
Prereq: **None**

RUSS254 Nobel Laureates: The Politics of Literature
The course examines key cultural and socio-historical moments in the development of twentieth-century literature written in Russian by focusing on the prose and poetry of authors awarded the Nobel Prize in Literature: Ivan Bunin (1933), Boris Pasternak (1958), Mikhail Sholokhov (1965), Alexander Solzhenitsyn (1970), Joseph Brodsky (1987), and Svetlana Alexievich (2015). Additionally, the students will read Leo Tolstoy, who refused the nomination for the prize, as well as Vladimir Nabokov and Anna Akhmatova, who arguably merited the award but never received it. On the broader level, the class will ponder literature's relevance for shaping public discourse on cultural policies, national identities, and international relations. This class will also consider the role (and craft) of literary criticism. Pierre Bourdieu's and other theorists' writings on "cultural capital" will inform our discussions.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES254, RULE254**
Prereq: **None**

RUSS255 Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe
This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's Radetzky March, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's I Served the King of England, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Volodymyr Rafeyenko's Mondegreen is an experimental narrative told through the eyes of a refugee from the Ukrainian Donbas region in Kyiv who struggles with language and identity; Nobel Prize-winner Olga Tokarczuk's Flights provides a constellation of short narratives that attempt to capture the place of the body in the world of travel and migration; in Witold Gombrowicz's Trans-Atlantyk and Aleksandar Hemon's The Question of Bruno, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES255, RULE255, WLIT259**
Prereq: **None**

RUSS256 The Soviet Century
This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries. The Soviet project raises fundamental questions about political systems, economics, and human nature -- questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will move beyond the cliched view of the Soviet

Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovsky, Akhmatova, Platonov, Pasternak, Tsvetaeva, Berggolts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES256, RULE256, WLIT246**
Prereq: **None**

RUSS260 Dostoevsky's BRAT'IA KARAMAZOVY
A seminar devoted to close reading of the original text of Dostoevsky's 1879-80 novel. All students will be required to read the entire text in English, and each week specific passages will be read in Russian. In class we will analyze and discuss the text in Russian. Students will give presentations about critical works related to the novel and to Dostoevsky's work in general. Dostoevsky's novel enters into a great dialogue with the political, historical, philosophical, and religious discourses that were prevalent in 19th-century Russia. Study of the novel entails learning the various languages of 19th-century Russian culture. Close reading of THE BROTHERS KARAMAZOV in Russian will teach the genres and styles that Dostoevsky weaves together in his great novel. Class will be conducted in Russian.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES260**
Prereq: **None**

RUSS265 When the Empire Strikes Back: (Post) Colonial Theory and Fiction
Throughout its history, the rulers of Russia--the tsarist Russian Empire, the USSR, and now the Russian Federation--have been focused on the expansion of Russia's territory via the conquest, subjugation, and/or assimilation of neighboring peoples. Russia's colonial condition, expressed in fiction, film, and other media, will be the focus of this course. We will discuss global postcolonial theory (Chinua Achebe, Edward Said, Gayatri Spivak) and critical works with a focus on Russian, East European, and Eurasian Studies (Ewa Thompson, Vitaly Chernetsky, Alexander Etkind), in order to see how Russia's colonial being can be compared to other empires. We will discuss such topics as The Empire and the Other, Culture and Imperialism, Language Politics, and strategies of resistance to imperial hegemony. Via specific cases in literature and art, we will see how Russian culture processes the colonization of Alaska, Siberia, and the Caucasus. We will pay special attention to the discourses of Chukchi, Tartar, Chechen, Khanty, and Ukrainian authors who write back to the Empire. The readings will include the writings of J.M. Coetzee, Joseph Conrad, Mikhail Lermontov, Yuri Rytkheu, Guzel Yakhina, Yeremey Aipin, and Viktor Astafiev. The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES265, RULE265, WLIT268, COL285**
Prereq: **None**

RUSS267 Parody: Humor, Artistic Evolution, and Restoration of the Sacred
Parody is a form of artistic expression that has played a major role in literary history, largely through its power of critical revision. According to Russian formalist theorists of the early 20th century, parody is a driving force in literary evolution. Linda Hutcheon's formulation, that parody is "repetition with critical distance, which marks difference rather than similarity," provides perhaps the broadest and most fruitful point of departure. The course will consider various definitions of parody offered by Russian and Western theorists. After examining parody as pure humor (MAD magazine and Hot Fuzz) and parody as a tool of literary evolution (Gogol and Dostoevsky), we will study the more complicated case of "restorative parody," as exemplified in the medieval practice of parodia sacra (sacred parody), discussed by theorists Mikhail Bakhtin and Olga Freidenberg. We will look at the modern manifestation of parodia sacra in Andrew Lloyd Webber and Tim Rice's Jesus Christ Superstar, and of restorative parody in Lin-Manuel Miranda's Hamilton. The course will also include discussion of legal issues raised by parody, in the case of 2 Live Crew / Roy Orbison (which led to a 1994 Supreme Court decision, Campbell v. Acuff-Rose Music, in which Justice David Souter offered his own definition of parody). At the end of the semester, students will present their own research or creative projects related to parody.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES267, RULE267**
Prereq: **None**

RUSS276 Contemporary Russian Literature
The course offers a survey of contemporary Russian literature, with a focus on the post-Soviet period. We will discuss how Russian literature relates, aesthetically and anthropologically, to the dynamic historical period roughly starting in 1985: perestroika, the collapse of the Soviet Union, the liberal 1990s and the emerging market economy, ethnic conflicts, and the era of Putinism. We will read works written in different aesthetic modes: documentary genre (Svetlana Alexievich, Maria Stepanova), Russian postmodern prose (Liudmila Petrushevskaya, Viktor Pelevin, Vladimir Sorokin), realist writers (German Sadulaev), as well as the most recent popular best-sellers and movies.

The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES276, RULE276, WLIT266**
Prereq: **None**

RUSS277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses
Nikolai Gogol (1809-1852), hailed as one of Russia's greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol's interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol's reception by modern Russian and Western writers and critics. The course is conducted in English.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES277, RULE277, WLIT242**
Prereq: **None**

RUSS279 Chekhov: Prose vs. Drama
This course explores the oeuvre of Anton Chekhov (1860-1904), one of the most influential modern dramatists¿the author of such classic plays as The Seagull, Uncle Vanya, Three Sisters, and The Cherry Orchard. Chekhov also wrote profound prose works, such as "Ward No. 6," "The Black Monk," "Rothschild¿s Violin," and "The Lady with a Lapdog."

As one of Chekhov¿s biographers put it, "Of all the Russian 'classics' he is, to non-Russians especially, the most approachable and the least alien, whether on the stage or the printed page. He lets his reader and spectator react as they wish, draw their own conclusions. He imposes no philosophy" (Donald Rayfield).

Poetic, dense, and elusive, Chekhov¿s writing continues to attract readers, spectators, and theater-makers of all kinds. Some of Chekhov's admirers believe that the quality of his fiction surpasses that of his most famous plays. This course approaches Chekhov by focusing on the tension between his prose and drama: what can a Chekhov short story accomplish that a Chekhov play cannot, and vice versa? After all, a concern with the purpose of human existence undergirds his short stories and plays alike. More specifically, studying Chekhov enables a fresh understanding of happiness and joy, of grief and sorrow in a relentlessly brutal world. An extraordinary storyteller capable of spotting dramatic conflict in the most mundane situations, Chekhov allows for rich discussions of the passage of time, conflict between generations, professional failure, the pressures of gender norms, and the costs of colonialism in late Russian Imperial society.

In addition to literary analysis, the course offers an opportunity to get acquainted with the basics of Chekhov's influence on contemporary performance. Expert guest lecturers will facilitate workshops on acting and directing Chekhov.

Film adaptations and recordings of stage performances will supplement readings. All readings and discussion are in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES279, WLIT265, RULE279**
Prereq: **None**

RUSS281 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT280, CLST285, GRST280, RL&L279, ENGL220**
Prereq: **None**

RUSS290 Tolstoy: War and Peace and Other Works
Lev Tolstoy (1828-1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. This course will deal with the first half of Tolstoy's career, beginning with his experiments in the narration of consciousness ("A History of Yesterday" and Childhood) and in the narration of the experience of war (Sevastopol Stories). The main part of the course will be devoted to his epic War and Peace, in which the Napoleonic invasion of 1812 serves as the vehicle for considering the nature of Russian nationhood, the place of the individual in large historical events, and the very essence of how history should be narrated. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES290, COL276, RULE290, WLIT263**
Prereq: **None**

RUSS291 Tolstoy Part Two: Anna Karenina and Later Works
Lev Tolstoy (1828 -1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. His influence in Russia went far beyond literature. By the end of his life, he was the leader of a moral movement known as Tolstoyanism, the major tenets of which were pacifism, vegetarianism, and a resistance to state power verging on anarchism. This course begins with Tolstoy's mid-career masterpiece Anna Karenina, in which Tolstoy explores the problematic nature of the Russian family through the experiences of two main characters: an adulterous wife, for whom the novel is named, and an autobiographical stand-in, Konstantin Lyovin, who is a mouthpiece for many of Tolstoy's own concerns about the post-emancipation Russian economy and the pernicious influence of the West. We will also read Tolstoy's final major novel, Resurrection, which calls into question all the bases of modern society, with the prison system as the primary embodiment of societal evil. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES291, COL277, RULE291, WLIT264**
Prereq: **None**

RUSS297 Music of Central Asia: From Throat-singing to Heavy Metal
The music of the Hu was chosen as the soundtrack to Star Wars Jedi: Fallen Order because it sounded otherworldly to Western audiences. In fact, the Hu draw on ancient musical traditions from Central Asia, one of the most culturally and musically diverse areas of the world. This course introduces students to a

wide range of music practices, genres, and styles in historically nomadic and sedentary regions of Central Asia: throat-singing, sounds of shamanic and Sufi Islamic rituals, epic performance, narrative instrumental playing, oral poetry competitions, folk and art singing, Western-influenced classical and popular music genres, including Central Asian repertoires of opera and symphony, Azerbaijani jazz, Uzbek estrada, Kazakh Q-pop and crossover music, Mongolian heavy metal, and hip hop. The roles and meanings of music are discussed in relation to wider aspects of culture and social life, the impact of Soviet culture policies, post-Soviet national revival, and globalization.

The course includes a performance component. Students learn to play a variety of Kazakh and Kyrgyz musical instruments, including plucked and bowed lutes, a plucked zither, clay ocarinas, jaw harps, and percussion instruments. Previous musical training is not necessary. The course draws on extensive audiovisual materials and is open to students of all levels.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC297, REES297, COL298**
Prereq: **None**

RUSS301 Third-Year Russian I
This course focuses on the development of speaking and writing skills, and reviews and reinforces grammar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Prereq: **RUSS202**

RUSS302 Third-Year Russian II
This course continues to develop advanced skills in speaking and writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Prereq: **RUSS301**

RUSS320 Post-Soviet Cultures: from Chernobyl to Zelenskyy
In this course, we will explore short fiction, documentary prose, films, poems, and songs that embrace the period from the collapse of the Soviet Union to Russia's war on Ukraine. Many of these works reflect on the major events of the post-Soviet era and sometimes even influence the course of history. For example, the comedy series, Servant of the People, in which Volodymyr Zelenskyy starred as a history teacher who becomes the president of Ukraine, helped him win the presidency in reality. We will discuss works that address the Chernobyl disaster, the collapse of the Soviet Union, transformations of Putinism, the Revolution of Dignity in Ukraine, and Russia's full-scale invasion of Ukraine. We will explore some of the most famous Russophone authors of the contemporary period (Svetlana Alexievich, Liudmila Petrushevskaia, Viktor Pelevin, Vladimir Sorokin) and different aesthetic trends and genres: from Siberian punk in music to postmodern dystopia in literature. We will pay special attention to contemporary Ukrainian culture, reading Andrei Kurkov's Ukraine Diaries and watching the Oscar-winning 20 Days in Mariupol. All the readings, films, and songs will be studied in Russian. The course is open to students who have completed four semesters of Russian language or more (or an equivalent). It is also open to heritage and native speakers of Russian. We will work with advanced Russian grammar and vocabulary. The assignments will be diversified and adjusted to students' individual language levels.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Prereq: **RUSS202**

RUSS321 Moscow/Berlin: Dreamworld and Catastrophe
The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an "off-modern" path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES321, GRST221, RULE321, WLIT341**
Prereq: **None**

RUSS330 Reading Tolstoy in Russian (CLAC .50)
In this half-credit course, students will read excerpts from works by Lev Tolstoy in Russian. Class will be devoted both to translating the Russian texts and to discussing them in Russian. Non-native speakers should have studied Russian for at least four semesters.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **CGST330, REES330**
Prereq: **None**

RUSS340 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, RL&L290, GRST231, RULE340, REES340, ENGL295**
Prereq: **None**

RUSS350 Twentieth-Century Russian Poetry (CLAC .50)
Taught in Russian, this course is dedicated to the reading of 20th-century Russian poetry in the original (Blok, Mayakovsky, Mandesltam, Akhmatova, Brodsky, Prigov, etc.). The course is appropriate for native speakers, heritage speakers, advanced and intermediate learners (with the minimum of four semesters of Russian).
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **CGST350, REES350**
Prereq: **RUSS202**

RUSS360 Siberia
Siberia has been a charged concept in world culture, mostly associated with the cold climate, exile, and prisons. Our course will pay tribute to these aspects of Siberia, grounded in historical and geographical reality, but it will also focus on an exploration of the region that goes beyond the stereotypes. We will explore Siberia as a place with diverse cultures, studying the folklore, literature, and films of its indigenous peoples. We will discuss how Russian literature and films conceptualize the colonization of Siberia, as well as the region's history of dissent and separatism, for example, oblastnichestvo and its aspiration to become "The United States of Siberia." We will explore modern Siberian authors and artists who became influential Russian classics while keeping their distinct Siberian roots, including Siberian punk as one of the most influential movements in late-Soviet and post-Soviet music. The readings will include writings by Nikolai Yadrintsev, Varlam Shalamov, Nikolai Klyuev, Yeremei Aipin, and Viktor Astafiev. The course is taught entirely in Russian. It is open to students who have completed four semesters of Russian or their equivalent, as well as for heritage and native speakers of the Russian language. The assignments will be diversified and adjusted to the individual levels of Russian. Students will get an opportunity to hone their listening, writing, reading, and speaking skills in Russian.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES360**
Prereq: **None**

RUSS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RUSS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RUSS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

RUSS466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

RUSS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

RUSS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

SOCIOLOGY

The program is designed to help students develop new frameworks for analyzing a broad array of social relations—from everyday life interactions to large-scale historical and structural transformations—and to cultivate a critical appreciation for the academic discipline of sociology.

AFFILIATED FACULTY

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Associate Professor of Sociology

DEPARTMENTAL ADVISING EXPERTS

Greg Goldberg; Kerwin Kaye

- Undergraduate Sociology Major (p. 1111)

SOC151 Introductory Sociology
This course is an introduction to the systematic study of the social sources and social consequences of human behavior, with emphasis on culture, social structure, socialization, institutions, group membership, social conformity, and social deviance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC151Z Introductory Sociology
This course is an intensive introduction to the systematic study of the social sources and social consequences of human behavior, with emphasis on culture, social structure, socialization, institutions, group membership, social conformity, and social deviance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC202 Social Analysis
This course is an introduction to the major components of sociological analysis: the language of sociological inquiry, research techniques and methodology, types of explanation, and the relationship between theory and research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC206 Introduction to Journalism: Constructing the News
Champions of journalism are fond of talking about bedrock values: fairness, objectivity, transparency. But like any idea -- or ideology -- these keywords have their own genealogies, and their own constructed natures; in other words, they came from somewhere. This course aims to pull apart our received notions of facticity, objectivity, and transparency in news/journalism/nonfiction, tracing their roots, understanding their historical context, and considering how we deploy them in our own work.

Students will learn the fundamentals of reporting in hands-on assignments that pull them out into the world to gather stories. This journalistic work will occur alongside class discussions of canonical (and neglected) strands of journalism history, drawn in part from Bruce Shapiro¿s anthology Shaking the Foundations:

200 Years of Investigative Journalism in America. These include readings from early Black press pioneers (Ida B. Wells; Marvel Cooke); muckrakers and investigative journalists (Lincoln Steffens; Vera Connolly); and pathbreaking science journalism (Rachel Carson¿s Silent Spring). Readings will also include criticism that examines our present media situation, including selections from Raven Lewis Wallace¿s The View from Somewhere: Undoing the Myth of Journalistic Objectivity and Ben Smith¿s, Traffic: Genius, Rivalry, and the Billion-Dollar Race to Go Viral.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT288, COL288, CSPL288**
Prereq: **None**

SOC212 Social Theory
Through close reading, discussion, and active interpretation, this course will critically examine the basic writings of classical and contemporary social theorists who have influenced the practice of sociology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC231 Sociology of Crime and Punishment
This course provides an introduction to the sociological study of crime and punishment. Crime is rarely far from news headlines or the public imagination. Every day, reports of drug dealing, muggings, and homicide fuel anxiety and debate about the problems of law and order. Here, we consider such debates in the context of both a vision for a just society and the everyday workings of the criminal justice system. The course is divided into three sections. We begin with an introduction to the historical meanings and measures of crime in society and then situate the modern U.S. within this history. In part two, we become familiar with the major ways that social scientists think about criminality and crime prevention. In part three, we turn to considerations of punishment. We ask how punishment is conceptualized in the U.S. and other nations, whether the American system of mass imprisonment is effective, and how we might envision improvements and alternatives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC234 Media and Society
This course offers an introduction to the study of media, with a focus on critical social perspectives and controversies. A variety of media formats will be considered, with particular attention to print and visual images. The course takes up questions of representation, participation, consumerism, pleasure, and power that have dominated sociological and cultural studies approaches to media since the Frankfurt School. Topics will include advertising and branding, pornography, photojournalism, alternative media, social control, stereotypes, and objectification. Students will engage historical and theoretical texts and will be asked to participate in media processes, including production, interpretation, and critique.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC240 Comparative Race and Ethnicity
This course is an introduction to the sociological study of race and ethnicity in comparative and historical perspective. This is not a course about the experiences of particular races or ethnic groups in any particular part of the world. Rather, this course explores how ideas about racial difference take hold in different parts of the world in different ways and with very different consequences. Through comparisons of Western and non-Western societies, we will investigate how race and ethnicity operate as markers of social exclusion in distinctive ways.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC241 Mental Illness and Society
Psychiatric disorders are commonly viewed through a purely biomedical and/or a psychological framework. In this course, we will apply a sociological imagination to the topic and interrogate the ways in which mental illness, often seen as a supremely private "personal trouble," is also a public issue. We will read the works of classic and contemporary scholars, but we will also use memoirs and films to sensitize us to the experience of mental illness itself. We will explore mental illness as a social construction, stigma, and labeling theory and explore issues of gender, race, class, and sexual orientation in mental illness.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC243 Being Together: Affect, Care and the Politics of Experimental Kinship
This course looks at unique and experimental forms of kinship, community, and intimacy through the implicit and explicit challenges they offer to the foundational role of the privatized family unit to civic and economic life. We will look at historical examples of collectives, communes, and intentional communities to explore the challenges and possibilities of alternative forms of being, living, and working together. This course will also focus on college as a perhaps unique context for work about and involving friendship and collaboration, and will involve students in creative and analytical projects. There will be a specific focus on digital culture and social media, aging and vulnerability, interspecies companionship, and the politics of affect.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC244 Feminist and Queer Theories of Social Reproduction
This course will introduce students to the study of social reproduction and power with an emphasis on feminist, queer, and transnational approaches to inquiry and action. We will begin by exploring key methodologies and theoretical framings for understanding contemporary "American" cultural, social, and political formations both within and beyond the territorial U.S., focusing on the effectiveness of discursive and historical modes of critical analysis. The subsequent sections of the course will turn to three case studies of the historical routes and transnational implications of U.S.-based political discourses around (1) population control and reproductive justice, (2) abolition and the prison-industrial complex, and (3) debt and higher education. By engaging with each area of inquiry through theoretical, historical, and grounded activist texts, we will think through the possibilities for utilizing academic work in concert with movement-based engaged scholarship to address the uneven distribution of life chances and the potential of imagining the world otherwise.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **FGSS244**
Prereq: **SOC151**

SOC245 Intersectionality and Identity (FGSS Gateway)
Intersectionality has emerged as a central motif within both social analysis and political debate. We will examine the origins of this framework within black feminism and women-of-color activism, as well as the way this framework traveled to, and is used within, sociology and other disciplines. The course will also address critiques of intersectionality that have emerged within and outside of feminist theory, and extends the concept of intersectionality to think through intersections between various social identities and social institutions such as capitalism and colonialism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **FGSS245**
Prereq: **None**

SOC246 Social Movements
How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce some of the major ways scholars have approached such questions and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including racial justice, class, gender, and sexuality-based activism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **FGSS256**
Prereq: **SOC151**

SOC247 Drugs, Culture, and Society
This course addresses a variety of issues ranging from the social variation in and construction of drug experiences; the nature of scientific knowledge regarding drug use and the brain; the global trade in drugs and its relationship to histories of colonialism and contemporary forms of Western hegemony; notions of health, harm, and rehabilitation; and the various strategies that contemporary states rely upon in addressing issues pertaining to drug use (particularly criminal justice measures and interventions focused on harm reduction). The course places particular emphasis on the ways drug use is framed in relation to questions of freedom, justice, and the self, ultimately forming a part of a disciplinary apparatus that impacts everyone, whether we directly use drugs or not.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC255 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP250, EDST251**
Prereq: **None**

SOC256 Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences that form sex work, as well as the way in which prostitution is used as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS255**
Prereq: **SOC151**

SOC256Z Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences which form sex work, as well as the way in which prostitution is utilized as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationships? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world. The course will be taught synchronously, but students who are in time zones that would make participation difficult will have an asynchronous option.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **FGSS255Z**
Prereq: **None**

SOC259 Cultural Studies of Health
Nothing is more fundamental to the human condition than our most basic right--the right to healthy life. Tragically, this right is inequitably distributed across

human bodies and populations, especially along axes of race, gender, class, disability, age, and nationality. In fact, persons residing in the U.S. do not have a right to healthy life. Issues of health and illness are, quite literally, matters of life and death that are shaped by broader political and economic institutions in human societies. In neoliberal nation states like the U.S., the guardian of the right to live a healthy life is a highly bureaucratic and technological form of corporate medicine. Medicine comprises a network of social institutions and technoscientific practices that people have created and use to diagnose and heal our bodily and psychic ills. While the practice of medicine has produced dramatic improvements in life expectancy and quality of life for billions of people, most people on the planet do not have access to basic medical care. Who thrives, who gets sick, who dies, and why constitute core questions for social justice. This course investigates the complex embroidery of biosocial and cultural processes that shape the unequal experiences and meanings of health. Cultural studies of health document the role of medicine as a great instrument of power that both generates and alleviates suffering. As more and more areas of social life and parts of bodies are falling under the control of medicine (a process called medicalization), we must ask, What are the dynamics and implications of medicalization for human societies and cultures? Drawing on provocative readings and media from diverse fields in sociology and cultural studies of science, technology, and medicine, this course will investigate these questions and more with an emphasis on the answers to them might contribute to social justice and improve the conditions necessary for human thriving.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS262**
Prereq: **None**

SOC260 Sound and Screen
This course explores contemporary developments in the study of media, focusing on three primary areas--music, video games, and the Internet--that depart from and sometimes challenge earlier frameworks rooted in visual and narrative forms. In the first unit of the course, we will examine the relation of music to identity formation, as well as revisit media scholars' longstanding interest in questions of meaning in light of music's particular characteristics. In the second unit of the course, we will investigate the social dimensions of video game play, focusing on the often-overlooked seriousness of play and on the unique properties of games as rule-bound systems. In the third unit, we will review and "unpack" some of the social, psychological, economic, and bodily transformations thought to be instigated by Internet use. Overall, the course aims to revisit sociologists' and media scholars' preoccupation with power, inequality, freedom, autonomy, and agency in light of the contemporary prevalence and particular characteristics of sonic and interactive media.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC262 The Rise and Fall of the Nuclear Family
In the United States, the "American Dream" family has often been thought to include a heterosexual, two-parent household with 2.5 kids, a house in the suburbs, and a white picket fence. While this is no longer the dominant family form, this "ideal" still holds great symbolic meaning, and non-normative family forms continue to be stigmatized and pathologized or rendered illegitimate and not considered as family. This course will examine the changing dynamics of families in the US and worldwide. We will consider how families function both within and beyond the context of the nuclear family as well as the political, legal, and social implications of who counts as family. We will focus on how race, class, gender, and sexuality shape family life and we will explore themes including marriage promotion policy, the division of household labor, gender inequality, intergenerational families, non-biogenetic kinship, families of choice, and more. Course texts will include sociological, historical, and queer theory approaches, in addition to sources from popular media. Through reading and engaging with literature on diverse family forms, this course aims to use a critical lens to approach the concept of the nuclear family and to consider the future possibilities of the family as a social institution.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC265 From Shirtwaists to Hoodies: Fashion and Public Life
Pictured prevalently and worn close to the body, fashion is a powerful and personal means of expression and documenting public life. With a focus on the United States, this course presents a loose chronology of fashion, from the late nineteenth century to today, through a selection of themes that will allow students to consider it in terms of its social, political, economic and aesthetic impact. Through the interplay of image, clothing, and text, each week, we will explore the fashion industry from various perspectives, examining the key role makers and consumers play in constructing fashion both historically and today. Guest speakers and museum visits will enhance these perspectives. Specifically, we will question the ways we deploy dress and style to document public life, from the personal to the political, and how it informs our material and visual relationships with the world. In addition to lectures and readings discussion, class time will be allotted to students' fashion documentation projects. Fashion theory will also be introduced to ground our explorations of fashion, variously as a pictured and cultural entity, embodied practice, site of technological innovation, and tool for shaping one's identity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL187, FGSS187, IDEA187**
Prereq: **None**

SOC266 The Social Life of Data
All over the world, actions, feelings, and thoughts are becoming data. Divining future desires and anxieties, promiscuous digital networks collect and collate a wide variety of everyday data, marking populations as risky or profitable. Participation in these networks is frequently mandatory in order to access a wide variety of political, social, and economic opportunities. Even if you manage to delete your account or withdraw from these networks, digital systems leave ghostly activity traces or zombie profiles waiting to come back to life. The rise of these data systems offers profound sociological and philosophical challenges to how we understand social life, power, control, memory, conscious thought, and even the nature of humanity and the environment. This course engages with the impact of data infrastructures and digital technologies in a non-deterministic fashion, which is to say that technical systems and structures, while powerful, do not fully determine social possibility. Focusing on historical, established, and emergent data systems, we look to understand technology as a field of affordance and prohibition, with feelings, thoughts, and politics dynamically interacting with rapidly modulating standards, norms, and methods. Course themes address a variety of theoretical topics that have been central to the social study of science and technology, including the efficacy of critique in encountering information processing systems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC269 Bad Sex
In a 2003 op-ed in support of same-sex marriage, conservative New York Times columnist David Brooks writes, "Anybody who has several sexual partners in a year is committing spiritual suicide. He or she is ripping the veil from all that is private and delicate in oneself, and pulverizing it in an assembly line of selfish sensations." Brooks is far from alone in this critique of promiscuity. What is it about "casual encounters" and hookup culture that so disturbs? Why is sex a magnet for anxieties about selfishness and irresponsibility? Why do we think of anonymity and intimacy in sex as mutually exclusive? What do we make of desires that are politically troubling? On what basis are particular forms of sex and sexuality vilified or valued? Is love the antidote to sexual hedonism, or hedonism in disguise? This course will consider widespread cultural anxieties about sex, sexuality, desire, and pleasure from sociological and psychoanalytic perspectives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **FGSS271**
Prereq: **SOC151**

SOC270 Urban Societies
This course is a study of the social construction of the city focused primarily on the U.S. context. It examines various themes related to the development of modern cities beginning with the consolidation of capitalism during the industrial revolution. The class will consider the distinct experience of urban life as opposed to other modes of existence, or what Louis Wirth calls "Urbanism as a Way of Life." In addition, students will look at forms of stratification such as race and class inequality and their relationship to spatial issues such as suburbanization and revitalization. Also considered are contemporary issues such as globalization, the revival or renewal process of many American cities, environmental issues, as well as the effect of new media on how we conceptualize the city. All of this will be done by focusing on the relationship between individual experiences and the effect of the urban environment on issues of identity construction and interpersonal relations. In order to develop critical thinking and engagement around these urban issues, the course emphasizes weekly writings and class participation in development towards a final paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC274 Accessible Writing: Disability, Language, and Media
Journalists (and indeed most writers who want a wide readership) must take the messy, complicated situations and systems the world presents us with -- an economic downturn, a yearslong war, a rapper's career, a new field of science -- and explain them in terms that are faithful to the facts of the situation, rendered in language that remains understandable to a reader who may not have considered the subject before. Writers from Aristotle to the editors of Wesleyan's new website (where all text is now required to be written at a seventh-grade reading level) have worked to apprehend the mechanisms that make a text understandable. But there is one group of thinkers that is perhaps more invested in the problem of "accessibility" than any other: people with disabilities. We tend to think of disability access -- such as captions on a film, or image descriptions for the blind -- in terms of legal compliance: you'd better make your project accessible or you'll get sued. But in recent years, a range of disabled artists, thinkers, and activists have expanded the field of accessibility beyond compliance into the realm of imagination and interpretation. This course adopts these emerging practices as creative-writing prompts, exploring them with a view toward sharpening our own practice as writers (and journalists, screenwriters, artists, and poets). Course materials will include work by writers engaged in the problem of literary accessibility (Strunk & White, Dr. Seuss, Garielle Lutz), disability-studies scholars (Mara Mills, Mel Y. Chen), activists (Alice Wong, Leah Lakshmi Piepzna-Samarasinha), artists (Christine Sun Kim, Finnegan Shannon, Joseph Grigley), poets (Jjjjjerome Ellis, Latif Askia Ba), and institutions (ProPublica, the New York Times, Harvard's Digital Accessibility initiative). The course will encourage students to pull their writing out of the classroom, with an emphasis on publication, from newspapers and magazines to collaborative projects with Wesleyan's College of Film and Moving Image, Digital Design Commons, Davidson Art Center, and elsewhere.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT218, CSPL218, STS218, COL208**
Prereq: **None**

SOC275 The Hair Class
Hair does things. It covers and expose us. We pluck, conceal, wax, curl, and otherwise manage it. Its presence and absence serve as sites of critical engagement, personal and cultural expression, and political strife. This course will explore the social significance of hair, wherever, and on whomever it grows (or fails to grow). We will discuss daily practices, politics, histories, and legends about the manipulation of human and animal hair. We will draw on social theory, visual and social analyses, and cultural commentary to understand hair follicles as both incredibly ordinary and fantastically bizarre. This is an advanced discussion-based research seminar that is writing-intensive.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC276 Let's Talk: Civil Disagreement and Dialogue
This class is designed to help students improve their communication and dialogue skills through character development. We will consider ways to build community and trust in order to productively engage in and facilitate difficult conversations across political and social differences. Rooted in a philosophical framework for the study of values and virtue, we will reflect upon and incorporate the moral and intellectual features of good dialogues into our everyday lives. Our goal is to become the sort of people who can communicate effectively across differences in careful, constructive, open dialogues aimed at truth and justice.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL184, PHIL185, RELI184**
Prereq: **None**

SOC278 Bored in the House: Work, Leisure, and the Domestic Mundane
At the beginning of the COVID epidemic, Detroit rapper Curtis Roach released an instant classic on TikTok, a fifteen second ditty capturing the zeitgeist of the coming wave of domestic isolation: "Okay I'm bored in the house, and I'm in the house bored." The recent waves of mass quarantine, both forced and quasi-voluntary, have crystallized our focus on the domestic, and its attendant crises. More than ever, we must confront the vanishing material and psychic separations between work and leisure, the badly needed reimagining of public and private not anchored in a spectral domestic privacy, and the foundational dynamics of class, race, sexuality, gender, capacity, and institutionalized violence that structure where we can live, work, and play. This course has a special focus on the exhausting digital, which sucks up ever more energy (both in terms electric power--see the astounding energy use to train and deploy generative AI--and human attention and engagement) while leaving us with sleeping problems, carpal tunnel, and phantom vibrations. This course seeks to be not just an

academic study of the themes of this course, but an ongoing experiment in boredom praxis. We will think about what we do when we are bored, and why, and we will try to sit with and direct our boredom in gently investigational ways. This also extends to critically thinking about how we do work in this class, and our techniques and tactics of maintaining leisure time in academia.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM396**
Prereq: **None**

SOC279 Displaying Clothes: Fashion in the Museum
What are clothes doing in the museum and why do they attract so much public attention? This course explores fashion exhibitions in history and the practice of fashion curation today, a key component of critical cultural analysis. Part curatorial workshop, part seminar, in this class students consider issues that influence professional curatorial practices through readings, discussions, and site visits. Topics include the origins of museums, museum architecture, the ethics and cultural impact of collecting and display practices, the role of dress and textile objects in art, history, and science museums, visitor experience research, and the challenges facing museums in the twenty-first century. As a group the students will work on an exhibition project, developing its organization and design, object selection and research, and accompanying texts and label writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL289, IDEA289, FGSS284**
Prereq: **None**

SOC280 Abolition and Social Praxis
This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM374, FGSS374**
Prereq: **None**

SOC281 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS250, CHUM250, EDST250**
Prereq: **None**

SOC284 The Way We Remember
This course explores how we think about the past collectively and personally. We will study what makes memory collective from a variety of perspectives including memorialization, memoir, biography, and the production of historical knowledge. We will also focus on the material and popular culture of memory, as well as the politics surrounding these cultures of memory. We will discuss struggles around how to remember and represent the past, including debates about memorials and monuments, and truth commissions. Our objective is to better understand how the past is constructed as a mix of truth, confession, and story that is meant to help anchor and orient us moving forward.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC285 The Sociology of Reality TV: Race, Colorism, and Xenophobia
The course will explore the ways in which reality television can help us reflect on how different social identifiers such as race, skin complexion, and ethnicity operate within American culture. For many, reality TV can be easily dismissed as a guilty pleasure, escapism, or "trashy" (e.g., Dehnart, n.d.). While reality television can be labeled as an innocuous pastime, its importance and impact in American culture cannot be overlooked or denied. Moreover, the way this form of entertainment reflects American behaviors and shapes or reaffirms thinking within our society around sociological descriptors like race and culture should be studied. Through a critical lens, we will delve into the ways this genre of television portrays women of color, the audiences who watch reality TV, and whether responsibility exists on the networks who help create these shows.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **AFAM284, CSPL285**
Prereq: **None**

SOC288 The Medium and the Message
Do you like to draw autobiographical comics, record bedroom pop songs, make queer zines, write ChatGPT poetry, choreograph burlesque performances, design and print ugly posters, sew avant-garde garments, create absurdist TikToks, or produce niche podcasts? This seminar is for students who want to think through the sociological content, implications, and impact of their creative work. In the course, students will develop and make substantial progress on a creative project that addresses sociological themes in its form and/or content. Students need not have any formal training, but should have demonstrated experience in their preferred medium. Course texts will address sociological issues surrounding cultural production, including representation, dissemination, and professionalization. Class sessions will be divided between discussion of readings and example work, experimental exercises, workshopping, and student presentations.

To apply for the seminar, students should submit the following: 1) a description of the specific project they wish to develop over the semester, keeping in mind that they will be expected to make and share progress each week; 2) a sample of previous work that demonstrates familiarity with any necessary technology

(software, instruments, tools, recording devices, etc.); and 3) a "bibliography" of personal influences (including any relevant readings, creative work, etc.).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC292 Death and Dying at the End of the World
Death looms large over life. The digital has given people unprecedented access to global media focused on death and dying, from far-flung calamities killing thousands to intimate gofundme pages for your friends' cancer treatments. In an age of data-enabled prediction and preemption, death is capricious and untimely, remaining stubbornly resistant to scientific and philosophical certainty, despite ever more complex systems for death management. Meanwhile, circulating discourses of ecological and political catastrophe have proliferated thoughts of genocide, extinction, and planetary death. In this course, we look at contemporary encounters with death and dying at a variety of scales, from the search for death's meaning/a meaningful death, to understanding death as a public feeling and inspiration for political imagination.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC294 Techno-Latinidad: Science, Technology, Institutions and the Making of Latino Identity (FYS)
The growth of the US Latina/o population in the United States has prompted intense study of the experiences of this heterogenous and multifaceted community. Scholars, scientists, pollsters, activists, artists, entrepreneurs, and policymakers are all currently asking numerous questions about the present realities, impact, and future opportunities of Latinas/os in this country. But as we amass knowledge about Latinas and Latinos, it is critical to also ask how it is that Mexicans, Puerto Ricans, Cubans, Dominicans, and many others came to be known and often to know themselves as "Hispanics" and as "Latinas/os" in the first place? When and how has the Latina/o identity category shape-shifted, been contested, strategically employed, maligned, and also celebrated in the United States and beyond? What are the stakes and the prospects for future representation, unity, belonging, and equality in American social life for all those who comprise this complex category? These questions and the histories that they urge us to keep present root our ways of knowing and living the category of Latino/a in the United States today. In this course, we will explore these questions, focusing on the sociological processes of identity formation and racialization, through the lens of Latinidad across the 20th and 21st centuries. While the history of Latinidad in the United States is conventionally narrated through stories of social movements, bureaucratic negotiations, and strategies of media and marketing, this course will update and expand this repertoire in important ways. Incorporating theory and research from science and technology studies, the course will place fresh emphasis on Latina/o bodies to excavate lesser-known histories of and emerging developments in medical, forensic, and surveillance technologies to track the accelerating technoscientific construction of Latinindad.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS111F**
Prereq: **None**

SOC295 Narrative Nonfiction and the Archive
Journalists, narrative historians, and biographers all work to reconstruct past events from interviews, archives, and in-person investigation before writing up their findings in an immersive and engaging form. This series of practical writing workshops with Distinguished Writer in Residence Cal Flyn will challenge its participants to produce nonfiction accounts of past events from decades ago, right into the present day -- and to grapple with the technical difficulties that come with uncertain histories, gaps in documentary evidence, and unreliable memories. We will also undertake close reading of carefully selected extracts from writers including Katherine Boo, Sadiya Hartman, Truman Capote, and Patrick Radden Keefe, and practice our research skills using Wesleyan's own archives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT282, COL382**
Prereq: **None**

SOC296 Drugs: Mysticism, Optimization, Oblivion
Drugs are central to the American story. Many take drugs to wake up, drugs to keep focused at work, drugs to calm down, drugs to party, drugs to understand the self and the world, drugs to mitigate pain and drugs to fall asleep. American drug consumption is a significant driver of global production in both licit and illicit markets, while the 50+ year American "war on drugs" has violently reshaped global political economies at a massive human and economic cost, while failing to curb usage or trafficking. In recent years, piecemeal legalization of marijuana and psychedelic mushrooms, the integration of MDMA and ketamine into pharmacological research and various therapeutic modalities, and the opioid crisis spillover from doctors offices to city streets have further frayed the already blurred distinctions between legal and illegal drugs. Especially since the middle of the twentieth century, drugs have also been deeply intertwined with American art and cultural production, with all manner of media, youth culture, nightlife, spiritual and religious practices and even sports entangled with, enhanced by, and responsive to substances. In this course we focus on three impulses that drive drug use in the contemporary moment; the desire to expand or alter consciousness, to sharpen, heighten and optimize the mind and body, and to escape from the body and the world. While these impulses might be neatly segmented into archetypes like the hippie/psychonaut, office worker/student and junkie/slacker, we will explore the sometimes surprising overlaps and bleed between these different visions, reflected, for example, by the South American psychedelic ayahuasca's spread in America from countercultural ceremonies for mind-expansion to quick fix wellness retreats for tech workers. This course is focused on the American experience, while grounded in an increasingly global context, and takes neither a judgemental nor celebratory orientation to drug use.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC297 Journalism and Human Rights
This course explores the experiences of journalists in covering crisis, war, and conflict. It examines their ability to continue reporting on human rights issues and expose war crimes against humanity. Together, we will learn about the challenges and risks facing journalists in their written, audio, visual, and electronic work, as well as the forms of restrictions imposed on journalists in various countries. This class will draw on live testimonies, documentation, and new stories from Palestine, Sudan, Syria, Ukraine, and Russia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT259**
Prereq: **None**

SOC298 How to Write about Pop Music and Why
What does it mean to write critically about a pop song or album at a time when anyone can listen to it with minimal effort? What is the value of an artist profile when artists' careers and lives are so publicly intertwined? How does a critic derive the aesthetic or moral authority to comment on music made by performers with dissimilar backgrounds, lifestyles, and values? In this class we'll look at the way the critical discourse around popular music has evolved in terms of immediacy, accessibility, scope, and purpose, paying attention to both "classical" pop journalism and ways of engaging with music that, while not quite reviews, nonetheless contribute significantly to the discourse around it. Most of all we'll listen to music together and explore different forms of interpreting and making sense of it.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT286, COL384**
Prereq: **None**

SOC299 The Future Perfect
Sociology is typically preoccupied with the present and, to a lesser extent, the past, favoring empirical methods that aim to reveal a variety of truths: for example, the logics underlying social structures and systems, the causes of social inequality, and the mechanisms by which inequality is reproduced. Where does this leave the future? Despite the persistence of patterns of social life, the future remains always and ultimately undetermined. We cannot know it; we can only imagine, speculate, and fantasize. The future, it seems, belongs to the world of fiction: to novels, films, television shows, and music that offer visions of what it might hold. These visions are sometimes suffused with hope for a changed world and sometimes with anxiety at the prospect of change. What can we learn about the present from images of the future? Might they offer an antidote to suspicions that we are headed toward a future of increased inequality and scarcity and looming environmental catastrophe? What traps might we find ourselves in when we treat the future as a distinct category of time? This course pairs social theory with works of fiction in addressing these questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151 AND SOC212**

SOC300 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course's animating (and unfixable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as "queer" or "trans"? What constitutes a "queer" or "trans" reading of visual culture? How might various formulations of "queer" and "trans" relate to, put pressure on, and/or resist "aesthetics"? What is the relationship between an artist's self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences' efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist's "identity" (asserted and/or imposed) have to do with their art? And what does a viewer's "identity" (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS331, THEA311, AFAM331**
Prereq: **None**

SOC302 Paternalism and Social Power
This course will consider the construction of caring and helping in the structuring of social relations. What does helping entail? How does power operate in the velvet glove? What, if anything, lies beyond paternalism? How does social change occur? Competing perspectives on paternalism from within social and political theory will be considered as vehicles for tracing power dynamics in a survey of U.S. social formations related to family, gender, sexuality, race, labor, class, medicine, criminal justice, religion, environmentalism, and international relations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC307 Authenticity and Perversity in Contemporary American Movies
This course will examine scholarly and popular conceptions of sincerity & perversity; authenticity & inauthenticity in contemporary American movies. How do notions of authenticity function within contemporary culture? What are the various inauthentic others to which authenticity is juxtaposed?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC308 Baby Got Back: Embodiment, Gender, and Sexuality in Black Music
This multimedia course uses a sociocultural approach to explore how black bodies continue to be sized, classed, sexed, and gendered through black musical expression. We will examine black music as a cultural object, both embedded in and responsible for steering national cultures, to argue that black music is indeed a lens through which to examine the struggles, contradictions, and triumphs of black peoples in the U.S. and abroad. Connecting theoretical frameworks of race, embodiment, socioeconomic status, gender, and sexuality with: (1) visual cultures of black bodies in motion (stemming from minstrelsy and chitlin' circuits to musicals and music videos) and (2) a variety of songs written, produced, and/or performed by black musicians (that include but are not limited to: the blues, jazz, rock and roll, rhythm & blues, soul, afrobeat, hip hop, dancehall, pop, soca, hip life, and reggaeton), this class will seek to interrogate how black music creates, replicates, regulates, packages, and distributes identity through a paradigm of production and consumption. We will discuss topics such as commodification, resistance, and representation while listening to artists such as Nina Simone, Sir Mix-A-Lot, Las Crudas, former 2 Live Crew member Luke, Biggie Smalls, Mr. Killa, De La Soul, Lil' Kim, Outkast, Jill Scott, Ayisoba, Big Freedia, Alison Hinds, Nicki Minaj, and Fela Kuti to attempt to understand exactly what type of power (and magic) that music possesses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC309 America's Lure: The Politics of the Transnational US University
Over the course of the last decade the number of international students traveling to the United States has more than doubled. As of 2016, over a million students travel annually to U.S. campuses. In popular culture, governmental rhetoric, and statements from university administrators, this movement has been ascribed to the "lure" of American institutions of higher education and the knowledge, prestige, and futures they are thought to provide access to while simultaneously providing evidence of the successful internationalization of the U.S. university. Students will engage queer, feminist, postcolonial, indigenous, and critical race

studies as we historicize and theorize this phenomenon while grappling with the transnational dynamics of the U.S. university from its founding as a central institution of settler colonialism in the 17th century through to the current moment of the so-called global, neoliberal university.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC313 Time, Masks, Mirrors: Aging in America
Longevity is almost universally wished for, but its actual accomplishment may also invite fear, even dread, depending on the context in which it occurs. We will study the sociocultural meanings of aging in the US as they are informed by history (collective and personal), cultural background, social scripts, caregiving relationships, institutional support/constraint, and current conceptualizations of the life course and the "aging" mind and body that often rely heavily on categorization and vocabulary associated with biomedicine. In addition, we will explore the idea of age in relation to sustainability and disposability as it is applied to dwellings, objects, the natural environment, and even persons. Enrolled students will be introduced to qualitative methods and analysis of qualitative data through conducting a series of interviews with an elder living in the local community that focus on the relationship between place and well-being over the life course, culminating in a record that can be shared with others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **STS326**
Prereq: **None**

SOC315 The Health of Communities
Our focus will be on understanding the role of social factors (e.g., income, work environment, social cohesion, food, transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the contemporary community health center model of care in response to the needs of vulnerable populations. In this overview, we explore the history of social medicine, the importance of language in public health efforts to conceptualize and frame health concerns, the complexity of any categorization of persons in discussions of health and illness, ethical issues related to the generation and utilization of community-based research, the role of place and the importance of administrative and cultural boundaries in the variability of health risk, and the idea of just health care. Enrolled students serve as research assistants to preceptors at Middletown's Community Health Center (CHC) & Moses Weitzman Research Institute.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **SBS-SOC**
Identical With: **CSPL314, STS315**
Prereq: **None**

SOC316 Community Research Seminar
Small teams of students will carry out research projects submitted by local community groups and agencies. These may involve social science, natural science, or arts and humanities themes. The first two weeks of the course will be spent studying the theory and practice of community research. Working with the community groups themselves, the teams will then design and implement the research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-SOC**
Identical With: **ENVS316**
Prereq: **None**

SOC318 Social Science, Black Life: Wells-Barnett, Du Bois, and Hurston's Empirical Experiments
This class has two interrelated areas of focus: first, the racist habits of imag(in)ing blackness's presumed racial-sexual difference that preoccupied social science in the late 19th and early 20th centuries; and second, the formative role that social scientific research and methods played in black people's quests for institutional inclusion during this same period. In their early years, canonical sociology and anthropology consistently proved unable to capture the beauty and complexity in black life, instead lending empirical authority to cultural ways of seeing blackness as inherently pathological. A counter-discourse of black expression took shape, attempting to overcome the negative impact that dominant empirical thought might have on black peoples' struggle for normative citizenship. Focusing particularly on the careers of Ida B. Wells-Barnett, W.E.B. Du Bois, and Zora Neale Hurston, we will explore the contradictory relationship that subsequently emerged between blackness and institutional power--discernible in empiricism's primacy during the long era of postbellum black inclusion. Rather than seeking evidence of black intellectuals' departure from empiricism and its attendant violences, we will explore the messiness of their efforts to experiment with and imagine beyond their misrepresentation and erasure in dominant empirical discourses. Indeed, black artists and intellectuals sometimes recapitulated the violence of empiricist paradigms and their enabling truth claims despite their sound political intentions. In considering the nexus of social science and black life in this period, then, we will also consider the intramural politics of racialized gender, the myriad costs of institutional incorporation, and the stubborn durability of epistemological authority. Secondary texts include works by Hazel Carby, Roderick Ferguson, Kevin Gaines, Julian Go, Avery Gordon, Saidiya Hartman, Katherine McKittrick, Reiland Rabaka, Michel-Rolph Truillot, Autumn Womack, Alexander Weheliye, Sylvia Wynter, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS354, AFAM354**
Prereq: **None**

SOC319 Theories of Capitalism
Capitalism has profoundly shaped world history, acting as one of the primary drivers of social change, and working to shape a tremendous variety of social institutions ranging from colonialism to our sense of time. This course takes a critical approach to the study of capitalism, looking at the ways capitalism has intersected with and transformed the nature of social oppression (particularly in relation to nation, race, gender, and sexuality), as well as the ways it works to shape everyday consciousness. Historical changes within capitalism will be explored, considering particularly the rise of corporate capitalism and of contemporary neoliberalism. We will examine a wide variety of theoretical approaches to capitalism, taking Marx's thought as a jumping-off point for elaboration and critique. We will conclude by considering alternatives to capitalism that have been proposed in both historical and contemporary contexts, together with an examination of practical efforts to implement these possibilities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151 OR AMST174 OR AMST178**

SOC321 Disgusting? Revolting!
Who or what do we find utterly repugnant? Are we the nasty, vile ones? Is it possible that we are unconsciously attracted to that which disgusts us? What might it take to turn disgust into desire, and vice versa? In what ways might

disgust indicate not only disruption or transgression, but some kind of threat and alternative to the status quo? What might be lost or gained when the disgusting clean up their acts, or are shown to have been respectable all along? In this course we will explore the politics of filth, particularly in terms of the desires, attitudes, identities, and behaviors that elicit disgust. We will consider how disgust infuses political ideology--i.e., how people understand and approach the social groups that disgust them (for example, racialized immigrants, queers, fat people, and drug addicts), but also the wealthy, the privileged, the "basket of deplorables." We will also explore the psychoanalytic relation of disgust to desire.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Prereq: **None**

SOC322 The Sociology of Nina Simone
An artist, activist, and visionary, Nina Simone possessed both a talent and political platform that continues to permeate discussions inside and outside the walls of academia. Born Eunice Kathleen Waymon, Simone was trained as a classical pianist that would eventually travel the world to perform music that encompassed the struggles of black life. This course acknowledges that her music, with pieces such as "Mississippi Goddam" and "To Be Young, Gifted and Black" undoubtedly made social, cultural, and political contributions to American society. However, much of Simone's personal life, including her battles with racism, sexism, and mental illness, as well as her relationships with her contemporaries, like Lorraine Hansberry and Miriam Makeba, is often eclipsed by and not considered alongside with her body of work. This course will examine Nina Simone as a whole person, wrought with contradictions, that poured her life experiences into her music, often at the expense of her own success. This class will: sociologically examine the emergence of such a person by interrogating the social environments that impacted her views on social justice; deploy black feminist and womanist analytical frameworks to deeply understand how white supremacist capitalist patriarchy may have taken a toll on Simone's career, but ignited her passion to speak truth to power; and utilize cultural and sociological paradigms of framing, stratification, and symbolic interaction to fully understand the sociology of Nina Simone.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC323 "Racing" Across Africa
Is Africa post-racial? Have you wondered how someone becomes Black/African, white, ethnic, and/or native and its implicit hierarchies, which scholars refer to as racialization? When you think about race and racism, does Post-Independence (PI) Africa come to mind? If not, why is PI Africa removed from our understanding of race? How can we think about Africa today as always undergoing processes of racial imperialism and how does it intersect with sexuality, gender, and class? Lastly, how do we conceptualize Post-Independence Africa in relation to the African diaspora?

We will go from Ghana to Kenya, Nigeria to South Africa, to understand how race is articulated in these spaces during colonization and after formal colonization has ended. We will also gain theoretical language needed to refute raceless logic. These processes will help us recognize why PI Africa is perpetually marginalized within a globally racialized capitalist economy. This course will contribute to thinking about forms of solidarity in our own lives toward visions of decoloniality, equity, and justice for those racialized as Black, especially in Africa.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC324 Black Girl Magic?: Survival and Speculative Fiction in the Social World
"Black Girl Magic?" explores and examines the sociological origins, usages, and deployments of the now-popular hashtag. Shortened from "#BlackGirlsAreMagic," coined by CaShawn Thompson in 2013, #BlackGirlMagic has seen its share of celebration and controversy. Used by and for figures such as former First Lady Michelle Obama and Janelle Monae, the hashtag appears almost everywhere to provide exemplars for the resilience of Black women and girls. However, some critics have questioned trending characteristics among those who have been branded with the hashtag -- cisgender, well-to-do, fit/thin, non-disabled, and/or famous -- and have asked since the beginning: To whom exactly does this phrase belong? Who does it include? And why should we use it? This course aims to survey all those questions and more. It will highlight Black women, trans and gender non-conforming writers, as well as sociologists and those not officially affiliated with the field, to deepen our understanding of Black life experiences in a global social world. We will dive into and deconstruct what we know about concepts such as "survival," "joy," "imagination," and "community" via Black feminist thought, queer/quare studies, popular culture, political science, speculative fiction, and cultural sociology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM322**
Prereq: **SOC151 OR AFAM151**

SOC326 Race, Fantasy and Fetish
What role do fantasy and fetish play in the making and unmaking of race? How might fantasy and fetish disrupt and reinforce power differentials in surprising or unexpected ways? From comic book heroes to `race play¿, this course explores how bodies, relationships, and space itself are fetishized in the racial imagination. It moves beyond the basic observation that race is socially constructed to consider how fantasy, desire, and fetish render such constructions volatile and spectacular, yet also banal and predictable.

We will discuss the historical and social context of race as both imagined and imaginary in relation to western fantasies of the self and object others. This course draws on texts from race, queer, and postcolonial theory, along with popular material, including fantasy fiction and film, to highlight the fantastical underpinnings of the everyday realities of racial difference.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **SOC151 AND SOC240**

SOC328 Experiments in Public Life: Creating and Presenting Socially Conscious Music
This course will revolve around examining and participating in this realm of music-making through different lenses. We will examine varied relationships a creator can have to the issue/stance to which the art relates, varied ways the art can be presented, varied ways of identifying and reaching different target audiences, and varied potential outcomes. Students will create work in response to a diverse set of prompts designed both to refine their individual goals of artistic and community engagement and to challenge them to create outside of those zones. In addition to individual and collaborative creative work, there will be readings and listening assignments encompassing a genre-diverse array

of music (ranging from Olivier Messiaen to Charles Mingus to Nina Simone to Public Enemy, to name just a few) accompanied by some brief reflective writing assignments. Work created in the course will be shared with the community (defined multifacetedly) in a variety of ways online and in person, with the students bearing much of that organizational and curatorial responsibility.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CSPL**
Identical With: **CSPL208**
Prereq: **None**

SOC333 Take Care/Say No
Situated between Maxine Waters's "reclaiming my time" and Nikole Hannah Jones's "I refuse," Take Care/Say No is a course designed to interrogate how Black womxn make decisions regarding their own survival in the face of overwhelming sociocultural, political, and economic commitments and obligations. Tagged as universal caretakers, Black womxn around the world often confront not only the legacies of colonialism, slavery, and imperialism through tropes like "mammy" or "superwoman," but also local definitions of womanhood, laced with misogynoir, that outline what they should do, how little space they should take up, and how grateful they should be for even the smallest leisure time. Paying attention to how the Covid-19 pandemic blurred lines between public and private life, students will closely read Black feminist/womanist texts to critically engage with the fields of cultural sociology, medical sociology, psychoanalysis, and political science. Throughout this course, we will 1) decipher the meaning of Black womxn's labor and leisure practices in their families, communities, and workplaces, and 2) challenge our understanding of terms like "care-work," "self-care," and "rest" to fully reimagine a world where Black womxn are free to say no and take care of themselves.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151 OR AFAM101**

SOC352 Race, Immigration, and the U.S. Empire
Did we all enter this country on equal grounds? How do our racialized ethnicities, immigration histories, gender, sexuality, and class impact our position in the United States? When you think about immigration, do black immigrants come to mind? This course provides an overview of critical assessments of immigrant communities within the U.S. empire. Theories of institutional racism, white supremacy, and ethnic fallacies are placed at the center of the conceptual framework of the course. Its aim is to demystify immigrant success narratives by relaying the historical, legal, political, and capitalist structures that affect access to upward mobility for immigrant groups and their descendants. Students will learn how black American, black immigrant, Latinx, Asian, indigenous, white eastern European, and white western European communities (including white colonial oppressors), and those at the intersection are grafted within an anti-black, global racial hierarchy that informs their current position in a settler-colonial empire.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC355 The Personal Is Social
How do social forces show up in our everyday lives? Which forces grab our attention, and why? When are we more inclined to see something as individual rather than social? What kinds of conclusions can we reasonably draw about the social world based on our individual experiences? In this seminar, students will read texts that use personal experience as a foundation for sociological observation, reflection, and insight. We will spend time thinking about the appeal and limitations of various methods, surveying a range of approaches to incorporating personal experience into scholarship, including memoir, autotheory, and autoethnography. Students will practice these kinds of writing throughout the semester, culminating in a final paper that blends personal writing with sociological analysis.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC364 Cultural Politics of Capitalism
This course will explore intersections between capitalist political economy and socio-cultural trends in contemporary everyday life. This includes a focus on various, often competing, theoretical formulations that seek to interpret cultural trends and cultural politics and discern the degree to which such trends undergird and/or undermine so-called "logics" of capitalist political economy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **SOC151**

SOC399G Advanced Research Seminar: Introduction to Critical University Studies
The university is in crisis, or so we are often told. With college and university budgets rapidly shrinking, tuition and student debt are increasing exponentially, especially for women and students of color. And yet, we're here. Students, instructors, and staff continue to look to the university as a productive space for thinking and working. As an academic field dedicated to a collective engagement with the ways power constitutes bodies, knowledge, and ways of being in the world, sociology is a key venue for contending with these processes. This course will introduce students to the emerging field of critical university studies through a feminist, queer, and anti-racist frame. What, we will ask, does it look like to think in and about the university at this historical moment? What does it mean to consider the university's history in relationship to power and the nation-state? What are the gender, sexual, class, and racial politics of knowledge production? And how can we most productively take up the university itself as an object of scholarly inquiry?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC399H Hot Mamas: Black Women, Sexuality, and Body Size
Black women, no matter where they were born or currently live in the world, deploy survival strategies that propel them past perceived deviances and into discursive spaces of dynamic personhood. This is especially true for fat Black women and how they navigate their respective identities in the areas of social, physical, and mental health; socioeconomic status; and beauty culture. In this class, we will interrogate these areas alongside Blackness, womanhood, and sexuality to fully consider the implications of body size as a substantial category of intersectional analysis. By bringing medical and sociological studies into conversations with political and feminist theory, while also engaging with literary pieces and popular culture, this interdisciplinary course aims to equip all of us with a deeper understanding of sexuality and body size and their significance in the lives of Black women. We will journey our way through this course using the works of Black feminists such as Patricia Hill Collins, theorists such as Michel Foucault, sociologists such as Samantha Kwan, political scientists such as Cathy Cohen, lawyers such as Dorothy Roberts and Paul Campos, and writers such as Lucille Clifton and Alice Walker. In addition, we will bring our lived experiences and proximity to popular culture (magazines, music, films, and online resources such as personal blogs) to stake out our own truths and fill out any gaps that we

believe are present in the literature. The class will mix lecture, class discussion, group presentations, and small-group work to advance mastery of the material.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC399I Advanced Research Seminar: Assembling the Self
This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year and fulfills the capstone requirement for the major. The course is divided in two halves. In the first half, we will read a variety of autoethnographic texts, in which the authors use personal experience as a foundation for sociological reflection and insight. We will spend time thinking about the political and methodological benefits and limitations of autoethnography, surveying a range of approaches to incorporating one's experience into scholarship, and attending to the ways that autoethnographic texts respond to existing research and theory. In the second half of the class, students will develop a substantial and original autoethnographic essay, with class sessions focused on workshopping and presenting writing in progress.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC399K Advanced Research Seminar: Law & Society
In this course we will explore law from a sociological perspective, in relation to the historical, political, and cultural contexts within which it exists.

- We will tackle the question, what is law?

- We will talk about the relationship between law and justice.

- We will discuss social phenomena as legal constructions. Who is a person? What constitutes a religion? What is gender? What is commerce? What is free speech? These questions find myriad answers in different bodies of thought, are understood and acted upon in a variety of ways by different social groups, and gain different levels of political salience in different societies and at different times. As matters concerning the organization of public life, they are also, and inevitably, framed as "legal problems" and make their way to courts. We will examine how courts construct social phenomena through the lens of several historical cases.

- We will talk about law and American government--the historical evolution of the relationship between the branches of government, and the changing role and politicization of the Supreme Court.

- We will learn about courtroom exchanges, and how race, gender, and class play out in a typical American courthouse.

- We will explore law as a professional field, and discuss the educational and professional formations of its major actors.

This course will involve writing a research paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC399L Advanced Research Seminar: The Social Body
This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year and fulfills the capstone requirement for the major. The course is divided in two halves. In the first half, we will survey topics, perspectives, and approaches within the sociology of the body--a disciplinary subfield that examines the human body as a site where the social materializes and is rendered legible--as well as considering more generally the craft of academic scholarship. Substantive topics will include ADHD, anorexia, pain/pleasure and disability, and racial/ethnic cosmetic surgery. This overview will serve as a foundation for the second half of the course, in which students will develop a substantial and original research essay, with class sessions focused on workshopping and presenting writing in progress.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC399M Abolitionist University Studies
This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten's provocation to reinterpret abolitionism as "not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society." Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **FGSS311, EDST399**
Prereq: **None**

SOC399R Advanced Research Seminar: I Write What I Like
Love letters, propaganda, admission essays, manifestos, research papers, memoir, profiles, invitations, journaling, tweets, and texts. We write a lot. Whether it's grammar and syntax or word counts and page limits, we do so with rules in mind that help shape what gets said. We fret over whether to write in first or third person, what type of citations to use, and whether we have enough evidence. Too often rules are imposed before we've sorted through our thoughts, let alone what we want to say about them. As we think about these formal and informal rules, we'll consider the specificities and usefulness of various forms of writing, and how each presents constraints that open up or foreclose different kinds of thoughts about society.

We'll think about how writers, activists, and academics approach writing to move us in different ways. We'll experiment with and repurpose diverse genres as we develop our own approaches to writing as an essential tool of social analysis.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

SOC404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

SOC405 Sociology Thesis Seminar
The purpose of the seminar is to help senior sociology majors develop their senior thesis projects by introducing them to the conceptual challenges and practical problems of sociological research. The seminar meetings will be devoted primarily to helping students advance their own research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **(SOC151 AND SOC212 AND SOC202)**

SOC406 Sociology Thesis Seminar
The purpose of the seminar is to help senior sociology majors develop their senior thesis projects by introducing them to the conceptual challenges and practical problems of sociological research. The seminar meetings will be devoted primarily to helping students advance their own research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **(SOC151 AND SOC202 AND SOC212)**

SOC407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

SOC408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

SOC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

SOC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

SOC420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

SOC465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

SOC466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

SOC467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

SOC468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

SOC469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

SOC491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

SOC492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

THEATER

The Theater Department considers the critical and creative study of each theatrical area to be an essential component of a liberal arts education. Offerings include courses in acting; civic engagement and outreach; criticism, ethnography, history, and literature; costume, lighting, scenic, and media-based design; directing; performance studies; theory; performance art; playwriting; puppetry; and solo performance.

Many theater courses are cross-listed with academic departments in all divisions, as well as Wesleyan's colleges. Theater faculty and majors are committed to collaboration within and across departments. The Theater Department strongly encourages students to attend performances and lectures sponsored by all performing and visual arts departments.

Each year the department sponsors productions and other events in a variety of theatrical forms; some are directed by faculty members or guest artists, while others are directed by undergraduates. Theater courses and productions reflect the interdisciplinary and multiple interests of the faculty and majors. Theater Department productions take place in the Center for the Arts Theater, the Patricelli '92 Theater, and other spaces on campus. The Center for the Arts (CFA) is a state-of-the-art facility with 400 seats. The Patricelli '92 Theater is a historic brownstone building with a traditional proscenium. Both theaters are highly flexible and can be used as black boxes. Site-specific performances take place across campus: in the Davison Art Center, the Center for African American Studies, and the Russell House, to name a few. All theaters and alternative spaces are available to faculty and senior thesis productions. The theater department is part of the Center for the Arts, a complex of studios, classrooms, galleries, performance spaces, departments, and programs that provide a rich, interdisciplinary environment for study and performance.

AFFILIATED FACULTY

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

CHAIR

Katie Brewer Ball
BA, Occidental College; MA, New York University; PHD, New York University
Faculty Coordinator of Sustainability Environmental Justice Initiatives; Chair, Theater; Associate Professor of Theater; Associate Professor, Feminist, Gender, and Sexuality Studies; Faculty Coordinator of Sustainability and Environmental Justice Initiatives

EMERITI

John F. Carr
BA, St. Michaels College; MFA, The Catholic University of America; MAA, Wesleyan University
Professor of Theater, Emeritus

Gay Smith
BA, University of Hawaii; MA, University of Hawaii; PHD, University of California, Los Angeles; MAA, Wesleyan University
Professor of Theater, Emerita

Leslie Weinberg
BA, Case Western Reserve Univ; MFA, University of Connecticut
Retired Artist-in-Residence, Theater

FACULTY

Rosalie Bochansky
BA, Bryn Mawr College; MFA, Yale University; MFA, Yale University
Assistant Professor of the Practice in Theater; Assistant Professor of the Practice, Design and Engineering Studies

Katie Brewer Ball
BA, Occidental College; MA, New York University; PHD, New York University
Faculty Coordinator of Sustainability Environmental Justice Initiatives; Chair, Theater; Associate Professor of Theater; Associate Professor, Feminist, Gender, and Sexuality Studies; Faculty Coordinator of Sustainability and Environmental Justice Initiatives

Courtney Gaston
BA, Centenary College La; MFA, University of Iowa
Assistant Professor of Theater; Assistant Professor, Design and Engineering Studies

April Hickman
AA, Casper College; MFA, Yale University
Assistant Professor of Theater

Ronald S. Jenkins
BA, Haverford College; EDD, Harvard University
Professor of Theater

Joshua Daniel Lubin-Levy
BA, Wesleyan University; MA, New York University
Visiting Professor of Theater; Director and Chief Curator, Center for the Arts

Robin Mazzola
BFA, Paier College Of Art
Adjunct Assistant Professor of Theater; Costume Shop Manager

Maria-Christina Oliveras
BA, Yale University; MFA, National Theatre Conservatory
Assistant Professor of Theater

Marcela Oteiza
MFA, California Institute of Arts; BFA, University of Chile
Professor of Theater; Professor, Design and Engineering Studies; Professor, Bailey College of the Environment; Professor, Latin American Studies

Katie Pearl
BA, University of Washington; MFA, Brown University
Associate Professor of Theater

Edwin Sanchez
CER, Yale University
Associate Professor of Theater; Associate Professor, English

Caleb Spivey
BFA, Valdosta State University
Assistant Professor of the Practice in Theater

Lauren Murphy Yeoman
BA, Tufts University; MFA, Columbia University
Assistant Professor of Theater

VISITING FACULTY

Robert Baumgartner
BM, The Catholic University of America; MFA, New York University
Visiting Artist-in-Residence in Theater; Visiting Artist-in-Residence, Theater

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

Forest Entsminger
BA, Trinity University; MFA, Yale University; MFA, Yale University
Visiting Professor of Theater

Alex Keegan
BA, Brown University; MFA, Yale University
Visiting Professor of Theater

Sacha Yanow
BA, Sarah Lawrence College
Visiting Instructor of Theater

DEPARTMENTAL ADVISING EXPERTS

Ron Jenkins, Marcela Oteíza (Dance Dept)

- Undergraduate Theater Major (p. 1112)

THEA105 Production Laboratory
This course focuses on the technical aspects of stage and costume craft: scenery and prop building, lighting execution, and costume building. It offers a hands-on experience where students participate in making theater productions happen. All sections will participate in the backstage work of the Theater Department's productions. Forty to 60 hours (to be determined) of production crew participation outside of the regular class meetings are required. While this course is required of theater majors, it is also recommended for students wishing to explore an aspect of theatrical production and is excellent preparation for theater design courses.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA109 Introduction to Drafting for Theater
This course provides an introduction to drafting as a means for communicating design ideas for theater. Students will explore the basic principles of hand drafting before transitioning to 2D and 3D CAD modeling via Vectorworks. Students will become familiar with theater industry drafting standards and will learn to use technical drawings as a way to understand space, volume and scale. Assignments will be largely project-based, and students will share and discuss their work in class. For Theater Majors, this course counts towards the Technical Practice requirement.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA110 Drafting for Theatrical Design
This course is intended to provide students with a basic knowledge of computer drafting, for theatrical design and other performative arts. Students will learn the language of the line, the drafting standards for theater, as codified by the United States Industry of Theatre Technology (USITT), and the means to create accurate, measured drawings. We will cover topics including, geometry, line weights, scale, theatrical drafting conventions and symbols, ground plan drawings, elevation drawings, section drawings, dimensioning, page layout, and printing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA114 Incarcerated Stories: Documenting In/Justice
Students in "Incarcerated Stories: Documenting In/Justice" will collaborate with formerly incarcerated individuals and their families to create performances of theater and music based on interviews, trial transcripts, prison memoirs, and other texts related to mass incarceration. Students will learn how to apply their skills as writers, performers, or musicians to community service and activism as they learn about the United States' criminal justice system and its position at the heart of systemic racism in America. The class will be taught remotely and the performances generated by the students and their formerly incarcerated collaborators will be disseminated as widely as possible, with the objective of amplifying marginalized voices to raise awareness of mass incarceration's social impact and the need for carceral reform. Due to the collaborative nature of this course, and its dependence on interaction with formerly incarcerated individuals and their family members who will be visiting the class remotely via Zoom, weekly online attendance is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA114Z Incarcerated Stories: Documenting In/Justice
Students in "Incarcerated Stories: Documenting In/Justice" will collaborate with formerly incarcerated individuals and their families to create performances of theater and music based on interviews, trial transcripts, prison memoirs, and other texts related to mass incarceration. Students will learn how to apply their skills as writers, performers, or musicians to community service and activism as

they learn about the United States' criminal justice system and its position at the heart of systemic racism in America. The class will be taught remotely and the performances generated by the students and their formerly incarcerated collaborators will be disseminated as widely as possible, with the objective of amplifying marginalized voices to raise awareness of mass incarceration's social impact and the need for carceral reform. Due to the collaborative nature of this course, and its dependence on interaction with formerly incarcerated individuals and their family members who will be visiting the class remotely via Zoom, weekly online attendance is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA115 America in Prison: Theater Behind Bars
This course will give students the opportunity to study theater as a tool for social activism and to apply that knowledge to practical work in institutions that are part of the American criminal justice system. No previous experience in theater is necessary. Students will be encouraged to use their own skills in music, art, and drama as they devise ways to use the arts as catalysts for individual and social transformation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA118F Off-Broadway: Contemporary American Playwriting (FYS)
This writing course focuses on plays by contemporary American writers from 1995 to the present and asks students to begin thinking deeply about how plays work. How are they constructed? How can story, plot, character, dialogue, spectacle, and theme work together to create magic onstage? What are plays trying to do? Focusing on work by women, queer artists, and writers of color, we will respond to plays that have appeared Off-Broadway in recent years. Playwrights we consider will include Suzan-Lori Parks, Branden Jacobs-Jenkins, Kristoffer Diaz, Lucy Thurber, Adam Bock, Hansol Jung, Mashuq Mushtaq Deen, Jaclyn Backhaus, Thomas Bradshaw, and Diana Son.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT118F**
Prereq: **None**

THEA125F Performing Contemporary Playwrights (FYS)
This course will explore performance/close readings of classic and contemporary writers, specifically BIPOC artists. Plays by Migdalia Cruz, Dominique Morisseau, Luis Alfaro, Chay Yew, Sarah Ruhl, Quiara Alegria Hudes, Lynn Nottage, Lorca, the Greeks, and Shakespeare, are currently under consideration. No performance experience is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

THEA135F Documentary Performance: Theater and Social Justice (FYS)
This course will introduce students to theater as a medium for exploring issues related to social justice and political activism. We will examine techniques used by documentary theater artists such as Emily Mann, Doug Wright, Moises Kaufman, Anna Deavere Smith, and Jessica Blank, who create plays based on interviews, newspaper articles, memoirs, and other documents related to controversial social issues. The course will begin with an investigation of the issue of mass incarceration and will include visits from formerly incarcerated individuals who have agreed to recount their experiences in prison. These prison stories will be the primary sources for the course's initial writing assignments, which will consist of short performance scripts and analytical papers. Subsequent weekly assignments will include performance scripts and analytical papers based on issues that will range from gay rights and racism to sexual violence and the stereotyping of Muslim women.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA143 Gospel, Rap, and Social Justice
Students in this course will explore the creation of theater and music inspired by a collective reading of Dante's Divine Comedy, Michelle Alexander's The New Jim Crow, Anna Deavere Smith's Notes from the Field, and a range of texts examining the impact of mass incarceration on communities of color. The course will examine how activists and artists have drawn on gospel, rap, spirituals, and other musical and theatrical forms to survive, heal, and advocate for social change. Through creative and analytical work, students will consider the contemporary relevance of Dante's poem to issues of justice, voice, and power, with an emphasis on amplifying marginalized perspectives and interrogating the structures of the carceral state.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA145F Clash of the Titans: Classical vs. Contemporary Voices in Theater and Film
This course will explore how classic texts have informed and inspired contemporary writers of theater and film, and how seemingly disparate parts of the canon enrich and illuminate one another. We will dive into close readings of plays, exploration of scenes from an actor's point of view, supplemental viewings and reflections/critical analyses of films and plays, and an original adaptation. Plays by Euripides, Luis Alfaro, James Ijames, Shakespeare, Ibsen, and Lucas Hnath are currently under consideration. Film viewings include Black Orpheus and Hamlet.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA150 Introduction to Performance Studies
What is performance? Is it an event or an action? Is it what happens on a stage or in your living room? Furthermore, what does performance have to do with our understanding of how race, gender, sexuality or community function both historically and in the present? This course approaches theater and performance as both a critical lens for viewing social and cultural life, and as a creative practice of worldmaking. Students will be introduced to the theoretical, critical, and creative field of performance studies. Pulling from anthropology, theater, dance, queer studies, critical race theory, and linguistics, we will look at performances ranging from the play "Fairview" by Jackie Sibblies Drury, to "Fires in the Mirror" by Anna Deveare Smith, to the punk performance work of Sister Spit, and the story weaving work Spiderwoman Theater. In this writing-intensive course we will pay particular attention to queer artists and artists of color.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA150F Introduction to Performance Studies (FYS)
What is performance? Is it an event or an action? Is it what happens on a stage or in your living room? Furthermore, what does performance have to do with our understanding of how race, gender, sexuality or community function both historically and in the present? This course approaches theater and performance as both a critical lens for viewing social and cultural life, and as a creative practice of worldmaking. Students will be introduced to the theoretical, critical, and creative field of performance studies. Pulling from anthropology, theater, dance, queer studies, critical race theory, and linguistics, we will look at performances ranging from the play Fairview by Jackie Siblies Drury, to "Fires in the Mirror" by Anna Deveare Smith, and the story weaving work Spiderwoman Theater. In this writing-intensive course we will pay particular attention to queer artists and artists of color. In this class we will explore writing as process, writing as personal and political, writing as a social and rhetorical activity, writing as cognitively complex work, and writing as thinking. At the end of this course you should have an understanding of key debates in performance studies and be familiar with a range of contemporary performance practices.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA172F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL175F, AMST125F, AFAM152F, FGSS175F, COL125F**
Prereq: **None**

THEA175F August Wilson (FYS)
During his lifetime, the world-renowned African American playwright August Wilson graced stages with award-winning plays from his "Century Cycle." This course examines the cycle's 10 plays in the order in which the playwright wrote them, from Jitney (1982) to Radio Golf (2005). In all cases, we pay special attention to the playwright's presentation of language, history, memory, religion, visual art, and music within his oeuvre.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL176F, AFAM177F**
Prereq: **None**

THEA180 Reading Plays for Production: Conceiving for Performance
Propose, read, and discuss plays in consideration for production for Theater Department Mainstage. Reading a script is different than reading a novel: in this class, we will examine how to read a text for performance. Over the course of the semester, we will consider a range of plays and approaches to performance--from classics to contemporary plays to devised work. In the course, students will explore plays and performance ideas recommended by the community with an emphasis on examining how they might operate as productions within the Theater Department's Mainstage. Students will lead discussions, gain skills in text analysis, dramaturgy, and creative and practical thinking as they consider what type of work the Theater Department might produce. This class will result in a slate of scripts and performance ideas that will be offered to the Theater Department faculty for consideration for one of the Mainstage productions. This course counts towards the Theater Arts category for the THEA major. This course may count (one time only) towards the Performance Practice credit requirement for the THEA major.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA183 The Actor's Experience
The Actor's Experience is an introduction to the practices of acting in rehearsal with a director. It is held in conjunction with THEA281- Intro to Directing; students will be working directly with the student directors in that class. Basic aspects of staging, collaboration, script, and character analysis will be covered. Commitment to attending scheduled rehearsals is vital. Each actor will have the opportunity to perform in both a short-form scene (mid-term) and long-form scene (final), performed in front of the class and invited guests. This class is a chance to be in community with other students interested in theater, and practice collaboration and care. Together students will consider why theater matters, and how theater-makers can offer more care to themselves, each other, and our audience. Students will participate in in-class staging exercises, outside rehearsals with peers, reading discussions, and viewing plays. The Actor's Experience is a half-credit class intended for majors and non-majors at varying levels of experience and is held in conjunction with the Intro to Directing class.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA185 Text & Visual Imagination: Introduction to Eco Design for Performance
Eco-scenography is an introduction to design for performance. In this course, students will learn the core principles of design for performance while exploring sustainability and environmental practices with an emphasis on understanding of materials, such as production cycle and manufacturing process, as well as integrating environmental justice paradigms by analyzing specific case studies. Through three specific project-based assignments--1. object design, 2. garment design, and 3. environmental design--students will train their visual imagination, as well as develop an aesthetic literacy and knowledge of performance design concepts and practice within eco-sustainable practices.

This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **IDEA186**
Prereq: **None**

THEA199 Introduction to Playwriting
This course provides an introduction to the art and craft of writing for theater. In the course of the semester, students will create plot and characters, as well as compose, organize, and revise a one-act play for the final stage reading. The course will help students develop an artistic voice by completing additional playwriting exercises, as well as reading and discussing classic and contemporary plays. The instructor and students' peers will provide oral and written feedback in workshop sessions. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **ENGL269**
Prereq: **None**

THEA202 Greek Drama: Theater and Social Justice, Ancient and Modern
This course introduces students to Greek drama as produced in its original setting in ancient Athens and then adapted in modern times. The majority of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, and Euripides, comedies by Aristophanes, and selections from Aristotle's Poetics and Plato's Republic. We will look at production practices, acting and audience experience, and the role of theater in shaping cultural values. Questions will include: How does theater as art reflect the personal, social, and political life of the Athenians? What is the connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy ¿ for its mythic characters and for its real audience? And why have we been talking about catharsis for centuries? What is the relationship between emotions, drama, and social justice? For the last part of the semester, we will turn to adaptations of Greek tragedy in the 20th and 21st centuries by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber. We will discuss how the dilemmas and emotions of tragedy are replayed in response to World War II, the South African Truth and Reconciliation Commission, PTSD, and consumer culture, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST202**
Prereq: **None**

THEA203 Playing in the Theater Archive: An Introduction to Performance Studies
This class will serve as an introduction to theatricality, performance studies, and aesthetic theories. We will analyze plays and performances as we examine classical and contemporary conceptions of the theatrical. Given the complex and varied roles theater has played throughout history, we will begin by placing pressure on the terms "theater" and "history." We will pay particular attention to the intersections between theater history, dramatic literature, cultural performance, and the role of the theater archive as we explore key moments in theatrical development. Readings will be organized geographically and diachronically, giving us a mobile and flexible account of theater, theory, and practice across a variety of cultures. At the end of this course, students will be familiar with touchstones in theater history; be able to write a critical and descriptive performance paper; demonstrate a knowledge of critical performance and aesthetic theories; and use performance as research methodology.

This counts as a Theater Methods course for the theater major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA204 A Nation and its Theater: Cultural and National Identity in Performance
In the wake of Black Lives Matter, the insurrection in January 2021 on our nation's capital, a global pandemic, and the Trump presidency, the very notion of what "America" is, has been, or ever was is being grappled with on a global scale. The nation is fractured in its sense of national and cultural identities and is struggling to imagine a collective future. This course examines the concept/model of a "national theater" and interrogates the cultural, historical, and political role these institutions play within their countries. It examines what role the theater can, should, or should not play within the formation, reinforcement or dismantling of national and cultural identities.

Through an examination of models such as the Teatro Nacional de Venezuela, the National Theater Company of China, the Uganda National Cultural Center, Ireland's Abbey Theater, and France's Comédie-Française, this course looks at: (1) how politics, history, and culture give rise to/craft the shape of national theater agendas; (2) the role of national theaters in building/challenging/reinforcing national and cultural identities; (3) how government agendas and public funding can affect the role that national theaters play; and (4) how the colonial legacy of a European national theater model has influenced non-Western models.

Students will engage with theoretical and non-western notions of "nation," and debate the role/responsibility of a "national theater" to provide representation and inclusive/pluralist notions of cultural identity. Students will then look at historic attempts in the United States to create national theater concepts such as the Federal Theater Project, the Living Newspaper, and the American National Theater and Academy. For their final project, students will be asked to imagine/craft a proposal for a "National Theater" for the United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA210 Shakespeare
This lecture course is designed to introduce students to the often-demanding texts of Shakespeare's plays, their major genres (comedy, history, tragedy, and romance or tragicomedy), and the contexts in which they were produced. Shakespeare's career spanned a period of remarkable social, political, religious, and economic change, including the Protestant Reformation, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the rise of the first purpose-built, commercial theaters. Innovations in dramatic form and genre, which Shakespeare helped craft, sought to make sense of these momentous shifts for a diverse public theater. The lectures assume no prior knowledge of Shakespeare or his times and are designed to illuminate the texts of the plays by examining their cultural contexts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL205**
Prereq: **None**

THEA211 Pitch It: Persuading Diverse Audiences to Support Original Theater Projects

You have a script, some songs, and a production design...but you need support to make your project happen. Inspiring people to support original ideas requires research, skill, and craft. This course will offer students the insight, skills, and judgment needed to pitch their projects to writers, producers, donors, designers, and audiences. We will examine a range of creative projects launched in New York City and smaller arts communities to answer the questions: Where did these start? What made them captivating? And who brought them to life? We will then discuss best practices for communicating future projects orally and in writing.

Ideally, students should come to the first class with several ideas for arts projects that they would like to pitch. These can be students' own creations or others' work that students believe should be seen by a wider audience. The first half of the semester will focus on successfully-launched theater projects. In the second half of the semester, students will conceptualize and develop an arts idea they are passionate about. They will learn what makes arts proposals competitive, and will practice pitching to classmates and others. Students will have the opportunity to revise and expand their ideas and work. Students will be graded on a written portfolio and an end-of-semester pitch to the class.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT213**
Prereq: **None**

THEA213 Performing Arts Videography

This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing and discussion of works such as Wim Wenders's Pina, Elliot Caplan's Cage/Cunningham, John Cohen's The High Lonesome Sound, and Peter Greenaway's Four American Composers.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC231, DANC231**
Prereq: **None**

THEA215 Latinx Theater in the U.S.: Analysis & Performance

This Latinx theater study and performance class will examine American-born playwrights of the Latinx Diaspora. Playwrights who are of Mexican, Cuban, Puerto Rican, and Dominican descent are just a few of the many Latinx identities in the United States. The goal will be to examine the specific cultural identities within the United States, their origins, experiences, and stories in this country. We will analyze and explore the universal resonance of these plays as well as their current relevance to contemporary American culture, both politically and socially. Students will be required to do monologue work and scene study for the performance portion of this course.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA216 Performance Curation as Relational Praxis

When we hear the word "curator" we might think of the iconic fictional character of Bette Porter--someone who works in a museum or gallery with a vision for how paintings, sculptures, and wall texts are put together for a show. In this class we will expand on this idea of the curator to explore what happens when we add performance to the task of curation. Or, put differently, we will ask what happens when we remove performance from the more theatrical tradition to add it into the gallery and museum space. Thinking between performance studies, visual art, and museum studies, this course explores the role of the performance curator. Connecting performance curation to community engagement, social practice, and transformative justice, we will explore the ways in which performance might address questions of racial inequality, gender variance, class access, and dis/ability. We will ask: How does performance live in art institutions? How do you compensate a performer for a fleeting piece of work? How does performance help us reimagine the space of the art institution itself? Does performance curation make possible new genres of performance? Can, and how, might we apply its practices back to more traditional theater contexts at the university, in the art world, and beyond?

In this class students will explore theories of performance curation as a practice of not only selecting and choosing, but of building relationships. We will look at museum shows, arts organizations, and performance scholars to eventually build individual proposals for our own performance events. Artists and scholars to be discussed include Nivald Acosta, Mariana Valencia, Justin Allen, Morgan Bassichis, Jamie Shearn Coan, Ralph Lemon, Thomas Lax, Adrienne Edwards, Tourmaline, Carolyn Lazard, The Poetry Project, Center for Experimental Lectures, Wendy's Subway, Adult Contemporary, and more.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **FGSS226**
Prereq: **None**

THEA217 Performing Democracy: Theater, Activism, and Community Engagement

This course will give students the opportunity to use theater as a tool for community engagement and social activism. No theater experience is required, but students will be asked to make informal presentations of texts related to issues of social justice, climate change, health care, and economic equality in a variety of community settings that may include senior citizen homes, public schools, or political campaign rallies. During election years these presentations may involve re-enactments of presidential debates and political speeches by figures from Greta Thunberg, Chief Joseph, James Baldwin, and Barack Obama to Richard Nixon, William F. Buckley, Emma Goldman, and Donald Trump. These presentations will be designed to elicit discussion and debate from community audiences and encourage those community members to vote and participate in the democratic process as advocates for the principles they believe in most strongly. Students will collaborate with their community partners in creating new performances that give voice to their experience and concerns.

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

THEA220 Performing Indonesia

This course will examine the theater, dance, and puppetry of Indonesia in the context of its cultural significance in Indonesia and in the West. Students will read a variety of texts related to Indonesian history, myth, and religion. Students will also read books and essays by anthropologists Hildred Geertz, Clifford

Geertz, and Margaret Mead to understand how the arts are integrated into the overall life of the island archipelago. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that are the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Indonesian texts will be analyzed and adapted for performance. The direct and indirect influence of Indonesian performance and history on the West will be discussed by examining the work of theater artists such as Robert Wilson, Arianne Mnouchkine, Lee Breur, and Julie Taymour, who have all collaborated with Balinese performers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **CEAS229, DANC220**
Prereq: **None**

THEA221 Adaptation for Performance Theater
This is a writing course for students interested in the study and practice of adapting texts for performance from a variety of non-conventional sources (fiction, poetry, oral history, biography, memoir, newpapers, etc.). The models we will examine include Anna Deveare Smith's adaptation of interviews related to social justice ("Notes from the Field") and Lee Breuer's modern musical adaptation of Sophocles ("Gospel at Colonus"). Initially, students will work with fragments from Dante's "Inferno" and move on to adapting a text of their choice for a final script. The course will be useful for students considering performance adaptations as part of their capstone and honors projects.

This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA222 Re-imagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Drawing on innovative techniques of music, dance, painting, and theater Dante denounced political corruption and social injustice in a story that has inspired artists throughout the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th century prisoners of the Inquisition. Students will read selected cantos from Dante's "Commedia," consider contemporary news accounts of modern equivalents to medieval injustices, examine previous adaptations of the poem, and devise their own responses to Dante in the art form of their choice (theater, dance, poetry, playwriting, rap, music, spoken-word, visual arts).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **COL235, ITAL244, MDST224, RL&L222**
Prereq: **None**

THEA222Z Reimagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Combining autobiography and cinematic writing techniques Dante denounced political corruption and social injustice in a story that has inspired artists through the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th-century prisoners of the Inquisition. Students will read selected cantos from Dante's Commedia, consider contemporary equivalents of medieval injustice, examine previous adaptations of the poem, and devise their own responses to Dante in a form of their choice (prose monologue, poetry, playwriting, rap, music, song, spoken-word, drawing, painting, visual collage, epistolary dialogue, etc.).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **COL235Z, MDST224Z, RL&L222Z**
Prereq: **None**

THEA223 Femme Fashion and Culture in America: 18th to 21st century
In this course, students will explore through a hands-on design approach the history of women's fashion and clothing in America and Europe. This history is long and diverse, with dress styles changing rapidly as the world and its expectations of women adapted and developed. In this course, you will study how social and economic change affected women's fashion in America--from the societal distinctions and separations of classes in the 18th century to the ready-to-wear era through the 21st century and the way it has shaped the female experience. We will analyze this through plays from each period, visual research, costume renderings, and materials research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA229 Theory of Pop Music
This class endeavors to introduce students to fundamental music theory topics through analysis of popular music from the 20th and 21st centuries. We will use the work of such artists as The Beatles, Radiohead, Lauryn Hill, Beyoncé, Kendrick Lamar, Prince, etc., to teach scales and modes, basic jazz fundamentals, chord progressions, secondary functions, and song form. Besides discussion and in-class analysis, students will build their compositional "toolkit" by studying and discussing compositional techniques, learn how genre is created using theoretical principles, and will be asked to write in those genres through templated compositional exercises. Students will demonstrate theoretical analysis of pop songs in essay form and will learn to transcribe pop songs by ear, notating the chord progressions and melodies. As students progress in their theoretical knowledge, they will practice analyzing their own -- and each other's -- music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **MUSC103T**
Prereq: **None**

THEA231 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage
From 1580 to 1690, Spanish and Latin American playwrights created one of the great dramatic repertoires of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. A distinguishing feature of this theatrical tradition is the unusual prominence it lent to actresses (and roles written for them), as well as to women in the paying audiences. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists. Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us. We will examine five of the greatest

of these plays by Cervantes, Lope de Vega, Calderón de la Barca, Tirso de Molina, and Sor Juana Inés de la Cruz (in Mexico or "New Spain") in a variety of genres and modes (history, epic, romantic comedy, tragedy, Islamic borderland, metatheater, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso; Calderón's "Spanish Hamlet" Segismundo; Lope's spitfire diva Diana, the Countess of Belflor; and Sor Juana's cross-dressing comic virtuosi) and their spirited dialogue, inventive plots, and dazzling metrical variety. We will look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to the shaping influence of women on the professional stage (in contrast to England) and to performance spaces and traditions. Organized around the careful reading of five key play-texts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with literary analysis. However, an interest in engaging these wonderful plays closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation. This counts as a Theater Method course for the Theater Major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN231, COL313**
Prereq: **None**

THEA232 Instrument-Body
The ancient Greek word organon meant both instrument and sense organ, hence the development of a shared word in English for organ (as in a Hammond B3 organ) and organ (as in a kidney). This etymological overlap opens onto a set of generative questions into the nature of instruments: Are they inside or outside the body? Is the body an instrument? If the body is an instrument, who plays it? If an instrument is outside the body, what kind of object is it--a fetish? a prosthetic? an enhancement? an extension? a tool? a commodity? a technology?--and what does it do to the player? Can experimenting with new body-instrument relations become a pathway towards re-organ-izing the body and its relations? Instrument-Body is both a seminar and a studio course that takes these questions as a point of departure for creative and critical experimentation. We will read widely across the fields of musicology, art history, performance studies, queer studies, and critical race studies to investigate questions of instrumentality, embodiment, and technology. In addition, we will create performances across three units: "make an instrument," "break an instrument," and "make yourself an instrument." Students who already play instruments are encouraged to enroll, as are students that have no preexisting relationship to musical instruments.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC232**
Prereq: **None**

THEA233 All Ah We: Contemporary Afro-Caribbean Drama & Performance
What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present "Caribbean" and/or "West Indian" subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL233, AFAM233, CHUM233**
Prereq: **None**

THEA235 Writing on and as Performance
This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and staging live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Toni Morrison, Lidia Yuknavitch, Oliver Baez Bendorf, Glenn Ligon, Eve Sedgwick, Fred Moten, and Billy Ray Belcourt, this course will challenge students to craft ideas and arguments by enhancing critical and creative writing skills. We will experiment with style and form from academic arguments, to performance lectures, artist interviews, and free-form creative prose essays. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists. Students will also be asked to complete hybrid creative writing assignments in response to prompts that imagine writing as always in conversation with performance. More specifically, students will write pieces about embodiment, sound, and the visual. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for "insurrection" (Moten) and "listening in detail" (Vazquez).

This course encourages students to experiment with their writing practices. Over the course of the semester students will be asked to write four separate creative/critical pieces, all of which will be workshopped in the space of the classroom.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **ENGL278, FGSS235**
Prereq: **None**

THEA235Z Writing On and As Performance
This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and doing live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Hilton Als, Glenn Ligon, Claudia Rankine, Eve Sedgwick, Fred Moten, and Ann Pellegrini, this course will challenge students to craft ideas and arguments by enhancing critical reading skills, creative thinking, and clear writing. We will experiment with style and form from academic essays to performative writing, performance lectures, artist interviews, and free-form prose. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for "insurrection" (Moten), "gaps, overlaps, dissonances" (Sedgwick), and "listening in detail" (Vazquez). Online course. Special schedule: 11am - 4pm (EST) January 10-13, 16-19.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **ENGL278Z**

Prereq: **None**

THEA236Z Writing the Body
How does the body write? Do we trace our words with fingers and toes, with a pen and paper, with flour or glitter or dust or the soles of our feet? Can the written word remind us that we are more than our eyes or our heads? Writing the body is an attempt to link the worlds of the written and the somatic through the act of writing. This class is both a generative creative writing course and a theoretical exploration of the ways in which the body has been rendered in literature, poetry, and philosophy. Putting queer studies, disability studies, Black studies, and Indigenous studies into conversation with prose, plays, and poetry, students will explore different strategies of embodied writing. Looking to the work of Maggie Nelson, Jean-Luc Nancy, Eileen Myles, Christina Sharpe, Aisha Sabatini Sloan, Melissa Febos, Hortense Spillers, Eve Tuck, Billy Ray Belcourt, Torrey Peters, Wendy Ortiz, Lidia Yuknavitch, Jordy Rosenberg, Gabrielle Civil, Ursula Le Guin, adrienne maree brown, and Frank O'Hara students will produce a written work that moves promiscuously between theory and creative nonfiction.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **FGSS233Z, ENGL255Z, DANC236Z**
Prereq: **None**

THEA237 Performance Art
This course can be understood as an ephemeral, time-based art, typically centered on an action or artistic gesture that has a beginning and an end, carried out or created by an artist. It also contains the elements of space, time, and body. This hands-on course explores the history and aesthetics of performance art and how it relates to the performing arts (dance and theater). In a project-based format, students conduct performance assignments and conceptual research within the gaps that exist between performative art forms. The course focuses on analyzing and studying artists who used the concepts of chance, failure, or appropriation in their work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **DANC237**
Prereq: **None**

THEA239 Songwriting Workshop
In this course, students will learn the basics of songwriting including form, lyric writing, chord progression, rhythm, storytelling, etc. We will focus first on "traditional" song form and its component parts (verse, chorus, bridge), and then branch out to less traditional and freer forms. We will discuss lyrics in depth and analyze lyric-writing techniques in various genres such as pop, rock, rap, musical theater, and others. As time, interest, and abilities allow, we will also delve into the world of music theory with an emphasis on function and structure. Students will be guided through practical matters such as transcription, recording, and publishing on social media platforms, so that they can apply the principles and guidelines discussed in class under real world circumstances. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA243 Chinese Theater and Drama
This seminar examines Chinese theater and drama from their beginnings to the late 20th-century. We engage dramatic texts as well as performance practices; thus, the course draws on material from theater history, performance and acting conventions, and the literary history of drama. Readings and discussions span major genres of dramatic writing and their different modes of performance, including the dramatic genres of zaju, chuanqi, and modern/contemporary spoken drama, and performance styles of Beijing opera, Kun opera (Kunqu), and huaju (spoken drama). Play topics range from ghost stories to romances, historical/political dramas to comedy. We explore the legacies of specific actors, including the famous Mei Lanfang; consider experiments in modern Chinese drama; and compare Chinese and "Western" ideas of theater (such as those put forth by Stanislavsky and Brecht). To the greatest extent possible, we will engage materially and physically with Chinese theater and drama history through archive visits and performance workshops.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS243, WLIT222**
Prereq: **None**

THEA245 Acting I
This studio course will explore the fundamentals of acting and how they are applicable to all areas of life, regardless of vocation. A wide range of exercises will be used to develop relaxation, concentration, and the imagination, and to free the body and voice of tension. Students will examine the creative process practically and theoretically, through exercises including games, improvisation, monologues, and scene work. Emphasis will be placed on building confidence, cultivating each artist's individual voice, and approaching the work with a deep sense of curiosity, generosity, joy, and serious play. For more information on Acting I, please visit: https://youtu.be/lKS7g1DMD58
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA248 Ethical Design for Stage and Fashion
Now more than ever we must look at the way we as consumers and large businesses are impacting our planet as well as the future of our planet. It has been estimated that 85 percent of our clothing ends up burned or in landfills each year and that the average American throws away about 81 pounds of clothing every year, and that's just America! In this class students will tackle a variety of hands-on projects that will explore clothing, wig, hat and accessory construction using unconventional materials. Students will explore their personal habits as a consumer of "fast fashion" and the implications fast fashion has on our economy and planet, as well as inspecting the fashion, theater and film industry participation in fashion waste. Students will also explore ways in which society can embrace sustainability and become more eco-friendly. By the end of the semester students will have a new or broader understanding of ethical and sustainable fashion and how to apply it to their everyday lives moving forward as well as a range of projects to demonstrate these learned skills. Some of the questions we will explore in this class: What does sustainable fashion mean? What is ethical fashion? Do we need ethical fashion? What are small and large ways we as individuals and large businesses can lesson our fashion waste?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde
This course focuses on one of the most charismatic authors of the 20th century. Known primarily as a poet, playwright, and public intellectual, Federico García Lorca cultivated a literary language whose allure has proven to be timeless. By exploring the reasons for this, we will heighten our sensitivity not only to the

magical power of Lorca's writing but to the potentially transformative power of language and literature in general.

Lorca's writing (1919-1936) spans a pivotal historical crossroads, when avant-garde artists sought to forge a new, revolutionary style representative of the profound social and political changes sweeping the world. Lorca, like so many others of his day, did so fully cognizant of the national traditions within which he worked, and with a keen desire to modernize those traditions. We aim to develop a deep understanding of how Lorca's verse, plays, and high-profile initiatives intersect with his context in these terms.

Please visit the course web site at http://span254.site.wesleyan.edu/ to review in detail the materials, objectives, and modes of assessment for this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN254**
Prereq: **None**

THEA259 Face the Blank Page
A 13-week course for the beginning playwright. Students will read 12 plays and write essays on each one, in which they will explore the creation of the play. The why of it. Who is the main character, what do they want, what's stopping them from getting it, and finally, what is the point of no return? Students will look at the time and society in which the play is placed. What obstacles were part of their world; what did they have to overcome, and what did they have to accept? Every play will also serve as a prompt for a writing exercise that students will be responsible for. Students will take a character or situation from the play and make it their own. Also, as a group, the class will write an original play. Each student will be assigned a scene, and week by week the play will come together. This collective creation will be inspired by a song; everyone will have the same song, and each student will continue the play based on the scene that preceded it. Each student will be a part of building the structure of the play and will be able to put their own stamp on it.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA261 Sites of Resistance & Memory: Theater, Performance & Political Consciousness in Contemporary Spain
Compared to other literary genres, and given its essentially social (public) format, theater is an especially vulnerable mode of cultural expression and, therefore, can easily fall victim to both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the state censorship that prevailed under Franco (1939-1975) and that prompted Spanish playwrights to develop subtle strategies for resisting authority and for addressing the crucial social and political concerns of the day. The parliamentary regime born in the aftermath of the dictator's death in 1975 ushered in an era of experimentation unprecedented in recent Spanish cultural history. During these years, playwrights have increasingly embraced the struggle against more covert (social, market-driven) forms of censorship in attempting to craft a new social order for a new political context: a democratic mindset that will serve to solidify the foundations of the young democratic state. Our goal in this course is to trace these trends through a close reading of key works by the major Spanish playwrights active since 1950. We will focus on context, on how theater, society, and politics are intertwined, by evaluating both works of dramatic literature themselves and the place and meaning of the public, commercial, and alternative theater circuits where many of these plays were premiered. Our aim, broadly, is to understand the extent to which collective memory and national identity, as staged over the past three-quarters of a century, have become a battleground where Spaniards either seek or resist reconciliation with legacies of repression.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN261**
Prereq: **None**

THEA263 Mythic & Modern: Reappropriating Classical Themes in Contemporary Drama and Performance
What does it mean to defy the authority of the patriarch, of family, or of government? How do these structures of authority intersect in contemporary society? How do we, today, understand "destiny"? How do we challenge it, and what are the consequences for doing so? How do we break the patterns of shame and disenfranchisement inherited from the shared past? These are just some of the social, political, and ethical concerns transmitted over time by playwrights, stage and performance artists, and film directors who treat classical myths as valuable constructs for interrogating our contemporary world and society. In this collaborative, project-based course we explore how classical myths have been appropriated within the modern Italian and Italophone cultural context. Just as important as our study and discussion of modern adaptations of classical models are the staged readings of key scenes incorporated strategically throughout the semester that help us develop an organic understanding of the material from the inside. Our overarching aims include: 1) exposing what persists in modern adaptations of classical myths, 2) tracking the kernels of change that the adaptations present, and 3) understanding why performers over time, working in disparate cultural milieus, continue to seek and derive inspiration from classical myths. The mythic figures we examine may include any of the following: Sophocles' Antigone, Euripides' Oedipus and Medea, Aeschylus' Agamemnon, as well as figures from the Oresteia and from such epics as Homer's "Iliad" and Virgil's "Aeneid." This course is taught in conjunction with ITAL263 and FREN263. The final collaborative performance, scheduled during the final exams period, will involve students from across the Romance Languages and offers the unique opportunity for cohort building among students of French, Italian, and Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL263**
Prereq: **ITAL221**

THEA265 Acting for the Camera: Film, Theater, and Television in the "Post"-Pandemic World
This studio course will explore the fundamentals of acting for the camera. A wide range of exercises and techniques will be used to cultivate a sense of ease and freedom and to develop the imagination, relaxation, concentration, focus and technical skills required to create life in front of the camera. The course will explore both film and television, and include auditioning and current industry film/tv practices, as well as how to navigate Zoom and other online platforms in professional readings, workshops, livestreams, and auditions. By the end of the course, students will have honed techniques enabling them to bring their full selves to the camera with confidence and a lack of self-consciousness, and be familiar with self-tapes, auditioning, and current industry practices and protocols in the film/TV/theater industry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA265Z Acting for the Camera: Techniques in Securing Work in Film, Television and Theater
This studio course will explore the fundamentals of acting for the camera. A wide range of exercises and techniques will be used to cultivate a sense of ease and freedom and to develop the imagination, relaxation, concentration, focus and technical skills required to create life in front of the camera. The course will explore film, television and theater, and include auditioning and current industry film/TV practices via self-tapes and Zoom. By the end of the course, students will have honed techniques enabling them to bring their full selves to the camera with confidence and a lack of self-consciousness, and be familiar with self-tapes, auditioning, and current industry practices and protocols in the film/TV/theater industry. There will also be a unit of finding job opportunities in the industry.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA266 Black Performance Theory
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheilye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **AFAM266, ENGL263, FGSS276**
Prereq: **None**

THEA267 Revolution Girl-Style Now: Queer Performance Strategies
Looking to the rich cultural history of queer and feminist performance in the U.S, this course examines performances of gender, sexuality, obscenity, and refusal. In this class, we will ask how the terms "feminist" and "queer" come to determine a specific piece of theater or performance art. Is it the author's own political affiliation that establishes the work as feminist? Is it the audience's reading that gathers a work of art under a queer rubric? Furthermore, where does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing in on strategies for engaging the many meanings of the words "queer," we will pair theoretical readings with theatrical sites.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **FGSS267**
Prereq: **None**

THEA269 Introduction to Performance Studies
Performance Studies is an interdisciplinary field (brushing up against anthropology, theater studies, and linguistics, critical race studies, psychoanalysis & queer theory) that orbits around conceptions of the live. This course will introduce students to the history of performance studies by looking at key texts that have defined the field. We will use the "performance" as a concept and lens to discuss art, theater, dance, music, everyday performances, and presentations of the self. Through close reading of theoretical texts, visual art works, and live performances will explore the social and cultural importance of performance and performativity, especially as they come to bear upon queer and minoritarian lives and dreams.

This counts as an Expanded Field of Theater course for the Theater Major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA275 All Together Now: Theater and Theatricality
In 1967, critic Michael Fried famously declared that "theater is the death of art." Fried never clarified what kind of theater, nor did his widely influential text cite specific theater artists. Rather, his indictment was against the condition of theater in general -- its association with spectacle, commercialism, an appeal to popular culture and mass media. But above, Fried's concern was with the way in which, in the postwar period, social forces were increasingly part of modern art practices, including a growing international exchange of artists shifting the paradigm of art away from Western tenets to which Fried (and other like him) desperately clung. This course will examine the relationship between theater, performance, and the visual arts from the postwar period to the present -- paying close attention to what the notions of "theater" and "theatricality" as artists grappled with an increasingly political and global field of practice, in which the boundary between art and everyday life was continually blurred. We will consider the way visual artists embraced time-based and embodied practice, the way theater and performance artists explored objectified and material relations to the body, and the influence of art practices from across the world in which such dichotomies held little sway. We'll draw our cast studies from the canons of performance art and theater from throughout the world (including the US, France, Mexico, Argentina, Japan, India, Senegal, and more). Students will gain critical language for understanding performance in the context of the visual arts, and visual arts in the context of performance. We'll discuss contemporary case studies and meet with practicing artists to understand the way they relate to the concept of "theater" and "theatricality." And we'll develop our own critical and creative approaches to rethinking what being an interdisciplinary artist might look like in the future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA276 Body, Voice, Text: Theater and the Transmission of Experience
Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on reading, study, research, and interpretation) and also as an art form (built on reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.
Offering: **Crosslisting**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN276, LAST276**
Prereq: **None**

THEA279 Music Theater Workshop
This class will be a collaborative, hands-on workshop for playwrights and composers who will work together throughout the semester, simulating the real-world process of writing a piece of musical theater. Students will explore standard works in the musical theater canon as well as less traditional pieces, concentrating on dramaturgical elements specific to the form (opening numbers, "I Want/I Am" songs, extended musical sequences, act one finales, 11 o'clock numbers, etc.). Students will then apply this knowledge to their own work as they generate scenes, songs, and outlines for libretti. Students will leave the class with a grasp of the classic components of this art form, hopefully inspired to follow or bend the "rules" to suit their own creative instincts. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **MUSC230**
Prereq: **None**

THEA280 Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL281, AFAM279**
Prereq: **None**

THEA280Z Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first third of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL281Z, AFAM279Z**
Prereq: **None**

THEA281 Introduction to Directing
Intro to Directing provides an entryway into the mechanics and ethos of directing. Basic aspects of staging, script analysis, and planning the rehearsal process will be covered, as well as leading a room, working with actors, and developing the director's voice and vision. This class is also a chance to deeply consider together the role of theater in the context of our current social, political, and environmental realities. Why take this class, NOW? Why choose to direct theater, NOW? How does theater as an industry need to change, and how can theater-makers offer more care to themselves, each other, our audiences? As a director, what role do we have to play in righting wrongs, providing alternate realities, creating new futures? This course is part of the Sustainability and Environmental Justice course cluster, and we will look at these questions in part through a sustainability lens, using Adrienne Maree Brown's Emergent Strategy as our guide. D1 is taught in conjunction with The Actor's Experience. Majors and non-majors welcome. The class is not open to first years. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA245**

THEA284 Dressing the Imagination: From Page to Stage
What does it mean to create a character in an imaginary world? How do your favorite fictional characters go from imagination and concept to the costume you see on the screen or the stage? And how does the collaborative process impact a costume designer's vision, as well as the costume maker's execution? In this course we will answer all of these questions. Throughout the semester we will look at a variety of scenes and characters from plays and musicals. Students will then apply research and design to create half-scale costumes. Working in a collaborative design environment students will have the opportunity to explore their ideas in a safe space, gain confidence in leadership, oral communication, presentation, self-management, and costume creation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA285 Acting II: It's All Greek to Me
This studio course will explore performance and adaptation of classical text. A wide range of exercises and techniques will be used to cultivate a sense of ease and freedom, and to develop the imagination, relaxation, concentration, focus, and technical skills required for heightened language and text. We will be utilizing Greek myths and characters as archetypes. The course will also include a devising portion, whereby the students will offer up an original contemporary take on their chosen archetype/myth via any style of performance, including song, poetry, monologue, scene, and film. Independent writing and attendance at Hadestown in Hartford is also required, and the course will end on March 8, 2023.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA245**

THEA285Z Scene Study: Acting Across Adaptations in Theater and Film
This course will explore how classic texts have informed and inspired contemporary writers of theater, film, and television, and how seemingly disparate parts of the canon enrich and illuminate one another. We will dive into close readings of plays, exploration of scenes from an actor's point of view, supplemental viewings and reflections/critical analyses of films and plays, and an original adaptation. We will be taking a non-traditional dive into these texts, using free-writes, and exercises including breathwork, stretching, movement and music. The class will have asynchronous work as well and requires rehearsal hours. Content might include Hamlet/Haider, Medea/Mojada, Vanya/Uncle

Vanya/Vanya on 42nd Street, Hadestown, Euridyce, Original Myths, and The Taming of the Shrew/Ten Things I Hate About You/Kiss Me Kate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA286 Solo Performance
This course focuses on the expansive ways we can tell stories through our own voice and body. Over the course of the semester, students will explore and create solo performance through a generative process of creative research, prompts, and experiments. We will read and view the work of historic and contemporary solo performance artists to connect with lineage and learn about various elements they utilize including autobiographical material, found text, visuals, sound, and movement. Students will draw from personal, familial, cultural histories, and contemporary conditions, bringing their own embodied archive into the room. Each student will be supported in finding and strengthening their unique voice as performer and maker, and the class itself will function as a rehearsal room, a collective space of dramaturgy for each person's work. The course will culminate in final showings of each student's work. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA291 French and Francophone Theater in Performance
This course introduces students to the richness of the French and Francophone dramatic repertories, on the one hand, and, on the other, invites them to discover acting techniques (such as movement, physicalization, memorization, mise en scène, and so forth). Students will thus put their language skills into motion, and the course will culminate in a public performance at the end of the semester. (Special accommodations will be made for students who do not wish to perform publicly). Taught exclusively in French, the course will place particular emphasis on the improvement of students' oral skills through pronunciation and diction exercises, all the while polishing their written expression and enhancing their aural comprehension.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.25**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN281**
Prereq: **None**

THEA292 Spectacles of Violence in Early Modern French Tragedy
The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts--many of which staged physical violence--not only reflected but also actively participated in the debates surrounding the 'troubles civils.' In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN306, COL306**
Prereq: **None**

THEA301 Immersive Theater: Experimental Design, Material Culture and Audience-Centered Performance
This course offers a comprehensive exploration of Third Rail Projects' approach to crafting and performing in immersive performance formats. Students will work closely alongside Co-Artistic Director Tom Pearson to explore Third Rail's toolbox of techniques, including:

- Developing presence and clarity around audience engagement

- Remaining spontaneous and responsive to the changing landscape of an active audience

- Generating game play for crafting immersive scenes

- Understanding ritual, narrative, and audience initiation through the study of a scene from one of our immersive productions
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **DANC311**
Prereq: **None**

THEA302 Contemporary Theater: Theories and Aesthetics
This class will serve as an introduction to Theater & Performance Studies, interdisciplinary fields that brush against anthropology, linguistics, critical race studies, psychoanalysis, queer theory, and art history. We will approach "performance" as a practice and a lens. Students will explore close reading strategies for both textual and live performance events and examine live art, theater, everyday performances, and presentations of the self. This course will pay particular attention to the social and cultural importance of performance and performativity, especially as they come to bear upon queer, black, Latinx, and indigenous lives and dreams.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA105 OR THEA150 OR THEA245 OR [THEA199 or ENGL269] OR THEA185**

THEA305 Lighting Design for the Theater
This course will introduce students to the history, basic principles, and practical application of lighting design through lecture, discussion, demonstration, and practical application. Students will develop a deeper understanding of the methodology and applications of light in storytelling, which will help them communicate with collaborators. Students will have the opportunity to develop skills in computer drafting, lighting console programming, and script analysis for design. This course counts towards the Theater Arts category for the THEA major as a design course and towards the concentration category for the IDEAS Performance Design minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **IDEA305**

Prereq: **THEA105 OR DANC105**

THEA306 Techniques of the Liar: Performance, Artifice, Fraud
This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. We will explore both specific performance practices as well as theorizations of artifice, fraud, and authenticity. Topics will include illusion, ventriloquism, and sleight of hand; mimetic acting and the manufacture of "emotion"; dance technique and the concealment of effort; and musical improvisation and the politics of invention. We will also consider the complexities of drag, camp, and minstrelsy and historicize their surrounding discourses, centering the contributions of feminist, queer, and critical race studies. Looking at a range of (predominantly U.S.-based) practices from the mid-19th century to the present, we will consider how artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; how "authenticity" is both gendered and racialized; and how hiding, fabulation, exaggeration, and duplicity have also offered means of freedom or resistance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS305**
Prereq: **None**

THEA308 Composition in the Arts
Composition, the manner in which elements are combined or related to form a whole in space and time, is a basic practice in all the arts. This course brings together practitioners from diverse art forms and traditions to address the basic issue of composition.

In this seminar, we will explore the compositional process through assignments that address the interacting concepts of site and information. By "site," we mean a semantic field extending through corporeal, environmental, and social dimensions. By "information," we mean representations abstracted from sites, "meaningless" when independent of any specific semantic interpretation. Participants will compose individual and collaborative interventions in a wide range of sites--public, private, physical, and electronic--in response to the problems posed.

This course is permission-of-instructor, and is intended for upper-level majors in Art, Dance, Film, Music, and Theatre, and others with sustained compositional practices suitable to the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC308, ARST308**
Prereq: **None**

THEA310 Shakespeare's Macbeth: From Saga to Screen
A close reading of Shakespeare's play that will position the play in terms of its historical and political contexts and its relation to early modern discourses on the feminine, witchcraft, and the divinity of kings. We will begin with a consideration of the historical legends that constitute Shakespeare's "sources," then read the play slowly and closely, coupling our discussions with readings from the period, exploring how Shakespeare's contemporaries thought of the political and cultural issues raised in the play. We will then compare how our contemporaries have recast these concerns by comparing scenes from films of MACBETH from 1948 to the present.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL305**
Prereq: **None**

THEA311 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course's animating (and unfixable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as "queer" or "trans"? What constitutes a "queer" or "trans" reading of visual culture? How might various formulations of "queer" and "trans" relate to, put pressure on, and/or resist "aesthetics"? What is the relationship between an artist's self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences' efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist's "identity" (asserted and/or imposed) have to do with their art? And what does a viewer's "identity" (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS331, SOC300, AFAM331**
Prereq: **None**

THEA315 Stage Management
This course is intended to provide students with a basic knowledge of stage managing for theater. Students will learn the core essentials to theater collaboration: interpersonal relationships, time and self-management, industry standards, union practices, leadership roles, effective communication and observation. The role of the stage manager is foundational to every theater production. This role has the potential to lift up any collaborative work or hinder it. Specific topics covered will include working with a director and actors, dramaturgy, managing auditions and rehearsals, props, effective communication tools across many types of theater making, stage management paperwork, technical rehearsals, and running/calling a show. Potential projects include: Creation of a prompt book, and templates to use while stage managing, calling a pre-produced theatrical piece, and interviewing a professional working Stage Manager This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA316 Advanced Topics in Performance Studies
What does "theory" have to do with "performance"? Furthermore, what is the relationship between thinking and doing ("theory" and "praxis")? If performance studies shifts the frame from an emphasis on being to one of doing, then what does it mean to "do" theory? In this class we will engage works that orbit "the live." We will use performance as a lens to explore questions of liveness, presence, the body, and affect. We will look to both live/recorded performances and recent work in the field of performance studies to explore the cultural significance of performance in our current moment and location. This version of Advanced Topics in Performance Studies is particularly interested in intersectional work between performance and queer of color critique,

Indigenous studies, black studies, environmental justice, and transformative justice. In class students will read new work in the field of performance studies, and should be prepared to engage with the activist potential of performance.

While we will engage performance in a number of creative and experimental ways, student projects will take the shape of semester-long critical research papers. Come with or without an idea you want to work on, and we will spend the semester workshopping that idea into a developed paper. This class is especially recommended for anyone interested in doing an honors thesis in theater.

Readings and viewings will include: José Muñoz, Ashon T Crawley, Tavia Nyong'o, Sandra Ruiz, Lou Cornum, Vick Quezada, Judit Butler, Ivan Ramos, Eve Sedgwick, Emily Johnson, The Forge Project, Walter D. Mignolo, Billy Ray Belcourt, Marquis Bey, Christina Sharpe, Morgan Bassichis, Jeremy O. Harris, Miranda Haymon, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA319 Advanced Acting: Shakespeare/Shakespeare Deconstructed
How can acting classical text fuel and feed contemporary performance? Through embodied exploration and physical and vocal exercises, student actors will engage both with Shakespeare's plays and with texts that re-imagine, draw inspiration from, and deconstruct Shakespeare in response to today's world.

Scene study may include: Twelfth Night; Hamlet; Winter's Tale; Othello; Fat Ham; The American Moor; Thrive, Or What You Will; 16 Winters and other possibilities
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA245**

THEA322Z Sounding Stories: Developing Contemporary Radio Drama
This course will examine the almost-150-year-old form of the radio drama and ask what its future might sound like. In the 20th century, radio dramas held a place of great influence in entertainment, politics, and revolutionary action. Streaming media of the 21st century has transformed the modern listening landscape, and with it, revitalized the prominence of audio storytelling while opening access to its development. Over the summer session, we will listen to modern approaches to radio drama production, explore their themes and inspirations, and create our own new works of audio theater.

Students will be introduced to sound recording and editing, the specificities of narrative development for audio, as well as experimental applications in the medium. Students will learn to use software (Adobe Audition) and the university's foley/sound studio to craft their projects. Throughout the session, guest practitioners (WNYC, Audible, Spotify, Oral History Association) will visit the class to discuss their unique perspectives on the craft.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA323 Staging Blackness: African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. We begin with a deep historical examination of 19th century blackface minstrelsy that then progresses into a long-view of how black American dramatists and theater-makers have self-fashioned black dramatic narratives, black aesthetics, and black representations into the twenty-first century. In all cases, we are interested in surveying the ways in which these artists work within varying modes of dramatic expression and focus their plays and performances on such topics as class, ethnicity, era, fragmentation, gender, history, region, revolution, nationality, race, sexuality, and spectatorship.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL385, AFAM323, FGSS323**
Prereq: **None**

THEA327 Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern
The first plays in the history of theater feature transgressive acts: murder, illicit sex, violence, and torture. Action-packed, gory, and heart-wrenching, these spectacles of mass entertainment were also staged specifically to ¿train¿ citizens to be thoughtful legislators, jurists, and policy makers. They were deliberately crafted to make audiences grapple with demanding questions -- legal, social, and ethical: the ¿laws¿ of war; discrimination (based on gender, class, ethnic background); privacy and political participation; confession, guilt, and punishment; anger and sympathy in decision-making, and much more.

In this course, we will read a selection of Greek plays, ancient and modern critical works, and modern adaptations to consider the role of theater in politics, aesthetics, and social and emotional conditioning.

Readings from antiquity will include plays by Aeschylus, Sophocles, Euripides, and Aristophanes and readings from Plato and Aristotle. Modern works will include plays and writings by Jean-Paul Sartre, Bertolt Brecht, Sara Uribe, and Luis Alfaro, and movie adaptations.

This course will fall under the Literature and Performance & and History/Social Justice tracks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST327**
Prereq: **None**

THEA328 Breaking New Ground Residency: The Masses Are Asses Radio Play
As the inaugural recipient of the Breaking New Grounds Development Residency, WesTheater Alum Miranda Haymon '16 will workshop and direct a radio play version of Pedro Pietri's 1984 play "The Masses Are Asses." As part of this course, students will have the opportunity to work with Miranda Haymon and further explore the work of Nuyorican poet Pedro Pietri. For their production team,

Haymon is looking for one assistant director, two actors, one dramaturg, and one stage manager.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA329 Technical Practice A
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester. Students will work under the tutelage of a faculty member, learning skills and techniques through a hands-on, project-based production process.

Student stage managers will have the opportunity to lead or assist the rehearsal process. Student technical directors and master carpenters will assist in bringing the production from the idea and scenic design phase into reality and construction. Student scenic charges will be responsible for the painting of sets. Student master electricians will execute the lighting design of a production. Student prop managers will acquire, build, and source properties for a production. Student assistant costume shop supervisors will assist the costume shop manager with the daily running and operations. Student lead wardrobe and lead run crew positions will supervise the wardrobe and run crews of productions. Student crew members will work on the run crew for projects, such as light board operations, scenic run crew and fly persons, wardrobe, and sound board operations. Student house managers will work with the stage manager and ticket sales to run the front of house for productions. Student program designers will build and maintain digital programs for productions.

The students interested in enrolling in this class should apply for team positions in the production such as stage manager, technical director, master electrician, or crew.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-THEA**
Prereq: **THEA105**

THEA331 Technical Practice B
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester. Students will work under the tutelage of a faculty member, learning skills and techniques through a hands-on, project-based production process.

Student stage managers will have the opportunity to lead or assist the rehearsal process. Student technical directors and master carpenters will assist in bringing the production from the idea and scenic design phase into reality and construction. Student scenic charges will be responsible for the painting of sets. Student master electricians will execute the lighting design of a production. Student prop managers will acquire, build, and source properties for a production. Student assistant costume shop supervisors will assist the costume shop manager with the daily running and operations. Student lead wardrobe and lead run crew positions will supervise the wardrobe and run crews of productions. Student crew members will work on the run crew for projects, such as light board operations, scenic run crew and fly persons, wardrobe, and sound board operations. Student house managers will work with the stage manager and ticket sales to run the front of house for productions. Student program designers will build and maintain digital programs for productions.

The students interested in enrolling in this class should apply for team positions in the production such as stage manager, technical director, master electrician, or crew.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **THEA105**

THEA335 Technical Practice C
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester. Students will work under the tutelage of a faculty member, learning skills and techniques through a hands-on, project-based production process.

Student stage managers will have the opportunity to lead or assist the rehearsal process. Student technical directors and master carpenters will assist in bringing the production from the idea and scenic design phase into reality and construction. Student scenic charges will be responsible for the painting of sets. Student master electricians will execute the lighting design of a production. Student prop managers will acquire, build, and source properties for a production. Student assistant costume shop supervisors will assist the costume shop manager with the daily running and operations. Student lead wardrobe and lead run crew positions will supervise the wardrobe and run crews of productions. Student crew members will work on the run crew for projects, such as light board operations, scenic run crew and fly persons, wardrobe, and sound board operations. Student house managers will work with the stage manager and ticket sales to run the front of house for productions. Student program designers will build and maintain digital programs for productions.

The students interested in enrolling in this class should apply for team positions in the production such as stage manager, technical director, master electrician, or crew.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA105**

THEA337 Insubstantial Pageants: Late Shakespeare
This seminar examines the Center for the Humanities' Spring 2020 theme of "Ephemera" through the lens of four late plays by Shakespeare ("Hamlet," "King Lear," "The Winter's Tale," "The Tempest") and their preoccupation with the time, temporality, belatedness, and the ephemerality of theater (and the world-as-stage).

In addition to considering the mutability of the play-texts themselves (several of which exist in multiple versions), we will consider how they refashion their sources, and how they are themselves refashioned in later productions and adaptations.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM337, ENGL321**
Prereq: **None**

THEA338 French Renaissance Theater Lab
In this seminar students will explore a variety of dramatic texts written and performed during the French Renaissance (c. 1500-1610). The first two-thirds of the semester will provide an overview of the poetics, rhetoric, and performance of early French theater, followed by discussions about gender, religion, politics, violence, and other topics as they arise within each play. Authors will include Marguerite de Navarre, Jean de La Péruse, Étienne Jodelle, François d'Amboise, Louise Labé, Robert Garnier, and Catherine Des Roches. During the last third of the semester, students will participate in a collaborative digital (online) critical edition of one of the plays studied. Emerging technologies in the field of digital humanities will be integrated into this lab portion of the seminar, as well as more conventional methods of establishing critical editions. Readings, written assignments, and class discussions will be in French.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN318, COL318**
Prereq: **None**

THEA341 Social Media for Theater Marketing
The use of social media in today's arts industry is ubiquitous and ever-changing. The study of this communication medium through this course will involve current trend research, content creation, assessment of impact and application of lessons learned. Students will research relevant topics for weekly discussion and apply findings to content creation, which will be subject to critical analysis through quantitative and qualitive assessments. Through this study and field work at events and interviews, students will gain basic working knowledge of this interactive arts marketing and its effectiveness. In addition to regular class meetings (schedule to be determined), the majority of the work for this course will be through field work, including researching and attending events, interviewing faculty and students, photo/video editing, and collaborating with graphic design team members. Students will work in Canva or Adobe Design Suite.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA345 Advanced Scene Study: Modern Times and the Old School World
This studio course will explore how classic texts and traditional acting methodology can inform and illuminate our contemporary work. We will dive into this conversation via scene work and creating a piece based on a classical play. We will specifically be focused on contemporary BIPOC artists and their adaptations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA346 Shakespeare's Islands
How did England's insularity and expansionist ambitions on the world's stage shape Shakespearean dramaturgy in his many plays with island settings? This course, taught in conjunction with the Center for the Humanities' spring 2022 theme of "Islands as Metaphor and Method" considers how Shakespeare's island locales (e.g., in ancient and medieval Britain, the Mediterranean, and the Americas) transformed the Globe theater into a physical and conceptual site for imagining the utopian and dystopian potential of early English nation-building and colonial expansion, and for exploring the poetics of relation and alterity, peripherality and centrality, archaism and futurity. In addition to studying the play-texts themselves, we will consider how their island settings are explored in subsequent theatrical and film productions and adaptations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM364, ENGL377**
Prereq: **None**

THEA347 Plague and Care-Work in Shakespeare's England
Plague exerted an enormous influence on the plays of Shakespeare and his contemporaries, and indeed on theater as a commercial enterprise. Pandemic theater closures and quarantines were frequent throughout his career, and it is likely that his son Hamnet died of plague. This seminar examines four Shakespeare plays (Romeo and Juliet, Hamlet, King Lear, The Winter's Tale) and their preoccupations with time, temporality, belatedness, mortality and ephemerality (of theater and the world-as-stage) and with an ethics and recognition of the work of care, as these are shaped by the recurrence of plague- a perspective that will allow us to draw connections and discern differences between Shakespeare's time and our own.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM348, ENGL345**
Prereq: **None**

THEA348 Music and Theater of Indonesia
Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A portion of the course is devoted to demonstrations and workshops, including instruction of an Islamic frame drum ensemble, singing, and Gamelan (percussion ensemble of Java and Bali).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **MUSC111, GSAS211**
Prereq: **None**

THEA350 Calderwood Seminar in Public Writing: Arts Journalism
Arts Journalism will give students the opportunity to write about the arts in a variety of short forms that put performance in context for general readers. Students will work in pairs, serving in alternate weeks as either writers or editors. The writing assignments will include live performance reviews, book reviews, program notes, op-eds, feature articles, artist profiles, interviews and grant proposals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA351 Melodrama Since 1700
Although today melodrama calls up ideas related to film, the term has musical origins: it originally indicated a work in which melos (music) and spoken drama were united in one multimedia format. Eighteenth-century melodrama admitted of many manifestations, encompassing everything from comic operas (like

Mozart's Magic Flute, which alternated singing with spoken dialogue) to experimental symphonic works (in which a narrator's declaimed monologue was emotionally painted by the accompanying orchestra). Melodrama in this musical sense persisted through to the twentieth century, and included notable works such as Schoenberg's Pierrot Lunaire. But slowly melodrama as a term began to take on connotations relating to one of comic opera's central conceits: hyperbole and exaggeration. Melodrama became synonymous with comic excesses of emotional portrayal. Eventually, during the twentieth century, this meaning fastened onto a constellation of generic implications within the domain of film (think, for example, of Joan Crawford in Mildred Pierce). In its afterlife during the twenty-first century, melodrama has sometimes been used pejoratively: it can be employed as an epithet to disqualify the performance of emotion as inappropriately intense, or to designate emotion connected to an ostensibly inappropriate subject. But even in this new sense, melodrama retains an element of its early history insofar as it can be appropriated within subcultures in order to comically mock the traditions of mass culture. This course examines the long history of melodramatic art forms from the eighteenth century through to the present day. Together we will perform close readings of the objects within this rich tradition, supplemented by readings in queer theory, critical theory, and performance studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC201 OR MUSC202**

THEA352 Following Fornés: Creativity, Intimacy, and Imagination
This course undertakes an investigation and application of the creative process of visionary iconoclast Maria Irene Fornés: a queer, Latinx playwright whose wildly idiosyncratic plays defied both convention and categorization. Fornés' legendary workshops shaped a generation of playwrights, including Nilo Cruz, Caridad Svich, and Sarah Ruhl. Students will engage with Fornés' own creative process via her published plays and unpublished ephemera, including the spoken fragments, outtakes, and audio marginalia left behind from the filming of her documentary collaboration with director Michelle Memran, "The Rest I Make Up," applying what we discover to the conception and creation of individual performance works. Our work will be contextualized by assigned readings and research into Fornés as a key figure of the American theater. Syllabus includes daily journaling, weekly reading, a group research project, and ongoing work on individual creative projects. This class welcomes an interdisciplinary cohort of students. Those who are interested in writing/creating live works of performance of all kinds are best suited to this class. No experience necessary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

THEA353 Destroying the Audience: Limits of Performance and Representation in the Theater of (Non) Being
Young Jean Lee's Theatre Company, active between 2003 and 2016, is most known for a series of "racial-identity plays," written and directed by Lee, which adopt an experimental approach to the critique of racial politics, driven by the motto "destroy the audience." On the one hand, this course will explore literary and artistic works that express an ambivalent, if not antagonistic, relationship to the presence of an audience. On the other hand, this course will consider the role and function of the audience as a social category by considering how the concept of audience (broadly understood) contributes to cultural production about race and gender as a potentially active element in the creative process. Students can expect to read and/or view drama, visual art, performance, film, and self-writing (autobiography and memoir) which, explicitly or implicitly, address the presence of the audience as a way of tackling larger social and cultural problems related to race and ethnicity. The goal will be to foster an understanding of the politics of gender, sexuality, ability, language, and class that determine how these issues are conceptualized and articulated. This course will employ an interdisciplinary approach to the discussion of primary and secondary texts, engaging audience studies, performance studies, ethnic studies, and disability studies, in addition to queer/trans of color, postcolonial, and legal theory, to historically contextualize and theoretically ground a cultural understanding of the relation between audience and racial performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS353, ENGL364**
Prereq: **None**

THEA354 Improvisation: Diasporic Modalities
Freestyle, groove, jam: Improvisation has always been a key tool in the creation and evolution of dances of the African Diaspora. This movement-based course will deepen the inquiry of the Africanist aesthetic in dance through an improvisatory experiential framework. What movement conversations are created through a deep listening to self and our impulses to engage with sound/ music, the environment, and our community? How do we honor the self in collective experiences? Students will embody explorations of the improvisatory concepts, sequences, and modalities that are rooted in the dances of: West African, Afro-Beats, Afro-Brazilian, Jamaican Dancehall, Capoeira, Jazz, African American Social Dances, House, and Bomba. We will use the foundational improvisational principles of these dance forms through a balance of play, investigation, and rigor. Studio work will be supplemented with readings, video, and homework assignments geared toward creating new improvisational scores. The course will also include visits from guest artists.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC354**
Prereq: **None**

THEA355 Voice & Movement for Actors: Embodying Imagery and Language into Acting Text
In this advanced acting course students will approach acting text through a physical theatre lens, engaging with voice and movement pedagogies involving abstract imaginative use of the voice and body. These techniques will be used to connect the voice and body to image and text, and to build a physical vocal practice as a tool for professional actors. Personal exploratory and imaginative work will be applied to poetry and to contemporary scene work. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA245**

THEA357Z Space and Materiality: Performing Place
Scenography explores and shapes the material world in and through the performative event. In site-specific performances, it transforms place and time to create an alternative reality in which the materiality of the artistic design and the performer's body intervene in the architecture of a place and the spectator's reception of meaning. In this course, we will study site interventions through the lens of street performance, immersive theater, and the theatrical apparatus to build a theoretical and direct understanding of the material potential and limitations of the four key elements involved in the scenographic project -- artistic design, the actor's body, local architecture, and time.

This course is divided into three units: (1) site-specific; (2) street performance; and (3) immersive theater. Each unit includes scholarly readings, assignments in performance and scenography, and specific showings. There will be two written responses for the course (5-to-7-page papers) on two of the works experienced at the festival that demonstrate the student's cumulative grasp of site specificity, scenography, and materiality. There will also be a final media journal showing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC357Z**
Prereq: **None**

THEA359 Space Design for Performance
In this course, students will study, construct, and deconstruct the performative space, whether in the theater or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including close reading, concept development, visual research, renderings or drawings, model making and drafting. In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements. Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **DANC359, ENVS359, IDEA359**
Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

THEA360 Media for Performance
This course examines the use of media and technology as it relates to dramaturgy and design for performance. Class time will be used for lecture, discussion, and experimentation, during which we will explore new technologies used in the industry, including projections, motion tracking, and software such as After Effects and Isadora. Throughout the semester, students will use the skills learned to create their own digital performances.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **DANC364, IDEA360**
Prereq: **None**

THEA363 (Un)Popular Performances/Performances (Im)Populaires
In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular "study-abroad destination" for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 "season" are preserved in his personal papers in the National Library of Scotland. This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FREN363, COL363, MDST363**
Prereq: **None**

THEA364 Friendship and Collaboration: In Theory, In Practice
How do we conceive of friendship, collaboration, love, and collectivity? In an interview, Michel Foucault stated that the relational task of the homosexual was to "invent, from A to Z, a relationship that is still formless, which is friendship: that is to say, the sum of everything through which they can give each other pleasure." This course considers theories and performances of relationality, queer belonging, and friendship with an emphasis on forms of belonging and recognition that exceed normative protocols. We will ask how queer practices, Black thought, and Indigenous epistemologies inform our own imaginings of collaborative projects. Beginning with philosophical determinations of friendship, we will branch out to imagine ways in which artists, lovers, friends, and/or co-habitators enact togetherness. This class will focus on theoretical readings and creative exercises and will culminate in a collaborative project.

This counts as an Expanded Field of Theater course for the Theater Major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **ENGL362**
Prereq: **None**

THEA365 Greek Tragedy: Euripides
Euripides is well known for being experimental and controversial, in his own time and beyond. Aristophanes famously accuses him of corrupting his audience by bringing too much of a democratic sentiment to his plays--women and slaves having way too much to say. Nietzsche much later will attribute to him the very death of tragedy. In this course, we will explore this legacy by reading one of his plays in the original along with diverse approaches to his work. The selection of the play will be determined by the composition of the student-group and previous exposure to Greek drama.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **GRK365**
Prereq: **None**

THEA369 Performance Remains: Slavery in the Black Dramatic Imagination
As sociologist Orlando Patterson notes, "In the absence of historical records, one way to explore the inner lives of slaves is to exercise one's literary imagination" (Slavery and Social Death, 2018). Taking direction from Patterson, this course is interested in mining the literary imagination of contemporary Black playwrights who are interested in recovering, reconstructing, rewriting, repairing and, in some cases, revolting against the fragmented and muted histories of the African slave trade and the lost experiences of the Black lives therein. From Aimé

Césaire's A Tempest (1969), a bold postcolonial adaptation of Shakespeare's Tempest, to Winsome Pinnock's Rockets and Blue Lights (2020), an examination of British history inspired by two 19th-century paintings by the English romantic painter J.M.W. Turner, our plays originate from the Caribbean, England, and the United States. As African diasporic texts, these plays are exercises in the dramatic power of Sankofa, a principle derived from the Akan people of Ghana, meaning that the plays become the vessels through which audiences, readers, and characters return to the past in order to better understand and move forward in the present. We will engage in a thorough exploration of form, region, dialect, adaptation, and aesthetics, among other aspects, as we align lost and documented histories with dramatic conjuring.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL369, AFAM369**
Prereq: **None**

THEA371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/ womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL371, FGSS371, AFAM371**
Prereq: **None**

THEA372 Site-Specific Choreography
This course addresses the construction of contemporary performance in alternative, nontheatrical spaces. Students will create, design, and structure movement and image metaphors; design and realize scenic objects; and integrate technologies that enhance performance at large. Daily practice will focus on developing compositional tools to trigger events, to set off the performance space, and to create optimal conditions for audience and performer participation. Skills in movement observation, critical reading, and video analysis will inform the course's practical and historical frameworks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC371**
Prereq: **None**

THEA373 Afro-pessimism, Gender, and Performance
This class engages African and African diaspora critical thought and aesthetic production (dance, visual art, performance art, installation, film) to think about colonial dispossession, objectification, and reparation. We will address topics such as the repatriation of artifacts and other ephemera taken from Europe's colonies that are housed in the archives of European cultural institutions. The objects in question have been described as either artwork, artifacts, or anthropological fetish objects (depending on which field one engages with). How can we rethink our understanding of objecthood as irreducible to "inanimate" things but as also signaling a regime of imperial domination and enslavement that violently turned African personality into a status of objecthood? What does it mean to think about the object (broadly defined) in relation to loss and the (im)possibilities of repatriation and reparation? How does the Black performer's body's disappearance/remains endow the Western art institution? The course will encourage students to think about repatriation as well as certain losses that can neither be repaired/repatriated nor evidenced in conventional ways. In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, as well as the promises and ends of reparation? The assigned readings offer ways to think about colonial archives not merely as neutral repositories of past events, but also as performances; as enactments of power, aesthetic value judgment, and hierarchical arrangements of knowledge production. The theoretical, art historical, psychoanalytic, philosophical, and creative reading materials engage contemporary scholars', artists', and activists' response to both the recorded and ephemeral archives of Black dispossession. Students are encouraged to engage in events and workshops outside of the classroom, such as visiting library archives, attending performances, gallery exhibits, and film screenings.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM371, FGSS381**
Prereq: **None**

THEA376 The Artist in the Community: Civic Engagement and Collaborative Dancemaking
Through both theoretical analysis and practical application, students will grow their understanding of community-based performance and collaborative art-making. Grounded in readings and seminar discussions about the practice and process of community-based art, students will apply their learning through community-engaged research. Through direct practice, students in the course will explore how collaborative performance can address local issues, spark community dialogue, and encourage civic participation--whether on a college campus, in a neighborhood, or across a city.

Class meetings will take place virtually during the semester. Student research and project development will be conducted in person. Note: This course includes required Spring Break travel to work on a Forklift Danceworks project. Travel expenses for the trip are paid by the University.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **ENVS376, DANC376**
Prereq: **None**

THEA381 Directing II
This course, the continuation of THEA281, presents a further investigation of the elements of directing: script selection, research, production concept, orchestration of that concept, casting and coaching actors, and development of a ground plan. Elements of set, lights, costumes, props, music, etc. will be developed within a shared laboratory approach. This is an advanced directing course in studio format. Students will develop all work in a focused, workshop environment; additional research and written description of ideal design elements will accompany the studio project. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**

Prereq: **(THEA245 AND THEA281)**

THEA383 Introduction to Costume Design for Performance
This course is an exploration of costume design concepts for contemporary performance including theater and other genres. The class will include beginning elements of costume design, including character/script analysis, research, costume lists, action charts, visual design concepts and techniques, and collage and drawing skills. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **IDEA383**
Prereq: **THEA105 OR THEA185 OR ARST131 OR ARST445**

THEA384 Advanced Costume Design & Construction
In this course students will work in a collaborative environment exploring costume construction and costume design. Students develop designs that emerge through a process of character analysis, based on the script and directorial concept. Period research, design, and rendering skills are fostered through practical exercises. Instruction in basic costume construction, including drafting and draping, provides tools for students to produce final projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA105 OR THEA383 OR ARST131**

THEA385 The Working Theatermaker: Acting Beyond the University
This course is geared toward those students venturing into the earliest stages of an acting career. Emphasis will be placed on auditioning for film, television, and theater, finding opportunities in NYC, LA, and regional markets, cultivating a network, self-tapes, clarifying a mission statement, and logistics of the business (headshots, agents, casting directors, unions). The course will include talks with industry professionals, and students will leave the course with a tentative plan of action, including audition material and resources to facilitate the transition from the classroom into the professional world. If interested, please contact the instructor via email ASAP to set up individual conferences. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **(THEA245 AND THEA285) OR (THEA245 AND THEA309) OR (THEA245 AND THEA318) OR (THEA245 AND THEA319)**

THEA385Z The Working Actor: Acting Beyond the University
This course is geared toward those students venturing into the earliest stages of an acting career. Emphasis will be placed on auditioning for film, television, and theater; finding opportunities in NYC, LA, and regional markets; cultivating a network; self-tapes; clarifying a mission statement; and logistics of the business (headshots, agents, casting directors, unions). The course will include modules that address the industry shift to online, including voice-over, radio plays, Zoom-specific plays, and auditioning via Zoom/self-tapes. Schedule: Monday through Friday; A mix of asynchronous and synchronous class time, to be determined based on student enrollment/time zones.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA386 Musical Theater Performance
This studio course will explore the fundamentals of musical theater performance: how to analyze a script and song applying concepts such as given circumstances, actions, objectives, etc., based in Michael Chekhov and Stanislavski techniques; how to use dramaturgical research and original context to illuminate and create character; and how to prime the instrument for optimal performance. A wide range of vocal and physical exercises will be used to develop relaxation, concentration, and the imagination, and to free the body and voice of tension. We aim to expand the performer's potential for transformation and expression, so that they may enter into any genre, style, or period of musical theater with ease and confidence. Emphasis will be placed on building confidence, cultivating each artist's individual voice, and approaching the work with a deep sense of curiosity, generosity, joy, and serious play. This course will include exploring, analyzing, and performing solo songs and duets, and a module on the current state of the industry--including talks with professional artists, casting directors, and musical theater collaborators--culminating in a showcase, with potential collaborations with original work by fellow students and guest artists. Course will also require supplemental viewings, independent rehearsals, and attendance at two live performances TBD. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA390 Performance Ensemble
Since theater is an act of collaboration, this course will offer advanced acting, directing, design, and playwriting students an opportunity to practice collaborative creation in an ensemble environment. Using impactful American ensembles (Tectonic Theater, Rude Mechs, the Team, PearlDamour) as a guide, students will experiment with techniques of research, generation, storytelling, and performance. We will explore dynamic use of space, negotiate differences in communication, and create text, action, image, and object as we collaboratively develop a coherent theatrical event to be shared for an invited audience in a workshop setting.

This course will NOT fulfill an advanced directing requirement for students interested in pursuing senior theses in directing. This course provides an additional level of performance training beyond the core courses in acting, directing, and playwriting.

NOTE: Ensemble creation is rigorous play. Come prepared to be physical, take risks, step into the unknown, and make discoveries

This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA281 OR THEA199 OR THEA245**

THEA391 The Live Event: Politics and Practice of Creating Site-Specific Performance
In this course students will consider the role of site in performance-making. We start the semester with the assumption that there is no site that is not specific:

every place carries with it a political, social, and historical identity, as well as an aesthetic and an architecture. At the same time, we as artists and makers are driven by our own values and interests. How do we enter into a collaboration with a site to create a live event with meaning and impact, both for ourselves and for our audiences? From architect Maya Lin, whose interactive Vietnam War Memorial rewrote the function of a monument to be about personal encounter and shared reckoning, to artist Paul Ramirez Jonas, whose "Key to the City" project gave thousands of people access to private spaces across New York, to "Haircuts by Kids," a project of the Canadian theater company Mammalian Diving Reflex, in which third-graders are trained to offer haircuts to adults, artists across disciplines are devising diverse answers to this question.

This class combines seminar-style discussion with studio-style making. Students will engage with scholarship by Miwon Kwon, Paul Smith, Tania Bruguera, Claire Bishop, and Shannon Jackson among others, in order to contextualize the making of our own sited live event works that explore how space, place, and architecture play into questions of narrative, performance, and community. Short written responses to reading will be turned in throughout the semester. The class culminates in either a final paper or final, sited project (individual or collaborative) on campus or in Middletown.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA393 Afterparty: End Times, Pleasure, and Clean Up
What do we do in end times, or "after the party" as Joshua Chambers Letson would have it? Already exhausted, with streamers and confetti scattered on the ground, what happens after the party is over? How do we pick up the pieces and move on? Can narratives of perpetual end times create new beginnings and new horizons? Beginning at the end, this course will engage conversations in science fiction, Black studies, art and performance, Indigenous studies, queer of color critique, and environmental justice to explore the work of endings and beginnings, of hope and hopelessness, of destruction and desire. We will pay particular attention to questions of futurity and pleasure as they are manifest in the aesthetic. Writers and artists to be discussed will include N.K. Jemisin, Sylvia Winter, Ursula Le Guin, Katherine McKittrick, Ohan Breiding, Franny Choi, Saeed Jones, Calvin Warren, Joshua Chambers Letson, Dana Luciano, David Wojnarowicz, adrienne maree brown, Autumn Brown, José Esteban Muñoz, Nick Estes, Dionne Brand, Samuel Delany, Tourmaline, Allison Akootchook Warden (AKU MATU), Jordan Peele, and M.E. O'Brien & Eman Abdelhadi. Students will be invited to craft both creative and theoretical responses to class assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS395**
Prereq: **None**

THEA395 Voice & Movement II: Character-Driven Transformation
Furthering the integrated continuum of Voice & Movement I, this advanced acting course will emphasize character building to expand into complex characterization through sounding, moving, and speaking. There will be experimentation with diverse sources to stretch the actor's organism, such as vocal and body energies, universal archetypes, rhythm work, and group composition, in tandem with acting texts to approach character-driven physical/vocal transformations. How do you maintain the actor values you have developed while stretching your own voice and movement patterns to the extent of being "unrecognizable"? How do you interpret complex text challenges presented by a playwright with physical/vocal choices? How can these choices honor what the playwright has created while at the same time "make it yours"? This course aims to expand your expressive potential to create dimensional characters in plays.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA355**

THEA399 Advanced Playwriting: Long Form
This is an immersive workshop for students working at a rigorous, committed level of playwriting. We will focus on long form as students begin, develop, and rewrite full-length plays, challenging themselves to expand their technique as they articulate their creative vision. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **ENGL399**
Prereq: **[THEA199 or ENGL269]**

THEA401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

THEA404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

THEA407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

THEA408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

THEA409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA419 Student Forum
This is a student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

THEA420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

THEA427 Mainstage Production - Performance Practice
This course offers students the opportunity to participate in the fully-produced Mainstage Theater production each semester. Student performers will work under a faculty director, learning skills and techniques through a hands-on, project-based rehearsal process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty mentoring. Student assistant directors will hone their skills by close collaboration with the Mainstage director, providing valuable preparation for their own senior projects or future directing endeavors. Student dramaturges will embark in a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor. Assigned work done under faculty supervision in the department production program working toward the creation of the Mainstage Production. Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA428 Theater Projects - Performance Practice
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester, such as projects approved as part of our Senior Capstone program. This usually includes both single-semester senior projects, Honors Thesis productions, and guest artist collaborations.

Student performers will work under a project director, learning skills and techniques through a hands-on, project-based process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty advisement. Student assistant directors will hone their skills by close collaboration with the project directors. Student dramaturges will embark in a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor. This is a recommended course for students that are considering pursuing their own capstone projects in theater.

Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA430 Theater Projects - Performance Practice
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester, such as projects approved as part of our Senior Capstone program. This usually includes both single-semester senior projects, Honors Thesis productions, and guest artist collaborations.

Student performers will work under a project director, learning skills and techniques through a hands-on, project-based process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty advisement. Student assistant directors will hone their skills by close collaboration with the project directors. Student dramaturges will embark in a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor. This is a recommended course for students that are considering pursuing their own capstone projects in theater.

Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA431 Mainstage Production - Performance Practice
This course offers students the opportunity to participate in the fully-produced Mainstage Theater production each semester. Student performers will work under a faculty director, learning skills and techniques through a hands-on, project-based rehearsal process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty mentoring. Student assistant directors will hone their skills by close collaboration with the Mainstage director, providing valuable preparation for their own senior projects or future directing endeavors. Student dramaturges will embark in a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor.

Assigned work done under faculty supervision in the department production program working toward the creation of the Mainstage Production. Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA432 Theater Projects - Performance Practice
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester, such as projects approved as part of our Senior Capstone program. This usually includes both single-semester senior projects, Honors Thesis productions, and guest artist collaborations.

Student performers will work under a project director, learning skills and techniques through a hands-on, project-based process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty advisement. Student assistant directors will hone their skills by close collaboration with the project directors. Student dramaturges will embark on a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor. This is a recommended course for students that are considering pursuing their own capstone projects in theater.

Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA433 Mainstage Production - Performance Practice
This course offers students the opportunity to participate in the fully-produced Mainstage Theater production each semester. Student performers will work under a faculty director, learning skills and techniques through a hands-on, project-based rehearsal process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty mentoring. Student assistant directors will hone their skills by close collaboration with the Mainstage director, providing valuable preparation for their own senior projects or future directing endeavors. Student dramaturges will embark on a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor. Assigned work done under faculty supervision in the department production program working toward the creation of the Mainstage Production. Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA434 Applied Scenography: From Idea to the Stage
This course may be repeated for credit. In this course, students will develop a specific design for the stage by doing close reading and analysis of the text for their specific projects. Students will be guided through each step of these processes in a formal approach: concept development, visual research, renderings or drawings, model-making, and/or drafting. The course will have a special emphasis on the collaborative process and on the designer's role to fulfill the needs for the actual construction of their projects. Students will create and design set, media, or costumes for their projects, integrating the notions of design principles and performance elements. This course counts toward the Theater Major as Performance Practice (in Design) only.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **THEA359 OR THEA383**

THEA435 Performance Practice in Design A
Assigned advanced work in technical theater. Program A entails commitment of 60 hours of time.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA437 Performance Practice in Design B
Assigned advanced work in technical theater. Program B entails a commitment of 120 hours of time.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

THEA466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

THEA469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

THEA470 Independent Study, Undergradua
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

THEA491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

THEA492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

THEA502 Individual Tutorial, Graduate
Offering: **Host**
Grading: **OPT**

WRITING PROGRAM

Wesleyan offers students a vibrant writing community and a multitude of ways to pursue their interest in writing. Writers, editors, and publishers visit campus throughout the year, and students support more than 20 magazines, journals, and literary groups. The curriculum emphasizes academic writing in many subject areas and also offers courses in fiction writing, creative nonfiction, poetry, screenwriting, playwriting, and mixed forms.

The Shapiro Center for Writing on Mount Vernon Street supports students, faculty, and staff in all their work as writers. Established in 2009 with a gift from John Shapiro '74 and Shonni Silverberg '76, the center brings together academic, creative, and public writing. The Center hosts events and visitors, runs peer-to-peer mentor and tutor programs, assists faculty with writing instruction, and collaborates with people across campus to foster a vibrant writing community.

At Wesleyan, we view writing as a powerful tool for learning, creating, and communicating, and as a cornerstone of a liberal arts education, rigorous scholarly endeavor, and a healthy civic life.

AFFILIATED FACULTY

Emily Elaine Bernard
BA, Yale University; PHD, Yale University
Distinguished Scholar in Residence; Visiting Scholar, Shapiro Center for Writing at Wesleyan University

EMERITI

Amy B. Bloom
BA, Wesleyan University; MSW, Smith College
Shapiro-Silverberg Professor of Creative Writing, Emerita

FACULTY

Rachael Barlow
MA, Indiana University Bloomington; PHD, Indiana University Bloomington
Director, Center for Faculty Career Development; Adjunct Assistant Professor of Academic Writing; Visiting Assistant Professor, Education Studies

Merve Gul Emre
BA, Harvard University; PHD, Yale University; MA, Yale University
Director, Shapiro Writing Center; Shapiro-Silverberg University Professor of Creative Writing and Criticism

Elizabeth (Beth) Hepford
BA, University Of Kansas; MA, Arizona State University; PHD, Temple University
Associate Professor of the Practice in TESOL; Associate Professor of the Practice, English; Associate Professor of the Practice, Education Studies

Lauren Silber
BA, University of Connecticut; MA, University of Massachusetts at Amherst; PHD, University of Massachusetts at Amherst
Assistant Director of Academic Writing; Associate Professor of the Practice in Academic Writing; Associate Professor of the Practice, Feminist, Gender, and Sexuality Studies; Associate Professor of the Practice, English; Associate Professor of the Practice, American Studies; Associate Professor of the Practice, Education Studies

VISITING FACULTY

Dina Brun
BA, Brandeis University; MA, Yale University
Visiting Instructor of Writing

Andrew Lee Butters
BA, Brown University; MS, Columbia University in the City of New York
Koeppel Visiting Writer

Zachary Fine
BA, New York University; PhD, University of Oxford
Postdoctoral Fellow in Criticism

Cal Flyn
BA, University of Oxford; MA, University of Oxford
Distinguished Writer-in-Residence

Corey B. Hajim
BA, University of Vermont; MBA, Harvard University
Visiting Professor of Creative Writing and Criticism

Daniel Levin Becker
BA, Yale University
Distinguished Writer-in-Residence; Distinguished Writer in Residence

Mia Lobel
BA, Wesleyan University; MA, University of California-Berkeley
Visiting Instructor of Creative Writing and Criticism

Zito Madu
Visiting Instructor of Creative Writing and Criticism

Heather Annie McCalden
BFA, New York University; MA, Royal College of Art
Visiting Instructor of Creative Writing and Criticism

Sofia Raquel Warren
BA, Wesleyan University
Visiting Instructor of Writing

WRCT105F Literature and Memory in Contemporary Latin America: Creative Writing Workshop
For many Latin American authors, personal memory is also a collective memory. Delving into childhood, family secrets, or past trauma in their literary works reveals how writing may become a form of personal reparation and a way to participate in a general sentiment experienced in the social fabric. In this course, students will analyze contemporary Latin American authors in translation to compare different approaches to memory as a resource for imagination and social commentary. This class, designed as a seminar and a creative writing workshop, will encourage students to experiment with their writing and develop a conversation with Latin American authors about memory through direct experience with creativity and the crafting of a literary text. Authors include Reinaldo Arenas, Camila Villada Sosa, and Diamela Eltit, among others. Two US-based Latin American authors will visit the class at different times to discuss their work and their experience with writing and memory as source of inspiration. This course is a creative writing workshop.
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT107 American English Pronunciation and Idioms
This course is designed for anyone who would like to explore American English at a deeper level. We will look at the sounds and speech patterns of various American English dialects, practice difficult-to-pronounce words, discuss the issues of one's first language transferring into their other languages, and the oddities of idioms and colloquialism that don't translate literally. This course is recommended for those wanting to learn more about American English as well as those who are planning to teach it.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT108F Real Reels: Exploring Documentary Film (FYS)
Since the early days of film, the documentary form has grown and evolved as an attempt to capture the "real" onscreen. This course offers exposure to a broad array of documentary films and poses questions on topics ranging from story modes to spectatorship, criticism to ethics, propaganda to audio design. What can an immersion in the form teach us about the meaning of truth? What can it teach us about ourselves?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT109F Writing About Your First Year in the United States (FYS)
This course is designed for incoming international students who would like to reflect on their first year in the United States while exploring U.S. academic writing formats, the philosophies of liberal arts education, their own bilingual identities, and other topics related to U.S. academia. Assignments will involve keeping a journal, reading and writing a variety of essays, pre-writing activities, academic vocabulary exercises, and advanced grammar analysis. The reading will focus on essays about immigrant experiences. Authors such as Amy Tan, Maxine Hong Kingston, Alain Mabanckou, and Ariel Dorfman will be included as examples of excellent essay writing and to provide materials for discussion. The workshop-style format of the class will encourage academic exchanges, critical analysis, and peer editing. The course is recommended for international students, students who immigrated to the U.S. after middle school, and students whose dominant language is not English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT110F Academic Writing in the US for International Students (FYS)
This course explores United States culture and history through the art of writing essays. Students will analyze renowned works by US authors while concurrently writing their own essays and focusing on essay structure, analytical writing, cohesiveness, conciseness, and the mechanics of grammar. The course is designed to prepare international students for the expectations their US professors will have for their academic writing. Assignments will involve reading and writing a variety of essays, pre-writing activities, journal entries, academic vocabulary exercises, and advanced grammar analysis. As models for their own work, students will study exemplary essays from a variety of essay genres by authors such as Martin Luther King Jr., Thomas Jefferson, Abraham Lincoln, and Reginald Rose. The workshop-style format of the class will encourage academic exchanges, critical analysis, and peer editing. The course is recommended for international students, students who immigrated to the US after middle school, and students whose dominant language is not English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

WRCT111F Writing About Culture (FYS)
In the age of social media, pithy critiques and quick reads circulate quickly. Whether on Twitter, Facebook, Instagram, or Reddit, the Internet provides a space for everyone to share their opinions on popular culture and current events. This course asks us to slow down and rewind a bit to consider what scholars in cultural studies might teach us when it comes to writing about culture. We will ask the following: What is culture? What can culture teach us about the powerful structures and ideologies that shape our worlds? How might this understanding of culture help us fashion our selves and imagine new realities and ways of being?

To address these questions, students will read theory alongside contemporary cultural criticism both for content and for style and method of analysis. In addition to reading and discussion, students will practice writing about culture through multiple lenses, discovering and developing their own writerly values in order to produce a publishable piece of cultural criticism to be submitted to a publication of their choice by the end of the semester.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT112F The Logistics of Climate Change (FYS)
According to the World Bank, an increase in global temperatures of more than 2°C by the year 2100 will likely submerge coastal cities from New York to Shanghai beneath rising seas. Yet as many theorists note, the global supply chains the World Bank helps facilitate also fuel global warming. How do we make sense of economic institutions warning us of disasters their actions may hasten? Why is there so much disagreement among scholars concerning the quickening pace of climate change alongside the emergence of supposedly postindustrial economies in the developed world? And what can we do about that pace today? This class surveys two sweeping transformations of social life in recent decades to pose such questions. Climate change, we will wager, can't be understood apart from the logistics revolution that made globalization possible: The massive freeway systems, ports, algorithms, microprocessors, and container ships transporting goods and money from one corner of the globe to another. Along the way we will pay particular attention to the uneven racial and gender dynamics governing who lives where, who acquires what they need to survive, and how they survive in a world arranged by the logistics revolution driving climate change today.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT113 A Nation of Immigrants?
America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts,

inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL113**
Prereq: **None**

WRCT113F A Nation of Immigrants? (FYS)
America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL113F**
Prereq: **None**

WRCT114F Why You Can't Write (FYS)
Institutions of higher education have required first-year students to take writing courses for well over a century. In doing so, they have made it clear that educational and professional success are deeply tied to writing skills. But why is this? This class asks what it means to teach students how to write by probing seemingly stable concepts and practices like language and communication. We will discuss the history of writing studies in higher education before taking up debates over literacy, language standardization, education as imperialism and colonialism, theories of writing instruction, assignment design, and assessment practices. In addition to introducing students to the field of composition, rhetoric, and writing studies, so, too, will this course center the practice of writing. As such, students can expect to write, revise, and comment on classmates' writing regularly. Assignments will include a personal literacy narrative, response papers, weekly journals, and creative projects like assignment and rubric design.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST114F**
Prereq: **None**

WRCT115 Writing Mentoring
This course may be repeated for credit. Have you ever wanted a personal writing collaborator? Someone who would meet with you privately to help you with your writing? Your writing mentor will work with you on your particular writing concerns, whether you need help generating ideas, structuring your essay, improving sentence clarity and grammar, or managing your time. As mentors and mentees meet on a weekly basis, this program is designed for students who enjoy regular collaboration. If you participate, you will enroll in a 0.25-credit tutorial and have a peer assigned to meet with you throughout the semester. We work with students of all writing abilities and in all disciplines. All services are free. Please apply here: https://forms.gle/1K1tQKf382AV57vL8. Applications are due Tuesday, February 3, 2026 at noon. For more information, contact the Ford Fellow at writingworks@wesleyan.edu. Students will be selected based on their applications and enrolled in the course after add/drop.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT115F Diffusion of Innovation (FYS)
Most inventions never make it out of the laboratory. Few reach the public. Why? Innovations and great ideas are not self-evident. Rather, inventors must persuade their fellow citizens that their ideas have merit and are worth adopting. This course will survey the broad field of "Diffusion of Innovations." Through case studies from around the globe and discussions of diffusion theory, students will learn how innovations ranging from vaccines to the world's largest particle accelerator gained acceptance through analog and digital communication. Students will also learn about diffusion failures ranging from water boiling to the DVORAK keyboard. They will then design a strategy for disseminating an existing but underappreciated scientific or technological innovation to United States adopters. The strategy will demonstrate a keen appreciation of scientific merit, diffusion of innovation theory, and the nuances of U.S. culture. This first year seminar course will also familiarize students with the methods used to collect, interpret, analyze, and present evidence in the social sciences, particularly in the field of communication.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL115F**
Prereq: **None**

WRCT116F The Literature of Travel (FYS)
Travel literature has been one of the most fundamental subgenres of writing since humans first began to explore and record their thoughts. Much of what was first known about the world as we know it comes down to us from travelogues of early explorers, and this rich subgenre explores issues of identity and race, knowledge and power, while also often being alternately infused with longing for home or longing for difference. The literature of travel, exploration, and foreign milieus actually falls under various categories including journalism, nonfiction writing, and fiction. Any study of travel literature prompts us to ponder the theoretical problem of understanding people and places that are alien to us. This seminar will expose students to a wide variety of 'travel literature,' including novels, essays, travelogues, and documentaries. Throughout this course, we will compare received, conventional notions of particular places with what we discover through our readings. Come prepared to read and write intensively.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT117F Instances of Collective Memory (FYS)
Both history and fiction tell stories. They evaluate facts, construct contexts, and foreground patterns and associations--all using language as their primary tool. In this course, we will analyze key moments in the formation of collective and cultural memories in 20th-century history, philosophy, and literature. We will think about how individual memory and collective remembrance connect, how larger stories are built up from archives and personal stories, and how these narratives are shaped by changes in the world around them. We'll pay special attention to how the World Wars and the Cold War are memorialized and to the importance of these narratives to contemporary Jewish identity and remembrance in Germany, Israel, and the United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CJST234F, GRST234F**
Prereq: **None**

WRCT118F Off-Broadway: Contemporary American Playwriting (FYS)
This writing course focuses on plays by contemporary American writers from 1995 to the present and asks students to begin thinking deeply about how plays work. How are they constructed? How can story, plot, character, dialogue, spectacle, and theme work together to create magic onstage? What are plays trying to do? Focusing on work by women, queer artists, and writers of color, we will respond to plays that have appeared Off-Broadway in recent years. Playwrights we consider will include Suzan-Lori Parks, Branden Jacobs-Jenkins, Kristoffer Diaz, Lucy Thurber, Adam Bock, Hansol Jung, Mashuq Mushtaq Deen, Jaclyn Backhaus, Thomas Bradshaw, and Diana Son.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **THEA118F**
Prereq: **None**

WRCT120F Uncertainty and the Future (FYS)
The world we live in is full of risk and uncertainty. Science, politics, and economics all tell us that this is a hazardous era in which great changes are inevitable and catastrophes are possible. How do people manage living in such an uncertain world? This first-year seminar introduces students to research and writing in the social sciences by studying a driving factor in the human search for knowledge: the uncertainty of the unknown future. We will consider how the ways in which humans define, relate to, and experience uncertainty influence social well-being and the production of the future. We begin with the anthropological study of uncertainty, which is rooted in the study of ritual and magic, and then consider perspectives in psychology, economics, and ecology. While we will reflect on the "negative" side of uncertainty, such as risk, precariousness, and insecurity, we will also examine the way the creative management of uncertainty is sometimes romanticized and consider the opportunities for creativity, adaptation, resilience, and imagination in uncertain times.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **STS120F**
Prereq: **None**

WRCT121F Are You a Feminist? (FYS)
Taking our cue from Beyoncé and the debates her music has produced, this First Year Seminar investigates the meaning of feminism by considering how writers, artists, activists, academics, and public intellectuals discuss the topic. Students' curiosity about feminism - as topic, politics, identity, and practice - will guide class meetings where we will discuss readings by prominent feminist writers, scholars, and critics. Students will leave the course with a clear sense of themselves as writers and thinkers, as well as an understanding of the ways in which gender and sexuality intersect with race, class, and other social identities and of the multiplicities of feminisms in our contemporary moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL121F, FGSS121F**
Prereq: **None**

WRCT130F Living within the Bio-Logical (FYS)
How do biology and society relate to each other? This first-year seminar provides an introductory overview of how the biosciences have been entangled in social contexts, from the Enlightenment to the current technoscience era. We will examine contemporary case studies where society impacts biology and biology impacts society, particularly those that show the complex interplay between the body and the environment. We will look at how rates of obesity relate to inequality and insecurity, consider the impact of toxins on the body and environment, and discuss emergent research that challenges longstanding beliefs about medical science. This anthropologically informed course provides ethnographic accounts that give crosscultural context to the questions posed. Throughout the course, students will learn to discuss the interrelation of the biological with the social, political, and economic, and we will critically reflect on the influence of politics and economics on human biological agency.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **STS121F**
Prereq: **None**

WRCT133F Race and Representation (FYS)
This first-year seminar will introduce students to theories and understandings of race, racism, and racial inequality as debated in the academy and the public (US) sphere. So, too, will the course consider race as it is lived and represented in cultural objects such as film, literature, law, television, and music. Reading and writing will be heavily emphasized. Through regular writing activities, students will find comfort with and a voice for discussing a range of cultural texts, preparing them for everyday discussions about race in US culture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT135 Writing about Research: U.S. Style
This course is designed to prepare non-native speakers of English to write about research in U.S. academia. Students will focus on the structure, cohesive devices, citation styles, and academic vocabulary commonly used in literature reviews, theoretical papers, and primary research studies. As a topic of common interest, example readings will focus on language research including statistical analyses of language learners; anthropology studies of how gender, race, and socioeconomic group affect language; and overviews of theories about language acquisition. Throughout the course, students will learn organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL135**
Prereq: **None**

WRCT135F How Language Works: The Beliefs and Bias that Affect our Social World (FYS)
This first-year seminar takes an in-depth look at how we communicate. What do we believe about language? How does that affect our interactions on personal and societal levels? Drawing on readings from the fields of linguistics and anthropology, we will challenge common language myths and beliefs related to multilingualism, language and dialectal stereotypes, gendered language, and language learning. To synthesize those ideas, students will write reflectively and discuss their own oral and written language, conduct short research projects, and synthesize their ideas into a final paper related to a topic in the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CGST213F**
Prereq: **None**

WRCT136F TV as Cultural Touchstone (FYS)
Why do we watch TV? What makes a good show good? What does television do for us? This writing course focuses on television as a sociocultural phenomenon. We will scan TV history, from its precursors and twentieth-century origins through the present moment. Areas of focus will include the game show, the MTV music video, the soap opera, the half-hour sitcom, the late-night show, the hour-long drama, and reality TV (Real Housewives, RuPaul's Drag Race). We'll read some accompanying cultural and anthropological writing as well as story theory and TV criticism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT137 Public Speaking
This course is designed to help students understand the key aspects of public speaking and increase their confidence with speaking in front of audiences. Each section of the course will be dedicated to preparing for and practicing different forms of public speaking, including presentations, speeches, debates, and more. This course will be led by the Kim Frank Multilingual fellow, Cyn Le.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT140L Introduction to TESOL
This Community-Engaged Learning course will explore social issues, classroom management, and current debates related to Teaching English to Speakers of Other Languages (TESOL), as well as learning languages in general. The course introduces the "best practices" of TESOL through current research, practical assignments, and students' reflection on their experience teaching English over the course of the semester. Students will critique existing materials, create their own lesson plans and activities, and conduct teaching demonstrations for our class. Working with community partners, students will also complete 20 hours of teaching/tutoring English Language Learners. This course fulfills both the pedagogy and practicum requirements for the Education Studies major and minor.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST140, ENGL143L**
Prereq: **None**

WRCT142F Writing about Research: U.S. Style (FYS)
This course is designed to prepare non-native speakers of English to write about research in U.S. academia. Students will focus on the structure, cohesive devices, citation styles, and academic vocabulary commonly used in literature reviews, theoretical papers, and primary research studies. As a topic of common interest, example readings will focus on language research including statistical analyses of language learners; anthropology studies of how gender, race, and socioeconomic group affect language; and overviews of theories about language acquisition. Throughout the course, students will learn organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT145F Bad Ideas About Writing: Introduction to Writing Studies
Writing can be a divisive subject. Some people love writing poetry, fantasy, or romance in their free time but start biting their nails at the mention of an assigned writing project in class. Many have grown up hearing their writing is not good enough, that they need to "learn proper English," or that they "can't say that" in a school paper. Bad Ideas About Writing: An Introduction to Writing Studies provides a venue for reflection on writing education and personal literacy. We will analyze attitudes and practices around writing that stem from cultural movements and systemic discrimination. Additionally, students can expect to participate in peer review sessions to develop skills in giving and receiving feedback. This course is ideal for students interested in writing/literacy education as well as those who seek a better understanding of the process and theory of writing to benefit their own practice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST116F**
Prereq: **None**

WRCT155F Writing in the Age of Generative AI (FYS)
Why does anyone need to learn how to write if we have generative AI? In this course, we will take up this commonly asked question, exploring the evolving role of generative AI, particularly large language models (LLMs), in the teaching and practice of writing in higher education. Together, we will consider why we need to learn to write and how we have been taught to write and the ways these educational approaches have shaped what we think writing is in order to imagine what the work of writing might look like in the age of generative AI. By critically examining the intersection of AI technology and writing pedagogy, the course addresses foundational philosophical and conceptual questions such as: What is intelligence? What does it mean to learn and to educate? What constitutes authenticity and voice in writing? We will investigate these questions through the lens of various writing education theories and juxtapose them with how LLMs function, learn, and generate text. In addition to these conceptual questions, the class will also be a testing ground for the ways in which generative AI dis/engages writers with our writing processes and practices. We will experiment with different generative AI tools at various stages of the writing process. This hands-on approach will help us explore complex questions about the ethics of AI, particularly around individuality and collaboration.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT157 Translation as Worldmaking
This course introduces translation as a creative, ethical, and collaborative practice that shapes literature, culture, and the movement of ideas across languages and media. Students will explore translation as history, theory, and craft through readings by translation scholars and practicing translators, alongside examples from literary, audiovisual, and digital contexts, including machine translation and AI. Each week combines discussion with hands-on translation activities, emphasizing choice, responsibility, and perspective. The course treats translation as a way to think about power, identity, and how meaning changes across contexts. Knowledge of a second language is encouraged, but not required.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT200 Integrative Learning Project 1: Crafting Your Digital Identity
Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you! Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **RL&L250, AFAM250, CSPL200, IDEA200**
Prereq: **None**

WRCT201 Writing Theory and Practice
Writing is central to education in the U.S., but how does someone learn to write? In this course, students will consider this question by reading theories of composition, debating key concepts of writing such as reflection, transfer, and translanguaging, as well as discussing scholarship out of cultural studies, literacy studies, genre studies, technical and professional writing, and public writing. Together we will explore the potential of writing education, carefully considering how we, as educators, can foster just and innovative writing education. As we read about writing instruction, literacy, and assessment, students will be expected to bring scholarship in dialogue with lived experience. To do so, they will engage in a number of praxis-based assignments, including group work to develop assignments, assessment practices, and curricular recommendations. The course will culminate in a final project of each students' design, that tackles the practicalities of teaching writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST201**
Prereq: **None**

WRCT201Z Teaching English as a Foreign Language (TEFL)
This course is designed for students that are considering teaching English outside of the United States in the future. It may be particularly useful for those considering applying for a Fulbright English Teaching Assistant, the JET program, the Peace Corps, or continuing after Wesleyan to get a TEFL or TESOL certificate or master's degree. The course will include basic language acquisition theory, TEFL teaching techniques, readings by sojourners in various programs, and opportunities to reflect on personal reasons for choosing to teach abroad.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CGST201Z, EDST201Z**
Prereq: **None**

WRCT202 Pedagogy for Teaching English to Speakers of Other Languages Tutors
This course offers an introduction to pedagogical techniques and theories for teaching English to Speakers of Other Languages (TESOL). The class is ideal for students considering a career in K-12 education, as the number of students whose first language is not English is rising in the US every year. Students enrolled in this course will gain practical experience by committing to volunteer with an organization working with English Language Learners (options will be provided). They are encouraged, but not required, to continue their service afterward with the Wes ELL Program. There is a volunteering commitment of two hours/week, or 20 hours a semester, minimum during the semester.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST202**
Prereq: **None**

WRCT203 Investigative Storytelling
This creative writing workshop is designed for students who aim to craft new narrative work through investigative or documentary research. Students might create a play, a screenplay, poetry, fiction, creative nonfiction, a digitally driven project, or something else. We will study some existing investigative artworks--dramatic pieces by Moises Kaufman, nonfiction by Leslie Jamison, poetry by Robin Coste Lewis, documentary film by the Maysles brothers, long-form journalism by Nikole Hannah-Jones, and podcasts by Brian Reed. We will cover interview techniques, research strategies, issues of rights and intellectual property use, and structure/dramaturgy as we plan, research, write, and workshop material together. Class members will regularly share work-in-progress and offer feedback to one another. By the end of the semester, students will be well acquainted with best practices for crafting investigation-based pieces and will have completed full or partial drafts of their projects, depending on project scope. Students are expected to have some workshop experience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL202**
Prereq: **None**

WRCT205 Multilingual Language Policy
This course explores how explicit and implicit language policies in institutions of power affect businesses, schools, and the legal system. More specifically, the course investigates how language choices, translations, and the policies regarding both affect education, the languages spoken in a country and the policies to preserve or suppress them, bilingual businesses, immigration policies, and the US legal system. We will also discuss the recommendations of scholars for increasing multilingualism in the USA and changing the attitudes toward it, improving education for English-language learners, and efforts to improve non-native English speakers' ability to navigate the legal system. The course is recommended for anyone considering working with English-language learners such as teachers, tutors, NGO personnel, and legal or business professionals.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST205**
Prereq: **None**

WRCT206 Writing in Multiple Languages
This course explores the theories and practices of writing in languages other than your native language(s). The course will cover additional language writing development theory, translanguaging (using more than one language at a time), multilingual writing identity, and ample opportunities to explore these topics while writing in multiple languages. In order to adequately participate in this class, you must be able to write in a language other than English at at least a low intermediate level. All additional languages are welcome!
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT207 Multilingual Learners Literacy Development
In 2021, in the state of Connecticut, approximately 14% of the K-12 population were English Language Learners (ELL) (https://portal.ct.gov/-/media/SDE/Performance/Research-Library/EL-DEMOGRAPHICS-10012020.pdf). This growing population includes students whose written languages vary considerably from English, students whose education has been interrupted due to the chaos of war and resettlement in the U.S., and students who have undiagnosed learning disabilities. This service-learning course focuses on an area of great need for this population -- English literacy. This course will offer students an opportunity to tutor ELLs for 20 hours during the semester while studying and applying the theories and best practices of ELL literacy development. In addition, this course will discuss best practices for teaching math to ELLs, lesson planning, classroom management, and other necessary skills for successful teachers in any field.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST307**
Prereq: **None**

WRCT208Z Art and Practice of Literary Publishing
The Art and Practice of Literary Publishing is an introduction to the editorial and acquisitions process in academic and literary publishing. Students will gain hands-on experience with the life cycle of a book -- from submission and review to production, marketing, and distribution -- while learning how publishers shape literary and scholarly cultures. The course combines practical exercises with discussions of publishing theory and contemporary industry challenges.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL215Z**
Prereq: **None**

WRCT209 Learning to Write
Ask any writer and they'll tell you: writing is a process. In college, however, writing is often reduced to a rapid act of drafting before an imminent deadline. The question for most college writers, then, is this: If you want to learn to write, and if writing is a process, when do you get to practice your process? In this course, students will do just that: practice, practice, practice. We will read what scholars and practitioners say about writing to frame our own thinking about our relationships to writing and our practices as writers. Most importantly, students will write regularly, revise often, and review/workshop their peers' work just as often as they process feedback from the instructor. This course is especially appropriate for students who want to develop their writing skills and bolster their agency as writers particularly in academic settings. Assignments will include weekly reflections, a variety of writing assignments including personal writing, response papers, and two formal argumentative essays, regular writing workshops (peer review), and final writing project based on each student's individual disciplinary interests.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT210 Translation in Theory and Practice
This seminar is a workshop devoted to helping students from a range of disciplines and departments hone their practices of translation. Translation is part of a wide range of academic, publishing, and creative activities: humanities and social science scholars read texts in translation, translate while doing field work and archival research, and include translations in their articles and books; translation is an engine of creativity for many writers, bilingual or not. This course will begin by looking at various alternate translations of the same texts, to expand our sense of options and possibilities. The next five weeks of reading will introduce students to some of the main debates, theories, and practices of translation into English.

The second half of the course will focus on students' own translation projects. While you are welcome to pursue a project you already have in mind, most students will be choosing and starting a new project, guided by the discussions and topics in the first half of the course. The scope can be small (a single short story, a chapter of a novel or biography, a few poems or song lyrics), or you can have an eye to a bigger project you want to pursue after the end of the semester (a senior thesis, a short-story submission for publication, a book pitch). Week by week, all students will respond in class and in writing to translations-in-progress. In the last week, we will get to see and respond to everyone's revisions.

Facility in a language other than English is required; perfect fluency is not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL308, ENGL273**
Prereq: **None**

WRCT210Z Contemporary Short Stories in Translation
This course will introduce students to a wide range of contemporary short stories from around the world, translated into English. We will read fiction from four geographical clusters--Nordic Europe, Latin America, East Asia, Western Europe--as well as from outside these relatively well-defined categories. Along with exploring the fiction itself, we will consider how the English-language publishing industry treats these different zones, as we acknowledge the risk of ending up with national or regional stereotypes. We will also keep in mind the translator's role as an active creator of the works we are reading. In week two, we will pay special attention to the crucial professional role of the translator in getting these authors published and recognized, and there will be in-class visits from one translator in each cluster. The objective of the course is to get a basic overview of different contemporary trends and traditions, and their various paths to publication in English, as well as hopefully finding one or two new favorite writers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL308Z, ENGL202Z**
Prereq: **None**

WRCT211 Calderwood Seminar in Public Writing: Legal Advocacy for Disabled Veterans
The public rarely understands what it takes to fight for one's legal rights or benefits. Good writers can translate those battles in ways that teach, empower, and (re)build community support for struggling individuals. This course is a study in the translation of legal challenges into civic advocacy.

In this course, students will write about real plaintiffs and legal cases for public audiences. As part of their journey, students will delve into the military and medical files of a disabled veteran applying for a discharge upgrade from the military. Most discharge upgrade applicants suffer from addiction and/or mental

health issues, the same issues that cut short the veterans' military careers. Using academic legal writing, news sources, and confidential personnel and medical files, students will describe issues facing veterans in general, and our veteran client specifically. Students will write for a disability blog, a legal services organization (LSO) website, a middle school social studies magazine, a podcast, and a newspaper. Students' writings will inform the instructor's writing--as the veteran's pro bono legal counsel--of a discharge upgrade brief.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL211**
Prereq: **None**

WRCT212 Introduction to Fiction
This course introduces students to the craft of short-story writing. In the first half of the course, we'll read and discuss stories by Joyce Carol Oates, Edward P. Jones, Kazuo Ishiguro, Akhil Sharma, and other successful writers as a means of exploring the conventions (and contentions) of the short-story form. In the second half of the course, students will use their newly filled "writer's toolbox" to plan, draft, and ultimately share their own stories with the rest of the class, while also learning to provide focused, supportive feedback for each other along the way.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL299**
Prereq: **None**

WRCT213 Pitch It: Persuading Diverse Audiences to Support Original Theater Projects
You have a script, some songs, and a production design...but you need support to make your project happen. Inspiring people to support original ideas requires research, skill, and craft. This course will offer students the insight, skills, and judgment needed to pitch their projects to writers, producers, donors, designers, and audiences. We will examine a range of creative projects launched in New York City and smaller arts communities to answer the questions: Where did these start? What made them captivating? And who brought them to life? We will then discuss best practices for communicating future projects orally and in writing.

Ideally, students should come to the first class with several ideas for arts projects that they would like to pitch. These can be students' own creations or others' work that students believe should be seen by a wider audience. The first half of the semester will focus on successfully-launched theater projects. In the second half of the semester, students will conceptualize and develop an arts idea they are passionate about. They will learn what makes arts proposals competitive, and will practice pitching to classmates and others. Students will have the opportunity to revise and expand their ideas and work. Students will be graded on a written portfolio and an end-of-semester pitch to the class.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **THEA211**
Prereq: **None**

WRCT214 Art Criticism
As a young critic, the art historian Hal Foster wrote: "I do not demystify the work which I discuss so much as I am demystified by it." Beyond criticism's primary object -- the artwork to be judged, rejuvenated, revealed -- what does it let slip about its own function as a social and cultural practice? This course will introduce students to art criticism while also attempting to understand the rapidly changing economic conditions that make it possible (or not). Students will be invited to write pieces of criticism on a range of media -- sculpture, photography, painting, print, video, and performance -- with assignments modeled on different genres of art writing (e.g., the exhibition review, the "critic's pick," the single artwork study, and the "hybrid" review-essay). The course will give students a chance to work closely with the Davison Art Collection and the Zilkha Gallery.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ARHA215, COL211**
Prereq: **None**

WRCT215 Fact into Fiction
Although we think of literature as the realm of the imagination, many works of fiction are inspired by facts. A Kentucky slave's attempt to murder her child rather than let it grow up in bondage; a bombing in Saigon that ushered the U.S. invasion of Vietnam; the transformation of the Congo in the years after its independence from Belgium; and the epic journey of the bank robber Ned Kelly in Australia: all these are true events that have inspired the novels we might read in this seminar. How do novelists take history and turn it into story? How do they fashion characters out of real people? And how do they create fully realized worlds none of us who are alive have seen? We will examine aspects of characterization, point of view, plot, narrative time, setting, dialogue, language, structure, themes, imagery, and subtext. We will also read some theoretical texts to help us expand the language we use to describe and discuss novels. The goal of this seminar is to teach you to read like a writer.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL215, ENGL259**
Prereq: **None**

WRCT216 Sports Writing: The World Cup
Soccer is a near-universal sport that separates itself from other sports because of its accessibility and inclusivity. Because of this global reach and popularity, soccer also acts as a platform for different people around the world, on an individual and national level, to play out and construct their identities. This course is an opportunity to look at the many ways that soccer is not just a game but a stage where different ideas of politics, identity, race, nationalism, gender, labor, beauty, style, and grand human narratives are formed, explored, and contradicted. This is for lovers of the sport as much as it is for those who don't see themselves as such but are interested in exploring those different areas as manifested in soccer. Through the creation of and contribution to a World Cup-specific soccer magazine for the semester, each student will be able to interrogate the game of soccer and what it reveals about the greater human society off the field.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT217 Reporting for Narrative
Narrative nonfiction--a.k.a. feature writing, or literary journalism--deploys exhaustive reporting and research in a form that draws on the tools and traditions of literature: character, plot, and scene, along with essayistic inquiry and lyric attention to the line. This course, structured as a weekly writing seminar, will provide an editorial and critical scaffolding for students to produce a final work of long-form nonfiction of their own, which will go through a

rigorous process of development and revision. Workshopped peer critique of writing in progress will be supplemented by discussions of readings in the craft of nonfiction, the theory of narrative, and classic and contemporary examples of the form, from magazine features to book-length dispatches.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL237, ENGL227**
Prereq: **None**

WRCT218 Accessible Writing: Disability, Language, and Media
Journalists (and indeed most writers who want a wide readership) must take the messy, complicated situations and systems the world presents us with -- an economic downturn, a yearslong war, a rapper's career, a new field of science -- and explain them in terms that are faithful to the facts of the situation, rendered in language that remains understandable to a reader who may not have considered the subject before. Writers from Aristotle to the editors of Wesleyan's new website (where all text is now required to be written at a seventh-grade reading level) have worked to apprehend the mechanisms that make a text understandable. But there is one group of thinkers that is perhaps more invested in the problem of "accessibility" than any other: people with disabilities. We tend to think of disability access -- such as captions on a film, or image descriptions for the blind -- in terms of legal compliance: you'd better make your project accessible or you'll get sued. But in recent years, a range of disabled artists, thinkers, and activists have expanded the field of accessibility beyond compliance into the realm of imagination and interpretation. This course adopts these emerging practices as creative-writing prompts, exploring them with a view toward sharpening our own practice as writers (and journalists, screenwriters, artists, and poets). Course materials will include work by writers engaged in the problem of literary accessibility (Strunk & White, Dr. Seuss, Garielle Lutz), disability-studies scholars (Mara Mills, Mel Y. Chen), activists (Alice Wong, Leah Lakshmi Piepzna-Samarasinha), artists (Christine Sun Kim, Finnegan Shannon, Joseph Grigley), poets (Jjjjjerome Ellis, Latif Askia Ba), and institutions (ProPublica, the New York Times, Harvard's Digital Accessibility initiative). The course will encourage students to pull their writing out of the classroom, with an emphasis on publication, from newspapers and magazines to collaborative projects with Wesleyan's College of Film and Moving Image, Digital Design Commons, Davidson Art Center, and elsewhere.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **SOC274, CSPL218, STS218, COL208**
Prereq: **None**

WRCT219 Introduction to Podcasting
This course is an introduction to the fundamentals of audio reporting, applicable to broadcast or podcast: how to find and generate story ideas, how to conduct effective interviews, and, most importantly, how to use our critical faculties to produce stories in sound. We'll explore a variety of audio forms, from the "vox pop" to the feature. We'll also think about the mission, history, and aesthetics of broadcast media (with an emphasis on public radio and the podcast ecosystem it helped, in part, to spawn) and the ways it's changing in the current podcast boom-bust cycle (and its present co-optation and disruption by right-wing ideologues and generative AI). Finally, we'll explore the ways in which radio journalism connects with other genres, forms, and traditions, such as oral history, documentary, and sound art.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT224 Writing the Internet
How has online culture seeped into creative writing and restructured our understanding of narrative? In this course, we will examine texts that have been stylistically and philosophically influenced by the internet and contrast them with short works (essays and stories) from pre-internet periods. The aim of this study is to discern shifts in the representation of human experience, and to discover what these shifts suggest about the more delicate facets of existence: emotion, embodiment, and cognition. This knowledge will then be put to practical use in weekly writing assignments geared towards dissecting, enhancing, and vivifying the writing process. Readings will include "Pattern Recognition," "Letters to a Young Poet," "Information Age," "IMAGE MUSIC TEXT," "No One is Talking About This," "The Gay Science" and "Something Speaks to Me." Essays include, "Three Ways of Being-With Technology," "A Global Neuromancer," and "The White Album."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT225 Creative Writing in Spanish
Taught by renowned Mexican writer Cristina Rivera Garza, Distinguished Writer in Residence for 2024-25, this seminar will offer students the tools to articulate their ideas and experiences in Spanish in narrative forms. The course is designed to achieve this in two ways: learning specific techniques through readings of prose in Spanish and by working throughout the semester on crafting at least one short piece. The professor will make in-class observations and written suggestions on student texts as drafts of their work are presented. During the semester students will practice extensive writing, critical reading, and peer editing. The course introduces students to literary terminology and places significant emphasis on vocabulary building.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN225**
Prereq: **None**

WRCT225F Writing Biography: Denis Diderot, a Case Study (FYS)
How does one re-create someone else's life, in words? How does one conjure up the historical context that surrounds a far away existence? How does one bring together different forms of evidence--from the archive, primary sources, secondary sources, and written shreds of a life--to create the illusion of knowing the dead? In this course, we will ask these questions about the most fascinating figure of the French Enlightenment, Denis Diderot (1713--1784). In addition to editing the greatest encyclopedia of the 18th century, this would-be priest turned atheist also dreamt of natural selection before Darwin, the Oedipus complex before Freud, and a form of genetic manipulation centuries before Dolly the Sheep was born, all the while making significant contributions to art criticism, dramaturgy, natural history, and political philosophy. His private life, which includes affairs and prison, is also worthy of scrutiny and examination. While reading about his existence and studying a selection of his works, students in this class will undertake a series of biography-related written exercises that seek to resurrect various aspects of this intriguing thinker or members of his cohort. This course and readings are in English.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L225F**
Prereq: **None**

WRCT226 Ethnographies in Medicine
Biomedicine looks different in different places. Biotechnologies change under new moral frameworks. The same pharmaceutical pill can offer freedom to some and evoke colonialism in others. And in some contexts hunger is more pressing than curing a specific disease. How do we go about challenging our biomedical assumptions and understanding medicine in context? Medical anthropologists have relied on the art and science of ethnography to provide cross-cultural accounts of health and healing that are accessible, provocative, and timely. In this writing-intensive course, we will read exemplary ethnographies in medical anthropology to explore the intersection of medicine, culture, and narrative text. We will explore four themes that cover provocative discourses in the field: the challenges of participant observation during vulnerable encounters with sickness and disease; regimes of power; local-global encounters; and food, eating, and the gendered body.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ANTH227**
Prereq: **None**

WRCT227 Life Writing: Writing About the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/ symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/ oral histories. Readings and materials include Shadd Maruna, William Styron, Mary Karr, Donna Tartt, James Joyce, and many others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL227, ENGL228**
Prereq: **None**

WRCT227Z Life Writing: Writing about the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/ symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/ oral histories. Readings and materials include William Styron, Mary Karr, Ta-Nehisi Coates, Malcolm X, Donna Tartt, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL227Z, ENGL228Z**
Prereq: **None**

WRCT228Z The Art of the Personal Essay
We all have stories to tell. But there is hard work in the act of transforming our intimate experiences into meaningful and captivating stories. This course dives into this labor by focusing on the craft of essay writing. Quite specifically, students will practice a variety of creative nonfiction writing techniques as a means of critically reflecting and analyzing personal experiences in order to produce essays that speak to readers in and outside of our immediate communities and contexts. Course assignments will include a writer's journal, workshop letters to classmates, two micro/flash essays, a longer essay whose subject and style is decided by the writer, and a reflective collage essay. Readings will include essays published notable essayists and memoirists such as (but not limited to) Kiese Laymon, Jose Antonio Vargas, Zadie Smith, and Gloria Anzaldúa. We will also read chapters from Mary Karr's book on writing craft, The Art of Memoir.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL259Z**
Prereq: **None**

WRCT229 Introduction to Writing Fiction
Fiction is a lie--a beautiful lie that holds inside it a human truth. In this class, we will explore this apparent contradiction and learn how to craft truthful lies. Over the course of the semester, we will read selected contemporary fiction, with a special emphasis on the craft of writing. We'll discuss characterization, point of view, plot, structure, dialogue, fictional time, and fictional space. You'll write one short story and bring it to class for your peers to critique, in a format commonly known as the "workshop." You will also revise this story, using techniques discussed in class. The aims of this course are: (a) to refine your understanding of the attributes, techniques, and styles of fiction; and (b) to help you improve your own writing through effective use of reader feedback and revision strategies. Readings may include work by Franz Kafka, Alifa Rifaat, J.M. Coetzee, Louise Erdrich, Julie Otsuka, Gabriel García Márquez, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL275**
Prereq: **None**

WRCT230 Writing Across Languages: Multilingual Identities, Literatures, and Translation
"To speak a language is to take on a world, a culture" -- Frantz Fanon, Black Skin White Masks, 1952 If we enter and inhabit different worlds and cultures through language, how does writing across languages form unique multilingual voices, identities, and politics? In this course, students will gain confidence and skills in writing in multiple languages or multiple dialects of Englishes. The class will read multilingual and transnational authors in various genres -- including creative fiction and nonfiction, poetry, and journalistic forms. We will practice writing through short writing prompts and translations, etc. We then discuss the experience of doing so in conversations with theories on translanguaging, translation, and multilingual identity. Along with writing, students will be able to critically examine multilingual and/or transnational experiences and the politics of translation and transnational literature, thereby shedding new light on the relationships with our language(s). Intermediate level of a language other than English or an English dialect other than American academic English is preferred for full participation in class. If you have questions about other qualifying experiences, contact the Kim-Frank Multilingual Writing Fellow, Xiran Tan, at xtan01@wesleyan.edu.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

WRCT235 Calderwood Seminar in Public Writing: Radical Sustainability
The environmental challenges widely known and discussed for the past 50 years not only remain: they have grown. Maybe we haven't worked hard enough, or maybe we've been going about sustainability the wrong way. Radical sustainability explores the intersection of these now-critical challenges--extinction, climate change, and many others--as well as the physical and social constraints on action to address them. Our aim is to identify the pressure points

for an effective response within the geo-ecosystem and the human systems embedded within it, and then to focus on making change through writing.

Calderwood Seminars in Public Writing are writing-intensive courses that emphasize writing for general audiences about expert subject matters. Students work with their peers to hone the skills that enable them to translate scientific understanding of sustainability for the public. Using an intensive author/editor model, students will explore public communication in a variety of forms, including news articles, radio features, and editorials. The goal is prose that is polished and persuasive. Course readings are chosen to highlight the physical nature of human systems as they relate to natural systems. While there is no prerequisite, the course is intended for upper-level students with experience in environmental and sustainability studies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS105, ENVS235**
Prereq: **None**

WRCT237 Communicate for Good: Public Speaking and Persuasion for Social Mobilization and Change
The world needs more...democracy, justice, equality, civility, love. Diagnosing that need is only the first step in changing society. To achieve social good, you must persuade your fellow citizens that the change is worthwhile and the path to change is worth it. In this public speaking and persuasion seminar, you will learn how to communicate for good. In the first half of the seminar, you will adopt the persona of a public organizer and develop mass media messages and public speeches to promote your public good. In the second half of the seminar, you will assume the mantel of leadership and produce a short speech and video storyboard for the leader of a nonprofit organization closely associated with your public good. In both halves of the course, you will be graded on your speech preparation and implementation (i.e., writing and speech).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL237**
Prereq: **None**

WRCT242 The Sociological Imagination: Poverty, Inequality, and Ethnography
In this course, we will examine the history of poverty, incarceration, racial and economic inequality, and other issues in the United States through critical works of ethnography and narrative journalism. Drawing on readings from Charles Wright Mills, Alex Kotlowitz, Katherine Boo, Alice Goffman, Matthew Desmond, Victor Rios, and other scholars and journalists, we will examine sociological concepts, public policies, and ethnographic methodologies and understand how social structure shapes agency and the dramas of everyday life.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL242**
Prereq: **None**

WRCT243 Writing Your Own Poetry Collection
This half-credit course will offer an introduction to the practice of writing and editing a short cohesive collection of original poetry. The class will be half classic writing seminar focusing on the reading and constructive discussion of poetry brought in by members of the class, and other half group discussions on what makes a collection effective not only on the individual poem level, but as a thematically focused piece of art. The final project for the class will be the creation of a small collection (10-20 pages) of poems. This course is being led by Oliver Egger, Kim-Frank Fellow.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT249 Calderwood Seminar in Public Writing: Music Journalism and Public Musicology
The internet has revolutionized how people consume music, and how they read and write about it. This course will offer an introduction to music journalism as a practice of public musicology, one that has become central to contemporary life. Students will analyse and apply techniques used to write about music for the wider public, learn how to develop ideas, sharpen critical skills, and complete a series of reporting assignments. We will look at the history and function of music criticism, assess different kinds of music writing, discuss changing perceptions of music as a public art form, and the role of journalism in cultural preservation. The class will write and collaboratively edit a series of reviews, and make a short radio feature in collaboration with WESU (88.1FM). The reviews will focus on recordings, live events, and books on musical cultures. Students will have the opportunity to engage with professional music writers, which will help to prepare them for later work in music journalism, or in arts or media organizations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC249**
Prereq: **None**

WRCT250 An Introduction to Data Journalism
This course is designed to familiarize students with the basic principles and tools of data journalism and to provide a wider understanding of the role of basic data analysis in society. To that end, the course will focus on developing a solid familiarity with basic data analysis and visualization software. It will also focus on developing the tools of journalism: retrieving public data, interviewing people and databases, and the basic principles of journalistic writing. By the end of the course, students will be able to analyze data, identify stories within the data, and create a news story complete with data visualizations of publishable quality--a skill transferable to many fields and disciplines. Both online and traditional print platforms will be covered.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **QAC250, CSPL250**
Prereq: **None**

WRCT250M Science Journalism: Why Animals Matter
This is a writing intensive course on journalistic and nonfiction writing about animals. The reading will cover the importance of animals in the study of climate change, disease and environmental degradation, and the evolution of human nature. It will also consider animals as independent beings worth attention as subjects in their own right. Writing projects will emphasize basic journalistic skills and the techniques needed to translate technical material on science and public health to make it accessible and appealing to the public.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CSPL250M**
Prereq: **None**

WRCT250N Writing Reality: Journalism in an Era of Polarization and "Fake News"
How should the news media cover Donald Trump? How did the Internet, the 24-hour news cycle, and rising polarization help change the nature of journalism itself, but also lead to an era of "Fake News" accusations in which Americans exposed to different sources of information come away with completely different sets of facts? This class will explore our new digital and highly partisan media landscape, grounded in a close study of current events. We will study the impact and consequences of today's media -- both how to consume it, and how to write for it.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CSPL250N**
Prereq: **None**

WRCT250P "It's a Mess": An Academic and Practical Look at Digital Media in the Late 2010s
Hot mess. Dumpster fire. Steaming turd pile. Commentators, journalists, and the public have all used these terms to describe the state of American digital media in 2018. While the profession of journalism is more noble in this era than in previous decades, the world of media creation and consumption is far more complicated than ever before. For young people hoping to get their start in the world of digital media in the late 2010s, catching a break is even harder.

The purpose of this class is twofold: It will introduce students to the larger issues spanning digital media--from a lack of diversity and inclusion to problems with monetization and "Fake News"--while also giving them the chance to walk through what it's actually like to pitch, write, and edit for an internet publication. Students will have the opportunity to write for a class blog using strategies that the digital media world uses today, and they'll spend time giving and receiving feedback on writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL250P**
Prereq: **None**

WRCT250Q The Journalist as Citizen
In this weekly writing seminar, we will explore how journalists exercise their roles as citizens and, in turn, how journalism affects the functioning of our democracy. Using historic and contemporary examples, we will examine how, at its best, the media exposes inequity, investigates wrongdoing, gives voice to ordinary people, and encourages active citizenship.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT250R First Person Singular
This course will examine the techniques and skills of first person reportage, where the writer is present and part of the story. We will find and hone your own voices and points of view. We will examine the myth of objectivity; issues of fairness, accuracy, and moral relativity; the perils of cultural appropriation; the savior complex; and exoticism.

The course will include several short essays and one longer final project. It will draw on readings from The London Review of Books, The New York Times magazine, National Geographic magazine, Granta, Paris Review, The New Yorker, and the following authors: Lyn Freed, Rian Malan, Jonny Steinberg, Doris Lessing, Ryszard Kapuscinski, W.G. Sebold, Bruce Chatwin, VS Naipaul, Justice Malala, George Orwell, Zawe Ashton, Julian Sayararer, Cathy Renzenbrink, Sisonke Msimang, Thomas Paige McBee, Ahmet Altan, and Peter Godwin.

This course is offered by 2019 Koeppel Journalism Fellow, Peter Godwin. He is the author of five nonfiction books and is an award-winning journalist, war correspondent, and documentary filmmaker. Godwin's bio can be found here: https://petergodwin.com/about/
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **CSPL250R**
Prereq: **None**

WRCT250T First Person Singular
This course will examine the techniques and skills of first person reportage, where the writer is present and part of the story. We will find and hone your own voices and points of view. We will examine the myth of objectivity; issues of fairness, accuracy, and moral relativity; the perils of cultural appropriation; the savior complex; and exoticism.

The course will include several short essays and one longer final project. It will draw on readings from The London Review of Books, The New York Times Magazine, National Geographic Magazine, Granta, Paris Review, The New Yorker, and the following authors: Lyn Freed, Rian Malan, Jonny Steinberg, Doris Lessing, Ryszard Kapuscinski, W.G. Sebold, Bruce Chatwin, V.S. Naipaul, Justice Malala, George Orwell, Zawe Ashton, Julian Sayararer, Cathy Renzenbrink, Sisonke Msimang, Thomas Paige McBee, Ahmet Altan, and Peter Godwin.

This course is offered by 2020 Koeppel Journalism Fellow Peter Godwin. He is the author of five nonfiction books, and is an award-winning journalist, war correspondent, and documentary filmmaker. Godwin's bio can be found here: https://petergodwin.com/about/.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT250V The Voice(s) of Expertise: How Podcasting Is Changing the Way We Listen and Learn
In this course, students will examine the changing nature of audio news and storytelling, and the extent to which traditional understanding of the voice of expertise is being disrupted by the rise of podcasting and other on-demand audio forms. The evolving digital media landscape has brought about an historic shift in the delivery of news and information. The shift has been celebrated--"the media has been democratized"--and reviled--"the media is too fractured and people are living in information bubbles." The shift is, at the very least, unsettling, in particular for journalists who find themselves working in an environment where the old rules and training seem outdated. But it also presents significant opportunities, especially in audio and broadcast journalism.

The rise of podcasting, in particular, may challenge norms on how journalists explore and explain complex issues, and on who we hear as voices of expertise. This course will be a combination of media criticism, a study of best practices in journalism, and design thinking. As students examine the impact of new media on news and journalism, they will also develop their own ideas for on-demand audio (including podcast design) throughout the semester, working on an individual project, and in collaboration with other students.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL319**
Prereq: **None**

WRCT250W Topics in Journalism: The Art and Craft of Journalistic Nonfiction
Journalistic nonfiction uses the tools of the newsroom to create long-form stories that read like novels. Students will learn the skills to ensnare readers in any medium of narrative nonfiction writing, from articles and books to screenplays and teleplays. Journalists excel in conducting interviews and marshaling facts. But few journos ever master the art of narrative storytelling. Nonfiction book writers can wield a narrative arc to tell a story. But many book writers are weak on basic reporting. We will read the work of newspaper reporters who learned to write long-form narratives, and magazine writers who learned the skills of the newsroom. By semester's end, students will know tools of both trades. We will hear from some of the writers about their work. To keep the focus on journalism, we will mostly skirt the genres of history and memoir. Students will write mostly in the third person, and primarily about events in living memory.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CSPL250W**
Prereq: **None**

WRCT256 Writing for Television
This demanding, writing-intensive course focuses on (1) the creative development of a script, individually and collaboratively; (2) scene structure, character development, plot, form and formula, dialogue, and the role of narrative and narrator; and (3) understanding the workings and business of television. Each student will conceive of, synopsize, and pitch a story idea with their "producing partners" to "network executives." Each student will also serve as producer and as an executive for others. After absorbing the feedback, students will construct a detailed beat outline and will turn in an original script at the end of the semester.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM455**
Prereq: **None**

WRCT259 Journalism and Human Rights
This course explores the experiences of journalists in covering crisis, war, and conflict. It examines their ability to continue reporting on human rights issues and expose war crimes against humanity. Together, we will learn about the challenges and risks facing journalists in their written, audio, visual, and electronic work, as well as the forms of restrictions imposed on journalists in various countries. This class will draw on live testimonies, documentation, and new stories from Palestine, Sudan, Syria, Ukraine, and Russia.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **SOC297**
Prereq: **None**

WRCT262 Practical Criticism
In the early twentieth century, I.A. Richards, an instructor in English Literature at Cambridge, ran an experimental class he called "practical criticism." Each week, he distributed a single poem to his students without revealing the poem's title, author, and date of publication. He asked students to take the poem home, read it as many times as they felt necessary, and write a brief essay that simultaneously judged and interpreted the poem. This course revives Richards's experiment for the twenty-first century. We will follow Richards's protocols for a different set of twelve poems, which students must read, judge, and interpret. (Students must vow not to use Google to identify the authors.) The first half of seminar will be spent discussing the poems and the students' judgments of them; the second half will be spent reflecting on the discussions in the first half, with the help of theoretical writings by Immanuel Kant, Jeremy Bentham, Theodor Adorno, Frank Sibley, John Guillory, and Sianne Ngai.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL267, ENGL297**
Prereq: **None**

WRCT263 What Will She Do?
In his preface to The Portrait of a Lady, Henry James recalled the challenge presented to him by the novel's main character, Isabel Archer. "By what process of logical accretion was this slight 'personality,' the mere slim shade of an intelligent but presumptuous girl, to find itself endowed with the high attributes of a Subject?" he wondered. "What will she do?" This seminar takes James's question -- "What will she do?" -- as crucial to the novel, a genre of fiction that is particularly interested in how young women determine what to do with their lives. Reading across five novels -- Jane Austen's Emma, George Eliot's Middlemarch, Henry James's The Portrait of a Lady, Nella Larsen's Quicksand, and Toni Morrison's Beloved -- we will trace the history of the novel through its evolving representations of sex, desire, race, gender, class, and consciousness.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT264 Writing the Eco-Crisis
There has never been a more urgent time in which to write about the environment. Our planet faces rapid global warming, deforestation, ocean acidification and dramatic biodiversity loss as a result of our reckless exploitation of Earth's resources. In this class (taught by Distinguished Writer in Residence, Cal Flynn), we will discuss how best to approach such topics in writing: how to marshal accurate information, form convincing arguments, inspire others to action, or evoke the beauty of the natural world and all that might -- if we do not mend our ways -- be lost. Together we will read and analyze nonfiction work by writers including Rebecca Solnit, Elizabeth Kolbert, David Wallace-Wells, Rachel Carson, E.O. Wilson, and Robin Wall-Kimmerer. Students will also be expected to write and revise an essay on or investigation into an environmental issue of their choice, as well as to offer creative critique to others' works-in-progress within a supportive class environment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT265 Creating Children's Books I
The goal of the course is to develop the skills necessary to create stories and sequential art specifically aimed at young readers. In an industry that welcomes

unique voices and styles, there are underlying guidelines that inform children's literature and typically apply to most picture books. The course covers the creation, style, layout, and pacing of sequential art as well as the structure, content, and specific considerations for writing manuscripts for children.

In addition to studying the craft of effective storytelling and visual narration, we'll take a look at the business of publishing that will familiarize students with practices in the industry.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT266 Introduction to Translation
Literary translation is popularly misunderstood to be the mechanical transfer of words from one language into the words of another. However, literary translators must also bring to life in a new language the intangibles of a text, such as the culture, the mood, the aesthetics, and the vibes. Our modern word vibes derives from an instrument often used in jazz performances called the vibraphone, a percussive instrument that produces a resonant, vibrato effect. In Sanskrit, this vibrato effect is defined by the versatile word dhwani, which is used to describe reverberations and echoes in music, poetry, and theater. In this class (taught by Distinguished Writer in Residence, Daisy Rockwell), we will try our hands at translating not just the words, but the dhwani of texts. This will help us explore what translation has entailed in various eras and cultures, and what we can learn from intermodal translation, when text is brought alive through non-linguistic media, such as sound, visual imagery, and dramatization. Students will formulate a final project halfway through the semester, such as the translation of a short story, a chapter of a book, or a set of poems.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL268, REES266, RL&L266, ENGL270**
Prereq: **None**

WRCT267 Reporting on Global Issues: International Journalism in Action
This course is designed to introduce students to various mediums of international reporting beyond the traditional print format, like video and podcasting. Visual and auditory formats have gained widespread prominence, making journalism more accessible to diverse audiences. After delving into sourcing, research, and reporting techniques, students will engage in discussions with accomplished innovative journalists, hosts, and reporters who possess extensive experience in covering international issues. Throughout the semester, students will gain valuable insights from these conversations and collaborate in teams to produce a podcast episode for a class series focused on migration.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL268, CGST261**
Prereq: **None**

WRCT270 Writing Fiction
Chinua Achebe was famous for his quote "If you don't like another person's story, write your own." Although disliking another's story could inspire creative writing, there are various reasons why people write, ranging from the basic human desire to understand the world through storytelling down to the desire to respond to the issues of the day--be it moral, political, religious--through fiction. The course is designed to help students gain skills in writing fiction; recognizing the literary conventions of fiction; reading and critiquing published work from a writer's perspective; making deliberate creative choices; engaging the work of others in a workshop setting; and revising their work using feedback from their peers and other writing strategies. As such, our reading list will be diverse in scope, cutting across various continents, races, and creeds. We will hope to use the work on the reading list as stepping points for creating our own stories whether in response to various prompts or as original stories to be discussed in workshops. At the end of the semester, you will not only have read a good chunk of fiction and have a good sense of how fiction works, you will also have produced--and substantially revised--some of that writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **AFAM281, COL370, ENGL277**
Prereq: **None**

WRCT272 Knowing Their Place: Two Centuries of Women Generating Wonder in the Natural World
This seminar will examine the intersection of natural science, women's history, and poetic prose through the writings of Rachel Carson and the female nature writers who both preceded and succeeded her, including Mary Treat, Anna Botsford Comstock, Mabel Osgood Wright, Annie Dillard, Terry Tempest Williams, Robin Wall Kimmerer, Camille Dungy, and others. These women looked closely at the natural world and wrote intimately on botany, birdwatching, and the ecology of their local landscapes, teaching their readers to feel wonder and a sense of connection with place. What does it mean to know a landscape or an ecosystem intimately? How does a sense of place become political? How does gender affect perspective on the natural world and environmental stewardship? Each student will put these ideas into play in a portfolio of place-based personal essays.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS272, FGSS272**
Prereq: **None**

WRCT277 Writing Short Fiction in Spanish
This course will be both an examination of the short story form in Latin American letters, a genre that has been crucial to the region's intellectual traditions and its ruptures, and a deep exploration of the act of writing short fiction in Spanish. By examining diverse aspects of the craft of fiction writing, and through a discussion of their own writing and that of their peers, students will search for their (multilingual) voice to explore some of their philosophical, affective and linguistic concerns, become stronger writers and storytellers and improve their skills in Spanish. They will also familiarize themselves with some of the most captivating fiction produced by Latin American and Latinx short story writers over a century.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN227, CGST227**
Prereq: **SPAN221**

WRCT280 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's

"The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CLST285, GRST280, RL&L279, RUSS281, ENGL220**
Prereq: **None**

WRCT282 Narrative Nonfiction and the Archive
Journalists, narrative historians, and biographers all work to reconstruct past events from interviews, archives, and in-person investigation before writing up their findings in an immersive and engaging form. This series of practical writing workshops with Distinguished Writer in Residence Cal Flyn will challenge its participants to produce nonfiction accounts of past events from decades ago, right into the present day -- and to grapple with the technical difficulties that come with uncertain histories, gaps in documentary evidence, and unreliable memories. We will also undertake close reading of carefully selected extracts from writers including Katherine Boo, Sadiya Hartman, Truman Capote, and Patrick Radden Keefe, and practice our research skills using Wesleyan's own archives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **SOC295, COL382**
Prereq: **None**

WRCT284 Literary It Girls: Joan Didion, Eve Babitz, and the Personal Essay
This reading-intensive seminar explores the personal essay as a form of public-facing literature through the iconic work of Joan Didion and Eve Babitz. Both writers turned lived experience into sharp, stylish cultural critique -- crafting essays that are as much about perception and voice as they are about events. Reading essays each week, students will closely analyze how Didion and Babitz shape persona, modulate tone, and render the personal legible within larger social and political landscapes. Topics include the aesthetics of cool detachment, intimacy as a rhetorical strategy, and the role of the "literary it girl" in shaping 20th-century literary culture. Throughout, the course asks what it means to write personally for a public audience, and how voice becomes both self-expression and social commentary. The semester culminates in a critical-creative essay on a contemporary literary figure of the student's choosing who continues this legacy.

Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT286 How to Write about Pop Music and Why
What does it mean to write critically about a pop song or album at a time when anyone can listen to it with minimal effort? What is the value of an artist profile when artists' careers and lives are so publicly intertwined? How does a critic derive the aesthetic or moral authority to comment on music made by performers with dissimilar backgrounds, lifestyles, and values? In this class we'll look at the way the critical discourse around popular music has evolved in terms of immediacy, accessibility, scope, and purpose, paying attention to both "classical" pop journalism and ways of engaging with music that, while not quite reviews, nonetheless contribute significantly to the discourse around it. Most of all we'll listen to music together and explore different forms of interpreting and making sense of it.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **SOC298, COL384**
Prereq: **None**

WRCT288 Introduction to Journalism: Constructing the News
Champions of journalism are fond of talking about bedrock values: fairness, objectivity, transparency. But like any idea -- or ideology -- these keywords have their own genealogies, and their own constructed natures; in other words, they came from somewhere. This course aims to pull apart our received notions of facticity, objectivity, and transparency in news/journalism/nonfiction, tracing their roots, understanding their historical context, and considering how we deploy them in our own work.

Students will learn the fundamentals of reporting in hands-on assignments that pull them out into the world to gather stories. This journalistic work will occur alongside class discussions of canonical (and neglected) strands of journalism history, drawn in part from Bruce Shapiro¿s anthology Shaking the Foundations: 200 Years of Investigative Journalism in America. These include readings from early Black press pioneers (Ida B. Wells; Marvel Cooke); muckrakers and investigative journalists (Lincoln Steffens; Vera Connolly); and pathbreaking science journalism (Rachel Carson¿s Silent Spring). Readings will also include criticism that examines our present media situation, including selections from Raven Lewis Wallace¿s The View from Somewhere: Undoing the Myth of Journalistic Objectivity and Ben Smith¿s, Traffic: Genius, Rivalry, and the Billion-Dollar Race to Go Viral.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL288, SOC206, CSPL288**
Prereq: **None**

WRCT300 Integrative Learning Project 2: Website Incubator
Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you! Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **RL&L350, AFAM320, CSPL300, IDEA300**
Prereq: **None**

WRCT301 Promoting Early Civic Engagement: The Middle School Debate Project
Civic participation starts early. Students begin to find their place in public life in middle school. Debate can provide students with tools and a platform for expressing their ideas in public. Through debate, students learn to critically analyze texts, see multiple perspectives, and advocate for change to the status

quo. This service-learning course pairs civically-engaged Wesleyan students with middle and high school teachers and students. Wesleyan students will design and test parliamentary debate training materials on our campus. Then, the class will help to implement the training materials at public schools in Middletown and Hartford. Our class will also mentor high school student apprentices who will help to run two interscholastic debate competitions. Wesleyan students will be assessed on their: 1. contributions to training materials, 2. preparation for mentoring and coaching sessions, 3. contributions to middle school debate competitions and campus trips, 4. reflection papers/presentations on effectiveness in working with public school partners, and 5. contribution to the class report: "Supporting Middle School Debate Collaborations in Connecticut."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT301Z Writing 21st Century Science
Twenty-five years ago, the landscape of biology looked very different. As the century began, the "rough draft" of the Human Genome was nearly complete, a year ahead of schedule. Biomedical scientists envisioned an era of unparalleled progress, leading in a straight line from the new DNA sequence data to human health and behavior. At the same time, new technologies were expected to produce genetically modified crops that would end global hunger. Any evolutionary impacts of climate change on animals and plants in nature were thought to be far in the future. Instead, molecular insights have uncovered unexpected factors in development and disease including epigenetics and the microbiome. Genetically modified crops have led to unforeseen threats to their wild relatives, while constructed ecosystems are providing completely new ways of farming. For natural populations, twenty-first century biologists are scrambling to understand the human-caused evolutionary changes taking place within our lifetimes. Tools are available not just to decode genes but to edit them, at once raising new possibilities and urgent ethical questions.

This course invites students to grow as writers by engaging with these new areas of scientific investigation in an intensive workshop format. Drawing on common content from recent journal articles, Q&A sessions with guest researchers, and a virtual field trip to an innovative farm, students will unpack contemporary biology by explaining the basic science in their own voices, while considering the science in larger societal contexts through connections to their own knowledge and experience. Through science journalism pieces, blogposts, Powerpoint slideshows and researcher profiles, students will learn to communicate cutting-edge scientific findings in clear, non-specialist language. The course will build strengths in communication and collaboration through individual writing and revising, active peer editing, and in-class workshopping of each piece, in a collective student-led format. In place of a final exam, students submit a final essay reflecting on their experience in the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL365Z, ENVS365Z, STS369Z**
Prereq: **None**

WRCT304 Love and Other Useless Pursuits
What is love? Is it an emotion? A judgment? A way of coming to know ourselves or others? What is the point of love? Does it have a defined object, a purpose, or an end? Does it have a logic or does it defy logic? What good or evil can it do in the world? "Love and Other Useless Pursuits" is an upper level seminar that approaches these questions through a comparative history of literature, literary theory, and philosophical aesthetics. The authors we read will likely include Plato, Andreas Capellanus, Tullia d'Aragona, Margaret Cavendish, Immanuel Kant, Stendhal, Johann Wolfgang von Goethe, Ralph Waldo Emerson, Marcel Proust, Djuna Barnes, James Baldwin, Simone de Beauvoir, bell hooks, and Lauren Berlant.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL312**
Prereq: **None**

WRCT305 The Critic and Her Publics
The critic and her public are difficult concepts to define or fix. The critic is not a creative writer, an academic, a journalist, or a reporter, yet criticism borrows from the protocols of all four professions. The critic's publics are not made up exclusively of scholars, specialists, artists, or lay readers, but span these divisions. The aim of this course is to trace the evolution of the critic, her function, her style, and her publics from the seventeenth century to the present. Readings will include essays by Jane Anger, Margaret Cavendish, Joseph Addison, Richard Steele, Eliza Haywood, John Dryden, Samuel Johnson, Matthew Arnold, Henry James, T.S. Eliot, Virginia Woolf, Walter Benjamin, José Ortega y Gasset, Jorge Luis Borges, Clement Greenberg, James Baldwin, Mary McCarthy, Roland Barthes, Susan Sontag, Elizabeth Hardwick, Edward Said, Toni Morrison, Renata Adler, Michael Warner, Anne Carson, Margo Jefferson, and Elif Batuman. The class will be linked with the Shapiro Center talk series, "The Critic and Her Publics," and the Shapiro Center Master Classes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL305**
Prereq: **None**

WRCT306 Foundations of Playwriting from the Global South
Cimientos (Spanish for "foundations") is a play development program run by NYC-based Latinx theater company IATI Theater. Since 2001, this program has showcased authors from around the world. However, in most recent years, the experience of working with playwrights from Argentina, Chile, Colombia, Mexico, Kenia, and Uganda has opened up the possibility of addressing playwriting as a deterritorialized praxis in which political, thematical, and historical discussions intertwine with shared aesthetics and new forms to understand theater in the Global South. In this workshop-seminar, students will analyze canonical texts and unpublished plays from contemporary authors based in the Global South to participate in the discussion of decolonizing playwriting. Students will analyze critical scholarship on the Global South to trace a contemporary South-South relationship within playwriting as a literary and political device. Authors from the Cimientos program will join the class as guest speakers to prompt students to develop creative writing techniques. Students will present a draft of a short play that integrates the material covered in class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WLIT376**
Prereq: **None**

WRCT308 Ancestral Writings: (Re)Tracing AfroCaribbean and Indigenous Frameworks for Creative Writing
Coined by Puerto Rican author Mayra Santos-Febres, "ancestral writing" elicits a reconceptualization of creative writing and its techniques from the point of view of our ancestors in Latin America, more particularly, the Afro-diasporic and indigenous. In this course, students will explore theoretical, literary, and cinematic material that encourages decentralizing creativity and writing as a political praxis. Concepts such as the ch'ixi in Aymara culture and biocultural

memories from Andean indigenous nations will work as points of departure to develop decolonizing, anti-imperialist, and anti-racist writing techniques. Guest speakers, who include specialists in the Quechua language and Afro-Caribbean folklore, will encourage students to (re)formulate techniques for their creative writing. Students will analyze texts by Silvia Rivera Cusicanqui, Mayra Santos-Febres, Odi Gonzales, Frantz Fanon, Guaman Poma, Elicura Chihuailaf, and Solimar Otero, among others. Students will present a creative writing piece that puts into practice the material studied in class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WLIT377**
Prereq: **None**

WRCT309 The 21st Century Novel
This course is designed to introduce you to some great works of contemporary fiction. The reading list is not meant to be comprehensive, nor do I claim that these are the very best of all the contemporary novels in the world, but the course should provide an orienting overview of various contemporary styles and themes, as well as, ideally, give you one or two new favorite books. We will experiment with organizing our study by time rather than nation or language (Does the category of "the 2010s novel" make as much or more sense than, say, "the American novel" or "the Francophone novel"?)--the reading list includes work from eight countries, half in translation. In exploring what if anything makes the 21st Century novel different, I don't have a particular theoretical perspective in mind, but if you are interested in one you can bring it up in discussion and apply it in your final paper.

We will neither ignore nor treat as an unfortunate if indispensable crutch the fact that four of our books will be read in translation. No one can read all books in their respective original languages; translation is how we experience international literature--we always read books from language contexts outside our own with a double focus, as texts produced by a doubled authorship. This dynamic is worthy of attention and appreciation in its own right. I am a translator, including of one book on the reading list; I will bring my translation experience into our discussions, but even when none of us knows the original language, we can engage more fully with the work by remembering the translator's role in the creation of what we're reading and considering the translator's choices.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT310 Literary Movements: Conceptual and Experimental Fiction
The course seeks to examine the modern novel by focusing on fiction structured around a concept ("conceptual fiction") and fiction which deviates from the traditional modes of storytelling in a coherent enough way ("experimental fiction"). Together, we will examine novels and short stories in which an idea, an image, or metaphor directly informs the structure, plot, characterization, or all of the above of the work. We will also look at works of formal invention and/or subtle experimentation as far as they are constructed around a discernible and coherent pattern. There have been countless such works in the modern/contemporary period and some of the notable practitioners include Virginia Woolf, Moshin Hamid, George Saunders, Cormac McCarthy, Carlos Fuentes, Toni Morrison, and John McGregor, amongst others have work in this "movement." We will also look at critical essays around these books including from David Lodge, James Baldwin, and Victor Schlovsky, amongst others.

We will study texts from some of these writers (Woolf, Hamid, Saunders, McCarthy) closely and try to determine what it means to create fiction around a "concept." Implicit in this inquiry would be the broader question of form, formal invention, and the vagaries of experimentation. What makes a novel unique? What new grounds does this novel or story break? Does the experimental mode help or hinder meaning? What makes a novel unique? How does structure distinguish a novel rather than plot or characterization, or, for that matter, ideas? What are the ways by which a novel can subvert the traditional form of the novel? What are the strictures of genre and how do they constrain or help expand the art of storytelling?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL326**
Prereq: **None**

WRCT317 Writing and Drawing Comics
This is an intensive workshop course for students interested in making comics. We will read comic strips and books that vary widely in genre and style, and learn to identify and emulate cartooning techniques. This is a permission of instructor course. No comic experience is necessary, but students will be expected to create work each week, so some comfort with drawing/artmaking is encouraged. To apply, please email srwarren@wesleyan.edu with 2-3 samples that show both writing and drawing/artmaking (e.g., a creative essay and a selection of sketches, a painting and a poem, etc.).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT330 The Craft of Criticism
This seminar will explore the craft of writing criticism for magazines and newspapers. Over the course of the semester, we will look at different genres of the form--the book review and the "briefly noted," the 4,000-word review-essay and the blurb, memorial essays and "braided" criticism--to consider the protocols of writing for different publications and publics. Students will be assigned to write four works of criticism of varying lengths and will be asked to select a different object for each assignment (e.g. novel, film, album, exhibition). A series of shorter reflections will also be assigned on questions of rhetoric, affect, and style in response to weekly readings. The course will be offered in conjunction with the Shapiro Center's "The Art of Editing" series and its master classes on editing and fact-checking taught by members of The New Yorker staff.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL330**
Prereq: **None**

WRCT350 Literature in the Age of Social Media
What does it mean to write, and to read, when the predominant form of self-expression for many of us resides in social media? What does it mean to construct a digital self, separate and apart from the selves that exist IRL? To interact primarily through the mediation of screens? In what ways do we commodify ourselves, and are we commodified? What risks do we run in revealing our inner most thoughts and feelings in an age of autocratic and capitalist surveillance, in which algorithms direct the attention once guided by more organic social forces? And how do all these issues affect the core mission of literature, which is to tell stories that reflect both the public self and the

private one? We'll examine all these questions through a collection of texts, ranging from novels (Megha Majumdar's A Burning, Patricia Lockwood's No One Is Talking About This, Tao Lin's Taipei), essays (Jia Tolentino's Trick Mirror, Samantha Irby's wow, no thank you), and poems (Emily Berry's "Paris," Tommy Pico's "Junk"). We'll also consider these questions through some short writing assignments that ask students to engage in the creative act through the lens of social media.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL374**
Prereq: **None**

WRCT357 Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CSPL357, GOVT357**
Prereq: **None**

WRCT357Z Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT357Z, CSPL357Z**
Prereq: **None**

WRCT400 Ford Seminar
The Ford Seminar continues the training and professional development of the Writing Workshop staff.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST400**
Prereq: **None**

WRCT400A Ford Seminar: Writing and AI Research Lab
Students in this course will work collaboratively to develop a research agenda for writing in the age of generative AI. Students will compile a list of major readings in the field, complete a digital literature review, learn about research methods in writing studies, and develop a research project to run at Wesleyan. This course is POI and is currently available only to Writer's Room staff.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT413 The Fact: Master Class on Fact Checking
How do you identify a fact? How do you verify it? In this master class, the head of the fact-checking department at The New Yorker, Fergus McIntosh, introduces students to the bizarre, delightful, and contentious world of fact checking. Across three sessions, students will learn what the roles and responsibilities of a fact checker are, how to approach the practice of checking, sourcing, and editing, and where to draw the line between fake news and the truth.
Offering: **Host**

Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Identical With: **COL319**
Prereq: **None**

WRCT414 Science Broadcasting: Master Class
How can scientists communicate their methods and insights to non-specialist audiences? "Broadcasting Science" will be taught by Joseph Palca, who worked for over three decades as NPR's science correspondent. The course will cover practical topics, such as how to record and edit audio and how to get comfortable with hearing your own voice on a recording. It will also cover editorial concepts, including how to frame a science story and how to simplify complex science. By the end of the class, students are expected to produce a 1-to-3-minute audio piece on a topic of their choosing.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT415 Magazine Editing: Master Class on Editing Print Media
This master class will introduce students to the theory and the practice of editing a long-form magazine piece. Each class will focus on the structure of a different genre of magazine writing: the reported piece, the profile, and the review-essay. It will also cover important (and often controversial) topics in magazine writing, ranging from the practicalities of line editing to the idea of a "house style," the difference between writing for the web and writing for print, and navigating relationships with writers. "Magazine Editing" will be taught by Leo Carey, Senior Editor at The New Yorker. Master classes meet three times per term in the evening at the Shapiro Center.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT416 The Art of Interviewing: Crafting the Flow Master Class
When people speak, they interrupt, they falter, they repeat themselves -- they stumble their way to articulacy. As editors, how can we prune back all of that excess language in order to discover what someone is really trying to say, and what they really mean? How can we create a satisfying feeling of an arc out of a conversation, while preserving its digressions? In this course, which will be taught by Michele Moses, a veteran audio editor at The New Yorker, students will learn interview and to edit audio interviews. Unlike editing for print, this requires paying attention not only to what is said but to what is conveyed through tone and delivery. We will use a style of listening that is part theater director, part psychoanalyst, and part script supervisor. This class will include a workshop component, in which we will conduct and record interviews and then edit them. We will use Descript, so no hard audio skills are required.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT417 Master Class - Public Speaking
Public speaking is something that freaks out most human beings -- sweaty palms, shaky knees, the stuff of nightmares. We have all found ourselves on the other side of a public address, bored out of our minds, listening to a speaker drone on. But public speaking doesn't have to be terrifying or dull. In this masterclass, we'll tackle the challenge of speaking in public: finding a topic, building credibility, writing to engage an audience, and what to do about the nerves that come from standing in front of other people. At the end of the class, each student will deliver a three-to-five-minute talk (standing ovations only). The class will be taught by Corey Hajim, a writer, story editor, and speaking coach who spent seven years at TED, curating hundreds of talks for the mainstage.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT419 Student Forum
Offering: **Host**
Grading: **Cr/U**

WRCT491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

WRCT492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

WRCT500 Writing as a Multilingual Graduate Student
This course is designed to support graduate students who do not speak English as their first language while writing about research in their graduate programs. Students will learn about the process of writing academic journal articles including writing an abstract, literature review, and methods, results, and discussion sections. They will also focus on sentence- and paragraph-level issues in their writing and elements of writing style such as conciseness, ambiguity, and clarity. Throughout the course, students will review and practice organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.
Offering: **Host**
Grading: **Cr/U**

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AFRICAN AMERICAN STUDIES MAJOR

MAJOR DESCRIPTION

The Major in African American Studies enables students to better understand the social structures and cultural traditions created by Africans in the diaspora, Western conceptualizations of race, the relationship between issues of race and identity, and the histories and influences of people of African descent. The major offers an interdisciplinary, comparative, and cross-cultural approach to studying the experiences of people of African descent in the Black Atlantic world, especially in the United States and the Caribbean.

Students will apply, critique, and reimagine the methodologies and insights of many disciplines through coursework in the humanities, social sciences, and the arts. Wesleyan's Center for African American Studies provides resources that deepen classroom and campus-wide conversations about contemporary and historical matters.

The African American Studies major is attractive to students from diverse backgrounds seeking a deeper understanding of African American experiences and perspectives. Students may have particular areas of interest, such as African American history's impact on contemporary society, social justice, and civil rights, the effects of systemic racism, or a desire to better understand one's own identity and heritage. Others want to explore the rich vibrancy of African American literature, art, music, and culture in depth.

Students who graduate with a major in African American Studies not only develop critical thinking skills and cultural competence, but also gain a competitive edge in their pursuit of advanced degrees and careers in fields such as law, medicine, literature, education, business, public policy, and the sciences.

ADMISSION TO THE MAJOR

Students usually declare their major in African American Studies in the second semester of their sophomore year. Students are admitted to the major if they have earned a grade of B- or better in AFAM 101 (https://owaprod-pub.wesleyan.edu/reg/!wesmaps_page.html?stuid=&facid=NONE&crse=015838&term=1209), or at the discretion of the Chair, if they have taken other courses in the Department.

MAJOR REQUIREMENTS

The African American Studies major consists of eleven semester courses. The two required courses are AFAM 101: Intro to Africana Studies and AFAM 301: Junior Colloquium. At least five other courses must be cross-listed with African American Studies: the three different area courses and the two elective courses (described below). All courses must be completed at Wesleyan. One individual tutorial can be counted toward the eleven required courses, as can two courses taken away from Wesleyan and used to fulfill the student's chosen area of concentration. The major program must include the following:

AFAM 101: Introduction to Africana Studies. This course will provide an overview of the field and locate African American Studies in the broader context of the African Diaspora. Students must earn a B- or better in AFAM 101 in order to major.

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

- African American History
- African American Literature
- Relevant Social Science course

AFAM 310: Junior Colloquium

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

Field of concentration (4 courses). Each major must take four courses that represent an area of concentration. Concentrations may be conceived either disciplinarily (with the four courses coming from a single department) or thematically (with courses selected from different disciplines but designed around a specific topic). Concentration courses do not necessarily have to be cross-listed with **AFAM**. One **100**-level course can count for the concentration. None of the four courses taken in the field of concentration can count toward the **AFAM** core courses or the **AFAM** elective courses. We strongly recommend that students design their concentrations in consultation with their major advisor.

Code	Title	Hours
Required Courses		
AFAM101	Introduction to Africana Studies: Black Radical Thought and Praxis	1
AFAM301	Junior Colloquium: Defining African American Studies	1
Area Courses #		**3**
African American History		
African American Literature		
Relevant Social Science Course		
Field of Concentration Courses *		**4**
Electives ^		**2**
Total Hours		**11**

One 200-level (or above) course in three different areas
* Each major must take four courses that represent an area of concentration.
^ Two elective courses that originate in or are cross-listed with AFAM.

COURSES FOR NON-MAJORS

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

GENERAL EDUCATION

Majors are encouraged to complete Gen Ed requirements.

STUDENT LEARNING GOALS

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

Students who major in African American Studies:

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

HONORS

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

CAPSTONE EXPERIENCE

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

AMERICAN STUDIES MAJOR

MAJOR DESCRIPTION

Students who complete the major will have the opportunity to attain a historically grounded, theoretically informed, and globally oriented understanding of the U.S. as a cultural, social, and political formation. Students will also gain facility with interdisciplinary methodologies, working through challenging questions by applying diverse analytical structures.

Major Format Change

Please note, beginning 2025-2026, the American Studies major will have undergone revision. Students belonging to the classes of 2026-2028 will have the option to choose between the old major format and the new major format. Beginning with the class of 2029, only the new major format will be available.

ADMISSION TO THE MAJOR

To pursue the old major format (available only to classes 2026-2028):
There is no required prerequisite to declare the major following the old format. See the "Major Requirements" section for further information.

To pursue the new major format (available to classes 2026-2028, mandatory for classes 2029 and beyond):
The prerequisite for becoming an American Studies major is taking a gateway course by the conclusion of the sophomore year. Gateway courses originate in the American Studies Department and include a combination of First Year Seminars and themed Introduction to American Studies courses. See Wesmaps for current courses.

To declare the major (whether following the old or new format), students must complete the following steps during the second semester of their sophomore year:

1. Declare the major through Wesportal
2. Complete and return the major declaration form to the AMST Administrative Assistant

MAJOR REQUIREMENTS

Please see the caveat above under "Major Format Change" regarding the change in the American Studies major beginning 2025-2026.

To pursue the old major format (available only to classes 2026-2028):
The old major format consists of eleven courses (twelve with a two-semester senior thesis, which includes an additional tutorial credit) as follows: one themed Introduction to American Studies course; one themed Junior Colloquium; AMST200: Colonialism and Its Consequences; two hemispheric and/or transnational courses; four courses in a designated concentration; three electives; and a capstone. Among these course specifications, certain overlaps may occur to not exceed the eleven required courses. There are three choices for the capstone: (1) a 300-level seminar that originates in the American Studies Department, (2) a one-semester senior essay, or (3) a two-semester senior thesis.

To pursue the new major format (available to classes 2026-2028, mandatory for classes 2029 and beyond):
The new major format consists of ten courses (eleven with a two-semester senior thesis, which includes an additional tutorial credit) as follows: One gateway course; five courses at the 200- or 300-level that originate in the American Studies Department; three elective courses at the 200-or 300-level that may be taken outside of the department with the approval of the advisor; and a capstone. There are three options for the capstone: (1) a 300-level seminar that originates in the American Studies Department, (2) a one-semester senior essay, or (3) a two-semester senior thesis.
Please see the American Studies website for a list of all courses that originate in the American Studies Department.

AMST MAJOR REQUIREMENTS

Code	Title	Hours
Gateway		1
200- or 300-Level Courses Originating in American Studies		5
200- or 300-Level Elective Courses		3
Senior Requirement		1

HONORS

With departmental approval, students may complete a two-semester senior honors thesis. Students wishing to pursue a senior honors thesis should refer to the instructions on the department website regarding the application process, which occurs during the spring of the junior year. Students completing a thesis will enroll in a two-semester tutorial with a faculty advisor during their senior year. The thesis is typically 75 pages in length, reflects original research, and is evaluated for honors by two additional faculty members. The faculty advisor provides a letter grade for the two-semester tutorials.

CAPSTONE EXPERIENCE

There are three options for the capstone in the American Studies Major.

1. Students may take a 300-level course originating in the American Studies Department.
2. Students may complete a one-semester senior essay. The senior essay may be completed in the fall or spring of the senior year under the guidance of a faculty advisor. The student must secure a faculty advisor during the prior academic year. The essay is typically 25-30 pages in length, reflects original research, and is graded by the faculty advisor.
3. With departmental approval, students may complete a two-semester senior honors thesis. Students wishing to pursue a senior honors thesis should refer to the instructions on the department website regarding the application process, which occurs during the spring of the junior year. Students completing a thesis will enroll in a two-semester tutorial with a faculty advisor during their senior year. The thesis is typically 75 pages in length, reflects original research, and is evaluated for honors by two additional faculty members. The faculty advisor provides a letter grade for the two-semester tutorials.

ANTHROPOLOGY MAJOR

MAJOR DESCRIPTION

The major in Anthropology enables students to investigate the complex and diverse cultures and societies developed throughout our interconnected world. Coursework in this major includes anthropological theories and research methods and the study of topics such as urban anthropology, globalization,#media studies, consumer culture, art and performance, archaeology, social movements and activism, migration, development and humanitarianism, race, gender, and sexuality. Social justice and ethical concerns have always been central to the discipline of anthropology.

Students of anthropology draw meaningful interdisciplinary connections through an approach that involves strong observational and analytical skills, an open mind and willingness to challenge their own cultural assumptions, and a deep curiosity about how history and culture impact the most important and compelling contemporary social issues.

The Anthropology major provides excellent preparation for all kinds of careers that require an understanding of cultural differences in a transnational world, including education, journalism, law, art and media, medicine and public health, development, and social justice organizing, as well as graduate and professional studies.

ADMISSION TO THE MAJOR

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

MAJOR REQUIREMENTS

Anthropology majors are required to earn a **minimum of 10 anthropology credits, at least eight of which must be numbered 201 or higher**. Students should work out their plans to fulfill the major requirements with their advisor by keeping their Major Certification Form up to date.

NEW ANTH MAJOR REQUIREMENTS

*Required for Class of 2028 and beyond. Class of 2027 can decide between the old and new requirements.

Code	Title	Hours
ANTH101	Introduction to Cultural Anthropology	1
ANTH208	Crafting Ethnography	1
Theory Courses (ANTH295 series, choose two)		2
Anthropology Electives (4 Courses Required) 201 or higher		4
Capstone - Fulfill any of the following requirements:		2
Seminar Paper (300-Level Course) and two additional Anth Electives (201 or above; at most 1 FYS)		
ANTH 400 and one additional ANTH Elective (201 or above or 1 FYS)		
Senior Thesis (ANTH400 and ANTH410)		
Reflection Paper		
Total Hours		**10**

OLD ANTH MAJOR REQUIREMENTS

*Required for Class of 2026. Class of 2027 can decide between the old and new requirements.

Code	Title	Hours
ANTH101	Introduction to Cultural Anthropology	1
ANTH208	Crafting Ethnography	1
Anthropological Theory Courses (ANTH295 series, choose two)		2
Area of Concentration (4 courses required in 1 concentration area)		4
Difference, Inequality, and Social Justice		
Local Distinctions, Global Connections		
Producing, Consuming, and Performing Culture		
ANTH Electives (1 FYS allowed and/or courses 201 or higher for a total of 2)		2
Capstone		
Total Hours		**10**

ANTHROPOLOGICAL THEORY COURSES

Majors must take any two core **ANTH295** courses in anthropological theory, offered in the fall and spring.

Code	Title	Hours
ANTH295A	Theory in Anthropology: Anthropology and the Experience of Limits	1
ANTH295B	Theory in Anthropology: Anthropology of Affect	1
ANTH295C	Theory in Anthropology: Anthropology of Conspiracy	1
ANTH295D	Theory in Anthropology: Anthropology and the Modern Media	1
ANTH295E	Theory in Anthropology: Anthropology of Time	1
ANTH295G	Theory in Anthropology: Anthropology of Semiosis	1
ANTH295H	Theory in Anthropology: The Anthropology of Capitalist Life/Worlds	1

RECOMMENDED SEQUENCE AND PREREQUISITES

The department recommends that students take ANTH208 in the spring of their sophomore or fall of their junior year. ANTH101 is a requirement for ANTH208 and ANTH295, and ANTH208 is a requirement for ANTH400.

CONCENTRATIONS

***Starting with the Class of 2028, we will be eliminating the concentrations and replacing them with a written reflection requirement.**

- **Class of 2026**: Students must follow the old requirements, including the concentrations.

- **Class of 2027**: Students have the option to choose between the old requirements (with concentrations) and the new requirements (with the written reflection).

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

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

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

CAPSTONE EXPERIENCE

The capstone may consist of a thesis, essay, or a senior seminar paper (see Honors/Capstone tab).

FINAL REFLECTION

***Starting with the Class of 2028, we will be eliminating the concentrations and replacing them with a written reflection requirement.**

In the spring semester of your senior year, you will be required to submit a written final reflection in your major certification form, answering the following prompt:

"Looking back to all the courses you have taken in the Anthropology major, what is your thematic focus in Anthropology, and how have your courses built on each other to help illuminate this focus? What, substantively thinking, have you learned as an emerging anthropologist?

Answering the question, you may mention any of the following: skills you have built, larger ideas or concepts you have engaged, and knowledge and new understandings you have gained. You might also consider non-Anthropology electives that have been relevant to your trajectory as an Anthropology major."

This reflection will be between 1 and 2 pages long, double-spaced. Once submitted, you will be required to meet with your major advisor to discuss your reflection. This means that as a graduating major you will have a chance to reflect holistically on how your core and elective courses in the major and your capstone synergize into concrete abilities and areas of expertise.

STUDENT LEARNING GOALS

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

STUDY ABROAD

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

ADDITIONAL INFORMATION

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

Double majors: Anthropology majors have combined anthropology with a range of other majors, including Science in Society; feminist, gender, and sexuality studies; American studies; environmental studies; English; dance; music; African American studies; film; and both art history and art studio; as well as the certificates in writing and in social, cultural, and critical theory. All the requirements for the two majors must be met, except when faculty representatives of the two departments approve alterations in your program. We generally expect students writing a thesis for honors in both majors to enroll in ANTH400 in their fall semester and enroll in a tutorial in the other department or program in their spring semester. Please consult with the department chair and/or a department advisor.

HONORS

Only theses are eligible for honors or high honors. A minimum grade of B+ in either ANTH295A, ANTH295B, ANTH295C, ANTH295D, ANTH295E, ANTH295G or ANTH295H is required for the pursuit of honors.

CAPSTONE EXPERIENCE

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

Theses. Only theses are eligible for departmental honors. A thesis is an independent, two-semester (or more) research project. In the fall semester of their senior year, students writing a thesis should enroll in ANTH400, a research and writing seminar in which students pursue individual research projects in a group context. In the spring semester of their senior year, thesis candidates should enroll in an individual thesis tutorial (ANTH410). It is strongly recommended that students contemplating a thesis either enroll in an individual tutorial (ANTH402) in the spring semester of their junior year, in which they would begin library research on their area of interest, or else take a course that is relevant to their research concerns.

Essay. An essay is also a serious research commitment: It is an independent, one-semester (or more) research project. In the fall semester of their senior year, essay writers should enroll in ANTH400. They will complete a draft of their essay in the fall semester and submit a final version by the first day of the spring semester.

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

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

- more on **Thesis Proposals**
- more on **Ethics Questionnaires**
- more on the **Goffe Wesleyan Summer Experience Grant** (to support summer field work in anthropology)
- Check out previous anthropology thesis projects on WesScholar here (http://wesscholar.wesleyan.edu/anth_etd/)!

ARCHAEOLOGY MAJOR

MAJOR DESCRIPTION

The Major in Archaeology trains students to analyze and reconstruct past societies and their environments through their material remains. Students engage the past in ways that can address modern questions, such as what drives culture change, what creates resilient societies, the role of archaeology in construction of modern identities, and how we can rediscover sustainable technologies meet climate challenges. The major is fundamentally interdisciplinary and hands-on. Faculty specialize in a range of geographic regions and methodologies. Students apply analytical and interpretive frameworks from the humanities, sciences and social sciences, with many courses involving lab or experimental components and the opportunity to work directly with artifacts and eco-facts. Archaeological fieldwork provides experiences in excavation techniques and landscape survey.

Majors may pursue either the standard major or the archaeological science track in which they specialize in a particular analytical method, such as experimental archaeology, archaeological residue analysis, environmental archaeology, zooarchaeology, materials analysis, 3D modeling, or GIS/spatial analysis.

The Archaeology program draws students who are excited by ancient cultures, and who enjoy interdisciplinary research that invites them to apply a variety of methods from the sciences, social sciences, and the humanities to a range of material data. Students enjoy the process of making new discoveries in fieldwork, and the opportunity for extensive hands-on work with ancient objects from archaeological sites or Wesleyan's own collections. Archaeology students work critically, creatively, and cross-culturally.

The multidisciplinary nature of archaeology ensures that graduates develop the ability to document, research, and interpret both humanistic and scientific data at a high level of detail. Because Archaeology is also community-oriented, connecting people to their pasts, majors learn to translate detailed academic research into human stories that can be widely shared, which makes them strong writers and communicators. The skills they develop prepare them for any career track, but they are often drawn to careers in law, public policy, environmental research, natural resource development, historic preservation, museum curation, education, and cultural heritage management.

ADMISSION TO THE MAJOR

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

GATEWAY COURSES

Code	Title	Hours
ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP203	The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology	1
ARCP204	Introduction to Archaeology	1
ARCP214	Survey of Greek Archaeology and Art	1
ARCP223	Survey of Roman Archaeology and Art	1
ARCP260	Art and Archaeology of Ancient India	1
ARCP275	Introduction to Archaeological Science: Natural Science Approaches to the Human Past	1

MAJOR REQUIREMENTS

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

Code	Title	Hours
Gateway Course		**1**
Area Courses (1 course in each area)		**4**
Anthropology		
Art History		
Classical Civilization		
Methods		
Archeological Theory in Action Symposium (two required) *		**1**
Electives (in ARCP or related discipline) **		**3**
Senior Essay/Thesis		**1-2**
Recommended Fieldwork		
Total Hours		**10-11**

* recommended junior and senior fall

**One course in science or research methods originating outside the ARCP Program may be applied toward the major by those pursuing the archaeological science track, provided the student can demonstrate its

application toward their capstone or other archaeological research projects. This course must be declared upon admission to the major.

The archaeology major and minor was revised in spring of 2021. Majors declaring *prior to Spring 2022* may opt to follow the old pathway in which the Thinking Through Archaeology requirement was met by a single course with that designation; those declaring in spring 2022 or later will follow the new major.

ANTHROPOLOGY

Code	Title	Hours
ARCP203	The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology	1
ARCP204	Introduction to Archaeology	1
ARCP210	The Technological Primate: Archaeological Approaches to Ancient Technology	1
ARCP248	Who Owns the Past? Cultural Heritage, Archaeology, and Politics	1
ARCP257	Environmental Archaeology	1
ARCP267	Museum Collections: Ethical Considerations and Practical Applications	1
ARCP291	East Asian Archaeology	1

ART HISTORY

Code	Title	Hours
ARCP260	Art and Archaeology of Ancient India	1
ARCP285	Off with its Pedestal! The Greek Vase as Art and Artifact	1
ARCP380	Relic and Image: The Archaeology and Social History of Indian Buddhism	1
ARCP382	Numismatics and the Archaeology of Money	1
ARCP385	The Indian Temple	1

CLASSICAL STUDIES

Code	Title	Hours
ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP214	Survey of Greek Archaeology and Art	1
ARCP223	Survey of Roman Archaeology and Art	1
ARCP234	Art and Society in Ancient Pompeii	1
ARCP255	The Archaeology of Identities in the Ancient Mediterranean and Beyond	1
ARCP285	Off with its Pedestal! The Greek Vase as Art and Artifact	1
CLST244	Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt	1
CLST390	Making Rome: Monuments of Life in Ancient Rome	1

METHODS

Code	Title	Hours
ARCP248	Who Owns the Past? Cultural Heritage, Archaeology, and Politics	1
ARCP257	Environmental Archaeology	1
ARCP267	Museum Collections: Ethical Considerations and Practical Applications	1
ARCP350	Animals in Archaeology	1
ARCP352	Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean	1
ARCP355	Decoding the Stone Age: Analysis of Lithic Technology	1
ARCP360	Experimental Archaeology: Material Science and Past Behaviors	1
ARCP382	Numismatics and the Archaeology of Money	1
ARCP285	Off with its Pedestal! The Greek Vase as Art and Artifact	1

FIELDWORK

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

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

COURSES FOR NON-MAJORS

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

STUDENT LEARNING GOALS

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

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

Majors are also required to take at least one course in each of the departments that contribute to the archaeology program (anthropology, art history, classical civilization) in order to expose them to different disciplinary approaches to the study of material culture.

STUDY ABROAD

Study abroad is possible at a number of institutions with well-established archaeology programs, some of which include tours of archaeological sites in addition to coursework. Wesleyan students have recently participated in semesters abroad at these institutions:

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

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

ADDITIONAL INFORMATION

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

HONORS

See Capstone Experience below.

CAPSTONE EXPERIENCE

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

Students pursuing honors both in archaeology and in a second major are required to take at least one of their two required thesis tutorials in the archaeology program (i.e., either ARCP409 or ARCP410).

Honors Evaluation

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

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

ART HISTORY MAJOR

MAJOR DESCRIPTION

The Major in Art History provides students with a strong understanding of the visual and material environment created by humankind and how those creations both embody and shape the culture, beliefs, and values of the people who made them. Taking artworks as primary objects of study, students will critically analyze their form and materials and draw upon written texts and/or oral sources to interpret their aesthetic, social, economic, political, philosophical, and religious significance. Students will gain an understanding of languages pertaining to material and cultural production, iconographical and historical analysis and archaeological methodologies, in addition to attaining intermediate-level proficiency in a foreign language.

The ideal student of art history is open-minded and insatiably curious about all aspects of human civilization, diverse cultures, and the historical contexts that have shaped—and been shaped by—human creativity through time. They are visually aware and perceptive, with an empathetic appreciation for the aesthetic choices made by artists. They are eager to explore all kinds of art in varying forms and settings and to engage in rigorous research using multiple sources. They are critical thinkers and effective communicators with excellent writing skills and the ability to participate in thoughtful discussions using sound reasoning and evidence.

The Art History program prepares students to pursue various professional careers in fields such as higher education, museum work, the art market, architectural history and practice, urban planning, landscape architecture, historic preservation, publishing, and cultural property law.

ADMISSION TO THE MAJOR

A prospective major should plan to take one 100-level introductory course and at least two other courses in art history by the end of sophomore year. The student must have at least a B average in art history courses, and a B average overall.

MAJOR REQUIREMENTS

Coursework requirements ensure that students gain geographic breadth and historical depth, while having the opportunity to define their interests and chart their own path through the major.

A minimum of 10 courses—all taken on a graded basis—is required for the Art History major. These include: one introductory course (numbered in the 100 range) plus seven intermediate and advanced courses (numbered in the 200 and 300 ranges) fulfilling the geographic and historical requirements

outlined below. In addition, students must select two electives (see below for parameters). Among required courses in Art History, two must be seminars (numbered in the 300 range). Finally, students must demonstrate proficiency in at least one foreign language.

To take full advantage of the program, students are encouraged to take more than the 10 required courses and to pursue honors in Art History.

Code	Title	Hours
Introductory Course		**1**
Geographic Areas (1 course in 4 different geographic areas)		**4**
The Americas		
Europe		
East Asia		
South and West Asia		
Africa		
Historical Periods (1 course in 3 different historical periods)		**3**
Historical Period 1 (up to ca. 1400)		
Historical Period 2 (ca. 1400 to ca. 1800)		
Historical Period 3 (ca. 1800 to the present)		
Electives (200-level or above)		**2**
Foreign Language Proficiency (second semester intermediate-level course or equivalent)		
Total Hours		**10**

Important note: Any single course may be counted toward only one geographic area or historical period requirement. All required courses (the introductory course, both seminars, and all courses fulfilling historical and geographical requirements) must originate in Wesleyan's Art History program, with the exception of courses in ancient art offered through the Classical Studies department.

ELECTIVES:

In addition to the above courses in Art History, two full credit electives are required. These can include: additional courses in Art History (100-, 200-, or 300-level; one 100-level course is permitted as an elective); preapproved courses taken off campus; or courses in cognate fields, such as anthropology, archaeology, art studio, CEAS, FGSS, film, foreign languages, history, music, religion; social, cultural, or critical theory; sociology; and/or urban studies.

To count as electives toward the Art History major, courses outside Art History must be petitioned prior to enrollment—and approved by the major advisor.

Up to two courses in a foreign language may count as electives toward the Art History major.

For the purposes of planning, students may click here for our Course Planning Documents and review the following:

- ARHA Program Course Projections, which estimate when specific courses will be offered during a three-year period.
- Comprehensive List of ARHA Courses, organized by the categories they may fulfill.
- ~~ARHA Planning Worksheets for Majors~~, to help students map out a course of study.

GENERAL EDUCATION

Candidates for Honors in Art History must comply with the University's General Education Expectations (through Stage 2).

STUDENT LEARNING GOALS

Art History majors acquire the following skills:

- Visual analysis of the form, materials, and meanings of specific works, buildings, and sites.
- Textual analysis of primary and secondary sources in both historical and theoretical genres.
- Historical awareness, or understanding of how a given object, building, or site relates to the culture(s) that produced them.
- Intercultural literacy, including proficiency in at least one foreign language and knowledge of artistic production in several world regions.
- Methodological sophistication, including experience with more than one art historical methodology and knowledge of critical theories.
- Expository writing.
- Research, including how to formulate a research question and relevant methodology, and to locate and evaluate appropriate sources.
- Originality, or the ability to think independently and create new knowledge.

Students will demonstrate their knowledge and abilities through research projects, critical analysis papers, participation in class discussions, collaborative group work, and multimedia presentations. Written exams, peer review, and self-assessments also foster student learning.

STUDY ABROAD

Many Art History majors study abroad, most commonly during the fall or spring semester of their junior year. Students visit collections and museums in other parts of the world and may apply and deepen their foreign language skills. When selecting a study abroad location, students should consider their language abilities and the requirements of programs of interest. Many programs involving language immersion require completing at least two years of language study at the college level before studying abroad. While abroad, advanced students may want to use their time to identify artworks or collections that could serve as the basis for an honors thesis during their senior year. Students may also consider studying abroad during the summer months, whether on a shorter-length study abroad program or to undertake independent research. Juniors may apply for John T. Paoletti Summer Travel Fellowships.

ADVANCED PLACEMENT

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

AP credit may not be counted toward the completion of major requirements.

LANGUAGE REQUIREMENT

To become conversant in art history as a global practice, students must demonstrate proficiency in at least one foreign language. Proficiency consists of at least two full years of study at the college level, or the equivalent, as measured by a placement test administered by the language department in question. German, French, and Italian are normally considered the most useful for the study of European art. Students concentrating in the history of Asian art are encouraged to study a relevant Asian language. Other languages may be relevant depending on a student's course of study.

The Fries Center for Global Studies provides resources to study languages not formally taught at Wesleyan. For more information, visit the Language Resources and Technology page. Native speakers of languages other than English are encouraged but not required to study additional languages.

PRIZES

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

Beulah Friedman Prize
Awarded to seniors to recognize outstanding achievement in the history of art.

James E. Lieber ('84 P'24) Art History Internship Award

Provides grant support to outstanding Art History majors or minors pursuing summer or post-graduate internships in the field.

John T. Paoletti Travel Research Fellowship in Art History

Supports student research and travel related to a senior thesis project advised by an Art History faculty member.

TRANSFER CREDIT

To receive credit for elective courses in the art history major, Art History students should provide their major advisor with a course description and detailed syllabus in advance of taking the course. All courses taken off-campus for the major must be preapproved by the student's major advisor. The Office of Study Abroad must also preapprove courses taken abroad. Preapproved courses taken abroad or at other U.S. institutions can be used to satisfy the major's 200-level electives but will not be counted toward the major's geographical or chronological distribution requirements.

Students who wish to receive general education credit for Art History courses taken off-campus should send the Art History program director a copy of the course syllabus, indicating the number of contact hours, readings, and assignments. This course information is required in addition to the transfer credit petition available through the student portal.

Transfer students wishing to receive credit towards the Art History major for courses taken at their prior institution must provide the Art History program director with course syllabi indicating the number of contact hours, readings, and assignments. For transfer students majoring in Art History, a minimum of five courses within the major must be taken at Wesleyan.

Approval of a course for transfer credit will be based on the number of contact hours and the academic rigor of the readings and assignments, which must be comparable to a Wesleyan course.

ADDITIONAL INFORMATION

Students interested in pursuing museum internships may apply for education-in-the-field credit. To be approved, the internship must involve work that is the equivalent in intellectual content and rigor to a Wesleyan Art History course, as demonstrated in substantive research and writing. Students must provide a description of projects they will be working on and the name of their supervisor, who will coordinate with an on-campus advisor. Before credit is given, students must provide examples of the work they did.

Wesleyan University charges additional tuition for education-in-the field credits earned in the summer or while on an authorized leave of absence during the academic year.

Individual Majors in Art History or Art Studio:

Students majoring in one area can count toward the 32 courses required for graduation up to 16 courses in the department. University regulations regarding the maximum number of courses allowed in a department should be applied to the major itself: Art History or Art Studio. Thus, majors in either program may count toward their graduation requirements no more than 16 credits in their major program (of which no more than 3 may be 100-level courses, and no more than 13 may be 200-level and above). These 16 would include 2 credits of thesis in the case of students majoring in Art Studio or writing a senior thesis in Art History.

Double Majors in Art History and Art Studio:

Students double-majoring in Art History and Art Studio can take up to 20 credits in the department, providing that 2 of these credits are for senior thesis tutorials. In addition to listed courses, a limited number of tutorials, internships, and teaching apprenticeships are available under specific conditions. Prior approval must be obtained to transfer credit from another institution. Review and approval by a faculty member in the area of study must also be made after completion of such course work

HONORS

Honors candidates must earn a minimum GPA of B+.

Students seeking Honors in Art History enroll in a two-semester tutorial (ARHA 409/410) and undertake an independent, two-semester research project under the guidance of a faculty advisor, which results in an honors thesis. Honors students will formulate a research question, master the relevant literature,

propose a research methodology, and work independently to achieve a significant outcome with the goal of making an original contribution to the field.

Honors candidates will participate in a senior colloquium and will present 20-minute “senior talks” on their completed theses.

For students considering graduate or postgraduate studies in the humanities or related fields (including law, medicine, or business), the successful completion of a yearlong independent research project is a mark of distinction. For students applying to MA or PhD programs in Art History, an honors thesis is often the most significant component of an application.

Honors candidates should begin discussing ideas with relevant faculty tutors early in the spring semester of their junior year. Applications are due the third Friday in February, with all thesis decisions announced by the program director in early March. For detailed information and instructions, please visit the Honors in Art History page.

CAPSTONE EXPERIENCE

The Art History Capstone consists of two seminars in Art History, which foster more advanced skills in reading, writing, and independent research.

ART STUDIO MAJOR

MAJOR DESCRIPTION

The Art Studio major enables students to become fluent in visual languages--their analytical and critical vocabularies and the rigors of their techniques and methods--to explore intellectual issues and human experience. Students learn techniques associated with various media while developing a personal creative vision, beginning with basic studies in drawing and introductory art history. More focused studies train students in the practices of Architecture, Drawing, Ecological Design, Painting, Photography, Printmaking, Product Design, Sculpture and Time-Based Media. The program seeks to reflect the diversity of current technical and intellectual approaches to art and design and welcomes interdisciplinary experimentation.

The Art Studio major is comprised of two distinct pathways, the honors thesis and the capstone portfolio, each with its own emphasis, course requirements, and capstone experience. Students in the honors pathway spend their senior year working closely with a dedicated faculty advisor over two semesters towards the comprehensive thesis requirement--the development of a focused body of work and a solo exhibition in the spring of their senior year. The portfolio pathway emphasizes advanced coursework, requiring students to complete three 300-level courses. Instead of a thesis, students compile a portfolio in the spring of their senior year, documenting their creative achievements in upper-level courses. While this portfolio does not qualify for honors, it is a graduation requirement. Both pathways require students to complete at least three Art History courses, each covering a different geographical area, for a total of 11 departmental courses. Additionally, all students must fulfill their General Education requirements.

Students who gravitate towards the Art Studio major tend to be creative, visual thinkers with a passion for art and ideas, an experimental mindset, and a desire to develop their technical aptitude. They are self-motivated, open to constructive criticism, and dedicated to investing the time and effort to formulate their unique, creative expression.

Art Studio majors develop a broad awareness of current and historical art and design practices, their theoretical concerns and social impacts, and they acquire the ability to analyze art from diverse intellectual traditions. Critical thinking, technical proficiency, and observational skills are used to communicate ideas through artistic means and are applicable to a wide range of creative fields and careers in fine art, arts education, advertising, design, business, curation, art conservation and many others.

ADMISSION TO THE MAJOR

In the second semester of the sophomore year, students may declare the Art Studio major in their WesPortal. At the time of declaration, students are expected to have completed:

- Drawing I (ARST131)
- Another ARST course.
- One Art History course
- At the time of declaration, prospective majors must have a B+ average in the department and a B average overall. All Art Studio and Art History courses must be taken for a grade to count toward the major.

*Students may be currently enrolled in one of the courses at the time of major declaration.

MAJOR REQUIREMENTS

In their junior year, Art Studio majors will choose between two major pathways. The following outline presents these options:

Honors thesis pathway: course requirements and honors thesis

- Drawing 1 (ARST 131)
- Minimum 4 other ARST courses (including one 3-D course)
- 3 Art History courses in 3 different geographical regions (The Americas, Europe, East Asia, South and Southwest Asia, and Africa. A global survey course or a multi-continental course may substitute for one of the geographic areas)
- Senior Seminar (ARST 350)
- 2 semesters Senior Thesis Tutorial (ARST 409/410)
  = 11 courses

*Must be GenEd compliant
*1 Individual ARST Tutorial may be counted toward 6 ARST courses
*Eligible for honors
***Students pursuing the honors thesis pathway must secure the agreement of a thesis advisor.**
***** In the rare case a student finishes their graduation requirements in December of their senior
year, they may complete the major with only one semester of thesis tutorial, still exhibiting in the
spring.

Portfolio pathway: course requirements and capstone portfolio

- Drawing I (ARST 131)
- 6 ARST courses (including one 3-D course, and 3 x 300-level or higher)
- 3 Art History courses in 3 different geographical regions (The Americas, Europe, East Asia,
  South and Southwest Asia, and Africa. A global survey course or a multi-continental course may substitute for one of the geographic areas)
- 1 Elective (ARST or ARHA course of choice, any level)
- 1 capstone portfolio working with advisor spring senior year (not a credit, but a requirement)
  =11 courses

*1 Individual ARST Tutorial may be counted toward 6 ARST courses
*Must be GenEd compliant
*Not honors eligible

Teaching Apprentice Tutorials in will not be counted toward requirements in either major pathway.

GENERAL EDUCATION

All majors are required to fulfill their general education expectations as described by the University's guidelines.

STUDENT LEARNING GOALS

The Art Studio faculty has set the following goals for student achievement and success in the major:

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

ADVANCED PLACEMENT

No Advanced Placement credit is accepted in art studio.

PRIZES

Jessup Prize • Awarded to two undergraduates each year who are deemed to show the greatest talent and promise for even greater excellence in sculpture, printmaking, architecture, photography, painting, or drawing. The prize is given in memory of Pauline Jessup, a noted interior designer, who practiced her craft for over 60 years throughout the United States. Mrs. Jessup was noted for her unerring eye, her extraordinarily refined taste, and her steadfast commitment to her clients—many of whom she served over three generations. The award is determined by the Department of Art and Art History.

Elizabeth Verveer Tishler Prize—Art • Established in 1981 by a gift from Mrs. Tishler. Awarded annually for an outstanding senior exhibition in painting, drawing, printmaking, sculpture, photography, or architecture.

TRANSFER CREDIT

ARST majors must consult with their advisor and receive approval for off-campus study, leaves, or the addition of a second major. Off-campus study in the senior year is discouraged and requires additional approval of the program director. All majors (or intended majors) should carefully consider their outstanding major requirements when planning off-campus study.

There are two types of ARST transfer credit:

- Courses that can be applied to ARST major requirements
- Courses that can be applied for general graduation credit

All ARST transfer credits must ultimately be approved by the Art Studio program director.

The process for students seeking transfer credit for *a major requirement* is as follows:

- Students should gather information about the course(s) they plan to take at other institutions, including links to course syllabi. The syllabi should outline class contact hours and expectations for work outside of class. This information must be submitted online with the Office of Study Abroad before enrollment.

- Pre-approval is required for courses intended for major credit. Students must present the course details to the Art Studio faculty member specializing in the corresponding concentration (e.g., a photography course must be pre-approved by the Art Studio photography professor).

- Upon course completion, students must undergo a portfolio review with the same faculty member to determine eligibility for transfer credit toward the major. Credit is not guaranteed.

*Wesleyan students who wish to transfer course credit toward the Art Studio major should note that approval is not automatic, even for courses from a Wesleyan-approved program. Students may apply a maximum of three combined ARST and ARHA courses taken outside Wesleyan toward their major, but only with specific permission from the Art Studio faculty.

*Transfer students who wish to receive credit toward the Art Studio major for art courses taken at another institution should seek approval from the program director prior to enrollment. A portfolio review is required, transfer of course credit to the Art Studio major is not automatic.

Process for students seeking *general credit* for graduation:

- Students should gather information about the course(s) they plan to take at other institutions, including links to course syllabi. The syllabi should outline class contact hours and expectations for work outside of class. This information must be submitted online before enrollment.

- Art Studio program director will review the course and approve general credit, if the proposed course is similar in contact hours/workload as a Wesleyan credit.

HONORS

Students interested in the honors thesis major pathway must first consult with an Art Studio faculty member in their proposed area of media concentration who is willing to serve as their advisor. Typically, faculty expect students to have demonstrated exceptional work in a second-level course within a specific medium (such as Photo II or Painting II) before agreeing to advise an honors applicant. The student and their major advisor will collaboratively design a program of study. Admission to the honors pathway requires a review by the Art Studio faculty, along with a minimum academic average of a B and a departmental average of B+.

In their final year of study, students in the honors pathway will develop a focused body of work and present a solo exhibition. This exhibition serves as the culmination of a two-semester thesis tutorial, developed through close critical dialogue with their faculty advisor. The senior thesis exhibition offers students a unique opportunity to engage in a rigorous and self-directed creative investigation and participate in a public conversation about their work.

Exhibitions are critiqued by the faculty advisor and a second critic and are subsequently reviewed by the faculty of the Art Studio program, who vote to determine high honors, honors, pass, or fail, on the criteria of originality, mastery of medium, depth and range of investigation, and coherence of the exhibition.

Students in the honors thesis pathway must document their theses and upload edited images to a shared ARST drive as part of their graduation requirements.

ASTRONOMY MAJOR

MAJOR DESCRIPTION

The Major in Astronomy (ASTR) enables students to explore the foundational concepts and recent discoveries that have shaped the modern study of celestial objects, space, the phenomena of the cosmos, and the universe. Students develop advanced proficiency with the theoretical concepts and observational tools employed in distinct subfields of astrophysics. The program blends coursework with research opportunities and provides students with access to professional-quality telescopes, instrumentation, and computers. All majors complete an in-depth senior capstone project and present their research in a public forum, e.g., by speaking in the research seminar, presenting a poster at the Wesleyan summer research program, or presenting at a professional conference.

The Astronomy program attracts students who have a passionate interest and curiosity about space, celestial objects, and the universe, along with an aptitude for mathematics and physics, the ability to work with complex data and technology, and the patience for long-term research projects.

Astronomy graduates may continue their studies in a graduate program or pursue a variety of careers in fields such as astronomy, astrophysics, data science, planetary science, aerospace engineering, space missions, science communications, education, and public outreach.

ADMISSION TO THE MAJOR

The standard introductory course for potential majors and other science-oriented students is ASTR155. It may be taken in the first or sophomore year. It assumes a good high school preparation in physics and some knowledge of calculus. ASTR211 is a sophomore-level course appropriate for interested non-majors as well as a gateway course to the major. Coding skills are required for ASTR211 and all upper-level astronomy courses. Prospective majors should take ASTR210 prior to ASTR211 or demonstrate their proficiency in coding to the ASTR211 instructor prior to taking that course. View courses in our Academic Catalog (https://catalog.wesleyan.edu/departments/astr/ugrd-astr/).

MAJOR REQUIREMENTS

The astronomy major is constructed to accommodate both students who are preparing for graduate study and those who are not.

The basic requirement for the major is the successful completion of the required courses as well as four upper-level astronomy courses. The required upper-level courses are taken one each semester in the junior and senior years.

Code	Title	Hours
Required Courses:		
ASTR155	Introduction to Astrophysics	
ASTR210	Fundamentals of Scientific Computing in Astronomy	
ASTR211	Observational Astronomy	
MATH121	Calculus I	
MATH122	Calculus II	
MATH221	Vectors and Matrices	
PHYS113	General Physics I	
PHYS116	General Physics II	
PHYS213	Waves and Oscillations	
PHYS214	Quantum Mechanics I	
PHYS215	Special Relativity	
Four Upper-Level Astronomy Courses*:		
ASTR221	Galactic Structure and Formation	
ASTR222	Modern Observational Techniques	
ASTR224	Exoplanets: Formation, Detection, and Characterization	
ASTR231	Stellar Structure and Evolution	
ASTR232	Galaxies, Quasars, and Cosmology	
ASTR240	Radio Astronomy	
*Upper-level Astronomy course offerings may vary year-to-year.		

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

Additional upper-level physics courses are also recommended but are not required. Prospective majors with graduate school aspirations should complete or place out of the basic physics and mathematics courses listed above,

preferably by the end of their sophomore year, and should also take ASTR155, ASTR210, and ASTR211 during their first two years.

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

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

Click here (https://www.wesleyan.edu/academics/journey/Astronomy_Advising_Information.pdf) for more detailed information about the astronomy major, including a sample eight-semester course plan.

STUDENT LEARNING GOALS

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

- a broad understanding at an introductory level of the foundational concepts and recent discoveries that have shaped modern astronomy and astrophysics
- proficiency at an advanced level with the theoretical concepts and observational tools employed in four or more distinct subfields of astrophysics
- firsthand experience with the process of science through participation in research
- the technical and research skills needed to pursue graduate study in astronomy
- analytical abilities and computing skills useful for careers outside of professional astronomy

BA/MA PROGRAM

[wesleyan.edu/grad/degree-programs/bama.html (https://www.wesleyan.edu/grad/graduate-programs/bama_program.html)]

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

ADDITIONAL INFORMATION

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

HONORS

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

CAPSTONE EXPERIENCE

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

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

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

BIOLOGY MAJOR

MAJOR DESCRIPTION

The major in Biology provides students with the skills to perform scientific inquiry using current experimental approaches as they pursue a deeper understanding of the interconnections among living things. We study how recent advances in the biological sciences are driving extraordinary new discoveries and innovations in areas such as evolution, ecology, cell biology, genetics/genomics, and neuroscience. Biological research provides essential information as we address urgent challenges of biodiversity conservation, global climate change, epidemiology, and human health and well-being. Increasingly, biological issues are playing a fundamental role in social and medical ethics, journalism, and public policy.

Biology students are curious, keen observers who seek answers about the natural world. Coursework requires analytical and critical thinking skills and a sense of imagination. Students are encouraged to nurture abilities to understand complex processes, follow detailed protocols, analyze data, and communicate about their research. As biology deals with living organisms and potentially sensitive research, the model biology student should possess strong ethics, respect for life, and a commitment to responsible practices.

A major in Biology can form the foundation of a career in research, medicine, conservation, public health, bioethics, sustainable resource use, and many other areas.

ADMISSION TO THE MAJOR

Students who begin the Biology Major their first year are able to take maximum advantage of upper-level biology courses and research opportunities in later years. The major can successfully be completed if begun during sophomore year. Biology students may consider taking a semester abroad.

The required introductory courses (BIOL181/BIOL191 and BIOL182/BIOL192) do not have prerequisites or corequisites, but it is recommended to have some chemistry background or to take General Chemistry (CHEM141/CHEM142 or CHEM145) concurrently.

MAJOR REQUIREMENTS

The Biology Major's required course of study includes:

- Two introductory courses with their associated labs:
  - BIOL181 with lab BIOL191 is offered every fall semester.
  - BIOL182 with lab BIOL192 is offered every spring.
- Six or more elective biology courses at the 200 and 300 levels, which must include:
  - One mid-level cell/molecular course: MB&B208, BIOL210, BIOL212, or BIOL218
  - One mid-level organismic/population course: NS&B213/BIOL213, BIOL214, BIOL215, BIOL216, or BIOL217
- Required chemistry courses from the options below:
  - For students of the Class of 2029 and later:
    - General Chemistry: CHEM141 and CHEM142 OR
    - Honors Chemistry: CHEM145 OR
    - One semester of Organic Chemistry: CHEM251 or CHEM252
  - For students of the Class of 2028 and earlier:
    - General Chemistry: CHEM141 and CHEM142 OR
    - Honors Chemistry: CHEM143 and CHEM144
- Required Science Outside of Biology: Any three additional credits of related courses from at least two different departments. These are courses that address approaches and methodologies applied in biology and include:
  - Organic Chemistry: CHEM251, CHEM252
  - Physics: PHYS111, PHYS112, PHYS113, or PHYS116 and PHYS207
  - Mathematics: MATH117 or higher
  - Statistics: MATH132, ECON300, PSYC200
  - Quantitative Analysis Center: QAC201, QAC231
  - Computer Science: BIOL265, BIOL266 (0.5 credit), BIOL271 (0.5 credit), COMP112, COMP114, COMP115, COMP211, or a course higher than COMP211
  - Earth and Environmental Science: BIOL242/E&ES270, E&ES280, E&ES380
  - Archaeology: ARCP350
- One capstone experience

Important Notes for All Majors:

- No more than three of the mid-level courses listed above may be counted towards the six advanced elective requirements.
- At least three elective courses (200-level and above) that are counted toward the Biology major cannot be simultaneously used to fulfill any other major.
- Organic Chemistry (CHEM251 and CHEM252) can only be used to complete one Biology requirement, and can't also count towards the "Required Science Outside of Biology" requirement if used to complete the required Chemistry courses.
- Biology majors are allowed to apply at most one elective course or one cognate course taken credit/unsatisfactory toward fulfilling the major requirements. However, this is discouraged because good performance in major courses is an important aspect of a student's transcript.
- A strong background in chemistry is recommended for students planning to enter graduate or medical school. Most medical and health-related graduate programs require two years of college-level chemistry, including laboratory components and a biochemistry course.
- Students planning to attend medical, dental, or other health professions graduate school should note that admission requires a year each of introductory biology, physics, and math (such as calculus or statistics) **and** two years of chemistry (general and organic), including any laboratory components.

Important Requirements for Double Majors:

- At least three elective courses (200-level and above) that are counted toward the Biology major cannot be simultaneously used to fulfill any other major.
- For double-major in Biology and Neuroscience and Behavior, NS&B213/BIOL213 cannot count toward the six electives required for the Biology major; however, NS&B213/BIOL213 will fulfill the Column 2 breadth requirement.
- Two Statistics courses, even from different departments, cannot both be counted as cognates.
- Students cannot use E&ES280 if they use QAC231 .

Electives may be chosen from among the following courses at the 200, 300, or 500 levels. See WesMaps for current course offerings as not all courses below are offered every year. The courses are grouped thematically for your convenience only.

CELL AND DEVELOPMENTAL BIOLOGY

Code	Title	Hours
BIOL/MB&B223	The Molecular Basis of Cancer	1
BIOL/MB&B228	Medical Biochemistry	1
BIOL/MB&B232	Immunology	1
BIOL/MB&B237	Signal Transduction	1
BIOL241	Cell-Cell Interactions in Development	1
BIOL/IDEA267	Engineering Biology: Cells and Tissues	1
BIOL295	Physiology and Cell Biology of Cancer	1
BIOL317	Genes and Mechanisms in Vertebrate Sex Determination	1
BIOL322	Cell Migration in Development and Disease	1
BIOL/NS&B325	Stem Cells: Basic Biology to Clinical Application	1
BIOL332	Genomics Era Cell and Development	1
BIOL334	Shaping the Organism	1
BIOL340	EvoDevo: Origins of Variation in the Phenotype	1
BIOL/NS&B343	Muscle and Nerve Development	1

BIOL/NS&B345	Developmental Neurobiology	1
MB&B375	The Cell-Division Cycle and Cancer	1

EVOLUTION, ECOLOGY, AND CONSERVATION BIOLOGY

Code	Title	Hours
BIOL/ENVS220	Conservation Biology	1
BIOL/ENVS226/ E&ES240	Invasive Species: Biology, Policy, and Management	1
BIOL/ENVS233/ E&ES234	Geobiology	1
BIOL235	Comparative Vertebrate Anatomy	1.5
BIOL236	Comparative Animal Physiology	1
BIOL290/ENVS286	Plant Form and Diversity	1
BIOL308	Small Creatures, Big Impact: Vectors of Human Disease	1
BIOL/E&ES312/ ENVS311	Global Change Biogeography	1
BIOL316	Plant-Animal Interactions	1
BIOL318	Nature and Nurture: The Interplay of Genes and Environment	1
BIOL320	Everything is Everywhere: Environmental Microbiomes	1
BIOL/COMP/CIS327	Evolutionary and Ecological Bioinformatics	1
BIOL/ENVS337	The Origins of Bacterial Diversity	0.5
BIOL346/E&ES238/ ENVS340	The Forest Ecosystem	1
BIOL365	Calderwood Seminar in Public Writing: 21st-Century Biology	1
ARCP/E&ES350/ ENVS348	Animals in Archaeology	1
BIOL368/ENVS369/ E&ES342	Ecological Resilience: The Good, the Bad, and the Mindful	1

GENETICS, GENOMICS, AND BIOINFORMATICS

Code	Title	Hours
MB&B/BIOL231	Microbiology	1
BIOL242	Quantitative Methods for the Biological and Environmental Sciences	1
BIOL/NS&B257	Neurogenetics	1
BIOL/CIS263	Demystifying Data: Introductory Data Analysis and Modeling	1
BIOL/MB&B/ CIS265/COMP113	Bioinformatics Programming	1
BIOL/CIS270	Systems Biology with Programming	1
MB&B306	Epigenetics	1
BIOL/CIS310/ MB&B311	Genomics Analysis	1
BIOL/CIS/COMP327	Evolutionary and Ecological Bioinformatics	1
MB&B/BIOL333	Gene Regulation	1
MB&B394	Advanced Laboratory in Molecular Biology and Genetics	1

NEUROBIOLOGY AND BEHAVIOR

Code	Title	Hours
BIOL/NS&B224	Hormones, Brain, and Behavior	1
BIOL/NS&B/ PSYC239	Functional Anatomy of the Human Brain	1
NS&B/BIOL243	Neurohistology	1
BIOL/NS&B244	Neuropharmacology	1
BIOL/NS&B245	Cellular Neurophysiology	1
BIOL/NS&B247	Laboratory in Neurophysiology	1
BIOL/NS&B250	Laboratory in Cellular and Behavioral Neurobiology	1
BIOL/NS&B251	Laboratory in Basic Practices in Neuroscience	1
BIOL/NS&B252	Cell Biology of the Neuron	1
BIOL/NS&B254	Comparative Animal Behavior	1
BIOL/NS&B299	Waves, Brains, and Music	1
NS&B302	Neurobiology of Aging	1
NS&B304	Glia: Not just neuronal glue!	1
NS&B/BIOL328	Chemical Senses	1
BIOL/NS&B345	Developmental Neurobiology	1
BIOL/NS&B347	Mammalian Cortical Circuits	1
BIOL/NS&B351	Neurobiology of Learning and Memory	1
NS&B/BIOL/ PSYC353	Neurobiology of Neurological Disorders	1
BIOL/NS&B/ PSYC356	Neurodevelopmental Disorders	1
BIOL/NS&B/ FGSS357	Sex and Gender: From Synapse to Society	1
BIOL/NS&B358	Neurobiology of Movement	1
NS&B/BIOL360	Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits	1
BIOL/NS&B373	Exploring the Brain-Body Interface: The Neuroscience of Basic Survival	1

ADDITIONAL COURSES THAT CAN BE CREDITED TO THE ELECTIVE REQUIREMENT

The following courses may be applied toward fulfilling the mid-level elective requirement for the Biology major:

Code	Title	Hours
ARCP/ENVS/SISP/ IDEA203/ANTH212	The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology	1
ARCP/ENVS/ANTH/ E&ES257	Environmental Archaeology	1
CHEM/NS&B323	Biochemistry of Neurodegenerative Disease	1
CHEM/MB&B325	Introduction to Biomolecular Structure	1
CHEM/MB&B383	Biochemistry	1

Additional notes on fulfilling the Biology major:

- Cross-listed courses that are included on the list above are automatically credited to the biology major.
- Courses in the BIOL 400 series (such as research tutorials) contribute toward graduation but do not count toward the major, although they can be used to fulfill the capstone requirement (see below).

COURSES FOR NON-MAJORS

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

Code	Title	Hours
BIOL106	The Biology of Sex	1
BIOL140	Classic Studies in Animal Behavior	1
BIOL146	Primate Behavior: The Real Monkey Business	1
BIOL173	Global Change and Infectious Disease	1
BIOL/MB&B181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	1
BIOL/MB&B182	Principles of Biology II	1
BIOL/ENVS/ E&ES197	Introduction to Environmental Studies	1

STUDENT LEARNING GOALS

Biology majors acquire the following knowledge and competencies:

- A broad and integrative understanding of the theory and practice of biology
- Critical and quantitative thinking
- Creative problem solving
- Scientific reasoning
- Ethics of biological research
- Understanding of the role of biology in society and sustainability practices
- Designing and conducting original research
- Written and oral communication about scientific concepts and research findings
- Comprehension and critical interpretation of primary scientific literature

Students will use their biological knowledge and skills to become effective, scientifically-informed citizens and professionals.

Students will demonstrate their knowledge and abilities through research projects, critical analysis papers, participation in class discussions and collaborative group work, and presentations. Written exams, peer review, and self-assessment will also evaluate their class performance.

ADVANCED PLACEMENT

While placing out of Intro Biology lecture courses is discouraged, students who scored a 4 or 5 on the AP Biology exam may be eligible to place out of either BIOL181 or BIOL182. If you are interested in placing out, you are required to consult with an instructor from the relevant course.

Students interested in placing out of MB&B181, which is offered every fall semester, contact Professor Cori Anderson (canderson05@wesleyan.edu). This place out exam must be taken during the first week of the student's first semester at Wesleyan.

Students interested in placing out of BIOL 182, which is offered every spring semester, contact Professor Fred Cohan (fcohan@wesleyan.edu) and Professor Laverne Melón (lmelon@wesleyan.edu).

There is no process to place out of BIOL191 and BIOL192, the Intro Biology lab courses. BIOL191 is offered every fall semester. BIOL192 is offered every spring semester. Students who place out of either BIOL181 or BIOL182 must still take the corresponding lab course, especially those who plan on majoring in Biology, MB&B, or NS&B or those who are intending to continue with a health professions graduate program (ex: medical school, dental school, etc.).

PRIZES

Dr. Neil Clendeninn Prize – Established in 1991 by George Thornton, Class of 1991, and David Derryck, Class of 1993, for the African American student who has achieved academic excellence in biology and/or molecular biology and biochemistry. This student must have completed their sophomore year and should exemplify qualities of character, leadership, and concern for the Wesleyan community as shown by Dr. Neil Clendeninn, Class of 1971.

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

TRANSFER CREDIT

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

RELATED PROGRAMS OR CERTIFICATES

Environmental Studies Minor

The Environmental Studies (ENVS) program is interdisciplinary and offers both a minor and a linked major. The ENVS-linked major is a secondary major and requires a student also to have a primary major in another department, program, or college. ENVS majors write a senior thesis or essay in environmental studies that is mentored by a professor in another department, program, or college (e.g., biology). There is also an opportunity to earn an ENVS minor, which does not require a senior thesis or essay.

Informatics and Modeling Minor

The Integrative Genomic Science pathway within this minor will be of particular interest for life science majors. See wesleyan.edu/imcp/igs.html.

Neuroscience and Behavior Program

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

BA/MA PROGRAM

The BA/MA program provides an attractive option for life science majors to gain graduate level research experience. Students are advised to begin research by their junior year if they intend to pursue the BA/MA in biology. Admission

is competitive and based on GPA, faculty recommendations, and research experience.

ADDITIONAL INFORMATION

The BIOL/MB&B 338/339 seminar series features distinguished scientists from other institutions who present lectures on their research findings. These seminars aim to relate material studied in courses, tutorials, and research to current scientific activity. These seminars are usually held on Wednesday at noon and are open to all University community members. Undergraduates are especially welcome.

HONORS

To be considered for departmental honors, a student must:

- Be a biology major and be recommended by a faculty member.
- Have at least a B average (GPA of 85 or above) in courses credited to the major.
- Submit a thesis based on laboratory research, computational research, or mathematical modeling. The thesis is carried out under the supervision of a department faculty member.

CAPSTONE EXPERIENCE

The Capstone Experience is required for Biology majors and students must complete at least one of the following:

- One semester of a 300-level seminar, lab, or field course
  - One semester of BIOL338 or BIOL339 may be used to fulfill this requirement
- One semester of a 500-level journal club: BIOL505, BIOL506, BIOL507, BIOL508, BIOL509, BIOL510 , BIOL547 or BIOL548
- Two semesters of a Senior Thesis tutorial
- One semester of a 400-level research tutorial (BIOL423 or BIOL424)
- A summer research internship in biology or a related life sciences area

CHEMISTRY MAJOR

MAJOR DESCRIPTION

The Chemistry major provides students with a strong foundation in the chemical sciences and extensive experience in practical laboratory techniques. Students learn to apply the scientific method to develop and test hypotheses, perform experiments, analyze data critically, and effectively communicate their findings.

The Chemistry Department offers two pathways to complete the major:

- The **Standard Chemistry Track (A-track)** is designed for students seeking the breadth and depth of a traditional chemistry education.
- The **Chemical Biology Track (B-track)** is ideal for students who wish to focus on using chemical tools and concepts to explore and manipulate biological systems.

This program is well suited for students who are curious about how matter behaves at the molecular scale, have strong quantitative and analytical skills, enjoy solving complex problems, and value precision and attention to detail.

Graduates of the Chemistry major often pursue advanced studies in doctoral or medical programs. Others go on to successful careers in fields such as scientific research, chemical engineering, pharmaceuticals, materials science, environmental science, patent law, technical writing, forensic science, and education.

ADMISSION TO THE MAJOR

To declare the chemistry major, students must have earned a grade of C or higher in all 100- and 200-level chemistry courses completed prior to declaration.

MAJOR REQUIREMENTS

The **Standard Chemistry (A-track)** major requires the following coursework:

Code	Title	Hours
General Chemistry		
CHEM141	General Chemistry I	1
CHEM142	General Chemistry II	1
(may be fulfilled using CHEM145 and/or AP credit)		
Organic Chemistry		
CHEM251	Organic Chemistry I	1
CHEM252	Organic Chemistry II	1
Introductory Labs		
CHEM152	Introductory Chemistry Laboratory	0.5
CHEM257	Intermediate Chemistry Laboratory	0.5
CHEM258	Organic Chemistry Laboratory	0.5
Mathematics		
MATH121	Calculus I	1
MATH122	Calculus II	1
(may be fulfilled using AP credit or placement beyond MATH122)		
Physics		
PHYS113	General Physics I	1
PHYS116	General Physics II	1
(may be fulfilled using PHYS111/PHYS112)		
Inorganic Chemistry		
CHEM361	Advanced Inorganic Chemistry	1
(waived for students who completed CHEM144)		
Physical Chemistry		
CHEM337	Physical Chemistry I	1
CHEM338	Physical Chemistry II	1
(MATH221/MATH222 are recommended)		
Advanced Labs		
CHEM375	Integrated Chemistry Laboratory I	1
CHEM376	Integrated Chemistry Laboratory II	1
300-Level Electives		**2**

Select two 300-level chemistry courses		
• electives must be 1.0 credit or greater and graded (A-F)		
• 2.0 accumulated credits of CHEM research may replace one elective		
• students who use CHEM144 for the Inorganic requirement must choose a third elective		
Colloquium		
CHEM521	Chemistry Colloquium (two semesters required)	0.5
Senior Thesis (optional -- required for Departmental Honors)		
CHEM409	Senior Thesis Tutorial	1
CHEM410	Senior Thesis Tutorial	1

The **Chemical Biology (B-track)** major requires the following coursework:

Code	Title	Hours
General Chemistry		
CHEM141	General Chemistry I	1
CHEM142	General Chemistry II	1
(may be fulfilled using CHEM145 and/or AP credit)		
Organic Chemistry		
CHEM251	Organic Chemistry I	1
CHEM252	Organic Chemistry II	1
Introductory Labs		
CHEM152	Introductory Chemistry Laboratory	0.5
CHEM257	Intermediate Chemistry Laboratory	0.5
CHEM258	Organic Chemistry Laboratory	0.5
Mathematics		
MATH121	Calculus I	1
MATH122	Calculus II	1
(may be fulfilled using AP credit or placement beyond MATH122)		
Biology		
BIOL181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	1
BIOL182	Principles of Biology II	1
Inorganic Chemistry		
CHEM361	Advanced Inorganic Chemistry	1
(waived for students who completed CHEM144)		
Physical Chemistry		
CHEM381	Physical Chemistry for the Life Sciences	1
Biochemistry		
MB&B208	Molecular Biology	1
CHEM383	Biochemistry	1
Advanced Labs (choose two)		
CHEM375	Integrated Chemistry Laboratory I	1
CHEM376	Integrated Chemistry Laboratory II	1
CHEM395	Structural Biology Laboratory	1
300-Level Electives		**1**
Select one 300-level chemistry courses		
• electives must be 1.0 credit or greater and graded (A-F)		
• 2.0 accumulated credits of CHEM research may replace one elective		
• students who use CHEM144 for the Inorganic requirement must choose a third elective		
Colloquium		
CHEM521	Chemistry Colloquium (two semesters required)	0.5
Senior Thesis (optional -- required for Departmental Honors)		
CHEM409	Senior Thesis Tutorial	1
CHEM410	Senior Thesis Tutorial	1

COURSES FOR NON-MAJORS

Students with little or no prior background in chemistry are encouraged to enroll in General Chemistry I and II (CHEM141 /CHEM142) , both of which fulfill NSM general education expectations and are appropriate for non-science majors. Students may also enroll in the Introductory Chemistry Laboratory (CHEM152) to supplement their coursework with hands-on experience.

Students with advanced preparation in chemistry are encouraged to enroll in Honors General Chemistry (CHEM145), a one-semester alternative to CHEM141/CHEM142. This course offers an enriched curriculum that explores the breadth of general chemistry topics in greater depth.

Students planning to apply to **medical, dental, or veterinary schools** are advised to complete the following prerequisite courses:

Code	Title	Hours
General Chemistry		
CHEM141	General Chemistry I	1
CHEM142	General Chemistry II	1
or		
CHEM145	Honors General Chemistry	1
Organic Chemistry		
CHEM251	Organic Chemistry I	1
CHEM252	Organic Chemistry II	1
Laboratories		
CHEM152	Introductory Chemistry Laboratory	0.5
CHEM257	Intermediate Chemistry Laboratory	0.5
CHEM258	Organic Chemistry Laboratory	0.5
Biochemistry		
MB&B228	Medical Biochemistry	1

STUDENT LEARNING GOALS

Graduates with a BA in Chemistry should be able to:

- Apply the scientific method to develop and test hypotheses
- Understand, interpret, and apply chemical data
- Conduct standard laboratory procedures safely and effectively
- Use quantitative methods to solve chemical problems
- Locate and comprehend primary scientific literature
- Critically evaluate claims in chemical research
- Communicate findings clearly in written, oral, and visual forms
- Uphold ethical standards in scientific work
- Connect chemistry to other scientific disciplines

STUDY ABROAD

A semester abroad is possible with sufficient advance planning. Students are encouraged to consult with a chemistry faculty member early in the process to ensure appropriate course sequencing and progress toward the major.

ADVANCED PLACEMENT

Students who earn any of the following examination scores automatically receive 1.0 prematriculation credit in chemistry:

- **AP Chemistry**: score of 4 or 5
- **IB-HL Chemistry**: score of 5, 6, or 7
- **Cambridge A-Level Chemistry**: grade of A

This credit may be used in place of CHEM141, CHEM142, and CHEM152 to satisfy requirements for majors, minors, and course prerequisites. Students awarded prematriculation credit are not eligible to receive credit for CHEM141 or CHEM142, but may elect to enroll in **Honors General Chemistry** (CHEM145) for credit. Students who complete CHEM145 may also take **Introductory Chemistry Laboratory** (CHEM152) for credit.

LANGUAGE REQUIREMENT

The Chemistry major has no language requirement.

TRANSFER CREDIT

Transfer credit for chemistry courses taken at other institutions is subject to departmental approval and is not guaranteed. Requests are reviewed by the Chemistry Department Curriculum Committee and must be submitted in advance to confirm course eligibility prior to enrollment.

Submission Guidelines

Send all materials by email to **chemistry@wesleyan.edu before** enrolling in the course. Include the following:

- Completed *Permission to Transfer Credit* form (Office of Student Affairs)
- Detailed course syllabus, including schedule and topics covered
- Textbook title, author(s), edition, and chapters used
- Length of class meetings and total instructional hours (excluding exams)
- Instructor name and contact information

Additional Requirements

- Online lecture courses must have **synchronous** delivery. In-person courses are preferred.
- **Online laboratory courses will not be accepted**

ADDITIONAL INFORMATION

HONORS

Departmental honors are awarded by the faculty to graduating chemistry majors based on a thorough evaluation of the senior thesis, recognizing excellence in research, analysis, and scientific communication.

CAPSTONE EXPERIENCE

The recommended capstone experience for chemistry majors is a substantial research project conducted in collaboration with a faculty member, ideally culminating in a senior thesis. Research is a central component of the major for many students, and Wesleyan's small but distinguished graduate program provides unique opportunities for undergraduates to engage in advanced research alongside tenured and tenure-track faculty who are actively involved in significant investigations.

COLLEGE OF EAST ASIAN STUDIES MAJOR

MAJOR DESCRIPTION

The East Asian Studies Major (CEAS) is designed to give students a broad knowledge of East Asian cultures with a deeper focus on a single country—China, Japan, or Korea. Cultural studies are grounded in one of four concentrations: Archaeology and History, Literature and Culture, Philosophy and Religion, or Political Economy. Students are expected to develop fluency in an East Asian language and are highly encouraged to study abroad to experience living in an East Asian country while practicing the language in its appropriate cultural context.

Students interested in this major bring an open-minded, interdisciplinary mindset and a global perspective. They are culturally curious and eager to hone their critical thinking, reading, writing, and language skills. Adaptability, patience, and dedication are key traits to apply to studying languages and complex cultural nuances.

CEAS majors gain strong language acquisition abilities, wide-ranging knowledge about East Asian cultures, and an area of expertise through engagement with both historical and contemporary issues in the region. These skills prepare students for careers in international relations, business, academia, translation, and cultural exchange.

ADMISSION TO THE MAJOR

Prospective majors are urged to start their language and Foundations core courses early in their Wesleyan careers. This will leave more time for study

abroad and for more meaningful work in the concentration of the student's choice. To help students chart their way, the college faculty members have designed the concentrations listed below. Admission to the college is most commonly requested during the spring semester of a student's first year, although students may join the major at any time, so long as they have a viable path towards completing the major's requirements.

In order for us to learn a bit more about you and to help us match you with an advisor, we ask all students to fill out and submit the new major student information form (https://docs.google.com/forms/d/e/1FAIpQLScf6XmieaLGh_-817Yp6HHLs-GobrpJHEsjSnro7L3f9Y5R5Q/viewform) prior to submitting your major declaration form via WesPortal.

MAJOR REQUIREMENTS

Majoring in the College of East Asian Studies (CEAS) requires seven courses. These include two core courses, four in a concentration, and one elective.

Code	Title	Hours
CEAS201	Proseminar	1
CEAS207	Introduction to History: Foundations of East Asian Cultures	1
Concentration (4 courses in one concentration area)		**4**
Archaeology and History		
Literature and Culture		
Philosophy and Religion		
Political Economy		
Elective		**1**
Senior Capstone		
Total Hours		**7**

Other requirements include language courses and a senior capstone project. In addition, although not required, there is an expectation that students will study abroad, which for most students forms a vital part of their learning experience. Up to one full credit of CLAC courses may be counted toward major credit. All other courses counting toward the major (unless only offered as Cr/U) must be taken for a grade. Please note that courses taken C/U during 2020 may also count towards the major in recognition of the difficulties that many students face as a result of the pandemic.

Core courses. Each CEAS major is expected to take an introductory "Foundations of East Asian Culture" course (usually taken in the spring semester of the first year) and our interdisciplinary Proseminar (CEAS201) (usually taken in the fall of the sophomore year). The goal is to ensure that each CEAS major is firmly anchored in the classical texts and key events that shaped the development of East Asian cultures before the 19th century as well as the basic methodologies and main areas of scholarship within East Asian studies. Details on the courses that count for the core courses are available at wesleyan.edu/ceas/majoring/core.html (https://wesleyan.edu/ceas/majoring/core.html).

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

- Archaeology and History
- Literature and Culture
- Philosophy and Religion
- Political Economy

STUDENT LEARNING GOALS

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

STUDY ABROAD

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

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

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

LANGUAGE REQUIREMENT

Students Majoring in CEAS must attain, at minimum, advanced-level proficiency in Chinese, Japanese, or Korean. Advanced-level proficiency is demonstrated by the successful completion of CHIN 218, JAPN 218, or KREA 218 (third-year level courses), or its equivalent as determined by the respective Language Coordinator. All students must achieve a minimum grade of B in their respective 218-level language course to demonstrate advanced-level proficiency. All students must take a minimum of four semesters of East Asian language courses at Wesleyan; this may mean being required to take language classes beyond the advanced level. Pre-approved language credit earned through CEAS-approved study abroad programs may count toward this semester minimum requirement, at the discretion of the respective Language Coordinator.

Students with pre-existing proficiency in Chinese, Japanese, or Korean must disclose this ability to the respective Language Coordinator before commencing language study at Wesleyan or before declaring the CEAS Major, whichever is earlier. Evaluation of any student's pre-existing language proficiency will be undertaken by the respective Coordinator, with course level placement determined accordingly. Majors who are deemed to be "native speakers" of Chinese, Japanese, or Korean will be required to study another East Asian language.

As is the case with CEAS courses generally, all language courses taken to fulfill CEAS Major requirements must be taken for a grade (unless said courses are only offered CR/U, such as CLAC and other specific courses). Questions about Chinese should be addressed to the Chinese Language Coordinator, Prof. Wei Gong. Questions about Japanese should be addressed to the Japanese Language Coordinator, Prof. Naho Maruta. Questions about Korean should be addressed to the Korean Language Coordinator, Prof. Hyejoo Back.

CAPSTONE EXPERIENCE

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

- Write a substantial essay, focusing on East Asia, as assigned in a regular class. The instructor must approve of this project and may suggest revisions as needed. Similarly, faculty approval is required also for a creative project done in the context of a class or as a tutorial. If the class instructor is not a CEAS faculty member, the essay or the creative arts project must be approved by the student's CEAS advisor. Please note that this class can simultaneously fulfill other requirements.
- Write a one-semester senior essay in a tutorial, preferably given by a CEAS faculty member. The tutorial may be for a full credit or for 0.5 credit.
- Write a senior thesis, typically in a two-semester tutorial with a CEAS faculty member.
- Furthermore, each student will be expected to present his or her research at a poster presentation toward the end of the spring semester of the senior year. This presentation is in addition to and apart from the actual research project.

CRITERIA FOR HONORS

To qualify for Departmental Honors the student must complete a written or creative thesis, under the supervision of a faculty member, preferably in CEAS. If the thesis is supervised by non-CEAS faculty, then the student must consult regularly with a suitable CEAS faculty member as a secondary, informal tutor. Conversations with potential tutor(s) should be started before submitting the online application (link below).

CEAS expects students to make reasonable use of their language(s) of study (Chinese, Japanese, and/or Korean) in the research and analysis grounding the thesis. The specific nature and extent of this use should be determined in discussion with the CEAS thesis tutor, or with the secondary CEAS tutor. In the case a creative thesis includes ephemeral events like concerts, plays, exhibits, or dance performances, the student should inform the tutor of the date well in advance, so that the tutor and the other members of the evaluation committee can arrange to be present. Further, in such creative theses, students must include at least one written chapter of at least thirty pages, framing and explaining the research and ideas underpinning the project. This chapter must appeal to relevant sources and adhere to established scholarly conventions.

COLLEGE OF INTEGRATIVE SCIENCES MAJOR

MAJOR DESCRIPTION

The College of Integrative Sciences (CIS) offers a linked major that equips students with the skills needed to address current and emerging global challenges. These multifaceted challenges require flexible, innovative problem-solving approaches that draw upon scholarship in science, technology, and other perspectives. With a key focus on research, students are transformed from consumers into creators of knowledge. Guided by a faculty mentor, students explore open questions and develop new perspectives on the frontiers of science.

A linked major in CIS enables creative synergies among faculty and students of disparate disciplines and departments. Curious, ambitious students with a wide range of interests in the STEM fields may be attracted to this broad investigative approach of the CIS combined with the intellectual depth of a major in the Natural Science and Mathematics (NSM) program.

Graduates of the College of Integrative Sciences are primed to take a 'big picture' approach to solving complex, real-world problems that involve and contribute to multiple domains of knowledge and industry.

ADMISSION TO THE MAJOR

Students must apply for admission to the College of Integrative Sciences (CIS) by completing the following application materials (https://forms.office.com/Pages/ResponsePage.aspx?id=eWz9qXFt80mREQyOWR3D0RcLGAhK_YRHoLsNINFmLqlUQTlRQUdOS0JYNjlJWlgxUkVNR1
which include:

- A description of the proposed research project
- A description of the proposed course of study
- A letter of reference from the proposed faculty mentor

Normally, the deadline for applications is the Friday immediately prior to spring break. Please allow time to prepare your project description prior to the application deadline. If you miss the deadline, contact the director of the CIS to submit your application.

Students are eligible for the CIS linked major if they have chosen a Natural Sciences and Mathematics (NSM) major and have completed or are enrolled in at least one semester of the Research Frontiers Seminar (CIS221 or CIS222). Students should have an interest in interdisciplinary scientific research.

MAJOR REQUIREMENTS

In addition to majoring in one department or program in NSM, students in the CIS must take a minimum of six and a maximum of nine credits from the following courses:

OUTLINE OF THE LINKED MAJOR

- CIS221 **and/or** CIS222 **(0.5 credits/semester).** This course is designed to introduce students to ongoing research projects in the NSM division. Potential CIS students are encouraged to take the course as early as their first year or during their sophomore year to get exposure to the variety of research conducted in the NSM division.
- **Two interdisciplinary electives (2 credits).** These courses provide core skills from a discipline and department outside the primary major. Selections are made in consultation with your CIS linked-major advisor. The elective courses must be in Division III, outside the host major, and have a theme.
- **Two semesters of a journal club or seminar (0.5–1 credit).** The two journal clubs/seminar series must be in different disciplines. CIS221/CIS222 cannot be used to fulfill this requirement.

- CIS321 **and** CIS322 **Senior capstone colloquium (0.5 credits/semester).** Two semesters of the capstone colloquium are required. In this course, students learn about and discuss inherently integrative scientific topics, such as the Drake Equation. The capstone course also focuses on developing writing and presentation skills that will be useful going forward. Senior CIS majors present their research to their peers, junior CIS majors, and potential CIS majors.
- **Research (2–4 credits).** Research credits are typically earned in an Advanced Research Seminar or Senior Thesis Tutorial. Two credits of research is the minimum requirement. Four research credits are achieved by taking research for a full credit each semester in the junior year and the senior year. Students are strongly encouraged to write a thesis based on their research during their senior year. In unusual cases, the two-credit minimum can also be satisfied through credits for summer research.
- **One summer research experience.** All students are required to spend at least one summer performing research (https://www.wesleyan.edu/cis/summer-program/), preferably the summer after their sophomore year, immediately following acceptance to the College. Students are supported during the summer by a CIS fellowship or doing research for credit.

STUDENT LEARNING GOALS

Students in the College of Integrative Sciences will acquire the following knowledge and capabilities:

- A breadth of knowledge and creative synergies across various scientific disciplines.
- Skills related to scientific research such as developing a testable hypothesis, formulating research questions, evaluating experimental approaches, troubleshooting, analyzing data, and synthesizing conclusions.
- Applying quantitative and creative tools to address challenges in science and technology.
- Using primary scientific literature.
- Scientific communication in writing (research proposal and final paper), visuals (scientific posters, slideshows), and oral presentations.

Students will demonstrate their knowledge and abilities through research projects, critical analysis papers, participation in class discussions, collaborative group work, and multimedia presentations. Written exams, faculty review, peer review, and self-assessments will also evaluate their class performance.

RELATED PROGRAMS

Students are eligible for the CIS linked major if they have chosen a Natural Sciences and Mathematics (NSM) major. Students should have an interest in interdisciplinary scientific research. There are many established and emerging fields of study that lie at the intersection of two or more disciplines. Examples of pathways to completing the CIS major that include synergies across departments are available on the CIS web page (https://www.wesleyan.edu/cis/about/pathways.html).

HONORS

Students pursuing a CIS linked major can pursue a senior thesis in either CIS or the department of their linked major. Honors in CIS requires completion of a senior thesis. Three thesis readers will evaluate the thesis work. One reader must be your research mentor, and the readers cannot all be from the same department.

CAPSTONE EXPERIENCE

Research is a cornerstone of the CIS major. A minimum of two credits of research and participation in at least one summer research program (https://www.wesleyan.edu/cis/summer-program/) constitutes the Capstone Experience in CIS.

COLLEGE OF LETTERS MAJOR

MAJOR DESCRIPTION

The College of Letters (COL) was founded in 1959 as a three-year interdisciplinary humanities program unique to Wesleyan University. The COL major integrates cultural competence, freedom of inquiry, critique, and rigor within a collaborative learning community, as manifest in our library where offices open into a shared space for study, discussion, research, workshops, readings, meals, and socializing. The structure of the major, smallness of classes, and openness to student concerns sustain a close rapport and lively dialogue between and among all COL professors and majors.

The COL curriculum coheres the benefits of rigorous requirements, small classes, and student-specific design. All majors take a sequence of five core co-taught colloquium seminars which integrate interdisciplinary and critical study of cultures and languages from all across the Mediterranean, Europe, and the Atlantic, and from antiquity to the present. Each student also collaborates with their academic advisor to choose electives in history, language, literature, and philosophy, to select a study abroad program, and to design a capstone project suited to their own academic and creative ambitions.

The COL pedagogy combines high expectations with creative exploration and communal support. In all courses taken for the major students receive honest written evaluations rather than letter grades. And, at the major's midpoint, students are independently evaluated by non-Wesleyan professors in the Junior Comprehensive Examinations. Constructive feedback is contextualized by an ethos of care in which professors actively equip students as collaborators in a shared intellectual project.

The flexibility and cultural range of the COL major equips graduates for success in vocations and careers as varied as Wesleyan students in general. The rigor of the COL major explicitly sets up our students for graduate degrees across the humanities, social sciences, law, professional schools, as well as (when combined with another major) science and medicine. Recent graduates from can be found in traditional and new media, government and intelligence, advocacy and policy NGOs, tech and AI, business and marketing, education administration and teaching, library science and art curation, medicine and healthcare, psychiatry and counseling, data and software, publishing and editing, business and finance, communications and creative writing, scriptwriting and film production, and more.

ADMISSION TO THE MAJOR

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

MAJOR REQUIREMENTS

The program consists of five components, eleven course credits in total. These are: Five Colloquia, a mid-point Junior Comprehensive Examination, a Study Abroad semester, Four Electives, and a Capstone Project.

COL students are encouraged and expected to take intellectual risks in fulfilling these requirements. To facilitate this culture, each course in the program is taken Cr/U (rather than for a letter grade) and assessed through detailed written evaluations filed with the registrar and the COL at the end of the semester. Upon graduation the Director compiles these assessments into a Director's Letter, a summary of each student's intellectual trajectory and accomplishments in the program, which can (upon request) accompany their official Wesleyan transcript. In addition to a broad and deep multi-cultural and inter-disciplinary compentence, and their inclusion in a lifelong learning community, the COL equips students with skills in writing, speaking, analytical argument, and creative critique.

Requirement 1. Colloquia

Five colloquium seminars are taken in sequence with the cohort of majors. The COL Colloquia integrate, in a chronological sequence from antiquity to the present, interdisciplinary and critical study of cultures and languages from all across the Mediterranean, Europe, and the Atlantic.

Requirement 2. Junior Comprehensive Examination

In November and December of the Junior year, a written and oral examination is administered and assessed by two carefully-chosen non-Wesleyan professors. The Junior Comps Exam covers the texts read in the first three colloquia and assesses students' mastery of the discussion, analysis, and writing skills taught to that point.

Requirement 3. Study Abroad

In consultation with their advisor, students identify a study abroad program which will enrich their connection to the COL curriculum and advance their language acquisition. This is an optional requirement for International Students (who are already studying abroad). Almost all students fulfill this requirement immediately following the Junior Comprehensive Examination, as a semester abroad in the Spring semester of the Junior year. Students may propose alternative timelines for compelling academic reasons and with the support of their advisor.

Requirement 4. Electives

Four electives, intentionally selected in discussion with the advisor, with a preference for small discussion-oriented and writing-intensive courses. One elective is taken in each of four areas: History, Philosophy, Literature/Representation, and advanced Foreign Language. Academic advisors approve that the language elective is connected to the core COL curriculum, and at a sufficiently advanced level. Each elective must be taken in the Cr/U grading mode (with a written semester-end evaluation rather than a letter grade). Students and advisors collaborate on crafting a set of specialized electives suited (where possible) to productive conjunctions with the content of the colloquia, to the intellectual trajectory unique to each student, and to set up the student's capstone project.

An up-to-date list of pre-approved electives in each of the four core areas is provided below (note: some interdisciplinary courses are pre-approved for multiple areas).

Courses taken prior to declaring the major (i.e., during the first year) will not count as one of the electives for major credit. Rather, students select their four electives in consultation with their major advisor as part of an intentional plan. Such intentionality fosters an intellectual synergy for all students in the major and their cohort, and for the entire learning community.

Elective List

Code	Title	Hours
History		
COL221	Your Revolutionary Life: Biography as Political Power from Antiquity to Modernity	1
COL228	Virtue and Vice in History, Literature, and Philosophy	1
COL247	The Fall of Rome and Other Stories	1
COL273	The History of Science in Islam	1
COL275	Moral Complexity in Islam: Origins to the Present	1
COL282	Death and the Limits of Representation	1
COL283	The Rationalist Tradition in Early Modern European Philosophy	1
COL288Z	Solitude, Society and Loneliness in Romanticisim and Modern Culture	1
COL295	Rome After Rome: Culture and Empire of Constantinople	1
COL301	Researching and Writing Historical Narrative Nonfiction: A Workshop	1
COL350	History as Tragedy: Genre, Gender, and Power in the Alexiad of Anna Komnena	1
COL354Z	Self and Text in Roman North Africa: Augustine's Confessions	1
COL375	Advanced Research in the Traveler's Lab	1
GRST294	Civic Responsibility and Places of Remembrance: Historical Consciousness in Germany and Beyond	1
GRST320	Places of Remembrance: Historical Consciousness in Germany	1
HIST215	European Intellectual History to the Renaissance	1
HIST216	European Intellectual History since the Renaissance	1
HIST227	Finance, the Stock Market, and the History of Economic Thought	1
HIST242	World History	1
HIST261	Enlightenment and Science	1

HIST291	Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)	1
HIST338	History and Theory	1
HIST391	The Treason of the Intellectuals: Power, Ethics, and Cultural Production	1
Literature/Representations		
CLST340	Daemons, Enigmas, and the Cosmic Image: Classical and Modern Allegory	1
COL218	The Family Memoir: A Contemporary Study of the Genre	1
COL225	20th-Century Franco-Caribbean Literature and the Search for Identity	1
COL227	Life Writing: Writing About the Self and from Experience	1
COL227Z	Life Writing: Writing about the Self and from Experience	1
COL230	Longform Narrative	1
COL238	Animal Theories/Human Fictions	1
COL250	The Renaissance Woman	1
COL252	Writing Love: Articulations of Passion, Genres of Intimacy	1
COL254	Folly & Enlightenment: Madness Before and After the Mind/Body Split	1
COL256	European Realist Novels	1
COL257	Remembering Selves: Forces and Forms of Autobiography	1
COL258	The Word for World is Information: Ideologies of Language in Science Fiction & Film	1
COL259	The Human Condition: Arendt, Nietzsche, Marx	1
COL265	Frankfurt School Critical Theory, Then and Now	1
COL270	Modernist City-Texts	1
COL274	Outsiders in European Literature	1
COL282	Death and the Limits of Representation	1
COL288Z	Solitude, Society and Loneliness in Romanticisim and Modern Culture	1
COL301	Researching and Writing Historical Narrative Nonfiction: A Workshop	1
COL305	The Critic and Her Publics	1
COL309	Truth & the Poet: Lyric Subjectivity and Phenomenology	1
COL310	More-Than-Human-Worlds: Theories and Fictions	1
COL311	Translation Workshop in Early Modern Spain: Topographies of Love, Arcadia, and History	1
COL321	Dialogues of Love: A Close Reading	1
COL329	Madness and Its Others: The Ethics of Intelligibility	1
COL336	Theories of Translation	1
COL337	What is (a) Language?	1
COL338	Utter Nonsense: Modernist Experiments with Meaning	1
COL339	Reading Theories	1
COL373	"Real" Love: Subjects of Unreason	1
ENGL275Z	"Like Herding Cats"	1
GRST250	Cultural Criticism and Aesthetic Theory: Walter Benjamin and Theodor Adorno	1
GRST251	Kafka: Literature, Law, and Power	1
GRST279	Good, Evil, Human: German Fairy Tales and Their Cultural Impact	1
GRST294	Civic Responsibility and Places of Remembrance: Historical Consciousness in Germany and Beyond	1
GRST386	German Romanticism: Disenchantment and Re-enchantment	1
RL&L226	The Cosmos of Dante's "Comedy"	1
RL&L236	Don Quixote: How to Read the Ultimate Novel	1
WRCT210Z	Contemporary Short Stories in Translation	1
Philosophy		
CHUM339	Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution	1
COL228	Virtue and Vice in History, Literature, and Philosophy	1
COL259	The Human Condition: Arendt, Nietzsche, Marx	1
COL265	Frankfurt School Critical Theory, Then and Now	1
COL266	History and Limits of Aesthetic Theory	1
COL269	Modern Aesthetic Theory	1
COL273	The History of Science in Islam	1
COL275	Moral Complexity in Islam: Origins to the Present	1
COL282	Death and the Limits of Representation	1
COL283	The Rationalist Tradition in Early Modern European Philosophy	1
COL290	Nietzsche - Science, Psychology, Genealogy	1
COL292	Reason and Its Limits	1
COL300	Infinity and the Mathematization of Nature: Early Modern Perspectives	1
COL339	Reading Theories	1
GRST250	Cultural Criticism and Aesthetic Theory: Walter Benjamin and Theodor Adorno	1
GRST261	Reading Nietzsche	1
HIST338	History and Theory	1
HIST391	The Treason of the Intellectuals: Power, Ethics, and Cultural Production	1
PHIL210	Living a Good Life	1
PHIL250	Thinking By Analogy: The Philosophical Use of a Literary Form	1
PHIL303	Plato's REPUBLIC	1
PHIL350	Radical Self-Care	1
Advanced Foreign Language		
CHUM389	The Mediterranean Archipelago: Literary and Cultural Representations	1
COL225	20th-Century Franco-Caribbean Literature and the Search for Identity	1
COL265	Frankfurt School Critical Theory, Then and Now	1
FREN217	Exoticism: Imaginary Geographies in the 19th-century French Short Story	1
FREN220	Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes	1
FREN221	French Mythologies	1

FREN222	Love and Loss in Medieval and Early Modern French Literature and Culture	1
FREN224	Cultural Mo(uve)ments from the 19th to 21st Centuries	1
FREN228	Fight like the French: Debates, Quarrels and Polemics in French Culture	1
FREN230	Knights, Fools, and Lovers: An Introduction to Medieval and Renaissance French Culture	1
FREN231	By Sword, By Cross, and By Pen: An Introduction to Early Modern French Literature and Culture	1
FREN232	French Society in Music From the Roaring Twenties to Today	1
FREN234	Francophone Belgian Culture	1
FREN238	Representing the Self, Representing Yourself	1
FREN239	A Virtual Semester in Paris	1
FREN240	Cinema and the French Theatrical Tradition	1
FREN241	Seeing Is Believing?: The Search for Cinematic Truth	1
FREN254	Paris to Saigon: French Representations of Asia	1
FREN273	The Business of Letters: The French Epistolary Novel	1
FREN275	Histories of Race: Science and Slavery in an Age of Enlightenment	1
FREN305	Negotiating French Identity: Migration and Identity in Contemporary France	1
FREN306	Spectacles of Violence in Early Modern French Tragedy	1
FREN307	Exoticism: Imaginary Geographies in the 19th-century French Short Story	1
FREN309	Writing Childhood in Contemporary French Literature	1
FREN310	French Crowds, Mobs, and Mobilities	1
FREN314	From the Diary to the Graphic novel, Women Writers from the 17th to the 21st Centuries	1
FREN315	The Politics of the French Language and the Birth of the French State	1
FREN316	Women Writing in the Renaissance	1
FREN317	The New World Bites Back: Cannibalism and the Colonial Encounter	1
FREN330	Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes	1
FREN333	Asia and the Making of France	1
FREN334	Days and Knights of the Round Table	1
FREN356	From the Diary to the Stage: Women Writers and Literary Genres from the 17th to the 21st Centuries	1
FREN357	Autobiography and Photography; Text and Image	1
FREN372	Exoticism: Imaginary Geographies in 18th- and 19th-Century French Literature	1
FREN379	Literature and Crisis	1
FREN391	Diderot: An Encyclopedic Mind	1
FREN397	Forbidden Love: From the Middle Ages to the French Revolution	1
FREN399	French Histories: National Identity and Narratives since the Third Republic	1
GRST320	Places of Remembrance: Historical Consciousness in Germany	1
GRST335	Writing between Cultures: German Literature and Film by Authors of Foreign Descent	1
GRST342	Empire, Memory, Translation: A Seminar on the Rings of Saturn	1
GRST386	German Romanticism: Disenchantment and Re-enchantment	1
GRST390	Romanticism-Realism-Modernism	1
ITAL223	Home Movies: Italian "Families" on Film	1
ITAL241	Antonioni and Cinema of the Environment	1
ITAL260	Castles of Cards: Italian Romance Epic Storytelling Lab	1
RL&L123Z	Love, Sex, and Marriage in Renaissance Europe	1
RL&L234	Cuneiform to Kindle: Fragments of a Material History of Literature	1
RL&L236	Don Quixote: How to Read the Ultimate Novel	1
SPAN230	Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History	1
SPAN231	Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage	1
SPAN236	Cervantes	1
SPAN250	Modern Spain: Literature, Painting, and the Arts in Their Historical Context	1
SPAN254	The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde	1
SPAN257	Performing Ethnicity: Gypsies and the Culture of Flamenco in Spain	1
SPAN260	Between Word and World: Major Spanish Poets of the 20th Century	1
SPAN264	Orientalism: Spain and Africa	1

Requirement 5. Capstone Project

A two-semester capstone project on a topic chosen in discussion with the major advisor, supervised by a professor with expertise appropriate to the project. The capstone should bring together the student's work in the COL with their own intellectual journey. The capstone is taken on either the "Thesis Track" or "Essay Track."

Thesis Track: (a) COL409 and (b) COL410 (or the equivalent in another department if the thesis is to also be submitted there)

Essay Track: (a) Either COL403 or COL404 and (b) an additional elective (in history, philosophy, literature/representation, or Foreign Language)

STUDENT LEARNING GOALS

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

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

social norms and cultural expressions. Over these three years, students also learn about the emergence and change of the disciplines as well as the forms of argumentation associated with each. Collaborative team-teaching in the first three colloquia fosters this pedagogical goal, ensuring that distinct disciplinary perspectives are both represented in conversation and in the classroom. Finally, majors become proficient in a foreign language through study abroad, where they also deepen their knowledge of another culture.

Assessment of these goals takes place continuously over the three years of the major. In lieu of grades, students receive detailed written evaluations for each of their COL courses, which address both written work and class participation. Study abroad is required in the second semester of the junior year, and in order to be accepted for the study abroad program of their choosing, students must prove that they have acquired the necessary level of language proficiency. When abroad they take courses taught in the foreign language and when they return they must continue to maintain proficiency by taking at least one upper-level seminar in that language. Toward the end of the fall semester of their junior year, majors take comprehensive examinations that are planned, administered, and graded by two external examiners, representing different disciplines and with specializations in different time periods. The written portion of the comprehensive exam tests knowledge of the material covered in the first three colloquia and evaluates the students' ability to analyze and draw from a variety of sources in order to develop and support coherent, integrative, and interdisciplinary arguments about them. The oral portion of the exam tests the students' ability to orally defend and/or expand their arguments in a face-to-face conversation. In keeping with the COL's preference for evaluations over grades, the examiners' grading scale of Credit, Honors, and High Honors accompanies a written evaluation of each student's work on both parts of the exam. During the senior year, students must complete an honors project in their choice of disciplines and media. Senior theses (taking place over two semesters) are evaluated by two professors who are not the student's advisor, in order to assure an objective assessment. One of the two evaluators is always a non-COL professor. Honors essays (over one semester) require one evaluating professor who is not the advisor.

By virtue of the Junior Comprehensive Examinations, the COL also undergoes its own yearly self-evaluation. The evaluations written for each student by the external examiners are also made available to the COL director, who looks to see if there is a trend in the overall strengths and weaknesses among the students. In addition, the examiners are asked to give their assessment of the entire COL program, first in a meeting with us and then in a letter that they may write together or individually. These assessments are shared with the department as a whole and any suggestions for changes to the program or the teaching are taken seriously. Indeed, it is because of these yearly assessments that we have made significant changes in our curriculum and, most notably, in the sequence of the colloquia.

ADDITIONAL INFORMATION

Life in COL. The College of Letters attempts to integrate the social and intellectual lives of its members by inviting guest lecturers and by providing opportunities for students and faculty to meet such guests (and one another) informally. There are also regular informal social gatherings in the College of Letters library. The structure of the College of Letters and the smallness of its classes bring about a close rapport between tutors and students and a lively and continuing dialogue among students of different classes.

After graduation. The academic standards of the College of Letters are reflected in the fact that its graduates have consistently entered the best graduate and professional schools, including schools of law, medicine, and business administration, as well as communications and the liberal arts. They also have won national fellowships and scholarships.

COLLEGE OF SOCIAL STUDIES MAJOR

MAJOR DESCRIPTION

Founded in 1959, the College of Social Studies (CSS) is a three-year multidisciplinary major featuring courses in economics, government, history, and social theory. The CSS curriculum features highly interactive, reading- and writing-intensive classes encouraging intellectual independence within a vibrant and supportive learning environment.

CSS students seek to gain understanding of social structures and relations through intense study and critical assessment of competing perspectives. They learn to accommodate and respect difference by engaging complex social issues, such as discrimination, forms of inequality, and the sources and misuse of power, with their peers and tutors. All majors undertake a capstone independent research project on a topic of their choosing.

CSS graduates have gone on to a wide array of careers in fields such as law, social activism, public service, consulting, and academia.

ADMISSION TO THE MAJOR

Interested students apply for admission to CSS during the spring of their first year. Each applicant is interviewed by a team consisting of a CSS tutor and two current CSS students. All CSS majors must complete the economics prerequisite by taking either ECON101 or ECON110 (for which a full-year of college-level calculus is required) and achieving a grade of at least C- before taking the sophomore tutorial in Economics. Students are advised to have completed this required course before entering the College to promote flexibility in scheduling the tutorials over the academic year. However, some students who have not completed the Economics prerequisite are admitted each year on the understanding that they will complete the requirement in the fall semester of the sophomore year. A student who has taken an introductory Economics course in the first year but has not achieved a grade of C- or higher must take another Economics course, which will normally be a **200**-level elective, and achieve a C- or better. A score of 4 or 5 on the AP exams in BOTH Microeconomics and Macroeconomics or a score of 5 or higher on the IB exam in Economics is sufficient to satisfy the Economics requirement for the CSS. Failure to complete the Economics requirement by the end of the fall semester in the sophomore year will result in separation from the college.

MAJOR REQUIREMENTS

Code	Title	Hours
Sophomore Tutorials/Colloquium		
CSS220	Sophomore Economics Tutorial: Markets, Welfare & the State	1.5

CSS230	Sophomore Government Tutorial: State and Society in the Modern Age	1.5
CSS240	Sophomore History Tutorial: The Emergence of Modern Europe	1.5
CSS271	Sophomore Colloquium: Modern Social Theory	1
Junior Tutorials (choose 2)		**2**
CSS320 Junior Economics Tutorial		
CSS330 Junior Government Tutorial		
CSS340 Junior History Tutorial		
Junior Colloquium		
CSS371	Junior Colloquium: Cooperation, Coordination, and Conflict	1
Senior Colloquium		
CSS391	Senior Colloquium: Visions of World Order in the Modern Era	1
Senior Research Requirement (Essay or Thesis)		1-2
Total Hours		**10.5-11.5**

Methods Course Requirement. Effective Fall 2025 with the Class of 2028, CSS students are required to take a social science course that teaches methods and/or research design prior to the start of senior year. The CSS provides a list of acceptable principal methods courses in the social sciences.

Sophomore year. There are no letter grades in the sophomore year. At the heart of the program in the sophomore year is the tutorial (normally Friday afternoon). The tutorial essay is designed to develop the student's conceptual and analytic skills as well as promote precision in writing and argument. The academic year is composed of three trimesters of eight weeks each. Each student takes a tutorial in History, Government, and Economics. Due to their intensive nature, tutorials account for roughly half of the student's academic work during the year as the student earns a total of 4.5 course credits for work in the three tutorials. A semester-length colloquium in Social Theory in the fall and selected courses within and outside the social sciences complete the sophomore program. The CSS sophomore courses are graded CR/U. Comprehensive Examinations, administered by external examiners at the end of the sophomore year, yield the only official CSS grade for work during the sophomore year.

Junior year. In the first semester of the junior year, no CSS courses are required. This allows the student flexibility to take courses outside the College to work on completing a second major (a choice selected by about half of the CSS juniors) or to take a semester of study abroad or elsewhere (about half our majors take this option). The second semester of the junior year consists of a semester-long Social Theory Colloquium focusing on the modes of inquiry in the social sciences and a sequence of two seven-week tutorials, each carrying one course credit for a total of 3 course credits. Each student chooses two from among the three tutorials offered in the three disciplines, namely Government, History, and Economics. Students also take one or at most two elective courses outside of the CSS to complete the spring course work. Students must fulfill the methods course requirement by the end of junior year, by taking a social science course that teaches methods and/or research design to develop further the student's research skills and ability to complete a substantial writing project in the social sciences in the senior year.

Senior year. In addition to a CSS Senior Colloquium in the fall semester, the senior year requires a substantial capstone project. This project is often a two-semester Senior Thesis but the requirement may also be satisfied by a one-semester (fall or spring) Senior Essay. In either case, the capstone project involves a large-scale, sustained, and serious investigation of an intellectual topic in the social sciences.

GENERAL EDUCATION

Completion of the University's General Education Expectations at both stages I and II is required of CSS majors. Because the intensive nature of the CSS sophomore year schedule requires that the bulk of the student's time and course work be done in the College, CSS majors are given until the end of the junior year to complete Stage I expectations. Stage II expectations must be completed no later than the final semester of the senior year.

STUDENT LEARNING GOALS

CSS Learning Goals:

- Critical Thinking
- Creative Thinking
- Ability to write a high-quality academic paper with supportive evidence and argumentation
- Experience to debate and discuss, in a respectful manner, in the classroom
- Learning how to use comments from tutors to improve written work
- Comfort in talking about academic subjects and current events in informal settings with peers and tutors

ADDITIONAL INFORMATION

Regularly scheduled social events (Monday Lunch Talks, Friday post-tutorial Social Hours, semester banquets) provide a sense of community that enhances the educational mission of the College.

CAPSTONE EXPERIENCE

CSS students complete one of the following during their senior year:

- Senior honors thesis (two semesters)
- Senior essay (one semester)

COMPUTER SCIENCE MAJOR

MAJOR DESCRIPTION

The Major in Computer Science (COMP) gives students an understanding of the foundational concepts and technical tools used for solving computational problems and building computational systems. Students learn to program in high-level programming languages, analyze the efficiency and correctness of programs, and create original computational structures. Each students course of study is planned in consultation with their faculty advisor and the department's advisory committee.

Computer science spans a spectrum between mathematics and engineering, and students choose to study computer science for a variety of reasons. For example, a COMP major might be interested in the mathematical foundations of

computation and programming, or in creating software and hardware systems, or in the applications to other fields of study. To that end, the Computer Science program helps students both to develop a rigorous foundation of logical and mathematical thinking and to apply those foundations in a principled way to topics including robotics, privacy, networks, computational science, and the foundations themselves.

After graduation, Computer Science majors pursue a range of advanced study and professional roles. Some students go on to advanced study in masters and PhD programs in computer science, software engineering, computer engineering, computational science, and related fields. Some students go on to professional roles in fields such as software engineering, data science, cybersecurity, information systems, and information technology. These roles span various industries, including technology, finance, healthcare, and entertainment. Some students complete a second major in addition to computer science and apply computational skills in a job or further degree program related to their second major.

ADMISSION TO THE MAJOR

To declare the computer science major, a student must have

- earned a C- or higher in COMP211;
- either earned a C- or higher in COMP212 or be enrolled in COMP212 and be earning a grade of C or higher based on completed work; and
- either earned a C- or higher in MATH228 or MATH261 or be enrolled in MATH228 or MATH261 and be earning a grade of C or higher based on completed work.
- Courses taken in Spring 2020, Fall 2020, or Spring 2021 may be taken Cr/U to satisfy the major declaration requirements, in which case a student must have earned Cr.

MAJOR REQUIREMENTS

To complete the computer science major, a student must complete the following courses:

Code	Title	Hours
Gateway Courses		
COMP211 & COMP212	Computer Science I and Computer Science II	2
Core Courses*		**4**
Electives		
Any COMP courses 300-level or higher except COMP409 and COMP410		2
Mathematical Foundations		
MATH228	Discrete Mathematics	1
or MATH261	Introduction to Abstract Algebra	
Any other MATH course 200-level or higher		1
Total Hours		**10**

* Must take one course from each of the following four areas:

- Models of computation: any **COMP** course numbered **300-305**.
- Algorithms: any **COMP** course numbered **310-315**.
- Programming languages: any **COMP** course numbered **320-325**.
- Systems: any **COMP** course numbered **330-335**.

Notes:

- No course may be used to satisfy more than one requirement.
- At most one individual or group tutorial may be used to satisfy major requirements unless prior approval is given.
- An individual or group tutorial may be used to satisfy a core area requirement only if prior approval is given.
- Only 1.0-credit courses taken A–F may be used to satisfy major requirements.
- Courses taken in Spring 2020, Fall 2020, or Spring 2021 may be taken Cr/U to satisfy major requirements, in which case a student must have earned Cr.
- In some circumstances, a 1.0 credit graded research experience may be split over 2 consecutive semesters. Such an experience must include work that is equivalent to a 1.0 credit graded 300-level course. The faculty member directing the research must request approval from CADCOM prior to the end of the first semester; the student may not make this request independently.

STUDENT LEARNING GOALS

- Understanding abstraction: At its heart, computer science is the study of abstractions for the purpose of understanding computation, and as such, students must learn appropriate levels of abstraction for solving computational problems. All courses in the curriculum contribute to this goal.
- Programming: Students must learn how to program in a high-level language, as such programming is the primary tool in computer science. This is typically how students are first exposed to the field, and our majors achieve this goal in their first or sophomore years by taking the gateway sequence COMP211–212.
- Analysis: Students must learn how to reason about computation; this includes analyzing algorithms and proving properties such as correctness and complexity, and requires an understanding of appropriate mathematical tools. The courses that focus primarily on this goal are COMP312 (Design and Analysis of Algorithms) and COMP321 (Design of Programming Languages).
- Creation: Students must learn how to create original computational structures; this requires an understanding of fundamental techniques in algorithm and data structure design and an ability to combine established techniques in novel ways. All courses in the curriculum contribute to this goal.
- Limits: Students must understand not only how to analyze and create computational structures, but also the limits of computation itself; this requires an understanding of the mathematical foundations and formalisms of computer science. This goal is primarily addressed in COMP301 (Automata Theory and Formal Languages).

TRANSFER CREDIT

The transfer credit policy for the COMP major is:

- You can transfer at most 2 courses per semester (or summer, or winter session) away towards the COMP major.

- You can transfer at most 4 courses in total towards the COMP major.
- You must take at least 2 of COMP211, COMP212, and MATH228 at Wesleyan.
- You must take at least three 300-level COMP courses used to satisfy the major requirements at Wesleyan.

RELATED PROGRAMS OR CERTIFICATES

Informatics and Modeling Certificate. The department is an active participant in the Informatics and Modeling Certificate (wesleyan.edu/imcp (http://wesleyan.edu/imcp)). The certificate provides a framework to guide students in developing analytical skills based on the following two pathways:

- Computational Science and Quantitative World Modeling (CSM): wesleyan.edu/imcp/csm.html (http://wesleyan.edu/imcp)
- Integrative Genomic Sciences (IGS): wesleyan.edu/imcp/igs.html (http://wesleyan.edu/imcp)

The CSM pathway introduces students to modeling techniques and provides students with a foundation in the quantitative simulation, evaluation, and prediction of natural and social phenomena. The IGS pathway introduces students to the interdisciplinary field of bioinformatics and its relationships to molecular genomics, evolution, structural biology, and bioethics. The department offers courses that support both pathways, such as COMP211 and COMP212, and also offers special interdisciplinary courses for the IGS pathway, such as COMP327 and COMP350. The certificate requirements are described in the links for the two pathways.

BA/MA PROGRAM

This program provides an attractive option for mathematics and computer science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. For more information, visit wesleyan.edu/grad/degree-programs/ba-ma.html (http://wesleyan.edu/grad/degree-programs/ba-ma.html). Advanced undergraduates may enroll in graduate (**500-**level) courses.

ADDITIONAL INFORMATION

COLLOQUIA AND SEMINARS

Lectures. The departmental colloquium series presents lectures on recent research by invited speakers from other institutions. Advanced undergraduates are welcome and encouraged to attend these colloquia and to participate in the computer science seminar.

HONORS

An undergraduate may achieve the BA with honors in computer science via the following route:

- The honors thesis, written under the supervision of a faculty member under conditions monitored by the University Committee on Honors.

CAPSTONE EXPERIENCE

We encourage all students to participate in faculty research via individual tutorials and/or a Senior thesis. There is no mandatory capstone experience.

DANCE MAJOR

MAJOR DESCRIPTION

The Major in Dance is centered on the creative act—envisioning, making, and doing—to cultivate artistry and inspire personal and social transformation. It is an interdisciplinary, hands-on, and collaborative journey, demanding both physical and intellectual rigor. Our curriculum covers contemporary dance with a global lens, featuring historical and experimental approaches in Bharata Natyam, Ghanaian, Afro-Brazilian, ballet, Javanese, jazz, and hip hop, and contemporary dance. Students explore choreography, improvisation, pedagogy, research methods, dance ethnography, history, and techniques that embrace diverse learning styles.

Dance majors are driven by a passion for expressing themselves through movement. The artistic practice of dance requires physical strength, flexibility, endurance, and a dedication to refining their craft. Alongside their academic pursuits, they may have some performance experience or interests in other areas of dance, theater and arts production.

Dance majors develop keen intercultural competence and understanding of dance in its cultural manifestations, leading them to a deeper celebration of difference. They become articulate in movement, words and action, honing their skills to articulate original ideas and collaborate with fellow artists and scholars to create powerful original work.

ADMISSION TO THE MAJOR

In order to be admitted to the Dance Major a student must have completed, or be currently enrolled in, either Spring Dance Choreography Workshop (DANC250 Spring Semester) or Dance Tech Lab (DANC105). This requirement may be waived under special circumstances. Please contact the Department Chair with any questions.

MAJOR REQUIREMENTS

The Major in Dance Consists of 10.5-11.5 credits.

Choreography, 2 credits

Options include Solo Composition (DANC249), Improvisation (DANC354), Spring Dance Group Choreography (DANC250 Spring Semester), Winter Choreography Workshop (DANC250 Fall Semester). These courses can be repeated for credit.

Dance Tech Lab (DANC105), .5 credit

Dance Techniques, 2.5 credits

Advanced Dance Performance Practice (DANC435 or DANC445), 2 performance experiences

Can be repeated for credit.

Advanced Research in Dance 2 credits

At least one of these must be a hybrid course with a substantial written component. The second can be either another hybrid course, or an additional choreography course.

Applied Technical Practice (DANC444) .75 credits

Elective 1 credit

This can be any course that relates specifically to the student's interests in dance and may be taken in or outside the Dance Department.

Student Capstone Research 1 or 2 credits (Project or Thesis)

STUDENT LEARNING GOALS

List of Learning Goals

1. Develop **intercultural competence** and engage in **cross-cultural inquiry** through the study of diverse dance traditions.
2. Explore the **role of art in society**, examining its cultural, historical, and social significance.
3. Master the **principles of dance-making**, including choreography, improvisation, and public performance.
4. Achieve **technical proficiency and artistic expression** in a diverse range of dance techniques, including Modern/Contemporary, West African, Bharata Natyam, Ballet, Hip Hop, Javanese, Black and other American vernacular forms, and partnering.
5. Cultivate **critical inquiry skills** and embodied **research methodologies** in the field of Dance, through writing, choreography and performance.
6. Engage in **collaborative creative processes**.
7. Gain hands-on experience in **performance production**, technology and media.

HONORS

Dance majors who wish to be candidates for departmental honors must complete senior research in the form of a thesis. Projects are not eligible for the award of honors. The student's proposed research design will be revised and finalized in consultation with the student's prospective tutor and should reflect the special interests and talents of the individual student. The award of honors or high honors is based on the scope and excellence of the thesis and on the student's creative work.

CAPSTONE EXPERIENCE

All majors complete a capstone experience, either a one-semester senior project or a two-semester senior thesis.

EARTH AND ENVIRONMENTAL SCIENCES MAJOR

MAJOR DESCRIPTION

The Major in Earth and Environmental Sciences (E&ES) provides students with a broad base of knowledge of the natural world. Topics of study range from planetary evolution to climate change to ecosystem conservation. Courses in geology, environmental science, environmental chemistry, ecology, and how the Earth's spheres—geosphere, hydrosphere, atmosphere, biosphere—interact with each other prepare students to choose their own areas of specialization. E&ES majors work with faculty on research projects that range from research into past climates using terrestrial and ocean proxies to the geological makeup of the planet Venus, and from nearby coastal areas to faraway lagoons. The major culminates in a capstone course where students perform independent research in the field.

Students drawn to this major may have a passion for environmental awareness and responsibility, understanding natural systems, or an orientation toward problem-solving. They may enjoy spending time in nature doing fieldwork as well as working in the lab and communicating complex concepts to diverse audiences.

Earth and Environmental Sciences majors are equipped with the knowledge and skills to decipher the structure, composition, and dynamics of the Earth system, conduct research, analyze data, evaluate scientific claims, and communicate their findings. They are well prepared to pursue advanced post-graduate opportunities or various careers in fields like education, environmental consulting, conservation science, planetary science, sustainability, urban planning, renewable energy, and climate analysis.

ADMISSION TO THE MAJOR

GATEWAY COURSES FOR THE MAJOR

To declare E&ES as a major, students are required to have completed an E&ES gateway course (E&ES101, E&ES115, E&ES155, E&ES197), and to have completed (or be currently taking) two gateway courses (or higher) in biology, chemistry, mathematics, or physics.

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

SOPHOMORE SEMINAR

Code	Title	Hours
E&ES195	Sophomore Field Course	0.5

MAJOR REQUIREMENTS

The Department of E&ES does not require completion of Wesleyan's General Education Requirements to complete the major. Honors students are required to complete Wesleyan's General Education Requirements through stage II.

The following is a list of required courses for the major (**14 credits total)**:

Code	Title	Hours
E&ES Gateway Course		
E&ES101	Dynamic Earth!	1.25
or E&ES115	Introduction to Planetary Geology	
or E&ES155	Earth System Science	
or E&ES197	Introduction to Environmental Studies	
Natural Science Courses & Mathematics *		
BIOL181 & BIOL182	Principles of Biology I: Cell Biology and Molecular Basis of Heredity and Principles of Biology II	4
or CHEM145	Honors General Chemistry	
or PHYS111 & PHYS112	Introductory Physics I and Introductory Physics II	
or PHYS113 & PHYS116	General Physics I and General Physics II	
or MATH121 & MATH122	Calculus I and Calculus II	
Upper-Level Requirements **		**7**
E&ES195	Sophomore Field Course ***	.5
E&ES497	Senior Seminar #	1

* E&ES majors are required to take one year (two semesters) of gateway courses from two of these disciplines for a total of four courses.

**Students must complete seven upper-level courses and senior seminar/capstone.

***This course is typically taken during the spring semester of the sophomore year.

\# This course is typically taken during the senior year.

We require a capstone experience in EES. The options are:

--Senior Seminar (EES 497 and 498) OR

--Senior Thesis (EES 409 and 410) OR

--Two full credits of Advanced Research Tutorial with the same faculty member (EES 423 and 424) in senior year OR

--Capstones with significant EES components in other majors (by petition)

NATURAL SCIENCE COURSES

Upper-level courses in these disciplines can be substituted, as can statistics courses for mathematics. Students are urged to complete these introductory courses within their first two years. Students considering professional work in the sciences are encouraged to take gateways in more than two disciplines, including any associated lab courses, as well as upper-level coursework in other natural science and mathematics disciplines.

UPPER-LEVEL ELECTIVES

Students must complete seven upper-level courses. Five of these courses must cover the following thematic areas: two from "Earth and Planets" (numbered 201-233 and 301-333), two from "Hydrosphere, Biosphere, and Atmosphere" (numbered 234-266 and 334-366), and one from "Methods" (numbered 267-299 and 367-399). Lab courses associated with the primary courses are required. The remaining two courses may come from any thematic area. Also, the following can be used: up to two upper-level natural science or math courses taken in other departments, and up to two pre-approved courses from study-abroad programs. At least four of the upper-level courses must be Wesleyan E&ES courses. Tutorials and the senior thesis do not count towards the requirement.

THEMATIC AREAS

EARTH AND PLANET COURSES

Code	Title	Hours
E&ES201	Geology of Connecticut	1
E&ES205	The Shaping of a Landscape: Exploring the Geology of Western North America	1.5
E&ES215 & E&ES216	Earth Materials and Earth Materials Laboratory	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5
E&ES230 & E&ES231	Sedimentology and Sedimentology Laboratory	1.5
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES319 & E&ES320	Meteorites and Cosmochemistry and Meteorites Laboratory	1.5
E&ES321	Planetary Evolution	1
E&ES325	Geologic Field Mapping	1
E&ES327	The Microbial Fossil Record	1

ECOSYSTEM AND ENVIRONMENT COURSES

Code	Title	Hours
E&ES234 & E&ES235	Geobiology and Geobiology Laboratory	1.5
E&ES238	The Forest Ecosystem	1
E&ES240		1
E&ES242	Irrigation	1
E&ES244 & E&ES245	Soils and Soils Laboratory	1.5
E&ES246	Hydrology	1
E&ES250 & E&ES251	Environmental Geochemistry and Environmental Geochemistry Laboratory	1.5
E&ES257	Environmental Archaeology	1
E&ES258	Community Paleoecology	1
E&ES260 & E&ES261	Oceans and Climate and Techniques in Ocean and Climate Investigations	1.5
E&ES312	Global Change Biogeography	1
E&ES327	The Microbial Fossil Record	1
E&ES329	Fire Ecology and Management	1
E&ES342	Ecological Resilience: The Good, the Bad, and the Mindful	1.25
E&ES350	Animals in Archaeology	1

METHOD COURSES

Code	Title	Hours
E&ES270	Quantitative Methods for the Biological and Environmental Sciences	1
E&ES275	Remote Sensing for Natural Hazards	1
E&ES280 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	1.5
E&ES368	Isotope Geochemistry	1
E&ES375	Modeling the Earth and Environment	1
E&ES380	Advanced GIS and Spatial Analyses	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5
E&ES399	Calderwood Seminar in Public Writing: Environmental Science Journalism	1
E&ES568	Isotope Geochemistry	1

CAREER OPTIONS AND THE E&ES MAJOR

Earth and environmental sciences majors go on to pursue a wide range of careers, limited only by their own imaginations. **E&ES** courses can be selected to help prepare for a student's long-term interests. The course listings below are not requirements, but suggested guidelines. Students interested in academic or research careers should consider involvement in research or producing a senior thesis.

Geology. These courses can help prepare students for academic careers or jobs in industry or government in natural resource or geohazard management (e.g., USGS, water resources, mining and energy industries).

Code	Title	Hours
E&ES101	Dynamic Earth!	1.25
E&ES115	Introduction to Planetary Geology	1
E&ES155	Earth System Science	1.25
E&ES201	Geology of Connecticut	1
E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5
E&ES230 & E&ES231	Sedimentology and Sedimentology Laboratory	1.5
E&ES246	Hydrology	1
E&ES260 & E&ES261	Oceans and Climate and Techniques in Ocean and Climate Investigations	1.5
E&ES280 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	1.5
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES321	Planetary Evolution	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5
E&ES497	Senior Seminar	1

Environmental Science/Environmental Chemistry. These courses can help prepare students for jobs in consulting, government, or nonprofit organizations (e.g., EPA, NOAA, USGS, state agencies), or for academic careers in climate science and water resources.

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

Planetary Geology. These courses can help prepare students for jobs in government and industry (e.g., NASA, remote sensing, and GIS contractors) or for academic careers in space science and remote sensing.

Code	Title	Hours
E&ES101	Dynamic Earth!	1.25
E&ES115	Introduction to Planetary Geology	1
E&ES155	Earth System Science	1.25
E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5
E&ES280 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	1.5
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES321	Planetary Evolution	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5

GENERAL EDUCATION

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

STUDENT LEARNING GOALS

Students graduating with a BA degree in Earth and environmental sciences should be able to:

- **Decipher the structure, composition, and dynamics of the Earth system.** The student should understand the structure and composition of Earth's spheres (geosphere, hydrosphere, atmosphere, biosphere), and how these spheres interact with one another and change over time.
- **Apply the scientific method.** The student should be able to develop and test scientific hypotheses.
- **Understand data.** The student should understand how earth and environmental sciences data are produced, interpreted, and applied.
- **Apply quantitative tools.** The student should be able to select and apply appropriate quantitative techniques to Earth and environmental sciences questions (e.g., calculus, statistics, spatial analysis).
- **Use the primary literature.** The student should be able to search for and understand publications from the primary scientific literature.
- **Critically evaluate scientific claims.** The student should be able to critique arguments made in the Earth and environmental sciences literature.
- **Communicate.** The student should be able to present Earth and environmental sciences data and their interpretation in a variety of written, visual, and oral formats.
- **Conduct research.** The student should be able to carry out an original research project, including: the identification of a research problem; the formulation of a hypothesis; the design of the methodology; the collection, processing, and interpretation of data; and the presentation of findings in written, visual, and oral formats.

RELATED PROGRAMS OR CERTIFICATES

- **The College of the Environment,** which includes the environmental studies-linked major and Environmental Studies Certificate, provides a linkage between the sciences, public policy, economics, and the arts and provides a wide variety of career options.
- **The Planetary Science Group and the Planetary Science Course Cluster** seek to understand the origin and evolution of the solar system in which we live and the other solar systems that we have identified in our galaxy.
- **The Service-Learning Center and Service-Learning Course Cluster** seek to broaden students' understanding of course content through activities that are, at the same time, of service to the community.

BA/MA PROGRAM

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

For details about the BA/MA program see: https://www.wesleyan.edu/grad/graduate-programs/bama_program.html

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

HONORS

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

CAPSTONE EXPERIENCE

Code	Title	Hours
E&ES409	Senior Thesis Tutorial	1
E&ES410	Senior Thesis Tutorial	1
E&ES497	Senior Seminar	1
E&ES498	Senior Field Research Project	.5

ECONOMICS MAJOR

MAJOR DESCRIPTION

The Major in Economics introduces students to the ways people, businesses, governments, and other entities allocate and manage finite resources to meet societal and individual needs. Students will examine various theories, principles, and analytical methods to learn about microeconomic topics like supply and demand, means of production, distribution of goods and services, market structures, and consumer choice. They will also learn about macroeconomic dynamics in trade, national income, employment, inflation, wealth inequity, public finance, and monetary policies. Students will gain an understanding of the historical evolution of economic thought and the factors that contribute to economic growth, development, or decline. Research and analysis methods rely on quantitative modeling, so mathematical techniques like statistics, calculus, and econometrics are used to help explain and predict economic phenomena.

The study of economics attracts a diverse range of students who bring an analytical mindset to learning more about human behavior, incentives, and decision-making processes—especially regarding the sharing and trading of scarce resources. Students may be interested in global issues and the economic factors behind current events. Some are drawn to the theoretical aspects of economics, while others are eager to apply these principles to real-world situations.

A Major in Economics affords students a broad and flexible base of knowledge that can be applied to a large range of pursuits. Students will be prepared for advanced study or future careers in fields such as academics, research, business, finance, consulting, entrepreneurship, law, and government. Junior transfer students should not expect to enter the major.

Wesleyan's Economics Department offers a math-based curriculum that integrates calculus into courses at all levels, beginning with ECON110. As a result,

transfer students should expect to start our major with the introductory course, even if they have completed multiple courses at prior institutions.

ADMISSION TO THE MAJOR

Students intending to major in Economics must complete Introduction to Economic Theory (ECON110). The prerequisite for ECON110 is calculus. The calculus requirement can be fulfilled by completing ECON102, MATH120, or MATH121. It can also be fulfilled by a score of 4 or higher in AP Calculus (AB or BC), by receiving a 5 or higher on the IB Higher Math test, or by placing into MATH122 or higher according to the Wesleyan Math Placement test. Students can be exempted from the ECON110 course requirement if they have a score of 4 or higher on both AP Micro and AP Macro or equivalent IB scores. Students who are exempted from ECON110 must meet the math pre-requisite and complete a 200-level Economics elective before continuing into the core courses (ECON300, ECON301, and ECON302).

Through spring 2026: to be accepted into the major, students must also have either completed or be enrolled in Introductory Econometrics (ECON300), Microeconomic Analysis (ECON301), or Macroeconomic Analysis (ECON302). All of these classes require students to have completed ECON110 or the bypass route (scores of 4 or higher on both AP Micro and AP Macro or equivalent IB scores, completion of a 200-level Economics elective, and the math requirement for ECON110).

From fall 2026: to be accepted into the major, students must also have either completed or be enrolled in Microeconomic Analysis (ECON301), or Macroeconomic Analysis (ECON302). All of these classes require students to have completed ECON110 or the bypass route (scores of 4 or higher on both AP Micro and AP Macro or equivalent IB scores, completion of a 200-level Economics elective, and the math requirement for ECON110). From fall 2026 ECON300 will be replaced with ECON303 which will require both ECON301 and ECON302 as prerequisites.

In addition, there is a probability and statistics pre-requisite for ECON300 and ECON302. The probability and statistics prerequisite can be fulfilled by completing ECON103, MATH132, or PSYC200, or by receiving a score of 4 or higher on AP Statistics or a 5 or higher on the IB Higher Math test.

Through spring 2026: a student who fails to obtain a grade of C+ or better in ECON110 may be admitted to the major only after obtaining a grade of C+ or better in ECON300, ECON301, or ECON302 and a student who has the ECON110 bypass must obtain a grade of C+ or better in one of the ECON300, ECON301, or ECON302. From fall 2026: a student who fails to obtain a grade of C+ or better in ECON110 may be admitted to the major only after obtaining a grade of C+ or better in ECON301, or ECON302.

Prospective economics majors are strongly encouraged to complete ECON301 and ECON302 by the end of sophomore year, and to have completed ECON300 by the end of junior year.

MAJOR REQUIREMENTS

The Economics curriculum consists of three types of courses: Introductory, Core, and Elective. All students majoring in economics must complete or pass out of the introductory course, ECON110 (https://catalog.wesleyan.edu/search/?P=ECON110), and complete at least eight letter-graded courses numbered 201 or above. Of these eight, three must be the core courses, and five must be electives. All courses counted toward the economics major must be taken for a letter grade. All core courses must be taken at Wesleyan.

Economics majors fulfill the capstone requirement by successfully completing three upper-level electives, each of which requires a substantial research paper or project.

Code	Title	Hours
Required Courses		
Core Courses		**3**
ECON300	Introductory Econometrics	
ECON301	Microeconomic Analysis	
ECON302	Macroeconomic Analysis	
Electives		**5**
200-Level Electives *		
300-Level Electives (3 required) ^		

STUDENT LEARNING GOALS

Economics majors acquire the following knowledge and competencies:

- The cultivation of a critical mindset and rigorous logical reasoning
- The capability to read and understand scholarly literature
- Quantitative methodologies and statistical skills, and working with large data sets
- The capability to engage in theoretical and empirical analysis of economic problems
- Research, analysis, and communications skills
- A fundamental knowledge of how resources and wealth have been created, consumed, and transferred through human history
- An understanding of economic principles and market forces and how they shape society such as macroeconomics, microeconomics, supply and demand, market structures, economic growth, inflation, employment, and international trade
- Adaptability and versatility in strategic problem-solving.

Students will demonstrate their knowledge and abilities through research projects, critical analysis papers, participation in class discussions, collaborative group work, and multimedia presentations. Written exams, peer review, faculty committees, and self-assessments will also evaluate their class performance.

ADVANCED PLACEMENT

Please see the department web page for the latest information and the advanced placement policy.

ADDITIONAL INFORMATION

ACADEMIC OPPORTUNITIES

Phi Beta Kappa

This is a national honor society for the liberal arts. The department nominates senior Economic majors based on an evaluation of their GPA in economics courses, their overall GPA, their fulfillment of General Education expectations, and their performance in the department's core courses.

Omicron Delta Epsilon

This is an international honor society for economics. The current student leadership invites eligible students to join. The ODE faculty advisor screens students who have taken at least four economics courses, with at least three at the 200-level or higher. Their economics GPA must be B+ or better. Students do not need to be economics majors to qualify and may meet eligibility criteria as early as their sophomore year.

CONTACT INFO

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Email: rlaunder@wesleyan.edu

HONORS

Honors and high honors in economics are awarded based on a completed honors thesis representing two semesters of independent research. To be considered for departmental honors, a student may choose one of two options:

1. Enroll in the two-semester senior honors thesis tutorial sequence (ECON409 and ECON410). The student begins thesis research with a faculty advisor in the fall and completes the thesis by the spring term.
2. Expand a research paper completed in a 300-level elective with a suitable faculty advisor and complete the thesis in the spring term (ECON410) .

Honors candidates present their work in progress to the faculty at the end of the fall semester. Theses are evaluated by a committee of readers, including the thesis advisor and two other faculty members.

All candidates for honors should have at least a B+ average in their economics courses before their senior year and a three-year cumulative average of B or better for all courses.

A student who does not meet these requirements may petition the department for an exception; the petition must be signed by the student and by the faculty member who has agreed to supervise the project. The petition should address the student's capability to undertake independent research and the feasibility of the proposed project.

CAPSTONE EXPERIENCE

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

ENGLISH MAJOR

MAJOR DESCRIPTION

The Major in English helps students hone their skills as critical writers and explore their potential as creative voices. English courses foster critical thinking about the relationships among literature, culture, and history. Students of English become adept critics of poetry, novels, essays, and plays. They develop knowledge of literary culture and about the evolving genres, forms, and ideologies of literary expression. They study the relation of literary texts to their historical contexts. They refine their craft as creative writers.

Students who pursue the Major in English often have a deep love for literature, language, and the written word. They seek to build upon their strengths in reading, writing, communications, and critical interpretation. They bring an open-minded intellectual curiosity to engage with complex social, cultural, and philosophical issues and ideas.

Studying English at the collegiate level prepares students for various career possibilities, including teaching, creative writing, journalism, publishing, marketing, information science, law, and business. Strong writing and communication skills are valued in nearly every profession and field of advanced study.

ADMISSION TO THE MAJOR

Students considering majoring in English should consult the department website (https://www.wesleyan.edu/english/students/index.html (https://www.wesleyan.edu/english/students/)). Potential majors must take ENGL201: Ways of Reading in their first or second year. Students who have taken the course and received a grade of B- or better will be admitted as majors during the spring term of their sophomore year. Students who take the course during that term will be admitted provisionally, pending receipt of a grade of B- or better. In exceptional circumstances, and with the approval of the department chair, students who have not taken ENGL201 by the end of the sophomore year may be admitted to the major contingent on completion of ENGL201 in the junior year.

MAJOR REQUIREMENTS

The English major at Wesleyan consists of requirements and electives totaling 10 distinct, full-credit courses, or the equivalent of partial-credit courses. Students choose one of two pathways to complete the major, Literature or Creative Writing.

All major courses must be sponsored or co-sponsored by English, with the exception of one "related course." A "related course" 200-level or above that bears on the study of literature but is not sponsored or co-sponsored by English may count as an elective with the approval of the English advisor (more information below). One English-sponsored or co-sponsored FYS may also count as an English major elective.

Remaining credits must be at the 200-level or higher, with at least one 300-level course required for the Literature Pathway and three 300-level creative writing

courses required for the Creative Writing Pathway. All but three of the 10 total credits must be taken at Wesleyan. Appropriate credits transferred from other institutions may count toward the 10-credit requirement in consultation with the department's Transfer of Credit coordinator (https://www.wesleyan.edu/english/contact/dept_contact.html). Students who believe that courses they have taken or will take at other universities should fulfill core course requirements may "petition" (https://www.wesleyan.edu/english/students/petitions.html) the Department for an exception. Requests to petition should be submitted to the chair.

The Major Program:

English major requirements consist of the gateway course (ENGL201: Ways of Reading), core requirements, Literature or Creative Writing pathway requirements, and electives.

Core Requirements: In addition to the gateway course, **ENGL201: Ways of Reading,** eight additional core requirements must be fulfilled to complete the major. These courses must be taken within the English department. An individual course may fulfill up to two core requirements. **Thus, core requirements may be completed with as few as four or as many as eight courses**.

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

Paths through the Major (10 total credits required):

- **Literature Pathway:** ENGL201, core requirements (see above), plus electives, with at least one 300-level course.
- **Creative Writing Pathway:**

  Creative Writing Pathway: ENGL201, core requirements (see above), four creative writing courses (at least one of which must be 300-level), plus electives. (Completion of the Creative Writing core requirement can count towards the four).

As noted above, for both the Literature and Creative Writing pathways, a "related course" at the 200-level or above that bears on the study of literature but is not sponsored or co-sponsored by English may count as an elective with the approval of the English advisor. For example, this course may be in literature in translation or in another language. An English-sponsored or co-sponsored FYS may also count as an elective. Remaining electives must be numbered above 201.

GENERAL EDUCATION

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

COURSES FOR NON-MAJORS

The department offers several FYS courses especially designed for first-year students. Non-major students may also be admitted to many other department courses; please check individual listings for details.

STUDENT LEARNING GOALS

- Develop skills in reading, interpreting, discussing, and writing about literature. English majors learn to be adept critics of a range of genres, including poetry, novels, essays, plays, and more.
- Experiment with or develop the ability to produce new works of literature.
- Build knowledge of the history of literature and develop critical thinking about the relationships among literature, culture, and history.
- Become conversant with literary theory.

STUDY ABROAD

The English Department encourages its majors to consider the valuable experience of study abroad. Study abroad policies are described in detail on the departmental website. (http://www.wesleyan.edu/english/students/studyabroad.html)

ADVANCED PLACEMENT

Students with AP scores of 4 or 5 in either English Literature or English Composition, or with scores of 5–7 on an English A1 or English A2 International Baccalaureate exam, will receive one course credit. No extra credit is given for taking more than one exam. This credit does not count toward the major.

LANGUAGE REQUIREMENT

There is no language requirement for the English major.

PRIZES

The Department of English annually gives out an array of academic awards, fellowships, and prizes. Fellowships and writing prizes may require applications and submission of writing samples. Full explanations are available on the department website (http://www.wesleyan.edu/english).

TRANSFER CREDIT

Students may obtain transfer credit in English for courses taken at other universities in the United States in the summer or during a leave of absence. Courses must be approved by the English Department's Transfer of Credit coordinator (https://www.wesleyan.edu/english/contact/dept_contact.html). Students should expect to provide documentation from a course catalog to receive advance permission. In most cases, on completion of courses taken at other universities, students will need to show additional documentation (e.g., syllabi and assignments) demonstrating their coursework to receive transfer credit. No more than two credits may be earned during a summer. More detailed

information about transfer credit can be found on the department website (http://www.wesleyan.edu/english/students/credit.html).

HONORS

The bachelor's degree with honors in English is awarded on the basis of an outstanding academic record and an honors thesis written during the senior year. Students are eligible to write a critical thesis if they have an average of 91.7 in the courses counting toward the major (at least six courses by the end of the junior year) and have completed a substantial research paper in a departmental course designated research or research option. Students wishing to write a creative thesis need not fulfill the research requirement, but they must have a 91.7 average in courses counting toward the major and have received an A- or better in at least two creative writing courses that count toward the major, one of which must be an intermediate or advanced workshop taken at Wesleyan. English majors do not need to fulfill the GenEd requirements to write an English Honors thesis. However, GenEd fulfillment is required to declare more than a combined total of two majors, certificates, and minors and to be eligible for Phi Beta Kappa and University Honors (not English Department Honors). A detailed description of the process for earning honors can be found on the department website (http://www.wesleyan.edu/english/students/honors.html).

CAPSTONE EXPERIENCE

English majors may undertake capstone experiences in several ways. Students who are eligible and who qualify to be candidates for honors may enroll in a two-semester honors tutorial that culminates in the submission of an honors thesis.

Students may also propose a one- or two-semester senior essay project. In addition, in each major pathway, students are required to complete a **300**-level seminar. This seminar may be taken before the senior year.

ENVIRONMENTAL STUDIES MAJOR

MAJOR DESCRIPTION

The Major in Environmental Studies (ENVS) empowers students to evaluate, comprehend, communicate, and solve various environment-related issues. ENVS is multi-disciplinary: students take course work that spans the entire curriculum of Wesleyan, including courses in environmental science, ethics, philosophy, economics, government, policy, history, humanities, art, film, sciences, and writing.

Environmental Studies is a "linked major," in which students complete all the requirements from their primary major in addition to those of ENVS. This prepares them with both specialty knowledge and a breadth of perspective, enabling them to interpret environmental information, understand the linkages to social, political, or ethical issues, and formulate well-reasoned opinions.

The Environmental Studies program is suitable for students who are strongly interested in or concerned about environmental issues such as: environmental justice, food security, sustainability, global warming, and the impact of human activities on the planet. Students drawn to this program possess scientific and humanistic curiosity, analytical thinking, an interdisciplinary mindset, and a desire to find ethical solutions.

Environmental Studies graduates are prepared for careers spanning various sectors such as government, nonprofit organizations, education, research, environmental law, journalism, and sustainable business management.

ADMISSION TO THE MAJOR

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

Code	Title	Hours
Environmental Science AP Exam with score of 4 or 5		1 (pre-matriculated)
ENVS197	Introduction to Environmental Studies	1
ENVS195	Environment and Society: Introduction to Environmental Studies through the Social Sciences	1
E&ES155	Earth System Science	1.25
ENVS219F	Knowing the Natural World (FYS)	1

MAJOR REQUIREMENTS

Major Requirements for the Class of 2025 & Beyond

Code	Title	Hours
Intro Course		
ENVS197	Introduction to Environmental Studies	1
or ENVS195	Environment and Society: Introduction to Environmental Studies through the Social Sciences	
or ENVS219F	Knowing the Natural World (FYS)	
or E&ES155	Earth System Science	
Core Electives		
Core Area 1: Environmental Justice, Philosophy, Ethics		1
Core Area 2: Economics, Policy, and Law		1
Core Area 3: Natural Sciences		1
Additional Electives		
Four additional electives, whether or not designated as Core Electives		4
Senior Colloquium		
ENVS391	Senior Colloquium: Environmental Studies	0.5
ENVS392	Senior Colloquium: Environmental Studies	0.5
Senior Capstone	**One semester if a senior essay; two semesters if a senior thesis**	**1 or 2**
Total Hours		**10-11**

Notes:

- Four additional electives from the Comprehensive List of Core and Additional Electives Offered since 2017 (https://bit.ly/wes-envs)
- With the exception of an introductory course (ENVS195, ENVS197 or E&ES155), and ENVS188 and PHYS105, all other courses must be at the 200 level or higher

- Up to two courses that are either student forums or research tutorials may be substituted for non-core electives
- Up to three courses that are used for another major may be counted as electives for the ENVS major
- Students are strongly encouraged to take at least one course in any subject that provides an intensive experience in writing.
- Students are also strongly encouraged to take at least one course in any subject that deals with analysis or interpretation of data.
- Any tutorial course may be taken only once as credit toward the major, with the exception of the senior thesis tutorials.

CORE AREA ELECTIVE LIST

Below is a list of Core 1, 2, 3 electives offered in 2025-26. **The most updated Core 1, 2, 3 course information for 2025-26 and a comprehensive list of all core and additional electives since 2017 can be found at https://bit.ly/wesenvs/ (https://bit.ly/wes-envs).**

CORE ELECTIVES AREA 1 (ENVIRONMENTAL JUSTICE, PHILOSOPHY, AND ETHICS)

Fall Semester 2025

Code	Title	Hours
ANTH279	Eating Others: Histories and Cultures of Animal Edibility	1
HIST221	History of Ecology	1
PHIL215	Humans, Animals, and Nature	1

Spring Semester 2026

Code	Title	Hours
AFAM213	Abolition Geographies	1
PHIL212	Introduction to Ethics	1

CORE ELECTIVES AREA 2 (ECONOMICS, POLICY, AND LAW)

Fall Semester 2025

Code	Title	Hours
ENVS276	Law and Policy of Natural Resources: Water, Air, Biodiversity, and Climate Change	1
GOVT308	Comparative Urban Policy	1
HIST267	Development in Question: Conservation in Africa	1

Spring Semester 2026

Code	Title	Hours
ENVS277	Law and Policy of Contamination, Cleanups, Communities (Environmental Justice), and Chemicals	1
ENVS297	Food Security and Environmental Conservation (CLAC 1.0)	1
GOVT206	Public Policy	1
GOVT222	Averting Catastrophe: Public Policy and Risk Management	1
GOVT273	Environmental Politics in East Asia	1
ENVS284	Animal Law and Policy	1

CORE ELECTIVES AREA 3 (NATURAL SCIENCES)

Fall Semester 2025

Code	Title	Hours
BIOL220	Conservation Biology	1
E&ES250	Environmental Geochemistry	1
ENVS278	Introduction to GIS	1

Spring Semester 2026

Code	Title	Hours
E&ES260	Oceans and Climate	1
ENVS329	Fire Ecology and Management	1
ENVS344	Renewable Energy and Negative Emission Technologies	1

Students will choose an additional four electives with their ENVS advisor. These electives may be selected from the entire list of electives since 2017 (see link in previous paragraph), in addition to those courses listed in core elective areas 1–3 above.

ADDITIONAL INFORMATION ON MAJOR REQUIREMENTS

- With the exception of the introductory courses (ENVS195, ENVS197, E&ES 155, E&ES199), plus ENVS188 and PHYS105, all other courses must be at the 200 level or higher.
- Up to three courses from the primary major may be counted toward the ENVS linked major.
- Students may substitute two reading or research tutorials, or one tutorial and one student forum, for two electives with approval of the ENVS advisor.
- Up to three credits from study abroad programs may be used for non-core elective courses, with prior approval of the ENVS advisor and provided that the credits from abroad are accepted by Wesleyan.
- Students are strongly encouraged to take at least one course in any subject that provides an intensive experience in writing.
- Students are also strongly encouraged to take at least one course in any subject that deals with analysis or interpretation of data.
- With the approval of the advisor and a written petition by the student, certain internships (e.g., Sierra Club, state agency, EPA, NOAA) may be substituted for one non-core elective.

STUDENT LEARNING GOALS

- Competence beyond the major-track introductory level in interpreting environmental information
- Develop a deeper understanding of the complex connections between environmental issues and social or political issues
- Develop the analytical and critical capacities necessary to formulate compelling arguments about environmental issues (over diverse modes of expression)
- Engage both scholars in the field who are making important environmental contributions and the lay public in discourse about environmental issues (mode of expression varied)
- Undertake a senior capstone encompassing practical and theoretical experiences in environmental issues

METHOD OF EVALUATION

Meetings with the student's advisor. Students will periodically meet with their environmental studies advisor to reflect on their progress in the major. At minimum, these meetings will occur once per semester during the course scheduling period. Because environmental studies is inherently multidisciplinary and because every student is linked to a primary major, ENVS student trajectories within the major are highly individualized. Regular meetings will help both the student and advisor chart the most successful path through the major.

Senior capstone and senior colloquium. Every major completes a capstone project during their senior year. The format of the capstone is typically determined by the student's primary departments (e.g., thesis, essay, performance, exhibit). The purpose of the capstone experience is to challenge students to think creatively, deeply, and originally about an environmental issue and to produce a significant work that uses their expertise from their primary major. Students formally propose their capstone projects at the end of their junior year, and the proposals are evaluated and approved by the Chair of ENVS. Several times throughout their senior year, students present progress reports of their projects in the senior colloquium; professors and student-peers attending the colloquia provide feedback for improvement. Finished capstone projects that are written under the auspices of the student's primary major are evaluated by the primary major department; capstones written for ENVS are evaluated by the ENVS program.

Senior reflection. Seniors will be asked to reflect on their experiences in the major. They will analyze their personal development in environmental studies and how the program impacted their development. These reflections will be recorded in the form of a questionnaire. Also, during one of the final colloquia in the spring, students will be encouraged to share their thoughts in a group setting and this will be recorded.

HOW THE DEPARTMENT/PROGRAM USES ASSESSMENT INFORMATION

The capstone projects and, more informally, the oral presentations in the senior colloquium, will help the ENVS faculty evaluate the success of the curriculum in fulfilling the learning goals of the program. Senior reflections on their experiences in the major will help inform curricular needs. For a multidisciplinary program with its faculty spread across all three divisions, the common experiences of the senior capstone/senior colloquium and senior reflections will be critical for the evaluation of both students and the program. Once a year, a committee will use information from these common experiences to discuss the state of the program. A summary of these discussions, including any recommendations for change, will be shared with the full ENVS faculty.

HONORS

SENIOR THESIS IN ENVIRONMENTAL STUDIES

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

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

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

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

Please send your thesis proposal and ask your thesis mentor to send an email of approval for your project to Chair of Environmental Studies Fred Cohan at fcohan@wesleyan.edu. **The proposal is due by the last day of classes of your junior year.**The Chair of ENVS will consider your application for approval. You, your tutor, and your ENVS advisor will be informed of the Chair's decision. For any case that is unclear (e.g., suitability of the topic for ENVS), the Chair may consult with the College of the Environment Governing Board.

HONORS IN ENVIRONMENTAL STUDIES: ELIGIBILITY, CANDIDACY, AND BESTOWAL

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

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

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

Finally, to actually receive honors in environmental studies, you must (1) complete the environmental studies linked major; (2) complete both Stage I and Stage II of the General Education Expectations; (3) write a thesis judged to be

of honors quality; and (4) maintain a grade-point average of at least 90.00 in courses that count towards the environmental studies linked major through the first semester of your senior year.
Environmental Studies prohibits double honors for the same thesis.

UNIVERSITY HONORS REGULATIONS

Wesleyan maintains university-level honors regulations, which are formulated by a university-wide faculty Honors Committee (http://www.wesleyan.edu/acaf/governance/rosters.html) and detailed on the Honors webpages (http://www.wesleyan.edu/registrar/honors/honors_program.html) maintained by the Office of the Registrar. Especially useful are the Jellybean Papers (http://www.wesleyan.edu/registrar/honors/jelly_bean_papers/) (so-called because they used to come in many colors), which will tell you how to register your thesis project with the coordinator of the university-wide Honors Program (http://www.wesleyan.edu/registrar/honors/honors_program.html) at the beginning of your senior year. You may apply to the Thorndike Fund (http://www.wesleyan.edu/registrar/honors/jelly_bean_papers/thorndike_fund.html) for help in paying the production costs of creating the bound copy of their thesis/essay you must deposit with Olin Library.

EVALUATION OF HONORS THESES IN ENVIRONMENTAL STUDIES

Soon after theses are submitted, the honors coordinator will deliver electronic copies of your thesis to your thesis tutor and faculty committee. Your thesis will be evaluated by three faculty members: your thesis tutor and two readers designated by the department chair in consultation with your tutor. One reader will be close to your field, and one will be farther afield. Your tutor and readers will read the thesis, write a commentary on it, evaluate it independently as worthy of high honors, honors, or credit (no honors), and the committee will recommend a grade for the thesis tutorial. The evaluations will be sent automatically to the chair of Environmental Studies.

If the tutor and the readers agree that the thesis deserves honors, or if they agree that the thesis deserves credit (no honors), the chair of Environmental Studies in deliberation with the governing board of the College of the Environment, awards the thesis the grade that the tutor and readers agreed upon.
If the tutor and the readers disagree with respect to honors or no honors, the following procedure will be used. If there are two evaluations of honors and one of credit (no honors), the chair of Environmental Studies and the governing board of the College of the Environment will consider you for being honors in Environmental Studies. If there is one evaluation of honors and two of credit (no honors), the chair of Environmental Studies will bring the case to the governing board of the College of the Environment with the recommendation of credit (no honors).

The Environmental Studies Program has stringent regulations governing high honors. High honors will be considered by the chair of Environmental Studies and the governing board of the College of the Environment if (and only if) the tutor and the readers agree that the thesis deserves high honors. That is, high honors in Environmental Studies requires unanimity among the three thesis readers that the thesis deserves high honors. In this respect, it is more difficult to achieve high honors in Environmental Studies than it is to achieve high honors in many other departments or programs at Wesleyan.

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

CAPSTONE EXPERIENCE

The ENVS linked-major program provides a capstone experience that includes a senior project and a full year of senior colloquia. The purpose of the ENVS capstone experience is to challenge students to think creatively, deeply, and originally about an environmental issue and to produce a significant work that uses their expertise from their primary major. The students will then have the opportunity to present and discuss their research in the senior colloquium (ENVS391 and ENVS392) with seniors and the faculty.

Senior capstone project. The creative exploration of a critical environmental issue through independent research is an essential part of ENVS. All ENVS majors must complete a senior capstone project in one of the four categories discussed below, though students are encouraged strongly to pursue a project in one of the first two categories. The topic must concern an environmental issue and must be approved in advance by the ENVS advisor and the Chair of ENVS. The student must be officially enrolled in one or more courses while they complete the research project. The students must submit to the Chair of ENVS no later than the last day of classes in the spring semester in their junior year a two-page research prospectus on their planned course of research. This plan must be signed by the potential mentor of the senior research. The mentor does not have to be a member of the ENVS faculty.

- **Category 1.** The capstone project may take any of the forms accepted by the primary department as a senior project (e.g., senior thesis, senior essay, senior performance, senior exhibition, senior film thesis). The topic must be approved by the ENVS advisor and Chair of ENVS. The senior project is submitted only to the primary department and is not evaluated by ENVS. Students may select an interdisciplinary thesis topic such that they solicit the help of more than one mentor if permitted by the primary department.
- **Category 2.** The capstone project may be a thesis submitted in general scholarship. The student must have a mentor for the thesis, and the topic must be approved by the ENVS advisor.
- **Category 3.** In the event that the student cannot satisfy the conditions for the above categories, the student may register for and complete a senior essay in Environmental Studies (either ENVS403 or ENVS404). The mentor can be any Wesleyan faculty member and the topic must be approved by the ENVS advisor. If the student cannot find a mentor, then it will be the responsibility of the chair of environmental studies to find a suitable reader or to evaluate the written work. The due date for the senior essay is set between the student and the mentor.
- **Category 4.** In the event that the student cannot satisfy the conditions for the above categories, the student may register for and complete a senior honors thesis in Environmental Studies (ENVS409 and ENVS410). The mentor can be any Wesleyan faculty member and the topic must be approved by the ENVS advisor. If the student cannot find a mentor, then it will be the responsibility of the chair of environmental studies to find a suitable mentor or to serve as mentor. The due date for the senior honors thesis is set by the Office of the Registrar, usually in mid-April.

Senior colloquium. The ENVS Senior Colloquium provides students the opportunity to discuss, workshop, and improve their senior capstone projects. Each student will present a live report on their capstone work once each semester. Before the presentation, the student will make available reading materials and questions they have about how to work through their most challenging issues. Students must be formally enrolled in the colloquium each

semester of their senior year. Attendance at all senior colloquium classes is mandatory for all senior ENVS majors.

FEMINIST, GENDER, AND SEXUALITY STUDIES MAJOR

MAJOR DESCRIPTION

The Major in Feminist, Gender, and Sexuality Studies (FGSS) engages students in critical analyses of gender and sexuality within the broad context of race, class, and ethnicity, and the ways in which these categories shape institutional systems, cultures, and societies. . FGSS majors have excellent opportunities to develop their own concentrated area of study and individually designed research.

Students drawn to the FGSS Major are typically interested in understanding social norms, power structures, and systemic inequalities related to gender and sexuality. They may be motivated by a desire to advocate for marginalized groups, promote inclusivity, and advance social justice and equity.

A degree in Feminist, Gender, and Sexuality Studies prepares students for careers in various fields, including activism and advocacy, education, human resources, social work and counseling, law and public policy, media and communications, and non-profit organizations.

ADMISSION TO THE MAJOR

The prerequisite for becoming a feminist, gender, and sexuality studies (FGSS) major is taking one of the gateway courses. These courses are designated annually. Students ordinarily take a gateway course during either semester of the sophomore year and declare the major in the spring semester. Gateway courses include:

Code	Title	Hours
FGSS200	Sex/Gender in Critical Perspective (FGSS Gateway)	1
SOC245	Intersectionality and Identity (FGSS Gateway)	1
FGSS277	Feminist Philosophy and Moral Theory (FGSS Gateway)	1

MAJOR REQUIREMENTS

Students are assigned to faculty advisors and should familiarize themselves with requirements for writing a senior honors thesis, since these may affect curricular choices for the junior year. In the fall semester of the junior year, the student ordinarily takes FGSS209. During this semester the student, in consultation with the advisor, develops a major proposal that lists the courses that will compose the student's major course of study, including a written rationale for the student's chosen concentration within the major. The Major Proposal Form, approved by the advisor and with the concentration rationale attached, is submitted to the Feminist, Gender, and Sexuality Studies Department office by the end of the fall semester of the junior year.

The concentration rationale is a brief explanation (500 words) of the student's chosen concentration within the major and describes the courses the student has chosen to constitute it. The major as a whole consists of 9 courses as follows: Three core courses (a gateway course, FGSS209 and FGSS405), two distribution courses (FGSS courses from an area outside the concentration), and the four courses comprising the concentration. All FGSS majors complete senior research, either in the form of a senior essay (completed as part of the Senior Seminar) or a senior honors thesis (through a two-semester tutorial with a faculty member, normally in addition to the Senior Seminar). The senior year is devoted to completion of the coursework for the concentration, work on a senior essay or thesis, and participation in the senior seminar. Non-FGSS courses may count toward the concentration if approved by the student's faculty advisor. Only two credits transferred from another institution may be applied to the major.

Every major must take the following courses:

- **One gateway course.** These are designated annually and serve as introductions to the interdisciplinary field of feminist, gender, and sexuality studies. Gateway courses examine gender as a factor in the politics and practices of the production of knowledge and of social and cultural life, with particular attention to the intersection of gender with other identity categories and modes of power—race, class, sexuality, and ethnicity.
- FGSS209. This course traces contemporary developments in feminist theory and considers how feminism has been articulated in relation to theories of representation, subjectivity, history, sexuality, technology, and globalization, among others, paying particular attention to the unstable nexus of gender, sexual, racial, and class differences.
- FGSS405. Set up as a workshop, the goal of this course is to develop an enabling and challenging intellectual environment for majors to work through intensively the theoretical, methodological, and practical concerns connected with their senior research projects.

CORE COURSES

GATEWAY AND REQUIRED COURSES

In 2019-2020, these include:

Code	Title	Hours
FGSS200	Sex/Gender in Critical Perspective (FGSS Gateway)	1
FGSS209	Feminist Theories	1
FGSS277	Feminist Philosophy and Moral Theory (FGSS Gateway)	1
FGSS405	Senior Seminar	1

Distribution requirement. A distribution requirement of two **FGSS** courses that must be from two different disciplines and should not overlap in their content with courses that make up the student's concentration in the major.

Concentration. Four courses forming the area of concentration should represent a coherent inquiry into some issue, period, area, discipline, or intellectual approach related to feminist, gender, and/or sexuality studies. Normally, the courses will be drawn from various departmental offerings and will be selected in consultation with an advisor.

STUDENT LEARNING GOALS

The Feminist, Gender, and Sexuality Studies (FGSS) Department is an interdisciplinary program staffed by faculty with wide-ranging research interests from across the university. The FGSS Department major and curriculum enable

students to engage in critical analyses of the construction of gender and sexuality as categories of analysis and experience within the broad matrices of race, class, and ethnicity, and the ways in which these categories inform knowledge production. Our curriculum has a broad offering of courses with wide subject, geographic, and thematic coverage. Majors have excellent opportunities for developing their own areas of concentrated study and for individually designed research. Our courses offer students historical and contemporary explorations of women, gender, and sexuality from a variety of disciplinary and interdisciplinary perspectives on Africa, the Caribbean, East Asia, Europe, Latin America, and South Asia, as well as the U.S.

FGSS expects its majors to:

- become skilled at reading and writing critical feminisms;
- have a well-developed understanding of the interdisciplinary, transnational and intersectional concerns of the field; and
- interrogate the historical and contemporary, local and transnational forces underlying social and economic injustice and inequality in order to promote greater possibilities for freedom and social justice.

In other to achieve these goals, students should be able to:

- form an argument using evidence
- critically evaluate the arguments of others
- analyze texts from a variety of disciplines
- situate social and political issues in their historical context
- assess how activism and intellectual inquiry are interrelated

TRANSFER CREDIT

Only two credits transferred from another institution may be applied to the major.

HONORS

Rising seniors wishing to write a Senior Honors Thesis (click here for more information (https://www.wesleyan.edu/fgss/major/senior_research.html)) must have, at the end of their junior year, an average of at least B+ in all of the courses that count for the major. These courses include the following: gateway course, FGSS 209 (Feminist Theories), two distribution courses, and the four courses from the student's area of concentration within the major. Prospective thesis writers must submit to the FGSS Chair by the last Friday in April of their junior year a transcript reflecting that they have met this requirement (or will have done so by the end of the junior year). Only students who complete the two-semester thesis can stand for honors. Students who have not achieved a B+ average will undertake the one-semester senior essay project.

CAPSTONE EXPERIENCE

Completion of a senior essay (one credit) or an honors thesis (two credits) on a theme or topic related to the student's area of concentration within the major is required. Rising seniors wishing to write a senior honors thesis must have an average of B+ in all courses that count toward the major, including the gateway course, FGSS209, and three of the four courses from the student's area of concentration. Prospective thesis writers must submit to the feminist, gender, and sexuality studies department chair by the last Friday in April in the second semester of the junior year a statement indicating the topic of the thesis and name of the thesis tutor.

FILM STUDIES MAJOR

MAJOR DESCRIPTION

The Major in Film Studies enables students to explore the moving image through a distinctive blending of history, analysis, and production. Studies focus on the art and craft of visual storytelling and the language of filmmaking in all its various forms—fiction, documentary, live-action, or animated—and venues such as cinema, television, and the internet. Film Studies majors in the College of Film and the Moving Image (CFILM) avail themselves of Wesleyan's rich and unique resources in the Film Studies Department, the Jeanine Basinger Center for Film Studies, WesDocs, the Student Film Series, and the Ogden and Mary Louise Reid Cinema Archives. Courses in history, analysis, and hands-on production facilitate a deep understanding of the medium.

Film Studies majors often bring an imaginative, creative mindset, a passion for visual storytelling, technical curiosity, and a collaborative nature. They may have a broad, eclectic taste in movies and television, a critical eye, an awareness of the industry, and multidisciplinary interests in the humanities and sciences.

Flim Studies students develop a critical and creative approach to the medium based on a strong visual vocabulary, extensive viewing, and a grasp of film production. Upon graduation, majors know how to make a movie, are experienced in film and television writing, understand film history, can offer original visions, and can extend our knowledge of the moving image. We encourage students to develop a personal vision, collaborate, take risks, solve problems, and learn from both failure and success.

ADMISSION TO THE MAJOR

The requirements for admission include a minimum overall academic average of B (85.0) and the successful completion of two designated entry-level courses with a grade of B+ or better in each. Entry to the major is possible only after completion of these two courses and application to the film major. To apply, students must meet with one of the Film Department Advisors by the end of the first semester of their sophomore year and place their names on the list of potential majors. The Film Department Advisors are Stephen Collins, Scott Higgins, Anuja Jain, Marc Longenecker, Sadia Shepard, Michael Slowik, and Tracy Strain. Students on this list will receive an application form. Applications will be evaluated based on performance in film studies classes (including but not limited to grades) and any other factors deemed pertinent.

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

MAJOR REQUIREMENTS

To fulfill the major, students must satisfactorily complete 10 Film Studies courses, including:

- Two introductory courses—Film 304: History of Global Cinema and Film 307: The Language of Popular Cinema
- One basic production course—Film 450: Sight and Sound Workshop
- A minimum of six Film elective courses and
- FILM 456 (senior thesis) or one additional elective
- Students may count a maximum of 16 credits in any single department toward the 32 credits required for graduation. Credits that exceed this limit will count as oversubscription.
- The film major does not require a senior thesis.
- Courses taken CR/U are not counted toward Major requirements.

ADDITIONAL OPTIONS

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

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

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

PREREQUISITE CLASSES

Code	Title	Hours
FILM304	History of Global Cinema	1
FILM307	Cinematic Storytelling: Styles, Tools, and Journeys	1

REQUIRED COURSES AFTER ENTRY INTO THE MAJOR

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

- FILM 456 (senior thesis) or one additional elective listed below 1

REQUIRED FILM STUDIES ELECTIVES

Code	Title	Hours
Select a minimum of six of the following:		6
FILM250	Computational Media: Videogame Development	
FILM301	History of Spanish Cinema	
FILM305	Sophomore Colloquium for Declaring Majors	
FILM308	The "Hollywood" Musical	
FILM309	Film Noir	
FILM314	Directorial Style: Classic American Film Comedy	
FILM318	Awesome Cinema: Religion, Art, and the Unrepresentable	
FILM319	Television Storytelling: The Conditions of Narrative Complexity	
FILM322	Alfred Hitchcock	
FILM323	Film and Anthropology	1
FILM324	Visual Storytelling: The History and Art of Hollywood's Master Storytellers	
FILM326	At Home in the World: Transnational Women's Cinema	
FILM329	Bollywood and Beyond: Introduction to Indian Cinema	
FILM330	The Art and Business of Contemporary Film	
FILM331	Video Games as/and the Moving Image: Art, Aesthetics, and Design	
FILM333	Introduction to Russian and Soviet Cinema	
FILM336	Silent Storytelling	
FILM341	The Cinema of Horror	
FILM342	Cinema of Adventure and Action	
FILM346	Contemporary East Asian Cinema	
FILM349	Television: The Domestic Medium	
FILM348	Postwar American Independent Cinema	1
FILM396	Black Cinema in the U.S.	1
FILM347	Melodrama and the Woman's Picture	1
FILM350	Contemporary International Art Cinema	
FILM435	Directing the Documentary	1
FILM358	Italian Cinema: 1945-1965	
FILM360	Philosophy and the Movies: The Past on Film	
FILM366	Elia Kazan's Films and Archives	
FILM370	The Art of Film Criticism	
FILM372	Hong Kong Cinema	
FILM395	Autobiographical Storytelling	
FILM397	Cinema and City in Asia	
FILM381	The Films and Influences of Martin Scorsese	
FILM448	Directing Actors for the Camera	1
FILM384	Documentary Storytelling	
FILM385	Documentary History: An Introduction	
FILM387	Seminar on Television Series and Aesthetics	
FILM388	Global Film Auteurs	
FILM389	Film Genres: The Western	
FILM390	History of Film Sound	
FILM391	Sex and Violence: American Film-making Under Censorship	
FILM392	Cinema Stylists: Sternberg, Ophuls, Sirk, Fellini	
FILM409	Senior Thesis Tutorial	
FILM430	Documentary Production	
FILM453	The Art and Craft of Film Adaptation	
FILM454	Screenwriting	
FILM455	Writing for Television	
FILM456	Advanced Filmmaking	
FILM458	Screenwriting: The Short Film	
FILM459	Writing for Television II	
FILM460	TV Writer's Room	

FILM290	Global Film Melodrama	
FILM203	Hollywood and Big Data	1
FILM312	The Short Film: Study and Practice	1

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

Code	Title	Hours
FILM410	Senior Thesis Tutorial	
FILM457	Advanced Filmmaking	

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

STUDENT LEARNING GOALS

MISSION OF THE FILM MAJOR

The mission of the film studies major is to deliver the finest undergraduate film, television, and media education through our distinctive blending of history, analysis, and production. The major explores moving image art and culture by looking at what is on screen using the language of filmmakers. We highlight visual storytelling. No matter the level of the course or the nature of the discussion, we maintain a direct route from our intellectual activity to filmmakers' choices and audience experiences. In contrast to graduate programs, which separate practice from study or teach methods of scholarship, we teach about the films themselves in a jargon-free classroom.

MISSION OF THE FILM MINOR

The film studies minor offers the same fundamental orientation as the major, but with fewer requirements and an emphasis on cross-listed classes. Its mission is to deliver an encompassing curriculum in film and media studies through an interdisciplinary approach.

OUR PEDAGOGICAL GOALS

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

Our majors develop a critical and creative approach to the medium based on a strong visual vocabulary, extensive viewing, and a grasp of film production. Production and studies are mutually reinforcing in this environment. Our 16mm and digital production courses facilitate deeper comprehension of film and television's complexities and demand a higher level of critical and analytical thinking. Likewise, students steeped in history and analysis bring a robust visual vocabulary and awareness of form and culture to the tasks of storytelling. Upon graduation, majors know how to make a movie, are experienced in film and television writing, understand film history, can offer original visions, and are capable of extending our knowledge of the moving image.

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

HONORS

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

Film studies majors are not required to complete senior thesis projects to fulfill their major program of study. However, large percentages of majors do opt for a senior thesis, which can take the form of a written history thesis, a screenplay, a 16mm film, a digital video, an advanced television project, or a film criticism project. Senior theses provide majors with the opportunity to advance what they have learned in their previous coursework through an extended individual project. Film Studies maintains a rigorous approach to evaluating theses, but also provides close, one-on-one advising.

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

CAPSTONE EXPERIENCE

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

- Advanced senior 16mm filmed thesis
- Advanced senior digital thesis
- Advanced documentary thesis
- Advanced senior screenplay thesis
- Advanced television thesis
- Advanced film criticism project
- Senior paper
- Senior film board participation
- Senior presentation week participation
- Optional Capstone outside major
- No Capstone

FRENCH STUDIES MAJOR

MAJOR DESCRIPTION

The French Studies Major is designed for students interested in developing a command of the French language sufficient to live and work in a French-speaking environment. Students in the program develop a deep knowledge of French-language literature that informs a larger understanding of Francophone modes of

thought, expression, cultures, history, and society. This flexible, interdisciplinary program gives students the opportunity to pursue coursework in several fields, including other Romance cultures, politics, art, literature, and history, all of which may serve as the basis for further academic studies or careers. Study abroad and language immersion in a French-speaking country are encouraged.

Students interested in this major are encouraged to bring an open-minded, interdisciplinary mindset and a global perspective to their study that will allow them to learn more about the diverse cultures of French-speaking societies. Adaptability, patience, and dedication are key traits to apply to studying languages and complex cultural nuances.

French majors gain skills that present various career opportunities in fields such as international relations, business, academia, translation, or cultural exchange.

ADMISSION TO THE MAJOR

Students must have completed FREN215 or a higher-level course with a grade of at least a B to be admitted to the major.

MAJOR REQUIREMENTS

FREN215 or the equivalent is the prerequisite for all FREN courses numbered 216 or higher.

The major consists of a minimum of eight courses beyond FREN215:

- **Four FREN courses numbered 216-399.**
  - These courses must be taken on campus in French.
  - Courses numbered **216-299** are introductory courses intended for students who have completed FREN215, who have taken an equivalent course elsewhere, or who have placed out of FREN215 through the placement test. In general, these courses are designed for students who have not yet studied abroad in a French-speaking country.
  - **300-**level courses are upper-level courses intended for students who have already completed two courses in French beyond FREN215 or who have studied abroad in a French-speaking country for at least a semester.
- **Four other courses** whose content is devoted substantially to the study of French or Francophone literature, history, culture, or society. These courses may be taken on campus or abroad, may be in French or English, and may be chosen from among the following courses:
  - Courses from the French section's normal offering of FREN courses numbered 216-399.
  - Courses listed Romance Lang & Lit In Eng (RL&L).
  - Courses taken through approved study abroad programs.
  - Courses offered by other departments and programs on campus that include a study of French or Francophone culture, politics, or history. These courses must be approved by the student's major advisor.

A minimum grade of B is required for courses taken on campus to count toward the FRST major or the Romance studies (RMST) major where the student is combining French with another Romance culture.

Students majoring in FRST who receive two grades of B- or lower in FREN courses will be dropped from the major.

STUDENT LEARNING GOALS

The French studies major provides students with a command of the French language sufficient to live and work successfully in a French-speaking environment.

LANGUAGE REQUIREMENT

There is no language requirement for the French Studies Major.

ADDITIONAL INFORMATION

Students who receive a C- or lower in FREN course may repeat the course once.

Students who receive less than a B in FREN102, FREN112, or FREN215 will not normally be permitted to enroll in another FREN course or, in the case of students who receive less than a B in FREN215, to study abroad on the Vassar-Wesleyan Program in Paris.

Students who receive a B-, C+, or C in FREN102, FREN112, or FREN215 may petition the head of the French Section to be permitted to take the following course in the French sequence or study abroad on the Vassar-Wesleyan Program in Paris. In their petition, they must explain in detail what supplemental work they will undertake in order to prepare themselves for the following course in the sequence or for study abroad on the Paris program (for example: they will take a summer course). If their petition is approved, they must complete the proposed supplemental work, take the placement exam at the Fries Center for Global Studies, and place into the course they wish to take (or place above FREN215 if they wish to study abroad on the Paris program) before they will be admitted to it.

Students interested in enrolling in French, Italian, or Spanish at the elementary or intermediate levels are urged to do so during their first-year and sophomore years. Department policy gives priority to first-year and sophomore students in our language classes (numbered 101–112) to allow students to study abroad and to meet the requirements of those programs requiring language study. Juniors and seniors who wish to take elementary and intermediate language courses should submit an online enrollment request and attend the first class. They may be accepted during the drop/add period if seats become available. Should a junior or senior enroll in the first course of an ampersand sequence (such as 101–102), he or she will have priority for the second course, just like first-year and sophomore students.

HONORS

See departmental honors program.

CAPSTONE EXPERIENCE

See departmental description of capstone experiences.

GERMAN STUDIES MAJOR

MAJOR DESCRIPTION

The Major in German Studies provides students with a strong foundational understanding of German language, literature, and thought as they explore the rich and diverse cultures of German-speaking countries. The department offers courses both in German, at all levels of proficiency, and in English. The department's interdisciplinary program is organized around three major periods in German history: Enlightenment, Weimar Classicism, and Romanticism (1650–1830); Liberalism, Modernism, Fascism (1830–1945); and Cold War, Postmodernism, and Neoliberalism (post-1945). Students will strive for insight and understanding about the development of German-language cultures while achieving fluency and accuracy with spoken and written German in a variety of contexts. Study abroad in a German-speaking country is highly encouraged and supported by the department.

There are no prerequisites for students seeking to pursue the major. The department offers two sections of elementary German every semester, and the quick pace of learning in the department's language sequence enables students to study abroad as early as the spring semester of their sophomore year. The department's student body represents a diversity of intellectual backgrounds and academic interests. Students typically combine their German Studies major with an additional major, such as College of Letters, History, English, Psychology, Biology, or Computer Science.

German majors develop linguistic, transcultural, and analytic skills that can lead to advanced study and various career opportunities in fields such as international relations, business, academia, publishing, or cultural exchange.

ADMISSION TO THE MAJOR

To become a German studies major, a student should have no grade lower than a B in any language course taken in the department. All German language courses below the 300-level counted toward the major must be taken for a letter grade. The department recognizes the diversity of student interests and goals by giving its majors great flexibility in designing their programs of study. Students should work closely with their major advisors to put together coherent courses of study and assure that they will make steady progress toward their German language proficiency goals. The department strongly recommends that majors fulfill Stages I and II of the General Education Expectations.

MAJOR REQUIREMENTS

The German studies major requires satisfactory completion of nine credits' worth of courses. At least six credits must be earned in courses taught in German above the level of GRST102, with at least three of the six being GRST seminars at the 300-level or courses taken at a university in Germany. The remaining three courses may be in either English or German. All German language courses below the 300-level counted toward the major must be taken for a letter grade. Majors are strongly encouraged to spend a semester or a summer participating in an approved program in Germany. We encourage students to study at our Smith/Wesleyan program in Hamburg during their spring semester of the sophomore or junior year. A fall semester option is also available. Courses taken in Hamburg count toward the major, provided the subject matter is relevant to German studies and the instruction and assignments are in German. A maximum of four courses in one semester or six courses in two semesters taken in Germany may be counted toward the major. For students who have not taken GRST213, one credit of intensive language instruction in Germany may count toward the major. Before enrolling in courses in Germany, students must obtain approval from their major advisor. Students must take at least one 300-level German studies course at Wesleyan upon their return. Please note GRST101 and GRST102 do not count towards the German Studies minor.

STUDENT LEARNING GOALS

The German studies major is designed to allow students to explore the rich and diverse cultures of the German-speaking countries through a flexible interdisciplinary program that stimulates the students' creative and critical capacities and can serve as the basis for future academic or professional study or employment.

The specific goals are as follows:

- Knowledge of the German language: Courses are designed to enable students to achieve at least advanced mid-level proficiency in speaking and comprehending spoken German, according to the ACTFL guidelines. Students will have ample opportunity to become fluent and accurate writers in German in a variety of genres and contexts.
- Intercultural literacy: Students can expect to gain insight into unfamiliar cultural attitudes and artifacts, which enables them to be open-minded and competent participants in their own and foreign environments.
- Historical breadth: Students will be able to acquire insight into the development of German-language cultures and thought from the Enlightenment to the present and those cultures' and ideas' impact in Europe and across the globe.
- Knowledge in the field of German studies: Through their courses, majors become acquainted with techniques of textual interpretation, with the scope of the field, and with prevailing research methods and scholarly concerns.
- Experience in German-speaking countries: Students will receive strong encouragement and support to experience a German-speaking country firsthand through study abroad during the academic year or the summer, internships, thesis/capstone research, or study or teaching after graduation.

STUDY ABROAD

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

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

Those students for whom study abroad is not possible during the fall or spring semester should consult with the department about the possibility of taking courses during the summer.

ADVANCED PLACEMENT

See Advanced Placement Credit (http://www.wesleyan.edu/registrar/general_information/ap_ib_credit.html) information. Students with prior knowledge of German should take the online placement examination before

registering for courses. For information about the placement test, please contact Emmanuel Paris-Bouvret (eparis@wesleyan.edu) in the Fries Center for Global Studies.

PRIZES

Students who demonstrate excellence in the study of German may be candidates for prizes given from the Scott, Prentice, and Blankenagel funds. Students seeking funding for special projects or summer language study can apply for the Helmut and Erika Reihlen Fund (http://www.wesleyan.edu/german/scholarships_prizes.html).

ADDITIONAL INFORMATION

German Haus is a wood-frame house at 65 Lawn Avenue, with six single rooms and one double, that provides a vibrant center for German-themed events and activities on campus. Whether discussing current events over coffee and pastries, interpreting poems, watching classic or contemporary films, or hearing about faculty members' research, the residents and their guests can explore a multitude of interests.

HONORS

- **Eligibility.** To become a candidate for honors in German studies, a student must have earned a B+ or better in all German Studies courses above GRST102 taken for a grade.
- **Candidacy.** A prospectus must be handed in and approved by the prospective tutor or the department chair by the end of the Reading Period in the spring of the junior year. Enrollment in senior thesis tutorials (GRST409 and GRST410) is required. Candidates for honors in German studies and another department or program may be required to have two thesis tutors. The two departments or programs must agree in advance about the tutoring arrangement and evaluation of the honors project.
- **Honors projects.** Honors can be earned only for two-semester projects.
- **Deadlines.** Deadlines for nomination to candidacy and submission of the honors project are set by the Committee on Honors.
- **Evaluation and award of honors.** Honors projects will be evaluated by the tutor(s) and at least two other readers. A student receiving high honors may, at the department's discretion and subject to the guidelines of the Committee on Honors, be nominated to take the oral examination for University Honors.

CAPSTONE EXPERIENCE

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

GOVERNMENT MAJOR

MAJOR DESCRIPTION

The Major in Government provides students with a broad knowledge of political science, or the cultural issues and social structures that determine how and why power is distributed, decisions are made, and policies are implemented. Government majors choose a concentration area for in-depth study—either American politics, comparative politics, international relations, or political theory. Each concentration has its own introductory course, survey courses, and advanced seminars.

Students who are drawn to the study of government and political science are typically fascinated with the dynamics of power, authority, and governance at local, national, and international levels. They may have a keen interest in current events and global affairs, or bring a passion for social issues, public service, and activism.

Government majors are prepared to pursue various career paths including public service, government relations, diplomacy, law, education, research, business and corporate sector, non-profits and NGOs, journalism, political campaign consulting, communications, and fundraising.

ADMISSION TO THE MAJOR

To be admitted as a government major, your academic history must show that you have completed at least one government course with a grade of B- or better.

MAJOR REQUIREMENTS

BASIC REQUIREMENTS

- The government major has total course, depth, and breadth requirements to complete the major.
- Total course requirement: 9 total approved government credits.
- Depth requirement: 4 courses in a concentration (American, Comparative, International Relations, and Political Theory). These can all be 200-level and above, or they may include the 100-level introductory course in that subfield and 3 200-level and above courses.
- Breadth requirement: At least 1 upper-level Government course (200 or above) in 3 of the 4 concentrations.

ADDITIONAL REQUIREMENTS

- Only one of our subfield introductory courses (GOVT151, GOVT155, GOVT157, or GOVT159) as one of the nine.
- A maximum of 2 courses for a semester or 3 courses for a year may count towards the major from study abroad. Note—many study abroad courses transfer at 0.75 Wesleyan credits. Those courses can count as a full credit for the purpose of completing the major.
- A course at Wesleyan in a "cognate" discipline (e.g., history, economics). You may count at most one cognate course toward the major. You may designate a course as a cognate course only if you have already declared the major and have acquired a Government advisor. To designate a course as a cognate

course, you need to get the approval of your Government advisor. A cognate course may count toward your concentration as well as toward the major if your advisor believes this to be appropriate.

- The government department does not limit cross-counting with other majors/minors/certificates. In other words, if you are using a GOVT course that is cross-listed with another unit (e.g., DATA, LAST, CEAS, etc.) you may count that course towards your government major. As long as it is a GOVT listed or cross-listed course, it can count towards the government major.
- Tutorials in the Department of Government. At most one non-thesis tutorial and at most one thesis tutorial may count toward the major.
- Political science courses taken at other institutions. No more than two such courses may count toward the Government major, and they may not be introductory courses, except in the case of a student who transfers from another institution to Wesleyan.
- At least five of the eight upper-division credits required to complete the major must be taken in the Government Department at Wesleyan, in courses numbered from GOVT201 to GOVT399.

THE FOLLOWING MAY NOT COUNT TOWARD THE MAJOR:

- Student forum courses.
- Teaching apprenticeships.
- First-year seminars except FYS versions of GOVT151, GOVT155, GOVT157, or GOVT159, which count the same as the regular versions of each course.
- Internships either in the United States or abroad.
- The Government Department does not grant credit or waive prerequisites for Advanced Placement, International Baccalaureate, or courses taken on ad-hoc programs (e.g., summer study abroad) prior to matriculation at Wesleyan. The only pre-matriculation credits that the department will accept are the government (political science, politics, etc.) credits that the University has authorized from a transfer student's previous full-time institution.
- The Department may authorize credit toward graduation for a political science-related internship undertaken for education-in-the-field credit.

GENERAL EDUCATION EXPECTATIONS

- **Stage 2** must be complete to receive honors in government.

PACING

- Majors with fewer than four Government courses by the end of the junior year must drop the major.

For more information, please visit the department's majoring page (http://www.wesleyan.edu/gov/about_major/majoring.html).

COURSES FOR NON-MAJORS

Many students take government courses without majoring in government. Sometimes First-Year Seminars (FYS) are offered, but demand for our regular courses is high, so we cannot offer as many FYS courses as we would like. First-year students and sophomores are welcome, however, to take the introductory courses we offer in each of our four concentrations. Another option is QAC201, the social science methodology course that is offered by the Quantitative Analysis Center and that is cross-listed as GOVT201 (it counts toward the government major). Most of our survey courses are open to first-year students and sophomores, although majors usually have preference.

GENERAL EDUCATION

- **Stage 2** must be complete to receive honors in government.
- For more information about Government Department regulations involving the General Education Expectations, please visit the Government Department's majoring page. (http://www.wesleyan.edu/gov/about_major/majoring.html)

STUDENT LEARNING GOALS

Students who complete the government major should be able to explore systematically a range of political issues and modes of argumentation, drawing on the knowledge, analytical abilities, and quantitative or qualitative skills they have acquired through their courses. They should also be better prepared to think critically, write clearly, and speak effectively. By acquiring these capabilities, government majors prepare themselves for lives of contribution in public service, education, law, business, journalism, and other fields.

STUDY ABROAD

For more information about deciding to study abroad, applying to study abroad, and getting faculty preapproval for study-abroad courses, please visit the department's study abroad page (http://www.wesleyan.edu/gov/department_policies/studyabroad.html).

Up to two courses on an approved one-semester study-abroad program may count toward the major. Majors on full-year programs may count a third course with the approval of their major advisor. A student seeking major or University credit for a study abroad course must give the **preapproving** faculty member a course title and a written course description **before** the first meeting of the study-abroad course, either in person before departing (preferable) or by e-mail from abroad (if the title and course description are unavailable before departure).

No credit will be approved toward the major for internships, introductory courses, or certain School for International Training courses.

Students may count toward the major no more than two credits earned in courses taken away from Wesleyan, whether in a study-abroad program or in another U.S. institution, except in the case of a full year of study abroad, in which case the faculty advisor has full discretion on whether to authorize credit for a third course toward the major.

Independent study projects conducted abroad may be included among the two study-abroad courses that may be counted toward the government major (up to three for a student studying abroad for a whole year). A student's major advisor may choose to give tentative approval for an independent study project, subject to a review of the written work after the student's return.

ADVANCED PLACEMENT

The Government Department does not grant credit or waive prerequisites for Advanced Placement, International Baccalaureate, or courses taken on ad-hoc programs (e.g., summer study abroad) prior to matriculation at Wesleyan. The only pre-matriculation credits that the department will accept are the

government (political science, politics, etc.) credits that the University has authorized from a transfer student's previous full-time institution.

PRIZES

In addition to honors and Phi Beta Kappa nomination, the department offers six prizes to students who excel in the government major. These prizes are listed on the Wesleyan Government Department website.

Davenport Prize: To senior majors who show excellence in the study of political science

Parker Prize: To a sophomore or junior who excels in public speaking

Rich Prize: To a senior whose orations are judged best in composition and delivery

Skirm Prize: To the best research or writing project completed by a government major in his or her junior year

Titus Prize: To support the summer studies of a deserving Wesleyan junior majoring in government, the College of East Asian Studies, or the College of Social Studies

White Fellowship: To majors who show excellence in the study of political science

The department is also formally represented in the Public Affairs Center (http://www.wesleyan.edu/pac) on committees that award Davenport Grants and the Hallowell Prize in the study of social science, as well as on the committee that awards the Carol A. Baker '81 Memorial Prize for the development and recognition of the accomplishments of junior faculty.

TRANSFER CREDIT

For information on how to apply for Government Department authorization to transfer credit from U.S. academic institutions, please visit the department's transfer of credit page (http://www.wesleyan.edu/gov/department_policies/transfercredit.html). For information on how to apply for Government Department authorization to transfer credit from approved study-abroad programs, please visit the department's study abroad page (http://www.wesleyan.edu/gov/department_policies/studyabroad.html).

Requests for Government Department-approved transfer of credit from U.S. academic institutions must be made before the first class meeting of the course whose credit you wish to transfer.

Approval will be granted if, and only if, the course for which you wish to transfer credit is:

- Upper level. Introductory courses may not be counted.
- In the field of government (political science, politics).
- Equivalent in terms of contact hours, content, and requirements to Wesleyan courses.
- Offered at a four-year, accredited institution.
- Graded. Credit/no credit courses may not be transferred.

RELATED PROGRAMS OR CERTIFICATES

- Civic Engagement Minor
- Environmental Studies Minor
- Global Engagement Minor
- Human Rights Advocacy Minor

For a full list of all minors and certificates, please visit Wesleyan's course listing (WesMaps (http://www.wesleyan.edu/wesmaps)). Government courses count toward several of them, and Government Department faculty are involved in several minors and certificates in addition to those listed above.

HONORS

For more information on honors at Wesleyan in general, University Honors regulations, evaluation of honors theses, and recipients of honors in government in previous years, please visit the department's Honors page (http://www.wesleyan.edu/gov/about_major/honors.html).

To be eligible for honors in government you must (1) be a government major on track to complete the major requirements in a timely fashion; and (2) have completed Stage I of the General Education Expectations.

To become a candidate for honors in government, you must meet the two eligibility conditions, submit the Thesis Application Form (http://www.wesleyan.edu/gov/forms/GOVTThesisApplication.pdf), and have your application accepted by the Government Department. As a general minimum guideline for Government Department acceptance at the time of application, candidates should at least have completed or be enrolled in five government courses and have a grade point average of 91.7 in all government courses.

Optimally, you will meet with a potential tutor (tenured, tenure-track, or full-time visitor in the Government Department) and discuss a thesis project prior to submitting an application. After the Government Department faculty review the applications, you will be notified as to whether you will be a candidate for honors, and as to the name of the faculty member who will serve as your tutor.

If you have become a candidate for honors, you must enroll during the drop/add period of the fall semester of your senior year in GOVT 409, "Senior Thesis Tutorial." You cannot include this tutorial in course planning during pre-registration; you have to add it during the in-semester drop/add period. You add the tutorial electronically, following instructions in the Tutorial Manual on the Tutorial Registration page on the website of the office of the Registrar. Enrolling in GOVT 409 will indicate to the Honors Coordinator in the Office of the Registrar that you are an honors candidate from the standpoint of the University as well as the department.

Before the end of the fall semester, you must submit to your tutor a thesis chapter and thesis outline. The Government Department faculty will review your progress in the honors program. If you are making satisfactory progress you will be approved to continue your honors thesis by enrolling in GOVT 410. If you are making unsatisfactory progress on your honors thesis you will be informed that you will not be able to continue in the honors program. In this case, alternative options, such as completing the project as a senior capstone, will be identified.

Then, during the drop/add period of the spring semester of your senior year, you must enroll electronically (using the same procedure described above) in a second tutorial, GOVT 410, which is also entitled "Senior Thesis Tutorial." Enrolling in GOVT 410 will indicate to the Honors Coordinator in the Office of the

Registrar that, just over half-way into your senior year at Wesleyan, you remain in good standing as an Honors Candidate from the standpoint of the University as well as the department. You may count either GOVT 409 or GOVT 410, but not both, toward the eight upper-division courses you need to complete the government major. Only one thesis tutorial credit may count toward the major.

Finally, to actually *receive* honors in government, you must (1) complete the government major; (2) complete both Stage I and Stage II of the General Education Expectations; and (3) write a thesis judged to be of honors quality.

CAPSTONE EXPERIENCE

There are several opportunities for Government majors to pursue an optional capstone.

A government thesis involves one-on-one tutorials (GOVT409/GOVT410) with a supervising faculty member for a full year, culminating in the submission of an honors thesis, many of which are about 100 pages long.

Seniors seeking a capstone experience lasting a single semester can choose either an individual undergraduate tutorial (GOVT401/GOVT402) or a survey course or seminar that requires a final independent research paper at least 15 pages in length whose topic is chosen by the student. It is not unusual for students to take several such courses during their junior and senior years, sometimes exploring related topics from several different angles. In some advanced survey courses or seminars, students may engage in a capstone experience that culminates in a work of nontraditional scholarship—service learning, public blogs, civic engagement, etc.—rather than a standard research paper.

HISPANIC LITERATURES AND CULTURES MAJOR

MAJOR DESCRIPTION

The Major in Hispanic Literatures and Cultures enables students to gain fluency in the Spanish language and knowledge of the diverse cultures of Latin America, Spain, and other Hispanophone communities in the United States and worldwide. The major emphasizes the history and cultural diversity of a world whose geographic reach is vast and whose legacy extends from the pre-colonial period in Latin America and European classical antiquity to the present. This interdisciplinary program focuses on literary and other modes of representation (such as film, performance, and the visual arts), while offering students opportunities to tailor their course of study to their broad intellectual interests. Study abroad in a Spanish-speaking country is highly encouraged and can count towards the major.

Students who major in Hispanic Literatures and Cultures develop an open-minded, inquisitive mindset and a global perspective. While improving their ability to communicate in Spanish, they acquire a deeper understanding of the vibrant and diverse cultures of the Hispanophone world, including its histories, politics, artistic and philosophical traditions. They also gain the language proficiency, communication and critical skills, and intercultural competencies to live, study, and work in a Spanish-speaking environment, in the United States or abroad.

Hispanic Literatures and Cultures prepares students to pursue their academic and professional interests in fields such as education, law, politics, international relations, social work, the arts, business and the medical professions, among others.

ADMISSION TO THE MAJOR

Students qualify for this major with a grade of B or better in SPAN 221 or the equivalent. Exceptions require a formal petition to the Spanish section.

MAJOR REQUIREMENTS

Nine (9) courses minimum numbered 203 and above.

- Five (5) courses minimum in SPAN numbered 221 or above taken from the Wesleyan Spanish section. To ensure that majors explore the historical and geographic diversity of the Hispanophone world, and make an informed choice about their electives, these courses must be distributed as follows:
  - one course pre-1700 (SPAN230-239)
  - one course post-1700 Spain (SPAN250-269)
  - two courses post-1800 Latin America (SPAN 240-249; SPAN270-299)
  - one elective
- At least one (1) course in SPAN at Wesleyan during the senior year

OTHER REQUIREMENTS

- A grade of B or better is required for courses taken for the major.
- Students who count SPAN 203 must also take SPAN 221.
- The following courses **do not** count toward the major:
  - Tutorials (for theses, essays, independent study, and course assistants)
  - Language courses taken abroad
  - Service learning courses
- It is possible to count a credit earned elsewhere (e.g., over the summer) toward the major, but petitions must be pre-approved by the section. The student must establish the course meets our standards for equivalence. Criteria and conditions (along with the petition) are explained here: https://www.wesleyan.edu/romance/spanish/aptransferofcredit.html (https://wesleyan.edu/romance/spanish/aptransferofcredit.html)
- Exceptions require a formal petition to the Spanish section. On the petition process (including timelines), see below.

COURSES IN RELATED FIELDS TAKEN ABROAD OR ON CAMPUS

We strongly encourage students to pick courses abroad on topics not available in the Spanish section at Wesleyan. Courses taken in Spanish on selected programs abroad may count toward the major if they have a strong interpretive dimension, with a focus on reading, writing, discussion, representation, or form (e.g., how genre, rhetoric, and/or style shape meaning). Such courses may also treat the subject's history or the debates within it. Courses that meet these criteria are ordinarily found in anthropology, art history, history, music, philosophy, and sociology. They can also be found in economics, government, and psychology when the course focuses primarily not on quantitative analysis or method but on the field's history or its use in public debates or contexts.

With the advisor's approval, majors may count courses in related fields as follows:

- Students who study abroad may count up to four (4) courses taken in Spanish on selected programs. Students who count courses taken abroad should aim for as much chronological and geographic diversity as possible.
- Students who do not study abroad may count up to two (2) related-field courses taken in English at Wesleyan on Latin America, Spain, or Latinx US. However, bear in mind you can create your own immersion experience at Wesleyan by taking more than one course in Spanish per semester as you would abroad. While you cannot replicate the full experience here, we offer such a wide range of seminars you can replicate the academic one.

PETITIONING FOR EXCEPTIONS TO MAJOR REQUIREMENTS

To ensure students are on-track to fulfill the requirements for the major, the Spanish section collectively reviews the academic histories of all juniors in February of each year, that is, before course selection for the senior year. Students may petition the Spanish section for exemption from a requirement by writing to the head of the section. Such requests should only be made in exceptional circumstances, taking into account the learning goals and rationales for the major requirements explained above. Students and their advisors should plan course selection accordingly, to ensure completion of the major regardless of the petition's outcome. Petitions should be submitted by March 30.

STUDENT LEARNING GOALS

Students who complete the major in Hispanic literatures and cultures have the knowledge and skills needed to successfully pursue their academic and professional interests:

- the language proficiency to live, study, and work in a Spanish-speaking environment, in the United States or abroad;
- strong communicative skills, in both Spanish and their native language;
- the capacity to understand diverse points of view;
- the ability to draw on a wide range of sources to stimulate their own creative and critical capacities; and
- a sense of the rich diversity and creative power of Hispanophone literary texts and films spanning ten centuries (five of them in Latin America) and five continents.

STUDY ABROAD

The following programs abroad are recommended for majors in Hispanic literatures and cultures:

- Vassar-Wesleyan Program in Madrid (Spain)
- Universidad de los Andes in Bogotá (Colombia)
- CIEE in Buenos Aires (Argentina)
- Middlebury in Chile (Various cities)
- CIEE in Santo Domingo (Dominican Republic)
- IFSA Butler at the Universidad Autónoma (Mérida, Mexico)

Students may petition for ad hoc approval of other programs abroad. For more information concerning study-abroad opportunities, visit the Office of Study Abroad, 201 Fisk Hall.

ADVANCED PLACEMENT

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

TRANSFER OF CREDIT

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

HONORS

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

CAPSTONE EXPERIENCE

Students are encouraged to present a substantial piece of work during their senior year that is comparative and transnational in nature, either within the framework of a single course (a term paper, for instance) or as their senior essay or thesis.

HISTORY MAJOR

MAJOR DESCRIPTION

The Major in History enables students to explore and develop a broad understanding of the human condition as it has unfolded throughout time. The study of history helps us to make sense of the present, from the meaning of words to the formation of identities, institutions, states, and societies.

History is inherently complex; by studying History, students learn how to acquire knowledge from both large amounts of information and from varied sources. Students assess evidence and analyze conflicting interpretations of the past, thus revealing interconnections and stories that offer insights about our own time and provide guidance for the future.

Students attracted to the History major are often intellectually curious, open-minded, and fascinated by diverse peoples, geographies, cultures, and ways of life that shape the richness of human experience. They enjoy the process of research and discovery—paying attention to details and interpreting evidence to draw substantial connections. They develop a passion for presenting historical events, figures, and ideas through engaging narratives and compelling presentations.

History majors develop valuable skills, including critical thinking, interpretation, persuasive writing, analytical research, and public speaking, all of which are needed for tackling complex questions. After graduation, students with History

Majors pursue highly varied careers, such as law, journalism and writing, museum curation, library and archival science, education, non-profit, travel, archaeology, politics, film, and finance.

ADMISSION TO THE MAJOR

Go to your portfolio and declare the history major.

Any history faculty member may serve as an advisor by agreement with the student. If you are not certain which faculty member would be an appropriate advisor for your intended course of study, you should meet with the department chair, William Johnston.

MAJOR REQUIREMENTS

Nine History Courses Total

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

Courses taught on campus by History Department faculty but not cross-listed as HIST courses can count toward the major.

Courses to Satisfy the Major

- **One 150-199 "Intro to History"** course, normally taken as a first-year or sophomore at Wesleyan, can count toward the nine history courses in the major.
- **Five History courses 200 level or higher**
- **HIST300 "Issues in Contemporary Historiography" (usually taken first semester junior year).**
- **Two History courses 301 level or higher**
  - One 200 or 300 level History course must devote at least 50% of its attention and content to the period before 1800.
  - One semester of essay or thesis coursework can count toward completion of the History major (HIST403, HIST404, HIST409, or HIST410)
- **Pre-Industrial Era**
  - One 200 or 300-level course required from a pre-approved list.

Capstone Project

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

1. a senior thesis (HIST409-HIST410)
2. a senior essay (HIST403 or HIST404)
3. an approved research paper for a 300 level seminar indicated by enrollment in .25 credit tutorial (HIST401 or HIST402)

STUDENT LEARNING GOALS

Majoring in history develops valuable skills transferable beyond the classroom. Learning goals broadly include: critical thinking, flexible interpretation of diverse source material, and persuasive writing, as well as analytical and research skills for tackling complex questions that will prepare majors for the changing professional world.

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

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

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

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

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

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

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

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

LANGUAGE REQUIREMENT

There is no foreign language requirement for history majors, but the department strongly advises all history majors to learn at least one foreign language.

TRANSFER CREDIT

History majors wishing to count transfer credit toward the History Major must consult with their history advisor in advance, and upon their return to Wesleyan provide their advisor with syllabi and other materials, such as exams and papers, from the course(s) that they wish to apply toward the history major. Once approved by the advisor, the course may count for major credit.

CAPSTONE EXPERIENCE

The senior research project gives all history majors the opportunity to apply their skills in historical research toward a topic about which they are passionate. The Capstone Project can be a senior thesis (HIST 409-410) or a senior essay written in a tutorial (HIST 403 or 404) or as an approved research paper in a 300-level seminar indicated by enrollment in a .25 credit tutorial (HIST 401 or 402).

ITALIAN STUDIES MAJOR

MAJOR DESCRIPTION

The Italian Studies major provides students with solid training in the spoken and written Italian language, enabling in-depth study of Italian history, culture, and society from the Middle Ages to the present. Students study a variety of texts (literary, film, and cultural), which enhance their acquisition of the language. This flexible, interdisciplinary program allows students to explore their own intellectual interests across other fields and in such departments as History, the College of Letters, Art History, and Classical Studies. Recent graduates have also double majored in Neuroscience, Chemistry, Earth and Environmental Sciences, and Film. Small and highly interactive classes are typically conducted in Italian, and students work closely with their professors. Study abroad in an Italian-speaking country is encouraged with a warm invitation to study on Wesleyan's program in Bologna.

Students interested in the Italian Studies major develop an open-minded, inquisitive mindset as well as a global perspective. They may be passionate about Italian history, art, cinema, literary, or culinary traditions. Adaptability, strong communication and critical skills, creativity, and commitment are key traits that students gain from the study of Italian, its culture, history, and language.

The Italian Studies major develops capabilities including writing, speaking, interpretation, intercultural literacy, and effective citizenship—skills that prepare students for advanced study and are useful in a variety of professions including international relations, politics, business, academia, translation, the arts, travel, and cultural exchange.

ADMISSION TO THE MAJOR

Students qualify for this major with a grade of B or better in ITAL111 or the equivalent.

MAJOR REQUIREMENTS

- Nine courses above the level of ITAL102 (i.e., ITAL111 and higher) are required. Sophomores who are satisfactorily completing ITAL102 and intend to pursue Italian will be admitted to the major even though that course does not itself count for the major;
- All courses that count toward the major must be taken for a grade. Normally, only courses passed with a B or better will count for the major. Students are expected to request permission from the Italian section to count courses with a lower grade toward the major;
- Essay, thesis, and other (e.g., CA/TA) tutorials and language courses do not count toward the major, although they are encouraged;
- One of the nine required courses may be taken in English;
- For students placing into ITAL221 or higher, three of the nine required courses may be taken in English;
- One course in Italian at Wesleyan following study abroad is required;
- All students are required to take at least one course for the major in their senior year.

ADDITIONAL INFORMATION

- The Italian major is designed to allow students to start Italian at Wesleyan in their first or second year and complete the major. Completion is further helped by spending one semester abroad in Italy through the ECCO program or another program.
- Students are highly encouraged to satisfy the post study-abroad course requirement in the semester they return to campus.
- Four credits from the ECCO program in Bologna are accepted: Only one of these may be on a topic that is not Italian in nature (i.e., economy of Russia taken at the UniBo).
- Lecce credit is accepted only for students who have completed ITAL102 only before study abroad.
- If a student attends a study-abroad program other than ECCO, a review of the number of credits that will be accepted into the major is required.

STUDENT LEARNING GOALS

The Italian studies major combines the study of Italian language, literature, film, and culture, bringing humanistic tradition together with current global concerns. The major is designed to provide students with a comparative, international, and interdisciplinary education. Language training at Wesleyan serves as the base from which to explore Italian history, culture, and society from the Middle Ages to the present. Likewise, the in-depth study of a variety of texts (literary, filmic, and cultural) enhances the study of the language. The study of a foreign language and culture complements students' understanding of their own native cultures, enriching their critical understanding of it. Small classes taught through the medium of Italian, along with the extracurricular activities and study-abroad opportunities, allow students to study in detail and collaborate on a variety of critical topics and foster abilities considered essential in an ever-globalizing world, such as critical thinking, intercultural interpretation and literacy, and effective citizenship. These skills, in turn, prepare students for a variety of professions and lifelong inquiries.

STUDY ABROAD

ECCO program in Bologna, Italy. Wesleyan University cosponsors with Vassar College and Wellesley College a program in Italy for up to 15 students from each of the three colleges without regard to their choice of major. ITAL102 or the equivalent of one year of college-level Italian is the prerequisite for participation. Students may choose to participate in either the fall or spring semesters, or (optimally) both. For fall or full-year participants, the program begins with a seven-week (two-credit) intensive language and culture course that consists of three weeks in Lecce in the month of August, followed by a short break, and then four more weeks in Bologna before the beginning of the academic year. Spring-only participants will have a similar three-week (one-credit) course in Bologna in January. A full complement of courses taught in Italian dealing with Italian literature, history, government, art history, and other areas is offered at the program's center, taught by faculty from the Universitá di Bologna and by the program director.

Qualified students are strongly encouraged to enroll in courses at the Universitá di Bolgona, and, thus, students with good language skills will have a wide range of fields from which to choose, including economics, government, and the natural sciences. All courses carry one Wesleyan credit. Since the Italian studies major emphasizes linguistic and cultural competency, most courses taken at the Universitá di Bologna in Italian will normally count for the major. Only one course

that is not Italian in nature, yet taught in Italian (i.e., The Economy of Russia) taken at the Universitá di Bologna will be accepted.

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

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

ADVANCED PLACEMENT

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

TRANSFER OF CREDIT

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

ADDITIONAL INFORMATION

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

HONORS

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

CAPSTONE EXPERIENCE

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

LATIN AMERICAN STUDIES MAJOR

MAJOR DESCRIPTION

Latin American Studies (LAST) is an interdisciplinary program that is designed to provide an integrated view of Mesoamerica, South America, and the Caribbean. This interdisciplinary approach is complemented by a concentration in a specific department. A student who completes the major will receive a degree in Latin.

American studies with a concentration in Economics, Hispanic Literatures and Cultures, History, or Government. The purpose of the concentration is to assure that Latin American Studies majors, even as they advance their interdisciplinary expertise in Latin American societies and cultures, master the substance and methods of at least one established academic discipline. Wesleyan students majoring in Latin American Studies have a wide range of opportunities to develop their skills in research, writing, Spanish language and intercultural literacy, cross-cultural communication, and critical thinking.

ADMISSION TO THE MAJOR

Admission to the Latin American Studies major requires (a) competence in Spanish; (b) an academic record that shows ability both in Latin American Studies and in the intended department of concentration; and (c) a judgment by the core Latin American Studies faculty that a prospective major is likely to be able to maintain a grade point average of B- or better in all courses taken at Wesleyan that are cross-listed with Latin American Studies. Find details on how to apply here (https://www.wesleyan.edu/last/formajors/).

MAJOR REQUIREMENTS

Ten semester courses are required to complete the Latin American Studies major, at least six in Latin American Studies, and at least four in a department of concentration. The four concentration courses need not be cross-listed with Latin American Studies. Concentration options include only departments with a Latin American Studies faculty member, which are currently Anthropology, History, Government, Economics, Hispanic Literatures and Cultures, and Theater.

The purpose of the concentration is to assure that the student majoring in Latin American Studies, which is an interdisciplinary program, has mastered the substance and methods of at least one established academic discipline. Accordingly, Latin American Studies majors may not *concentrate* in another program (e.g., Science in Society), or in an interdisciplinary department (e.g., American Studies), or in a college (e.g., College of Social Studies). Of course, the Program does not preclude its majors from *minoring* or *double-majoring* in any program, department, or college they choose.

To graduate as a Latin American Studies major, students must maintain an average of B- or better in all courses taken at Wesleyan that are cross-listed in the Latin American Studies major (regardless of whether a student elects to include each such course on the major certification form), complete a research requirement paper (see details here (https://www.wesleyan.edu/last/formajors/

researchrequirements.html)), and complete Stage II of the General Education Expectations.

Mandatory Latin American Studies courses at Wesleyan: Of the ten courses required to complete the Latin American Studies major, at least seven must be taken at Wesleyan. On petition to the chair, an exception may be made for (1) students who transferred to Wesleyan and who seek LAST major credit for courses taken at their previous institution(s) or (2) students participating in the Twelve-College Exchange Program who seek LAST major credit for courses taken at one of the other participating colleges.

Of the six LAST courses counted toward the major, at least four must be taken at Wesleyan. At least two of the six LAST courses must be cross-listed with Wesleyan Social and Behavioral Science department courses (SBS designation) and at least two must be cross-listed with Wesleyan Humanities and Arts department courses (HA designation). Of the two courses cross-listed with Humanities and Arts department courses, one must be LAST 226 (https://owaprod-pub.wesleyan.edu/reg/!wesmaps_page.html?crse_list=LAST&offered=Y), Survey of Latin American Literature, Cultures, and Ideas. This required course is taught in Spanish. Admission to the major requires competence in Spanish.

Non-Latin American Studies courses at Wesleyan that may count toward the Latin American Studies major: In exceptional circumstances, Wesleyan courses that have significant Latin American content but are not cross-listed with Latin American Studies may count toward the major. Students must petition the Latin American Studies chair to obtain Latin American Studies major credit for such courses.

Courses at Wesleyan that may NOT count toward the Latin American Studies major: No Spanish *language* courses (100-level or SPAN 203 (https://owaprod-pub.wesleyan.edu/reg/!wesmaps_page.html?stuid=&facid=NONE&crse=012580&term=1211), Spanish for Heritage Speakers) may count toward the major. The only SPAN courses that may count toward the major are SPAN 221 and SPAN courses numbered higher than SPAN 221 that focus on Latin America (usually numbered SPAN 270 to SPAN 299). If the Latin American Studies major's concentration is HISP, however, courses numbered SPAN 225 to SPAN 269 may be counted toward the four *concentration* courses required to complete the LAST major, provided that no such course has also been counted toward the six LAST courses required to complete the major.

No student forum courses may count toward the Latin American Studies major. Also, Latin American Studies does not sponsor student forum courses.

Restrictions on counting particular types of courses toward the Latin American Studies major:

No more than one introductory (100-level) course in a student's department of concentration.

No more than one music course involving primarily or exclusively performance.

No more than one thesis tutorial credit.

COURSES FOR NON-MAJORS

Non-majors are welcome in any course with a Latin American Studies crosslisting, unless the course's host department imposes a limitation or restriction. For example, ECON 101 or ECON 110 is a prerequisite for ECON/LAST 219 (https://owaprod-pub.wesleyan.edu/reg/!wesmaps_page.html?stuid=&facid=NONE&crse=003644&term=1211), Latin American Economic Development.

GENERAL EDUCATION

Latin American Studies majors must complete Stage II of the General Education Expectations.

STUDENT LEARNING GOALS

The Latin American Studies major provides students with an interdisciplinary understanding of the historical, cultural, political, and socioeconomic contours of this diverse region and encourages them to develop expertise in the substance and methods of at least one established academic discipline. Students who complete the Latin American Studies major should be able to explore systematically a range of social-scientific and humanistic issues and modes of argumentation, drawing on the knowledge, analytical abilities, and quantitative, qualitative, and linguistic skills they have acquired through their coursework. Latin American Studies majors should also be better prepared to think critically, write clearly, and speak effectively. By acquiring these capabilities, Latin American Studies majors prepare themselves for lives of diverse contribution.

STUDY ABROAD

Find out more about how studying abroad in Latin America can count towards the major here (https://www.wesleyan.edu/last/studyabroad.html).

ADVANCED PLACEMENT

Find out more here (https://www.wesleyan.edu/last/formajors/Advanced%20Placement.html).

LANGUAGE REQUIREMENT

Admission to the major requires competence in Spanish. LAST 226 (https://owaprod-pub.wesleyan.edu/reg/!wesmaps_page.html?stuid=&facid=NONE&crse=007142&term=1209), a required course, is taught in Spanish.

PRIZES

The Latin American Studies Program awards the Levy-Spira Prize for Distinction in Latin American Studies.

TRANSFER CREDIT

Find out more here (https://www.wesleyan.edu/last/formajors/Transfer%20Credits.html).

ADDITIONAL INFORMATION

HONORS

Find out more about honors theses here (https://www.wesleyan.edu/last/formajors/theses.html).

CAPSTONE EXPERIENCE

A research paper, senior essay, or honors thesis constitutes the capstone experience for LAST. Find out more here (https://www.wesleyan.edu/last/formajors/researchrequirements.html).

MATHEMATICS MAJOR

MAJOR DESCRIPTION

The Major in Mathematics broadly explores the relationships between numbers, shapes, measurements, structures, and patterns. Students gain strong computational abilities, abstract mathematical reasoning skills, an understanding of how to apply mathematical theories in practice, and the ability to write and speak clearly and elegantly about mathematics.

Students who are interested in developing strong analytical reasoning and logical thinking skills, attention to detail, and persistence in tackling complex problems should consider majoring in mathematics.

Mathematics majors graduate with knowledge and skills that are valued in many fields, including data analysis, software development, accounting, finance, insurance, operations, statistics, quantitative research, business, the physical and biological sciences, engineering, and education.

ADMISSION TO THE MAJOR

Every student is welcome to major in mathematics. Students are advised to finish calculus up to MATH222 and linear algebra (either MATH221 or MATH223), and MATH228 before making the decision.

MAJOR REQUIREMENTS

- A year of differential and integral calculus (typically MATH121 and MATH122)
- MATH221 or MATH223
- MATH222
- An elementary knowledge of algorithms and computer programming. (Successful completion of either COMP112 or COMP211 satisfies this requirement.)
- MATH261 and MATH225 (recommended for juniors or seniors)
- A coherent selection of four additional electives, chosen in consultation with an advisor from the department. Any 1.0 credit **MATH** course at the **200+** level can be used as an elective for the major.

Notes:

- Students who have completed a year of calculus in high school may place out of one or both of MATH121 and MATH122.
- An AP score of 4 or 5 on the AB calculus exam indicates the student should begin in MATH122.
- An AP score of 4 or 5 on the BC calculus exam indicates the student should consider beginning in any of MATH221, MATH222, or MATH223.
- Students may not earn credit for both MATH221 and MATH223.
- Students must complete either MATH228 or MATH261 by the end of their junior year.
- With advance approval from the departmental advisory committee, mild adjustments are allowed. For example, a Wesleyan course with substantial mathematical content but that is not listed in **MATH** may be used toward the four-electives requirement. Please note, however, that both MATH225 and MATH261 must be taken at Wesleyan to complete the major, and substitutions for these courses will not be approved.

STUDENT LEARNING GOALS

The department has the following learning goals for mathematics majors:

- Develop a basic understanding of, and computational facility with, major objects of mathematical and applied interest, such as differentiable functions, graphs, groups, manifolds, rings, or vector spaces.
- Understand abstract mathematical reasoning, e.g., understand an abstract system of rules, find examples of objects that satisfy those rules, conjecture theorems from those examples, and prove those theorems.
- Understand some mathematical applications and ways to use mathematics in practice, and be able to make connections to topics outside of the strict course content.
- Students should be able to write about and speak about mathematics, clearly and elegantly.

LANGUAGE REQUIREMENT

Undergraduate majors in mathematics are encouraged to study languages while at Wesleyan; majors who are considering graduate study in mathematics should note that graduate programs often require a reading knowledge of French, German, and/or Russian.

BA/MA PROGRAM

This program provides an attractive option for mathematics majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. For more information, visit wesleyan.edu/grad/degree-programs/bama.html (http://www.wesleyan.edu/grad/degree-programs/bama.html). Advanced undergraduates may enroll in graduate (**500-**level) courses.

ADDITIONAL INFORMATION

COLLOQUIA, SEMINARS, AND MATH CLUB

Lectures. The departmental colloquium series presents lectures on recent research by invited speakers from other institutions. Advanced undergraduates are welcome and encouraged to attend these colloquia and to participate in graduate seminars. All students interested in mathematics are invited to attend the annual Coven-Wood Lecture Series in Mathematics. The first talk in the series is accessible to students at all levels. The undergraduate Math Club hosts informal talks in mathematics and other mathematical activities.

HONORS

An undergraduate may achieve the BA with honors in mathematics via one of two routes:

- The honors thesis, written under the supervision of a faculty member under conditions monitored by the University Committee on Honors.
- A strong performance in a suitable sequence of courses, normally including some graduate courses, selected in consultation with a member of the department's advisory committee. The candidate also is expected to prepare a public lecture on a topic chosen together with a faculty advisor.

CAPSTONE

* SENIOR THESIS-two semesters
* HONORS PRESENTATION
* APPROVED GRADUATE COURSEWORK IN MATH
* TUTORIAL WITH FACULTY

Students pursuing the Mathematics major are not required to complete a capstone experience. However, there are several options available if they wish to pursue one. These include:

* ***Graduate Coursework***: completing one or more approved graduate mathematics courses with a performance deemed satisfactory by the instructor(s). Students should consult with their major advisor or the department advisory committee to select appropriate coursework.
* ***Honors Presentation***: satisfactorily completing the public presentation related to departmental Honors
* ***Senior Thesis***: satisfactorily completing a Senior thesis under conditions monitored by the University Committee on Honors
* ***Tutorial with Mathematics Faculty***: Students may register for a tutorial with a faculty member to pursue study or research on a topic that will deepen or broaden the student's knowledge. Tutorials may involve independent research by the student, but this is not a requirement for the tutorial. To qualify as a capstone experience, the tutorial should culminate in a project or presentation by the student at the end of the semester.

In practice, students often complete more than one of the above experiences. Sophomores and juniors who are considering adding a capstone experience during their senior year may enjoy participating in the department's directed reading program and attending events and talks in the departmental Math Club.

MEDIEVAL STUDIES MAJOR

MAJOR DESCRIPTION

The Medieval Studies program fosters an ability to interpret intersections among cultures, religions, ethnicities, races, and identities, the critical use of historical evidence, and the ability to construct arguments informed by ideas of temporalities and geographies. Medieval Studies majors undertake an interdisciplinary approach to the study of a primary, secondary, and third area within the field. The areas of concentration are typically art history and archaeology, history and culture, and languages and literature. Classes in the College of Letters (COL), music history, and religious studies can also fulfill MDST electives.

Proficiency in at least one modern foreign language is required, and knowledge of Latin, Greek, or Arabic is strongly encouraged. Students are expected to complete a capstone project that may be a senior thesis, a senior essay, or a seminar paper. This can be evaluated for Honors or High Honors (by two MDST faculty). Those recommended for high honors may be nominated for University Honors.

The skills acquired by Medieval Studies students—knowledge of historic cultures, manuscript study and text analysis, experience handling artifacts, and familiarity with historic and modern languages—provide good preparation for advanced degrees, whether in the humanities, law, or other professional schools.

ADMISSION TO THE MAJOR

No specific courses are required for admission to the Medieval Studies major.

MAJOR REQUIREMENTS

Medieval Studies majors take 10 classes in a broad range of fields that include art history, archaeology, history, languages, literature, music, manuscript studies, and religious studies. Majors develop expertise in three areas of concentration (art history and archaeology, history and culture, and languages and literature). Selections are typically structured according to the following distribution:

· 4 courses in the student's chosen primary area of MDST

· 2 courses in the student's second area of MDST

· 1 course in the student's third area of MDST

· 3 additional courses in any area of Medieval Studies, or in another field deemed, in consultation with the advisor, to be closely related to the student's work, in subject matter or method

STUDENT LEARNING GOALS

Medieval Studies majors will be expected to master the following skills:

· An ability to interpret intersections among cultures, religions, ethnicities, races, and identities.

· The critical use of historical evidence across a range of disciplines.

· The ability to construct arguments informed by ideas of temporalities and geographies.

STUDY ABROAD

Students majoring in the program are encouraged to spend at least one semester studying abroad. Programs of study must be approved in advance by the student's advising committee.

LANGUAGE REQUIREMENT

Proficiency in at least one modern foreign language is required, and knowledge of Latin, Greek, or Arabic is strongly encouraged.

HONORS

Honors and high honors are awarded by vote of two Medieval Studies faculty to students whose coursework is judged to be of sufficiently high quality and who have done outstanding work on one or more of the following writing projects: a senior thesis, a senior essay, or a seminar paper nominated for honors or high honors by the instructor in the seminar. Those recommended for high honors in the program may be nominated for University Honors.

CAPSTONE EXPERIENCE

Students in the program are normally expected to complete at least one long paper that may be a senior thesis, a senior essay, or a seminar paper.

MOLECULAR BIOLOGY AND BIOCHEMISTRY MAJOR

MAJOR DESCRIPTION

The Major in Molecular Biology and Biochemistry (MB&B) is designed to accommodate a broad range of academic interests and allow students to concentrate on particular disciplines such as molecular biology, biochemistry, biophysics, structural biology, cell biology, genetics, epigenetics, genomics, and computational modeling.

While focused on exploring and understanding the molecular basis of life, the MB&B major allows for flexible, interdisciplinary studies, enabling students to couple their affinity for biological sciences with other majors.

Curious students who bring a passion for learning about the intricacies of the natural world, have a keen interest in science, and apply a logical, analytical, meticulous approach to their studies are likely to find great meaning and satisfaction in the MB& B major. Students with mathematical aptitude, perseverance, patience, and effective communication skills are those who excel in this course of study.

The Major in Molecular Biology and Biochemistry provides foundational training for various professional careers in medicine, public health, the pharmaceutical/ biotechnology industry, public policy, science journalism, and teaching, among others.

ADMISSION TO THE MAJOR

Students are encouraged to begin coursework toward the MB&B major in their first year to take maximum advantage of upper-level MB&B courses, research, and study-abroad opportunities in later years. However, the major can certainly be completed successfully if initiated during sophomore year.

MAJOR REQUIREMENTS

The requirements for the MB&B major are described in detail on this page. See the (https://www.wesleyan.edu/mbb/major/pathway.html)**Pathway Through the Major** page for a recommended path to fulfill the MB&B requirements.

The MB&B major begins with the core introductory biology series (the MB&B181 and MB&B182 lecture series and the associated laboratory MB&B191 and MB&B192) and/or the core general chemistry series (CHEM141/CHEM143 and CHEM142/CHEM144 lecture plus the associated laboratory, CHEM152). Our introductory cell and molecular biology course, MB&B181, is offered in small sections featuring problem-based learning to help students acclimate to their first semester of university-level biology. Visit Frequently Asked Questions About Introductory Biology for more information (https://www.wesleyan.edu/mbb/major/intro-faq.html).

The Molecular Biology and Biochemistry major requires the following coursework:

Code	Title	Hours
Introductory Biology		
MB&B181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	1
MB&B191	Principles of Biology I--Laboratory	0.5
MB&B182	Principles of Biology II	1
MB&B192	Principles of Biology II: Laboratory	0.5
General Chemistry		
CHEM141/143	General Chemistry I	1
CHEM142/144	General Chemistry II	1
CHEM152	Introductory Chemistry Laboratory	0.5
Gateway Molecular Biology		
MB&B208	Molecular Biology	1
Organic Chemistry		
CHEM251	Organic Chemistry I	1
CHEM252	Organic Chemistry II	1
Mathematics		
Select one Mathematics course (calculus or statistics recommended)		1
Physical Chemistry		
MB&B381	Physical Chemistry for the Life Sciences	1
Biochemistry		
MB&B383	Biochemistry	1
Advanced Laboratory		

MB&B394	Advanced Laboratory in Molecular Biology and Genetics	1
or MB&B395	Structural Biology Laboratory	
Electives		
Select two elective courses, at least one of which must be a **300**-level **MB&B** course		2

We require one semester of a chemistry lab course, which would typically be satisfied by introductory lab CHEM152 (offered in both fall and spring). This lab course requirement can also be satisfied by taking the intermediate chemistry lab, CHEM257.

One semester of college mathematics, typically calculus or statistics, is required (AP credit is not accepted). Students with deep theoretical knowledge in areas of mathematics, as evidenced by advanced coursework (e.g., in physics) or quantitative forms of research, may petition for the use of a less theoretical mathematics course (e.g., QAC courses) to satisfy the MB&B math major requirement.

One advanced laboratory class is required. Majors interested in a concentration in molecular biology should take MB&B394, which is offered every spring semester and generally taken in the junior or senior year. Students interested in the molecular biophysics minor should take MB&B395, which is offered every other year in fall semester. The Chemistry Integrated Laboratory courses (CHEM375 and CHEM376) do not satisfy the lab course requirement. Students taking both of the advanced lab courses (MB&B394 and MB&B395) may count one of the two courses as their 300-level elective.

MB&B381 may be replaced by two semesters of Introductory Physics (PHYS111 and PHYS112, or PHYS113 and PHYS116) or by Physical Chemistry (CHEM337 and CHEM338). Students who take two semesters of physics or physical chemistry may count MB&B381 as one of their required 300-level electives.

One of the two required electives must be a 300-level MB&B course. This may be fulfilled by taking a 1.0-credit 300-level course, or by taking two 0.5-credit 300-level courses.

The second elective may be a 200-level or 300-level MB&B course. Two consecutive semesters of research (in the same laboratory) for credit (MB&B423 and MB&B424, Advanced Research Seminar) with an MB&B faculty member (or a pre-approved faculty member in another department conducting research in molecular biology/biochemistry/biophysics) can be substituted for the 200-level elective, provided that it is taken for 1.0 credit each semester and a grade of B or higher is achieved. Honors Thesis (MB&B409 and MB&B410) may not be used to satisfy an elective requirement.

For potential elective courses outside of MB&B, including study abroad courses, students must consult with their faculty advisor and the MB&B chair in a timely manner. Prior approved courses outside MB&B that can be taken to satisfy the lower-level elective requirement include BIOL218 Developmental Biology, BIOL334 Shaping the Organism, and CHEM396 Molecular Modeling and Design. These courses offered by other (non-MB&B) departments may only be used to satisfy the 200-level elective requirement for completion of the MB&B major (even if the course has a 300-level designation).

All courses credited toward the MB&B major, both those hosted inside and outside the department, must be taken for a letter grade.

Pre-meds and pre-grads: Organic chemistry laboratory courses (CHEM257 and CHEM258) are requirements for virtually all graduate and medical schools. Most medical schools also require one year of physics with related labs and two semesters of mathematics. Many MB&B majors take more than the two required electives to better prepare for graduate or medical school.

All of the life science community is enriched by the weekly departmental seminar series (https://www.wesleyan.edu/mbb/seminars/)held on Wednesdays at 12:10 p.m. during the academic year, in which speakers are invited from different institutions to speak about their research. All are welcome to come learn about the latest cutting-edge work in the life sciences. You may receive a quarter credit for your attendance by enrolling in MB&B338 and/or MB&B339.

COURSES FOR NON-MAJORS

MB&B offers several courses designed to broadly introduce molecular biology to non–life science majors. Examples include MB&B103, MB&B107, and MB&B117. Alternatively, many non-science majors will take one of our introductory courses, MB&B181, or MB&B182 to meet NSM requirements. See WesMaps (https://www.wesleyan.edu/wesmaps) for current course offerings.

MB&B228 is an introductory biochemistry course for non-majors intending to pursue a medical degree.

STUDENT LEARNING GOALS

- Acquire mastery of core foundational knowledge of molecular biology and biochemistry
- Acquire selective familiarity with our primary literature and key resources
- Achieve familiarity with major questions at the forefront of our field
- Acquire mastery of analytical, quantitative, and creative approaches to analyze problems in our field and to synthesize them in order to create logical hypotheses and experimental plans
- Acquire ability to use multidisciplinary approaches to synthesize a cogent experimental plan
- Acquire mastery of important methodologies in our field
- Acquire hands-on experience with key experimental techniques in our field
- Acquire proficiency in oral, written, and visual modes of effective scientific communication

STUDY ABROAD

Like all Wesleyan students, MB&B majors often choose to study abroad for a semester or more. In recent years, MB&B majors have visited Australia, Chile, Denmark, South Africa, England, France, Tanzania, and Germany, among other countries. During their semester abroad, MB&B majors may choose to take courses that satisfy their major or general education requirements, and may also arrange to do research at the host institution. Decisions about whether courses taken abroad can count for credit towards the MB&B major are made by the department on a case-by-case basis. Students should consult with their major advisor and receive course approval from the chair of the MB&B department prior to their departure.

ADVANCED PLACEMENT

Wesleyan awards one credit to students with AP Biology scores of 4 or 5. Since high school AP Biology courses rarely include the full range of topics or depth covered in MB&B181, this credit does not automatically place out students from

MB&B181, our introductory cell and molecular biology course. Students with exceptional preparation can place out of MB&B181 by passing a placement exam. The placement exam must be taken during the first week of the student's first semester at Wesleyan (this applies to both incoming freshmen students and transfer students). Interested students should contact Professor Cori Anderson (canderson05@wesleyan.edu (canderson@wesleyan.edu/)) to schedule a placement exam.

Prospective MB&B majors with a score of 4 or 5 in AP Chemistry must meet the Chemistry Department requirements for advanced placement credit.

AP credit is not accepted for the math requirement.

PRIZES

Majors are eligible for several prizes based on their academic performance and contributions to the MB&B Department.

Hawk Prize: The gift of Philip B. Hawk, Class of 1898, as a memorial to his wife, Gladys, to the students who have done the most effective work in biochemistry.

Scott Biomedical Prize: Awarded to a member or members of the Molecular Biology and Biochemistry senior class who have demonstrated excellence and interest in commencing a career in academic or applied medicine.

William Firshein Prize: In honor of founding faculty member William Firshein, awarded to the graduating MB&B student who has contributed the most to the interests and character of the Molecular Biology and Biochemistry department.

American Society for Biochemistry and Molecular Biochemistry Honor Society: The ASBMB Honor Society recognizes exceptional undergraduate juniors and seniors pursuing a degree in the molecular life sciences. Students are recognized for their scholarly achievement, research accomplishments, and outreach activities in the molecular life sciences.

American Society for Biochemistry and Molecular Biochemistry Research Award: The ASBMB rewards exceptional rising seniors pursuing a degree in the molecular life sciences who have developed an exciting research project. More information is available on the ASBMB web page (http://www.asbmb.org/education/studentchapters/awards/ugresearch/).

Dr. Neil Clendeninn Prize: Established in 1991 by George Thornton, Class of 1991, and David Derryck, Class of 1993, for the student who has achieved academic excellence in biology and/or molecular biology and biochemistry. This student must have completed his or her sophomore year and in that time have exemplified those qualities of character, leadership, and concern for the Wesleyan community as shown by Dr. Neil Clendeninn, Class of 1971.

RELATED PROGRAMS OR CERTIFICATES

Molecular Biophysics Minor (https://www.wesleyan.edu/molbiophys). Molecular biophysics is an interdisciplinary area of research situated at the intersection of molecular biology, chemistry, chemical biology, physical chemistry, and molecular physics. Wesleyan's program includes faculty in the MB&B, chemistry, physics, and biology departments. Students are strongly encouraged to conduct independent research in the laboratory of a molecular biophysics program faculty member.

Informatics and Modeling Minor (https://www.wesleyan.edu/imcp/). The Integrative Genomic Sciences (IGS) pathway is an integrative program of coursework and research in the areas of bioinformatics, genomics, computational biology, and bioethics. IGS involves faculty and students in the life sciences, physical sciences, information sciences, and philosophy.

BA/MA PROGRAM

This program provides an attractive option for life science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. More information is available here (https://www.wesleyan.edu/grad/graduate-programs/bama_program.html).

ADDITIONAL INFORMATION

UNDERGRADUATE RESEARCH OPPORTUNITIES

Undergraduate research is an important part of the curriculum for many MB&B majors. Wesleyan's small but excellent graduate program makes it possible for majors to work alongside PhD and MA students at the cutting edge of discovery in molecular biology and biochemistry. To complement laboratory experiences, MB&B majors are also encouraged to gain exposure to current research through journal clubs and seminars. Undergraduate research encompassing multiple semesters or summers may be used towards completion of a senior honors thesis, or form the basis for pursuing a Master of Arts in MB&B through the BA/MA program.

Students interested in independent research for credit must find a faculty research mentor and submit an electronic tutorial form (Research Tutorial, MB&B423 or MB&B424) using the drop/add system in their portal. Based on discussions with the faculty research mentor, students may sign up for 0.25, 0.5, or 1.0 credits. Students enrolling for 1.0 credit are expected to dedicate at least 10 hours per week to their research project, which includes attendance in weekly group meetings and reading and discussion of current literature with group members, in addition to planning and performing experiments. Students will discuss specific expectations with their research mentor.

MB&B majors not participating in research tutorials will gain research experience in the Department's advanced laboratory courses; they are also encouraged to gain exposure to current research through journal clubs and seminars.

HONORS

To be considered for departmental honors, a student must:

- Be an MB&B major and be recommended to the department by a faculty member. The student is expected to have a B average (grade point average 85) in courses credited to the major.
- Submit a thesis based on laboratory research, performed under the supervision of an MB&B faculty member or pre-approved faculty member in another department conducting research in the fields of molecular biology, biochemistry, or biophysics.

Two readers (in addition to the research mentor) must be selected for review of honors theses in MB&B. It is expected that these readers will be MB&B research faculty; any exception requires approval of the MB&B department chair.

CAPSTONE EXPERIENCE

Independent laboratory research is strongly encouraged as it provides students with an exceptionally valuable learning experience. As research students, MB&B majors interact with faculty and graduate students in an environment that fosters strong intellectual and social connections. Moreover, many graduate and professional schools specifically recruit candidates with research experience. MB&B majors not participating in laboratory research can get a measure of this experience through participation in departmental and inter-departmental seminar series and journal clubs.

Faculty research interests cover an exciting range of current topics in molecular and cellular biology and biochemistry. Research areas include DNA replication and repair mechanisms, membrane transport processes, DNA-protein interactions, gene regulation, genome organization and structure, and membrane protein structure-function and dynamics. Students are encouraged to learn more about ongoing research (https://www.wesleyan.edu/mbb/grad_studies/research_areas.html) in the MB&B department. Many MB&B majors gain research experience at Wesleyan and other institutions in the summer months; the MB&B office and Wesleyan Career Resource Center can direct students to research opportunities.

All MB&B majors participate in independent research projects as part of our experiment-based advanced laboratory courses MB&B394 and MB&B395, at least one of which is required.

MUSIC MAJOR

MAJOR DESCRIPTION

The Major in Music has much flexibility and is built around the individual interests and needs of the student while providing a solid foundation in music history, culture, theory, composition, and performance. Students will explore how these different areas reinforce and inspire each other. Wesleyan's Music Department enjoys an international reputation for innovation, and majors will study at least one musical tradition outside their prime concentration. Special areas of strength include: experimental and digital music; composition and improvisation; American, European, and West African musics; and East, Southeast, South, and Central Asian musics.

Wesleyan Music Majors possess a unique passion with broad intellectual curiosity, an intense appreciation of artistic expression, dedication to their craft, a collaborative spirit, open-minded creativity, and an inspiring work ethic. Careers in music may include performance, composition, teaching, production, engineering and sound design, therapy, journalism and criticism, arts administration, entrepreneurship, and more.

ADMISSION TO THE MAJOR

Individual programs of study in the Music Major are developed by students with academic advisors. A student must have already taken at least one course in each capability area before applying for the major: theory/composition; history/culture; and performance. The Music Theory Gateway course (MUSC103) is a requirement of all majors which may be waived based on a placement test.

MAJOR REQUIREMENTS

Music majors take three courses in each capability area: theory/composition; history/culture; and performance. Two additional courses from the MUSC300-level Seminars for Music Majors bring the number of music credits to 11. The required senior project or senior honors thesis brings the total number of music credits to 12 or 13, respectively.

Diversity of musical experience is a core value of the Music Department and is expected of all music majors. Towards that goal, each major's program of study must include at least two Music credits out of the major's main area of interest.

Many Music majors, particularly those taking private lessons, end up taking more than 16 credits in music. However, since no more than 16 credits in music may be counted toward the 32 credits required for graduation, students must always complete at least 16 credits outside of music.

COURSES FOR NON-MAJORS

With the exception of Music Major Seminars, all classes offered by the Music Department are open to non-majors.

GENERAL EDUCATION

Music majors are advised to complete their General Education expectations (three each of Arts and Humanities, Natural Sciences and Mathematics, and Social Sciences courses). Prospective majors who have not taken enough courses outside the Music department may be refused entry into the major. Students who fail to fulfill the General Education expectations are not considered for department prizes and honors.

STUDENT LEARNING GOALS

At graduation, music majors will be able to:

- Think analytically and critically about musical languages, histories, and cultures
- Write effectively about music
- Perform and/or create music with proficiency and creativity
- Engage unfamiliar traditions and paradigms of humanly organized sound with sensitivity and insight
- Apply their musical knowledge and skills within broader investigations of the human experience

ADVANCED PLACEMENT

AP THEORY CREDIT IS CONSIDERED AS FOLLOWS:

AP THEORY CREDIT ON THE STUDENT'S WESLEYAN TRANSCRIPT

- A score of 4 or 5 does not complete a theory requirement for the major, but will provide one music credit beyond the requirements for the Music Major towards graduation
- Students will still need to complete 3 theory/composition credits for the major

STUDENTS WITH QUESTIONS REGARDING AP THEORY

- Should meet with the theory faculty of the Music Department teaching MUSC103 to discuss options

PRIZES

MERIT-BASED AWARDS THAT MAY BE AWARDED ANNUALLY

ELIZABETH VERVEER TISHLER PRIZE

Established in 1981 by a gift from Mrs. Tishler. Expanded in 1989 for excellence in piano performance.

GWEN LIVINGSTON POKORA PRIZE

Established in 1993, awarded annually to the outstanding undergraduate student in music composition.

LEAVELL MEMORIAL PRIZE

Awarded annually to a senior who has done outstanding work in music and whose work manifests the ideals of the World Music Program in the Music Department.

LIPSKY PRIZE

The gift of the Reverend and Mrs. Bailey G. Lipsky in memory of their son, Francis Jules Lipsky, Class of 1931, to the member of the choir possessing in the highest degree unfailing kindliness, quiet dignity, and brilliant scholarship.

SAMUEL C. SILIPO PRIZE

Awarded annually for the most valuable player(s) of the Wesleyan orchestra.

ADDITIONAL INFORMATION

SPECIAL ACTIVITIES

The department supports a number of unusual activities, many of which are available to the student body in general as well as to music majors. Among them are ensembles in various Asian, African, American, and European traditions, as well as a variety of chamber ensembles.

PRIVATE LESSONS PROGRAM

Private lessons are available for many instruments and voice in Western art music, African American music, and a variety of other musics from around the world. Lessons are considered one-credit-per-semester courses. An additional fee, $780 per semester, is charged for these private lessons (financial aid may be available to students eligible for university financial aid). Approved music majors in their junior and senior years are eligible for partial subsidy when taking one (1) private lesson, per semester, for academic credit with a private lessons teacher.

DEPARTMENTAL COLLOQUIUM

An ongoing departmental colloquium is intended for the entire music community. It includes presentations by Wesleyan faculty, students, and outside speakers and encourages general discussion of broad issues in the world of music.

FACILITIES

The study facilities include a working collection of musical instruments from many different cultures; a music-instrument manufacturing workshop; a 45-piece Javanese *Gamelan* Orchestra; a large formal concert hall and a small multipurpose concert hall; an electronic music studio coupled to a professional recording studio; a computer-arts studio capable of producing electronic music, video art, and environmental simulations; a music and record library; an electronic keyboard lab; and an archive of world music.

COURSES

The following is a listing according to categories of courses offered by the department:

Code	Title	Hours
FYS Courses		
MUSC116F	Visual Sounds: Exploring the Landscape and Architecture of Musical Notation (FYS)	1
MUSC117F	Musicking Body (FYS)	1
MUSC118F	Bob Dylan and His World: Sources and Legacies (FYS)	1
MUSC119F	Jazz in the 1960s (FYS)	1
MUSC120F	Music, Place, and Culture: An Exploration of African American Soundscapes and Traditions (FYS)	1
MUSC124F	Mapping Culture (FYS)	1
MUSC125F	Music and Downtown New York, 1950-1970 (FYS)	1
MUSC126F	Poetry and Song (FYS)	1
MUSC128F	Music and the Moving Image: From Music Video to Film to Digital Media (FYS)	1
MUSC130F	Wagner and Wagnerism: Richard Wagner's Music and Influence from the 1840s to the Present (FYS)	1
MUSC131F	Gender and Sexuality in Hip Hop (FYS)	1
MUSC133F	Caribbean Connection: Music and Culture of Trinidad and Tobago Music (FYS)	1
Music Theory and Composition		
MUSC103	Materials and Design	1
MUSC104	Rhythms of the World: An Introduction to Rhythm, Meter, and (Musical) Time	1
MUSC105	MF DOOM and Pierre Henry	1
MUSC201	Tonal Harmony	1
MUSC202	Theory and Analysis	1
MUSC203	Chromatic Harmony	1
MUSC204	20th Century Compositional Techniques	1
MUSC205	Song: Music and Text	1
MUSC206	18th-Century Counterpoint	1
MUSC207	Orchestration	1

MUSC208	Post-Tonal Music Theory	1
MUSC210	Theory of Jazz Improvisation	1
MUSC212	South Indian Music: Solkattu	1
MUSC220	Composing, Performing, and Listening to Experimental Music	1
MUSC221	Live-Electronics for Composition, Improvisation, and Sound Art	1
MUSC222	Sound Art, Music, and Interactive Media	1
MUSC223	Music, Recording, and Sound Design	1
MUSC225	Sound Systems and Chamber Electronics	1
MUSC230	Music Theater Workshop (cross list)	1
MUSC240	Visual Sounds: Exploring the Landscape and Architecture of Musical Notation	1
MUSC308	Composition in the Arts	1
Music History and Culture		
MUSC102	World Music	1
MUSC106	A Thousand Years of Music History	1
MUSC108	History of Rock and R&B	1
MUSC109	Introduction to Experimental Music	1
MUSC110	Introduction to South Indian Music	1
MUSC111	Music and Theater of Indonesia	1
MUSC115	Introduction to North Indian Music	1
MUSC116	Visual Sounds: Exploring the Landscape and Architecture of Musical Notation	1
MUSC117	Musicking Body	1
MUSC121	Queering Russian Music	1
MUSC125	Music and Downtown New York, 1950-1970	1
MUSC127	C-Pop in the Shadow of a Rising China	1
MUSC129	The Art of Listening	1
MUSC241	Mystical Visions, Medieval Women, and the Performance of Early Music (cross list)	1
MUSC242	Baroque and Classical Music	1
MUSC243	Music of the 19th Century	1
MUSC244	Music of the 20th Century	1
MUSC245	Music in the United States in the Nineteenth Century	1
MUSC246	The Symphony: Evolution of Genre	1
MUSC248	Music in Outer Space	1
MUSC249	Calderwood Seminar in Public Writing: Music Journalism and Public Musicology	1
MUSC250	Film and Folk Music of India	1
MUSC261	Music and Modernity in China, Japan, and Korea	1
MUSC265	African Presences I: Music in Africa	1
MUSC269	Sacred and Secular African American Musics	1
MUSC272	History of Jazz in American Culture	1
MUSC273	BlaQueer Sounds: Queer Negotiations in African American Music	1
MUSC274	Hymnody in the United States Before the Civil War	1
MUSC275	Music and Downtown New York	1
MUSC277	Jazz Avant-Gardes	1
MUSC278	Survey of Jazz Styles	1
MUSC285	Global Hip Hop of the Non-Anglophone World (CLAC .50)	0.5
MUSC290	Research Skills in Ethnomusicology--IRL & Digital	1
MUSC291	The Gendering of Music in Cross-Cultural Perspective	1
MUSC293	Mapping Culture	1
MUSC294	Queer Opera	1
MUSC295	Global Hip-Hop	1
MUSC296	Soundscapes of Islam	1
MUSC297	Music of Central Asia: From Throat-singing to Heavy Metal	1
Music Major Seminars		
MUSC300	Seminar for Music Majors	1
MUSC304	Arranging and Composing for Jazz Orchestra	1
MUSC308	Composition in the Arts	1
Music Performance		
MUSC405	Private Music Lessons for Nonmusic Majors	1
MUSC406	Private Music Lessons for Declared Music Majors	1
MUSC413	Korean Drumming and Creative Music Ensemble	1
MUSC414	Korean Drumming and Creative Music Ensemble Advanced	1
MUSC416	Beginning Taiko--Japanese Drumming Ensemble	1
MUSC418	Taiko II: Japanese Drumming Ensemble	1
MUSC428	Chinese Music Ensemble	1
MUSC429	Voice Technique & Improvisation	1
MUSC430	South Indian Voice--Beginning	1
MUSC431	South Indian Voice--Intermediate	1
MUSC432	South Indian Voice--Advanced	1
MUSC433	South Indian Music--Percussion	1
MUSC434	Improvisational Techniques in South Indian Music	1
MUSC435	Keyboard Techniques for Composers and Conductors	1
MUSC436	Wesleyan Concert Choir	1
MUSC437	Singing to Your Instruments	1
MUSC438	Wesleyan University Collegium Musicum (cross list)	1
MUSC439	Wesleyan University Orchestra	1
MUSC440	Instrumental Conducting	1
MUSC441	Piping Performance: An Exploration of Artistic Expression through the Pipe Organ	1
MUSC442	Chamber Music Ensemble	1
MUSC443	Wesleyan Wind Ensemble (WesWinds)	1
MUSC444	African Popular Music Performance	1
MUSC445	West African Music and Culture: Beginners	1
MUSC446	West African Music and Culture--Intermediate	1
MUSC447	West African Music and Culture--Advanced	1
MUSC448	Ebony Singers: Gospel Music	0.5
MUSC450	Steelband	1
MUSC451	Javanese Gamelan--Beginners	1
MUSC452	Javanese Gamelan--Advanced	1
MUSC453	Keyboard Techniques II: Conducting and Score Reading	1

MUSC455	Jazz Ensemble	1
MUSC456	Jazz Improvisation Performance	1
MUSC457	Jazz Orchestra I	1
MUSC458	Jazz Orchestra II	1
MUSC459	Methods of Improvisation Ensemble	1
MUSC461	Sound Systems: The How of Hearing	1
MUSC463	Teaching Music Lessons to Children in Local Schools	1
MUSC464	Laptop Ensemble	1
Graduate Courses		
MUSC500	Graduate Pedagogy	0.5
MUSC505	Topics in Applied Ethnomusicology/Public Musicology	1
MUSC506	Reading Ethnomusicology	1
MUSC507	Practicing Ethnomusicology	1
MUSC508	Graduate Seminar in Composition	1
MUSC509	Special Topics in Contemporary Music	1
MUSC510	Graduate Proseminar in World Music Studies	1
MUSC513	Improvisation in Cross-Cultural Perspective	1
MUSC515	Mapping Music as/in Motion: The Cartographies and Circulation of Aural Culture	1
MUSC517	Sex/Gender/Queerness in Music and Music Scholarship	1
MUSC518	Music and Embodiment	1
MUSC519	Current Issues in Ethnomusicology	1
MUSC520	Explorations in Musicology	1
MUSC521	Seminar in Interdisciplinary Studies	1
MUSC522	Seminar in Comparative Music Theory	1
MUSC530	Department of Music Colloquium	0.25

HONORS

The senior project requirement may be satisfied by the completion of an honors project, a project that may encompass a composition, a concert, etc., but the honors project always contains a substantial written component; for this reason it is called the honors thesis. An honors thesis satisfies the departmental requirement for a senior project, even if it is not awarded honors. The honors thesis tutorial is always a two-semester undertaking.

CAPSTONE EXPERIENCE

All music majors are required to complete a senior project by the end of their final year. The purpose of the project is to give focus to the major by means of independent, creative work and to encourage independent study with the close advice and support of a faculty member. Students who choose to undertake an honors thesis may count this as their senior project.

NEUROSCIENCE AND BEHAVIOR MAJOR

MAJOR DESCRIPTION

The Program in Neuroscience and Behavior (NS&B) opens avenues for students to explore the role of the brain in expressing behavior in animals including humans. Students who major in NS&B learn the details of how the nervous system works and how it functions with other biological and psychological systems. New technologies in contemporary neuroscience have helped to bring about many important discoveries, with more on the horizon. Wesleyan neuroscience students learn in an interdisciplinary environment that includes coursework in biology, psychology, and chemistry. Students often expand their learning to include topics such as statistics, computer programming, design, and philosophy of science. Lab-based methods courses and hands-on research in state-of-the-art laboratories give students a rich educational experience that provides a foundation for various career options that include medicine, basic and applied research in the public or private sector, and scientific writing or reporting.

Students who pursue the NS&B major bring a strong curiosity about the intricate workings of the brain and nervous system. They strive to integrate knowledge and research from relevant areas of science to understand behavior. They develop analytical, detail-oriented problem-solving expertise and they learn how to stay current with the latest advancements in neuroscience.

ADMISSION TO THE MAJOR

One or more of the foundation courses in biology (BIOL181, BIOL182) are prerequisites for the advanced **NS&B** courses offered by the Biology Department. Although not legislated as prerequisites, NS&B213 and **NS&B** laboratory courses provide important conceptual and practical background for independent research in the junior and senior years.

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

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

MAJOR REQUIREMENTS

FOUNDATION COURSES

Code	Title	Hours
BIOL181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	1
BIOL191	Principles of Biology I--Laboratory	.5
BIOL182	Principles of Biology II	1
BIOL192	Principles of Biology II: Laboratory	0.5
CHEM141 & CHEM142	General Chemistry I and General Chemistry II	2
or CHEM143 & CHEM144	Honors General Chemistry I and Honors General Chemistry II	
CHEM251 & CHEM252	Organic Chemistry I and Organic Chemistry II	2
Two additional courses from the following (beginning with the graduating class of 2016):		
PSYC105	Foundations of Contemporary Psychology	1
PHYS111	Introductory Physics I	1
or PHYS112	Introductory Physics II	
or PHYS113	General Physics I	
MATH117	Introductory Calculus (or higher)	1
COMP112	Introduction to Programming (or higher)	1

Core Course

Code	Title	Hours
NS&B213	Behavioral Neurobiology	1

ADVANCED COURSES

Five advanced courses from the following list are required for students; two must be cross-listed with biology; two cross-listed with psychology; and one, a research tutorial or methodological course. Some courses appear in both Biology and Psychology lists but may be counted only once, in either category.

Cross-listed with Biology

Code	Title	Hours
NS&B224	Hormones, Brain, and Behavior	1
NS&B239	Functional Anatomy of the Human Brain	1
NS&B244	Neuropharmacology	1
NS&B245	Cellular Neurophysiology	1
NS&B251	Laboratory in Basic Practices in Neuroscience	1
NS&B252	Cell Biology of the Neuron	1
NS&B254	Comparative Animal Behavior	1
NS&B299	Waves, Brains, and Music	1
NS&B302	Neurobiology of Aging	1
NS&B302Z	Neurobiology of Aging	1
NS&B303	Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function	1
NS&B304	Glia: Not just neuronal glue!	1
NS&B317	Neuroethics	1
NS&B320	Neuroscience of Learning and Memory	1
NS&B323	Biochemistry of Neurodegenerative Disease	1
NS&B325	Stem Cells: Basic Biology to Clinical Application	1
NS&B328	Chemical Senses	1
NS&B343	Muscle and Nerve Development	1
NS&B344	Developmental Biology of the Nervous System	1
NS&B345	Developmental Neurobiology	1
NS&B347	Mammalian Cortical Circuits	1
NS&B351	Neurobiology of Learning and Memory	1
NS&B353	Neurobiology of Neurological Disorders	1
NS&B357	Sex and Gender: From Synapse to Society	1
NS&B356	Neurodevelopmental Disorders	1
NS&B358	Neurobiology of Movement	1
NS&B360	Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits	1
NS&B373	Exploring the Brain-Body Interface: The Neuroscience of Basic Survival	1

Cross-listed with Psychology

Code	Title	Hours
NS&B220	Cognitive Psychology	1
NS&B222	Sensation and Perception	1
NS&B225	Cognitive Neuroscience	1
NS&B227	Motivation and Reward	1
NS&B228	Clinical Neuropsychology	1
NS&B238	Psychological Theories of Learning and Motivation	1
NS&B239	Functional Anatomy of the Human Brain	1
NS&B302	Neurobiology of Aging	1
NS&B316	Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives	1
NS&B317	Neuroethics	1
NS&B320	Neuroscience of Learning and Memory	1
PSYC322	Psychology of Decision-Making	1
NS&B329	Neural Costs of War	1
PSYC332	Seminar in Cognitive Neuroscience	1
NS&B335	Behavior Genetics	1
NS&B341	Psychology of Human Memory	1
NS&B348	Topics in Cognitive Development	1
PSYC351	Your Brain on Drugs: The Neuroscience Behind Drugs of Abuse and Addiction	1
NS&B353	Neurobiology of Neurological Disorders	1
NS&B356	Neurodevelopmental Disorders	1
NS&B358	Neurobiology of Movement	1

Research Methods and Practica

Code	Title	Hours
MATH132	Elementary Statistics	1
PSYC200	Statistics: An Activity-Based Approach	1
NS&B210	Research Methods in Cognition	1
NS&B215		1
BIOL242	Quantitative Methods for the Biological and Environmental Sciences	1
NS&B243	Neurohistology	1
BIOL247	Laboratory in Neurophysiology	1

NS&B250	Laboratory in Cellular and Behavioral Neurobiology	1
BIOL251	Laboratory in Basic Practices in Neuroscience	1
NS&B280	Applied Data Analysis	1
PSYC378	Advanced Research in Cognitive Neuroscience	1
PSYC382	Advanced Research in Decision Making	1
NS&B383	Advanced Research in Learning and Memory	1
NS&B390	Experimental Investigations into Reading	1
NS&B392	Behavioral Methods in Affective Neuroscience	1
NS&B399		1.25
The following are taken for two semesters, both in the lab of the same faculty member:		
NS&B409 & NS&B410	Senior Thesis Tutorial and Senior Thesis Tutorial (two semesters, both in the lab of the same faculty member)	1
or NS&B423 & NS&B424	Advanced Research Seminar, Undergraduate and Advanced Research Seminar, Undergraduate	

Note: MATH132 can be taken to meet requirements for either the methodological or foundation major requirements, but not both. Methodological courses cannot be credited toward the requirements of advanced courses cross-listed with biology or psychology. *Courses listed in both categories A. or B. can be counted only in A. or B. but not both.

Courses of relevance outside the program. Though not requirements of the major, students should be aware that courses in organic chemistry and molecular biology, as well as courses in non-neuroscience areas of biology and psychology, complement the **NS&B** major and should be considered, in consultation with your advisor, when planning your program of study.

SUBSTITUTING OUTSIDE COURSES FOR CREDIT TO THE MAJOR

Foundation courses: A student who has taken foundation courses outside of Wesleyan may be able to apply them to the major. As a general rule, courses acceptable to the biology, chemistry, and physics departments for university credit are acceptable to the NS&B program for substitution for foundation courses.

Advanced courses: Advanced courses, inside or outside of the University, might be acceptable as substitutes for the advanced courses of the NS&B major. In general, only one such course can be substituted, and approval must be obtained in advance from the program director.

UNDERGRADUATE RESEARCH

NS&B majors are encouraged to become involved in the research of the faculty. Research tutorials and senior thesis tutorials are taken with mode of grading and amount of credit to be arranged with the research supervisor. Research tutorials are numbered NS&B411/NS&B412, NS&B409/NS&B410, and NS&B423/NS&B424. These courses can fulfill the research methods requirement or can receive graduation credit. For the most up-to-date information on NS&B faculty research, please visit our department website (http://www.wesleyan.edu/nsb).

STUDENT LEARNING GOALS

Our program offers a curriculum that encourages fluency across multiple disciplines in the field of neuroscience and behavior. Immersion in this field requires thinking across multiple levels of analysis and an appreciation for how complex and broad questions can be made amenable to scientific inquiry. In terms of goals, we have three areas of knowledge that we expect all students to acquire by the time they have completed the NS&B major:

- **Structure:** The parts and how they connect. Structural knowledge includes neural development, neuroanatomy, neurotransmitters, and the cell and molecular biology of the neuron.
- **Function:** How the parts come together to produce systems. Such systems include various sensory, motor, and neuroendocrine systems. Knowledge concerning function is gained by studies of structures and studies of perception, learning and memory, behavior, and cognition.
- **Theory:** Governing principles that can be proposed from all the above. Examples of theories include those that address the relationships between brain and behavior, articulate how brain structure and function changes over time, and explain cognitive and perceptual processes.

In addition, it is our goal that all students can skillfully apply and analyze knowledge gained from their studies. Statistics courses, lab-based methods courses, and/or direct experience in research projects serve this goal.

ADVANCED PLACEMENT

AP credit may be used to place out of any of the foundation courses, subject to the guidelines of the department hosting these courses.

PRIZES

George H. Acheson and Grass Foundation Prize in Neuroscience: Established in 1992 by a gift from the Grass Foundation, this prize is awarded to an outstanding undergraduate in the Neuroscience and Behavior Program who demonstrates excellence in the program and who also shows promise for future contributions in the field of neuroscience.

BA/MA PROGRAM

This program provides an attractive option for science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. For more information, please visit https://catalog.wesleyan.edu/departments/nsb/grad-nsb/ as well as the Graduate Studies page: http://wesleyan.edu/grad/degree-programs/bama.html (http://www.wesleyan.edu/grad/degree-programs/bama.html).

ADDITIONAL INFORMATION

- **Teaching apprenticeships.** Students may be appointed teaching apprentices with the approval of the participating faculty member and the Office of Academic Affairs. The apprenticeship position involves assisting a faculty member in the teaching of a course. Concurrently, the apprentice enrolls in an apprenticeship tutorial (NS&B491/NS&B492) that is usually a one-credit course and operates in either the graded or credit/no credit mode.
- **Petitioning for exemptions.** A student may request a variance from the requirements of the major or for honors by submitting a written petition to the chair of the program. The petition should indicate why the requirement cannot be met and the educational justification for the alternative. The

petition will be considered by the NS&B faculty, and the student will receive a statement of the decision by letter.

- **Seminars.** The program periodically invites neuroscientists from outside Wesleyan to come here and describe their research. These seminars frequently complement course material and give students the opportunity to interact with noted researchers. The talks are usually scheduled for noon on Wednesdays. Students are encouraged to attend.

HONORS

To be considered for honors, a student must be an NS&B major and have a B average (grade average 85) in the courses credited to the major. The student must submit a laboratory research thesis that was supervised by a member of the NS&B faculty and be recommended for honors by the NS&B faculty.

PHILOSOPHY MAJOR

MAJOR DESCRIPTION

The Major in Philosophy provides students with a solid grounding in historical knowledge and skillful reasoning as they explore perennial human questions about the nature of reality, truth, knowledge, values, reason, ethics, beliefs, and the individual's place in relation to society.

Wesleyan's philosophy curriculum is organized into three broad categories: history, value, and mind and reality. Historical courses focus primarily on classical philosophical texts. Courses in the value area engage with ethical, political, and cultural practices. Mind and reality courses consider philosophical questions about language, reasoning, and the nature of reality.

The philosophy major at Wesleyan offers two tracks: general philosophy and social justice. The general philosophy track encourages students to explore issues and approaches from various historical periods and cultural traditions. The social justice track emphasizes philosophers' roles as theorists and as agents of social and political change.

Intellectually curious students who consider themselves open-minded, cerebral, and analytical, with a strong passion for discourse and debate, may gain great satisfaction from the study of philosophy.

The philosophy major's emphasis on critical thinking, problem-solving, and effective communication prepares graduates for a wide range of professions, including writing, law, education, business and management, research, and academia.

ADMISSION TO THE MAJOR

Because philosophy encompasses subjects in other disciplines, such as economics, government, mathematics, physics, psychology, and religion, students considering philosophy as a major are strongly advised to choose a balanced combination of solid liberal arts courses consistent with Wesleyan's General Education Expectations.

Prospective majors should pay particular attention to the prerequisites for intermediate and advanced courses when planning their schedules. Among other courses, PHIL201, PHIL202, PHIL205, PHIL212 , and PHIL231 are required or recommended for various subsequent courses.

Students who intend to apply for the social justice track will work with an advisor to submit a concentration proposal by the end of drop/add during their fifth semester.

MAJOR REQUIREMENTS

To complete the philosophy major's required coursework, both the general philosophy track and social justice track require at least ten courses, including eight PHIL courses.

General Philosophy Track

The general philosophy track encourages students to explore a range of issues and approaches from various historical periods and cultural traditions.

Courses must include:

- One History course
- One Value course
- One Mind & Reality course
- Two Advanced seminars taken as juniors/seniors
- Five electives, including up to two non-PHIL
- Optional Thesis Project

Of the ten courses counted toward the general major track, at least eight must be offered by the Department of Philosophy; as many as two may be given in other programs (e.g., College of Letters, Religion) that are relevant to the student's plan of study in philosophy and are approved by the philosophy faculty.

Social Justice Track

The social justice track emphasizes philosophers' roles not only as theorists but also as agents of social and political change. Philosophical methods of conceptual and contextual analyses and careful argumentation provide important tools for grappling with real-world injustices. The social justice track supports students in tailoring their philosophical understanding and skills around a particular concern in an area of social justice, such as human rights, equality, social responsibility, environmental justice, etc.

Courses must include:

- One History or One Mind & Reality course
- Five-course concentration, including two non-PHIL
- Two advanced seminars taken as juniors/seniors

- Two electives from PHIL
- Optional Thesis Project

At the core of the social justice major track is a social justice concentration that brings together a student's specific interests in social justice. Majors will submit proposals for acceptance to the track that will include three philosophy courses and two non-philosophy courses that fit together in a coherent concentration.

Below are two sample concentrations:

Sample Concentration 1: Human Rights in China
PHIL272
Human Rights Across Cultures
PHIL278
Political Philosophy
CEAS271
Political Economy of Developing Countries
CEAS297
Chinese Politics
PHIL263
Modern Chinese Philosophy

Sample Concentration 2: Challenging The Carceral State
PHIL214
Reasoning About Justice
PHIL368
The Ethics of Captivity
ANTH302
Critical Perspectives on the State
PHIL211
Critical Philosophy of Race
GOVT159
The Moral Basis of Politics

COURSE LIST

The introductory philosophy courses (200-249) are intended for both prospective majors and non-majors. (General-Education-only courses, with course numbers below 200, do not count toward the major.)

Intermediate courses (250-300) are generally not appropriate for first-year students, and some have explicit prerequisites. Intermediate-level classes tend to introduce students to a particular area of philosophy or to the discipline's historical development at a higher level and in more depth than introductory classes.

Advanced courses (301-399) are typically organized as seminars for majors and other students with significant related preparation. Students often participate in exploring an area of particular relevance to a professor's research program. Advanced classes may focus on a particular figure in the history of philosophy or on a topic of contemporary importance.

COURSES FOR NON-MAJORS

Courses numbered below **250** are designed to be appropriate as first courses in philosophy. In addition, many of our courses numbered **250** and above are of interest to majors in related departments. (For example, students majoring in neuroscience or psychology often take PHIL286.)

STUDENT LEARNING GOALS

The Major in Philosophy equips students with the following knowledge and skills:

- Open-minded learning and constructive, critical engagement with the ideas and values of others.
- Close reading to follow and evaluate paths of reasoning
- Recognizing alternative ways of framing and addressing a problem
- Knowledge and appreciation of multiple philosophical approaches, thinkers, traditions, and themes
- Appreciation of historical and cultural differences
- Recognizing connections across the philosophy curriculum and beyond
- Understanding how philosophical inquiry both relates to and challenges their own perspectives and priorities

Graduates will be well prepared for success in a wide range of careers and life paths, including but certainly not limited to graduate work in philosophy.

LANGUAGE REQUIREMENT

Knowledge of foreign languages is particularly useful for the study of philosophy and indispensable for serious study of the history of philosophy. It is therefore strongly recommended that students achieve reading fluency in at least one foreign language.

PRIZES

The Department of Philosophy annually awards the Wise Prize for the best paper written in philosophy in the current year. This prize is usually awarded to a senior thesis written in philosophy, but it is not restricted to philosophy theses.

TRANSFER CREDIT

Students who entered Wesleyan as first-year students may count up to two courses taken outside Wesleyan toward the 10 required to fulfill the major. These should be pre-approved by the student's advisor. Under special circumstances, such as a full year spent studying philosophy at a British university, it is possible to count more external credits toward the major. Students transferring into Wesleyan should review their academic histories with their departmental advisor as soon as possible to determine which will be counted toward the major requirements.

ADDITIONAL INFORMATION

Philosophy colloquia.

Every year the department arranges a series of public presentations of papers by visiting philosophers or Wesleyan faculty or students.

Majors Committee and Philosophy Club.

The department encourages its majors to attend departmental talks and social events. Students are also encouraged to organize student-led events and discussions.

HONORS

To qualify for departmental honors in philosophy, a student must achieve an honors level of performance in courses in the department, must declare the intention to work for departmental honors at the beginning of the senior year, must register for senior thesis tutorials in each semester of the senior year, and must write a thesis at an honors level. Theses must be submitted in accordance with Honors College procedures and will be judged by a committee made up of members of the department.

PHYSICS MAJOR

MAJOR DESCRIPTION

The Major in Physics equips students with an understanding of the fundamental laws that shape the universe and develops the skills needed to succeed in a technology driven society. Students develop competency in the main subject areas of quantum theory, electromagnetism and optics, thermodynamics and statistical mechanics, classical dynamics, and condensed matter physics. Preparation in mathematical and computational methods is an integral part of the program. Students are encouraged to consider faculty-mentored research, working collaboratively with other undergraduate and graduate students. Additionally, opportunities are available to work as a teaching assistant and to pursue advanced coursework in graduate courses.

The model Physics student is insatiably curious about the workings of the universe and has a healthy intellectual humility that enables them to learn through investigation. Students conduct experiments with precision, analyze the results, critically grasp deeper concepts, and communicate complex theories and real-world applications. Physics students are encouraged to cultivate an analytical mindset, strong quantitative aptitude, and the ability to understand complex mathematical models with the ultimate goal of expanding the boundaries of human knowledge through meaningful discovery. In addition, students should develop their communication skills for both technical and lay audiences.

Armed with problem-solving skills and a deep understanding of physics principles, Physics graduates have a wide range of career options in various industries. Example career paths include research and development, engineering, data analytics, computational science, education, finance and banking, medical physics, geophysics, and environmental science.

ADMISSION TO THE MAJOR

The appropriate course for each student depends primarily on their level of preparation and previous coursework. Prospective majors should consult with a member of the Physics faculty to determine their most suitable course of study. There are four common paths into the Physics major.

1. PHYS113 : A calculus-based introductory mechanics course requiring one semester of calculus, taken in either secondary school or in college, at or about the level of MATH121. A student who has had no calculus may take calculus during the first year, then PHYS113 in the first semester of the sophomore year, or they may take PHYS113 simultaneously with their first calculus course.
2. PHYS215/PHYS219: A vailable to first-year or other students who have had both integral and differential calculus at about the level of MATH121/MATH122 and a solid course in mechanics with calculus at the level of PHYS113.
3. PHYS116: Students from both of the above gateways merge into the electricity and magnetism course, PHYS116, in the spring. Students intending to major in physics should complete either track no later than the end of their sophomore year, preferably by the end of their first year. The PHYS113/PHYS116 sequence has associated laboratory courses, PHYS123 in the fall and PHYS124 in the spring. These sections are half-credit courses associated with the lecture courses. The laboratory course PHYS124 is required to enter the major.
4. PHYS213 : Exceptionally well-prepared students who have already mastered the material of PHYS113/PHYS116 should consult with a member of the Physics faculty to pursue this gateway to the major.

MAJOR REQUIREMENTS

The sequence of gateway courses describes the foundation for the core major courses.

By the end of sophomore year, students should complete the following courses:

PHYS113; PHYS116; MATH121; MATH122; MATH221; and MATH222. Students considering graduate work in physics should also complete PHYS213 and PHYS214 by the end of sophomore year.

Note: Completion of PHYS116 in your first year will add flexibility to planning for your major coursework.

Some advanced courses may not be offered every year, and you should plan accordingly.

To fulfill the major in physics, a student must complete eight lecture courses and two laboratory courses.

The lecture course requirements include four core physics courses which must be taken graded (A-F): PHYS213; PHYS214; PHYS316; and PHYS324. In addition, four elective lecture credits at the 200, 300, or 500 level are required. At least one of the elective courses must be a PHYS lecture course at the 300 level, usually PHYS313 or PHYS315.

The two required laboratory courses can be chosen from PHYS342, PHYS345, PHYS340, or a 1-credit research tutorial with a Physics faculty member. One of

the two laboratory courses must be an advanced experimental laboratory class, currently PHYS342 or PHYS345 , or an experimentally focused research tutorial.

Students planning graduate study in physics are advised to take a minimum of 14 credits at the 200 level or higher in physics, mathematics, and computer science. PHYS313, PHYS315, and PHYS358 are essential. The department strongly recommends PHYS565, MATH226, and MATH229. Graduate physics courses may be selected with permission, and experience in computer programming is extremely valuable.

Students not planning graduate study in physics and who are interested in applying their knowledge of physics to other areas of the curriculum may substitute up to two upper-level lecture courses from other departments. This must be done in consultation with the Physics Major advisor, and the selections must constitute a coherent, coordinated program of study. Substitution of more than two courses requires approval from the department. Preapproved tracks that may include electives from outside Physics are available here (https://www.wesleyan.edu/physics/tracksportal.html).

PHYSICS MAJOR REQUIREMENTS

COURSE CODE	COURSE TITLE
Gateway courses: The necessary foundation for the physics major.	
PHYS113	General Physics I
PHYS116 and PHYS124	General Physics II and General Physics Laboratory II
MATH221 or MATH223	Vectors and Matrices or Linear Algebra
MATH222	Multivariable Calculus
Core Courses: Four required courses which must be taken graded (A-F)	
PHYS213	Waves and Oscillations
PHYS214 (prerequisite MATH221 or MATH223. Math requirement can be taken concurrently)	Quantum Mechanics I
PHYS324 (prerequisite PHYS124 and MATH222)	Electricity and Magnetism
PHYS316	Thermal and Statistical Physics
Electives: Four credits from the following list of lecture courses.* **One of the four needs to be a 300-level physics course.**	
PHYS207	Introduction to Biophysics
PHYS215 (half credit)	Special Relativity
PHYS217	Nonlinear Dynamics and Chaos
PHYS219 (half credit)	Introduction to Contemporary Physics
PHYS313	Classical Dynamics
PHYS315	Quantum Mechanics II
PHYS358 (Pre-requisite PHYS315)	Condensed Matter Physics
Laboratory Courses:** Two laboratory courses	
PHYS342 (half credit)	Experimental Optics
PHYS345 (half credit)	Electronics Lab
PHYS340 (half credit)	Computational Physics
PHYS423/PHYS424 (1 credit)	Research Seminar, Undergraduate

* It is possible for elective credits to be substituted by upper-level lecture courses in other departments. This must be done in consultation with the physics major advisor, and the selections must constitute a coherent, coordinated program of study. Preapproved tracks that satisfy the elective lecture course requirement are available.
** One of the laboratory courses must be an advanced experimental lab, currently either PHYS342 orPHYS345.

COURSES FOR NON-MAJORS

The Physics department offers two two-semester survey courses covering many of the main subject areas of physics (mechanics, electromagnetism and optics, thermodynamics, and kinetic theory):

- PHYS111/PHYS112 uses less calculus and is often the choice for students studying physics for life science applications.
- PHYS113/PHYS116 uses more calculus and is the foundation for future work in physics, engineering, and related fields.

Associated laboratory courses, PHYS121/PHYS122/PHYS123/PHYS124, are also offered. Either of these two-semester course sequences (with the lab) typically satisfy the Physics requirement for admission to most schools of medicine, dentistry, or architecture. However, some graduate-level programs require a calculus-based series. It is recommended that students confirm the specific requirements with their prospective schools.

GENERAL EDUCATION

There are no General Education requirements imposed by the Physics Department for either the Physics major or honors in Physics. However, students should be aware that several forms of university honors do require completion of stage 2 general education expectations.

STUDENT LEARNING GOALS

Physics majors acquire the following knowledge and competencies:

- Application of precision and predictive mathematics to expand the description of natural phenomena
- Observation of physical phenomena through experimentation and research
- Determining the relevant parameters to quantify a complex system
- Open-ended problem-solving skills
- Quantum theory
- Electromagnetism and optics
- Thermodynamics

- Statistical mechanics
- Classical dynamics
- Condensed-matter physics
- Mathematical and computational methods

Students will demonstrate their knowledge and abilities through research projects, critical analysis papers, participation in class discussions and collaborative group work, and multi-media presentations. Written exams, peer review, and self-assessment will also evaluate their class performance.

STUDY ABROAD

Study abroad provides Physics majors an opportunity to gain appreciation of their potential as citizens of the world scientific community. Careful planning in consultation with a Physics advisor is recommended to determine the optimum semester for a study abroad experience, and to ensure that requirements for the major can be fulfilled.

ADVANCED PLACEMENT

Students may receive a maximum of two AP Physics credits if they have obtained a score of 5 on the AP Physics C, Mechanics exam, or the AP Physics C, Electricity and Magnetism exam. Special regulations apply to other Physics credits. Please check with the registrar or a departmental advisor.

PRIZES

Bertman Prize - Awarded to a senior majoring in physics who emulates the qualities that made Bud Bertman a valuable friend and respected colleague, e.g., physical insight and intuition, enthusiasm, resourcefulness, perseverance, and eagerness to help others.

Van Dyke Prize - Awarded to students majoring in physical science who show outstanding academic achievement and a promise of productivity in a professional career.

Outstanding Contribution to Science Education Award - Awarded to a senior who has demonstrated exceptional skills as an undergraduate course assistant.

Johnston Prize - In recognition of those first-year students or sophomores whose performance in their first two semesters of physics shows exceptional promise.

TRANSFER CREDIT

Up to two registrar-approved outside credits for physics courses may be applied toward the Physics major from another institution. Prior permission must be obtained from both your Physics advisor and the departmental liaison, Professor Brian Stewart (bstewart@wesleyan.edu), to ensure the creditability of the specific courses.

RELATED PROGRAMS OR CERTIFICATES

Dual-degree programs in science and engineering.

Wesleyan maintains dual-degree programs with Columbia University, the California Institute of Technology, and Dartmouth College for students wishing to combine the study of engineering with a broad background in the liberal arts. For all options, participating students receive two degrees: a BA from Wesleyan and a BS or BE in engineering from our partner school.

- The “3-2 program”: Students spend their first three years at Wesleyan, followed by two years at the engineering school. At the end of the fifth year —after completing all degree requirements from both schools—students receive the two bachelor’s degrees. During the first three years, prospective 3-2 students complete the minimal requirements of their elected Wesleyan major and, in addition, fulfill science and mathematics requirements for the first two years of the engineering school and engineering major of their choice. During the two years at the engineering school, students follow the regular third- and fourth-year curriculum in their selected engineering field. During that time, other courses may also be taken to satisfy the degree requirements of Wesleyan and/or the engineering school.
- The “4-2 option,” offered by Columbia University. Students complete four years at Wesleyan before pursuing an engineering degree.
- The “2-1-1-1” option is offered by Dartmouth University. Students spend their junior year at Dartmouth, returning to Wesleyan for their senior year and graduation. A fifth year is at Dartmouth required to finish their engineering degree.

Contact the dual-degree advisor for further information and consult with your class dean to ensure that you can meet all Wesleyan University requirements for graduation.

ADDITIONAL INFORMATION

The Physics department encourages students to become creators of physics knowledge through faculty-mentored research or by arranging independent research tutorials. Research can be experimental or theoretical and may culminate in a senior honors thesis or a peer-reviewed publication. Students planning to write a senior thesis should begin research no later than their junior year and continue through the summer into their senior year. Faculty research expertise includes quantum computing, soft condensed matter physics, computational materials science, charge transport in photovoltaic devices, fluid dynamics, laser plasmas, spectroscopy, collision studies of excited atoms and molecules, wave transport, and photonics. Many students also utilize Wesleyan’s shared high-performance computing facilities for their research.

Opportunities are also available to serve as a teaching apprentice or course assistant, which many students find to be a stimulating way to improve their understanding of physics fundamentals. Serving as a course assistant is also an excellent opportunity to develop communication skills and learn the art of teaching.

The Cady Lounge provides a community space where students can study, discuss physics, and connect with peers. Additionally, there is a study area in the science

library (the “STEM zone”) where students in introductory courses can get help and collaborate.

Colloquia: This seminar series features distinguished scientists from other institutions who present lectures on their research findings. Seminars are usually held on Thursdays at noon in Exley 058 and are open to all members of the university community. Students may enroll in the colloquium course for credit.

Topical Seminars: The department hosts weekly seminars highlighting cutting-edge research in various areas, including condensed matter physics and atomic and molecular physics. These seminars include student-led research presentations, discussions of recent research literature, and advanced topics selected collaboratively by faculty and students.

Society of Physics Students (SPS): SPS is a national association of undergraduates interested in sharing their physics experiences. Wesleyan’s SPS chapter meets to support each other in the scientific community, plan department activities, and pursue community outreach. The chapter mentor is Professor George Paily (gpaily@wesleyan.edu).

BA/MA PROGRAM

This is a curricular option for those students who, along with their research mentor, desire an intensive research experience that an additional year of study can afford. During the additional year, the student will complete additional coursework and write an MA thesis based on original research. Interested students should consult their research mentor as early as possible.

HONORS

Honors candidates in Physics must submit a thesis describing the investigation of a project carried out by the candidate under the direction of a member of the Physics department. The candidate must also have attained a minimum average of B (85.0) for honors and B+ (88.3) for high honors in the eight lecture courses applied to the major (except those taken in the final semester of the senior year). Honors status is recommended by the faculty thesis readers and confirmed by the department.

CAPSTONE EXPERIENCE

The Physics department offers the following capstone experiences:

Two-semester senior thesis
Seminar in atomic and molecular physics (PHYS507/PHYS508)
Seminar in condensed matter physics (PHYS505/PHYS506)
Seminar in theoretical physics (PHYS509/PHYS510)

Physics Colloquium (PHYS521/PHYS522)

PSYCHOLOGY MAJOR

MAJOR DESCRIPTION

Psychology is the scientific study of behavior, mind, and brain. We seek to understand how people think and act, both as individuals and in groups. The department has 18 faculty providing expertise in six subareas of study: cognitive, cultural, developmental, social, psychopathology, and neuroscience. Features of the major include foundational courses, training in statistics and research methods, small advanced seminars, and opportunities to conduct original research.

ADMISSION TO THE MAJOR

Students wishing to declare a major in psychology should prepare as early as possible. Declaration must be done in the second semester during sophomore year. Thus, by the end of the first semester in the sophomore year, students should have completed all requirements for entry into the major.

At the time of application, a student must demonstrate that he or she (1) has taken two full-credit courses in the field of psychology at Wesleyan and received a B or higher in each course; (2) has completed the introductory psychology (or a replacement breadth course that allows an AP or IB credit in place of introductory psychology), research methods, and introductory statistics (these same courses may be used to fulfill the first requirement as well); and (3) has fulfilled the University’s stage I General Education Expectations.

MAJOR REQUIREMENTS

Ten full-credit psychology courses and General Education Expectations stages I and II are required for completion of the major. Nine of the 10 credits required for the major must be taken for a grade. Courses in introductory psychology and introductory statistics must be taken for a grade. Required elements of the major are introductory psychology (one credit), an introductory statistics course (one credit), research methods (one credit), one breadth course from each of three areas of psychology (three credits), a specialized course (one credit), and three additional elective credits that can come from any courses and tutorials associated with the major. All courses must be completed by the end of the senior year.

INTRODUCTORY PSYCHOLOGY

PSYC105, a lecture class that provides a broad overview of the field, is required for the major and should be taken in the first or second year. The course must be taken graded if used for the major. One can alternatively transfer a psychology AP or IB credit in place of this course (see the Advanced Placement section). Only one can be counted toward the major.

INTRODUCTORY STATISTICS

A psychological statistics course provides an introduction to data analysis in psychology. PSYC200, PSYC201, or PSYC280 is typically used to fulfill this requirement, but ECON300 and MATH132 are acceptable as well. The course must be taken graded if used for the major. A course in introductory statistics should be taken in the first or second year (some research methods courses require statistics as a prerequisite). Only one can be counted towards the major.

RESEARCH METHODS

A research methods course trains specific skills for evaluating and performing research. Research methods courses are numbered **PSYC202-219**. A 200-level course in research methods should be taken in the first or second year (some research methods require statistics as a prerequisite).

BREADTH REQUIREMENT

Students are expected to develop knowledge across the entire field of psychology. Toward this goal, students must choose a minimum of one course from each of the three columns below. These breadth courses (numbered **PSYC220-279**) can be taken throughout one's four years. When possible, a student should start with breadth courses of particular interest so that he or she can later do more advanced work in these areas. One course from each of the following areas: 1) cognitive/neuroscience; 2) developmental/clinical; 3) social/cultural. Please see our Psychology Majors Manual (https://www.wesleyan.edu/psyc/about/psyc_manual.pdf) for a list of courses by area.

SPECIALIZED

These courses (**PSYC311-399, excluding PSYC395**) aim to ensure that students study at least one subfield of psychology in depth. These courses have a variety of formats, including seminars (**PSYC311-369, excluding PSYC395**) and advanced research labs (**PSYC370-399**), and admission is typically by permission of instructor. A student must take at least one specialized course that deepens the knowledge she or he gained in a breadth course.

ELECTIVES

To reach the 10 course credits necessary for the major, one may count any other courses, tutorials, or teaching apprenticeships offered by the department or creditable to the major. Exceptions include: (A) only one introductory psychology course; (B) one introductory statistics course (PSYC200, QAC201/PSYC280, ECON300, or MATH132); (C) no more than two teaching apprenticeship tutorials; and (D) four tutorials (or six including senior thesis tutorials). The teaching apprenticeship can be repeated with the same course number. For electives, two half-credit courses may be used in place of one full-credit course. Some courses (cross-listed with psychology or hosted in other departments) can be used as electives for the major but fulfill no other requirements and cannot be used for admission to the major. See Department Majors Manual (http://www.wesleyan.edu/psyc/about/major_guides.html) for details.

COURSES FOR NON-MAJORS

PSYC105 is appropriate for non-majors.

GENERAL EDUCATION

Stage I General Education Expectations must be satisfied at the time of admission to the major (six different departments, please refer to WesMaps for Gen Ed Area Dept.). Fulfilling stage II General Education Expectations is required for completion of the major.

STUDENT LEARNING GOALS

The psychology department learning goals are organized by four objectives:

Objective 1: Knowledge Base in Psychology

- To understand and interpret basic theoretical perspectives, scientific principles, and empirical findings in three major content areas of psychology: (1) neuroscience and/or cognition, (2) psychopathology and/or developmental psychology, and (3) social and/or cultural psychology.
- To learn how to formulate research questions and conduct psychological studies.
- To obtain skills in statistical and data analysis techniques, quantitative and qualitative, and apply these techniques to psychological studies.

Objective 2: Scientific Inquiry and Critical Thinking

- To critically assess scientific methodologies in psychology, including:
  - understanding hypothesis formation;
  - applying standardized, reliable, and valid outcome measures;
  - applying sound data-analytic techniques; and
  - appreciating the importance of conducting research with samples that reflect the diversity of human experience, behavior, culture, and populations, including participants of color, women, LGBTQ+ people, individuals with disabilities, and other groups that have historically been underrepresented or marginalized in psychological research.
- Integrate knowledge and methodologies across different kinds of observation in the study of human behavior and mental processes, including social, cognitive, perceptual, and biological processes, as well as influences of culture and gender.
- Identify, understand, and address the ways that psychological research has been and often continues to be rooted in white sociocultural norms.

Objective 3: Ethical and Social Responsibility

- Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.
- Critically evaluate relations of psychological and behavioral knowledge with social policy, public health, and clinical practice.
- Use psychological knowledge to clarify social disparities, and to promote human well-being and change in a multicultural and global context.
- Endeavor to make psychology more inclusive, including practices that help dismantle systemic and structural forms of racism in psychological science, training, and applied settings.

Objective 4: Communication

- Acquire effective communication skills by disseminating research findings through skill-building in oral expression and expository writing.

STUDY ABROAD

For students in the **class of 2025, 2026, or 2027** planning to study abroad, the Department Advising Coordinator, Prof. Sarah Carney, handles preapproval requests for psychology major transfer credits. You can reach her at scarney_at_wesleyan.edu, 860-685-4976. Her office hours are available on her faculty website. It is highly recommended to obtain preapproval for a course before taking it.

Starting with the class of 2028, the Psychology Department encourages students to learn about cultures outside the United States through study abroad, but courses taken abroad cannot be used to satisfy psychology major requirements.

Study Abroad Course Approval. For students in the **class of 2025, 2026, or 2027**, study abroad courses must be submitted through WesPortal. For students in the class of 2027 and earlier, up to two credits can be transferred from study abroad programs. **Starting with the class of 2028,** study abroad courses will only count toward university credit and not the psychology major.

ADVANCED PLACEMENT

Students who receive a Psychology AP score of 4 or 5 or an IB (International Baccalaureate) score of 6 or 7 and complete a full-credit breadth requirement course **(PSYC220-279)** with a grade of B or better, can receive one credit for the AP/IB score. This credit will replace the introductory course requirement *only* if it appears on the Wesleyan transcript after completing the necessary breadth required course.

AP scores are posted in students' Placement Score and Recommendation link in WesPortal. To have the prerequisite for PSYC105 based on the AP score, students need to have their AP score on file with the University before preregistration begins for the upcoming semester. Once the breadth requirement course is completed, students go through their WesPortal to submit a request to post it on their transcripts. (If the AP is not in the folder, students should contact the Registrar's office.) This will also allow the preregistration system to automatically grant a prerequisite override for courses in which PSYC105 is required. All requests and actions regarding AP score and credit should be done through the Placement Scores and Recommendations link in WesPortal. For IB credit, contact the Dean's Office to have it transferred.

AP/IB credits count as transfer credits. AP/IB credits apply towards oversubscription. The AP/IB credit counts as the one non-graded course allowed towards the major. AP/IB credits may not be used towards major admission.

LANGUAGE REQUIREMENT

No language requirement.

TRANSFER CREDIT

The only credits that can be applied to the psychology major from other schools are credits that the University has authorized from a transfer student's previous full-time institution and that have been approved by the Psychology Department Advising Coordinator, Sarah Carney.

Transfer students should request that the Registrar's Office or their class dean send a copy of their previous institution's transcript to Prof. Carney for review of psychology courses toward the major. For transfer students, a maximum of three transfer credits can be counted towards the major.

For students in the **class of 2025, 2026, or 2027** taking courses at domestic institutions, up to two credits may be transferred towards the major.

Transfer Credit Course Approval. To request transfer credit approval, email the advising coordinator with:

- A course description from the university's catalog
- The syllabus
- The purpose of the course
- The transferable credit amount to Wesleyan
- The class year
- The Permission to Transfer Credit form from the Office of Student Affairs

RELATED PROGRAMS OR CERTIFICATES

Concentrations: Students are not obligated to do a concentration within psychology, and the vast majority of students do not specialize in a particular area. However, we do have two concentrations within the major—in cognitive science and in cultural psychology. These are essentially ways of traversing the major (with a few additional courses) for students who would like to organize their coursework around either of those two themes. Concentrations are not declared at major declaration. Rather, a requirements worksheet for each concentration is to be turned in by early February in the second semester of the senior year. Students who successfully complete the requirements will receive a departmental certificate indicating completion.

- **Cognitive Science Concentration.** Cognitive science is the interdisciplinary study of mental processes. Many areas of psychology contribute to the study of cognitive science, including cognitive psychology, developmental psychology, and cognitive neuroscience, fields that most typically use scientific research methods to study human mental processes. Beyond psychology, scholars use diverse methods to study mental processes in humans and nonhumans, including fields such as philosophy of mind, neuroscience and behavior, artificial intelligence, linguistics, education, and others. The focus of coursework within our department involves understanding the mental and underlying neural processes involved in areas such as human perception, attention, memory, language, and reasoning; as well as the development of these processes over the life span. Participation in laboratory research is expected. See the Cognitive Science Concentration Form (https://www.wesleyan.edu/psyc/about/major_guides.html) on the department website for requirement details.
- **Cultural Psychology Concentration.** Cultural psychology considers how the vast domain of culture and society is studied by psychologists, how cultural dynamics influence individuals, and how cultural practices define the various psychologies we practice. Many areas within psychology contribute to the study of cultures, including psychological measurement; social psychology, both experimental and qualitative; clinical psychology; developmental psychology; historical psychology; and cultural psychology. Beyond psychology, scholars in allied human sciences contribute to better understanding the dynamic relation of culture and psychology. Methods and theories abound in culture and psychology. Some focus on comparative research, others on ways of bringing the presence of underrepresented populations into scholarly projects, and some examine socio-political differences both between and within societies. While investigating social structures such as race, ethnicity, religion, gender, sexuality, and class is often central to works in this area, also of importance is understanding how such forces come to manifest themselves within the field of psychology and in our collective psychologies. See the Cultural Psychology Concentration Form (https://www.wesleyan.edu/psyc/about/major_guides.html) on the department website for requirement details.

BA/MA PROGRAM

The psychology department offers the BA/MA degree program. Wesleyan non-psychology students can apply to the program to work under the mentorship of a psychology faculty. For more information, please visit the Office of Graduate Student Service (https://www.wesleyan.edu/grad/graduate-programs/bama_program.html)s (http://www.wesleyan.edu/grad/).

HONORS

By the beginning of their spring semester junior year, psychology majors who have earned at least a B+ average in all psychology courses and at least a B average in all non-psychology courses are eligible to pursue honors in psychology by writing a thesis. A student must have a faculty advisor to write a thesis. An advisor should be secured by spring of the junior year through discussion with appropriate faculty. Honors will be awarded only if both the advisor and a second faculty reader evaluate the thesis worthy of honors.

CAPSTONE EXPERIENCE

Students interested in research opportunities are encouraged to develop statistics and research methods skills as early as possible, to develop broad knowledge in the research area of interest, and to then apply for permission of the instructor to enroll in an advanced research seminar. Speaking with individual faculty members about research opportunities that might be available in their labs is also appropriate.

RELIGION MAJOR

MAJOR DESCRIPTION

The Major in Religion (RELI) provides students with a cross-cultural, interdisciplinary, and critical exploration of various religious experiences and expressions. In addition to coursework that demonstrates the power and limits of some approaches to studying religion, students will analyze practices of interpretation, systems of belief, and patterns of religious behavior. Studies include the history of religious traditions; the effects of religion in society; the ways religions can form collective identity through race, nationalism, gender and sexuality, class, caste, language, and migration; and various forms of religious phenomena such as myth, ritual, texts, and theological and philosophical reflection. Students are encouraged to study an ancient and/or modern foreign language to consider study abroad opportunities.

Students of religion are open-minded and intellectually curious, able to consider different belief systems with empathy, cultural sensitivity, and ethical awareness.

Religion majors will cultivate valuable skills, including the ability to interpret and analyze social and cultural systems, to analyze texts critically, and to craft arguments in a variety of genres. Graduates are prepared to continue their studies in a graduate program or pursue a wide range of careers in fields such as education, media, business, law, medicine, politics, non-profits, advocacy, ministry, and many others.

ADMISSION TO THE MAJOR

To enter the minor, students should submit a request via the Major/Minor/Certificate Declaration link in their portfolio.

All majors are required to take RELI151. This introductory course is taught every semester. Majors are required to take it before the end of their junior year. It is strongly encouraged that students take RELI151 in their first two years at Wesleyan.

MAJOR REQUIREMENTS

The Department offers various categories of courses through which students organize their curriculum of studies. Please note that some courses fit more than one category; check the “additional requirements and/or comments” section of the WesMaps listing for a course’s official designation(s). Most courses are open without prerequisites.

- **RELI151.** The purpose of this course is to introduce students to the academic study of religion. It is not designed to survey the religions of the world or present an overview of global religious diversity. Rather, it uses a series of empirical case studies to explore methodological and theoretical issues in the study of religion by examining (1) the various intellectual tools used in religious studies; (2) the social, political, economic, and cultural context of those tools; and (3) the debates arising from their use. Students majoring in Religion must receive a B- or higher in this course.
- **Historical Traditions courses.** Many courses in the Department deal with the historical content of major religious traditions such as Buddhism, Christianity, Hinduism, Islam, and Judaism, as well as secular, shamanic, Afro-Caribbean, and classical and modern Chinese traditions. These courses examine the texts, histories, institutions, and rituals of these religions.
- **Method and Theory courses.** These courses review and critically analyze methods, theories, and strategies employed by scholars of religion. Method and theory courses include the Religion Majors Colloquium (RELI398), which is required of all majors and to be taken in the junior year. The task of this course is to reflect upon the theoretical and methodological pluralism in the field of religious studies with the opportunity to apply these theories and methods to specific texts, concrete issues, or other cultural formations.
- **Additional Courses.** These are drawn from any of our course offerings, including those that examine specific problems, questions, or themes that intersect with the study of religion, such as gender, race, politics, sex, law, science, and colonialism. They may focus on one religious tradition or draw comparatively between traditions, but all are intended to provide tools for exploring and analyzing historical and contemporary phenomena.

Completing the Major

To complete a major in religion, students are required to take a minimum of 11 courses (10 credits + the .25-credit capstone, with a maximum of 15.25, including thesis credits). Students may count no more than two courses originating outside the Department (i.e. cross-listed from another department or from Study Abroad) towards the major.

The courses are distributed as follows:

- RELI151.
- Four Historical Traditions classes in at least three different traditions.
- Two Method & Theory courses, one of which must be RELI398.
- Three additional courses, which may be drawn from any of our course offerings. Alternatively, the student can include one Hebrew course (HEBR202 or higher) or a different fourth-semester language course with substantial religion content (see the Language section below).

- RELI404 (.25 credit), a capstone exploration of your work in the major to be taken during the spring of senior year.

Note: Although some courses may fit more than one category, they may not be included more than once in the overall count of courses taken.

STUDENT LEARNING GOALS

Our students are trained in cross-cultural, interdisciplinary, and critical approaches to the study of religion. They are expected to understand the power and limits of these approaches to the study of religion, and to demonstrate the ability to analyze practices of interpretation, systems of belief, and patterns of religious behavior. Each student will develop critical reading, writing, and research skills, and apply these to topics in the history, philosophy, and ethnography of religious traditions, including the effects of religion in society; the imbrication of religion with science and secularism; and the ways religions can form collective identity through race, nationalism, gender and sexuality, class, caste, language, and migration. They will demonstrate these skills relative to various forms of religious phenomena such as myths, rituals, and texts.

STUDY ABROAD

The Department enthusiastically encourages students to study abroad and will count up to two courses taken outside Wesleyan toward the major.

LANGUAGE REQUIREMENT

Religion majors are strongly encouraged to develop knowledge in an ancient and/or modern foreign language. One upper-level Hebrew course (202 or higher) can count toward the major as a tenth course. Language courses besides Hebrew (such as Arabic, Sanskrit, etc.) can count toward the major once approved by the Department chair. Such a course should be the equivalent of a fourth-semester language course, whose syllabus includes at least one-third religion content. For example, the course might look at religious writings, it might address some aspect of the role of religion or religious groups in society, or it might explore debates about religion, secularism, or modernity.

HONORS

Religion majors with a B+ (88.3) average in the Department may choose to write a senior honors thesis. Candidates for honors must submit to the Department chair a two- to three-page proposal abstract and bibliography by the last Friday of April of their junior year. The proposal should be a description of the intellectual problem of the thesis and the method to be used (whether it will be historical, ethnographic, etc.). Students should list three faculty members who would make good thesis tutors, in order of preference. The Department will determine which theses will move forward with which faculty and may reject some proposals. Students will be notified of the Department's decision before classes end in May. A student must be general education stage 1-compliant by graduation to be awarded honors or high honors. A passing grade, honors, or high honors will be awarded after a student's work has been presented to the Department.

In lieu of a traditional thesis, students with significant experience in a creative art form or medium may opt to pursue a creative thesis project. Such a project will consist of a combination of artistic production (music, art, theater, dance, film, etc.) and a written, substantive, analytic essay reflecting on the process and intention of the artistic production. The goal is to explore a religious studies question through artistic practice, while maintaining the analytic rigor expected of a more traditional written thesis. In order to be approved for a creative thesis project, a student must demonstrate significant coursework or other training in the creative medium chosen, and must have a thesis mentor in the relevant Department, in addition to a thesis mentor in Religion. There is no expectation that the student must submit the thesis for credit in two Departments, although double majors may choose to do so.

Creative thesis projects will go through the same approval process as traditional theses, are eligible for departmental honors, and are subject to the same deadlines. The student must find an advisor willing to supervise the artistic portion of the project before submitting their proposal to the Religion Department for approval. The project proposal should take the same format as that of a traditional thesis, as outlined above. The student will register for a variant of the thesis tutorial REL 409C/410C, which will list both the religion advisor and the creative advisor as instructors. If the student is submitting the project in both departments, they can opt to register for one thesis tutorial in Religion during one semester and another thesis tutorial in the secondary department during the other semester.

Details about proposing and writing a Senior Honor Thesis may be found here (https://www.wesleyan.edu/religion/formajors/thesisguidelines.html).

CAPSTONE EXPERIENCE

Assessment Portfolio and Capstone Symposium. During their time in the major, students will assemble a portfolio of three papers (at least four pages in length each) that they have written in the Department: one from the introductory course (RELI151), one from the Majors Colloquium (RELI398), and a third of their choice that was written in their junior or senior year. Taken together, these papers should give evidence of the development of the students' learning, as well as their command of critical, analytical, and interpretative skills.

In the drop/add period of the spring term, all senior majors enroll in a .25-credit pass/fail tutorial (RELI404), for which they will write a three- to four-page paper reflecting on the portfolio of papers they have assembled and perhaps on other work in the Department. This paper allows students an opportunity to assess the arc of their intellectual development as a religion major. Papers will be submitted to the Department chair and distributed to faculty members for evaluation. In the spring semester, faculty and senior majors will meet for a symposium discussion of these self-assessments, to be followed by a festive meal.

ROMANCE STUDIES MAJOR

MAJOR DESCRIPTION

The Major in Romance Studies (RMST) enables students to develop a broad knowledge of two or more languages and cultures — those of Italy, France and the Francophone world, and the Hispanophone world —through a flexible, interdisciplinary program that combines coursework in several fields. Students explore literature, film and other art forms of various periods and regions to compare and gain insight into unique cultural modes of thought, expression, and creative achievement. Students improve their linguistic abilities in French and/or

Italian, and/or Spanish, become familiar with the cultural traditions, histories and politics of diverse civilizations and societies, and develop strong communications and critical skills, as well as the intercultural competencies to function effectively across cultures and work with people from different backgrounds. All RMST majors are strongly encouraged to spend at least one semester studying abroad in a Romance-language-speaking country.

The Romance Studies program prepares students to pursue careers in such diverse fields as education, media, politics, international relations, publishing, law, diplomacy, travel and hospitality, academia and the arts, including work in cultural institutions and heritage organizations.

ADMISSION TO THE MAJOR

Students qualify for this major with a grade of B or better in the following courses in their primary language or the equivalent: FREN215,ITAL111, orSPAN221; and a grade of B or better in the following courses in their secondary language or the equivalent: FREN112, ITAL111, or SPAN112.

MAJOR REQUIREMENTS

- Determination of a major (five courses in your primary language) and minor (four courses in your secondary language) focus.
- A minimum of two comparative projects. The idea is to suspend, for a moment, the nationalist assumption that languages and cultures exist in isolation from each other. Writers, artists, scientists, and businesspersons routinely cross borders and languages. We ask you to do the same in two short or long papers, to be completed at Wesleyan or during study abroad. A comparative project means simply that, in consultation with a course instructor, you will draw substantially on both your Romance Studies languages and cultures to explore a problem that interests you. We ask for two papers to encourage you to think comparatively from the primary viewpoint of each of your Romance Studies languages. We suggest you pursue this within courses you are taking anyway (including a senior thesis) because it need not require extra work--just a different way of thinking about work you must do regardless. The length is less important than the substance of your thinking. The project could be about border-crossing movements, reception, influence or adaptation, intertextuality, or dialogue between languages, literatures, and/or cultures. Or it could be an exploration of an issue that interests you (the environment, health care, urban planning, food, science, queer identities, fashion, etc.) in cross-cultural perspective, drawing on both languages and cultures. The projects may also be more informal or essayistic reflections (the equivalent of two short papers in length) on something significant you have learned or a perspective gained through study of two languages and cultures that you are unlikely to have learned through English only, a single foreign language, or another major. These essays may draw on work or study abroad or on the multiple courses you have taken at Wesleyan in your Romance Studies languages. They may be written in English or in one of your two languages. If you write in English you are expected to draw on sources in both languages.
- Nine courses at or above determined levels (FREN220, ITAL111, SPAN221) in two Romance languages.
- At least one course taken in both the student's primary and secondary languages in the student's senior year.
- Students are expected to earn a B or better in courses that count for the major. Students wishing to count a course with a lower grade toward the major are expected to consult with the chair of Romance Languages and Literatures (who will consult with the department) about it as soon as the grade is recorded.
- Courses must be taken for a letter grade, unless the student is also majoring in COL.

ADDITIONAL INFORMATION

- Study abroad is expected to take place on a Wesleyan-sponsored study-abroad program. Alternatively, students may, with the advisor's prior statement of support, study on another approved program. This practice is intended to promote the intellectual coherence of a major in which students acquire one language more recently than another.
- Students may petition their advisor for special permission to count take one course in English centered on the culture of their primary language towards the major.
- With the advisor's approval, students may satisfy the comparative requirement by way of coursework and/or written work conducted on a study-abroad program.
- Students whose primary language placement is higher than FREN215, ITAL112, SPAN221 are required to complete nine courses, two of which may be in English in the primary language's culture only.
- You may count up to three courses taken during one study abroad toward the major, and up to four courses if going abroad twice (once in each of your language of study). These courses may be taken in one or both of the major languages.
- Except in rare circumstances, students may not double major in any of the majors sponsored by the Romance Languages and Literatures Department: RMST, SPAN, FRST, ITST.
- Senior essays or theses must be comparative and involve the literatures and/or cultures of the student's major languages.
- Essay, thesis, and other (e.g., CA/TA) tutorials and language courses do not count toward the major, although they are encouraged.

STUDENT LEARNING GOALS

The Romance studies major provides students with the proficiency in two Romance languages (among French, Italian, and Spanish) to live, study, and work successfully in the corresponding French-, Italian-, and/or Spanish-speaking environments. They learn about their literatures and other cultural forms such as film and, through them, about their modes of thought, expression, and creative achievement. As a result, they improve their ability to communicate in French, Italian, and/or Spanish as well as their native language; become more adept at understanding other points of view; and learn to draw on a wide range of sources to stimulate their own creative and critical capacities. Students are encouraged to bring the resources of their two Romance cultures to bear together on problems that interest them, providing a depth of perspective unavailable in English only or a single foreign language. Finally, students explore the enormous cultural diversity of the French-, Italian-, and/or Spanish-speaking worlds through a flexible interdisciplinary program (often including study abroad) that can serve as the basis for future work or further academic or professional studies.

STUDY ABROAD

All majors are strongly encouraged to spend at least one semester studying abroad in a Romance-language-speaking country. In addition to Wesleyan's own programs in Bologna, Madrid, and Paris, there are currently Wesleyan-approved study-abroad programs in Argentina, Brazil, Cameroon, Chile, Colombia, Italy (Florence, Rome), Madagascar, Mexico, Cuba, and Senegal, among others. Wesleyan also sends one exchange student each year to the Institut d'Etudes

Politiques in Paris. Students who have strong academic reasons for wishing to participate in other programs may also petition the Fries Center for Global Studies for permission to do so. For information on the approved programs and the petition process, contact the Fries Center for Global Studies (http://www.wesleyan.edu/cgs/osa/).

ADVANCED PLACEMENT

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

LANGUAGE REQUIREMENT

Yes.

TRANSFER CREDIT

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

ADDITIONAL INFORMATION

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

HONORS

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

CAPSTONE EXPERIENCE

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

RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES MAJOR

MAJOR DESCRIPTION

The Major in Russian, East European, and Eurasian Studies (REES) provides students with a thorough, interdisciplinary understanding of contemporary Russia and other post-Soviet states, their culture, society, history, politics, and economic institutions. REES faculty specialize in the literature, history, politics, music, cinema, art, dance, and religion of this region. Students are expected to achieve an advanced level of fluency in Russian or another language of the region and learn to work with target-language sources and media to conduct original research in their chosen area of specialization. Study abroad in the region is encouraged when appropriate.

Students drawn to the REES major bring an interdisciplinary orientation, strong critical thinking and analytical abilities, and a curiosity about learning languages. They may have a cultural interest in the region's rich history, literature, or artistic traditions. Alternatively, they may want to focus on the role of this region--as it transformed from the Russian Empire to the Soviet Union and to its successor states--in global affairs and the worldwide economy.

The REES major can provide insights into different worldviews and social systems, preparing graduates for advanced study or careers in research and cultural analysis, education, law, artistic production, diplomacy and public service, business, and communication.

ADMISSION TO THE MAJOR

Students normally declare a major in Russian, East European, and Eurasian Studies in the spring of sophomore year. Interested students should begin their study of Russian language as early as possible and should consult a REES faculty member before declaring the major. To be accepted into the program, students must have a minimum overall average of B in courses related to the major.

MAJOR REQUIREMENTS

There are two possible concentrations in the REES major.

- Language, literature, and culture. Majors must complete RUSS 101, 102, 201, 202, and one 300-level course conducted in Russian or the equivalent, as well as five more courses, three of which must be in literature & culture and two of which must be in social sciences. If a student places out of one or more semesters of language, they must take enough courses in REES to add up to a total of 10. For example, a student who places out of two semesters of first-year Russian would take two more semesters of language, one 300-level course conducted in Russian, plus seven more courses.
- Social sciences. Majors must complete RUSS 101, 102, 201, 202, or the equivalent, as well as six more courses. These courses must include at least three in the category of social sciences and at least two in the category of literature & culture. If a student places out of one or more semesters of language, they must take enough courses in REES to add up to a total of 10. For example, a student who places out of two semesters of first-year Russian would take two semesters of language plus eight more courses.

Students who wish to fulfill the language requirement by studying a language of Eastern Europe or Central Asia other than Russian may do so, subject to approval by the chair.

REES COURSES

Code	Title	Hours
Social Sciences		
GOVT274	Russian Politics	1
RELI225	Socialist Utopias: Transcendence and Religion in Communist States	1

RELI225F	Socialist Utopias: Transcendence and Religion in Communist States (FYS)	1
RELI271	Secularism: Godlessness from Luther to Lenin	1
RELI239	Modern Shamanism: Ecstasy and Ancestors in the New Age	1
RELI289	Indigenous Religions: Politics, Land, Healing	1
HIST151	Introduction to History: The "Russian World" Past and Present	1
HIST219	Russian and Soviet History, 1881 to the Present	1
HIST318	The Politics of Death: The Living, the Dead, and the State	1
HIST353	The Communist Experience in the 20th Century	1
RELI299	Imagining Communities: National Religions and Political Rituals	1
HIST395	"If there is no God, then everything is permitted?" Moral Life in a Secular World	1
Literature and Culture in English		
MUSC121	Queering Russian Music	1
MUSC296	Soundscapes of Islam	1
MUSC297	Music of Central Asia: From Throat-singing to Heavy Metal	1
REES205	Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel	1
REES208F	Otherness & Belonging (FYS)	1
REES220	Speak, Memory: The Russian Memoir	1
REES223	After Communism: Animals, Avatars, Hybrids	1
REES224	Performing Russian Culture: From Peter the Great to the Russian Revolution	1
REES233	Introduction to Russian and Soviet Cinema	1
REES235	Queer Russia	1
REES240F	Russian Masterpieces: Great Short Works (FYS)	1
REES251	Dostoevsky	1
REES252	Tolstoy	1
REES254	Nobel Laureates: The Politics of Literature	1
REES255	Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe	1
REES256	The Soviet Century	1
REES267	Parody: Humor, Artistic Evolution, and Restoration of the Sacred	1
REES268	Nabokov	1
REES276	Contemporary Russian Literature	1
REES277	Gogol and His Legacy: Witches, Con Men, and Runaway Noses	1
REES279	Chekhov: Prose vs. Drama	1
REES321	Moscow/Berlin: Dreamworld and Catastrophe	1
Courses Conducted in Russian		
REES260	Dostoevsky's BRAT'IA KARAMAZOVY	1
CGST234	Introduction to Russian and Soviet Cinema (CLAC.50)	0.5
CGST330	Reading Tolstoy in Russian (CLAC .50)	.5
CGST350	Twentieth-Century Russian Poetry (CLAC .50)	.5
CGST352	The Communist Experience in the Soviet Union (CLAC.50)	.5
Language		
RUSS101 & RUSS102	Elementary Russian I and Elementary Russian II	3
RUSS201 & RUSS202	Intermediate Russian I and Intermediate Russian II	2

STUDENT LEARNING GOALS

The major in Russian, East European, and Eurasian studies is designed to provide students with a thorough understanding of contemporary Russian culture and society, its history, its political and economic institutions, and its place in the world. At the end of their studies students should have achieved an advanced level of fluency in the language and should be able to work with Russian sources to conduct original research in their chosen area of specialization. They should be able to read or watch Russian media and understand the historical and cultural references that frame Russians' understanding of their world. Students should also have a basic familiarity with the historical, cultural, social, and political developments of the other post-Soviet states beyond Russia and have the opportunity to explore these countries in more detail if they so desire.

STUDY ABROAD

Given the ongoing armed conflict in Ukraine, students should consult with the faculty about any plans for study abroad. Students may study in Eastern Europe or Central Asia as long as the program includes a language component. For a semester of study abroad on an approved program, four credits will count toward graduation, of which two will count toward the REES major. For a summer of study abroad on an approved program, two credits will count toward graduation, of which one will count toward the REES major.

LANGUAGE REQUIREMENT

Majors must complete two or three years of college-level Russian or the equivalent, depending on their major track. Minors must complete one year of college-level Russian or the equivalent.

PRIZES

Scott Prize, Priscilla Meyer Fund

HONORS

To qualify to receive honors or high honors in Russian, East European, and Eurasian studies (REES), a student must write a senior thesis that will be evaluated by a committee consisting of the tutor, a second reader from the REES faculty, and one additional reader either from REES or from the faculty at large. This committee makes the final decision on departmental honors. Only a two-semester senior thesis may be submitted for honors in REES.

CAPSTONE

No capstone is required. Available capstone experiences include study abroad, seminars conducted in Russian, and senior honors theses.

SOCIOLOGY MAJOR

MAJOR DESCRIPTION

The Major in Sociology enables students to develop new frameworks for analyzing social behavior and human relationships. From everyday life interactions to large-scale historical and structural transformations, sociology concerns itself with traditional and emergent social formations and institutions,. seeking insight into intersecting cultures and subcultures.

Students of sociology study a panoply of topics including social theory, social movements, critical media studies, sexualities, family, gender, race & ethnicity, education, inequality, work, leisure, healthcare, urban sociology, religious movements, philanthropy, political sociology, and sociological methods of knowledge production.

The Sociology major is animated by a commitment to critical consciousness that prepares students for a life of self-reflexivity and social awareness. It yields opportunities for creative work in many significant spaces of cultural production and a wide variety of contemporary media platforms. Students often find innovative ways to apply sociological modes of analysis to transformative work in fields as diverse as fashion, education, social policy, journalism, health care and law.

ADMISSION TO THE MAJOR

Students who wish to declare the major must have completed or be currently enrolled in SOC151 and have completed or be currently enrolled in one additional course:

- any Sociology Department course, or
- a sociologically relevant course approved by petition to the department

MAJOR REQUIREMENTS

Majors must complete a total of 10 courses in fulfillment of the major requirements.

- Three sociology department foundations courses
  - SOC151
  - SOC202
  - SOC212
- Four sociology department topical courses, including independent and group tutorials (**SOC220-SOC 402**, **SOC 411-412**)
  - Note: students who write sociology theses are only required to take three sociology department topical courses.
- Three additional topical courses from any combination of:
  - **SOC220**-**SOC402**
  - **SOC 411-412**
  - **SOC 465-SOC466** (education in the field)
  - Advisor-approved courses taken outside the Wesleyan Department of Sociology, including study-abroad credit, sociology-relevant courses at Wesleyan, and sociology courses taken at other institutions.

All sociology majors must enter their senior year having taken a minimum of three courses within the Wesleyan Department of Sociology. This includes at least one of the two required courses (SOC202 or SOC212).

Non-Department Major Credit
Three of the seven topical courses needed to complete the major can be completed outside the Sociology Department. These courses include study abroad courses, transfer credit, and courses taken in other departments at Wesleyan. The courses must be sociology-related and require approval from your major advisor. Majors can request a **maximum of three courses (or three credits)** from outside the department.

STUDY ABROAD

Study abroad is fully compatible with completing the major, but students who plan to go abroad for a semester are expected to discuss with their major advisors how such studies will fit into their overall academic program before finalizing their plans. Pre-approved study abroad courses can be transferred to the major as non-departmental major credit (up to 3 credits; see details in Major Requirements and Transfer Credit).

TRANSFER CREDIT

The Sociology Department will consider requests to transfer credit for graded sociology courses taken at other U.S. academic institutions. For currently enrolled Wesleyan students, these requests must be made during the first two weeks of the course the student is requesting a transfer credit. In the event that a course is no longer available or some other circumstance bars a student from enrolling in the pre-approved course, students must contact their major advisor to get permission to have credit for a different course transferred instead.

Along with the transfer credit form (available at https://www.wesleyan.edu/studentaffairs/forms.html), a course syllabus must be provided showing that the proposed course is equivalent to Wesleyan courses.

Students who began their studies at other U.S. academic institutions can have their credits transferred upon admission to Wesleyan, and these credits can apply to the major. Already enrolled students who began their studies at Wesleyan can only request to have topical or upper division transfer credit applied to the major, which can count toward the maximum of three sociology-related credits taken outside the Department to fulfill the major requirements.

ADDITIONAL INFORMATION

- **Major advising.** Each major is assigned a faculty advisor with whom the student works out a program of study
- **Education-in-the-field credit.** Students, whether majors or non-majors, seeking education-in-the-field credit must provide the department, in advance, with an acceptable prospectus of their work and assurance of professional guidance during the field experience. Students must submit research papers based on this experience. These papers should refer substantially to sociological literature pertinent to their field experience.

In planning their programs, students should examine the full list of WesMaps (http://www.wesleyan.edu/wesmaps) course offerings. Other information about the sociology major is available in the department office, 212 College St.

HONORS

The Department of Sociology offers a two-semester Honors Thesis Seminar (SOC 405-406) supervised by a member of the sociology department faculty who serves as thesis advisor for students enrolled in the seminar. Students selected for participation in the seminar work individually with the seminar advisor and meet weekly with other thesis writers in a process directed toward the formulation and production of an original piece of imaginative and sophisticated scholarship. Consideration focuses on the potential for successful completion of a project that is both creative and well-formulated.

The Sociology Department's yearlong Thesis Seminar proceeds in three stages:

Stage 1. To apply to write a Sociology Honors project, students will submit a brief proposal and a writing sample that will be used to evaluate a candidate's potential for successful completion of an Honors project.

- The proposal should present a topic for the thesis alongside a discussion of how the student intends to approach their study, what compels them to take on the study, and what kinds of knowledge of/or experience they bring to the work. This should include a discussion of scholarly texts relevant to the project but may also include other ways the student has come to be interested in the topic through experiences or creative texts. Proposals are understood to be preliminary and provisional. It is expected that the shape and topic of the project will change substantially over the course of the thesis writing process.
- The writing sample should be a completed work, selected by the student to reflect the student's best work, i.e., the work of which the student is most proud. The central considerations for evaluation of the sample are formal, not substantive and, as a result, the student writing can be drawn from any creative context, including but not limited to, coursework completed in Sociology or elsewhere. There is no prescribed number of pages required for the submission.

Students who wish to be considered for enrollment in the Honors Thesis Seminar will submit a PDF file of the writing sample by the end of the first week of April (5pm 4/7).

Applications should be emailed to Professor Abigail Boggs, aboggs@wesleyan.edu. Please include THESIS SEMINAR APPLICATION—all caps—in the subject line of the email.

Stage 2. In some instances, the petition process includes an interview, either on-campus or virtual, with the professor leading the seminar in order to explore tentative ideas for thesis topics and discuss the nature of the commitment required for completion of an independent Honors Thesis. Candidates will be contacted directly in order to schedule an interview.

Stage 3. Enrollment in the two-semester Thesis Seminar is managed as a POI course. Successful candidates will be formally enrolled in the seminar (and, thus, in the university-managed Honors College administrative system) during add/drop at the start of senior year.

Department faculty may also elect to work with a senior major toward completion of an honors thesis outside of the context of the Thesis Seminar. Independent thesis tutorials are established at the discretion of members of the sociology department faculty.

Double-filing theses

Double-majors who are completing honors theses/projects for another department on campus can request to have their thesis considered for honors in Sociology. In this case, the student must complete a thesis tutorial with a member of the Sociology Department for at least one semester their senior year.

CAPSTONE EXPERIENCE

Capstone (optional)

Students who qualify for the honors program may apply to write an honors thesis during the seventh and eighth semesters. See section entitled "Qualifying for Honors" for full information on the honors program.

THEATER MAJOR

MAJOR DESCRIPTION

The mission of the Theater Department (THEA) is to graduate self-empowered, well-informed, creative storytellers engaged in their communities. The Theater Department considers the critical and creative study of the theatrical discipline to be an essential component of a liberal arts education. Offerings include courses in **Theater Arts** (acting, design, directing, playwriting, stage management), **Theater Methods** (dramatic literature and criticism, performance studies, theater history), and **Technical Theater** (lab and hands-on technical production). Foundational coursework introduces theater techniques, theories, literature, and discourses. Advanced courses prepare students to articulate their visions of theater both on stage and in writing, and to engage in deep scholarly and artistic research. The department embraces a broad definition of theater and encourages artistic innovation.

The Theater department welcomes students who seek to develop a strong passion for expressing themselves or communicating about meaningful human issues through the artistic process. They are interested in developing their confidence and empathy, embodiment, and collaborative skills. Theater majors acquire many valuable and transferable career skills such as public speaking and presentation, teamwork, creative problem-solving, adaptability, emotional intelligence, time and project management, and attention to detail.

ADMISSION TO THE MAJOR

The theater department has created a wide array of options for students to begin their path through the study of theater in areas other than acting, such as playwriting, design, or performance practice.

The following chart details the Gateway Course Categories that must be completed or underway by the fourth semester in order to be approved as a theater major:

Degree type	Area of Study
Gateway Courses	
Technical Theater (0.5 CR)	THEA105 (One 0.5 credit in the technical aspects of scenic/lighting or costumes)
Theater Arts (1.0 CR)	This includes courses in the areas of design, acting, playwriting, advanced technical theater, and performance practice
Theater Methods (1.0 CR)	This includes courses in the areas of dramatic literature, theater history, criticism, applied theater and service learning.
	(See list of courses shown below)

MAJOR REQUIREMENTS

Theater Major Requirements *(These requirements are in addition to the Gateway courses)*

- Three (3) credits in **Theater Arts** courses, which must include one design course (THEA359 - set design, THEA383 - costume design, THEA360 - media design or THEA305 - lighting design). One credit (and only one credit) of Performance Practice* (THEA427/THEA428/THEA431/THEA432/THEA433/THEA435/THEA437) is also required for this category. One instance of the course THEA183 (The Actor's Experience) or THEA180 (Reading Plays for Production) may be counted towards the Performance Practice requirement (for .5CR).
- Two (2) credits in **Theater Methods** courses. Only one course may be 100-level.
- One (1) credit of **Technical Theater** (THEA329/THEA331/THEA335) earned in .25, .5 and 1.0 credit increments through participation in department production related positions.** These opportunities are posted on the Theater Department Virtual Callboard (https://bit.ly/CBLanding) throughout the year as projects/production needs develop.
- One (1) credit Theater Elective, which includes THEA courses and courses cross-listed with the department in all areas, including Technical Theater, Theater Arts, and Theater Methods. This will allow students to deepen their knowledge within an area of theater that they are interested in, or conversely to increase the diversity of courses that they take in the major during their time at Wesleyan. For this category, majors will need to select a course to count as their elective and submit that choice in their major certification form to be approved by their major advisor.

*Performance Practice credits are earned by participating in a Theater Department project (Mainstage or Capstone Productions) as a performer/actor, director, assistant director, stage manager, assistant stage manager, dramaturg, designer or assistant designer. Auditions and opportunity info for these will be posted on the Theater Department Virtual Callboard (https://bit.ly/CBLanding) throughout the year as projects/production needs develop.

**Beginning with the class of 2027: in order to be eligible for any senior capstone project, students must have completed their Technical and Performance Practice credits by the end of their junior year.

Total major program requirements: 2.5 credits (Gateways) + 7 credits = 9.5 credits

Code	Title	Hours
Theater Arts		
THEA110	Drafting for Theatrical Design	1
THEA125F	Performing Contemporary Playwrights (FYS)	1
THEA143	Gospel, Rap, and Social Justice	1
THEA145F	Clash of the Titans: Classical vs. Contemporary Voices in Theater and Film	1
THEA180	Reading Plays for Production: Conceiving for Performance	.5
THEA183	The Actor's Experience	.5
THEA185	Text & Visual Imagination: Introduction to Eco Design for Performance	1
THEA199	Introduction to Playwriting	1
THEA221	Rescripting America for the Stage	1
THEA222	Re-imagining Dante's Inferno: Social Justice and the Arts	1
THEA237	Performance Art	1
THEA239	Songwriting Workshop	1
THEA245	Acting I	1
THEA248	Ethical Design for Stage and Fashion	1
THEA259	Face the Blank Page	1
THEA265	Acting for the Camera: Film, Theater, and Television in the "Post"-Pandemic World	1
THEA265Z	Acting for the Camera: Film, Theater and Television in the Age of Zoom	1
THEA279	Music Theater Workshop	1
THEA281	Introduction to Directing	1
THEA284	Dressing the Imagination: From Page to Stage	1
THEA285	Acting II: It's All Greek to Me	1
THEA286	Solo Performance	1
THEA301	Immersive Theater: Experimental Design, Material Culture and Audience-Centered Performance	1
THEA305	Lighting Design for the Theater	1
THEA315	Stage Management	1
THEA319	Advanced Acting: Shakespeare/Shakespeare Deconstructed	1
THEA328	Breaking New Ground Residency: The Masses Are Asses Radio Play	.5
THEA345	Advanced Scene Study: Modern Times and the Old School World	1
THEA355	Voice & Movement for Actors: Embodying Imagery and Language into Acting Text	1
THEA359	Space Design for Performance	1
THEA360	Media for Performance	1
THEA381	Directing II	1
THEA383	Introduction to Costume Design for Performance	1
THEA384	Advanced Costume Design & Construction	1
THEA385	The Working Theatermaker: Acting Beyond the University	1
THEA385Z	The Working Actor: Acting Beyond the University	1
THEA386	Musical Theater Performance	1

THEA390	Performance Ensemble	1
THEA399	Advanced Playwriting: Long Form	1
THEA427	Theater Projects - Performance Practice	0.25
THEA428	Theater Projects - Performance Practice	0.25
THEA430	Theater Projects - Performance Practice	0.5
THEA431	Mainstage Production - Performance Practice	0.5
THEA432	Theater Projects - Performance Practice	1
THEA433	Mainstage Production - Performance Practice	1
THEA434	Applied Scenography: From Idea to the Stage	0.5
THEA435	Performance Practice in Design A	0.5
THEA437	Performance Practice in Design B	1
Theater Methods		
ENGL369	Performance Remains: Slavery in the Black Dramatic Imagination	1
FGSS353	Destroying the Audience: Limits of Performance and Representation in the Theater of (Non) Being	1
MUSC232	Instrument-Body	1
THEA114Z	Incarcerated Stories: Documenting In/Justice	1
THEA115	America in Prison: Theater Behind Bars	1
THEA135F	Documentary Performance: Theater and Social Justice (FYS)	1
THEA150	Introduction to Performance Studies	1
THEA150F	Introduction to Performance Studies (FYS)	1
THEA172F	Staging America: Modern American Drama (FYS)	1
THEA175F	August Wilson (FYS)	1
THEA202	Greek Drama: Theater and Social Justice, Ancient and Modern	1
THEA203	Playing in the Theater Archive: An Introduction to Performance Studies	1
THEA204	A Nation and its Theater: Cultural and National Identity in Performance	1
THEA210	Shakespeare	1
THEA215	Latinx Theater in the U.S.: Analysis & Performance	1
THEA216	Performance Curation as Relational Praxis	1
THEA217	Performing Democracy: Theater, Activism, and Community Engagement	1
THEA231	Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage	1
THEA232	Instrument-Body	1
THEA233	All Ah We: Contemporary Afro-Caribbean Drama & Performance	1
THEA235	Writing on and as Performance	1
THEA236Z	Writing the Body	1
THEA238	The Intercultural Stage: Migration and the Performing Arts in the Hispanic World	1
THEA243	Chinese Theater and Drama	1
THEA254	The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde	1
THEA261	Sites of Resistance & Memory: Theater, Performance & Political Consciousness in Contemporary Spain	1
THEA263	Mythic & Modern: Reappropriating Classical Themes in Contemporary Drama and Performance	1
THEA266	Black Performance Theory	1
THEA267	Revolution Girl-Style Now: Queer Performance Strategies	1
THEA269	Introduction to Performance Studies	1
THEA275	All Together Now: Theater and Theatricality	1.0
THEA280	Award-Winning Playwrights	1
THEA290	Staging Race in Early Modern England	1
THEA291	French and Francophone Theater in Performance	1.25
THEA292	Spectacles of Violence in Early Modern French Tragedy	1
THEA297	Latin American Theater and Performance	1
THEA302	Contemporary Theater: Theories and Aesthetics	1
THEA310	Shakespeare's Macbeth: From Saga to Screen	1
THEA316	Advanced Topics in Performance Studies	1
THEA323	Staging Blackness: African American Theater	1
THEA327	Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern	1
THEA352	Following Fornés: Creativity, Intimacy, and Imagination	1
THEA353	Destroying the Audience: Limits of Performance and Representation in the Theater of (Non) Being	1
THEA363	(Un)Popular Performances/Performances (Im)Populaires	1
THEA364	Friendship and Collaboration: In Theory, In Practice	1
THEA365	Greek Tragedy: Euripides	1
THEA369	Performance Remains: Slavery in the Black Dramatic Imagination	1
THEA371	Sister Acts: Black Feminist/Womanist Theater of the African Diaspora	1
THEA391	The Live Event: Politics and Practice of Creating Site-Specific Performance	1
THEA393	Afterparty: End Times, Pleasure, and Clean Up	1

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GENERAL EDUCATION

In order to be eligible for Honors in Theater through a Capstone Thesis Project, students must be Gen Ed Stage1 compliant. In order to be eligible for High Honors in Theater through a Capstone Thesis Project, students must be Gen Ed Stage 2 compliant. See Guidelines and Proposal Requirements for Senior Capstone Projects in Theater (https://bit.ly/WesTheaterCapstoneGuidelines) for more information.

STUDENT LEARNING GOALS

The theater department teaches the fundamental tools of theater-making and emphasizes collaborative, exploratory work in order to give our students the ability to operate in and change the real world without hesitation and with

confidence. Our goal is to graduate self-empowered, well-informed, creative storytellers engaged in their communities.

We believe that theater can be created from multiple points of entry, such as utilizing plays and text; movement and physical composition; objects and visual elements; sound and music, to name a few. Therefore, we invite and welcome all students; particularly, those with a strong passion to express themselves and to be willing to fail, fall, laugh, and grow, while changing themselves and others in the process.

The theater department faculty believes in the power of performance as a transformational discipline, as an embodied process that, through technique, methodology, study, and commitment, has a unique capability to ask hard questions about who we are as a society, and serve as a rehearsal space for alternate futures.

STUDY ABROAD

Students are encouraged to spend a semester at Wesleyan-approved programs abroad or to petition for approval of other programs in countries of their choice. For information, contact the Office of Study Abroad (http://wesleyan.edu/studyabroad/).

Wesleyan pre-approved programs with focus on theater:

- British American Drama Academy, London
- CIEE, Buenos Aires
- C.V. STARR, Chile
- For Wesleyan policy on the programs not on the approved list, contact the Office of Study Abroad (http://wesleyan.edu/studyabroad/).

PRIZES

Rachel Henderson Theater Prize: Awarded annually to the student who, in the estimation of the theater faculty, has contributed most to theater at Wesleyan over the course of their undergraduate career.

Outreach and Community Service Prize: Awarded to the senior theater major who, through their work in the Theater Department, has done a significant service in the community.

J.Peter Adler ’90 Memorial Fund: Established in 1997 with gifts from family and friends in memory of J.Peter Adler ’90, the J.Peter Adler Memorial Fund provides two awards per year to support a student theater production: one in the fall and one in the spring semester. An avid theater lover, J.P. participated in Second Stage while at Wesleyan as a non-theater major. He died suddenly in 1995. The Adler Fund is awarded with preference to first-time directors of non-academic theater productions and, whenever possible, to non-theater majors. The fund may also support student theater productions associated with the Theater Department or other entities, such as senior thesis productions.

HONORS

Preliminary honors proposals are due during spring of junior year. Students can submit proposals for either critical or creative honors theses.

Preliminary proposals will be judged based on clearly expressed objectives and evidence of research and preparation. Judgments will be based equally on preliminary research, clarity of the objectives of the process, and rationale for staging a given production. Please consult Guidelines and Proposal Requirements for Senior Capstone Projects in Theater (https://bit.ly/WesTheaterCapstoneGuidelines) (inclusive of honors thesis projects), as well as honors eligibility details.

The Honors Committee will award honors on the basis of the readers’ evaluations. All departmental readers must recommend honors for a candidate to be successful. Students are entitled to copies of the readers’ comments. The honors tutor is responsible for assigning a grade for the courses THEA409 and THEA410; this grade need not reflect the decision of the Honors Committee to award or deny departmental honors.

The Honors Committee will evaluate eligible theses according to the following criteria: consideration of the readers’ evaluations, originality of research and thesis topic, the student’s performance in courses as reflected in his or her transcript, compliance with the General Education Expectations, and the extent to which the student’s educational experience reflects the philosophy, goals, and diversity of the department.

CAPSTONE EXPERIENCE

Theater Capstone Optional
SENIOR THESIS - two semesters
SENIOR PROJECT - one semester

UNDERGRADUATE MINORS

- African American Studies Minor (https://catalog.wesleyan.edu/minors/ugrd-afam-mn/)
- African Studies Minor (p. 1116)
- Animal Studies Minor (p. 1117)
- Archaeology Minor (p. 1118)
- Art History Minor (p. 1119)
- Caribbean Studies Minor (p. 1120)
- Chemistry Minor (https://catalog.wesleyan.edu/departments/chem/ugrd-chem-mn/)
- Civic Engagement Minor (https://catalog.wesleyan.edu/minors/ugrd-cec-mn/)
- College of East Asian Studies Minor (p. 1120)
- Dance Minor (https://catalog.wesleyan.edu/departments/danc/ugrd-danc-mn/)
- Data Analysis Minor (p. 1121)
- Economics Minor (p. 1122)
- Education Studies Minor (p. 1123)
- Environmental Studies Minor (https://catalog.wesleyan.edu/minors/ugrd-envs-mn/)
- Film Studies Minor (p. 1124)
- French Studies Minor (p. 1125)
- German Studies Minor (p. 1126)
- Global Engagement Minor (https://catalog.wesleyan.edu/minors/ugrd-glen-mn/)
- Global Middle Eastern and North African Studies Minor (https://catalog.wesleyan.edu/minors/ugrd-mena-mn/)
- Global South Asian Studies Minor (https://catalog.wesleyan.edu/minors/ugrd-gsas-mn/)
- History Minor (p. 1126)
- Human Rights Advocacy Minor (https://catalog.wesleyan.edu/minors/ugrd-hrad-mn/)
- Informatics and Modeling Minor (https://catalog.wesleyan.edu/minors/ugrd-infm-mn/)
- Integrated Design, Engineering, Arts & Society Minor (p. 269)
- Jewish and Israel Studies Minor (https://catalog.wesleyan.edu/minors/ugrd-jist-mn/)
- Medieval Studies Minor (p. 1127)
- Molecular Biophysics Minor (https://catalog.wesleyan.edu/minors/ugrd-mbp-mn/)
- Muslim Studies Minor (https://catalog.wesleyan.edu/minors/ugrd-mst-mn/)
- Physics Minor (https://catalog.wesleyan.edu/minors/ugrd-phys-mn/)
- Planetary Science Minor (p. 1127)
- Religion Minor (https://catalog.wesleyan.edu/departments/reli/ugrd-reli-mn/)
- Russian, East European & Eurasian Studies Minor (p. 1128)

AFRICAN STUDIES MINOR

MINOR DESCRIPTION

The African Studies Minor enables students to develop a deeper understanding and engagement with Africa and its contemporary issues in addition to its great historical, cultural, political, and artistic importance to American society and the world. Students take an African History survey course plus at least four courses from across the Wesleyan curriculum: areas of study include art history, dance, economics, English, feminist gender & sexuality studies (FGSS), history, government, music, and Romance languages & literature. Students are also encouraged—but not required— to pursue the study of an African language and to study abroad in Africa.

MINOR REQUIREMENTS

The African studies minor allows students to create a coherent course of study by taking at least 5 courses that offer breadth and depth in the study of the continent. It enables them to develop an understanding of African history, contemporary issues facing the continent, and the creative and intellectual contribution of Africans. The minor consists of a minimum of 5 courses.

Although there is no overall GPA requirement to stay in the minor, a grade of B or higher is required to receive minor credit for a course.

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

DANC260	West African Dance I (and subsequent sections of West African Dance II and III; Two dance courses must be taken to fulfill the one credit requirement)
ENGL131B	Writing About Places: Africa
ENGL221	The African Novel I: Nervous Conditions
ENGL223	The African Novel II: After Achebe
FREN281	French and Francophone Theater in Performance
FREN382	Jungle and Desert in Francophone African Literature
MUSC295	Global Hip-Hop
MUSC445	West African Music and Culture: Beginners
SPAN264	Orientalism: Spain and Africa
African Diaspora	
AFAM203	African American History, 1444-1877
AFAM223	20th-Century Franco-Caribbean Literature and the Search for Identity
AFAM233	All Ah We: Contemporary Afro-Caribbean Drama & Performance
ENGL286	Literature of the Harlem Renaissance
ENGL375	Black Global Cities
FREN324	Interpreting the "New World": France and the Early Modern Americas
Students are encouraged, but not required to study Arabic, French, Portuguese, or to pursue study of an African language through the Self-Instructional Program (SILP). Students who complete 1 credit of coursework through SILP may count their language instruction as 1 credit out of the total 5 credits.	
Students are encouraged to study abroad in Africa, and they may count 1 course taken abroad to fulfill one of the additional history, social sciences, or humanities course requirements. The study abroad course must focus on the study of Africa, or an African region.	

ADDITIONAL INFORMATION

Students may also create their own University Major (http://www.wesleyan.edu/studentaffairs/resources/majordeclaration/umajor.html) centered on the study of Africa:

FURTHER RESEARCH, LANGUAGE, AND STUDY ABROAD OPPORTUNITIES

RESEARCH

Besides participating in a variety of study abroad programs throughout the year, Wesleyan students often undertake their own original research in Africa as part of completing senior honors theses for their respective departments.

Theses are available here. (http://wesscholar.wesleyan.edu/etds/)

LANGUAGE

Students who wish to study an African language are encouraged to submit a petition through the Language Resource Center and the Self-Instructional Language Program (http://www.wesleyan.edu/lctls/silp.html) (SILP).

STUDY ABROAD

Information on current programs may be obtained from the Office of Study Abroad (http://www.wesleyan.edu/studyabroad), and should be discussed with a member of the African studies faculty cluster.

ANIMAL STUDIES MINOR

MINOR DESCRIPTION

The Animal Studies Minor engages students in multidisciplinary scholarship that provides them with an understanding of important debates and#varying disciplinary approaches in the field. Coursework from such fields as anthropology, ecology, environmental studies, ethnography, feminist studies, legal theory,#literary studies, philosophy, political theory, postcolonial studies, psychology, science studies,#and urban studies can be a part of the minor. Students must take at least 5 approved courses plus complete an internship/summer experience. This combination of scholarly and practical work prepares students for animal-related careers and post-graduate studies.

ADMISSION TO THE MINOR

Meet with coordinator of the minor.

MINOR REQUIREMENTS

Students must take a minimum of 5 credits plus complete an internship/summer experience
that must be approved by the coordinator of the animal studies minor.

In order to receive a minor in animal studies, students must take:

- PHIL215 (this course is taught every year)
- 4 other approved courses from the list below, and
- Internship/summer experience

The courses may be completed in any order.

ANIMAL STUDIES COURSE LIST

Code	Title	Hours
AMST203	Biopolitics, Animality, and Posthumanism: Junior Colloquium	1
AMST248	History of African American Art	1
AMST260	Bioethics and the Animal/Human Boundary	1
COL238	Animal Theories/Human Fictions	1
COL310	More-Than-Human-Worlds: Theories and Fictions	1
ENVS225	Liminal Animals: Animals in Urban Spaces	1
ENVS279	Eating Others: Histories and Cultures of Animal Edibility	1
ENVS295	Saving Animals: The Politics of Rescue, Captivity, and Care	1
PHIL283	Animal Law and Policy	1
PHIL357	Animal Minds	1

PHIL368	The Ethics of Captivity	1
PSYC361	The Psychology of Prejudice and Discrimination	1

ADDITIONAL INFORMATION

INTERNSHIP/SUMMER EXPERIENCE

Wesleyan animal studies, with outside funding, has been able to support student summer experiences. We will continue partnering with FGSS to offer the Ecofeminist Summer Internship Experience Grant, will work with the CoE to help coordinate Summer Research Fellowships for animal studies minors. The coordinator of the minor will assist students to facilitate internships/summer experiences. While most internships will be expected to be completed over the summer, the director of the minor may approve alternative arrangements for students who may be engaged in volunteer work or other immersive experiences during the school year.

CONTACT

Elan Abrell (eabrell@wesleyan.edu)

ARCHAEOLOGY MINOR

MINOR DESCRIPTION

The Minor in Archaeology trains students to analyze and reconstruct past societies and their environments through material remains. Students engage the past in ways that can address modern questions, such as what drives culture change, what creates resilient societies, the role of archaeology in construction of identity, and how we can rediscover sustainable technologies to meet climate challenges. Archaeology is fundamentally interdisciplinary and hands-on. Students apply analytical and interpretive frameworks from the humanities, sciences, and social sciences, with many courses involving lab or experimental components and the opportunity to engage directly with artifacts.

There are three tracks possible in the Minor: the Interdisciplinary Minor, with a regional focus; the Archaeological Science minor, with a focus on specific scientific methods of analysis; and the Experimental Archaeology linked minor with the College of Design and Engineering (CoDES), which focuses on reverse-engineering ancient technologies. The Interdisciplinary and Arch Sci Minors require six credits, including a gateway course, and classes in Theory, Anthropology, Classical Civilization, Art History, and Analytical Methods. The Experimental Archaeology/CoDES linked minor requires 7 credits, including the Archaeology gateway, 3 CoDES core courses for design/engineering fundamentals, and 3 experimental and project-based seminars in Archaeology.

ADMISSION TO THE MINOR

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

GATEWAY COURSES

Code	Title	Hours
ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP203	The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology	1
ARCP204	Introduction to Archaeology	1
ARCP214	Survey of Greek Archaeology and Art	1
ARCP223	Survey of Roman Archaeology and Art	1
ARCP260	Art and Archaeology of Ancient India	1
ARCP275	Introduction to Archaeological Science: Natural Science Approaches to the Human Past	1

MINOR REQUIREMENTS

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

- 1 Gateway course
- 1 Elective course:
  The Elective requirement can also be met with two 0.5 credits of the Thinking Through Archaeology Symposium, offered each fall semester (beginning Fall '22)
- 1 course in each of four areas (Anthropology, Classical Civilization, Art History, Methods). For a listing of the different courses in each of these categories, please see Major Requirements (p. 1036).

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

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

Archaeological and Design Approaches to Ancient Objects and Ancient Technologies

The new Linked IDEAS/ARCP Minor is a project-based curricular pathway that blends training in the fundamentals of Design and Engineering with robust study of archaeological methods and materials for the analysis of ancient artifacts and technologies. Through introductory and experimental courses, the Minor introduces students to the practices of experimental archaeology and materials analysis as methods embedded within anthropological and historical frameworks.

It requires 3 IDEAS courses and 4 ARCP courses:

- 1 Gateway: ARCP 204 Introduction to Archaeology
- 3 IDEAS Core requirements
  - IDEAS 170
  - IDEAS 180
  - IDEAS 220

- 1 ARCP course introducing experimental approaches (see list below)
- 2 ARCP project- based courses (see list below)

IDEAS CORE COURSES (ALL 3 REQUIRED)

Code	Title	Hours
IDEA170	Introduction to Mechanical Design and Engineering	1
IDEA180	Design Studies	1
ARST220	Ecological Design I: Being at Home in the World	1

Archaeology Required Course

Code	Title	Hours
ARCP204	Introduction to Archaeology	1

ARCHAEOLOGY COURSES INTRODUCING EXPERIMENTAL APPROACHES (1 REQUIRED)

Code	Title	Hours
ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP214	Survey of Greek Archaeology and Art	1
ARCP203	The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology	1
ARCP257	Environmental Archaeology	1
ARCP350	Animals in Archaeology	1

ARCHAEOLOGY PROJECT-BASED COURSES (2 REQUIRED)

Code	Title	Hours
ARCP234	Art and Society in Ancient Pompeii	1
ARCP257	Environmental Archaeology	1
ARCP285	Off with its Pedestal! The Greek Vase as Art and Artifact	1
ARCP291	East Asian Archaeology	1
ARCP293	Numismatics and the Archaeology of Money	1
ARCP352	Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean	1

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

ART HISTORY MINOR

MINOR DESCRIPTION

The Art History Minor enables students to incorporate the study of artworks and architecture into their courses of study in other disciplines. The minor maintains the geographical breadth, historical depth, and academic rigor of the major but comprises fewer courses and does not require the study of a foreign language. Art History minors may not write honors theses.

ADMISSION TO THE MINOR

A prospective student must have taken a minimum of three Art History courses (including one 100-level and two 200-level courses), have a B average in Art History, and a B average overall.

To apply for the minor, students need to complete the minor declaration form found in WesPortal. Students are assigned a minor advisor and are encouraged to take part in program events.

MINOR REQUIREMENTS

To complete the Art History Minor, students take six credits, including one introductory course (100-level) and five intermediate (200-level) and advanced courses, one of which must be a seminar (300-level). The intermediate and advanced courses must encompass study in the following geographical areas and historical periods:

Geographic Areas (1 course in 3 of the 5 different geographic areas)

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

Historical Periods (1 course in 2 of the 3 historical periods)

- Historical Period 1 (up to ca. 1400)
- Historical Period 2 (ca. 1400 to ca. 1800)
- Historical Period 3 (ca. 1800 to the present)
- All courses originating in the Art History program are eligible for the minor.
- No courses numbered 401 or higher may count toward the minor.
- One course in art history taken elsewhere may count toward the minor, subject to approval of the Program Director. This course may count as a 200-level course. The 100- and 300-level courses must be taken in Wesleyan's Art History program.
- All courses for the minor must be taken on a graded basis. Exceptions will be made for COL and CSS majors.

ADDITIONAL INFORMATION

For the purposes of planning, students should click here (https://www.wesleyan.edu/art/arthist/course_planning_documents.html) for our Course Planning Documents and review the following:

- ARHA Program Course Projections, which estimate when specific courses will be offered during a three-year period.
- Comprehensive List of ARHA Courses, organized by the categories they may fulfill.
- Planning Worksheet for Minors, to help students map out a course of study.

CARIBBEAN STUDIES MINOR

MINOR DESCRIPTION

The Caribbean Studies Minor engages students in the multidisciplinary study of this region at the historical center of the Americas. Peopled by indigenous, immigrant, settler, and diasporic communities, today's Caribbean has extraordinary diversity in its languages, political systems, and cultural histories —representing a microcosm of contemporary global challenges.

Coursework draws upon faculty and curricula from many programs, such as African American Studies, American Studies, Anthropology, The College of Letters, English, Latin American Studies, Religious Studies, Music, and Romance Languages (French and Spanish), among others. The minor consists of five credits: a foundational course, AMST 200 Colonialism and Its Consequences, plus four courses from other disciplines.

MINOR REQUIREMENTS

- The Caribbean Studies Minor consists of five credits.
  - AMST 200, Colonialism and Its Consequences, is required as a foundation course for the Minor.
  - The four additional courses may be drawn from courses that fall within the category of Caribbean Studies. While a specific distribution of the four electives across disciplinary and interdisciplinary fields is not required, no more than three courses in a single disciplinary field may be counted for the Minor.
  - All courses counted for the Minor should be 200-level and above.
  - While there is no general GPA requirement to declare the Minor, a grade of B or better is required for courses counted for the Minor.
  - Students who study abroad are allowed to count up to two courses for the Minor so long as the courses are focused on the Caribbean. To be counted for the Minor, study-abroad courses have to be approved in advance by the Coordinator for the Caribbean Studies Minor.

Fall 2024 Courses

Code	Title	Hours
AMST200	Colonialism and Its Consequences in the Americas	1
ENGL231	Foundations: Nation, South Asia, Diaspora	1
GOVT302	Latin American Politics	1
SPAN270	Survey of Latin American Literatures, Cultures, and Ideas	1
SPAN295	Voices, Noises, and Son: Modern Sounds in Hispanic Caribbean Cultures	1
AFAM101	Introduction to Africana Studies: Examining the Spatial Dynamics That Constitute Diasporic Life	1
AFAM141		
AFAM175		

Spring 2025 Courses

Code	Title	Hours
AMST225	Latinidad: Introduction to Latina/o Studies	1
AFAM211	Critical Philosophy of Race	1
AFAM238	Imperial Education: Colonial Template	1
AFAM268	Caribbean Geographies	1
AFAM299	Medicine and Healing in the Black Atlantic	1
AFAM303	1492: States of War	1
AFAM309	Indentured Spatialities	1

COLLEGE OF EAST ASIAN STUDIES MINOR

MINOR DESCRIPTION

The East Asian Studies Minor (CEAS) enables students to enhance their knowledge of the history, culture, contemporary issues, and the languages of China, Japan, and Korea. Students complete any five CEAS courses, one of which may be from an approved study-abroad program. Courses may include archaeology, history, literature, culture, philosophy, religion, and political economies of the region. A key component of the CEAS Minor is the study of Chinese, Japanese, or Korean languages, in which students are expected to reach an intermediate competence level.

ADMISSION TO THE MINOR

Upon completion of any College of East Asian Studies (CEAS) course, students may apply to enter the CEAS minor. Students must fill out an online CEAS new minor student information form (https://docs.google.com/forms/d/e/1FAIpQLScnBK33CD9ypUTFW9uBS6rOubPLyd69FFpJ4yVxaExlq4Jgdg/viewform) and then submit a minor declaration via the Minor Declaration Tool in the electronic portfolio.

MINOR REQUIREMENTS

To earn the CEAS Minor, students must complete a minimum of 5 courses in CEAS. Only courses taken for a grade can be counted towards the Minor (unless said courses are only offered CR/U, such as CLAC and other specific courses). No more than two of the five courses can be language courses. No more than two of the five courses can be performance or studio art courses. No more than one of the five courses can be a study abroad course. Seniors must complete the Minor Certification form in their portfolio.

Students Minoring in CEAS must attain, at minimum, intermediate-level proficiency in Chinese, Japanese, or Korean. Intermediate-level competency is demonstrated by the successful completion of CHIN 206, JAPN 206, or KREA 206 (second-year level language courses). No more than two of the five required Minor courses can be language courses. This means that students beginning Chinese, Japanese, or Korean language study at Wesleyan may have to take as many as seven courses to fulfill Minor requirements (since four courses would be required to reach intermediate competence, of which only two will count toward the Minor).

Although successful completion of 206-level training in CEAS language classes is the most straightforward way to demonstrate intermediate-level language proficiency, students with pre-existing proficiency in Chinese, Japanese, or Korean (including “native speakers”) may petition to satisfy the intermediate-level proficiency requirement of the Minor on this basis. Students who can successfully demonstrate this proficiency, that is, may earn the CEAS Minor simply through taking five CEAS classes, and without necessarily taking language classes. Students wishing to exercise this option must contact the respective Language Coordinator to undergo a proficiency assessment one year prior to graduation (that is, in Spring semester of Junior year). Students not meeting proficiency requirements at this point may pivot to taking language training culminating in 206 in their Senior year, or re-take the proficiency assessment immediately prior to graduation.

DATA ANALYSIS MINOR

MINOR DESCRIPTION

The Data Analysis Minor provides students with a basic introduction to data analysis, giving them the theory and practical skills needed to collect and prepare data for analysis, explore and visualize data, build models and test hypotheses, discover insights, and communicate results meaningfully. Students will strengthen their ability to apply statistical, mathematical, and programming methods to traditional areas of empirical research within their fields. To complete the minor, five course credits are required in the following areas: Basic Knowledge, Mathematical, Statistical and Computing Foundations, and selected Applied Electives.

MINOR REQUIREMENTS

Code	Title	Hours
Basic Knowledge Courses		
Select one of the following:		1
BIOL242	Quantitative Methods for the Biological and Environmental Sciences	
MATH132	Elementary Statistics	
PSYC200	Statistics: An Activity-Based Approach	
QAC201	Applied Data Analysis	
QAC201Z	Applied Data Analysis	
QAC211	Digging the Digital Era: A Data Science Primer	
QAC250	An Introduction to Data Journalism	
Mathematical, Statistical, and Computing Foundation Courses		
Select two courses from the following, each from a different group:		2
Mathematical Foundations		
MATH221	Vectors and Matrices	
MATH223	Linear Algebra	
MATH228	Discrete Mathematics	
MATH274	Graph Theory	
QAC220	Applied Vectors and Matrices	
Statistical Foundations		
ECON300	Introductory Econometrics	
MATH231	An Introduction to Probability	
MATH232	Mathematical Statistics	
QAC300	Data Science I: Statistical Foundations	
Computing Foundations		
BIOL265	Bioinformatics Programming	
COMP112	Introduction to Programming	
COMP115	How to Design Programs	
COMP211	Computer Science I	
COMP212	Computer Science II	
Applied Electives		
Select two credits from the following:		2
E&ES280	Introduction to GIS	
ECON385	Advanced Econometrics	
ECON386	Introduction to Forecasting in Economics and Finance	
GOVT366	Empirical Methods for Political Science	
GOVT378	Advanced Topics in Media Analysis	
GOVT380	Public Opinion and Polling Lab	
PHYS340	Computational Physics	
QAC216	Introduction to Survey Design and Analysis	
QAC231	Introduction to (Geo)Spatial Data Analysis and Visualization	
QAC239	Proseminar: Machine Learning Methods for Audio and Video Analysis	
QAC241	Introduction to Network Analysis	
QAC251	Data Visualization: An Introduction	
QAC251Z	Data Visualization: An Introduction	

QAC305	Exploratory Data Analysis and Pattern Discovery
QAC307	Experimental Design and Causal Inference
QAC311	Longitudinal Data Analysis (0.5 credit)
QAC312	Hierarchical Linear Models (0.5 credit)
QAC313	Latent Variable Analysis (0.5 credit)
QAC314	Survival Analysis (0.5 credit)
QAC320	Applied Time Series Analysis
QAC323	Bayesian Data Analysis: A Primer (0.5 credit)
QAC356	Advanced R: Building Open-Source Tools for Data Science
QAC378	DeltaLab: Computational Media Analysis
can count QAC 380 or 381, not both	
QAC380	Introduction to Statistical Consulting
QAC381	QAC Praxis Service Learning Lab
QAC385	Applications of Machine Learning in Data Analysis
QAC386	Quantitative Textual Analysis: Introduction to Text Mining
QAC387	Generative AI -- LLM Tools for Data Analysis
QAC388	Deep Learning and Large Language Models: An Introduction

NOTE: at least one credit from the electives group should be at the 300 level

ADDITIONAL INFORMATION

- There may be prerequisite courses required for some of the courses that count toward the minor, such as calculus. These prerequisites do not count toward the minor, and students attempting to complete the minor are not recused from these prerequisites.
- Mathematics majors cannot count courses in the foundations groups already covered by their major toward the minor. They must instead complete one course from the statistical foundations group and complete three applied elective courses. Alternatively to completing three applied elective courses, they can take either MATH232 or COMP212 and complete two applied elective courses.
- Computer science majors cannot count courses in the foundations groups already covered by their major toward the minor. They must instead complete one course from the statistical foundations group and complete three applied elective courses. Alternatively, they can complete both MATH231 and MATH232 and complete two applied elective courses.
- Economics majors and minors cannot count ECON300 toward the minor and must instead complete one course from each of the other two foundation groups.
- Students cannot count more than one course toward this minor that is also counted toward completion of any other of their majors or minors.
- One course taken elsewhere may substitute as appropriate for any of the above courses and count toward the minor, subject to the QAC Advisory Committee's approval (where routine approval may be delegated to the QAC Director).
- A more advanced course can substitute for the basic knowledge course, subject to approval. Students with good quantitative skills are strongly encouraged to do this.
- Students cannot receive both the data analysis minor and the Applied Data Science Certificate (p. 1130).
- Only graded courses can satisfy the requirements for the data analysis minor and the applied data science certificate. Courses completed with a CR/U grading mode will not satisfy the requirements of the two programs.

ECONOMICS MINOR

MINOR DESCRIPTION

The Minor in Economics provides students with a solid historical, theoretical, and analytical basis for understanding the ways goods and services are produced, allocated, and distributed within societal structures. Numerous fields value the skills and knowledge gained from studying economics, including research, quantitative and statistical analysis, strategic problem-solving, and understanding the dynamics of human behavior, markets, and institutions.

ADMISSION TO THE MINOR

Students intending to minor in Economics must complete Introduction to Economic Theory (ECON110). The prerequisite for ECON110 is calculus. The calculus requirement can be fulfilled by completing ECON102, MATH120, or MATH121. It can also be fulfilled by a score of 4 or higher in AP Calculus (AB or BC), by receiving a 5 or higher on the IB Higher Math test, or by placing into MATH122 or higher according to the Wesleyan Math Placement test. Students can be exempted from the ECON110 course requirement if they have a score of 4 or higher on both AP Micro and AP Macro or equivalent IB scores. Students who are exempted from ECON110 must meet the math prerequisite and complete a 200-level Economics elective before continuing into the core courses (ECON300, ECON301, and ECON302).

Students who are exempted from ECON110 must meet the math pre-requisite and complete a 200-level Economics elective before continuing into the core courses (ECON300, ECON301, and ECON302).

Through spring 2026: to be accepted into the minor, students must also have completed or be enrolled in Introductory Econometrics (ECON300), Microeconomic Analysis (ECON301), or Macroeconomic Analysis (ECON302). All of these classes require students to have completed ECON110 or the bypass route (scores of 4 or higher on both AP Micro and AP Macro or equivalent IB scores, completion of a 200-level Economics elective, and the math requirement for ECON110).

From fall 2026: to be accepted into the minor, students must also have either completed or be enrolled in Microeconomic Analysis (ECON301), or Macroeconomic Analysis (ECON302). All of these classes require students to have completed ECON110 or the bypass route (scores of 4 or higher on both AP Micro and AP Macro or equivalent IB scores, completion of a 200-level Economics elective, and the math requirement for ECON110). From fall 2026 ECON300 will be replaced with ECON303 which will require both ECON301 and ECON302 as prerequisites.

Through spring 2026: a student who fails to obtain a grade of C+ or better in ECON110may be admitted to the minor only after obtaining a grade of C+ or better in one of ECON300, ECON301, or ECON302 and a student who has the ECON110 bypass must obtain a grade of C+ or better in one of ECON300, ECON301, or ECON302.

From fall 2026: a student who fails to obtain a grade of C+ or better in ECON110may be admitted to the minor only after obtaining a grade of C+ or better in ECON301 or ECON302.

In addition, there is a probability and statistics pre-requisite forECON300 and ECON302. The probability and statistics prerequisite can be fulfilled by completing ECON103, MATH132, or PSYC200, or by receiving a score of 4 or higher on AP Statistics or a 5 or higher on the IB Higher Math test.

Prospective economics minors are strongly encouraged to complete ECON301 and ECON302 by the end of sophomore year, and to have completed ECON300 by the end of junior year.

MINOR REQUIREMENTS

The Economics Minor curriculum consists of three types of courses: Introductory, Core, and Electives. All students minoring in economics must complete five courses (three core courses and two electives) in addition to completing or passing out of ECON110 . All courses counted toward the economics minor must be taken for a letter grade. All core courses must be taken at Wesleyan.

- The three core courses are: ECON300, ECON301, and ECON302
- The elective courses are numbered 201 and higher.
- One of the two electives must be an upper-tier elective, numbered 303 to 399.
- No courses numbered 401 or higher may count toward the minor.
- No courses in other departments, including CSS, may count toward the minor.

  One elective course in economics taken at another institution may count toward the minor as the lower-tier elective only, subject to the department chair's approval

EDUCATION STUDIES MINOR

MINOR DESCRIPTION

The Minor in Education Studies (EDST) helps students understand education and its relationship to society. Students will critically analyze educational institutions, practices, and theory—from early childhood through adulthood—using local, national, and global lenses. Foundational courses provide a background in the philosophy, history, and psychology of education, and further study illuminates aspects such as human development and cognition, pedagogy, curriculum design, methodologies, and sociocultural approaches. Rounding out their academic work, students in the minor will gain direct insight through a hands-on practicum experience.

ADMISSION TO THE MINOR

In order to declare the minor, students must first attend at least three events sponsored by the College, one of which must be academic in nature, and turn in a short reflection on each event. These reflections should be emailed to CES@wesleyan.edu. After review of the submitted reflections, students will be informed that they may declare the minor via their WesPortal. Alternatively, students who have taken EDST105 Foundations of Education Studies may declare the minor without the events and reflection.

Any student interested in Education Studies should join our **Wesleyan Education Network email list** where different members of the education studies community post events, opportunities, and more. You can subscribe to the list by emailing wesleyan-education-network-glist+subscribe@wesleyan.edu.

MINOR REQUIREMENTS

Students must take a minimum of 4.5 credits plus a practicum experience, through an approved class (at least .5 credit) or an approved independent practicum experience. Some courses can count toward different requirements, but students need to choose which requirement is being fulfilled by which course: an individual student cannot use the same course to fulfill multiple requirements toward the Minor. After declaring the minor students will meet with an advisor to map out their academic plan.

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

These are the requirements for the Minor in Education Studies:

1. Core Course (1 credit)
2. Category 1: Cognition, Development, & Science of Learning (1 credit)
3. Category 2: Social and Structural Analyses of Education (1 credit)
4. Category 3: Research Methods & Data Analysis (1 credit)
5. Pedagogy (.5 credit minimum)
6. Practicum (.5 credit or equivalent)

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

COURSE PETITIONS

Students may petition to substitute a different course to meet an Education Studies requirement by completing this petition form (https://forms.office.com/Pages/ResponsePage.aspx?id=eWz9qXFt80mREQyOWR3D0ZrbqMi0a91AqegIpgTx3ytUNDVQQ0FUU0NNWEExRzVPS1IyS
The petition form asks students to justify the substitution and to upload a syllabus or other supporting information. Students will be notified via email whether their petition requests are approved. Once approved, they can request the exception via Stellic in their WesPortal.

COURSE LISTS AND ARCHIVE

Click here to view all courses for the current year, as well as the course archive of all approved courses that fulfill requirements for

the Education Studies Minor. (https://docs.google.com/document/d/1gtZCuuzvRH8epYls8AF5EhE_RVAuvGu6A-gONyk-D_k/edit?usp=sharing)

CORE COURSE

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

Code	Title	Hours
Core (1 credit)		
EDST230	Schools in Society (Foundations)	1
PSYC/EDST253	Educational Psychology	1

BREADTH COURSES

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

Category 1: Cognition, Development, & Science of Learning

Category 2: Social and Structural Analyses of Education

Category 3: Research Methods & Data Analysis

PEDAGOGY & PRACTICUM

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

- Students must take a minimum .5 credit course focused on pedagogy; there are several .5 and 1 credit courses with this focus offered at Wesleyan.
- Students must also complete a teaching practicum/in-school experience with a minimum of 20 hours of student contact. The practicum experience does not need to be credit-bearing, as long as the 20 hour requirement is met.
- Students can meet both the pedagogy and practicum portions of the requirement separately, or they can meet them with a single 1-credit course (i.e., a service learning course that provides 20 hours of student contact *and* covers elements of pedagogy). Apart from service-learning courses, many options exist to fulfill the practicum requirement through JCCP programs, summer programs, teaching apprenticeships, and internships while studying abroad.
- If the practicum experience is something other than one of the approved courses, student must submit a petition. See Practicum (https://www.wesleyan.edu/education/academics/Practicum.html) information.

FILM STUDIES MINOR

MINOR DESCRIPTION

The Minor in Film Studies enables students to explore the history and craft of filmmaking. Students begin with an introductory course in the language of cinematic storytelling, exploring how advances in technology bring new challenges and opportunities, surveying major directors and genres, and demonstrating how film exists at the intersection of business, technology, and art. Additionally, students choose five additional courses in film history, visual storytelling, criticism, or production. The Minor provides a flexible format that complements a major course of study in a different department at Wesleyan.

Students in the Film Studies minor develop a critical and creative approach to the medium based on a strong visual vocabulary, extensive viewing, and a grasp of film production.

ADMISSION TO THE MINOR

In accordance with the University guidelines, students minoring in film studies must complete six courses for a grade (courses taken as Credit/Unsatisfactory will not count) and achieve a B average. Internships and student forums do not count toward the minor.

Before becoming eligible for the minor, you must complete FILM307 as a prerequisite with a grade of B or better. You must also activate a minor course registration chart with the department (see the minor administrator). Transfer courses cannot be used for the prerequisite. After acceptance into the minor, you may submit courses taken overseas or at other universities to be considered on a case-by-case basis for credit.

MINOR REQUIREMENTS

FILM307 should be taken during the first or sophomore year. Students must meet with the minor administrator, Lisa Mingione at lmingione@wesleyan.edu to declare the minor. After that, they must complete five additional courses before graduation. Some course selections are subject to prerequisites from other departments.

Courses

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

Code	Title	Hours
FILM301	History of Spanish Cinema	1
FILM304	History of Global Cinema	1
FILM305	Sophomore Colloquium for Declaring Majors	1
FILM307	Cinematic Storytelling: Styles, Tools, and Journeys	1
FILM311	Israel in Therapy: Society Under the Influence of TV Series	1
FILM230	Introduction to Korean Cinema	1
FILM318	Awesome Cinema: Religion, Art, and the Unrepresentable	1
FILM231	Wartime Film Culture in the Japanese Empire	1
FILM232	Minority Voices in Japanese Film and Literature	1
FILM250	Computational Media: Videogame Development	2
FILM305	Sophomore Colloquium for Declaring Majors	1
FILM307	Cinematic Storytelling: Styles, Tools, and Journeys	1
FILM309	Film Noir	1
FILM312	The Short Film: Study and Practice	1
FILM314	Directorial Style: Classic American Film Comedy	1
FILM319	Television Storytelling: The Conditions of Narrative Complexity	1

FILM318	Awesome Cinema: Religion, Art, and the Unrepresentable	1
FILM319	Television Storytelling: The Conditions of Narrative Complexity	1
FILM322	Alfred Hitchcock	1
FILM323	Film and Anthropology	1
FILM333	Introduction to Russian and Soviet Cinema	1
FILM341	The Cinema of Horror	1
FILM342	Cinema of Adventure and Action	1
FILM370	The Art of Film Criticism	1
FILM372	Hong Kong Cinema	1
FILM390	History of Film Sound	1
FILM395	Autobiographical Storytelling	1
FILM396	Black Cinema in the U.S.	1
FILM397	Cinema and City in Asia	1
FILM435	Directing the Documentary	1
FILM324	Visual Storytelling: The History and Art of Hollywood's Master Storytellers	1
FILM326	At Home in the World: Transnational Women's Cinema	1
FILM328	Moving Images Beyond the West: An introduction to Global Media	1
FILM329	Bollywood and Beyond: Introduction to Indian Cinema	1
FILM331	Video Games as/and the Moving Image: Art, Aesthetics, and Design	1
FILM336	Silent Storytelling	1
FILM346	Contemporary East Asian Cinema	1
FILM347	Melodrama and the Woman's Picture	1
FILM348	Postwar American Independent Cinema	1
FILM349	Television: The Domestic Medium	1
FILM350	Contemporary International Art Cinema	1
FILM358	Italian Cinema: 1945-1965	1
FILM360	Philosophy and the Movies: The Past on Film	1
FILM362	Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling	1
FILM381	The Films and Influences of Martin Scorsese	1
FILM384	Documentary Storytelling	1
FILM385	Documentary History: An Introduction	1
FILM387	Seminar on Television Series and Aesthetics	1
FILM388	Global Film Auteurs	1
FILM389	Film Genres: The Western	1
FILM391	Sex and Violence: American Film-making Under Censorship	1
FILM392	Cinema Stylists: Sternberg, Ophuls, Sirk, Fellini	1
FILM430	Documentary Production	1
FILM451	Introduction to Digital Filmmaking	1
FILM453	The Art and Craft of Film Adaptation	1
FILM460	TV Writer's Room	1
FILM454	Screenwriting	1
FILM455	Writing for Television	1
FILM458	Screenwriting: The Short Film	1
FILM459	Writing for Television II	1
AMST315	Entertaining Social Change	1
ANTH244	Television: The Domestic Medium	1
ANTH285	Film and Anthropology	1
ANTH361	Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling	1
CEAS232	Introduction to Chinese Film	1
CEAS234	Modern Korea in Film and Fiction	1
CEAS248	South Korean Cinema: Re/imagining Modern History on Screen	1
CEAS266	Modern Korean Women's Literature and Film	1
CJST234	Israel in Therapy: Society Under the Influence of TV Series	1
CJST248	Designing Reality in Israeli Documentary Film	1
COL249	Thinking By Analogy: The Philosophical Use of a Literary Form	1
GOVT298	Terrorism and Film	1
GOVT387	Foreign Policy at the Movies	1
REES233	Introduction to Russian and Soviet Cinema	1
RL&L233	Modern Italy on the Silver Screen: 1960--2015	1
RL&L301	History of Spanish Cinema	1
SPAN280	Screening Youth in Contemporary Latin American Cinema	1
FILM232	Minority Voices in Japanese Film and Literature	1
FILM231	Wartime Film Culture in the Japanese Empire	1
FILM230	Introduction to Korean Cinema	1
ARST286	Introduction to Time-Based Media	1
ARST386	Intermediate Time-Based Media	1
ITAL245	Not Just Neorealism: Italian Cinema, its History and Politics (CLAC.50)	.5

FRENCH STUDIES MINOR

MINOR DESCRIPTION

The Minor in French Studies provides students with a command of the French language sufficient to live and work successfully in a French-speaking environment. Students gain a fundamental background in French-language literature and Francophone modes of thought, expression, cultures, history, and society.

In addition to gaining a solid grounding in language classes taught on campus in French, this flexible, interdisciplinary program gives students the opportunity to take classes offered by other departments that include the study of French culture, history, and politics. These courses may be taken in French or English and may be offered on-campus or abroad.

Students who minor in French develop transferrable language skills that enhance their career opportunities in the global job market.

ADMISSION TO THE MINOR

Students must have completed FREN215 or a higher level course with a grade of at least a B to be admitted to the minor.

MINOR REQUIREMENTS

The minor consists of a minimum of five courses beyond FREN215:

- **Four FREN courses numbered 216-399.**
  - These courses must be taken on campus in French.
  - Courses numbered **216-299** are introductory courses intended for students who have completed FREN215 , who have taken an equivalent course elsewhere, or who have placed out of FREN215 through the placement test. In general, these courses are designed for students who have not yet studied abroad in a French-speaking country.
  - **300-**level courses are upper-level courses intended for students who have already completed two courses in French beyond FREN215 or who have studied abroad in a French-speaking country for at least a semester.
- **One other course** whose content is devoted substantially to the study of French or Francophone literature, history, culture, or society. This course may be taken on campus or abroad, may be in French or English, and may be chosen from among the following courses:
  - Courses from the French section's normal offering of FREN courses numbered 216-399.
  - Courses listed Romance Lang & Lit In Eng (RL&L).
  - Courses taken through approved study abroad programs.
  - Courses offered by other departments and programs on campus that include a study of French or Francophone culture, politics, or history. These courses must be approved by the student's major advisor.

A minimum grade of B is required for courses taken on campus to count toward the FRST minor.

Students minoring in FRST who receive two grades of B- or lower in FREN courses will be dropped from the minor.

ADDITIONAL INFORMATION

Students who receive a C- or lower in FREN course may repeat the course once.

Students who receive less than a B in FREN102, FREN112, or FREN215 will not normally be permitted to enroll in another FREN course or, in the case of students who receive less than a B in FREN215, to study abroad on the Vassar-Wesleyan Program in Paris.

Students who receive a B-, C+, or C in FREN102, FREN112, or FREN215 may petition the head of the French Section to be permitted to take the following course in the French sequence or study abroad on the Vassar-Wesleyan Program in Paris. In their petition, they must explain in detail what supplemental work they will undertake in order to prepare themselves for the following course in the sequence or for study abroad on the Paris program (for example: they will take a summer course). If their petition is approved, they must complete the proposed supplemental work, take the placement exam at the Fries Center for Global Studies, and place into the course they wish to take (or above FREN215 if they wish to study abroad on the Paris program) before they will be admitted to it.

Students interested in enrolling in French, Italian, or Spanish at the elementary or intermediate levels are urged to do so during their first-year and sophomore years. Department policy gives priority to first-year and sophomore students in our language classes (numbered 101–112) to allow students to study abroad and to meet the requirements of those programs requiring language study. Juniors and seniors who wish to take elementary and intermediate language courses should submit an online enrollment request and attend the first class. They may be accepted during the drop/add period if seats become available. Should a junior or senior enroll in the first course of an ampersand sequence (such as 101–102), he or she will have priority for the second course, just like first-year and sophomore students.

GERMAN STUDIES MINOR

MINOR DESCRIPTION

The Minor in German Studies is interdisciplinary in nature. It combines the close study of German language, literature, history, and culture with broad humanistic inquiry into trends and structures of German-speaking societies. Four of the six required courses are taught in German on the Wesleyan campus, with other electives available as local classes or study-abroad coursework.

Students who minor in German Studies develop transferrable language skills along with cultural knowledge and understanding that will enhance their career opportunities in the global job market.

ADMISSION TO THE MINOR

Any student who intends to earn the minor in German studies should speak with a faculty member of the department by the end of the sophomore year. Satisfactory completion of the minor will be certified by the department.

MINOR REQUIREMENTS

The minor requires six course credits with a minimum GPA of B. Four of the courses must be taught entirely in German and must be above the GRST102 level, at least one of these four courses must be at the 300-level. At least three of these must be taken at Wesleyan. The other two courses may be in either English or German. All German language courses below the 300-level counted toward the minor must be taken for a letter grade. Please note GRST101 and GRST102 do not count towards the German Studies minor.

HISTORY MINOR

MINOR DESCRIPTION

The Minor in History enables students to explore and develop a broad understanding of the human condition as it has unfolded through time. Students assess evidence and analyze conflicting interpretations of the past, revealing insights about the current times and providing guidance for the future. The History Minor consists of six required courses all taught at Wesleyan. It gives students knowledge of diverse peoples, geographies, cultures, and ways of life while, at the same time, developing their skills in critical thinking, analytical research, persuasive writing, and public speaking. The History Minor is a favorite

Minor for students with Majors from across the university curriculum--from the Sciences, the Social Sciences, and the Humanities.

ADMISSION TO THE MINOR

Students can declare the minor through the Minor Declaration tool in WesPortal.

MINOR REQUIREMENTS

(Approved by History Department on 2 February 2023) ~~7 April 2021)~~

Six History Courses Total

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

-Courses must be taken at Wesleyan; however, up to three courses taken by transfer students at their previous institution may count towards the minor. ~~Wesleyan.~~

-Courses taught on campus by History Department faculty but not cross-listed as HIST courses can count towards the minor.

Courses to Satisfy the History Minor

- **Three History courses 150 or higher**
- **Two History courses 300 level or higher**
  - One History course must devote at least 50% of its attention and content to the period before 1800.
  - Only courses taught by faculty appointed in or affiliated with the History Department may count toward the minor.
  - Tutorials, education in the field, and student forums cannot be counted toward the minor.
  - AP or IB credit cannot count toward the minor.

MEDIEVAL STUDIES MINOR

MINOR DESCRIPTION

The Minor in Medieval Studies (MDST) provides students with a basic knowledge of the history and culture of the European Middle Ages in an interdisciplinary context. Students complete six courses cross-listed with MDST, with at least two in the arts and humanities and two in the social sciences. Minors are strongly encouraged to take at least two years of a modern foreign language. Minors who anticipate going on to graduate work in the medieval or early modern period are strongly encouraged to take at least two years of Latin as well.

ADMISSION TO THE MINOR

No specific courses are required for admission to the Medieval Studies minor.

MINOR REQUIREMENTS

Students minoring in Medieval Studies complete 6 courses within MDST or approved by the chair of the Medieval Studies program. At least 2 must be taken in arts and humanities and 2 in social sciences.

Minors are expected to be proficient in a modern foreign language and encouraged to gain some knowledge of Latin, Greek, or Arabic.

PLANETARY SCIENCE MINOR

MINOR DESCRIPTION

The Minor in Planetary Science exposes students to an emerging interdisciplinary field that seeks to understand the origin and evolution of the solar system in which we live and the other solar systems that we have identified in our galaxy. Science questions include: How do planets form? How common are they in the universe? How do they evolve? Is there or was there ever life on other planets? This field has grown significantly over the last decade with major advances in our understanding of Mars, asteroids and the outer solar system and the discovery of hundreds of exoplanetary systems. Planetary research is a primary focus of NASA's current and future missions.#The minor comprises five graded courses plus at least three offerings of the 0.25 credit Planetary Science Seminar.

MINOR REQUIREMENTS

The planetary science minor consists of 5 graded courses plus at least 3 offerings of the 0.25 credit Planetary Science Seminar.

Code	Title	Hours
Introductory Courses		**2**
Students are expected to take Introductory Courses to both of the major areas important to our field, Astronomy and E&ES:		
ASTR155	Introduction to Astrophysics	
E&ES101	Dynamic Earth (or an upper level (200+) E&ES course)	
or E&ES115	Introduction to Planetary Geology	
E&ES155	Earth System Science	1.25
Intermediate Courses		**3**
The minor requires three upper-level courses chosen from a list of relevant offerings in Astronomy and E&ES. At least one of the intermediate courses would need to be from each of the departments, in order to preserve the interdisciplinary nature of the minor. These courses fluctuate from year to year but would currently be drawn from the following set:		
ASTR231	Stellar Structure and Evolution	
ASTR224	Exoplanets: Formation, Detection, and Characterization	
E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals	
E&ES215 & E&ES216	Earth Materials and Earth Materials Laboratory	

E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	
E&ES223 & E&ES224	Structural Geology and Field Geology	
E&ES234 & E&ES235	Geobiology and Geobiology Laboratory	
E&ES280 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	
or E&ES380		
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	
E&ES319	Meteorites and Cosmochemistry	
E&ES321	Planetary Evolution	
E&ES375	Modeling the Earth and Environment	
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	
Advanced Courses		**0.75**
To qualify for the minor a student must complete AST/E&ES 555 Planetary Science Seminar during at least three of the four semesters available in their junior and senior years. We encourage students to complete all four semesters if possible in order to obtain complete coverage of our cycle of topics.		
E&ES/ASTR555	Planetary Science Seminar	
Research (Optional)		
While research in the area of planetary science is not required, we hope that most students seeking this minor will elect to do research with a member of the Planetary Science Group. Research can be done during the semester or over the summer.		

RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES MINOR

MINOR DESCRIPTION

The Minor in Russian, East European, and Eurasian Studies (REES) offers students a nuanced, interdisciplinary understanding of contemporary Russia and other post-Soviet states, their culture, society, history, politics, and economic institutions. The REES minor consists of six courses including language study, social sciences, and literature and culture – providing insights into other worldviews and social systems. Study abroad is encouraged.

ADMISSION TO THE MINOR

Any student who intends to earn the minor in REES should speak with the program chair by the end of the junior year at the latest.

MINOR REQUIREMENTS

The minor in REES consists of six courses, in which the student must achieve a GPA of B. These courses must include RUSS101 and RUSS102 or two semesters of Russian language study at the appropriate level and four more REES courses, of which two must be taken in the areas of social sciences and/or literature & culture (see course list). The remaining two courses may be in either of the two areas or in Russian language. Two of the courses may be taken during study abroad (with prior approval). Students should plan the minor in consultation with REES faculty.

If a student places out of one or more semesters of language, they must take enough courses in REES to add up to a total of 6.

Students who wish to fulfill the language requirement by studying a language of Eastern Europe or Central Asia other than Russian may do so, subject to approval by the chair.

Satisfactory completion of the minor will be certified by the program.

Code	Title	Hours
Social Sciences		
GOVT274	Russian Politics	1
HIST151	Introduction to History: The "Russian World" Past and Present	1
HIST219	Russian and Soviet History, 1881 to the Present	1
HIST353	The Communist Experience in the 20th Century	1
HIST318	The Politics of Death: The Living, the Dead, and the State	1
HIST395	"If there is no God, then everything is permitted?" Moral Life in a Secular World	1
RELI225	Socialist Utopias: Transcendence and Religion in Communist States	1
RELI225F	Socialist Utopias: Transcendence and Religion in Communist States (FYS)	1
RELI271	Secularism: Godlessness from Luther to Lenin	1
RELI239	Modern Shamanism: Ecstasy and Ancestors in the New Age	1
RELI289	Indigenous Religions: Politics, Land, Healing	1
RELI299	Imagining Communities: National Religions and Political Rituals	1
Literature and Culture		
MUSC121	Queering Russian Music	1
MUSC296	Soundscapes of Islam	1
MUSC297	Music of Central Asia: From Throat-singing to Heavy Metal	1
REES205	Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel	1
REES208F	Otherness & Belonging (FYS)	1
REES220	Speak, Memory: The Russian Memoir	1
REES223	After Communism: Animals, Avatars, Hybrids	1
REES224	Performing Russian Culture: From Peter the Great to the Russian Revolution	1
REES233	Introduction to Russian and Soviet Cinema	1
REES235	Queer Russia	1

REES240F	Reading Stories: Great Short Works from Gogol to Petrushevskaya (FYS)	1
REES251	Dostoevsky	1
REES254	Nobel Laureates: The Politics of Literature	1
REES252	Tolstoy	1
REES255	Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe	1
REES256	The Soviet Century	1
REES267	Parody: Humor, Artistic Evolution, and Restoration of the Sacred	1
REES268	Nabokov	1
REES276	Contemporary Russian Literature	1
REES279	Chekhov: Prose vs. Drama	1
REES277	Gogol and His Legacy: Witches, Con Men, and Runaway Noses	1
REES321	Moscow/Berlin: Dreamworld and Catastrophe	1
Courses Conducted in Russian		
REES260	Dostoevsky's BRAT'IA KARAMAZOVY	1
CGST234	Introduction to Russian and Soviet Cinema (CLAC.50)	0.5
CGST330	Reading Tolstoy in Russian (CLAC .50)	.5
CGST350	Twentieth-Century Russian Poetry (CLAC .50)	.5
CGST352	The Communist Experience in the Soviet Union (CLAC.50)	.5
Language		
RUSS101	Elementary Russian I	1.5
RUSS102	Elementary Russian II	1.5
RUSS201	Intermediate Russian I	1
RUSS202	Intermediate Russian II	1
RUSS301	Third-Year Russian I	1
RUSS302	Third-Year Russian II	1

CERTIFICATES

Certificates provide curricular options that complement current departmental and interdisciplinary majors. They are designed to bring coherence to programs of study that include courses from many departments and programs. For each program, model curricula are provided to guide students in their choice of courses. Wesleyan currently has twelve certificate programs in place.

- Certificate in Applied Data Science (p. 1130)
- Certificate in Social, Cultural, and Critical Theory (p. 1131)

CERTIFICATE IN APPLIED DATA SCIENCE

INTRODUCTION

The Applied Data Science Certificate#provides students with an introduction to data analysis, including the theory and practical skills needed to collect and prepare data for analysis, explore and visualize data, build models and test hypotheses, discover insights, and communicate results in meaningful ways. The coursework builds on these skills and continues the development of strong statistical computing and programming skills by exposing students to "Big Data" topics such as deep learning, high-performance computing, text mining, machine learning, and AI applications in data analysis.

Through the practicum experience, students will work closely with a faculty member using real-world data to apply these skills to their interests in a semester long research project. To earn the Applied Data Science Certificate, students must complete#seven graded courses and the capstone Data Analysis Practicum.

CERTIFICATE REQUIREMENTS

To earn the Applied Data Science Certificate, students must complete seven graded courses and the capstone Data Analysis Practicum. Before admitted to the program students are asked to submit a tentative plan of study.

Code	Title	Hours
Select one of the following basic knowledge courses:		**1**
BIOL242	Quantitative Methods for the Biological and Environmental Sciences	
MATH132	Elementary Statistics	
PSYC200	Statistics: An Activity-Based Approach	
QAC201	Applied Data Analysis	
QAC211	Digging the Digital Era: A Data Science Primer	
QAC250	An Introduction to Data Journalism	
Select two courses from the following mathematical, statistical and computing foundation courses, each from a different group:		**2**
Mathematical Foundations		
MATH221	Vectors and Matrices	
MATH223	Linear Algebra	
MATH228	Discrete Mathematics	
MATH274	Graph Theory	
QAC220	Applied Vectors and Matrices	
Statistical Foundations		
ECON300	Introductory Econometrics	
MATH231	An Introduction to Probability	
MATH232	Mathematical Statistics	
QAC300	Data Science I: Statistical Foundations	
Computing Foundations		
BIOL265	Bioinformatics Programming	
COMP112	Introduction to Programming	
COMP115	How to Design Programs	
COMP211	Computer Science I	
COMP212	Computer Science II	
Select two of the following applied data science courses:		**2**
QAC305	Exploratory Data Analysis and Pattern Discovery	
QAC385	Applications of Machine Learning in Data Analysis	
QAC386	Quantitative Textual Analysis: Introduction to Text Mining	
QAC387	Generative AI -- LLM Tools for Data Analysis	
QAC388	Deep Learning and Large Language Models: An Introduction	
Select two credits from the following applied electives:		**2**
E&ES280	Introduction to GIS	
ECON385	Advanced Econometrics	
ECON386	Introduction to Forecasting in Economics and Finance	
GOVT366	Empirical Methods for Political Science	
GOVT378	Advanced Topics in Media Analysis	
GOVT380	Public Opinion and Polling Lab	
PHYS340	Computational Physics (0.5 credits)	
QAC216	Introduction to Survey Design and Analysis	
QAC231	Introduction to (Geo)Spatial Data Analysis and Visualization	
QAC239	Proseminar: Machine Learning Methods for Audio and Video Analysis	
QAC241	Introduction to Network Analysis	
QAC251	Data Visualization: An Introduction	
QAC251Z	Data Visualization: An Introduction	
QAC307	Experimental Design and Causal Inference	
QAC311	Longitudinal Data Analysis (0.5 credits)	
QAC312	Hierarchical Linear Models (0.5 credits)	
QAC313	Latent Variable Analysis (0.5 credits)	
QAC314	Survival Analysis (0.5 credits)	
QAC320	Applied Time Series Analysis	
QAC323	Bayesian Data Analysis: A Primer (0.5 credits)	
QAC356	Advanced R: Building Open-Source Tools for Data Science	
QAC378	DeltaLab: Computational Media Analysis	
QAC380	Introduction to Statistical Consulting	
can count QAC 380 or 381, not both		
QAC381	QAC Praxis Service Learning Lab	

NOTE: at least one of the electives credit should be a the 300 level	
The capstone Data Analysis Practicum that includes an ethics and epistemology seminar discussion as well as completing an independent data science project.	**1**

ADDITIONAL INFORMATION

- Some of the courses that count toward the certificate may have a prerequisite, such as calculus. These prerequisites do not count toward the certificate, and students attempting to complete the certificate are not recused from these prerequisites.
- Mathematics majors cannot count courses in the foundations groups already covered by their major toward the certificate. They must instead complete one course from the statistical foundations group and complete three applied elective courses. Alternatively to completing three applied elective courses, they can take either MATH232 or COMP212 and complete two applied elective courses.
- Computer science majors cannot count courses in the foundations groups already covered by their major toward the certificate. They must instead complete one course from the statistical foundations group and complete three applied elective courses. Alternatively, they can complete both MATH231 and MATH232 and complete two applied elective courses.
- It is strongly recommended that students who are not mathematics or computer science majors take courses in the computing foundations group to satisfy the certificate requirements. They can also substitute either MATH232 or COMP212 for one of their applied elective courses.
- Economics majors and minors cannot count ECON300 toward the certificate and must instead complete one course from each of the other two foundation groups.
- Students cannot count more than one course towards this certificate that also counts toward completion of any of their majors or minors.
- One course taken elsewhere may substitute as appropriate for any of the above courses and count toward the certificate, subject to the QAC Advisory Committee's approval (where routine approval may be delegated to the QAC director).
- Students can substitute a course from among the applied data science and applied elective courses for the basic knowledge course, subject to approval.
- Only graded courses can satisfy the requirements for the data analysis minor and the applied data science certificate. Courses completed with a CR/U grading mode will not satisfy the requirements of the two programs.
- Students cannot receive both the data analysis minor and the applied data science certificate.

CONTACT

Director of the QAC

CERTIFICATE IN SOCIAL, CULTURAL, AND CRITICAL THEORY

CERTIFICATE REQUIREMENTS

To help students develop proficiency in the study of social, cultural, and critical theory, this certificate encourages students to seek out theory-intensive courses in a wide range of disciplines and departments at Wesleyan.

To qualify for the Social, Cultural and Critical Theory (SCCT) Certificate, a student must successfully complete six authorized courses, hosted by at least three different departments or programs. All classes must be taken on a graded (A-F) scale. The minimum grade required in each course is a B-. Courses taken on a CR/U scale count only in the case of COL majors and CSS majors; for the latter, only CR/U courses taken during their sophomore year count. Of the six courses that count for the certificate, no more than two may be lecture courses.

Courses that are not listed as SCCT courses on WesMaps or included on the certificate's website (wesleyan.edu/theory (http://wesleyan.edu/theory)) may be used to fulfill certificate requirements if deemed suitable by the certificate director.

Up to two of the six courses may be taken during a semester abroad, and up to three may be taken during a year abroad. With authorization from the certificate director, students may also count up to two courses transferred from another U.S. institution.

ADDITIONAL INFORMATION

Students who wish to earn the certificate should declare it in their WesPortal and then meet with the certificate's director, Professor Ren Ellis Neyra (rellisneyra@wesleyan.edu), preferably in the fall of their junior year.

CLUSTERS

- Asian American Studies Cluster (p. 1132)
- Christianity Studies Cluster (p. 1132)
- Community-Engaged Learning Cluster (p. 1133)
- Disability Studies Cluster (p. 1134)
- Health Studies Cluster (p. 1135)
- Queer Studies Cluster (p. 1136)
- Sustainability and Environmental Justice (p. 1136)
- Urban Studies Cluster (p. 1137)

ASIAN AMERICAN STUDIES CLUSTER

Asian American Studies focuses on exploring the historical and current presence of Asians in the Americas. The field aims to understand both how people from East Asia, Southeast Asia, and South Asia have been racialized in the context of the United States, as well as how Asian Americans have constructed their identity and stories. This cluster also explores ideas of diasporic identity and transnational migrations and how they shape Asian America. Understanding the social and historical presence of Asians in America is crucial to an understanding of racial formation, immigration, citizenship, and nationality in the United States. Asian American Studies examines the experience of Asians in the United States, and how the unique history of marginalization and exclusion informs today's issues within the Asian American community.

The Asian American Studies course cluster introduces students to the central concepts of racialization, migration, and intersectionality as they relate to Asians in the United States. The cluster is interdisciplinary, incorporating perspectives from the humanities and social sciences.

Code	Title	Hours
AMST273		1
AMST291		1
CEAS218	"Other Chinas": Literature from Taiwan, Hong Kong, and Sinophone Southeast Asia	1
CEAS355	Between Asia and Asian America	1
ENGL165F	Querying the Nation: American Literature and Ethnic Studies (FYS)	1
ENGL230	Introduction to Asian American Literature	1
ENGL244	Kill Anything That Moves: The Vietnam War in Literature and Film	1
ENGL361	After Orientalism: Asian American Literature and Theory After 2000	1
RELI221	Islam and Muslim Cultures: Introduction with Case Studies	1
RELI230	Cinematic Encounters: Muslims and/in/of the West	1
SOC309	America's Lure: The Politics of the Transnational US University	1
SPAN285	Racial Capitalism and Resistance in Central America	1
STS342	Queer Robotics: Cyborgs in Science Fiction & Anthropology	1

CHRISTIANITY STUDIES CLUSTER

COORDINATOR

- STEVEN HORST (HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/SHORST/PROFILE.HTML)

Christianity has been a defining force in European and Euro-American history and culture, and has profoundly influenced the visual arts, theater, music, poetry, and philosophy. It has also spread throughout the world. The Christianity Studies cluster offers a way to study it without the constraints of a conventional major. As befits its place within a university curriculum, Christianity Studies courses are taught by people who come from a variety of faith commitments, including secular ones.

PATHWAYS

The Christianity Studies cluster offers a set of courses, changing from year to year, which can be grouped under the following headings, as pathways to assist in gaining a coherent understanding of Christianity. These are:

Christian Thought

Christianity's Role in the Development of Modern Institutions

Christianity and Contemporary Social Debates

World Christianity

Christian Origins

Christian Writers

Christianity in Music

Christianity in the Visual Arts*

Although these pathways should provide assistance in devising a more coherent educational experience, those marked with an asterisk also suggest links to various information available through the internet, such as bibliographies, important texts, and musical and video clips.

COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
AFAM361	The Psychology of Prejudice and Discrimination	1
ARHA151	European Architecture and Urbanism to 1750	1
ENGL207	Chaucer and His World	1
GOVT337	Virtue and Glory: Classical Political Theory	1
GOVT379	Access to Civil Justice	1
HIST201	Medieval Europe	1
HIST202	History of the Multiracial U.S. West, 1846-Present	1

MUSC274	Hymnody in the United States Before the Civil War	1
MUSC448	Ebony Singers: Gospel Music	0.5
RELI201	Introduction to the Hebrew Bible (Old Testament)	1
RELI212	Introduction to the New Testament	1
RELI220	Modern Christian Thought	1
RELI240	Religion in the Roman Empire	1
RELI291	From Jerusalem to Ground Zero: Muslim, Jewish, Christian, Sioux, and Hindu Notions of Sacredness	1
RELI391	Religion and the Social Construction of Race	1
RELI393	"If there is no God, then everything is permitted?" Moral Life in a Secular World	1

COMMUNITY-ENGAGED LEARNING CLUSTER

Department website: http://www.wesleyan.edu/slc/index.html (http://www.wesleyan.edu/slc/)

COORDINATOR

- AMY GRILLO (AGRILLO@WESLEYAN.EDU)

Community-Engaged Learning integrates experiences outside the classroom with an academic curriculum taught within the classroom. As one form of experiential education, community-engaged learning seeks to broaden students' understanding of course content through activities which are, at the same time, of service to the campus and/or surrounding community. Through structured reflection on their service, students are able to test and deepen their understanding of theoretical approaches in virtually any discipline.

The Allbritton Center (http://www.wesleyan.edu/allbritton/) for the Study of Public Life provides support and resources for faculty interested in incorporating service learning into their courses. Service-Learning Initiative Grants (http://www.wesleyan.edu/slc/facultyresources/obligations_support.html) (SLIGs) provide faculty with funds to develop their new service-learning courses. Faculty who teach service-learning courses often work closely with the Jewett Center for Community Partnerships (http://www.wesleyan.edu/jccp).

COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
AFAM307	Black Middletown Lives: The Future of Middletown's African American Past	1
ASTR430	Seminar on Astronomical Pedagogy	0.25
CHEM241		1
CHEM242		1
CSPL210	Money and Social Change: Innovative Paradigms and Strategies	1
E&ES260	Oceans and Climate	1
E&ES261	Techniques in Ocean and Climate Investigations	0.5
E&ES281	GIS Service-Learning Laboratory	0.5
ENVS361	Living in a Polluted World	1
HIST216L	European Intellectual History since the Renaissance- Service Learning	1
MUSC463	Teaching Music Lessons to Children in Local Schools	1
NS&B360	Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits	1
PSYC209		1
PSYC328		1
PSYC355	Psychology of Reading	1
PSYC384	Advanced Research in Cognitive Development	1
SISP245	Ethnography and Design	1
SOC315	The Health of Communities	1.25
SOC316	Community Research Seminar	1.5
THEA115	America in Prison: Theater Behind Bars	1
DANC376	The Artist in the Community: Civic Engagement and Collaborative Dancemaking	1

COURSES & PROJECTS

GETTING INVOLVED

Wesleyan students have a long history of getting involved in the greater Middletown community. Much of this is done through volunteer and community service through the Jewett Center for Community Partnerships (http://www.wesleyan.edu/jccp). But some academic courses—service-learning courses—also have a service component to them. In the past, students enrolled in service-learning courses at Wesleyan have:

- Conducted the homeless count required by the United States Department of Housing and Urban Development for the Middlesex Supportive Housing Coalition;
- Examined the effect of local preschools on preparing kindergarteners to be school-ready, for the Middletown School Readiness Council;
- Studied the North End landfill to determine whether the methane it produced could be harvested economically;
- Taught 20th century music compositional techniques to Middletown High School students;
- Taught dance classes at the Green Street Arts Center;
- Aided medical research at the Community Health Clinic.

If you think Wesleyan students might be of help in a project your organization or agency is doing, planning, or just imagining, the first step is an informal discussion with the Director of the Allbritton Center.

FACULTY RESOURCES

Getting Started with Service Learning

When integrated into an academic course, community service provides a pedagogical tool that allows students to develop a deeper understanding of course material. The service can take many forms such as volunteer work, research for local organizations, teaching opportunities, policy-related work, community organizing activities, as well as other forms of service activities. Students may work directly with local community members through direct engagement activities or work on campus in the service of the members of the university community.

Faculty who want to explore developing a service-learning course should feel free to contact the Director for Community-Engaged Learning, Amy Grillo, or

the Director of the Allbritton Center to discuss their ideas. Information about service-learning courses, including syllabi, from almost all disciplines is available at the Jewett Center for Community Partnerships (http://www.wesleyan.edu/ccp/) (JCCP) in Allbritton, 3rd floor. The Director for Community-Engaged Learning and other Allbritton Center staff members can assist faculty members in identifying potential community partners.

Service-Learning Initiative Grants (http://cascadewww-staging.wesleyan.edu/slc/facultyresources/obligations_support.html) (SLIGs) provide faculty with funds to support the development of a new service-learning course (transportation costs, materials, training, and stipend).

Transportation (http://www.wesleyan.edu/jccp/about/vaninfo.html) for students in service-learning courses to their community placements may be arranged through the Jewett Center for Community Partnerships.

DISABILITY STUDIES CLUSTER

COORDINATOR

- Megan Glick (http://www.wesleyan.edu/academics/faculty/mglick/profile.html)

Disability Studies is an interdisciplinary field that studies the systems of classification—medical, legal, social, cultural, historical—that organize bodily and psychological difference. Scholars in Disability Studies begin from the perspective that definitions of dis/ability vary historically and cross-culturally, and that bodily norms derived from these definitions have political, social, and economic ramifications for both disabled and nondisabled people. The field explores disability as a social and historical construction, a political identity, and a lived experience.

The Disability Studies course cluster at Wesleyan highlights courses across all divisions that explore disability from a wide range of perspectives. Courses in the cluster give students an introduction to the historical origins of disability, social and scientific classifications of embodied difference, artistic and literary representations of disability, and ongoing political struggles around access, power, and normalization. New directions in Disability Studies include questions of ethics and interdependence, global and local disparities in health and illness, human-animal boundaries, and intersections of disability justice with race, gender, sexuality, age, and other embodied forms of power.

COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
AMST174	Popular Culture and Social Justice: An Introduction to American Studies	1
AMST201	Queer Theories	1
AMST203	Biopolitics, Animality, and Posthumanism: Junior Colloquium	1
AMST208	Visual Culture Studies and Violence	1
AMST256	Race and Medicine in America	1
AMST353	Health, Illness, and Power in America	1
BIOL345	Developmental Neurobiology	1
COL238	Animal Theories/Human Fictions	1
FGSS329	Waiting: Bodies, Time, Necropolitics	1
LANG290	Intermediate American Sign Language I	1
NS&B360	Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits	1
PSYC228	Clinical Neuropsychology	1
SOC399L	Advanced Research Seminar: The Social Body	1

RESOURCES AND LINKS

WESLEYAN UNIVERSITY LINKS

- Wesleyan Students for Disability Rights (WSDR) (https://sites.google.com/a/wesleyan.edu/wesleyan-students-for-disability-rights/)
- Resources for Student Accessibility Services (http://www.wesleyan.edu/studentaffairs/disabilities/)
- Faculty Guide to Accessibility Services (http://www.wesleyan.edu/studentaffairs/disabilities/Faculty/)
- Graduate Student Guide to Accessibility Services (http://www.wesleyan.edu/grad/student-services/accessibilityservices.html)
- Accessible Pathways and Parking Map (http://www.wesleyan.edu/about/directions/accessibility.html)

DISABILITY STUDIES LINKS

Organizations

- The Society for Disability Studies (SDS) (http://disstudies.org/)
- Association on Higher Education and Disability (AHEAD) (http://www.ahead.org/)
- International research unit in Disability Studies (iDiS) (http://idis-eng.uni-koeln.de/)
- World Institute on Disability (WID) (http://www.wid.org/)
- Disability History Association (DHA) (http://dishist.org/)
- Centre for Culture & Disability Studies

JOURNALS

- *Disability Studies Quarterly*
- *Disability & Society*
- *Journal of Disability Policy Studies*
- *The Review of Disability Studies: An International Journal*
- *Journal of Literary & Cultural Disability Studies*

OTHER RESOURCES:

- Academic Programs in Disability Studies (http://disabilitystudies.syr.edu/resources/programsinds.aspx)
- Disability Studies at Syracuse University (http://disabilitystudies.syr.edu/)
- Centre for Disability Studies at the University of Leeds (http://www.leeds.ac.uk/disability-studies/)
- The Institute on Disabilities at Temple University (http://disabilities.temple.edu/)
- Annotated Disability Studies Bibliography (http://thechp.syr.edu/selected-annotated-bibliography-disability-studies-and-mental-retardation/)
- Disability History Online Museum (http://www.disabilitymuseum.org/dhm/)
- H-Disability email list (http://www2.h-net.msu.edu/~disabil/)
- Disability-Research email list (http://www.leeds.ac.uk/disability-studies/discuss.htm)

HISTORY

Wesleyan's Course Cluster in Disability Studies was a student-led initiative. In 2010, two students active in Wesleyan Students for Disability Rights (WSDR), Ariel Schwartz and Allegra Stout, approached Professor Margot Weiss to discuss strategies for increasing Disability Studies offerings at Wesleyan (see

the WSDR 2010 statement of needs and goals here (https://sites.google.com/a/wesleyan.edu/wesleyan-students-for-disability-rights/statement-of-needs-and-goals)). Working with faculty in American Studies, Anthropology, English, FGSS, History, and SISP, Prof. Weiss proposed a Course Cluster in Disability Studies to the Wesleyan faculty in late 2010. The Cluster became part of Wesleyan's curriculum in April 2011 (see Argus coverage here (http://wesleyanargus.com/2011/04/15/disability-studies-course-cluster-added/)).

In 2014, Schwartz and Stout published a research article, "'It'll Grow Organically and Naturally': The Reciprocal Relationship between Student Groups and Disability Studies on College Campuses (http://dsq-sds.org/article/view/4253/3593)," in *Disability Studies Quarterly*. The article explores the role student activism can play in developing disability studies on campus.

EVENTS (HTTP://WWW.WESLEYAN.EDU/DISABILITYSTUDIES/EVENTS.HTML)

HEALTH STUDIES CLUSTER

Training for the health professions requires knowledge of a broad array of subjects, both science and non-science. For those seeking careers in a wide variety of health professions such broad-based training begins at the undergraduate level. Increasingly, emphasis is placed on the quantitative, medical knowledge required for patient care, the interpersonal and communication skills required for working in health care teams, and the cultural competencies needed for working with a rapidly changing patient demographic. The health studies course cluster offers students information about the types of courses at Wesleyan that provide appropriate background for those seeking careers in the health professions.

The goal of current health professions graduate programs is to create health professionals who have the knowledge, skills and flexibility to succeed in today's rapidly evolving health care environment. In addition to the commonly required science courses in biology, chemistry, and physics, studying anthropology, sociology, ethics, psychology, and statistics is an important aspect of preparation for any of the health professions, along with the ability to integrate and apply the knowledge obtained to improve health outcomes for all populations. Having appropriate courses listed in the cluster encourages students to sample the breadth of the curriculum while still achieving proficiency in the recommended areas. There are multiple courses in any one disciplinary area that can provide the needed information and conceptual foundation, so the cluster highlights many different courses offering appropriate content. We want to encourage students to pursue an integrative, interdisciplinary approach to their education in this area.

Students and advisors are encouraged to make use of the cluster listing when selecting courses to fulfill major, minor and certificate requirements, as well as general education expectations. By choosing from cluster courses students will gain proficiency in the health studies area while also mastering the in-depth disciplinary perspective that comes with their chosen major.

COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
Biology, Molecular Biology and Biochemistry, Neuroscience and Behavior		
BIOL173	Global Change and Infectious Disease	
BIOL181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	
BIOL182	Principles of Biology II	
BIOL191	Principles of Biology I--Laboratory	
BIOL192	Principles of Biology II: Laboratory	
BIOL210	Genetics and Genomics	
BIOL239	Functional Anatomy of the Human Brain	
BIOL265	Bioinformatics Programming	
BIOL318	Nature and Nurture: The Interplay of Genes and Environment	
BIOL325	Stem Cells: Basic Biology to Clinical Application	
BIOL353	Neurobiology of Neurological Disorders	
MB&B119	Biology and Chemistry in the Modern World: A Survey of Drugs and Disease	
MB&B228	Medical Biochemistry	
MB&B231	Microbiology	
NS&B213	Behavioral Neurobiology	
NS&B227	Motivation and Reward	
NS&B228	Clinical Neuropsychology	
NS&B316	Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives	
NS&B329	Neural Costs of War	
NS&B356	Neurodevelopmental Disorders	
Methods/Quantitative Analysis		
MATH117	Introductory Calculus	
MATH118	Introductory Calculus II: Integration and Its Applications	
MATH119	Elements of Calculus, Part I	
MATH120	Elements of Calculus, Part II	
MATH121	Calculus I	
MATH122	Calculus II	
MATH132	Elementary Statistics	
MATH232	Mathematical Statistics	
NS&B280	Applied Data Analysis	
NS&B392	Behavioral Methods in Affective Neuroscience	
PSYC200	Statistics: An Activity-Based Approach	
PSYC245	Psychological Measurement	
Psychology		
PSYC222	Sensation and Perception	
PSYC225	Cognitive Neuroscience	
PSYC259	Discovering the Person	
Social Science/Humanities		
AMST256	Race and Medicine in America	
ECON308	Healthcare Economics	
ENGL132		
GOVT271	Political Economy of Developing Countries	
HIST393	Materia Medica: Drugs and Medicines in America	
PHIL215	Humans, Animals, and Nature	
SISP215	Metabolism and Technoscience	
SOC241	Mental Illness and Society	
SOC313	Time, Masks, Mirrors: Aging in America	

SOC399E Advanced Research Seminar: Food and Society (no longer active)	
Environmental Studies	
ENVS260	Global Change and Infectious Disease
ENVS361	Living in a Polluted World
HIST135	American Food
Chemical and Physical Sciences	
CHEM141	General Chemistry I
CHEM152	Introductory Chemistry Laboratory
CHEM251	Organic Chemistry I
CHEM252	Organic Chemistry II
CHEM257	Intermediate Chemistry Laboratory
CHEM258	Organic Chemistry Laboratory
CHEM309	Molecular and Cellular Biophysics
CHEM321	Biomedicinal Chemistry
CHEM325	Introduction to Biomolecular Structure
CHEM381	Physical Chemistry for the Life Sciences
CHEM383	Biochemistry
CHEM387	Enzyme Mechanisms
PHYS111	Introductory Physics I
PHYS112	Introductory Physics II
PHYS113	General Physics I
PHYS116	General Physics II
PHYS121	Introductory Physics Laboratory I
PHYS122	Introductory Physics Laboratory II
PHYS123	General Physics Laboratory I
PHYS124	General Physics Laboratory II

QUEER STUDIES CLUSTER

COORDINATOR

- **MARGOT WEISS (HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/MDWEISS/PROFILE.HTML)**

Queer Studies focuses on the social production and regulation of sexuality, asking: How does sexual normativity structure and shape diverse social and political institutions? What are the intersections of sexual marginality and other axes of difference (gender, race, ethnicity, disability, class, indigeneity, nation)? How does the social organization of desire produce forms of oppression and of resistance in varied places and times?

The Course Cluster in Queer Studies at Wesleyan includes courses across the humanities, the humanistic social sciences, and the interdisciplinary programs. Particular research and teaching strengths at Wesleyan include queer theory, theories of difference and embodiment (including disability and trans studies), queer of color critique, and transnational sexuality studies. Wesleyan Queer Studies courses are listed on WesMaps (https://owaprod-pub.wesleyan.edu/reg/!wesmaps_page.html?stuid=&facid=NONE&subj_page=XQST&term=1199).

If you have questions regarding Queer Studies at Wesleyan, please contact the cluster's coordinator, Professor Margot Weiss (mdweiss-at-wesleyan.edu (mdweiss@wesleyan.edu)).

COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
AMST174	Popular Culture and Social Justice: An Introduction to American Studies	
AMST201	Queer Theories	
AMST203	Biopolitics, Animality, and Posthumanism: Junior Colloquium	
AMST218	Introduction to Queer Studies	
AMST256	Race and Medicine in America	
AMST286	Queer Activism and Radical Scholarship: Beyond Theory vs. Practice	
AMST351	Queer of Color Critique	
AMST353	Health, Illness, and Power in America	
ANTH203	Sex, Money, and Power: Anthropology of Intimacy and Exchange	
DANC378	Repertory and Performance: The Jewel Thief: A Ballet of the Mind	
ENGL349	Historicizing Early Modern Sexualities	
ENGL378	Creative Writing, Post-Modernism, and Future Theories	
FGSS200	Sex/Gender in Critical Perspective (FGSS Gateway)	
FGSS209	Feminist Theories	
FGSS321	BioFeminisms: Science, Matter, and Agency	
FGSS329	Waiting: Bodies, Time, Necropolitics	
MUSC294	Queer Opera	
RELI379	Christianity and Sexuality	
SOC244	Feminist and Queer Theories of Social Reproduction	
SOC299	The Future Perfect	
THEA267	Revolution Girl-Style Now: Queer Performance Strategies	
THEA364	Friendship and Collaboration: In Theory, In Practice	

SUSTAINABILITY AND ENVIRONMENTAL JUSTICE

In 2019, Wesleyan launched a new course cluster in sustainability & environmental justice (https://iasext.wesleyan.edu/regprod/!wesmaps_page.html?stuid=&facid=NONE&subj_page=XSEJ&term=1189). Encompassing climate change, ecological sustainability, and environmental justice, this course cluster recognizes that sustainability and environmental justice are (or should be) central to public policy debates, scientific and intellectual inquiry, and the foundations of social and economic life. By framing sustainability and environmental justice together, we draw attention to equitable access to

protection to all species without unfairly distributing risk of harm to some individuals and groups that live within them.

This course cluster is intended to cut across Wesleyan's academic divisions and within all disciplines, whether natural, social, or humanistic modes of thought and practice. A course cluster also makes these courses easier to find for both students and faculty advisors (especially important as they cross both disciplinary and divisional lines), attract prospective students to Wesleyan, and raise awareness of this field among students and faculty.

CONTACT

To submit a course to the cluster, please contact Tony Hatch at ahatch@wesleyan.edu.

DESCRIPTION

Topics that fall within sustainability and environmental justice may include but are not limited to the following eight themes and questions:

1. The relationship between power, social inequities and the development of just and sustainable communities.
2. How diversity, including biodiversity and cultural diversity, contributes to sustainable systems.
3. Dynamics of industrial production and mass consumption as they relate to environmental health and human well-being and explore strategies for developing sustainable life practices.
4. How social systems promote, or fail to promote, cultures of sustainability, especially in terms of tolerance, non-violence and peace.
5. How human well-being depends on ecosystem processes and non-toxic materials.
6. The politics and economics of sustainable development including its social benefits and environmental costs raise critical questions about what development and progress mean for different communities.
7. How science and technology shape the environmental realities and public health policies at both the local and global levels.
8. Multiple ways of representing and understanding humans' relationships to the environment, and how taken-for-granted metaphors and stories can promote or damage environmental and public health.

Wesleyan currently has several academic units that house faculty whose interests may fall under the domain of sustainability and environmental justice (e.g., the College of the Environment, Earth & Environmental Sciences), but not entirely nor comprehensively so.

Through the Wesleyan Sustainability Office and with funding from the College of the Environment, we anticipate offering pedagogical support to faculty on an ongoing basis, both increasing and sharpening course offerings in sustainability and environmental justice going forward. This will expand the number of faculty and students focused on this vitally important area of scholarly and policy concern.

COURSES ASSOCIATED WITH THE CLUSTER

For a current list of courses offered, visit WesMaps (https://iasext.wesleyan.edu/regprod/!wesmaps_page.html?stuid=&facid=NONE&subj_page=XSEJ&term=1189).

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

Code	Title	Hours
AMST174	Popular Culture and Social Justice: An Introduction to American Studies	1
ANTH312	Eat, Grow, Heal: The Anthropology of Food and Justice	1
ARHA352	Energy and Modern Architecture, 1850-2020	1
BIOL173	Global Change and Infectious Disease	1
BIOL215	Evolution in Human-Altered Environments	1
E&ES250	Environmental Geochemistry	1
GOVT322	Global Environmental Politics	1
GOVT392	Theorizing the City	1
LAST240	From the Banjo to Dembow: Afro-Caribbean Music in Motion	1
PHIL270	Environmental Philosophy	1
PHIL353	Blackness in the Anthropocene	1
PSYC361	The Psychology of Prejudice and Discrimination	1
SISP215	Metabolism and Technoscience	1
SOC315	The Health of Communities	1.25

*This list represents interdisciplinary and interdivisional regularly-taught courses on Sustainability and Environmental Justice. Some courses on this list have emerged through the Sustainability Across the Curriculum initiative while others already fell within the scope of faculty research and teaching interests. Some courses position questions of sustainability and/or environmental justice at the center of inquiry, whereas others may devote only one or two course modules to such inquiry.

URBAN STUDIES CLUSTER

CO-COORDINATORS

- JOE SIRY (HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/JSIRY/PROFILE.HTML)
- DANIELLE GANDOLFO (HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/DGANDOLFO/PROFILE.HTML)

Urban Studies is an area in which Wesleyan students can have both curricular and professional interests. Several University Major proposals in the last few years have been in the area of Urban Studies, and a number of Wesleyan students go on to graduate school and/or careers in areas such as Architecture, Geography, Public Policy, Urban Policy, and Urban Planning.

COURSES ASSOCIATE WITH THE CLUSTER

Code	Title	Hours
Courses with primary focus on urban studies-related topics		
ANTH249	From Metropolis to Megalopolis	
ARHA151	European Architecture and Urbanism to 1750	
ANTH230	Anthropology of Cities	
ARHA244	European Architecture and Urbanism, 1750-1910	
ARHA246	American Architecture and Urbanism, 1770-1914	

ARHA254	Architecture of the 20th Century
ARHA258	Contemporary World Architecture
COL270	Modernist City-Texts
ECON316	Urban Economics
FGSS329	Waiting: Bodies, Time, Necropolitics
GOVT392	Theorizing the City
HIST117	Chinese Cities
RELI272	Ethics After the Holocaust
Courses with secondary focus on urban studies-related topics	
ENGL204	American Literature, 1865-1945: The Americanization of Power
GOVT369	Political Psychology
HIST207	Japan Since 1868: Society and Culture in Modern Japanese History
HIST246	France at War, 1934-1944
HIST303	Policing and Power
HA Courses	
ARHA151	European Architecture and Urbanism to 1750
ARHA244	European Architecture and Urbanism, 1750-1910
ARHA246	American Architecture and Urbanism, 1770-1914
ARHA254	Architecture of the 20th Century
ARHA258	Contemporary World Architecture
FGSS329	Waiting: Bodies, Time, Necropolitics
SBS Courses	
ANTH230	Anthropology of Cities
ANTH249	From Metropolis to Megalopolis
ECON316	Urban Economics
GOVT369	Political Psychology
GOVT392	Theorizing the City
HIST207	Japan Since 1868: Society and Culture in Modern Japanese History
HIST117	Chinese Cities
HIST246	France at War, 1934-1944
HIST303	Policing and Power

GRADUATE PROGRAMS

ASTRONOMY
- Master of Arts in Astronomy (p. 163)

BIOLOGY
- Doctor of Philosophy in Biology (p. 192)
- Master of Arts in Biology (https://catalog.wesleyan.edu/departments/biol/grad-biol-ma/)

CHEMISTRY
- Doctor of Philosophy in Chemistry (p. 230)
- Master of Arts in Chemistry (https://catalog.wesleyan.edu/departments/chem/grad-chem-ma/)

COLLEGE OF INTEGRATIVE SCIENCES
- Master of Arts in the College of Integrative Sciences (p. 357)

EARTH AND ENVIRONMENTAL SCIENCES
- Master of Arts in Earth and Environmental Sciences (p. 461)

MATHEMATICS AND COMPUTER SCIENCE
- Doctor of Philosophy in Mathematics (p. 718)
- Master of Arts in Mathematics or Computer Science (p. 719)

MOLECULAR BIOLOGY AND BIOCHEMISTRY
- Doctor of Philosophy in Molecular Biology and Biochemistry (p. 753)
- Master of Arts in Molecular Biology and Biochemistry (https://catalog.wesleyan.edu/departments/mbb/grad-ma/)

MUSIC
- Doctor of Philosophy in Music (p. 787)
- Master of Arts in Music (https://catalog.wesleyan.edu/departments/musc/grad-ma/)

NEUROSCIENCE AND BEHAVIOR
- Master of Arts in Neuroscience and Behavior (p. 802)

PHYSICS
- Doctor of Philosophy in Physics (p. 843)
- Master of Arts in Physics (https://catalog.wesleyan.edu/departments/phys/grad-phys-ma/)

PSYCHOLOGY
- Master of Arts in Psychology (p. 866)

COURSE DESCRIPTIONS

A

- African American Studies (AFAM) (p. 1141)
- American Studies (AMST) (p. 1168)
- Anthropology (ANTH) (p. 1178)
- Arabic (ARAB) (p. 1196)
- Archaeology (ARCP) (p. 1199)
- Art History (ARHA) (p. 1207)
- Art Studio (ARST) (p. 1224)
- Astronomy (ASTR) (p. 1234)

B

- Biology (BIOL) (p. 1239)

C

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- Center for the Humanities (CHUM) (p. 1287)
- Center for the Study of Public Life (CSPL) (p. 1299)
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D

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E

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F

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G

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H

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- History (HIST) (p. 1649)

I

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J

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K

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L

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- Less Commonly Taught Languages (LANG) (p. 1725)

M

- Mathematics (MATH) (p. 1732)
- Medieval Studies (MDST) (p. 1739)
- Molecular Biology and Biochemistry (MB&B) (p. 1752)
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N

- Neuroscience & Behavior (NS&B) (p. 1795)

P

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Q

- Quantitative Analysis Center (QAC) (p. 1857)

R

- Religion (RELI) (p. 1864)
- Romance Languages and Literatures (p. 1887)
- Russian (RUSS) (p. 1902)
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S

- Science in Society Program (SISP) (p. 1925)
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T

- Theater (THEA) (p. 1955)

U

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W

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AFRICAN AMERICAN STUDIES (AFAM)

AFAM101 Introduction to Africana Studies: Black Radical Thought and Praxis
This course will introduce students to the intellectual history and political economy of Africa and the African diaspora. It will take up important historical issues and questions that continue to animate, even haunt the modern world: race, race relations, and anti-Black racism; the universality of whiteness and white supremacy; the fungibility of the Black body; the vulnerability and precarity of Black life; and the complex and "unthinkable" histories and afterlives of chattel slavery, racial capitalism, settler colonialism, and the Middle Passage.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM112F Reading Black Culture (FYS)
Blackness is the lifeblood of the culture industry. U.S. popular culture--which traverses national boundaries due to the workings of imperialism and global capital--has a predominantly Black face, at the same time that Black people, in the United States and across the globe, are made to live in unrelenting proximity to death and destitution. This introductory course aims to tackle this seemingly contradictory state of things by considering the manifold ways Blackness circulates in the global cultural landscape. With the ultimate aim of increasing cultural literacy, we will engage with key questions such as: What makes a Black text? What, if any, political duty does the Black cultural worker have to the larger "Black community"? How does a critique of capital figure into Black culture? How might we conceptualize intellectual work as central to Black cultural traditions? This course traces these questions through the analytic of "reading"--as a mode of critical engagement that exceeds the textual. We will contend with Blackness in its varying permutations and figurations across the domains of literature, music, film, sport, visual art, and performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL112F**
Prereq: **None**

AFAM115F Freedom School (FYS)
From the point of view of the U.S. nation-state, education has always been a hegemonic means to control knowledge, to calibrate unequal forms of citizenship, and to promote the social reproduction of power. Yet as W.E.B. Du Bois wrote in 1903, "education among all kinds of men [sic] always has had, and always will have, an element of danger and revolution, of dissatisfaction and discontent. Nevertheless, men [sic] strive to know." Drawing inspiration from the 1964 Freedom School Curriculum and spanning from enslavement to emancipation to the long civil rights movement, this course explores how people of African descent in the United States, and black women in particular, have used education to empower themselves, produce social change, and redefine the terms under which change may occur.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM116F The Black Radical Tradition (or Black Radicalism) (FYS)
In a nation that was founded on the liberty of white men and women, and the enslavement of people of African descent, black radical action and movements have steered the history of struggles for freedom, citizenship, equal treatment, social and economic justice, and protection from the state. Figures such as Maria Stewart, Frederick Douglass, W. E. B. Du Bois, Marcus Garvey, Paul Robeson, and Angela Davis constitute part of a long tradition of black radicals. Even as the meaning of "radical" has shifted historically, black radicals are joined by their visions of dismantling existing systems and institutions for a freer and more equitable society. Spanning the periods of black radical abolitionism, black nationalism, Black Power, and the Black Lives Matter movement, this course explores key radical thinkers, activists, and texts in historical perspective.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM141F The Revolutionary Rupture: Slavery, Latifundio & Rev. in Caribbean & Lat. Amer. Lit. & Cinema (FYS)
The word "Revolution" often evokes a vertical and/or eruptive image: a standing militant who was once a "premodern," non-European figure; a bottom-to-top explosion of imperial and colonial disorder and normative violence; a rising and world-overturning wind or "natural event." Does the eruption of an "event" worthy of the name "Revolution" begin on the imagined x-axis, say, of the earth's surface? Or does it point beyond that plane of seemingly commonly shared life? Or to that notion itself--i.e., commonly shared life--as a question? How do configurations of hell, heaven, God, Satan, the dead--what's below, what's above--come to bear in representations of "Revolutions"?

In this course, we will slow down, read, and work through these and other questions and figurations on the verge, in the midst, and/or seemingly on the other side of revolutionary ruptures--ruptures which are also returns. We will read select literatures and cinemas of Haiti, The Dominican Republic, Mexico, Guatemala, Puerto Rico, and Cuba that convey refusals of "given" life and death and that render different imperial, colonial, and neo-liberal systems of oppression and their attendant philosophies of the human, non-human, animal, native, enslaved, and blackened. The Haitian Revolution of the late 18th and early 19th century, insurrections in Chiapas before and after the Mexican Revolution of 1910, and 20th-21st century armed movements against U.S. economic and military invasions of the Caribbean and Central American regions would be the historical "flashpoints" of the course. While de-romanticizing the commercialized Che-t-shirt notion of "Revolution" in the U.S., we will, more importantly, encounter and deconstruct discourses of hetero-masculinity, modernization, mestizaje, whitening, and "development" that sometimes appear radical and/or revolutionary.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL141F**
Prereq: **None**

AFAM152F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL175F, AMST125F, FGSS175F, THEA172F, COL125F**
Prereq: **None**

AFAM171F The Prison State: Race, Law, and Mass Incarceration in U.S. History (FYS)
This first-year seminar course explores the history and effects of the United States' mass incarceration crisis. The U.S. incarcerates more people than any other country in the world. And people of color make up a highly disproportionate number of the over 2 million individuals incarcerated in the U.S. today. Beginning with slavery and continuing through the rise of prisons, debt peonage, Jim Crow, and the Black Lives Matter movement, the course will explore how efforts to police, detain, and control black bodies have been at the center of U.S. law and legal practice since the nation's founding. At the same time, we will compare and contrast how race, gender, and sexual orientation have been policed, controlled, and shaped through incarceration practices throughout U.S. history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM175F The Black Atlantic, A Religious Interpretation (FYS)
The world as we know it is shaped by The Black Atlantic. This phrase centers the forced movement of enslaved Africans from Africa to the Americas and Europe as the center of a set of complex forces: European global expansion, land expropriation, indigenous extermination and, of course African enslavement. But Africans were not solely objects of dehumanizing subjugation and property. Africans co-created this world through material practices, traditions of knowledge, and meaning making summed up in the word religion. This course will both introduce students to the themes of Black religions formed in and through the Black Atlantic, and specific communities, for example, Rastafarianism, Islam, Buddhism, and Pentecostalism. Students will read scholarly articles and engage multi-sensory sources and first-person accounts of both themes and communities. All resources will be provided in class or via Moodle.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI177F**
Prereq: **None**

AFAM177 Introduction to Black Religions in the Americas
This course will both introduce students to the themes of Black religions formed in and through the Americas, and specific traditions, for example Santería, Islam, Christianity, and Buddhism. The Americas are formed in and through Black Atlantic. The phrase the Black Atlantic centers the forced movement of enslaved Africans from Africa to the Americas and Europe as the center of a set of complex forces: European global expansion, land expropriation, indigenous extermination and, of course African enslavement. The term aptly captures the shifting geographies we call the Americas. Africans were not solely objects of dehumanizing subjugation and property. Africans co-created the new world of the Americas through material practices, traditions of knowledge, and meaning

making summed up in religion. Students will read scholarly articles and engage multi-sensory sources and first-person accounts of both themes and traditions. All resources will be provided in class or via Moodle. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI177**
Prereq: **None**

AFAM177F August Wilson (FYS)
During his lifetime, the world-renowned African American playwright August Wilson graced stages with award-winning plays from his "Century Cycle." This course examines the cycle's 10 plays in the order in which the playwright wrote them, from Jitney (1982) to Radio Golf (2005). In all cases, we pay special attention to the playwright's presentation of language, history, memory, religion, visual art, and music within his oeuvre.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL176F, THEA175F**
Prereq: **None**

AFAM179F Not Like Us: Religion, Race, Pop Culture (FYS)
Starting with the work of Pulitzer Prize and Grammy award-winning, Super Bowl-performing artist Kendrick Lamar, this course examines how Black culture, and thus race, is often interpreted through religion. Afro-British theorist and cultural studies pioneer Stuart Hall famously published the article "What is this 'Black' in Black Popular Culture" in the 1990s. In that essay, Hall sought to examine the work of the signifier of race in relationship to the idea of culture. This course, following Hall, will enable students to examine the relationship between structures, practices and ideas of race, with structures, practices and ideas of religion in defining Black people in the modern world. Through Hall's lens of culture, the class will examine people, places and periods, from witches and demons to Blues and Spirituals, Martin Luther King Jr. to Malcolm X, the Black Arts Movement to Black Lives Matter, Beyoncé to Kendrick Lamar, Marlon Riggs to Michaela Coel, by considering questions of authenticity, claims of Africanity, and formations of religiosity all in the word Black. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI179F**
Prereq: **None**

AFAM189F LGBTQ, or LGBT Who? Race, Sexuality, and Community in 20th-century U.S. History (FYS)
Beginning with the early-20th-century construction of the "homosexual" as a distinct identity, this course will explore the evolving, complex, and contested history of the queer community over the past century. The course will especially explore how race and gender frequently shaped marginalized yet resilient social movements for the lives, dignity, and rights of trans and other queer people of color, from the drag balls of a century ago through the Black Lives Matter movement.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM202 Introduction to African American Literature
This course will introduce students to African American literature. It will be divided into two parts. The first will pay particular attention to the experience of enslavement by focusing on several unique primary and secondary textual couplings, including (but not limited to): Frederick Douglass's "Narrative of the Life of Frederick Douglass, an American Slave" (1845) and Saidiya Hartman's "Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America" (1997); and Harriet Jacobs's "Incidents in the Life of a Slave Girl" (1861) together with Hortense Spillers's "Mama's Baby, Papa's Maybe: An American Grammar Book" (1987). In addition to these classic 19th-century slave narratives and contemporary sources, then, the first part will also include supplementary readings by Kenneth Warren, David Blight, Angela Davis, Alexander Weheliye, Spillers, Hartman, Farah Jasmine Griffin, Shelly Eversley, Jennifer Morgan, and Frank Wilderson. The second part will focus on 20th- and 21st-century African American literature and literary criticism. It will bring together a wide range of readings from across genres and disciplines, attempting to sketch out the major aesthetic and political features of the black literary project. Authors here will include W. E. B. Du Bois, Booker T. Washington, Michael Rudolph West, Hazel Carby, Cheryl Townsend Gilkes, Alain Locke, Shane Vogel, Alice Walker, Zora Neale Hurston, Richard Wright, Ralph Ellison, Asia Leeds, Roderick Ferguson, Claude McKay, Amiri Baraka, James Baldwin, Toni Morrison, Samuel Delany, Octavia Butler, Teju Cole, Ta-Nehisi Coates, Cornel West, Claudia Rankine, Warren, and Fred Moten.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **ENGL240**
Prereq: **None**

AFAM203 African American History, 1444-1877
This course examines the historical interactions between peoples on three continents--Africa, Europe, and the Americas--and the consequences of European colonization, trans-Atlantic slavery, and racial capitalism. Focusing on a period from the Antiquity to the late 19th centuries, we will explore how European notions concerning Africa its peoples evolved over millennia in response to shifting political, economic, and demographic circumstances. We will chart how Africans and their descendants in the Americas experienced and responded to colonialism. And we will analyze how debates concerning enslavement and freedom, indigeneity and civilization, and pan-Africanism and national citizenship played out across the African Diaspora and in the United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM204 Introduction to Modern African American History
This course explores the African American struggle for equality, liberation, and justice from Reconstruction through to the present. We will examine how gender, class, sexuality, and ideology, among other factors, have shaped the history of black protest and community. We will visit key periods and themes including Jim Crow/segregation, The Great Migration, World War II, Civil Rights, Black Power, and Black Lives Matter, to understand the intersection of the African American lives and American history. Central to this course are the ways that African Americans have exposed American hypocrisy; have shown their historical patriotism; and have challenged American institutions to live up to their professed ideals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM208 History of African American Art
This course will introduce students to a history of African American artistic production from the late 18th century to the present, in a range of media and styles. While we will focus primarily on the visual arts--looking at sculpture, painting, photography, collage, film, performance, and installation--we will also consider the deeply interdisciplinary nature of Black cultural production, highlighting the important role of music, poetry, dance, and theater.

We will explore how African American artists, both individually and collectively, have negotiated the terms made available to them by cultural institutions, whether by struggling for inclusion, acknowledgement, and validation; actively protesting racist and exclusionary policies; or by forming alternative institutions, communities, and spaces in which to work and share support. From the Harlem Renaissance to the Black Arts Movement and "post-Black" exhibitions, art works will serve as a primary source to ask, is there such a thing as a "Black aesthetic" and if so, how would one define it? Why might an African American artist reject such an idea? Other key questions will include: What is the role of visual representation in political struggle? How have artists mobilized portraiture as a tool of liberation? What does it mean to turn away from figuration, toward abstraction or opacity? How have artists grappled with questions of nationhood, belonging, and diaspora?

Together, we will trace how artistic forms, techniques, and motifs have served both as sites of collective history and as speculative propositions to envision new futures, articulating what Robin D.G. Kelley calls "freedom dreams."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA269**
Prereq: **None**

AFAM209 Digital and Visual Storytelling
During this seminar, we will develop a digital group project that addresses the question of remembering and denying pasts through the historical and critical relationship between carcerality, race, and storytelling in Connecticut. By engaging with contemporary forms of digital and visual storytelling (ArcGIS StoryMaps), this group project will work with the modalities of archival studies and digital humanities, accompanied by readings in critical race studies, visual and literary theory, and decolonial theory. We will first explore "remembering the past" through two post-Civil War Connecticut landmarks: The Church of the Good Shepherd (1867-69), dedicated to Samuel Colt, and the Mark Twain House (1874), now a museum. Both architectures exist as pivotal markers for a new modern American narrative intertwined with legacies of slavery, manufacturing, firearms, and storytelling. We will then consider how to make visible denied "pasts" by conducting archival research on the formative period of the 1860s and 1870s and in respect of the Connecticut context. Centrally, valuable insights for the project development will be provided by the in-class meetings with scholars, artists, and archivists, whose work rethinks and challenges the bond between carcerality, race, and storytelling.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST208**
Prereq: **None**

AFAM210 Black Women and the Sacred
This course examines how Black women engage spiritual practices, in and beyond religious traditions to remake an anti-Black world. Black women have famously been called the "mule of the world." In this role, the Black woman is beast of burden, property, ungendered, enslaved. As such the Black woman constitutes a limit for the normal, the human, and thus the religious. In the study and practice of religions in the modern, western world, Black women are included through exclusion as heretics, demons, and witches. Nevertheless, Black women and their practices across normative formations of nation, race, and religion have cultivated social practices, ideas, and communities which form a counter-poetics, a counter-mythology, and an otherwise possibility of what religion, unbounded and non-normative might be. This course examines typical accounts of Black women in different religious traditions, but more importantly, the course examines how Black women's practices upset normal accounts of nation, race, gender, sexuality, and religion. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI211, FGSS231**
Prereq: **None**

AFAM211 Critical Philosophy of Race
What is race? Can philosophy account for it or describe it? This class will serve as an introduction to the field of philosophy of race, and examine the general crises or problems that race and racism raise for philosophical projects and methods. We will explore topics such as the ontology of race, its relationship to other social formations like class and gender, its foundations in violence, and its fugitive possibilities. We will read work from classical philosophers of race--like Charles Mills, Linda Alcoff, and David Haekwon Kim--and from scholars at the margins of philosophy--like Gloria Anzaldua, Adrian Piper, and Fred Moten.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL211**
Prereq: **None**

AFAM212 Modern Africa
What is African Modernity? We will examine this question as we survey the major historical transformations in Africa since approximately 1800. Important themes include: African political innovations, the abolition of the slave trade and its effects, European colonialism, African adaptation and resistance, nationalism and decolonization, and Africa's role in shaping major global events. We will also study the impacts of religious and social transformations amid rapid economic and political change. Finally, we will examine African visions for post-colonial development and how to shape the future of the continent.

During the semester we will also cover some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in the continent. For this reason, we approach the study of Modern Africa as comparative history. However, students satisfactorily completing this course will be able to write knowledgeably about African history and will have the foundation necessary to undertake further study about Africa with sensitivity to the complexity of its recent past.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST212**

Prereq: **None**

AFAM213 Abolition Geographies
"Space always matters, and what we make of it in thought and practice determines, and it is determined by, how we mix our creativity with the external word to change it and ourselves in the process. In other words, one need not be a nationalist nor imagine self-determination to be fixed in modern definitions of states and sovereignty, to conclude that at the end of the day, freedom is a place. How do we find the place of freedom? More precisely, how do we make such a place over and over again?" --Ruth Wilson Gilmore, "Abolition Geographies" This course is not only an introduction to the burgeoning field of abolition geographies, introduced through the work of Ruth Wilson Gilmore, but invites students to engage with abolition geography as an intellectual and political practice. In this seminar, we will consider the relationship between freedom and place-making (the production of places) by examining Ruth Wilson Gilmore's analytics and by also engaging in a range of geographic struggles. For example, students will consider the extent to which enslaved rebellions, not limited to the Haitian Revolution, remade what we envision today as the Atlantic. Students will also have the opportunity to apply an abolitionist framework to their own research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **ENVS240**
Prereq: **None**

AFAM214 Postcolonial Religion: Pentecostalism and the Global South
This course examines the concepts and structures of the city and religion throughout the postcolonial global south through traditions and practices of Pentecostalism. The postcolonial marks both a theoretical and a historical break with the structured violence and domination imposed on most of the world through European expansion, land expropriation, indigenous extermination, African enslavement and Christian evangelization. Postcolonial religion, thus marks a reworking of the past, reforging of the present, and otherwise possibilities for communities and their sacred traditions in the future. This seminar will stretch and test this thesis through an examination of global Pentecostalism, a religion, which both marks the colonial, especially Christian evangelization, even as its rapid expansion in the global south among Latin American, sub-Sahara African and Black-descended people in the US and Europe expresses creolization, indigenization and urbanization. Perhaps, rather than a clean break, postcolonial religion, in the form of Pentecostalism indicates ongoing refusals, ruptures and relations between the metropole, and a history of subjugation and imagined utopian cities and futures of abolition. Seminar focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI214**
Prereq: **None**

AFAM216 A Small Place
Inspired by both Jamaica Kincaid and Paule Marshall's notion of a "small place," this seminar examines colonial and imperialist binaries of "large" versus "small" that render the Caribbean, the Pacific, and many other archipelagos as existing outside of the "world." How do islands become microsomes of a shared but contested global reality? This one of many questions students will be asked to consider throughout the seminar.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM217 Empires, Slavery, and Revolution: Africa to 1800
In this course we will examine the dynamic political and social histories of precolonial Africa. We will study the rise of kingdoms and empires such as Mali and Kongo, as well as revolutions in society from the technological development of iron production, to the emergence of trade networks, the development of ancient cities, the spread of religious healing and reform movements such as Cwezi spirit possession, and the role of gender in early African societies. Over the course of the semester we will also consider the impact of slavery and the first African encounters with Europeans. The methods for studying the early African past are interdisciplinary. You will have the opportunity to explore how ancient Africa has been imagined in the past by Africans and early Arabic and European observers, and how contemporary scholars write these histories. As we trace a history of early Africa in the world, we will consider several methods: the study of myths and oral traditions, linguistic and archaeological data, as well as ecological and archival records.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST217**
Prereq: **None**

AFAM218 Literary Genres of Black History
This class proposes that literature has long been integral to the historical record of African American life. Black people have been denied the ability and means to create institutions for archiving, preserving, and memorializing their pasts -- from the days of chattel slavery when literacy was illegal, to the Dunning School of history that undergirded Jim Crow, up to the recent attacks on the teaching of African American history in primary education. Despite this deeply entrenched suppression, Black writers have found ways to ensure their lives were part of the written record. How do we write history when doing so is prohibited? What creative forms arise to tell the stories of Black life when the written word is so heavily policed? Through poetry, fiction, and drama, Black writers have done the deep archeological work to recover their own history and create counternarratives. Our class will develop a vocabulary for the written works of this counter-narrative tradition. We will read texts by Martin Delany, Harriet Jacobs, William Wells Brown, Zora Neale Hurston, Margaret Walker, Gwendolyn Brooks, Melvin Tolson, Robert Hayden, Toni Morrison, Claudia Rankine, M. NourbeSe Philip, and Tyehimba Jess. We will trace the aesthetic practices of writing history at various moments of its making, from the antebellum era to the present day. Along the way, we will read occasional examples of Black history writing that share methods with Black literature, such as works by Harriet Jacobs, Ida B. Wells, C.L.R. James, and Saidiya Hartman. Throughout, we will ask what these literary experiments with history allow us to envision for a more just future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM219 "The History that Hurts": Reading Saidiya Hartman
This course will introduce students to the major works of the Black literary theorist and cultural historian Saidiya Valarie Hartman (b. June 25, 1961), who was named a 2019 MacArthur "Genius" Fellow in Literary History and Criticism and American History. After graduating from Wesleyan in 1984, Hartman earned her PhD in American Studies from Yale in 1992; she is currently a professor in the Department of English and Comparative Literature at Columbia University. Students enrolled in this course will read and write about Hartman's trilogy of scholarly monographs: "Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America" (Oxford University Press, 1997); "Lose Your Mother: A Journey Along the Atlantic Slave Route" (Farrar, Straus and Giroux,

2007); and "Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals" (W. W. Norton, 2019). Finally, if her new book project is published before the syllabus is finalized, then students enrolled in this course will also read and write about Hartman's fourth scholarly monograph (tentatively titled "N Folio: An Essay on Slavery and the Archive"").
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **ENGL218, FGSS219**
Prereq: **None**

AFAM220 Poetics of Blackness
This course brings together Black critical theory and contemporary Black poetry in order to think through key sites of conflict in the theorization of Blackness. Rather than offer a literary history of Black poetry, this course is interested in approaching poetry as a crucial node of Black critical thought. Throughout this course we will pay particular attention to questions of form, genre, archive, queerness, gender, affect, visuality, ontology, and temporality as they approach and are undone by Blackness.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL222**
Prereq: **None**

AFAM221 The African Novel
This class considers several canonical novels from sub-Saharan Africa. Our focus will be on their aesthetic and thematic properties; the novels are not meant as introductions to African histories, cultures, peoples, or practices. We will explore instead the specific subjects and styles of each work in the context of wider debates about orality, language, colonialism, gender, and the novel. To fathom the political and aesthetic stakes of African literary canon formation, we will also attempt to identify what makes a work canonical.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL221**
Prereq: **None**

AFAM222 Literature and Black Feminism: The Dramas of Black Capital
This class explores Black women's fiction as a mode of critique and intervention into Black Americans' complicated relationships with social and economic capital in the wake of US chattel slavery. How do Black people negotiate the transition from being to owning property? How does the persistence of capital, even in the absence of the system of racial slavery that ushered it into being, continue to shape Black institutional access and Black intramural relations? How are white, Western regimes of value--constructed as they are through the production of racial-sexual difference in dominant habits of thought and representation--contested and, at times, recapitulated in Black social life? How does Black women's literature take up these questions, and what about Black women's literature uniquely equips it to meet this challenge? Ultimately, the course takes seriously Black women's literature as Black feminist thought, exploring how it indicts and imagines beyond the violence of modern racial capitalism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS220, ENGL213**
Prereq: **None**

AFAM223 Anthropology and (Anti)-Blackness
This course considers the intellectual and institutional developments of psychoanalysis and anthropology in the 19th and 20th centuries and the ways in which these disciplines defined a figure of the human that excluded the "African," the "Black," "the Negro" from the capacity to signify the universal. By examining these constitutive occlusions of race, the course considers the ways in which the "unthought" status of racial blackness, in particular, animates and aggravates the discipline of anthropology. The course will move from introductory readings in classical anthropology and psychoanalysis and a selection of works in Black critical thought towards contemporary scholarship that reappraises these fraught questions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH220**
Prereq: **None**

AFAM228Z Thinking with Octavia Butler's "Wild Seed"
Blend: Monday and Thursday class time synchronous; additional class hours asynchronous.

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

The seminar unfolds part-synchronously (via Zoom) and part-asynchronously (via writing assignments, screenings, and research project check-ins). Twice-weekly virtual meetings will be centered on presentations of research projects that students will develop over the course of the month, engaging a particular theme or question that they will identify in Butler's work. As such, the syllabus texts are subject to change. Students will be expected to read "Wild Seed" in its entirety in advance of the first class and to have begun thinking about topics they might explore for their presentation and research project (the former being preparation for the latter). The seminar's asynchronous component will consist primarily of weekly writing exercises asking students to reflect on how the assigned texts converse with Butler's novel and vice versa and to comment on one another's analyses. Shared annotatable pdfs will be used to generate conversations about the readings outside of class and to identify questions and topics for discussion. The professor will consider proposals for a creative final project, but it, too, will require substantive research.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS229Z**
Prereq: **None**

AFAM229 Reading Toni Morrison: Blackness and the Literary Imagination
This course will introduce students to the major works of the late Nobel laureate Toni Morrison (1931-2019). In addition to the trilogy--"Beloved" (1987), "Jazz" (1992), and "Paradise" (1997)--and "Playing in the Dark: Whiteness and the Literary Imagination" (1992; originally delivered as the William E. Massey, Sr. Lectures in the History of American Civilization at Harvard University in 1990), readings may also include the following novels (in chronological order): "The Bluest Eye" (1970); "Sula" (1973); "Song of Solomon" (1977); "Tar Baby" (1981); "Love" (2003); "A Mercy" (2008); "Home" (2012); and "God Help the Child" (2015).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **ENGL241**
Prereq: **None**

AFAM230F Marxism and Abolitionism (FYS)
This course explores the historical encounter of Marxist revolutionary theory, with its roots in German idealism (Kant, Schiller, Fichte, Hegel), and abolitionist causes. How have abolitionist movements historically informed, expanded, and challenged Marxist theory and its tactical playbook? What made Marx a touchstone for so many black revolutionary thinkers, including W.E.B. du Bois, Franz Fanon, C.L.R. James, and Angela Davis? How have anticommunist, racist, security-statist ideologies been mobilized to undermine and defeat transformative social movements? We will begin with the Haitian Revolution and work our way through the abolition of slavery in the US and the anticolonial and civil rights struggles of the mid-20th century to the prison abolition movement today. In addition to the above mentioned authors, readings will include Toussaint L'Ouverture, Frederick Douglass, Ottilie Assing, V.I. Lenin, Rosa Luxemburg, Georg Lukács, Max Weber, Martin Luther King, Jr., Herbert Marcuse, and the Combahee River Collective.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST232F**
Prereq: **None**

AFAM232 Black and Indigenous Foundations of U.S. Society
The United States of America rests upon the historic dispossession of indigenous lands and the enslavement of bodies. Our course will chart how these two forces created enduring logics--elimination and alienation--that continue to structure U.S. society. Discussion topics will include whiteness, indigenous slavery, structural racism, settler colonialism, strategies of resistance, and alternative models of belonging and kinship.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM233 All Ah We: Contemporary Afro-Caribbean Drama & Performance
What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present "Caribbean" and/or "West Indian" subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL233, THEA233, CHUM233**
Prereq: **None**

AFAM234 Black Labor and Working-Class History
This course examines the history of Black people's work experiences, labor activism, and working-class life in the United States. Topics will include wage labor in the emerging market economy of the late 18th century; the many forms of enslaved labor; labor activism and radicalism in the late 19th and early 20th centuries; racial exclusion from the New Deal order; Black socialist and communist politics; changes and continuities in Black women's labor during the 20th century; the "surplus labor" to prisoner pipeline in the late 20th century; and the rise of gig labor and new worker movements (particularly in health care and e-commerce) during the 21st century. Using historical scholarship, novels, films, theory, and music, alongside a wide variety of primary sources, we will consider the changing ideas and practices of workers, their families and communities, and employers. We will highlight persistent themes that challenge the typical (white-centric) narrative of working-class history in the United States, such as the ways in which anti-Black racism has shaped labor politics. We will also discuss the flourishing of creative thought and practice that often happens alongside, or in response to, the seemingly endless demand for Black labor in American society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM235 Activism and Theories of Change
In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. We will apply concepts and lessons from past movements to explore organized actions intended to protect communities and resist authoritarianism in our current climate. What strategic, ethical, or moral questions are raised by various types of protest and communications? What do history, research, and current events teach us about what causes social change? How do we measure whether various strategies and tactics work? The instructors will draw on their own experiences as activists for women's rights, queer rights, and social and economic justice. The course will be co-taught by Distinguished Visiting Professor of Public Policy Leslie Gabel-Brett and guest instructor Beverly Tillery, former Executive Director of the Anti-Violence project in New York City, who will focus on the ways BIPOC and Queer BIPOC communities are reshaping the social justice landscape by addressing the safety of trans people, challenging the gender binary, and rethinking accountability and the carceral legal system. We will allow time to apply the course concepts to events occurring in real time during the semester. The instructors are deeply committed to maintaining a safe space for inquiry and learning where divergent opinions are welcome and respected. This course will be relevant to students interested in public policy, feminism, racial justice, gender and sexuality studies, and other social sciences, and will provide useful insight for current and future organizers and activists, lawyers, and public policy advocates.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL235, FGSS236, IDEA235**
Prereq: **None**

AFAM236 Introduction to Postcolonial Theory
The 1978 publication of Edward Said's Orientalism signaled the presence of postcolonial studies, a field of intellectual inquiry that proved influential in the humanities and social sciences. How, from our vantage point, do we understand both the age of imperialism/colonialism, and what happens afterwards? What are the conditions of decolonization and national independences? How do the cultures of the formerly colonized countries use and modify imperial vestiges, and invent themselves anew? Central to our course will be the work of three major theorists in the field of postcolonial studies: Edward Said, Gayatri Spivak, and Homi Bhabha. Among other important ideas, we will discuss Orientalism, subalternity, and mimicry.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS233, ENGL234, COL207**
Prereq: **None**

AFAM237 Technologies of the Self
Where does the idea of an authentic self come from? The desire to represent the authentic self informs the narrative genres of the confession and memoir and visual ones of the selfie and self-portrait alike. Yet both the memoir and the selfie "self" are mediated, first, via the technologies of print and screen, and second, via the conventions of particular genres that make these legible as a memoir and selfie, as opposed to, for example, an interview or a portrait. In this course, we will examine how different technologies not only represent but produce the self. These technologies include "writing" technologies: print and digital; genre and medium (autobiography, the slave narrative, memoir, self-portraits, and selfies); and technologies of the state, which produce citizens, subjects, and humans.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL250**
Prereq: **None**

AFAM238 Imperial Education: Colonial Template
Where, how, and for what reasons did our modern structures of education originate? Beginning with the sketching out of an educational model in the British Raj, we will examine the dissemination of that model globally, in the British and French colonies of Asia, Africa, the Americas, and among immigrants and the proletariat. How and where does that model change, and to what effect? History will provide the context for our major subject matter: literature focussing on the educational experience. Among our historical and theoretical readings will be Macaulay's Minute on Indian Education, Viswanathan's The Beginnings of English literary study in British India, Wa Thiong'o's Decolonizing the Mind, Freire's Pedagogy of the Oppressed, and José Marti's On Education. We will also analyze literary texts and films, including Narayan's The English Teacher, Beti's Mission to Kala, Dangarembga's Nervous Conditions, Adichie's Purple Hibiscus, the film Sugar Cane Alley, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST237, GSAS237, ENGL247**
Prereq: **None**

AFAM240 From the Banjo to Dembow: Afro-Caribbean Music in Motion
This course analyzes the global circulation of Afro-Caribbean musicians, dancers, audiences, musical styles, and even musical instruments from the beginning of European colonialism to the present day. We will seek to understand the political interconnections between the Caribbean and the wider world by focusing our attention on specific "musical itineraries." These will include, among others, the creation of the banjo by enslaved people in the Caribbean and the instrument's role in black resistance in North and South America, the musical aftershocks of the Haitian Revolution in Cuba and Louisiana, the production of black internationalist politics at weekly "regge" dances led by Jamaicans in early 20th-century Costa Rica, and the rise of reggaetón between Panama, Puerto Rico, Cuba, the Dominican Republic, and the United States.

We will question how these musical itineraries propelled black political movements and shaped larger ideas about race, nation, diaspora, and the meaning of "the Caribbean" itself. No prior musical knowledge is required for this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Identical With: **LAST240**
Prereq: **None**

AFAM241 Ebony Singers: Gospel Music
This course will be a study of African American religious music through the medium of performance. The areas of study will consist of traditional gospel, contemporary gospel, spirituals, and hymns in the African American tradition. The members of the group will be chosen through a rigorous audition (with certain voice qualities and characteristics).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC448**
Prereq: **None**

AFAM242 Intimate Histories: Black Women's Sexuality
Black feminist theory teaches us that African American women have historically confronted racism and sexism in addition to other forms of oppression. How has this experience shaped the sexual lives of everyday black women and famous figures? This course places the sexual at the center of African American women's history. It will examine how regimes of violence have intervened in black women's sexual freedom, from intimate bonds to reproduction to same-sex desire. It will cover black women's resistance to these regimes; to their sexual agency in diverse spaces from the plantation to the porn industry. This course will also tackle the enduring impact of the Jezebel stereotype in the history of black women's sexuality. Using primary and secondary sources, this class will fundamentally investigate the significance of African American women's sexual history in the histories of American sexual, racial, gender, and class politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **FGSS242, HIST258**
Prereq: **None**

AFAM243 Caribbean Writers in the U.S. Diaspora
The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **GSAS247, ENGL243, LAST247**
Prereq: **None**

AFAM244 Girlfriend, Sister, Self: 20th-c. Black Women's Writing
This course will examine textual and visual constructions of the girlfriend, sister, cousin, and daughter in 20th-century black women's writing. We will read works by Toni Morrison, Alice Walker, Veronica Chambers, and Marita Golden as narratives of women loving women (sexually and not) and as sites through which to engage black women's subjectivity more generally. In this course we will attend to the interior landscapes of individual black female subjects as well as the social landscapes that produce and/or complicate notions of love, kinship, friendship, and self. We will draw on African American literary theory, queer and affect theory, and black cultural memory as well as turn to influential works by bell hooks, Deborah McDowell, Kevin Quashie, and Valerie Smith, among others. How do writers of the period imagine and articulate the relationship between black women and their others?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **FGSS246**
Prereq: **None**

AFAM248 Race, Ethnicity, and Popular Music
This course explores race and ethnicity in the United States through sound and song. By studying diverse topics--from the Boston Tea Party, blackface minstrelsy, and the rise of Jim Crow, to Native Hawaiian influences on the Mississippi Delta blues, to the unexpected connection between elevator music and the Spanish American War--we will learn about the history of settler colonialism, anti-black racism, U.S. imperialism, global capitalism, and hetero-patriarchy. We will also remain attentive to music as a transgressive and revolutionary force, one that facilitates hybrid identities and movements that celebrate difference, offering alternate visions for what it means to be and sound free. Investigating primary sources will demonstrate how musical genres may act as reservoirs of shared history and collective identity. As Ronald Radano has argued, discussions about music can have tangible influences because debates about music are a proxy for larger social issues with real-life consequences. Can music make (or unmake) race? Can a song change the world?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM249 Sacred and Secular African American Musics
A fluid, multiconceptual approach to musicology will be introduced to view African American sacred and secular music traditions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC269**
Prereq: **None**

AFAM250 Integrative Learning Project 1: Crafting Your Digital Identity
Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you! Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT200, RL&L250, CSPL200, IDEA200**
Prereq: **None**

AFAM252 Not Like Us: Religion, Race, Pop Culture
Starting with the work of Pulitzer Prize and Grammy award-winning, Super Bowl-performing artist Kendrick Lamar, this course examines how Black culture, and thus race, is often interpreted through religion. Afro-British theorist and cultural studies pioneer Stuart Hall famously published the article "What Is This 'Black' in Black Popular Culture" in the 1990s. In that essay, Hall sought to examine the work of the signifier of race in relationship to the idea of culture. This course, following Hall, will enable students to examine the relationship between structures, practices and ideas of race, with structures, practices and ideas of religion in defining Black people in the modern world. Through Hall's lens of culture, the class will examine people, places and periods, from witches and demons to Blues and Spirituals, Martin Luther King Jr to Malcolm X, the Black Arts Movement to Black Lives Matter, Beyoncé to Kendrick Lamar, Marlon Riggs to Michaela Coel, by considering questions of authenticity, claims of Africanity and formations of religiosity all in the word Black. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI251**
Prereq: **None**

AFAM253 Lift Every Voice and Sing: A History of Gospel Music and African American Musical Traditions
This course will look at the cultural and historical background of Gospel Music, tracing it back to the pre-slavery era, and working our way up until the gospel music of today. This course is for students who are interested in why gospel music is such a universally beloved genre and tradition. While the course will focus on the formation of Gospel music, a diversity of other African American musical genres will be covered in this course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC267**
Prereq: **None**

AFAM254 The History of Race and Sex in America
Everything in our contemporary moment has a historical precedent. This course explores the ways that race, class, gender, ethnicity, and sexual orientation have intersected to shape American lives and group identities. Focusing on the concept of intersectionality, this course looks at the relationship between power, rights, and citizenship; namely who is included and who is excluded at a given time and why. Thinking about how sex has factored into these dynamics, we'll be covering topics such as sexual coercion and consent, interracial marriage, and civil rights in historical perspective. Spanning the early American period through to the present, we will focus specifically on how the understanding of blackness and whiteness, manhood and womanhood, and heterosexuality and homosexuality changed over time.

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

AFAM255 The Black Feminist Fantastic: Afrofuturism, Afro-Gothicism, and Afro-Speculative Fiction
This course looks at the specifically feminist literature of the Black cultural tradition that, variously, has been called Afrofuturism, Afro-Gothicism, and Afro-Speculative Fiction. This tradition combines science-fiction, history, fantasy, and horror in order emphasize processes of racialization, legacies of colonialism, theories of science and technology, and the general makings of the modern world. In helping to make this world, central Enlightenment thinkers (e.g., Burke and Kant) posited that the figure of the Black female induced a sublime terror that justified aesthetic and scientific racial hierarchies. In this class, we will examine how Black feminist fantastic literature does not simply rebuke this modern world order; it imagines a world otherwise. We will read Black female authors to study how their aesthetics accrued a Black feminist politics. We will trace the relationships of power that inhere in this tradition's tropes and formal conventions, and we will explore how authorial manipulations of such tropes and conventions seek to dismantle gendered and racialized power structures. While our course will predominantly focus on literature, we will also develop our understanding of this tradition's aesthetics through music, Black feminist theory, and visual art. Texts will include Pauline Hopkins's Of One Blood, Octavia Butler's Kindred, Toni Morrison's Beloved, Chimamanda Ngozi Adichie's Purple Hibiscus, and Tracy K. Smith's Life on Mars. We will interpret and build on Janelle Monae's Dirty Computer, Erykah Badu's Baduzim, Jennifer Nash's assertion of Black feminist theory's "visionary world-making abilities," Hortense Spiller's grammars of "ungendering," Jackie Ormes's comics, and Wangechi Mutu's mixed-media collage and film.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM256 A Celebration of Women in Jazz: A Critical Analysis of Gender
How can we take the lessons of Jazz with us into other spaces? In this course, students will study Women in Jazz and examine the broad impact of our social structures and power systems to consider how the lessons of Jazz can help us navigate our future. How can we take the values of Jazz, such as improvisation, listening skills, democracy, a celebration of diversity, and equity work, and use our agency to effect change for the better in our communities? This course will examine the traditionally male-dominated nature of Jazz, its history of misogyny, and underrepresentation of women and other gender expressions. Students will learn in general about the musical art form of Jazz, its history as Black American music, and its unique qualities including improvisation, the blues, and swing. There will be a strong focus on listening to music from women musicians, and students will learn how to actively listen to jazz and all music. Together, we will look at case studies of successful women musicians and composers from the history of Jazz through the present, reading biographical information and reviewing their performance and compositional contributions. Musicians may include Mary Lou Williams, Carla Bley, Terri Lynn Carrington, esperanza spalding, Nina Simone, Billie Holiday, Ella Fitzgerald, Melba Liston, Lil' Hardin Armstrong, Dinah Washington, Abbey Lincoln, Toshiko Akiyoshi, and Marian McPartland.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **ENVS256, MUSC256, FGSS258**
Prereq: **None**

AFAM257 System Mapping for Social and Environmental Impact
In recent years, growing interest in social entrepreneurship has pushed students to "solve" complex social and environmental problems with new ventures of their own design. Unfortunately, this approach often overlooks a critical foundation of social change: understanding the root causes of problems and the contexts that surround them before seeking solutions.

In this six-week, half-credit class, students will study a problem and the systems that surround it. By the end of the course, students will create a "systems map" that documents the economic, political, and cultural factors behind their problem, as well as the current "solutions landscape."
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL257, ENVS208**
Prereq: **None**

AFAM258 The Literature of Black History
This class proposes that literature has long been integral to the historical record of African American life. Black people have been denied the ability and means to create institutions for archiving, preserving, and memorializing their pasts -- from the days of chattel slavery when literacy was illegal, to the Dunning School of history that undergirded Jim Crow, up to the recent attacks on the teaching of African American history in primary education. Despite this deeply entrenched suppression, Black writers have found ways to ensure their lives were part of the written record. How do we write history when doing so is prohibited? What creative forms arise to tell the stories of Black life when the written word is so heavily policed? Through poetry, fiction, and drama, Black writers have done the deep archeological work to recover their own history and create counter-narratives. Our class will develop a vocabulary for the written works of this tradition. We will read texts by Martin Delany, William Wells Brown, Harriet Wilson, Charles Chestnutt, Zora Neale Hurston, Margaret Walker, Gwendolyn Brooks, Melvin Tolson, Robert Hayden, Toni Morrison, M. NourbeSe Philip, and Tyehimba Jess. We will trace the aesthetic practices of writing history at various moments of its making, from the antebellum era to the present day. Along the way, we will read occasional examples of Black history writing that share methods with Black literature, such as works by Harriet Jacobs, Ida B. Wells, C.L.R. James, and Saidiya Hartman. Throughout, we will ask what these literary experiments with history allow us to envision for a more just future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Prereq: **None**

AFAM259 Queer of Color Critique
This course will serve as an introduction to the debates, theoretical interventions, and methodological concerns that frame and inform a "queer of color critique." In this course we will observe how the scholarly contributions of LGBTQ people of color complicate, revise and/or reimagine the fundamental presumptions of queer theory. We will be exploring the emergence and development of "queer of color" knowledge production and activism in relation to the field(s) of black studies, film studies, queer theory, and African American literary production. This course will cover specific topics like gender, sexuality, culture, diaspora, and mutuality, paying special attention to the politics, ethics, and aesthetics of race and racial difference.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM260 On Evidence: Archives, Museums, and Prisons
This course introduces an interdisciplinary study of the idea of evidence in connection to the modern development of archives, museums, and prisons, by setting this in a contemporary dialog with the discourses on state violence, incarceration, and refugeetude. This course will firstly establish historical and theoretical connections between carcerality, Western archival record-keeping practices (e.g., scientific grids, mugshots, taxonomies, and forms of surveillance), and museological frameworks developed during the transition from the 19th to the 20th century.

Furthermore, it considers how records, artifacts, digital data, bones, sites of "memories," oral traditions, embodied knowledge, or intergenerational trauma can become evidentiary material. Such inquiries are central to decolonial archival studies as they are critical for historically marginalized, racialized, and gendered subjects, whose claims to social justice, human rights, and cultural heritage are tied to the aftermaths of slavery, genocides, and colonialism. Our readings and discussions will specifically draw upon decolonial archival studies, digital humanities, visual studies, human rights discourse, Asian American studies, Black studies, and Indigenous studies, which have continuously challenged what constitutes evidence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST270**
Prereq: **None**

AFAM261 Beyond the Talking Book: Reading African American Literature in the Newspapers
The majority of late-nineteenth and early twentieth century African American writers, such as Frances Harper, Martin Delany, Pauline Hopkins, W.E.B. Du Bois, and Langston Hughes, published their work in African American periodicals. In this course, we will examine the works of these canonical authors (as well as some lesser known ones) in their original publication context, the magazine archives of The Christian Recorder; The Anglo-African Magazine; The Colored American Magazine; The Crisis; Opportunity; and Fire!! The guiding question in our readings is this: how does our understanding of African American Literary History change when we spotlight the original magazine and newspaper contexts of its key texts? We will thus examine the serial installments of novels like Blake and Hagar's Daughter in relation to the various texts and images alongside which they were published and read. In addition to honing students' literary close-readings skills, this course aims to teach students how to do original research and critically engage with multi-genre, mixed forms like the magazine. Learning how to read a newspaper as both a historical document and a literary one will require you to navigate between multiple different texts on the same page, in the process of which you will acquire a new reading practice. Students will write five (5) 200-250-word blog posts and four (4) short papers, including a creative assignment, a paper on reading literature in newspaper formats, an essay on illustrations and visual culture in African American Magazines, and an essay that tells the story a literary text's significance through a discussion of its different reprints and editions.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL262**
Prereq: **None**

AFAM262 Jazz Technique
This course is an introduction to the African American jazz dance vernacular through the embodied practice of Simonson jazz. It will cover basic principles of alignment, centering, and technique through the context of jazz's African roots. Class sessions will principally consist of movement exploration including a comprehensive warm-up and will be supplemented by online discussions and media to better understand the place of jazz dance in society and culture at large.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Identical With: **DANC213**
Prereq: **None**

AFAM263 Critical Race and Art History: Theories and Methods
How does the study of art shift if we begin with questions of race, power, and colonialism, rather than treating them as secondary? Concepts such as mastery, familiarity, strangeness, taste, and beauty are formed by conditions of domination and subjugation. Moreover, the histories of material production and cultural expression are fundamentally entwined with the circuits of enslavement, forced migration, and the extraction of resources, people, goods, and "styles."

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

Throughout, works of art are primary sources with which to study the specificities of periods, places, and their social arrangements. While we will emphasize difference and historical contingency, our longue durée approach will enable us to draw connections about art's role in processes of primitive accumulation, dispossession, and racial capitalism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA295**
Prereq: **None**

AFAM264 "Before the 'Body' there is the 'Flesh'": Reading Hortense Spillers
This course will introduce students to the major works of the black feminist theorist and literary critic Hortense J. Spillers (b. April 24, 1942), one of the greatest essayists and most gifted intellectuals of our times. While her published writings are legion, Spillers is perhaps best known for her scholarly article titled "Mama's Baby, Papa's Maybe: An American Grammar Book" (originally published by Diacritics in 1987). In addition to "Mama's Baby," then, together we will read and engage at close range with the essays collected in "Black, White, and in Color" (published by the University of Chicago Press in 2003) in order to reveal the extraordinary complexity and clarity of her thought.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **ENGL261, FGSS262**
Prereq: **None**

AFAM265 Music and Downtown New York
This course will explore the history and flourishing of four distinct music communities that inhabited and shaped downtown New York City during two especially rich decades (the 1950s and 60s): urban blues and folk revivalists; an African American jazz-based avant-garde; Euro-American experimentalists; and Lower East Side rock groups. These four vanguard musical movements--at the heart of major cultural shifts at the time, with reverberations and legacies that remain relevant up to the present day--are an essential part of U.S. history. We will uncover their points of convergence and divergence, especially in conversation with broader contemporaneous currents, including the Civil Rights Movement and related notions of freedom, shifting youth cultures, music and politics, and avant-garde aesthetics. Drawing from primary sources, we will read about and discuss recordings of a wide variety of musicians, view a broad cross-section of film, identify aesthetic and cultural trends, and study the local industry that supported them. A key theme will be the importance of a place. Projects throughout the semester can include written papers, recordings, artwork, culture mapping, or other creative endeavors somehow related to each of the four topics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC275**
Prereq: **None**

AFAM266 Black Performance Theory
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheilye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA266, ENGL263, FGSS276**
Prereq: **None**

AFAM267 The Caribbean in Relation
"For through this experience made you, original victim floating toward the sea's abysses, an exception, it became something shared and made us, the descendants, one people among others. Peoples do not live on exception. Relation is not made up of things that are foreign but of shared knowledge. This experience of the abyss can now be said to be the best element of exchange." --Glissant, 1997
In this seminar, we will think with Glissant as well as others on how the Caribbean is a space of "relation." One of the main questions that we will address throughout the course is what are the historical, social, and physical mechanisms that define the Caribbean and its relationship to other geographies produced through slavery and colonialism? To answer this question we will engage the work of geographers, historians, and anthropologists, interested in the formation of political, cultural, and economic life in the Caribbean.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM268 Caribbean Geographies
This course will explore how human and non-human encounters induced through slavery, indentureship and colonialism have been imagined and contested by Caribbean geographers, ecologists, artists, and poets. Students will gain an immense understanding of how Caribbean communities have experienced and countered geographic problems like uneven development, vaccine apartheid and gender-based violence. Students will think through concepts that define Caribbean geographies, such as 'the plot,' 'the bounty,' 'black land,' and the 'kala pani.'
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **LAST267**
Prereq: **None**

AFAM269 Pessimism, Nihilism, and Black Literature
This course considers Black literature's interventions into philosophical discourses of pessimism and nihilism. In contrast to the pathologization and dismissal with which they are often met, we will take both seriously as schools of thought. How are pessimism and nihilism distinct from each other? What do they offer as interpretative lenses for and approaches to Black art and Black existence? How are they reflected in literary form? We will closely consider these, and related, questions, looking to the work of authors such as Percival Everett, Jesmyn Ward, Dambudzo Marechera, Frank B. Wilderson III, and Gayl Jones.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL267**
Prereq: **None**

AFAM270 Carceral Connecticut: Policing Race, Gender, and Sexuality in the "Land of Steady Habits"
Often considered a progressive bastion, Connecticut in fact has been at the forefront of carceral practices since the eighteenth century. In 1773, the colony converted a copper mine into the below-ground Newgate Prison. Half a century later, the state constructed one of the nation's first penitentiaries, in operation in Wethersfield, Connecticut, until its demolition in the 1960s. In each of its iterations, Connecticut's carceral system has policed, shaped, and disciplined its subjects along lines of race, class, and gender, constructing the normative and punishing deviation. Through engagement with rich state and local archives, this course will use several case studies to examine how Connecticut's carceral practices have made and re-made the state's legacy of slavery and policed the borders of accepted gender and sexuality in this place nicknamed "the land of steady habits."

The Middlesex County Historical Society's rich collection of late-19th and early-20th-century Middletown police logs, county jail records, and police court proceedings will enable students to analyze on-the-ground carceral practices in Connecticut. The Connecticut State Archives's extensive state penitentiary records, pardon petitions, and other state-level records will enrich and contextualize the local picture in Middletown. In this service learning course, students will share their research with the community through public presentations, online, and by planning exhibits at the historical society and on campus. This course, and students' public-facing research in this course, is part of the Carceral Connecticut Project based at Wesleyan University. See: https://carceralconnecticut.com
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM271 The Prison State: Race, Law, and Mass Incarceration in U.S. History
This course explores the history and effects of the United States' mass incarceration crisis. The U.S. incarcerates more people than any other country in the world. And people of color make up a highly disproportionate number of the over 2 million individuals incarcerated in the U.S. today. Beginning with slavery and continuing through the rise of prisons, debt peonage, Jim Crow, and the Black Lives Matter movement, the course will explore how efforts to police, detain, and control black bodies have been at the center of U.S. law and legal practice since the nation's founding. At the same time, we will compare and contrast how race, gender, and sexual orientation have been policed, controlled, and shaped through incarceration practices throughout U.S. history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM272 History of Jazz in American Culture
Jazz, has been a staging ground for working out some of the most defining issues and aspects of American culture. These include the dynamics of race relations, the articulation of gender roles and class distinctions, artistic expressions of freedom and democracy, the creative possibilities of the encounter of European- and African-based cultures on American soil, and an extraordinarily influential aesthetic of cool. Jazz was the dance and listening music of choice for most Americans from the 1920s-40s, until it was displaced and pushed to the margins by R&B and rock in the 1950s. But it has remained an inspiration for many artists up to the present day, including Kendrick Lamar's jazz-drenched To Pimp A Butterfly and Janelle Monae's 21st-century Afrofuturism deeply indebted to Sun Ra.

This course will provide students with a broad-based literacy in the history of jazz, while examining its significance and impact within American culture. We will explore its early 20th-century origins in New Orleans, its rise as America's popular dance music in the 1920-30s, a shift to a more concert art-oriented form in the 1940s-50 (representing the epitome of cool and hipness), avant garde expressions of the 1960s (representing a new kind of universal spirituality), its move into rock and the growth of artist-based collectives of the 1970s, and its emergence in hip hop samples in the 1990s. We will learn about major artists and their classic recordings, including Billie Holiday, Thelonious Monk, John Coltrane, and Miles Davis, as well as new directions from recent generations. We will immerse ourselves in a combination of listening to recordings, viewing videos, reading, discussion, and in-class performances. Throughout the semester we will pursue the parallel goals of using jazz history to understand American history and vice versa. This is a jazz history course with a difference, able to accommodate curious newcomers as well as aficionados, and those interested in the social and cultural dynamics as well as the musical materials.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC272**
Prereq: **None**

AFAM274 Feeling Black Feminism
In this course we will explore the connected histories of the "felt life of black feminism" (Nash 2019) and Black feminist contributions to empowerment movements both inside and outside of the academy. Our class proceeds by reading some of the seminal texts that circulate as theory in US academic Black feminism alongside 20th and 21st century memoirs and poetry to explore how Black feminists articulate the relationship between their politics and the everyday psychic negotiations that comprise moments of rage, anxiety, melancholy, tenderness, joy, etc. This course engages in the study of collective minoritarian affect, feelings, and emotions as well as outlines their relationship to Black and/or women's liberation movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS275**
Prereq: **None**

AFAM275 Feeling Black Feminism
In this course we will explore the connected histories of the "felt life of [B]lack feminism" (Nash 2019) and Black feminist contributions to empowerment movements both inside and outside of the academy. Our class proceeds by reading some of the seminal texts that circulate as theory in US academic Black feminism alongside 20th and 21st century memoirs and poetry to explore how Black feminists articulate the relationship between their politics and the everyday psychic negotiations that comprise moments of rage, anxiety, melancholy, tenderness, joy, etc. This course engages in the study of collective minoritarian affect, feelings, and emotions as well as outlines their relationship to Black women's liberation movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **FGSS275**
Prereq: **None**

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

Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM278 Race & Slavery in New England
This course examines struggles over black and Native American slavery, freedom, and community formation in New England. We will explore the lived experiences and freedom struggles of people of color from the beginning of European colonization through the national abolition of slavery in 1865. The course, which satisfies the Early AFAM History requirement for the major, will particularly grapple with Wesleyan's and Middletown's complex relationships to slavery and emancipation. As we will learn, slavery and the slave trade played central roles in New England's culture and economy, especially here in Middletown. Like in other New England ports, Middletown merchants made a fortune from the trans-Atlantic slave trade and the plantation economy that supported it, even selling enslaved people of African and Native American descent on Middletown's Main Street. And southern slaveholders were among the first Wesleyan students in the 1830s. At the same time, free African Americans and their allies made Middletown a stop on the Underground Railroad and a center of the antislavery movement, laying the groundwork for Connecticut's eventual abolition of slavery and for high-profile court cases like the Amistad trial. Complicating popular images of the "free North," this course will examine the central roles of slavery and settler colonialism in New England history, while also exploring how the Connecticut River tied Connecticut to regional and even global currents of slavery and antislavery movements.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM278F Race & Slavery in New England (FYS)
This course examines struggles over black and Native American slavery, freedom, and community formation in New England. We will explore the lived experiences and freedom struggles of people of color from the beginning of European colonization through the national abolition of slavery in 1865. The course, which satisfies the Early AFAM History requirement for the major, will particularly grapple with Wesleyan's and Middletown's complex relationships to slavery and emancipation. As we will learn, slavery and the slave trade played central roles in New England's culture and economy, especially here in Middletown. Like in other New England ports, Middletown merchants made a fortune from the trans-Atlantic slave trade and the plantation economy that supported it, even selling enslaved people of African and Native American descent on Middletown's Main Street. And southern slaveholders were among the first Wesleyan students in the 1830s. At the same time, free African Americans and their allies made Middletown a stop on the Underground Railroad and a center of the antislavery movement, laying the groundwork for Connecticut's eventual abolition of slavery and for high-profile court cases like the Amistad trial. Complicating popular images of the "free North," this course will examine the central roles of slavery and settler colonialism in New England history, while also exploring how the Connecticut River tied Connecticut to regional and even global currents of slavery and antislavery movements.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM279 Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL281, THEA280**
Prereq: **None**

AFAM279Z Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first third of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL281Z, THEA280Z**
Prereq: **None**

AFAM280 Religion and the Social Construction of Race
In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) the means through which communities form collective identities. We will read a range of historical analysis and primary source materials from the U.S. and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Father Divine, the Nation of Islam, Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary U.S. relationship to the Middle East.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI391**
Prereq: **None**

AFAM281 Writing Fiction
Chinua Achebe was famous for his quote "If you don't like another person's story, write your own." Although disliking another's story could inspire creative writing, there are various reasons why people write, ranging from the basic human desire to understand the world through storytelling down to the desire to respond to the issues of the day--be it moral, political, religious--through fiction. The course is designed to help students gain skills in writing fiction; recognizing the literary conventions of fiction; reading and critiquing published work from a writer's perspective; making deliberate creative choices; engaging the work of others in a workshop setting; and revising their work using feedback from their peers and other writing strategies. As such, our reading list will be diverse in scope, cutting across various continents, races, and creeds. We will hope to

use the work on the reading list as stepping points for creating our own stories whether in response to various prompts or as original stories to be discussed in workshops. At the end of the semester, you will not only have read a good chunk of fiction and have a good sense of how fiction works, you will also have produced--and substantially revised--some of that writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT270, COL370, ENGL277**
Prereq: **None**

AFAM282 Mixed in America: Race, Religion, and Memoir
This course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI280**
Prereq: **None**

AFAM282F Mixed in America: Race, Religion, and Memoir (FYS)
This first-year seminar course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI280F**
Prereq: **None**

AFAM283 Reading Against "The Propaganda of History": Reading W. E. B. Du Bois
This course will introduce students to the major works of the Black intellectual W. E. B. Du Bois (1868-1963), one of the most profound thinkers and prolific writers in American history. While his published writings are legion, Du Bois is perhaps best known for his early collection of essays titled The Souls of Black Folk (originally published by A. C. McClurg and Company of Chicago in 1903). In addition to Souls, we will read across Du Bois's oeuvre in order to reveal the extraordinary profundity and historical evolution of his thought. Readings will include (in order): (i) The Philadelphia Negro (1899); (ii) The Souls of Black Folk (1903); (iii) Black Reconstruction (1935); (iv) Color and Democracy (1945); and (v) The World and Africa (1947).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM284 The Sociology of Reality TV: Race, Colorism, and Xenophobia
The course will explore the ways in which reality television can help us reflect on how different social identifiers such as race, skin complexion, and ethnicity operate within American culture. For many, reality TV can be easily dismissed as a guilty pleasure, escapism, or "trashy" (e.g., Dehnart, n.d.). While reality television can be labeled as an innocuous pastime, its importance and impact in American culture cannot be overlooked or denied. Moreover, the way this form of entertainment reflects American behaviors and shapes or reaffirms thinking within our society around sociological descriptors like race and culture should be studied. Through a critical lens, we will delve into the ways this genre of television portrays women of color, the audiences who watch reality TV, and whether responsibility exists on the networks who help create these shows.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC285, CSPL285**
Prereq: **None**

AFAM285 Gender and Slavery in the Atlantic World
For most of the 20th century, historians of slavery in the Atlantic world overlooked the critical role of gender in shaping the marketplace, culture, and experience of the institution. Slaveholding and its attendant violence were presumed to be the domain of men. With a tragically limited archive, the popularity of slave narratives such as Frederick Douglass's "Narrative of the Life of Frederick Douglass, an American Slave" (1845) reveal how the voices and perspectives of men have dominated our understanding of the enslaved experience. Since the 1980s, the work of black feminist historians such as Deborah Gray White's, "Ar'n't I a Woman?: Female Slaves in the Plantation South" (1985) have unpacked the profoundly gendered nature of slavery in colonial America, the United States, and the Caribbean. This course embarks on an exploration of this important intervention. We will engage primary sources to illuminate the voices of enslaved women and debunk some of the historical myths of slavery and slaveholding. We will also visit classic and fresh secondary literature to understand the evolution of the field. Major themes include but are not limited to the Middle Passage experience, gendered violence, fertility, reproduction and motherhood, the Southern Belle archetype and slaveholding mistresses, notions of beauty and purity in black and white, and fugitivity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **FGSS285**
Prereq: **None**

AFAM286 Harlem Renaissance Literature
During this course, students will read canonical and popular literary works by early 20th-century African American authors in tandem with the vibrant body of literary criticism that emerged from this cultural moment in order to arrive at a richer understanding of how the early 20th-century African American canon was curated and proliferated. To this end, we will pay special attention to the role of anthologies and literary magazines (such as "The Crisis," "Opportunity," and "Fire!!") in collating an emergent modern African American literary tradition. At the end of this course, students will be familiar with not only the key authors and works of the Harlem Renaissance, but also with the central debates about the direction and uses of African American literature in the early 20th century. These discussions of the uses and selection criteria of the book-form anthology on the one hand, and the serial literary magazine on the other will prepare students for one of the main assignments: curating a new syllabus entry for future versions of this course. The aim of this assignment is to alert students to the politics of knowledge production that determine which texts get taught, anthologized, and studied. Finally, the differing lengths and types of course assignments will require

students to learn how to present their ideas across a variety of genres (syllabus proposal, annotated bibliography, research paper, short close-reading paper).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL286**
Prereq: **None**

AFAM287 Psychology and the Law
This course will offer an introduction to the range of topics that are of concern both to psychologists and to members of the legal profession. We will investigate how psychologists may enter the legal arena as social scientists, consultants, and expert witnesses, as well as how the theory, data, and methods of the social sciences can enhance and contribute to our understanding of the judicial system. We will focus on what social psychology can offer the legal system in terms of its research and expertise with an examination of the state of the social science research on topics such as juries and decision making, eyewitness testimony, mental illness, the nature of voluntary confession, competency/insanity, child testimony, repressed memory, and sentencing guidelines. In addition, this course will look at the new and exciting ways legal scholars and psychologists/social scientists are now collaborating on research that looks at topics such as the role of education in prison, cultural definitions of responsibility, media accounts and social representations of crime and criminals, death penalty mitigation, and gender/race discrimination within the criminal justice system. This course will introduce students to this field, especially to the growing body of applied and theoretical work and resources available for study and review. Students will be encouraged to explore the connections between issues of social science and the law, translating legal issues into social scientific research questions that can then be examined more closely in the literature. This course counts as an elective or column 3 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC277**
Prereq: **PSYC105**

AFAM288 Aesthetics and Race
This course explores what philosophers have termed the "race-aesthetics nexus": the entanglements of race and aesthetic experience in our discourse, politics, and experience. Specifically, we will consider both how aesthetic phenomena like artworks and landscapes can be racialized, and the ways in which race is an aesthetic phenomenon. Texts include Paul Taylor's Black is Beautiful, Monique Roelof's The Cultural Promise of the Aesthetic, and Angela Davis' Blues Legacies and Black Feminism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL285**
Prereq: **None**

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

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

This is not a theory course, either social or literary. While our supplementary material will place Baldwin's essays within their historical and social context, our focus will be on the narrative nonfiction techniques Baldwin used to such startling and timeless effect. We will read Baldwin's most famous essays, and some that are less well known. Our supplementary readings and viewings will explore his continuing influence, and the influence of Black music on Baldwin.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL286Z**
Prereq: **None**

AFAM289 Eating the Other: Critical Perspectives on Difference and Desire
How does difference (race, class, sex) engender or attenuate desire? How does desire manifest as a wish to commodify, enjoy, or transcend racial difference? In this course we will study difference and desire as terms which inform one another and as sites through which discourses on race, sexuality, and power converge. We will explore these terms in relation to African American literary production, gender and sexuality studies, and film and queer theory. We will also take them up as they emerge as themes in the narrative fiction of James Baldwin and Marci Blackman as well as in essays by bell hooks, Jennifer Nash, Hortense Spillers, Aliyyah Abdur-Rahman, and Audre Lorde, among others. How do these key terms, alone and together, elucidate the contours of Black social and psychic life?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM291 Afro-Asian Intersections in the Americas
This course explores a range of historical, cultural, and political intersections between African and Asian diasporic people in the Americas from the late 19th century to the present. Taking an interdisciplinary approach, we will examine key moments in the history of Afro-Asian encounters in the Americas, including the importation of slave and coolie labor in the 19th century, the formation of anticolonial and antiracist "Third World" movements in the United States and abroad, and the 1992 Los Angeles uprising. We will also study forms of cultural interracialism, from African Americans' mania for kung fu in the 1970s, to interracial buddy films like Rush Hour (1998), to the contemporary fiction of writers such as Patricia Powell and Charles Johnson.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ENGL293**
Prereq: **None**

AFAM299 Medicine and Healing in the Black Atlantic
This course examines the ways in which Black people have conceived of health, healing, and the body since 1500. Readings, lectures, and documentary films will focus on historical case studies in Western Africa, South America, the Caribbean, and North America. We will cover topics such as herbal and environmental medicine; the intersections of religion and healing; gendered medical knowledge and labor; medical racism and exploitation; health disparities; and health activism. To help us situate these topics in the lived experiences of historical actors, we will use a variety of primary sources, including narratives of formerly enslaved people, court cases, correspondence, interviews, and print culture. The goal of this course is not simply to show how Black people have used healing practices to endure racism, slavery, imperialism, and racial capitalism: We will also emphasize how medicine and healing have been sources of joy, conflict, knowledge production, and entrepreneurship within Black communities. Lastly, we will consider the present and future of Black health and think about what it would take to make medicine and health care for all.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **STS299**
Prereq: **None**

AFAM300 Black Phoenix Rising: Death and Resurrection of Black Lives
The Black Lives Matter Movement has renewed our collective need to theorize the value of black lives within a deluge of death and disappearance in black communities. This movement is part of a deep transnational tradition in black radical praxis that aims to transform scholarly, activist, and public discourse and public policies concerning the systemic and epistemic effects of institutional racisms and the prospects for antiracist futures. How might we envision a black radical praxis that simultaneously recognizes the vitality of black lives and challenges the cultural ideas and social practices that generate and justify black people's death and suffering? This seminar traces a genealogy of black radical praxis that interrogates the necropolitics of race and positions this system of power against the prospect of thriving black people. In doing so, the course erects an interdisciplinary theoretical framework that features scholarship in critical race science studies, intersectionality, and transnational cultural studies as they inform how a black radical praxis can contribute to the uprising and raising up of black communities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **SISP300**
Prereq: **None**

AFAM301 Junior Colloquium: Defining African American Studies
Between 1896 and 1914, W.E.B. Du Bois organized an annual conference at Atlanta University devoted to documenting and analyzing the oppressive structural conditions shaping Black life in the United States. Though arguably the genesis of African American studies as a systematic academic endeavor, these sociological conferences also joined a long intellectual tradition that has always exceeded and often resisted the Western academy. This colloquium examines how the African diaspora has generated knowledge both within and beyond the ivory tower -- from cargo holds to quilombos, prisons to abortion clinics, newsrooms to classrooms, from music studios to dancehalls and soundstages. Students will engage closely with several defining texts, methods, movements, and moments concerning Black life in the Americas. Ultimately, we seek possibilities toward defining an African American studies program and praxis that addresses the political, social, intellectual, and epistemic needs of the 21st century.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM303 1492: States of War
This course approaches 1492 as a signifier and time-stamp of modernity. It signifies an ongoing "war" against people of African descent -- one that goes beyond the terrestrial plane. It anchors systems of representation, racialization, colonization, and religion with which we must reckon -- ones that preceded it and that we continue to inherit. The course uses the specific historical frame of 1440 into the late 18th century. This frame holds with reference to Frank B. Wilderson III's notion of when the "gratuitous violence" of the Middle Ages begins "to mark the Black ontologically" and Sara E. Johnson's notion of "slavery in the plantation Americas as a 'veritable state of war.'" Thus, we will read symptomatic, primary historical documents and fiction about "blood," race, African slavery, and geography and being (including 15th and 16th century Castilian law, sundry genres that represent early Spanish colonial Mexico, Santo Domingo (contemporary Dominican Republic), Cuba, and French Saint Domingue (contemporary Haiti)), as well as contemporary fiction, cinema, and theory that configure historicity via the Caribbean. We will read sometimes for imperial notions of sovereignty, selfhood, force, indigeneity, (anti)blackness, property, labor, and the relation between conceptions of the heavens and "just wars" on earth, and other times for Caribbean notions and narratives that are at war with said Western theological and onto-epistemological schemata. Conceptually, the course thinks from and/or about Caribbean literary studies, black critical theory, demonology, scholasticism, mysticism, the functions and tropes of (anti)blackness in the discursive formation of the New World, Vodou(n) in the Haitian Revolution, colonialism and international law, and deconstruction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL301**
Prereq: **None**

AFAM304 Black Feminist and Trans Theories of the Hu/Man
This seminar provides an introduction to Black feminist and trans theories' interventions into the modern Western category of the human and its violent exclusions. Since their inception, Black feminist and trans theories have brought attention to the violence of what Sylvia Wynter has called our "genres of the human," and in so doing, have laid bare the very preoccupations of power that condemn the non-white, non-cisgender being to sub-Human status and death in the material and discursive economies of racial capitalism. Students will develop broad knowledge of Black feminist and trans theories' provocations regarding the intersecting identity categories that organize our world, and will be encouraged to develop their own critical approaches that are attentive to the hegemony of racialized gender and its attendant violences.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS306**
Prereq: **None**

AFAM305 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice
Lyric poetry may be the most musical of literary forms. In one of its basic definitions, the lyric poem begins after the overhearing of a sound. This sound may be familiar and pleasant, like the timbre and cadence of a lover's voice. Or it may be unrecognizable and terrifying. It may be imbricated with other senses and feelings, provoking a memory that stimulates a sense of touch or smell. Or it may stimulate a sense of horror at the inevitability of death. In any of these cases, sound is thought to reveal an attachment, a memory, and to give rise to composition in the poet's effort to reshape memory and feeling in lyric form.

But such articulations do not always come out as evenly as this description may imply. Indeed, moans, screams, stutters, cries, and the madness of possession by the Muses are part of lyric's history and practice. In this course, we will read from African American, African diasporic, Caribbean, Latina/o/x, and Indigenous poetics, and we will consider their relation to myth and musical forms, such as the blues, son, bomba, biguine, jazz, reggae, hip-hop, salsa, among others. The dynamics between lyric speakers and musicians, sound and story, seen and voiced language will play out.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL304**
Prereq: **None**

AFAM307 Black Middletown Lives: The Future of Middletown's African American Past
In this service learning course, students will do hands-on history by uncovering, preserving, and sharing Middletown's rich African American past. We will focus on the history of the Beman Triangle. This African American neighborhood, now part of Wesleyan's campus, served as a regional and national antislavery and Underground Railroad center and home to one of the nation's first handful of independent Black churches. Students will partner with local archives, libraries, and museums to help preserve and share this neighborhood's remarkable history. Our projects will include building a website and an exhibit to share this history with the Wesleyan and Middletown communities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM309 Indentured Spatialities
Inspired by many political and intellectual traditions, such as Caribbean Studies and Black Feminism, Indo-Caribbean scholars, activists, and artists have long grappled with the spatial entanglements of indentureship, slavery, and colonialism both in and beyond the Caribbean (Persadie, 2022; Hosein, 2016; Goesine, 2016). However, this canon of thought and practice needs more visibility. So, in this course, students will explore the spatial identities and experiences of "Indo-Caribbeans," descendants of "Coolie" indentureship, but IN RELATION to Black and Indigenous spatial realities that constitute the Indo-Caribbean. Through guest lectures and formal and informal written assignments, students will engage intellectually and creatively, fostering a deeper understanding of indentured spatialities. This course will require students to ground their contributions in the work of Indo-Caribbean thinkers like Patricia Mohammed and Andil Gosine and the activism of organizations such as the Caribbean Equality Project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM311 Vitalism and Black Aesthetics
What is the relationship between Black art and Black life? Does Black art, broadly construed, serve a mimetic function-merely re-presenting reality-or is it a vital expression of the essence of Blackness? These questions are at the root of Black Cultural Studies' engagements with the problem of the aesthetic. In the current conjuncture, reacting to the theorization of Black social death, many theorists have (re)turned to the aesthetic as "proof" of the mattering of Black life and "evidence" of a vibrant sociality. This course will consider the connection between (the theorization of) Black aesthetics and (the affirmation of) Black life. In so doing, we will question the political stakes of Black aesthetics, as well as the value placed upon the concept of life as such, in and through the aesthetic encounter. Additionally, we will explore ways of thinking of the aesthetic that challenge presumptions of its innate liveliness. Readings will include canonical texts in aesthetic theory and vitalist philosophy, as well as more contemporary engagements with these questions from the perspective of Black performance theory, literary theory, and Afro-pessimism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL312**
Prereq: **None**

AFAM312 Black Speculative Fictions and the Anthropocene
The genre of black speculative fiction--in the form of literature, art, music, and theory--provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the "future," black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term "Anthropocene" first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which "humans" had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a "species"? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human? Further, how does artificial intelligence complicate definitions of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **E&ES125, FGSS301**
Prereq: **None**

AFAM314 The Black Charismatic
In this course we will explore the interplay between black politics and popular culture in the post-civil rights era. More specifically, we will examine the aesthetics of affective (commonly called "charismatic") black political leadership by attending to Tavis Smiley's yearly "State of the Black Union" address, 2000-2010. We will rely almost entirely on film, video, and digital archives in order to trace the eleven-year-long evolution of Smiley's annual event, while focusing our hermeneutic attention on the racialized and gendered performances of Louis Farrakhan, Michael Eric Dyson, Cornel West, and others. Through close readings of their televised performances, then, this course will require students to think and write about the practice and rhetoric of the black charismatic. How might the black charismatic threaten to undermine the political opportunities afforded by the success of the modern civil rights movement? How did Smiley's yearly event create the illusion of a black public sphere? What are the unintended consequences of substituting affect for political action? Similarly, what are the potential perils of a politics that results in ephemeral catharsis without dangerous political consequences? While participating in the general discussion across the semester, students will be searching out specific research topics of their own, topics relating the seminar conversation to original research questions about: the new liberalism of black politics; the crisis of the

black public intellectual; the importance of technology (particularly the ways in which new media have changed, even upended the political habitus itself); and the relationship between gender (particularly black masculinity), charismatic leadership, and respectability politics. Authors will include (in no particular order): Adolph Reed, Richard Iton, Hazel Carby, Hortense Spillers, Houston Baker, Erica Edwards, Melissa Harris-Perry, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS313, RELI323**
Prereq: **None**

AFAM315 Black Literary Theory
This course will bring together readings both literary and critical/theoretical, beginning with Frantz Fanon's "Black Skin, White Masks" (1952). Taking Fanon as its point of departure, then, this course will necessarily turn to a discussion of the recent discourse on Afro-pessimism and Black optimism, attempting to introduce students to important issues and questions of race, race relations, anti-Black racism, Black sociality, the universality of whiteness and white supremacy, the fungibility of the Black body, and the vulnerability and precarity of Black life; and together we will think more closely about how the complex and "unthinkable" histories and afterlives of chattel slavery, racial capitalism, settler colonialism, and the Middle Passage, for examples, continue to challenge the representational limits and potentialities of traditional literary genres and modes of emplotment. In addition to Fanon, authors will include Orlando Patterson, Toni Morrison, Hortense Spillers, Saidiya Hartman, Achille Mbembe, Frank Wilderson, Jared Sexton, Fred Moten, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **ENGL318**
Prereq: **None**

AFAM316 Carceral Connecticut: Middletown Stories of Race and Redevelopment
In the 1970s, during nationwide "urban renewal" or Redevelopment, the city of Middletown demolished an entire African American neighborhood to make parking lots and Route 9 on-ramps. Called the South End, this neighborhood had been Middletown's Black business and community center for decades.

Why did city officials see this neighborhood as disposable and its residents as displaceable? When, why, and how did this Black neighborhood form, and how did its residents experience, respond to, and navigate the displacement of urban renewal? What can this lost neighborhood--less than half a mile from Wesleyan University's campus--teach us about the history of race, inequality, housing, carcerality, segregation, and Black community and community resilience and resistance in the 20th century, and what lessons can this history teach us today?

In this Community-Engaged Learning course, you will not only read assigned primary and secondary sources. You will also conduct your own archival research and interview former South End residents to record, preserve, and share the largely undocumented history of this neighborhood and its legacies.

Although this course is entitled Carceral Connecticut and is one of the courses associated with the Carceral Connecticut Project (carceralconnecticut.com), of which Prof. Nasta is one of four Wesleyan faculty investigators, we will not focus primarily on prisons or incarceration. Rather, we will explore carcerality as a broader set of practices and policies that have structured the world--including 20th-century Middletown--in ways that reinforce racism and racial inequality, including policing, segregation, and displacement. At the same time, we will pay equal attention to how Middletown's Black community has created institutions and neighborhoods that have resisted and responded to displacement, containment, and other carceral practices.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM317 Black Connecticut Revolutionaries: Making Freedom in Revolutionary-Era New England
What did the American Revolution mean to people of African descent, in Connecticut and throughout North America? More than you might think. Enslaved people seized upon the war to strike for freedom, some fighting with the colonists and others siding with the British in hopes of emancipation. Here in Connecticut, where several thousand people of African descent remained enslaved at the revolution's outbreak in 1775, hundreds fought for freedom by joining the Continental Army, escaping, or purchasing their freedom. In the aftermath, they forged New England's first free Black churches, antislavery movements, and communities, including the Beman Triangle here in Middletown. In this course, you will read a range of primary and secondary sources by and about Connecticut's earliest enslaved and free Black communities. As the nation marks the 250th anniversary of the American Revolution this year, we will reflect on the meanings of freedom in a nation built on slavery, and the role of Black Americans as freedom and democracy's champions since the nation's founding. For your final project, you will use local archival and secondary sources to reconstruct and share the life stories of early enslaved and free Black Middletown residents, drawing on sources at the Middlesex County Historical Society, Wesleyan University's Special Collections & Archives, and digitized documents. The ability to read 18th-century handwriting is helpful but not required, but an interest in "doing history" through archival exploration and discovery is important.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Prereq: **None**

AFAM320 Integrative Learning Project 2: Website Incubator
Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you! Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**

Identical With: **WRCT300, RL&L350, CSPL300, IDEA300**
Prereq: **None**

AFAM322 Black Girl Magic?: Survival and Speculative Fiction in the Social World
"Black Girl Magic?" explores and examines the sociological origins, usages, and deployments of the now-popular hashtag. Shortened from "#BlackGirlsAreMagic," coined by CaShawn Thompson in 2013, #BlackGirlMagic has seen its share of celebration and controversy. Used by and for figures such as former First Lady Michelle Obama and Janelle Monae, the hashtag appears almost everywhere to provide exemplars for the resilience of Black women and girls. However, some critics have questioned trending characteristics among those who have been branded with the hashtag -- cisgender, well-to-do, fit/thin, non-disabled, and/or famous -- and have asked since the beginning: To whom exactly does this phrase belong? Who does it include? And why should we use it? This course aims to survey all those questions and more. It will highlight Black women, trans and gender non-conforming writers, as well as sociologists and those not officially affiliated with the field, to deepen our understanding of Black life experiences in a global social world. We will dive into and deconstruct what we know about concepts such as "survival," "joy," "imagination," and "community" via Black feminist thought, queer/quare studies, popular culture, political science, speculative fiction, and cultural sociology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **SOC324**
Prereq: **SOC151 OR AFAM151**

AFAM323 Staging Blackness: African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. We begin with a deep historical examination of 19th century blackface minstrelsy that then progresses into a long-view of how black American dramatists and theater-makers have self-fashioned black dramatic narratives, black aesthetics, and black representations into the twenty-first century. In all cases, we are interested in surveying the ways in which these artists work within varying modes of dramatic expression and focus their plays and performances on such topics as class, ethnicity, era, fragmentation, gender, history, region, revolution, nationality, race, sexuality, and spectatorship.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL385, THEA323, FGSS323**
Prereq: **None**

AFAM324 Black Power and the Modern Narrative of Slavery
The historical moment immediately after the Civil Rights and Black Power movements saw an explosion of African American writing about slavery. In the past half-century, black writers wrote award-winning novels that gave unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers--the slave narrative--into a fictional form that has served them as they dissect their own cultural moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL324**
Prereq: **None**

AFAM324Z Black Power and the Modern Narrative of Slavery
The historical moment immediately after the Civil Rights and Black Power movements saw an explosion of African American writing about slavery. In the past half-century, black writers wrote award-winning novels that gave unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers -- the slave narrative -- into a fictional form that has served them as they dissect their own cultural moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL324Z**
Prereq: **None**

AFAM325 Blackness and Affect
Critical theory and the humanities are in the throes of what has been termed "the affective turn," wherein scholars theorize affect--broadly construed as social feeling or bodily intensity--as central to understanding (post/human) relationality, the social, ethics, and the political. Haunting this field of inquiry is a series of questions: Can a turn to affect account for the figure of the Slave? Can an embrace of affectivity, as potential, bring Blackness into the realm of our understanding "without trying to fill in the void" (Hartman)? Rather than conceptualizing affect as the connective thread between bodies and worlds, or as a purely relational force, how might we think about affect and non-relationality; affect outside of and against the world; affect without the body? This seminar will engage these, and related, questions through extended explorations of the relationship between affect theory and Blackness. Readings will include: Frantz Fanon, Lauren Berlant, Brian Massumi, Sarah Ahmed, Rizvana Bradley, Xine Yao, Sianne Ngai, and Darieck Scott, among others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL389**
Prereq: **None**

AFAM326 Litanies for Survival, Plots for Revolution
This seminar centers black-feminist and queer-of-color theory, literature, and art from the 1970s to the present in order to interrogate and reimagine revolution and revolutionary praxes. We will examine the interrelatedness of art and activism, hope and despair, collaboration and erotics. Key questions include: How does "survival" put pressure on "revolution," and vice versa, particularly in light of contemporary and imminent catastrophes, local and planetary? How does a joint consideration of survival and revolution affect interpretations of the past, understandings of the present, and imaginings of the future? What political work might intellectual and creative labor perform? Is revolution an event, a practice, or both? A useful term or a ruse?

This seminar is offered in conjunction with the Center for the Humanities' Fall 2018-Spring 2019 theme, "Revolutions: Material Forms, Mobile Futures." Assigned readings will include the work of scholars participating in the Center's Monday night lecture series, and students will be required to attend several lectures over the course of the semester.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**

Identical With: **FGSS327**
Prereq: **None**

AFAM327 Biopolitics, Blackness and Spirit Baptism: The Birth of American Pentecostalism
American Pentecostalism is a conservative, Protestant, Evangelical revival movement that emerges in and through Black practices that constitute an exclusion in the racialized religious, social, cultural, and political formations of early 20th-century United States. Rather than examining Pentecostalism through a single lens called "religion," this course will use the themes of Biopolitics and Blackness to examine Pentecostalism through its most commonly known feature--an experience called the baptism of the Holy Spirit. Pentecostals were narrated in popular and critical accounts in the late 19th and early 20th century as exhibiting criminality, insanity, and raced, gendered, and sexed Black pathology. These marks of abnormality were all part of a formation of power in America known as biopolitics. As an idea, biopolitics is popularized by French historian/philosopher Michel Foucault. Foucault's concept attempts to explain how different intellectual and professional disciplines emerge in nations during the late 19th and early 20th centuries to best create a thriving population, which could be made to live. The power of the nation-state had traditionally been expressed in and through the power to kill. As a revival movement, Pentecostalism rehearses these themes, as early adherents fight over what it means to be made alive when racial Blackness is almost often seen as a mark of and for death. The course will study original accounts and sources from the historical period, read critical, interpretive accounts, and use a variety of media. All resources will be provided in class or via Moodle.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI324**
Prereq: **None**

AFAM328 The Black Soul: DuBois and the Practice and Grammar of Religion
W.E.B. DuBois is a foreparent in modern sociology, history, poetics, and aesthetics. DuBois was no less formidable and foundational for understanding religion in general, and Black religions in particular. This course seeks to read several of the great works of DuBois, interpreting them in light of their relevance for the study of religion. The course will also give extensive consideration to how DuBois both studied and used religious grammar and practices to build his intellectual program. The course will examine DuBois's impact on the study of religion globally in the aftermath of his work. DuBois's works will be considered, along with interpretations from Edward Blum, Hazel Carby, David Chidester, Gary Dorrien, Cheryl Sanders, Theodore Vial, Stephanie Shaw, Victor Anderson, and Rebecka Rutledge Fisher.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI325**
Prereq: **None**

AFAM329 Race and Reproduction
This interdisciplinary course explores the intimacy of race and reproduction against the backdrop of capitalist modernity. We scrutinize the policies, priorities, and perversions of slave owners, the racially differentiated family planning programs under apartheid, the eugenicist movements and the criminalization of poverty in the United States to interrogate what is generated by the incapacitation of blackness across scales of time and space. We examine the Marxist feminist elaboration of the concept of social reproduction and then consider black feminist rejoinders that center the reproductive labor of black women -- as slaves, as domestic workers -- that implicate violence and ownership in the mediation of biological and social reproduction as a set of racializing practices in which value is generated, accumulated, and expropriated. Finally, the course considers the proliferation of assisted reproductive technology (ART) in the 20th century, the recourse to surrogacy, and family abolition to interrogate the extent to which the "race-reproduction bind" is disaggregated or reanimated in the present.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH325, FGSS444**
Prereq: **None**

AFAM331 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course's animating (and unfixable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as "queer" or "trans"? What constitutes a "queer" or "trans" reading of visual culture? How might various formulations of "queer" and "trans" relate to, put pressure on, and/or resist "aesthetics"? What is the relationship between an artist's self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences' efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist's "identity" (asserted and/or imposed) have to do with their art? And what does a viewer's "identity" (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS331, THEA311, SOC300**
Prereq: **None**

AFAM335 Fugitives and Freedman: The Politics of Slavery in the Civil War Era
The actions of fugitive slaves and newly-freed people turned the crisis of American union into a war for emancipation. Questions of slavery's expansion, permanence, and end dominated the political discourse of the United States from 1848 through 1877. This course will examine the ways in which political actors, especially African Americans, kept the twin issues of slavery and emancipation in the public sphere to restructure American society in the middle of the 19th century.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST325**
Prereq: **None**

AFAM336 Black Texts, Lost and Found
This course examines histories of loss and recovery of black texts in the US and the Atlantic world more broadly. We will bring a three-pronged approach to our subject matter. We will analyze first the constitutive silences of the archive: epistemic and material neglect, or what Michel Trouillot has termed the "silencing of the past"; second, the preservation efforts of black newspaper editors, librarians, and bibliophiles; and third, the "counter-archiving" work of Afro-diasporic historical and speculative fiction. As we traverse different periods and empires we will consider what the concepts of the "black archive" and "black ephemera" mean to different disciplines. We will study the repressions of black Arabic writing practices in the US South and our fragmentary recovery of them in the late 20th century, unfinished novels about Black Atlantic revolutions such as Martin Delany's "Blake," incomplete runs of historic black newspapers, debates

about the illusions and desires of "recovery," and the criteria that determine what counts as ephemeral and when.

We will move across different media, from print--"I, Tituba," "M Archive," "Blake," "(Dis)forming the American Canon: African-Arabic Slave Narratives and the Vernacular"--to films--"The Watermelon Woman," "Looking for Langston," "The Last Angel of History"--and from digitized databases of photographs at the ongoing archiving project The Missing Chapter: Black Chronicles to digitized newspaper archives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL357, CHUM336**
Prereq: **None**

AFAM343 Empires of Captivity: The Resurgence of Atlantic Slavery in the Age of Emancipations
The dawn of the 19th century was marked by a series of challenges to Atlantic slavery, epitomized first by the unprecedented victories of the Haitian Revolution and then by the implementation of municipal bans and bilateral treaties that sought to limit the international trade in African captives. Yet seemingly paradoxically, this same period saw the rapid expansion of new zones of enslavement stretching from the U.S. South to Cuba, Brazil, and beyond. Proslavery forces mobilized across these jurisdictions in order to reverse the tide of abolition and to participate in (or simply to profit from) a burgeoning illegal trade in captives. Meanwhile, people of African descent who were enslaved or re-enslaved during this period built upon the precedent of emancipation in Haiti and other antislavery jurisdictions as they mounted claims to freedom for themselves, their families, and their communities. They continuously pushed forward the halting pace of general emancipation, laying the foundations for struggles for recognition and restitution that continue to the present day.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LAST, SBS-LAST**
Identical With: **LAST343**
Prereq: **None**

AFAM344 The Haitian Revolution Beyond Borders
In 1791, enslaved people rose up against their masters in the French colony of Saint-Domingue, at the time the most profitable plantation society in the world. Thirteen years later, their efforts would culminate in the declaration of independence of Haiti, a nation founded on the pillars of antislavery, anticolonialism, and racial equality. This course investigates the regional and global significance of this revolution through its interconnections with Haiti's neighbors in the Caribbean and across Latin America. First, we will look at the immediate implications of Haiti's founding for the fate of New World slavery during the Age of Revolutions. Next, we will consider Haiti's long-term impact on national identities, racial formations, and future revolutionary struggles in the Americas over the course of the 19th and 20th centuries.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Identical With: **LAST344**
Prereq: **None**

AFAM346 America's First Civil Rights Movement: Black Activism in the U.S. from the Founding to Reconstructio
Historians long described free African Americans in the early United States as occupying an "in-between" legal status, neither enslaved property nor entirely legal persons. This class would explore how free Black people rejected that status, seeking liberation, protection, and equality in the early United States. In so doing, they participated in, and meaningfully shaped, debates over the contours and privileges of American citizenship. Through this subject lens, students will be introduced to the methods of political, social, and legal history, and will have the chance to use contemporary social theories on activism, inclusion, and liberation as a critical lens.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST343**
Prereq: **None**

AFAM347 Black Grammars
In her text In the Wake: On Blackness and Being, Christina Sharpe argues that Blackness, due its rearrangement of and resistance to hegemonic modes of meaning making, is "anagrammatical." As a concept, anagrammatical Blackness points to "the failure of words and concepts to hold in and on Black flesh." Taking this provocation as a point of departure, this course will consider the relationship between Blackness and the grammatical, with a particular focus on rhetoric and poetics. Each week will focus on a particular rhetorical figure or grammatical concept: subject, metaphor, metonymy, apostrophe, tense, irony, catachresis, parataxis, etc., considering how Blackness shifts our understandings of their operations. Readings will include Ronald Judy, Barbara Johnson, Jacques Derrida, Zakiyyah Iman Jackson, Fred Moten, and Paul de Man, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL347**
Prereq: **None**

AFAM348 The Problem of the Negro as a Problem for Thought
Philosophical inquiries into the "the Negro problem" -- the question of what blackness is and how we socially reckon with its existence -- have historically flourished outside of the academic mainstream, weaving through a myriad of forms -- art, criticism, sociology, autobiography, oral traditions, etc. -- that are typically not counted as philosophy. This class will challenge our assumptions about where good and rigorous philosophy happens by attempting to track the metaphilosophical challenges that the study of blackness produces. We will read a survey of black studies texts from writers including Nahum Chandler, Marquis Bey, Christina Sharpe, and Fred Moten.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL345**
Prereq: **None**

AFAM350 The Law, the Citizen, and the Literary and Cinematic Imaginations
What gives the law its authority? (Can it remember?) Does it have rational or mystical foundations? What are the functions of the categories of slave, savage, scapegoat, stranger, other, family, and citizen in and for the law? How do we apprehend the relationship between the extensively legalized violations of the earth, the black, and the feminine? What gives the ongoing event of the Middle Passage so much force, and on a planetary scale? If laws of hospitality are sacred, then what are the implications of their prolific sacrilege? And what, for we can trace it, do such laws' selective "application" have buried within them? This course will attune us to who/what may be incorporated into the body politic

and who/what cannot be borne in the letter, by design, and on safeguarded, terrorizing terms -- legal, historical, and metaphysical, yes, and harboring those, ontological. We will read and analyze how literary and cinematic texts represent, critique, as well as reproduce the rhetorical and psychic effects of the law.
To echo Calvin Warren, "[Our] concern is not a particular law, but that all the laws are subordinate to a Law." Thus, while we will look at the language and aesthetic configurations of specific legal events and echoes -- the Zong Case, partus sequitir ventrem, Jim Crow, Nuremberg Laws, The Code of Native Status (in French-occupied Algeria), and so on -- we will not do so "comparatively" nor to inadvertently idolize encoded violence, but to apprehend what is buried and stirs beneath the law's foundations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL350**
Prereq: **None**

AFAM351 Queer of Color Critique
This course will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions--religious, legal, and scientific--shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and, also, how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, and class, shape the ways in which we understand expressions of race and queerness?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST351, FGSS351**
Prereq: **None**

AFAM352 Black Thought and Critical Theory
This course follows Stuart Hall's insistence in "What is this 'Black' in Black Popular Culture?" that the theoretical articulations of "blackness" are always "conjunctural." We will investigate how black thought has been conjoined with critical theory through phenomenology, pragmatism, Marxism, semiotics, and psychoanalysis. In our readings of a variety of 20th- and 21st-century thinkers, we will elaborate the philosophical richness and contradictory tensions embedded in the notion of "blackness" at specific historical and theoretical conjunctions. How is "blackness" useful for social theory? Must we assume there is a transhistorical identity to "blackness"? In what ways does "blackness" conjoin with the conceptualizations of gender, sexuality, class, and religion? Black thought and critical theory is the provocation that we attend to the tensions these questions raise. In this course, we will read the works of James H. Cone, Cornel West, Hortense Spillers, Saidiya Hartman, Sylvia Wynter, Denise Ferreira da Silva, Frank Wilderson, Calvin Warren, Tommy J. Curry, Stuart Hall, and Frantz Fanon.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL352, FGSS352**
Prereq: **None**

AFAM353 Blackness in the Anthropocene
To deny the "unprecedented" geological impact of humans' force on nature is now practically untenable. Theorists in the humanities, nonetheless, remain unimpressed with what this "new era" has afforded us in terms of critical potential. From accusations that what we now call the "Anthropocene" has merely established a hegemony of brute facts at the expense of critique, to concerns about the multiple ways in which the term continues to obscure catastrophic socio-ecological relations, it is fair to say that the scenes of the "Anthropocene" are still contested terrains. The aim of this course is to investigate the Anthropecene's many forms of socio-political erasures and theoretical "blind-sights." We will examine the ways in which Anthropocenean discourses have been powerful at disavowing racial antagonism in our current ecological crisis. More specifically, in this course, will study the ecological negative effects on black communities around the globe with the aim to questions the shortcomings of ethics in Anthropocenean times. We will explore questions like "who are 'recognizable/legitimate' victims in environmental disasters," "do events like hurricane Katrina or the migration crisis teach us anything about our human condition," and "what is the 'post' in post-humanism." We will read philosophical works ranging from Immanuel Kant and Baruch Spinoza to Rosi Braidotti and Karen Barad.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL353**
Prereq: **None**

AFAM354 Social Science, Black Life: Wells-Barnett, Du Bois, and Hurston's Empirical Experiments
This class has two interrelated areas of focus: first, the racist habits of imag(in)ing blackness's presumed racial-sexual difference that preoccupied social science in the late 19th and early 20th centuries; and second, the formative role that social scientific research and methods played in black people's quests for institutional inclusion during this same period. In their early years, canonical sociology and anthropology consistently proved unable to capture the beauty and complexity in black life, instead lending empirical authority to cultural ways of seeing blackness as inherently pathological. A counter-discourse of black expression took shape, attempting to overcome the negative impact that dominant empirical thought might have on black peoples' struggle for normative citizenship. Focusing particularly on the careers of Ida B. Wells-Barnett, W.E.B. Du Bois, and Zora Neale Hurston, we will explore the contradictory relationship that subsequently emerged between blackness and institutional power--discernible in empiricism's primacy during the long era of postbellum black inclusion. Rather than seeking evidence of black intellectuals' departure from empiricism and its attendant violences, we will explore the messiness of their efforts to experiment with and imagine beyond their misrepresentation and erasure in dominant empirical discourses. Indeed, black artists and intellectuals sometimes recapitulated the violence of empiricist paradigms and their enabling truth claims despite their sound political intentions. In considering the nexus of social science and black life in this period, then, we will also consider the intramural politics of racialized gender, the myriad costs of institutional incorporation, and the stubborn durability of epistemological authority. Secondary texts include works by Hazel Carby, Roderick Ferguson, Kevin Gaines, Julian Go, Avery Gordon, Saidiya Hartman, Katherine McKittrick, Reiland Rabaka, Michel-Rolph Truillot, Autumn Womack, Alexander Weheliye, Sylvia Wynter, and others.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS354, SOC318**
Prereq: **None**

AFAM355 Slavery and the American Legal System
This class will uncover the deep, foundational relationships between American slavery and the nation's legal, constitutional, and judicial traditions. It will, in turn, consider the historical and structural tensions between democratic state-building and the social, economic, and security imperatives of a slave society. It will begin with a historical analysis of how, starting in the seventeenth-century British empire, slaveholder sought to shape the construction of what would become the foundations of American law. After considering the historical foundations of American slavery, the class will turn toward an examination of how slavery's legal foundations shaped American legal, constitutional, and jurisprudential practices after its abolition. Students will complete final projects that work to uncover the extent of slavery's continued presence in the precedents and traditions that shape the modern American judiciary.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST354**
Prereq: **None**

AFAM358 Fugitive Perspectives on Education and Civil Society
In 1946, the African American novelist Ann Petry imagined what a white schoolteacher might think about working with black students in Harlem, New York: "Working in this school was like being in a jungle. It was filled with the smell of the jungle, she thought: tainted food, rank, unwashed bodies." Petry had herself worked in Harlem schools. She also held credentials from well-heeled white schools in Connecticut. Despite her own academic success, she questioned the inherent value of schools that regarded black children as if they were untamed savages. Challenging prevailing narratives of excellence and achievement, this course examines fugitive perspectives of black, Indigenous, LBGTQ, and poor folks who resisted compulsory schooling and avoided conscription into so-called civilized society. If, as historian Michael B. Katz has argued, US schools "are imperial institutions designed to civilize the natives; they exist to do something to poor children, especially, now, children who are black or brown," then why should any self-respecting black or brown child endure such schooling? What might so-called truants, illiterates, failures, burnouts, dropouts, and delinquents teach us about education and civil society? The history of education, however, has largely been interpreted from a biased perspective--namely, those who have been successfully schooled. We will therefore search for contrary voices in fragments of oral culture, ranging from slave narratives to folktales and recorded music. Contemporary scholarship will inform our analysis. Interdisciplinary scholars such as James Scott, Eric Hobsbawm, Tera Hunter, Saidiya Hartman, Lisa Brooks, and Audra Simpson will illustrate how to read against the grain and unearth hidden transcripts from classic authors such as W.E.B. Du Bois, Carter G. Woodson, Anna Julia Cooper, and Gertrude Simmons Bonin.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **EDST358**
Prereq: **None**

AFAM361 The Psychology of Prejudice and Discrimination
This seminar offers a social psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and control of indigenous peoples, animals, and the natural environment.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC361**
Prereq: **PSYC260**

AFAM369 Performance Remains: Slavery in the Black Dramatic Imagination
As sociologist Orlando Patterson notes, "In the absence of historical records, one way to explore the inner lives of slaves is to exercise one's literary imagination" (Slavery and Social Death, 2018). Taking direction from Patterson, this course is interested in mining the literary imagination of contemporary Black playwrights who are interested in recovering, reconstructing, rewriting, repairing and, in some cases, revolting against the fragmented and muted histories of the African slave trade and the lost experiences of the Black lives therein. From Aimé Césaire's A Tempest (1969), a bold postcolonial adaptation of Shakespeare's Tempest, to Winsome Pinnock's Rockets and Blue Lights (2020), an examination of British history inspired by two 19th-century paintings by the English romantic painter J.M.W. Turner, our plays originate from the Caribbean, England, and the United States. As African diasporic texts, these plays are exercises in the dramatic power of Sankofa, a principle derived from the Akan people of Ghana, meaning that the plays become the vessels through which audiences, readers, and characters return to the past in order to better understand and move forward in the present. We will engage in a thorough exploration of form, region, dialect, adaptation, and aesthetics, among other aspects, as we align lost and documented histories with dramatic conjuring.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL369, THEA369**
Prereq: **None**

AFAM371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL371, FGSS371, THEA371**
Prereq: **None**

AFAM372 Negativity in Black Critical Thought
Lack, nothingness, negation, the void, the abyssal, absence, wretchedness these and other corollary terms are omnipresent grammars within Black critical thought's attempts to explicate the singularity of Blackness. Conversant with philosophical genealogies of pessimism, nihilism, and negativity, this course will examine various theorizations of the relationship between Blackness and the negative. Rather than framing negativity as essentially apolitical or unproductive, this course will consider what a fidelity to the negative portends for questions of Black politics, Black theorizing, and revolutionary action. In so doing we will pay particular attention to questions of affect, gender, sexuality, aesthetics, and psycho-politics.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL376**
Prereq: **None**

AFAM375 Black Global Cities
In this course, we will analyze representations of cities and Black urban modernity in Afro- diasporic literature of the twentieth and twenty-first century. Placing special emphasis on the global hubs of London, Cape Town, Kinshasa Lagos, New York, Marseilles, and Kingston, we will ask what makes these former imperial sites Black global cities? We will read literary works on and from Black Global Cities alongside sociological texts on urbanization, globalization and discuss the extent to which literary representations either collude with or challenge dominant national and transnational narratives about Black urban modernity. Although each week's readings will focus on a different location, we will approach these locales as nodes in larger global networks of people, texts, and goods rather than as discreet, bounded places. To this end, we will trace how histories of racial formation move across borders and are transposed onto different spaces, and to what effect. Authors we will read include: Claude McKay, James Baldwin, Gabeba Baderoon, Petina Gappah, Kei Miller, and Teju Cole. We will also watch films such as Girlhood (2014), Black Panther (2018), The Harder They Come (1972), Bad Friday: Rastafari After Coral Gardens (2011), Welcome to Nollywood (2007).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL375**
Prereq: **None**

AFAM379 The Fire Next Time: The Modern Black Freedom Struggle
The Fire Next Time explores the spectrum of African American politics in the mid-20th century United States. It will examine not only the nonviolent social movement against the Jim Crow South but will scrutinize expanding notions of black militancy against racial oppression in modern America. We will complete and discuss readings on the "short" and "long" civil rights movements; the position of women in movements for black equality; the leadership of Martin Luther King, Jr. and Malcolm X; the work of civil rights activists in the urban North; and the movement for Black Power. This course seeks to provide students with an understanding of the major themes and contexts of the most important social movement of the 20th-century United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST379**
Prereq: **None**

AFAM386 Theory of Jazz Improvisation
This course concentrates on the vocabulary of improvisation in the African American classical tradition. Rhythmic, melodic, and harmonic knowledge will be approached through the study of scales, chords, modes, ear training, and transcription. Theoretical information will be applied to instruments in a workshop setting. Intensive practice and listening are required. This course may not be repeated for credit.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC210**
Prereq: **MUSC103**

AFAM387 Black Religions in the Americas
This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santeria) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, "authenticity," commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI268, LAST268, ANTH267**
Prereq: **None**

AFAM390 Jazz Improvisation Performance
In this extension of MUSC210, Theory of Jazz Improvisation, all materials previously explored will be applied to instruments in a workshop setting. Intensive practice and listening are required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC456**
Prereq: **None**

AFAM391 Unsovereign Elements, Caribbean Poetics
This course aims to study and question sovereignty, begin to theorize "unsovereignty," and stake out what may be meant by "anticolonial imagination" in literary and other aesthetic forms, as well in the theories of history that it arranges under its name, "Unsovereign, Caribbean." Unsovereignty and the anticolonial will not be imagined as exact and liberated opposites of sovereignty and colonialism, but rather as epistemically and linguistically entangled therewith, and inviting further thought from Afro-Caribbean historical and deconstructive vantages. By reading richly symptomatic, primary, historical documents about race, geography, and slavery in San Domingue/Santo Domingo, as well as contemporary fiction, art, and criticism that re-narrate and theorize Caribbean history, we will focus on the historical frame of ~1492 into the 19th century. This frame holds with specific reference to Sara E. Johnson's notion of a foundational "state of war" against black people in the Americas and Frank B. Wilderson III's notion of when the "gratuitous violence" of the Middle Ages begins "to mark the Black ontologically." The 19th century will be studied comparatively, and not as the era of heralded "emancipation," but of abduction, re-enslavement, "travestied freedom" (Hartman), anti-emancipation (Eller), and white psychosis. We will read sometimes for imperial notions of sovereignty, force, race, property, and labor, and other times for Caribbean notions and narratives that are sometimes at war with and sometimes in bed with said imperial schema and this episteme. In the face of some contemporary critical theoretical tendencies to use terms like "fugitivity," "resistance," "freedom," "abolition," "the commons," etc., as ones that are equally at stake for all, or that signify one shared known, fixed, and agreed-upon meaning, we will, rather (and especially), attend to the historical specificity and signifying work of marronage in the Caribbean region and the complex tropology of unsovereignty and "unruliness" in the Caribbean. Conceptually, the course thinks from and about Caribbean studies, Black critical theory, Black studies, Enlightenment thought, and Deconstruction. Students who want to nerd-out on critical theory, history, and Caribbean aesthetics are encouraged to apply.

We will study digitized versions of imperial naval and commercial maps held at the John Carter Brown Library, Archivo de Indias, and in other archives, as

well as primary texts of different genres (e.g., pilotes, ledgers, letters, legal documents), including the writing and thinking of Christopher Columbus, Moreau de Saint Mery, Baudry des Lozieres, María de las Mercedes Santa Cruz, Immanuel Kant, and G.W.F. Hegel. We will also read selections from some of the following scholars, artists, writers: Colin Dayan, Sara E. Johnson, Evelynne Trouillot, Jacques Derrida, Robin Derby, Maryse Conde, Alejo Carpentier, Demetrius Eudell, Anne Eller, Dixa Ramírez D'Oleo, Ronald Mendoza de Jesús, Frank Wilderson III, Walter Benjamin, Gayatri Spivak, Aimé Césaire, Beatriz Santiago Munoz, Joiri Minaya, Jean Rhys, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL391**
Prereq: **None**

AFAM392 Black Grief Geographies
This course introduces students to literature and practices centered on post-slavery and post-colonial bereavement. Employing an interdisciplinary framework of Black Geography, Feminist geography, and post-colonial thought, students will examine the spatial orientations of Black grief and mourning. Here students will also evaluate the connections and frictions between queries on emotional geographies and Black grief. What are the affective and material forces of Black grief and mourning, and do they vary by place? How can we read Black grief and mourning beyond narratives of dispossession? What are the human and non-human assemblages that constitute Black grief and mourning? Is it possible to repair infrastructures that mark Black death? This course invites students to meditate on the above questions as well as to apply Black framings on grief to their own research by developing a 15-page visual essay or a 30-minute in-class lecture that draws on any of these questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS392, ENGL397**
Prereq: **None**

AFAM393 The Library: Its Past, Present, and Future
The library is both a repository and a site for disciplining information. It is, at once, a space for democratizing knowledge and a locus of exclusion. A lifeline and a tomb. A place of radicalization and community, but also the handmaiden of state power. Indeed, the library's vexed role in the history of Western colonization has prompted scholars of African and postcolonial literature like Simon Gikandi to ask whether one can be a revolutionary in the library. This question has shaped the archiving sensibilities of African American collectors and librarians like Arthur Schomburg and Dorothy Porter Wesley as well as those of contemporary Black librarians and artists. This will be one of the central questions we explore in this course, too. We will examine artistic and literary representations of libraries, archives, and museums ("The Library of Babel," The Shadow Book, Lote, The Name of the Rose, Voyage of the Sable Venus, Yinka Shonibare's "The British Museum"), paying special attention to the fantasies, nightmares, and cultural narratives that cohere around the idea of the library. We will pay special attention to the place of the library in the Black literary imagination and to the theoretical and political interventions that Black librarians and bibliophiles brought into systems for categorizing and recovering knowledge.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL343**
Prereq: **None**

AFAM394 Afrofuturist Cinema
In Space is the Place, jazz musician and cosmic philosopher Sun Ra states that "the first thing to do is to consider time as officially ended. We work on the other side of time." Afrofuturist narratives tend to unfold in this inverted time, or "after the end of the world." In this class, we will begin our research in the loop of Sun Ra's speculative refrain. We will examine cinematic depictions of hauntings, dystopias, aliens, the surreal, and space travel. We will discuss works by Anisia Uzeyman, Ryan Coogler, Wanuri Kahui, Ngozi Onwurah, Terrance Nance, Jordan Peele, Mati Diop and more.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM394**
Prereq: **FILM304 OR FILM307**

AFAM395 Black American Cinema
What is Black Cinema? Is it, as Tommy Lott has claimed, a critical form of filmmaking that resists the "Hollywood master narrative"? Or, as Michael Gillespie claims, does it elaborate Black visual and expressive culture without any pressuposed commitment to a "real" Black lifeworld? While these are critical questions that we will encounter in this class, we will not attempt to answer them. The class surveys a wide range of films to tell a conceptual story about the complex relationship between Blackness and cinema. We will discuss works by filmmakers such as Melvin Van Peebles, Oscar Micheaux, Spencer Williams, Kathleen Collins, Charles Burnett, Julie Dash, Ayoka Chenzira, and more.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM396**
Prereq: **FILM304 OR FILM307**

AFAM396 Jazz Orchestra I
This course is for those with commitment to the American musical tradition called jazz. Skill and experience are highly desirable but, consistent practice is the biggest prerequisite. Small and large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Thelonious Monk, Charlie Parker, Fletcher Henderson, John Coltrane and many other composers will be deeply engaged. Intensive practice and rehearsal of the compositions, as well as class presentations of readings, will lead to development of ensemble and solo skill. The commitment to rehearsal of the compositions, as well as listening and reading assignments, will culminate in an end of semester public concert.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC457**
Prereq: **None**

AFAM397 Jazz Orchestra II
A continuation of MUSC 457, this course is for those with commitment to the American musical tradition called jazz. Skill and experience are highly desirable but, consistent practice is the biggest prerequisite. Small and large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Thelonious Monk, Charlie Parker, Fletcher Henderson, John Coltrane, and many other composers will be deeply engaged. Intensive practice and rehearsal of the compositions, as well as class presentations of readings, will lead to development of ensemble and solo skill. The commitment to rehearsal of the compositions, as well as listening and reading assignments, will culminate in an end of semester public concert.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-MUSC**
Identical With: **MUSC458**
Prereq: **None**

AFAM401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

AFAM404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

AFAM407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

AFAM408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

AFAM409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AFAM419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AFAM420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AFAM420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AFAM420B Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AFAM450 Steelband
This is an ensemble course in the musical arts of the Trinidadian steelband. Students learn to perform on steelband instruments and study the social, historical, and cultural context of the ensemble. We also address issues of theory, acoustics, arranging, and composing. Readings, recordings, and video viewings supplement in-class instruction. The ensemble will present public performances.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC450**
Prereq: **None**

AFAM469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

AFAM470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

AFAM491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

AFAM492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

AMERICAN STUDIES (AMST)

AMST115F Reproductive Politics (FYS)
This course explores the history and current status of reproductive politics in the United States. Particular attention will be given to the intersection of scientific and bioethical concerns with matters of social difference and cultural meaning. Issues covered will include: the history and legacy of the birth control movement; the ideological construction of "infancy" and "childhood"; changing attitudes towards pregnancy and childbirth; conceptions of parenthood; abortion rights; the fetal personhood debates; the regulation of pregnancy within institutionalized settings; disability, selective abortion, and genetic engineering; race, gender, and reproductive justice; and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **FGSS113F**
Prereq: **None**

AMST117F Social Norms / Social Power: Queer Readings of "Difference" in America (FYS)
This American Studies First Year Seminar is an interdisciplinary exploration of the privileges and penalties associated with "the normal" in the United States. We'll be centrally concerned with the ways bodily difference and social identity interarticulate with "normalness," locating individuals within hierarchical power structures. What is "normativity," if not a statistical norm? How are regimes of normativity produced, reproduced, and challenged?

Our focus is on queer studies, which we will approach through an intersectional lens, paying careful attention to the ways race, ethnicity, indigeneity, class, disability, gender, and sexuality intersect in social terrains of power. We will unpack and explore key concepts in American studies, including settler colonialism, compulsory ablebodiness, heteronormativity, biopolitics, neoliberalism, and ideology, drawing on a range of genres and disciplines, including memoir, ethnography, film, and theory in disability studies, queer theory, critical race studies, Marxist feminism, Native American studies, and trans studies. Along the way, we will encounter problematics ranging from disability and the "normal" to the American Dream, the "wedding-industrial complex," sexual "deviance" and desire, racialized state violence, the privatization of the public space, and the politics of queer/LGBT activism.

As a First Year Seminar, this course is writing-intensive and is structured to give you ample practice in core writing, reading, and presentation skills needed at Wesleyan.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST125F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL175F, AFAM152F, FGSS175F, THEA172F, COL125F**
Prereq: **None**

AMST130F Wilderness or Paradise? The Colonial World in the Western Imagination (FYS)
What do William Shakespeare's Tempest, Karl Marx's Capital, Georgia O'Keefe's Ram's Head, Bob Marley's Redemption Song, and Sterlin Harjo's Reservation Dogs have in common? What about Jean Jacques Rousseau's Discourse on Inequality, Mary Shelley's Frankenstein, Frida Kahlo's Two Fridas, Nina Simone's Mississippi Goddam, and George Lucas's Star Wars? All these works offer critical reflections on the process of European colonialization of the Americas that started in the late fifteenth century and extends to our days. They all grapple with the question of whether the New World was (and still is) an Edenic utopia or a hellish dystopia. And they all offer provocative answers and difficult new questions.

This first year seminar will explore how different thinkers and artists have imagined and reimagined colonialism in the Americas, from Alaska to Tierra del Fuego. We will also investigate how the representations they created have contributed to reinforcing or upending colonial relations. We will study cultural creators belonging to different groups, including indigenous peoples, enslaved and free Africans and African Americans, metropolitan and colonial elites, and Asian and European immigrants.

This course will introduce students to different forms of intellectual expression in the Western world--from philosophical treatises to movie series, passing through novels, paintings, and songs. To better understand these works, we will read academic texts and address the practical and theoretical foundations of academic thinking. As we engage with primary and secondary sources on colonialism, the students will also learn practical skills ranging from formatting texts and citations to finding books in the library and articles on the internet to making a compelling argument in an essay or a research paper.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST170 Solidarity Forever: An Introduction to American Studies
This course is an introduction to the interdisciplinary field of American Studies. We will explore how American Studies scholarship engages "solidarity" as a subject of study and as a practice. We will consider how conversations in the field relate to resistance and activist movements across time and space, from the US/Indian Country to the transnational and the global. By covering vast topics and themes such as settler colonialism, carceral politics, labor organizing, the war on terror, and more, we will examine the questions, methods, and

frameworks that animate and shape American Studies. We will reflect on the role of knowledge production in movements and struggles for justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST174 Popular Culture and Social Justice: An Introduction to American Studies
This course explores the interlocking histories of popular culture and social justice in the 20th- and 21st-century United States, with particular focus from mid-century to the current moment. By focusing on the ways in which social justice movements and ideologies have utilized and been informed by trends in art, film, television, music, and commercialism, we will interrogate critical concepts in the field of American studies, such as citizenship, belonging, difference, and equality. Topics covered will include feminism(s), antilynching, civil rights, labor and poverty, pro-choice, disability rights, queer liberation, leftism and countercultures, environmentalism, and animal rights.

Questions addressed will include, How has popular culture both advanced and hindered the progress of social justice movements? How has the idea of "social justice" changed over time? Which groups are included? What aims are articulated? How has the media portrayed and influenced social and political problems, and how has the rise of new media (from radio to television to the Internet and beyond) created new spaces for debating power and inequality?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST177 American Movies as American Studies: An Introduction to American Studies
Our aim is to see how movies from the 1930s to the present can help us grow as critical (and self-critical) American studies thinkers (and have fun--even as we question the effects and implications of this fun--doing it). Talkies appeared as a complex mass-cultural form of American studies, exported all over the world, precisely when the academic field of American studies emerged in the early 1930s. From the get-go, movies involved in mass-disseminating America's inventions of power have made available, in very entertaining ways, critical insight that can blow the whistle on how the reproduction of Americans and American ideologies are pulled off. Together we will explore the modern Americanization of power (hard power, soft power) and focus our exchanges on four intersecting concerns that movies can be particularly good at illuminating: (1) how culture industries (including movies) shape consciousness, needs, desires, incentives, values, and sense of belonging, and frame--limit--our vision of what constitutes problems and solutions; (2) how social critique (even movie critiques of movies) can be mass-popularized; (3) how America makes Americans, especially, into workers (even if they hate what they do and wonder about what and who they are working for) and weapons of various sorts (even if they are frightened and wonder about what and who they are fighting for and against); and (4) how and why America constructs difference (e.g., class, gender, race, individuality, national identity). This lecture/discussion course is a thinking-intensive and imagination-intensive critical project designed to engage compelling big-picture concerns--systemic matters--vital to American studies critiques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST179 Contemporary U.S. Politics: An Introduction to American Studies
This course will focus on contemporary politics in the United States. We will cover topics such as populism and the Trump presidency, current political narratives concerning immigration, the rise of the "alt-right," debates over free speech, race and civil rights, state violence and the prison system, sexual assault and the abuse of power, religious freedom and freedom from religion, the workings of late capitalism, and the possibilities of environmental justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST180 Entertaining the Masses: An Introduction to American Studies
This course will explore the ways in which people living in the United States entertained themselves from colonial times to the present. From the circus to movie theaters, from pubs to video games, from hunting expeditions to football matches, from church choirs to hip hop battles, we will use mass entertainment as a window into American culture. We will question what American society has considered fun, how leisure became separate from labor, how capitalists have commodified and authorities have disciplined entertainment, how different groups created and/or appropriated different forms of entertainment. Through these questions, we will study classic and new topics of and approaches to American Studies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST200 Colonialism and Resistance
Why does colonialism matter to the fields of American Studies, Latin American Studies, and Caribbean Studies? What have been the consequences of colonialism for peoples of the Western Hemisphere? This course offers a transnational approach to the study of colonial modernity through a comparative analysis of colonial ventures and their far-reaching consequences. With a focus on the interactions of Indigenous, European, and African peoples, the course introduces a diverse range of issues and topics, such as the organization of production, including chattel slavery, indenture, and free labor; imperial competition and state formation; emancipation struggles; and Indigenous sovereignty.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST201 Queer Theories
This seminar will give you a solid foundation in queer studies. Although "queer" is a contested term, it describes -- at least potentially -- sexualities and genders that fall outside normative constellations. This theory-based, reading-intensive seminar considers multiple genealogies of queer theory, from foundational texts and authors in queer theory, queer of color critique, trans theory, and crip theory, to lesser-known but critically important interventions. Structured as a series of conversations, we explore multiple locations of theory and notions of "queer." Rather than understanding queer studies as a singular school of thought, we will continuously problematize queer studies as a mode of analysis, asking: What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its failures? What is the future of queer? This course is excellent preparation for a queer studies concentration in American studies. Students should expect to end the semester confident of their ability to read and draw on a range of queer theories.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **FGSS201**
Prereq: **None**

AMST203 Biopolitics, Animality, and Posthumanism: Junior Colloquium
This course asks what it would mean for the field of cultural studies to begin to include the category of the "human" within investigations of more traditional categories of social difference (including race, gender, sexuality, and so on). Historically, the category of the human has been taken for granted, as a biological marker imbued with particular intellectual and physical capabilities. Relatedly, the discourse of the human is often invoked in movements for political equality, inclusion, and enfranchisement (i.e., the call to "human rights"). Yet recent literature within the field of American studies broadly, and, more specifically, within the area of critical animal studies, has called these assumptions into question. In this junior colloquium, we will explore these critical turns in the field by considering the boundaries between the animal, human, and technological realms.

Important concepts addressed will include the utilization of animals as research subjects, food, and labor; the "nonhuman personhood" movement; intersectionalities between ideas of social difference and the posthuman; concepts of disability, debility, and capacity; technological enhancements of the human body; and cybercultural identities. Students will have the opportunity to engage with a wide variety of materials, including writing from the areas of critical race studies, feminist theory, and postcolonial theory. (Note: Students need not have familiarity with biopolitical theory; rather, the course will provide a primer in this area during the beginning weeks of the semester.)
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST204 Saving America from Itself? Movie Interventions (Moore, Lee, DuVernay, Kopple): Junior Colloquium
We will convene four interventionist filmmakers--Michael Moore, Spike Lee, Ava DuVernay, Barbara Kopple--in a strategic dialogue to consider the American studies whistleblowing and anti-bamboozling potential of movies. Their movies have tried to sway elections, empower social movements, inspire protest, popularize national self-critique, study the tactics of top-down power (including scapegoating) and bottom-up resistance, and, perhaps, save America from itself. The many cultural-theoretical payoffs of their movies include moving us beyond any oversimple checklist tendency simply to observe representations of gender, race, and class. They help us question why these categories were produced in particular ways and help us interrogate (intersectionally and dialectically) how they interact with, rely on, and sometimes mask one another. Our four independent filmmakers--in trying to be changemakers--dare us not only to take a hard look at what kind of an America we have had and now have, but prod us, at times seduce us, to imagine more expansively what kind of America we might want to create. We will also put their movies in dialogue with related movies by D. W. Griffith, Boots Riley, Robert Reich, and others. And to establish a longue durée historical perspective, we will read Howard Zinn's epic classic A People's History of the United States. In terms of fields, our colloquium integrates movie studies, cultural studies, premises studies, resistance studies, and social transformation studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST205 Interdisciplinary Research Methods: Jr. Colloquium
This course will introduce students to interdisciplinary research methodologies and practices, with particular attention to critical themes within the field of American studies, including race, gender, and sexuality. Methods and practices covered will include (but are not limited to): close textual analysis, archival research, quantitative data procurement, interviewing tactics, ethnographic observation, the application of diverse theoretical frameworks, the Institutional Review Board, research ethics, and so on. Students will complete a variety of short assignments throughout the course of the term that will culminate in a final research paper. The class will be held in a seminar format that requires weekly reading, writing, and discussion.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST207 Primitive Accumulation: The Beginnings of Capitalism
Karl Marx wrote in Capital, Volume I, "The discovery of gold and silver in America, the extirpation, enslavement and entombment in mines of the aboriginal population, the beginning of the conquest and looting of the East Indies, the turning of Africa into a warren for the commercial hunting of black-skins, signaled the rosy dawn of the era of capitalist production." This course will address the violent beginnings of capitalism from the perspective of the Americas and their connections to other parts of the world. By addressing class struggle, imperial expansion, and environmental degradation, we will analyze the emergence of an unprecedented mode of production that now dominates the world and threatens human existence. But this will not be a simplistic history of good and evil, a moralizing tale. We will unpack the complex historical process and the overwhelming historical forces that go beyond the moral choices of individual human beings. We will look into the interactions between society and nature to reflect on how capital has made an indelible mark in human lives and the rest of living beings on our planet. We will study primary and secondary sources to reconstruct the history of extraction and exploitation that gave birth to the modern era.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST208 Visual Culture Studies and Violence
In this course, students will gain important foundational knowledge of the field of visual cultural studies. We will cover theories of the gaze, photographic sight, film and media, spectatorship and witnessing, museums and exhibitions, and trauma and memory, among others. Particular attention will be paid to issues of power, complicity, and resistance as we consider what it means to be "visual subjects" in historical and contemporary contexts. We will address how different media -- from photography, to television, to film, to the Internet -- transform our understanding of images and what it means to both "look" and "be seen." As a primary case study, this course will interrogate the politics of violence, focusing on the relationship between the production of visual culture(s) and acts of individual, collective, and state aggression. We will ask: How have images served to propagate climates of violence against marginalized persons? What are the ethics of looking at pain, torture, and exploitation? Do such images help us to work toward social change or create attitudes of indifference? How do images of war, prisons, pornography, death, crime, famine, and disease shape our understandings of citizenship, nationality, and identity? Finally, how do representations of social difference inform conceptions of violence and their place in the visual field?
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-AMST, SBS-AMST**
Identical With: **STS207**
Prereq: **None**

AMST209 Cultural Theory and Analysis: Junior Colloquium
In this course, we will interrogate the ways in which we come to understand cultural representation and theories of social and political power within the field of American studies. We will analyze forms of representation using an array of theoretical and textual methods, from economic and class theories, to visual theory to feminist studies and critical race analysis, to theories of virtuality and freakery. We will engage with highly dense theoretical pieces as well as more popular cultural texts, such as film, documentaries, and websites.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST217 Carceral Landscapes: From Colonial Invasion to the Prison Economy
This course explores the expansive history of surveillance, policing, and incarceration in the territory now known as California. Engaging Indigenous critiques of settler colonial power, we begin in the late 18th century when Spanish Franciscan priests and imperial soldiers enslaved Native people in missions along the Alta California coast. We will move through crucial sites, such as the first California legislature's 1850 Act for the Government and Protection of Indians, to the establishment of the US border patrol in the early 20th century, and the criminalization of mobility of Indigenous, Latinx, and mixed-race people from both sides of the US-Mexican border, considering how these cases illuminate Kelly Lytle-Hernández's insight that "mass incarceration is mass elimination." Reading across scholarship, archival sources, activism, and news coverage, we will discuss the relationship between militarization and carcerality locally and globally, from the American occupation of California during the Gold Rush (1849), to post-WWII racialized urban policing, to the current construction of the "security fence" along the US-Mexico border that cuts through Kumeyaay lands.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST218 Introduction to Queer Studies
This course will examine major ideas in the field of queer studies. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based identities as they have been formed within the contemporary United States. We will explore the idea of sexuality as a category of social identity, probing the identities of lesbian, gay, bisexual, and transgender to try to understand what they really mean in various cultural, social, legal, and political milieus. In doing so, we will ask, What does it mean to study queerness? What do we mean by "queer studies"? How do institutions--religious, legal, and scientific--shape our understandings of queer identities? In what ways do sexuality and gender interact, and how does this interaction inform the meanings of each of these identity categories? How do other social categories of identification--race, ethnicity, and class--affect the ways in which we understand expressions of queerness? Moreover, what does studying queerness tell us about the workings of contemporary political, cultural, and social life?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **FGSS218**
Prereq: **None**

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

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

AMST225 Latinidad: Introduction to Latina/o Studies
This course will introduce major themes within the field of Latinx studies, using an interdisciplinary approach to analyze the experiences of Latinx people within the United States and throughout the Americas. Employing a range of historical, theoretical, political, and cultural texts, this class will ask students to think about a number of issues central to the field of Latinx studies, including migration, language, nationalism, indigeneity, education, labor, assimilation, and cultural imperialism. This course will also look at the ways in which intersectional identifications, including race, sexuality, and gender, operate within frameworks of Latinidad.

Methodologically, this course will draw from such diverse fields as ethnic studies, history, political science, border studies, gender theory, sexuality studies, critical race theory, and urban studies. As we utilize a broad range of texts and synthesize diverse perspectives and ideas, students will be asked to interrogate formative concepts, such as the border, America(s), and the nation. Central class queries will probe the boundaries of Latina/o identity, the working of intersectional identities, patterns of migration, and the ways in which institutional power shapes the contemporary Latinx experience.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST226 High-Tech Imperialists: Technology and America's Rise to World Power
How did Americans use technologies such as the railroad, photography, the machine gun, and electricity to advance their interests abroad? In this course, we will study the interconnected histories of technology and empire from the American Civil War to the First World War, the period encompassing a techno-

scientific revolution that transformed human lives and power relations all over the world. This course adopts a broad definition of imperialism, reflecting on formal and informal strategies of expansion. It goes beyond US colonies and territories to inquire into how Americans engaged with other imperial powers and their colonial populations, advancing profitable -- and often destructive -- enterprises. It further asks how processes of internal colonialism influenced US power abroad and vice versa. Attentive to material reality, it examines the environmental impact of new technologies in colonial settings and how environmental changes disrupted local communities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST228 Cancelled, Blocked, Banned
This seminar focuses on ideas, texts, and debates that have come to be considered politically and culturally provocative, perilous, or particularly acrimonious. We will read, think about, and discuss a host of issues that inspire discord, passionate debates, and a range of complex perspectives. Students will be asked to consider multiple -- often conflicting -- arguments and come to class ready to engage in good faith discussion. The class focuses on diverse topics and examines multiple perspectives surrounding each issue. Course discussions will include debates over reproductive healthcare, the legalization or prohibition of sex work, carceral politics and the drug war, nature versus nurture narratives and sex differentiation, challenges to free speech, diverse perspectives on best practice education policies (including affirmative action and standardized testing), as well as arguments as how to best achieve racial equity, equality, and justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST233 Global Queer Studies
This course explores global experiences of LGBT/Q life, bringing an explicitly transnational lens to a field too often dominated by U.S.-centered perspectives.

Drawing on queer ethnography and film, we will explore the contours of queer and trans life around the globe, from the lives of gay men in Indonesia to Muslim yan daudu in Nigeria, gay tourism in post-Revolutionary Cuba, queer mati work among working-class Afro-Surinamese women, lesbian activism in India, LGBT asylum claims in Canada, the queer art of Carnival in Trinidad and Tobago, the everyday lives of lalas (lesbians) in China, and and the transnational lives of Filipino gay men in New York. Our aim is to challenge and expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative) and to center the ways sexual/gendered identities, cultures, and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ANTH233, FGSS233**
Prereq: **None**

AMST235 American Literature, 1865-1945: The Americanization of Power
Together we'll explore not only the complexities of American literature from the 1860s to 1940s, but also how this literature is usable today and excels as critical equipment that can advance our understanding of the modern Americanization of power (put narrowly, we'll develop insights into a "democratic" capitalism, what some called a "Robber Baron" plutocracy, that pulled off and contrived to maintain systemic class, gender, and ethnoracial hierarchies to reproduce its power). As we unpack the relationship of literary form and social form, we'll trace connections between historical developments such as the gothic genre and gender ideologies, domestic romance and the social reproduction of labor, realism and mass-urbanism, naturalism and immigration, modernism and imperialism, and narrative experimentation and anti-racism. The creative works of Emily Dickinson, Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnutt, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Eugene O'Neill, Nathanael West, William Faulkner, Richard Wright, and Zora Neale Hurston will help teach us to be more imaginative readers of literature, ourselves, and what America was, is, and might be. While pooling ideas about this, we'll savor the pleasures of reading inspiring and transformative writing. This is very much a thinking-intensive course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL204**
Prereq: **None**

AMST240 Work to Rule: American Labor between Emancipation and Empire
Why have workers in the US fought to join labor unions and participate in collective workplace action when the boss invariably responds with intimidation, repression, and even violence? And how has collective worker power been leveraged both for and against American colonialism and imperialism? In this course we will explore the conflict between capital and labor in the US across diverse sites of struggle, including Southern slaves' "General Strike" during the Civil War, autoworkers' shop floor militancy during the Great Depression, challenges to organizing agricultural, domestic, and service labor, and recent union campaigns of athletes and academics. What does American labor's victories and defeats reveal about the relationship between capitalism, settler colonialism, neoliberalism, and empire? Considering the divisions of race, gender, and class, how have workers in the US enacted or failed to enact the famous International Workers of the World slogan "an injury to one is an injury to all"?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST243 American Literature to 1865
This lecture course charts a selective path through the English-language literatures of conflict in North America. Our optic will be double: one eye on history, the other on literary form, and we will experiment with ways of dialectically combining these two lines of vision. The scope of the course is wide, but we will proceed in the style of an anti-survey. Rather than unifying America through a gathering of textual parts, we will attempt to understand how literary forms supply an important index of historical evidence even as their pleasures and contradictions refuse the stabilities of the evidentiary.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL203**
Prereq: **None**

AMST243A American Literature on Fire: Conquest, Capitalism, Resistance: 1492-1865
We begin with a 1938 Langston Hughes poem, a north star shining light on American unexceptionalism and then move back in time: from Columbus's dismemberment and enslavement of the Arawaks when demanding gold; to

Cabeza de Vaca's feel-good handbook for the conquest of indigenous peoples; to Puritan inventions of a "God" that pulls the trigger; to Franklin's blowing the whistle on a mercantile capitalism he supercharged with a secular work ethic; to a Declaration of "Independence" in 1776 that provoked alternative declarations written by workers, women, and formerly enslaved persons in the 19th century; to Poe's readings of a Divided States of America (race, gender, domesticity) as gothic; to Douglass's representations of the tactical artfulness and subversions of "slave" culture; to Hawthorne's deconstruction of the Americanization of power; to Thoreau's entwining of collective protest and what he hoped would be an individualized escape route; to Melville's attacks on imperialism, racism, and class domination; to Elizabeth Stuart Phelps's critique of domestic slavery; to Stowe's socially transformative antislavery novel (whose sentimentalization recirculated stereotypes). Along the way, we will draw on Howard Zinn's classic A PEOPLE'S HISTORY OF THE UNITED STATES to help historicize the Americanization of inequality. During our literary-intellectual time travel, we will engage some of America's most "on fire" writers who make possible insights into the ideological foundations of American cultures, identities, and hegemonies that provocatively illuminate America's situation today (and offer some lessons for how to change it). And, not least of all, we will have critical fun throughout.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL203A**
Prereq: **None**

AMST244Z Imagining the End: Neoliberalism and the Arts
Many of us now like to paraphrase the philosopher Frederic Jameson when he argued that it has become "easier to imagine the end of the world than the end of capitalism." As the recent deluge of post-apocalyptic movies and documentaries about melting glaciers makes clear, this is an accurate statement. Yet while most of us imagine how neoliberal capitalism will bring about the end of the world, others try to imagine the end of the status quo. Since neoliberalism became the global hegemonic system, artists of all kinds have been imagining ways we can survive and (perhaps) overcome it: think about the songs of Tracy Chapman or Residente, the street art of Keith Haring or Lady Pink, the movies of Chloe Zhao or Alejandro González Iñárritu, or the writings of Ursula Le Guin or Roberto Bolaño. This course explores how engaged art from the 1970s to the present has responded to -- and fought against -- neoliberal hegemony in the United States, Latin America, and beyond. Through the arts, we will explore the nightmares of global collapse and the dreams of a new egalitarian and sustainable society. In addition to analyzing movies, poems, short stories, songs, and street art, we will read theoretical and historical studies that help us understand how neoliberalism shapes contemporary culture and makes art into one of the few areas in which dissent can be expressed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **HIST244Z, LAST244Z**
Prereq: **None**

AMST250 Incorporation of America: Corporate Capitalism and the American Way of Life
This course will examine how corporations have shaped and continue to shape American society and culture. Moreover, we will investigate how corporate capitalism has influenced U.S. relations with other countries. The course will extend from the mid-nineteenth century, when corporate capitalism clashed with alternative ways to organize the economy, to the present, when the neoliberal project faces a major crisis. We will read academic and fictional works, watch movies and TV shows, and analyze works of art that illuminate the history of corporate capitalism. We will explore how corporations have fostered class conflict, imperial expansion, technological change, structural racism, environmental degradation, ideological fundamentalism, among other things. In addition to writing individual papers, we will engage in collaborative and creative works to reflect on how corporations impact our lives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST256 Race and Medicine in America
This course will trace ideas of race in American medical science and its cultural contexts, from the late 19th century to the present. We will explore how configurations of racial difference have changed over time and how medical knowledge about the body has both influenced and helped to shape social, political, and popular cultural forces. We will interrogate the idea of medical knowledge as a "naturalizing" discourse that produces racial classifications as essential, and biologically based.

We will treat medical sources as primary documents, imagining them as but one interpretation of the meaning of racial difference, alongside alternate sources that will include political tracts, advertisements, photographs, and newspaper articles. Key concepts explored will include slavery's medical legacy, theories of racial hierarchy and evolution, the eugenics movement, "race-specific" medications and diseases, public health politics and movements, genetics and modern "roots" projects, immigration and new technologies of identification, and intersections of race and disability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **STS256**
Prereq: **None**

AMST260 Bioethics and the Animal/Human Boundary
In this course, we will explore the construction of the animal/human boundary through the lens of bioethics. We will define bioethics as the study of the ethical consideration of medical, scientific, and technological advances and their effects on living beings. At the same time, we will pay close attention to the cultural contexts in which these advances emerge, imagining the realms of scientific progress and popular culture as mutually constitutive. We will consider topics such as cloning, organ transplantation, pharmaceutical testing, and gestational surrogacy, with a focus on the late 20th and early 21st centuries. We will begin by interrogating how ideas of the "animal" and the "human" are constructed through biomedical and cultural discourses. We will ask, How is the human defined? By intelligence or consciousness levels? By physical capabilities or esoteric qualities? Similarly, how has the human been defined against ideas of the animal? Or, what ethical justifications have been cited in the use of animals in biomedicine? What makes certain species "proper" research subjects and others not? What do these formulations tell us about our valuation of animal and human life, and what kinds of relationships exist between the two? To answer these questions, we will consult a wide range of interdisciplinary scholarship, from authors in the fields of animal/ity studies, bioethics and medicine/science history, sociology, anthropology, and philosophy. Students will also be exposed to the basics of biopolitical theory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **STS260, ENVS238**
Prereq: **None**

AMST269 New World Poetics
God and money, love and beauty, slavery and freedom, war and death, nation and empire: The themes of early American poetry will carry us from London coffeehouses to Quaker meetinghouses, from Philadelphia drawing rooms to Caribbean plantation fields. Our texts will range from pristine salon couplets to mud-bespattered street ballads, from sweetest love poems to bitterest satire. Digging deeply into the English-language poetry written, read, and circulated after the first English settlement in North America, we will trace the sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature in our own time. Our poets ignored false divisions between art and society, and so will we.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL258**
Prereq: **None**

AMST270 Criminalization, Regulation, and Resistance: Introduction to Native North American History
This course explores Indigenous politics and US settler colonialism across the long 19th century, from the Constitution's Commerce Clause to the 1924 Indian Citizenship Act. We will examine how the US state relied on both criminalization and regulation of Native peoples' gender, sexuality, religion, social relations, and cultural and economic practices to expand and consolidate power on the continent. Readings will address how Native nations sustained their sovereignty and negotiated settler encroachment, covering conflicts around the liquor trade, allotment policy, the Ghost Dance, conservation's consequences, salvage anthropology, Progressive-era activism, and American citizenship.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice
This course explores the relationship between scholarship and activism, with a focus on intersectional radical queer scholarship and activism--queer left, black radical, trans, immigration, prison abolition, and sex work--in the United States. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making in and outside the so-called "ivory tower," explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, and community archive), and gain insight into the histories and current realities of social justice movements, campus activisms, the work of a radical imagination, art and activism, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization--past or present--of their choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **FGSS286, ANTH286**
Prereq: **None**

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

In addition to a comparative approach, we will look into how Southerners engaged with people from the Global South. We will study primary and secondary sources that illuminate encounters between Southerners and foreigners. International trade, religious missions, infrastructural enterprises, political activism, and military operations, among many other events, put the American South in touch with the Global South. These encounters remade modernity, placing questions of racism, regionalism, and colonialism at the forefront of political and intellectual debates.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST298 From Seduction to Civil War: The Early U.S. Novel
This course examines the relationship between nation and narrative: the collective fantasies that incited reading and writing into the 19th century. We will study the novel as a field of literary production both in dialogue with European models and expressive of changes in national culture, a form that both undermined and reinforced dominant ideologies of racial, gender, and class inequality during this turbulent period of national formation and imperial expansion. We will consider the ways the pleasure of novel-reading depends upon, even as it often disavows, the world outside the story. Throughout our reading, we will trace the ways these novels both reflect and participate in the historical development of the United States during a period that spans national founding, the consolidation of northern capitalism and an exacerbated North/South division, expansion into Mexico and the Pacific, and civil war. Through close attention to literary form, we will continually pose the question, What is the relationship between literary culture and historical change? We will examine who was writing, for whom they wrote, and the situation--political, commercial--in which the American novel was produced and consumed. We will begin with the novel of sentiment and seduction and conclude with reflections on slavery and racial revolution on the eve of the Civil War, all the time asking about the ways the novel might seduce us into either tolerating or resisting the way of the world.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL209**
Prereq: **None**

AMST300 The American West in the Age of Capitalist Transformation
This course examines the transregional and transnational forces that converged into the locations that, throughout history, American society has called "the West." It also explores how the occupation and development of the American West inspired similar expansionist projects in other parts of world. We will investigate the transformation of vast territories previously inhabited by Native groups into a booming agro-industrial empire controlled by white men. Within this context, we will study the cultures that developed and clashed in the West. We will use academic texts and primary-source material such as travel narratives, letters, ethnographies, novels, drawings, photographs, and film. We will delve into the lived experience in the West and the images, myths, and visions that

different groups produced about it. During the semester, students will write a research paper on a topic of their choice related to the American West in global perspective.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST301 Immigration and the Politics of Fear
This course will examine the role of fear in shaping ideas about immigrants. We start from the notion that emotions are social formations with particular histories and political significance. Therefore, we will refrain from assuming that fear is nothing more than a feeling or an automatic response and instead take it as a site that allows us to examine how psychological and legal discourses together define and dispute what is normal, reasonable, credible, plausible, real, appropriate, and timely. The seminar will cover themes such as risk and threat, race and origin, pain and injury, confession and testimony, fiction and figuration, and personhood and representation. We will look at newspaper articles, social media content, legal opinions, case law, court transcripts, and psychological evaluations, as well as texts in politics, anthropology, sociology, philosophy, literature, comics, and films. Students will write a short essay on the politics of fear. Throughout the course, they will develop their toolkit to critically reflect on an emotion of their choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ANTH301, STS308**
Prereq: **None**

AMST301Z Immigration and the Politics of Fear
This course will examine the role of fear in shaping ideas about immigrants. We start from the notion that emotions are social formations with particular histories and political significance. Therefore, we will refrain from assuming that fear is nothing more than a feeling or an automatic response and instead take it as a site that allows us to examine how psychological and legal discourses together define and dispute what is normal, reasonable, credible, plausible, real, appropriate, and timely. The seminar will cover themes such as risk and threat, race and origin, pain and injury, confession and testimony, fiction and figuration, and personhood and representation. We will look at newspaper articles, social media content, legal opinions, case law, court transcripts, and psychological evaluations, as well as texts in politics, anthropology, sociology, philosophy, literature, comics, and films. Students will write a short essay on the politics of fear. Throughout the course, they will develop their toolkit to critically reflect on an emotion of their choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ANTH301Z, STS308Z**
Prereq: **None**

AMST305 On Monsters: Race, Sex, Gender and the Other
The class will consider the category of the monster as a cultural site of meaning. We will explore narratives of the monstrous both literally and metaphorically, working from Jeffery Jerome Cohen's understanding of a monster as "as an embodiment of a certain cultural moment--of a time, a feeling, and a place." In situating the monstrous, we will consider Derrida's reminder that monstrosity is, at its heart, concerned with hybridity, border crossing, and miscegenation. In resisting clear categorization, the monstrous becomes terrifying, improper, and disorienting. As such, we will look at contested sites of American life, such as migration and the US/Mexican border, forms of racial hierarchy and social control, manifestations of postcolonial despair, the violence surrounding gender and sexual difference, as well as biopolitical and technological fears regarding the almost-human. The course will ask students to consider monstrosity as always already interwoven with cultural notions of racial and sexual deviance, which then contend with otherness through the guise of the supernatural. The course will also explore more literal manifestations of the monstrous, including the zombie, the doppleganger, the vampire, and the witch. In doing so, the monstrous takes shape as a way of facing what Cedric Robinson calls the "recovery of human life from the spoilage of degradation," or the idea that monstrosity centers on a politics of purity, a mode of analysis that thinks through the vulnerability of the corporeal self, the ravages of contamination, and the horror of existence despite, and in defiance of, necropolitical state praxis. This course requires students to watch weekly films in the horror/monster genre.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST306 The Politics of Emotions
This course treats emotions as social expressions that both shape and are shaped by the world. Drawing on ethnographic case studies, we examine the social life of sentiments and trace how emotions function as a medium through which narratives of American citizenship are formed. We begin with interdisciplinary scholarship on affect, emotions, feelings, and moods to establish a shared analytical framework for our case studies. Each week, we focus on the social formation of a specific emotion, including hate, anger, horror, terror, love, shame, resentment, and compassion. The course will be grounded in a critique of liberal concepts such as freedom, rights, autonomy, and human rights.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST312 Americans Abroad: Mapping Nineteenth-Century Travel Narratives
In this course, we will explore international travel in the long 19th century. We will focus on narratives published by Americans who had the opportunity to travel beyond the United States. Through individual and collective activities, we will survey the trajectories of activists, diplomats, doctors, entertainers, entrepreneurs, journalists, missionaries, sailors, scientists, soldiers, students, teachers, tourists, and many others who engaged with foreign societies. By analyzing travel narratives, we will delve into a globalizing new order of expanding empires and integrating capitalist economies.

The main product of this course will be digital humanities projects. Throughout the semester, we will conceptualize, design, build, and improve StoryMaps. Each student will develop their own individual project focusing on a set of travel narratives. Classes will alternate between historical and conceptual discussions about travel in the 19th century and technical matters related to digital humanities. Our goal is to reflect on the broad history of American foreign relations and the use of new technology to produce and communicate knowledge about the past.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST315 Entertaining Social Change
"Our problem," Tom Frank writes, "is that we have a fixed idea of what power is, of how power works, and of how power is to be resisted." This is especially

true of "entertainment." Power that may not seem like power -- only, say, like "fun" or "amusement" -- can be especially powerful. A thread that connects all of our texts will be: how has the systemic critique of social contradictions been popularized as compelling and fascinating in modern times? A related concern: what are the seductions and violence built into "enjoyment" -- "enjoyment" that reproduces "Americans"? We will "entertain" the diverse strategies that progressive moviemakers have developed to entertain Americans -- to teach, persuade, seduce, provoke, upset, anger, and move them through laughter, tears, and, not least of all, ideas -- so that Americans will be more inclined to "entertain" social critique that inspires and envisions social change. Our critical focus will be on the popularizing (and sometimes the selling) of social critique in movies including Straight Outta Compton, Malcolm X, Medium Cool, Network, El Norte, Smoke Signals, Before the Flood, The Black Panthers: Vanguard of the Revolution, Salt of the Earth, Matewan, and The Big Short. We will place special emphasis on self-reflexive movies about "entertainment" and about labor/social movement organizing. Entertainment, we will see, plays a key role in organizing and reorganizing Americans. In doing so, it can place limits on our vision of what -- and who -- needs to be changed. By putting our movies in conceptual dialogue and making these limits more visible, we will help one another think, see, and feel beyond these limits. As we are "entertained" (and we will be) we will consider the stakes of being "entertained."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ENGL309, FGSS315**
Prereq: **None**

AMST321 Migrant Personhood: Against Tales of Witches, Aliens, Beasts, and Pests
The contagious animal, the irrational woman, the foreign threat, the mentally incompetent -- this course follows the circulation of these portrayals of immigrants beyond rhetorical injury. Drawing on what Colin Dayan calls "negative personhood," we will focus on the symbolic, narrative, and representational violence of immigration law. We start with readings and films that look into the history of the idea of the "reasonable man" in immigration policy, the truth-making effect of courtroom hearings, and the figures of speech that give shape to stories about what it is to be an American in the eyes of the law. We then explore forms of alternative representation that elude legal containment and instead seek cultural membership and political participation. We finish the course by examining poetic testimonials, psychotic narrations, dirty protests, escapes from ideological frames of address, collective autobiography, imaginative refusals, and radical Latinx utopias. We will draw from interdisciplinary material in anthropology, literary theory, performance studies, philosophy, legal theory, and feminist studies, among other fields.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **ANTH321, STS336**
Prereq: **None**

AMST322 Visions of the Future: Capitalism and Colonialism in the World's Fairs
This course will explore the history of the world's fairs from the 1851 Great Exhibition in London to the 1939 New York World's Fair. These events showcased the newest technologies that would revolutionize life and labor for millions of human beings around the world. They also presented to the public new consumer goods and forms of entertainment such as music, dances, and sports. Moreover, they were sites of competition for rising nations and empires. Each participant country brought artifacts that demonstrated their (often idealized) national characteristics and development. Western powers displayed colonial products and peoples to show how they had been advancing in their expansionist enterprises. The students will read works on the humanities and social sciences that delve into the meanings of the world's fairs. They will also analyze primary sources (texts, paintings, film, songs, cartoons, and more) which will allow them to ask their own questions about these events.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM322, HIST398**
Prereq: **None**

AMST329 Issues in Latina/o Politics and Culture
This course explores the ways in which Latinas/os become legible as subjects in contemporary U.S. political thought and cultural life. We will consider struggles for Latina/o legal rights, the relationships between the Latina/o workforce and issues of global labor patterns, the workings of transnational economies and power, and popular cultural narratives depicting Latinas/os and U.S.-Latin America relations. This course offers the opportunity to explore, analyze, and decipher the ways in which Latinas/os inhabit a global world, built from a legacy of a colonial past and heading toward a neoliberal, globalized future. We will use an interdisciplinary approach, addressing a range of texts from various scholarly disciplines, including history, cultural studies, postcolonial theory, American studies, and political science, as well as popular cultural texts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST347 Absences, Archives, and Adjudicating Criminalities in Settler Colonial States
Absence can refer to either distance or nonexistence. Archival inquiry embodies the former and can yield the latter. Both positions pose ethical, interpretive, and political problems. In this course, we will critically approach the archive to ask questions about how its evidentiary forms are used to narrate social relations of power, territorial claims, criminality, and adjudicate past wrongs. What genres of proof do archives produce and naturalize, and how do historical claims corroborate, refuse, or reinterpret "truth" and "knowing"? Readings span Native and Indigenous Studies, American Studies, History, Anthropology, and Postcolonial and Literary Studies, exploring how these approaches address the adjudication of individual and state crimes. The course focuses on settler colonialism and Indigenous politics in North America but engages other global examples.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM346**
Prereq: **None**

AMST351 Queer of Color Critique
This course will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions--religious, legal, and scientific--shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each

of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and, also, how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, and class, shape the ways in which we understand expressions of race and queerness?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **FGSS351, AFAM351**
Prereq: **None**

AMST352 Settler and Native Ecologies of Power in North America
This course examines how settler colonial dis/possession, resource extraction, and spatial domination have generated ecological catastrophes in North America while at the same time shaping discourses of environmental "protection" and "preservation." Reading the work of historians, anthropologists, critical theorists, knowledge-keepers, and activists and examining sites such as national parks and infrastructure projects in the 19th, 20th, and 21st centuries, we will learn how efforts to define, manage, regulate, and exploit "natural" resources occur/red simultaneously with assaults on Native nations' sovereignty. We will explore how Indigenous people(s), in spite of continuous settler state violence and violations, have cared for and defended their lands and human and nonhuman relatives, drawing from a wealth of traditional knowledges and tribal political practices. We will end the course by bringing these critiques to current "environmental issues" such as wildfires, toxic contamination, and pipelines.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

AMST353 Health, Illness, and Power in America
In this class, we will explore the interlocking histories of health, illness, and power in America. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been imagined through the lenses of social difference, including race, gender, sexuality, and class. We will address civil institutions designed to manage individual and population health, and we will consider theories of political power in the making of the "modern" body. Sample topics covered will include immigration policies and contagious disease scares; STDs and the politics of public health campaigns; physical fitness and the value of bodily labor under capitalism; the management of diseases that are symptomatic and those that are not; individualized approaches to medicine and medical difference; clinical trials and the ethics of human experimentation; pregnancy and childbirth; regulations surrounding blood and organ donation; changing rituals of bodily hygiene; preventative medicine and the call to personal responsibility; mental health policies and institutions; and pride movements surrounding the "unhealthy" body.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **STS353**
Prereq: **None**

AMST353Z Health, Illness, and Power in America
In this class, we will explore the interlocking histories of health, illness, and power in America. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been imagined through the lenses of social difference, including race, gender, sexuality, and class. We will address civil institutions designed to manage individual and population health, and we will consider theories of political power in the making of the "modern" body. Sample topics covered will include immigration policies and contagious disease scares; STDs and the politics of public health campaigns; physical fitness and the value of bodily labor under capitalism; the management of diseases that are symptomatic and those that are not; race- and gender-based approaches to medicine and medical difference; clinical trials and the ethics of human experimentation; regulations surrounding blood and organ donation; changing rituals of bodily hygiene; preventative medicine and the call to personal responsibility; mental health policies and institutions; and pride movements surrounding the "unhealthy" body.

In its iteration as a Summer Session course, class instruction will be provided as a combination of interactive lecture, discussion, and small group work. On a daily basis, students will be asked to complete and discuss reading assignments, short research activities, and written responses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **STS353Z**
Prereq: **None**

AMST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

AMST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

AMST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

AMST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

AMST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

AMST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AMST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

AMST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

AMST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

AMST469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

AMST470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

AMST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

AMST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ANTHROPOLOGY (ANTH)

ANTH101 Introduction to Cultural Anthropology
This course introduces students to concepts, theories, and methods of cultural anthropology. Lectures, readings, and audiovisual materials invite critical analysis of broader themes in contemporary anthropology, such as the nature of culture, the problematic notions of social evolution and progress, and the negotiation of power within and among diverse peoples.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH101Z Introduction to Cultural Anthropology
This course introduces students to concepts, theories, and methods of cultural anthropology. Lectures, readings, and audiovisual materials invite critical analysis of broader themes in contemporary anthropology, such as the nature of culture, the problematic notions of social evolution and progress, and the negotiation of power within and among diverse peoples.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH103F Anthropology of Gifts and Giving (FYS)
What is a gift? A commonplace understanding is that a gift is something given gratuitously, selflessly, and without the expectation of a return (just look the word up in any dictionary). Why, then, upon receiving a gift, do we feel indebted to the giver? And rather than free and gratuitous, isn't most gift giving compelled by socially significant events and regulated by relatively rigid rules? This FYS is an in-depth examination of gift giving as one of the most powerful forces binding individuals and groups in society into relationships of reciprocity. Students become familiar with critical anthropological and philosophical debates about the gift and consider their application to contemporary forms of giving, including traditional gift-giving events, sacrifice, philanthropy, volunteering and voluntourism, international aid, and types of giving made possible by advances in technology, such as organ donation and surrogacy. We attend to the economic, political, ethical, cultural, gender, and personal dimensions of gift giving in their remarkable power to make and break social bonds and undo or reinforce hierarchical relations at all levels of local and global society. Students draw a deeper understanding of the connection between generosity and power to inform their own ethics of gift giving, sharing of wealth, and sense of responsibility, wellbeing, and place in the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH111F Anthropology of Conspiracy (FYS)
This first year seminar explores the relationship between conspiracy theory and contemporary life through the discipline of anthropology. We learn how to read, discuss, and write about anthropological texts using conspiracy as a starting point. We trace the history of conspiracy theory, read ethnographies of conspiracy, and extend the concept of what counts as conspiracy to anthropological topics such as culture, class, ideology, myth, virtuality, race, affect, gender, and sexuality. We ask what the utility of conspiracy is in world-

building, ritual, and belief structure inherent in both cultural cohesion and conflict.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH112F The Anthropology of Godzilla: Unconventional and Monstruous Perspectives on the Anthropocene (FYS)
In this First Year Seminar, we will use anthropology--the study of how humans make cultural, social, and political meaning in the world--in order to better understand contemporary global, ecological conditions through the lens of giant monster movies. It begins from the argument that "monstruous media" reflects our cultural worlds back at us in productive and insightful ways, and that Godzilla, in particular, helps us better understand the ways the Anthropocene is at once a product of human action and seems at the same time to totally exceed human capacities. We will combine some traditional readings with extensive film viewing in order to help students develop their academic writing and analytical skills.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **STS112**
Prereq: **None**

ANTH113F Anthropology of Gender & Sexuality (FYS)
This first year seminar explores the concepts of gender and sexuality through an anthropological lens, engaging with both theoretical and ethnographic material in order to fully immerse students in the experiences of the cultures being analyzed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH120F Indigenous Environmental Justice (FYS)
Environmental justice--as both a social movement and an area of scholarship--emphasizes the disproportionate impact of environmental harm on human communities already marginalized because of factors like race, class, and indigeneity. While Indigenous activists and scholars have strategically mobilized under the banner of environmental justice, conventional U.S. environmental justice frameworks have not always acknowledged the status of Indigenous nations as sovereign political and legal entities or their distinctive articulations of justice and environment. Focusing primarily on North America, this First Year Seminar will explore how Indigenous land and water protectors have long put forward visions for collective futures that diverge from intertwined histories of social and ecological violence, including through multiracial collaborations and campaigns. We will engage texts from a wide range of disciplines, as well as non-academic materials and films.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH135F Entangled Sounding Objects: The Social Life of Musical Instruments (FYS)
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC135F, ARCP135F, COL136F, MDST135F**
Prereq: **None**

ANTH201 Key Issues in Black Feminism (FGSS Gateway)
This course surveys key issues in the historical development of black feminist thoughts and practices through readings of canonical works especially from the 1980s and '90s that contribute to this extensive body of knowledge. Our aim is to engage black feminist and womanist theorists, activists and artists from the diaspora who are exploring intersections of race, class, sexuality, religion, and other indices of identity affecting their daily lives. To that end, we will take an interdisciplinary approach to unpacking the historical tensions and politics and poetics in theory/practice, representation/self-making and expression/performance. We will also examine more recent turns in #BlackLivesMatter, #SayHerName and #BlackGirlMagic and conclude with Post-Zora Interventions--feminist interrogations on the borders anthropology, art, and activism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **FGSS217**
Prereq: **None**

ANTH202 Anthropology and/of Islam
This course examines the relationship between the discipline of Anthropology and Islam while also surveying the development of the Anthropology of Islam. Until the middle of the 20th century, Western study of Islam was dominated by Orientalists and colonial social scientists. As the study of Islam and its social worlds entered into the field of modern anthropology alongside decolonizing processes worldwide, the anthropological study of Islam was caught up in, and crucial to, the various critical turns in the discipline that faced as it attempted to decoupled itself from colonialism. With this as the backdrop, "Anthropology and/of Islam" takes on the rich and varied, often complicated, canon of the "Anthropology of Islam" with a particular focus on the Middle East and North Africa primarily between 1975 and 2025 but with an eye to the field globally. It also also attends to the ways in which this field has been responsible for paradigmatic shifts in the Anthropology itself.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **RELI209**
Prereq: **None**

ANTH203 Sex, Money, and Power: Anthropology of Intimacy and Exchange
Sex and money--intimacy and economy--are often imagined to occupy distinct and separate spheres. Sex and intimacy are located in the private or domestic realm, in spaces of leisure, feelings, care, and personal connections. Money and economy, on the other hand, are purportedly public, located in the market and

tied to labor, rationality, and impersonal (non)-relations. This course brings these spheres together, focusing on the links, exchanges, and circuits between the intimate and the economic in diverse cultural contexts.

Drawing on anthropological, feminist, Marxist, queer, and critical race theory, we will build

working definitions of key concepts: intimacy, division of labor, domestic labor, sexual labor, exchange, commodity, value, neoliberalism, consumer culture, and more. We'll test, apply, critique, and expand these concepts as we work through ethnographic case studies on contemporary sex work and tourism, marketing and pornography, reproduction and domestic labor, marriage, class and sexual lifestyle, labor and care work, and sex stores and commodities. We will connect economic, cultural, and political formations with race, ethnicity, nation, sexuality, class, and gender, scaling up to consider global and transnational exchanges and down to consider how these circuits impact families and communities. Throughout, we will ask: Whose labor is valued and recognized, and why? How do bodies accrue value, and in what kinds of marketplaces? When are intimacies--sexual and social--commoditized? How is race, gender, and sexuality central to these exchanges? How do new transnational circuits constrain and/or empower people? And finally, who benefits from these relations, and who does not?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **FGSS223**
Prereq: **None**

ANTH205 Borderlands in the African Mediterranean and Beyond
The past decade has seen one of the largest mobilizations of human migration in recent history. This migratory flow is usually discussed within spatial frames such as movement across borders, between countries, and across the sea. This course departs from those narratives by bringing into focus the routes, social worlds, and systems of exchange that emerge during time spent between borders, a time often eclipsed as "just waiting." The beginning of the course sets the theoretical tone for our readings and discussions by revisiting how anthropology has questioned the stability of the linkage between culture and space, and placing this into the context of scholarship on liminality and borderlands. Subsequently, we will examine ethnographic studies, as well as some literary texts, that focus on migration and immigration primarily across the African Mediterranean, with comparative examples drawn from South and North America and Western Asia. The course's goal is to trace the communal sentiments enmeshed in these routes and worlds and to inquire what they may imply for political and subjective belonging, beyond narratives centered on the anxieties that emerge once "migrants" enter into European and North American territories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH206 Ethnography of the American Rural
The rural stands as a fraught American symbol, positioned in stark contrast to its corollary: the urban and its cosmopolitan subjects. The American rural is variously represented as vulnerable, disappearing, backwards, regressive, slow. In this course, we elucidate the texture of the American Rural by engaging with ethnographic writing from the early 20th century into the contemporary. In exploring the rural as a meeting place of working-class expressive cultures, an atmosphere of slow or strange time, a dramatic history of industry and agriculture, a notoriously tense racial zone, an icon of severity, and a place of exuberant stories and poetics, we uncover the vital ideological function of the rural as the urban's dark twin in American myth throughout history and today.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH208 Crafting Ethnography
This course is an introduction to the craft of ethnographic research and writing. In the first half, we will explore some of the research methodologies anthropologists use to understand, interpret, and analyze culture. Each student will choose an ethnographic field project for the semester and practice ethnographic methods (participant observation, interviewing, virtual ethnography, auto-ethnography, visual representation, and more). In the second half of the course, students will begin to write their ethnography, practicing writing in a variety of styles and genres (including realist, reflexive, dialogic, engaged, and experimental). Guided, weekly peer workshops throughout the semester will give students a chance to hash out and talk through questions of ethics, positionality, representational politics, and the improvisational felicities and challenges that arise during fieldwork and writing. This course will give students a solid grasp of ethnographic methods and how anthropologists construct ethnographies. It is ideal preparation for ethnographic theses and essays during senior year.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH209 Tradition & Testimony: Protecting Native American Sacred Lands, Ancestral Remains, & Cultural Items
This course will explore the historic genesis of present-day U.S. and international policies toward Native American peoples and other indigenous communities. In addition, studies will include traditional indigenous and tribal perspectives, investigate indigenous-specific origin stories and the connections these stories have with historic events and places, and take a hard look at repatriation policies. Students will investigate several case studies involving current issues Native American communities are facing in repatriation and protecting sacred places, both local and national.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ARCP209**
Prereq: **None**

ANTH210 The Technological Primate: Archaeological Approaches to Ancient Technology
Humans are reliant on technology, in one form or another, for our survival. This obligate use of technology has been a characteristic of our evolutionary history for over 2.5 million years. This course will explore how technology became central to the human way of life. We will discuss both how and why our use of technology has changed through time. This includes considerations of the adaptive roles that technology plays in our evolution, how technology is shared between individuals and cultures, and the role of technology beyond the purely utilitarian. Students will learn about the ways archaeologists analyze and think about ancient technologies. This includes a wide variety of material types, including stone, ceramic, botanicals, bone, metal, and more. In this course students will have an opportunity to handle both actual archaeological materials and replicas.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP210, IDEA205, STS211**
Prereq: **None**

ANTH211 The Politics of Place
How do we come to a know a place? How are senses of place enacted and with what consequences? This course will focus on "place-making" as a historical, emergent, and contested process. Through course texts, films, and ethnographic exercises, we will explore places as sites of individual and collective self-making, power consolidation, not-only-human-collaboration, and the provisioning of specific futures. While anthropologists will be our primary guides, we will also engage scholarship from Black studies, Indigenous studies, history, and ecology. Although we will consider examples of place-making from around the world, our primary focus will be on the U.S. with a particular focus on Middletown/ Mattabesset. Taking settler colonialism and racial slavery to be foundational to local and national projects of place-making in the U.S., we will explore how memory, landscape, affect, political economy, and history interact in more-than-human social worlds.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH212 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology
New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP203, ENVS203, STS203, IDEA203**
Prereq: **None**

ANTH213 Indigenous Anthropology
In this course, we will explore what anthropology looks like from an indigenous perspective. Focusing on four significant texts by indigenous anthropologists, we will explore concepts of indigeneity, mobility, gender, DNA, and indigenous rights and sovereignty as they are articulated between anthropology and indigenous studies. At the same time, we will examine how anthropological research and writing can be conducted from the perspective of the historically colonized as opposed to the colonizers, navigating the ambiguities of anthropology's own legacy as it is rearticulated by scholars from diverse positionalities and perspectives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH214 Introduction to Archaeology
What can fragments of pottery, stones, and bones reveal about the lives of people who lived thousands or even millions of years ago? What does the archaeological record reveal about human evolution, past human diets and health, ancient socioeconomic systems, and the emergence of early cities? And how can we preserve archaeological sites and artifacts for future generations? This course will introduce students to the interdisciplinary field of archaeology. We will discuss key methods and principles that archaeologists use to study the human past while covering a survey of world prehistory from the earliest stone tools to the archaeology of contemporary material culture. Students will have the opportunity to examine real archaeological artifacts -- including artifacts excavated from historic Middletown -- and will be encouraged to think critically about the ways that archaeology informs our understanding of both the past and the present.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP204, ENVS207, IDEA204**
Prereq: **None**

ANTH215 Nature/Culture
In this course, we are going to explore--and problematize--the boundary between the so-called "natural" world and human social and cultural life. Rather than assuming that "nature" is something that already exists in the world that humans have systematically excoriated and transformed, we consider instead the idea that nature and culture are fundamentally co-constitutive concepts--that is to say, that one cannot exist without the other. As we go, we will explore pressing concerns such as the boundaries between human and non-human, the nature of the Anthropocene, the question of what it means to be "modern," and the power of ecological politics in our contemporary orders of global capitalism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ENVS218, STS255**
Prereq: **None**

ANTH217 Anthropology of Science
What are scientific facts? How do we know what we know? In this course, students will gain an introduction to thinking about science and technology as cultural practices shaped by power, politics, race, indigeneity, gender, and sexuality. Students will explore how anthropologists, long interested in how "culture" works, have recently turned their gaze toward critically examining the cultures of people in positions of technoscientific power, including nuclear scientists, Wall Street analysts, drone weapon designers, climate scientists, molecular biologists, and more. Students will also be trained in conducting ethnographic fieldwork on a group of experts in their own communities in order to ask questions about scientific rituals, truth-making, and distributions of power and privilege. Students who received credit for SISP 265---Introduction to Science as Culture may NOT enroll in this course for credit
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS265**
Prereq: **None**

ANTH220 Anthropology and (Anti)-Blackness
This course considers the intellectual and institutional developments of psychoanalysis and anthropology in the 19th and 20th centuries and the ways in which these disciplines defined a figure of the human that excluded the "African," the "Black," "the Negro" from the capacity to signify the universal. By examining these constitutive occlusions of race, the course considers the ways in which the "unthought" status of racial blackness, in particular, animates and aggravates the discipline of anthropology. The course will move from introductory readings in classical anthropology and psychoanalysis and a

selection of works in Black critical thought towards contemporary scholarship that reappraises these fraught questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **AFAM223**
Prereq: **None**

ANTH221 Multispecies Ethnography
Human life is forged through constitutive relationships with a vast array of nonhuman actors. While anthropologists have always recognized this, escalating concerns about the nature of these relationships in a moment of great ecological precarity has led to a profusion of ethnographic attention to the human/nonhuman interface. In this course, we will engage multispecies ethnographies from around the world and consider how multispecies approaches connect to the analysis of subjects like race, gender, and nationality. We will also explore how grappling with the representational challenges posed by species difference can sharpen ethnographic attunement in all research contexts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **STS228**
Prereq: **None**

ANTH222 Magic of Despair: Terror, Colonialism and Healing
This course proceeds through the haunted lens of colonial medicine and its afterlives. The course investigates both the ways in which madness, sorcery, and healing became entangled in the racial logics of empire. Drawing on anthropological theory, historical texts, and critical insights from black critical thought, the course investigates the production of subjectivities that emerge from encounters between colonizer and colonize, doctor and patient, body and world. Tracking the appearance of ancestors, witchcraft, possession, and cults of affliction across colonial and contemporary ethnographies, we consider how constructions of health and pathology were means of colonial governmentality and came to constitute the ethical terrain of colonial capitalist modernity. The course concludes with reflections that trace connections between the concepts of neurodiversity, disability and decolonization. The course is especially focused on Africa and its diaspora.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH227 Ethnographies in Medicine
Biomedicine looks different in different places. Biotechnologies change under new moral frameworks. The same pharmaceutical pill can offer freedom to some and evoke colonialism in others. And in some contexts hunger is more pressing than curing a specific disease. How do we go about challenging our biomedical assumptions and understanding medicine in context? Medical anthropologists have relied on the art and science of ethnography to provide cross-cultural accounts of health and healing that are accessible, provocative, and timely. In this writing-intensive course, we will read exemplary ethnographies in medical anthropology to explore the intersection of medicine, culture, and narrative text. We will explore four themes that cover provocative discourses in the field: the challenges of participant observation during vulnerable encounters with sickness and disease; regimes of power; local-global encounters; and food, eating, and the gendered body.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT226**
Prereq: **None**

ANTH230 Anthropology of Cities
This course is an introduction to the practice of urban anthropology. Attention is placed on the intellectual challenges recent local and global urbanization trends present to us in our attempts to think and write about cities today. We will reflect upon the production of space and place, the creation of "other spaces" through borders and limits, and the making of meaning through everyday practices and experiences in the city. We will consider how cities become foremost spaces for the exercise and contestation of power, for social cohabitation and conflict, and for cultural creation and repression. Class discussions will also focus on fieldwork methods and problems of ethnographic representation and writing in preparation for a research project that will culminate in an urban mini-ethnography.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH233 Global Queer Studies
This course explores global experiences of LGBT/Q life, bringing an explicitly transnational lens to a field too often dominated by U.S.-centered perspectives.

Drawing on queer ethnography and film, we will explore the contours of queer and trans life around the globe, from the lives of gay men in Indonesia to Muslim yan daudu in Nigeria, gay tourism in post-Revolutionary Cuba, queer mati work among working-class Afro-Surinamese women, lesbian activism in India, LGBT asylum claims in Canada, the queer art of Carnival in Trinidad and Tobago, the everyday lives of lalas (lesbians) in China, and and the transnational lives of Filipino gay men in New York. Our aim is to challenge and expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative) and to center the ways sexual/gendered identities, cultures, and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST233, FGSS233**
Prereq: **None**

ANTH241 Critical Interculturality and the Pedagogy of Unlearning
This course is offered by our study abroad partner, Pachaysana, online from their site in Ecuador, with local educators.

An ever-growing number of students, scholars, and activists criticize our educational institutions for upholding colonial structures, and via numerous movements are calling for "decolonization." Any effort to decolonize our education must go well beyond the content of what we teach in the classroom. In addition to what we are learning, we must explore how we learn, where we learn, and with whom we learn. We also must think about what "decolonization" means, taking into consideration the lands on which our campuses and communities are located. This course addresses decolonization through the lens of critical interculturality, referring to Catherine Walsh's critique of multiculturalism as functional or relational interculturality. Bringing in readings from Indigenous and Latin American scholars and taking part in workshops facilitated by local Ecuadorian community members, we will use

interactive methods to explore some of the most challenging concepts related to decolonization, including "decolonization is not a metaphor," epistemic justice, border thinking, and embodied methodologies. Those concepts will then be examined with regards to the realities on our college campuses and our communities, and we will begin to dream about moving from the "functional" to the "critical." By the end of the course, informed by the readings and interactions with community-based educators in Ecuador, students will formulate clear questions and identify potential strategies for applying critical interculturality at their college campuses.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST341**
Prereq: **None**

ANTH242 Other Worlds Are Possible: Life Against and Beyond Neoliberal Logics
This four-week intensive course examines radical challenges, in theory and on the ground, to mainstream neoliberal capitalism and development strategies promoted by international organizations such as World Bank and the IMF. After the 1980s, considered by many as "the lost decade" of development, some scholars and practitioners declared the development enterprise as fundamentally wrong: It was a misguided and violent neocolonial project that could never provide the answer to inequality and poverty. These radical critics argued for building a "post-development" era. In this course, we look at the conceptual history of the term "post-development" and also examine what post-development life looks like on the ground, among dispossessed communities. We will focus on lived and imagined challenges to neoliberal capitalism. We spend the first week at Wesleyan, brushing up on the critical ideas and movements that have emerged out of Mexico (and Latin America, broadly) over the past four decades in reaction to mainstream development discourse. We will then explore these ideas and lived alternatives in Oaxaca, Mexico. We will spend three weeks learning about and working with marginalized communities that are rejecting capitalist development and building and experimenting with living a "good life" (buen vivir) on their own terms.
Offering: **Host**
Grading: **OPT**
Credits: **2.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH243 Medical Anthropology
Situated at the intersection of the clinical and social sciences, medical anthropology seeks to understand bodies, afflictions, healing, and care in cross-cultural contexts. This course serves as an introduction to the exciting field of medical anthropology. Students will begin by mastering dominant approaches within medical anthropology for studying the body as a site of meaning, a moral battleground, a biosocial entity, an object of regulation and control, and a tool of resistance and change. We will then turn our attention to different kinds of bodies in distress and to the therapeutic responses they invoke (or fail to invoke) from healers, doctors, kin groups, aid workers, and state actors. Of particular concern will be those aspects of healing that challenge commonsense notions of how therapies work and where they may fall short. Specific concepts and topics to be covered include illness narratives, idioms of distress, structural and symbolic violence, culture-bound syndromes, nature/nurture debates, ritual healing, high-tech medicine, and humanitarianism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH244 Television: The Domestic Medium
Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **FILM349, FGSS243**
Prereq: **None**

ANTH249 From Metropolis to Megalopolis
What is the urban experience today? Are the old European metropolises, the global cities of New York or Tokyo, and the new megalopolises of the Global South commensurate entities? What are the theoretical and methodological challenges we face in thinking about "the urban" today, given the vastly different histories, trajectories, and physical and social realities of cities around the world? This course is an introductory and interdisciplinary survey of urban theory. We will critically examine "the city" as a transhistorical category of analysis and focus on issues of anthropological concern regarding the experience and epistemology of urbanization and urban life. No prior background in urban studies is expected, but an interest in theory is a must.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH250 Identity and "Pacha" (Land-Based Knowledge and Re-imagining Community) - Taught from Ecuador
This course is taught from Ecuador by our study abroad partner, Pachaysana.

According to indigenous Andean scholars, Pacha refers to the time-space continuum, or as the "everything around and inside us." This course asks students to challenge their identities by broadening their epistemological and ontological lenses to see their individual and collective lives as they relate to Pacha. To synthesize this complicated process, we ask participants to examine who they are as related to the ever-changing ecology in which they live. For this course, ecology is approached broadly, referring to the Greek origin on the word oikos, meaning home. We take advantage of our virtual exchange and examine home as an interconnection of how we relate to "place and space," exploring our ecology as the triad of our immediate territory (llakta in Kichwa), our surrounding natural environment (allpa in Kichwa), and our global and pluriversal space (pacha). Throughout the course, we use an interdisciplinary lens to examine "who we are" as related to this diverse understanding of ecology, taking into consideration that our ever-changing environment includes an ever-changing human story. Readings are transdisciplinary, coming from the fields

of anthropology, sociology, human geography, gender studies, ethnic studies, history, the arts, and development studies. Toward the end of the course, after examining certain theories and case studies, we will imagine the reconstruction of our identities contextualized to pacha, space, place, ecology, oikos, and home.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST340**
Prereq: **None**

ANTH254 Self and Other in Cross-Cultural Encounters (CLAC.50)
This course is open to students currently enrolled in ANTH101: Introduction to Cultural Anthropology or in ANTH103: Gifts and Giving. It is intended for students with an interest in improving their spoken and written Spanish through an exploration of the problems and possibilities of cultural anthropological practice. This exploration will happen via class discussion and short ethnographic research assignments. The course will be conducted in Spanish and is open to students with some level of proficiency: from intermediate to advanced and to heritage speakers of the language. Students are expected to be currently enrolled in, or to have previously taken, ANTH101 or ANTH103. Email the instructor for information about alternatives to this requirement.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-ANTH**
Identical With: **CGST254**
Prereq: **None**

ANTH256 Anthropology of the Senses
How do we know what we know? Is seeing really believing? And what about hearing, smelling, tasting, and feeling? This course explores Anna Tsing's provocation to "look around instead of ahead," asking: what kinds of participatory observation of the senses help us identify what we know about the world? Through readings, lectures, short form writing, and field trips, we examine the role of the senses in forming what we know about ourselves and others. Writing and research assignments develop tools for documenting, analyzing, and communicating our senses and work towards a critical acknowledgment of sensory hierarchies. Our course readings consist of selections from theories of affect, sound studies, and food studies, as well as key texts in cultural anthropology in order to build an appreciation of the range of sensory information available to us and the strategies we use to communicate our sensory worlds. Our goal is to probe how ethnographic work sensitive to the multidimensionality of the human sensorium can discover and propose real strategies for human vitality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH257 Environmental Archaeology
Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the "collapse" of civilizations such as the ancient Maya. The course will involve hands-on preparation and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ARCP257, ENVS257, E&ES257**
Prereq: **None**

ANTH259 Development, Disasters, and Beyond: The Global Politics of Aid
Development is one of the most important ideas of our times. It is a powerful way of reorganizing the world into the Global South and the Global North (or the Third and First Worlds) and promising modernity to "backward" places and people. It is an equally powerful way of intervening in "underdeveloped" regions in the name of progress and beneficence through aid programs. Our purpose in this course is to use the spy lens of anthropology to critically examine the global politics of development aid, whether given for poverty alleviation, infrastructure projects, disease and healthcare, or disaster relief. While development aid is certainly a potent way to exert power over and regulate Third World Others, it is also a fiercely contested space of struggle. This course approaches it as a "problematic"--an unsettled, contentious, and unpredictable formation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ENVS259**
Prereq: **None**

ANTH260 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC260, ARCP270, COL255, MDST260, REES206**
Prereq: **None**

ANTH267 Black Religions in the Americas
This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santeria) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, "authenticity," commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI268, AFAM387, LAST268**

Prereq: **None**

ANTH274 Self & Social Transformation
Racism, sexism, and classism are deeply ingrained in our habits and feelings. It seems that in order to change objective conditions we need to change ourselves and our communities. But given that our habits and feelings are often unconscious and resistant to change, how do we philosophically go about doing this? This class tries to answer this question. It starts theoretically with ancient Greek and ancient Chinese virtue ethics as well as Foucault's later work on self-transformation. It then takes these concepts/theories and sees them in action in contemporary movements of self/community transformation. We start with a paradigmatic political activist movement of self-transformation: the Black feminist transformative justice movement with the goal of prison abolition. But as we progress, we will explore less obvious and seemingly more mundane movements of self- and community transformation such as Saba Mahmood's dawa movement from Egypt, Weight Watchers, and finally "ballroom" culture from Detroit. Anthropological ethnographies of these movements will help show how we can self-reflexively shape our own habits and transform ourselves.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL274, FGSS274**
Prereq: **None**

ANTH275 Introduction to Archaeological Science: Natural Science Approaches to the Human Past
While archaeology is considered by many to be a social science, natural science approaches are increasingly utilized by archaeologists to explore past environments and behaviors. Archaeological science is defined as the application of scientific techniques from biology, chemistry, geology, and other natural sciences to archaeological materials. This course will survey the different scientific techniques employed by archaeologists and highlight their utility for exploring the human past through archaeological case studies. Students will consider how the integration of natural and social science approaches produces a more complete understanding of the archaeological record. This includes the reconstruction of climates, landscapes, diets, migrations, population interactions, production behaviors, chronologies, and more. Students will learn the basics of the archaeological applications of ancient DNA, stable isotopes, sedimentology, geochemistry, chronometric dating, 3D scanning, morphometrics, botany, zoology, and other scientific methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **ARCP275, IDEA275, STS275**
Prereq: **None**

ANTH276 Museum Collections: Ethical Considerations and Practical Applications
Serving as a broad overview of museology, this course introduces students to the principles underlying the foundations of museum work and collections stewardship. Topics covered will include the origins of museums and collecting, the rationale behind museum policies, and the legal frameworks and professional standards that guide collections management. Ethical considerations surrounding issues such as NAGPRA/repatriation, decolonization, accessibility, looted artifacts, and cultural patrimony will also be covered. Finally, students will explore the practical aspects of preventive conservation, museum documentation, and exhibition development. Although topics covered in this course will apply to a variety of museums, the primary focus will be on cultural heritage collections. Readings and class discussions will be supplemented with hands-on exercises using the Wesleyan University Archaeology & Anthropology Collection.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP267**
Prereq: **None**

ANTH279 Eating Others: Histories and Cultures of Animal Edibility
For many people, animals form a significant and cherished part of their diet. Indeed, humans have used other animals as sources of nutrients for hundreds of thousands of years. What can these animal-based dietary practices tell us about humans and their relationships with other animals? Of course, these inter-species relationships have varied as radically across time and cultures as the dietary practices that have shaped them. To better understand some of these practices and the relationships they generate, this course will explore the following questions: How did animal-based food practices develop from pre-domestication to the contemporary era of industrialized animal agriculture? How have cultural categories of "edibility" developed in different cultural contexts? What is meat, and how does it differ from inedible flesh? How have gender, class, race, sexuality, and other categories of difference intersected with and shaped animal consumption practices in different times and contexts? How has animal consumption shaped and been shaped by animal ethics, philosophy, and scientific knowledge production? How has large-scale animal consumption contributed to the ecological crises of the Anthropocene, and how have these in turn affected animal consumption practices? What is the future of animal-based food? This course will use ethnographies, historical and legal analyses, and philosophical inquiries to examine the histories and cultures of animal edibility. Specifically, it will focus on topics including human evolution, animal domestication, slaughter practices, industrialized animal agriculture, indigenous ecological ontologies, hunting, dairy and egg consumption, cannibalism, cultural conflicts over the edibility of specific species, and recent technological innovations that can produce animal products without animals.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS266, ENVS279**
Prereq: **None**

ANTH285 Film and Anthropology
Film & Anthropology is an exploration of the cross-pollinating relationship between ethnographic and filmmaking methods and styles. This is, in part, an effort to understand the contributions of both to the observed and documented experience of cultural life. We will watch films weekly and discuss them, as well as respond to them individually in weekly critical précis. We will, in the course of these viewings, come to some consensus as to what we mean by ethnographic and cinematic elements. The films themselves will cross genre boundaries, running the gamut from "traditional" ethnographic films to various forms of documentary and experimental film that in some way address or explore what I consider ethnographic elements. We will cover canonical early ethnographic work (Gardner, Asch, Marshall), feminist experimental interventions in ethnographic film (Minh-Ha, Varda, Deren), and contemporary work that experiments with ethnographic elements, and we will synthesize various genres into new forms of long-form documentary, ethnofiction, and trance film (Marker, Oppenheimer, Sensory Ethnography Lab, Gonzalez, Rosi, Minervini, Kuchar). We will observe the progression of style through the 20th century into the 21st, with the various intellectual threads of post-structuralism, creating modifications of centering the experience and voice of the oppressed, narrative reflexivity/abstraction/unreliability, formal experimental editing styles, the decolonial method as filmmaking practice, and the historicization and interrogation of anthropology as a fraught discipline.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-ANTH**
Identical With: **FILM323**
Prereq: **None**

ANTH286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice
This course explores the relationship between scholarship and activism, with a focus on intersectional radical queer scholarship and activism--queer left, black radical, trans, immigration, prison abolition, and sex work--in the United States. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making in and outside the so-called "ivory tower," explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, and community archive), and gain insight into the histories and current realities of social justice movements, campus activisms, the work of a radical imagination, art and activism, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization--past or present--of their choice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST286, FGSS286**
Prereq: **None**

ANTH290 Style and Identity in Youth Cultures
This course focuses on young people's engagements with commercially provided culture and their implications for identity formation. We begin in the postwar United States, when producers of symbolic goods, such as movies, music, and clothes, began aggressively tailoring products for young people; over the rest of the 20th century and into the 21st, new youth-oriented cultural commodities and sites of consumption have been used by young people in diverse ways to define themselves in relationships to adult society and to other young people. We will examine young people's intensifying involvement with the cultural market, with attention to both the diversity of youth-cultural formations that have emerged within the United States and to the global circulation of Euro-American youth culture. Using case studies, we will consider the ways in which young people's consumption practices have both reinforced and transgressed intersecting boundaries of class, race, gender, and nationality. An overarching concern in the course will be to assess whether or to what extent particular cultural practices may help prepare young people for positions of privilege, reconcile them to structural disadvantages, or provide them with resources to challenge the dominant society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH290Z Style and Identity in Youth Cultures
This course focuses on young people's engagements with commercially provided culture and their implications for identity formation. We begin in the postwar United States, when producers of symbolic goods, such as movies, music, and clothes, began aggressively tailoring products for young people; over the rest of the 20th century and into the 21st, new youth-oriented cultural commodities and sites of consumption have been used by young people in diverse ways to define themselves in relationships to adult society and to other young people. We will examine young people's intensifying involvement with the cultural market, with attention to both the diversity of youth-cultural formations that have emerged within the United States and to the global circulation of Euro-American youth culture. Using case studies, we will consider the ways in which young people's consumption practices have both reinforced and transgressed intersecting boundaries of class, race, gender, and nationality. An overarching concern in the course will be to assess whether or to what extent particular cultural practices may help prepare young people for positions of privilege, reconcile them to structural disadvantages, or provide them with resources to challenge the dominant society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH291 East Asian Archaeology
This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with "Peking Man" and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th-century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP291, CEAS291, ENVS291, IDEA291**
Prereq: **None**

ANTH295A Theory in Anthropology: Anthropology and the Experience of Limits
Theory in Anthropology courses are core courses for the major, designed to elucidate historical influences on contemporary anthropological theory. While precise topics may vary from year to year, the overall goal of the courses remains the same: to familiarize students with the main traditions from which the discipline of anthropology emerged and to explore the diverse ways in which contemporary anthropological practice defines itself both with and against them.

This course considers the possibilities of an anthropology of transgression, excess, and unreason. This is an anthropology of all things cultural that work outside the logic of function and utility--that is, of actions and events that, while being eminently social, exceed reason and rational explanation. We will take as our point of departure an understanding of political economy that no longer has production and rationality as its core principles but rather consumption and waste. For this "general economy," as Georges Bataille called it in opposition to a "restricted economy" focused on utility, he drew from the anthropology of his time and its study of societies organized around complex systems of gift-giving, collective ritual, and periods of wasteful consumption (through festivals, for example). Ultimately, Bataille sought to formulate a critique of the early-20th-century European political and economic order, which emphasized individualism, rationality, and profit and which, he believed, fostered disenchantment with liberal democracy, totalitarian impulses, and war and calamity.

Class readings and discussions will be organized around topics such as profitless expenditure and the festival; gift-giving and sacrifice; taboo and transgression; formlessness and abjection; sex and erotism; and subjectivity, excess, and the experience of limits. Students will develop research projects on these and other topics of their interest, which could include theoretical and ethnographic explorations of, for example, particular festivals, games of chance, religious experience, the writing of poetry, nonreciprocal giving (organ donation,

surrogate motherhood), and the experience of extreme sports and high-risk tourism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295B Theory in Anthropology: Anthropology of Affect
Theory in Anthropology courses are core courses for the major, designed to elucidate historical influences on contemporary anthropological theory. While precise topics may vary from year to year, the overall goal of the courses remains the same: to familiarize students with the main traditions from which the discipline of anthropology emerged and to explore the diverse ways in which contemporary anthropological practice defines itself both with and against them.

This semester, our topic is the anthropology of affect. Affect: to affect and be affected. Anthropologists and other social theorists from Durkheim onward have considered questions of bodies, sensation, emotion, and social change. In recent years, the "affective turn" in the humanities and humanistic social sciences has brought renewed attention to these dynamics. For some, affect is contrasted with emotion; it is potential or capacity, not set cultural meaning. For others, affect is contrasted with structure or form; it is bodily sensation or intensity--dynamic, energetic, mobile. And for others still, affect might enable us to grasp how it feels to inhabit a life world, a particular atmosphere, texture, sensuality, the feel of things.

This course explores the genealogy and range of theories of affect, foregrounding anthropology's distinctive contributions to and critiques of the study of affect. We'll discuss ways that centralizing affect might disrupt dichotomies of structure/agency, opening up modes of analysis that are not centered on cultural meaning-making, and enabling us to explore forms of life that exceed human subjects and socialities. Readings will tack between more theoretical essays and ethnographic representations of affect, sensuality, mobility, and emotion. Weekly experimental sensoriums, designed to attune us to the world, are a central component of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295C Theory in Anthropology: Anthropology of Conspiracy
This course explores the relationship between conspiracy theory and contemporary life through the discipline of anthropology. We trace the history of conspiracy theory, read ethnographies of conspiracy, and extend the concept of what counts as conspiracy to anthropological topics such as culture, class, ideology, myth, virtuality, race, affect, gender, and sexuality. We ask what the utility of conspiracy is in world-building, ritual, and belief structure inherent in both cultural cohesion and conflict.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295D Theory in Anthropology: Anthropology and the Modern Media
This course considers the relations among symbolic representations, modern media, and social practices of imagination. Taking the Durkheimian theory of collective representation as a point of departure, we will first look at the role of rituals and myths in oral cultures, with emphasis on the notion that human beings add to the world through representation and inhabit the worlds they imagine. We will go on to interrogate the ways in which the formation of media industries in capitalist societies has transformed the role of imagination in social life, both within and beyond the societies where those industries emerged. Cultural forms may have always had extrinsic as well as intrinsic origins, but in a world where the products of large, centralized media industries circulate nationally and globally, the resources of imagination increasingly come from outside of local communities, from urban centers and other nations. The consequences of such national and global flows, however, are neither uniform nor predictable, as images and narratives are locally received and negotiated. In exploring the relations between media production and reception, we will look at critical theories of media in Euro-American societies, as well as ethnographic studies of the reception of Western media forms in other parts of the world, the role of media from both the host country and the home country in immigration, and the production of indigenous media. Methodologically, we will consider the relationship between anthropology and the interdisciplinary fields of cultural and media studies. Class readings and discussions will be organized around topics such as media technologies and modern societies, the role of the media in the transformation of time and space, media and modern subjectivities, broadcasting and national identities, the organization of particular mediascapes, taste, identity, and popular media, mediated citizenship, media and cosmopolitanism, movie-going as public experience, the formation of hybrid identities through media consumption, soap opera, melodrama, and gendered subjects. Readings by Emile Durkheim, Claude Lévi-Strauss, Jean-Pierre Vernant, Pierre Bourdieu, Marshall Sahlins, Raymond Williams, Stuart Hall, John Thompson, John Frow, Arjun Appadurai; as well as ethnographic studies of media consumption and production by Brian Larkin, Lila Abu-Lughod, Faye Ginsberg, Sunaina Maira, Purnima Mankekar, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295E Theory in Anthropology: Anthropology of Time
In this course, we will examine anthropology's integral (and often fraught) relationship with time. The course is divided into two major segments. In our first half, we explore the philosophical backstory as a particular--and, perhaps, foundational--category of human perception and experience. We will then trace how classic anthropology attempted to pick up these debates via core anthropological concerns with relativism, with cultural particularity, and with the social origins of perception.

With these canonical foundations in place, we will turn in our second segment to the myriad ways in which the concern with time infuses contemporary anthropology. Here we will move from questions of anthropological representation--especially the notorious critique of the "ethnographic present"--to recent anthropological attempts to discuss the cultural, social, and political work inherent in the production of different pasts, presents, and futures. As we will explore, though it may seem intimate and inherent, the production of time cannot be separated from ongoing histories of colonial domination, violence, resilience, innovation, and transformation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295G Theory in Anthropology: Anthropology of Semiosis
This course inquiries into the process of semiosis and traces the parallel developments of anthropology and the study of signs, symbols, and how we use language--or language uses us--to make sense of the world. As we move through the foundations of North American anthropology and the then-nascent interest in languages of Turtle Island, and the problematic invention of the category of the primitive, we will also begin to understand the development of structural linguistics around the same time and what led to the differential emergence of social and eventually symbolic and structural anthropology across the Atlantic. As anthropology began to take an interest in the language of the unconscious, social and otherwise, we will look toward how a post-structural approach to anthropology offered a radical new turn in the discipline. We will conclude by questioning if semiosis still poses a radical horizon here not there, now not then.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH295H Theory in Anthropology: The Anthropology of Capitalist Life/Worlds
This course charts a genealogy of anthropology's long and critical engagement with capitalism as a transnational political, cultural, and economic force. We begin with classic theories and debates about capitalism, social change, and globalization. We then turn to how anthropologists have built on, extended, and tweaked these insights to illuminate capitalist world making and lifeworlds. Reading ethnographies that take us from factory floors to gig work; from logos to brands and knock offs; from wall street to occupy wall street; from extractivism to regeneration of life in devastated landscapes, and more, we delve into fundamental questions about power and resistance, human nature and sociality, production and labor, consumption and taste, struggle and justice, and radical reimaginations of life under and beyond capitalism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH101**

ANTH301 Immigration and the Politics of Fear
This course will examine the role of fear in shaping ideas about immigrants. We start from the notion that emotions are social formations with particular histories and political significance. Therefore, we will refrain from assuming that fear is nothing more than a feeling or an automatic response and instead take it as a site that allows us to examine how psychological and legal discourses together define and dispute what is normal, reasonable, credible, plausible, real, appropriate, and timely. The seminar will cover themes such as risk and threat, race and origin, pain and injury, confession and testimony, fiction and figuration, and personhood and representation. We will look at newspaper articles, social media content, legal opinions, case law, court transcripts, and psychological evaluations, as well as texts in politics, anthropology, sociology, philosophy, literature, comics, and films. Students will write a short essay on the politics of fear. Throughout the course, they will develop their toolkit to critically reflect on an emotion of their choice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST301, STS308**
Prereq: **None**

ANTH301Z Immigration and the Politics of Fear
This course will examine the role of fear in shaping ideas about immigrants. We start from the notion that emotions are social formations with particular histories and political significance. Therefore, we will refrain from assuming that fear is nothing more than a feeling or an automatic response and instead take it as a site that allows us to examine how psychological and legal discourses together define and dispute what is normal, reasonable, credible, plausible, real, appropriate, and timely. The seminar will cover themes such as risk and threat, race and origin, pain and injury, confession and testimony, fiction and figuration, and personhood and representation. We will look at newspaper articles, social media content, legal opinions, case law, court transcripts, and psychological evaluations, as well as texts in politics, anthropology, sociology, philosophy, literature, comics, and films. Students will write a short essay on the politics of fear. Throughout the course, they will develop their toolkit to critically reflect on an emotion of their choice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST301Z, STS308Z**
Prereq: **None**

ANTH302 Critical Perspectives on the State
This course builds on Marxist, poststrucuturalist, feminist, anarchist, and cultural analyses to take a critical approach to the state--what it is and what it does. We will examine how the state is imagined by those who write about it and struggle against it. Where does the state begin? How do states act, and what are the consequences of these acts? How is rule consolidated and how are individuals and communities annexed to the project of rule? How do people engage with state acts and ideologies? We will read texts drawn from a variety of disciplines, including anthropology, feminist theory, political theory, philosophy, sociology, and geography, that examine the nature, everyday workings, and effects of state power. Drawing upon ethnographic examples from around the world, we will analyze how states are cultural artifacts that produce and regulate people's identities and bodies, reproduce social inequalities, and engender resistances of all sorts. Some of the topics we will discuss include bureaucracy, governmentality, the security state, the prison industrial complex, terror and militarism, law and justice, citizenship, democracy, refugees, anti-state movements, the "man" in the state, and welfare and post-welfare politics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS302**
Prereq: **None**

ANTH303 Ritual
Religion can be defined through beliefs or traditions or texts, but it always takes physical form through ritual. Ritual is the one universal in religion, but the question of how to understand ritual is possibly the most contested question in the study of religion, and not all rituals are religious. Can a ritual be read like a text? How do symbols produce effects, and how should we understand these effects? What is performative speech and how does it work? How does ritual behavior reflect and shape social relationships? This course introduces students to the major approaches to the study of ritual. The readings draw heavily, but not exclusively, on anthropological approaches to ritual, both classic texts and recent innovative approaches focusing on language and embodiment. Students will pick a ritual that they are interested in and will attend that ritual several times over the semester, conducting practical fieldwork exercises and applying the theories we read in class. The assignments culminate in a paper in which students will be required to analyze "their" ritual using the theory we read together in class. For these assignments, students are encouraged to define ritual broadly and creatively. The goal of the class is to gain an understanding of theoretical approaches to ritual by applying these theories to the social world around them.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-RELI**
Identical With: **RELI307**
Prereq: **None**

ANTH304 Entangled Sounding Objects: Musical Instruments of Central Asia
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they are at once tangible and symbolic sounding objects that hold significant meanings for the communities they serve. This course will explore the social roles and cultural meanings of musical instruments in Central Asia, a region once traversed by the Silk Road, which extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south.

Drawing on theories and ideas derived from interdisciplinary studies of material and sound culture, the course will examine how instrument making and performance are shaped by and entangled with social systems of value and cosmology, political ideology, ecology, and economy. Class meetings will focus on case studies of bowed and plucked lutes, zithers, mouth harps, end-blown flutes, and frame drums among historically nomadic and sedentary peoples of Central Asia. Through these case studies, students will learn about the origins and historical trajectories of individual musical instruments from the pre-modern period to the Soviet and post-Soviet eras; consider the social and political connotations of various performance configurations and repertoires; discuss the status of instruments in Islam and indigenous spiritual belief-systems, and the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM304, REES204, FGSS346**
Prereq: **None**

ANTH305 Semiotics of al-Barzakh: The Grammars of the End of Days and Horizons of Possibility
This course builds from the Islamic eschatological concept of "al-Barzakh" as it has been taken up in anthropological theories, as well as in Islamic thought more generally, with careful attention to the term's semiotic transformations and significations. It does so in order to explore both how the term describes an earthly place and an eschatological hereafter as well as a theoretical and practical alternative to the notion of the liminal personhood.

Since at least the 12th century, thinkers have explored the Islamic concept of al-Barzakh to explore the connection between the earthly present and the heavenly hereafter and the scales of judgment in between. This term, somewhat akin to Christian notion of purgatory or limbo, appears only three times in the Qur'an. It is explained as being like the productive firmament that separates salt and sweet water. In places like Morocco, this is commonly interpreted as referring to the Strait of Gibraltar and the underwater isthmus that separates and produces the waters of the Atlantic Ocean and the Strait of Gibraltar.

We will read both contemporary scholarly apprehensions of this term and its various applications in Muslim-majority contexts such as Morocco, Egypt, Sudan, and Iran--often ethnographic--as well as Islamic philosophy that attempts to bring the concept into relation with earthly personhood. In our approach, we will move through a variety of scholarly genres and epochs in order to trace the genealogies of present-day popular invocations of the term as we contrast it with other apprehensions of the eschatological and the liminal.

We will work to understand how this term contains space for both an imagination of everyday life as well as the boundary-generating difference marking here and there, then and now, by looking at how the term is evoked by artists, scholars, religious adherents, psychoanalysts, and border crossers. As we go along, we will pay special attention to the languages of belonging and difference evoked by this term and attend to how an anthropological approach to semiotics might elucidate new grammars of community and horizons of possibility that exist alongside notions of the liminal, uncanny, dreaming, the hereafter, and the imagination of the end of days.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **RELI300**
Prereq: **None**

ANTH306 Mobilizing Dance: Cinema, the Body, and Culture in South Asia
This course focuses on questions of "mobility"--cultural, social, and political--as embodied in two major cultural forms of South Asia, namely "classical" dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of "flows of culture" at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years.

The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC307, FGSS307, GSAS307**
Prereq: **None**

ANTH308 Television Storytelling: The Conditions of Narrative Complexity
This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television. Narrative complexity is a cross-generic phenomenon that emerged over the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural tastes and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **FILM319**
Prereq: **None**

ANTH309 Reading Ethnography: Toward an Otherwise Anthropology
In this reading-centered seminar, we will consider the potential of ethnography as a way of knowing, form of argument, and genre of writing. We will take up contemporary interventions and critical turns including decolonizing and abolitionist anthropology, the politics of witnessing and ethnographic refusal, approaches to more-than-human anthropologies, queer/ing anthropology, and the craft of ethnographic storytelling and experiments in ethnographic poetry, prose, and fiction. Our seminar emphasizes collaborative close reading and discussion of a range of cutting-edge ethnographies that challenge the boundaries of disciplinary practice and seek to open up an anthropology that might enable us to think and know otherwise.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH310 Un/Settled: The Anthropology of Displacement, Migration, Borders, and Refuge
How does one account for the ever-present and growing phenomenon of displaced people on the move in a world of bounded nation-states and citizens? How does one make sense of temporary encampments and refuge in a world of stable home/lands, and exile and fugitivity in a world of legal belonging?

As key political figures, refugees and migrants contest and transect our normative ideas about the national and the global. They force us to reckon with the hardened and profoundly consequential legal categories of borders and citizenship around which our world is organized. This course takes a deep dive into the modern experience of displaced people to understand their predicament and how it unsettles our fundamental notions of the political, nation-states, freedom, home, crises, violence, human rights, and humanitarian care.

Texts: Hannah Arendt, Zora Neale Hurston, Lori Allen, Julie Peteet, Urvashi Butalia, Giorgio Agamben, Amitav Ghosh, Saida Hodzic, Miriam Ticktin, Liisa Malkki, Judith Butler, Justin Hoseby, Simone Browne, Neil Roberts, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH311 Migration and Movement in/between Muslim Worlds
The spectacular migrant crisis across the Mediterranean Sea since 2014 has frozen a particular racialized understanding of migration and flight out of the Middle East and North Africa. This course looks to trouble this singular narrative of movement out of the Middle East and Africa by looking at the multiethnic and transnational flows of workers, capital, fighters, and aid workers in and out of the region since the late 1990s. We read ethnographies of development, war, exile, investment, and activism in order to better understand exchange, change, and fluid continuities in overlapping theaters between Africa, Europe, Asia, and the Middle East.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH312 Eat, Grow, Heal: The Anthropology of Food and Justice
This course uses the lens of justice to examine the politics of food. We will look at the cultural and political-economic dynamics of food production and consumption, considering questions of taste, class, labor, marketing, and food sovereignty. We will also examine the environmental and social impact of food production and the consumption choices we make, from organic, to vegan, to animal proteins, to foraging and hunting. We will use a range of texts, including ethnographies, theory, film/documentary/TV shows, creative nonfiction, fiction, cookbooks, blogs, and magazine articles.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ENVS315**
Prereq: **None**

ANTH313 Producing and Performing Anthropology
This course examines the various modes through which anthropology can and has been performed and produced. Partially exploring the historical relationship between film, museum curation, and ethnography, while also looking toward how anthropology has verged into other media such as the audiovisual and digital, this class pairs reading ethnographies with practical projects, which could take performance, written, audiovisual, or even web forms. What does it mean to make an ethnographic website, for instance, or write a performative ethnographic text? How does this differ from a museum, and how are the history and practices of curation related to anthropology? This course draws from theoretical positions in the discipline as well as performance and artistic production, and includes in-class/virtual visits from figures in this field across the U.S., Europe, North Africa, and the Middle East, aimed at fostering opportunities for more long-term mentorship and collaborations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH314 Curating Religion: Museums, Monuments, and Memorials
Museums, monuments, and memorial sites have long been important sites for public reckoning with the past. But they are not only about the past, they represent present struggles about the meaning of history and the possibility of imagining different futures. In this multidisciplinary class, we will work as a group to examine diverse case studies in which religion and memorial culture intersect in acts such as curation, representation, conservation, and repatriation. Visiting exhibitions and working with Wesleyan's collections, some of the questions we will ask include: What are the ethics of the treatment of objects in museums and of repatriation? How does space shape religious experience in an arguably secular setting? How do monuments invoke religious imagery and symbolism in their construction of history? In what ways does placing something behind a glass case give it a religious aura, and in what ways does it drain an object of its sacrality?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI313, CJST314**
Prereq: **None**

ANTH315 Cultural Politics of the Body
In this course, we will consider 'the body' as both material and symbolic, imbued with meaning, politicized and expansive. We will ask ourselves: what is a body, where does it begin and end, what does it do? Recognizing the ongoing relations of power that seek to control and exploit different types of bodies (both human and nonhuman), it is critical that we ask ourselves how the body comes into being and how it subverts colonial domination. Accordingly, we will read and

discuss texts that examine these themes through many different lenses, including science and technology studies, medical anthropology, environmental studies, disability studies, posthumanism and multispecies ethnography, queer studies, and Black studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH316 Critical Global Health
What does it mean to approach global health as not an applied science but an ethnographic object? This course will explore this question by bringing critical, social science perspectives to bear on global health issues and interventions. This course covers three areas of scholarship. First, we will examine the processes by which social inequalities produce patterns of health and disease in globalizing contexts. This will be followed by an interrogation of the term "global health," in which we will trace its emergence as a discourse and enterprise and unpack its contested meanings. While some view global health as a clinical practice, others conceptualize it as a business, security concern, charitable duty, or human right; yet another camp probes the term's ideological construction. We will consider how such vantage points are underpinned by cultural assumptions and ethical agendas that, in turn, can determine how, and to whom, care is delivered. As a third area of inquiry, we will investigate the implications and unintended effects of doing global health by probing such questions as, When are good intentions not good enough? How useful is biomedicine for alleviating locally defined problems? Under what conditions does global health exacerbate the social inequalities it seeks to overcome?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **STS318**
Prereq: **None**

ANTH317 Culture and Consumption
This seminar examines the formation, development, and contemporary forms of cultures of consumption in EuroAmerican societies and their gobal exportation and adaptation to diverse local situations. The course is premised on the idea that the spectacular and continuous rise of commodity consumption that began in the late 17th century is as much a cultural as an economic process, one that both shaped and was shaped by shifts in ideas about personal and social development. Once associated with negative meanings of waste, excess, and depletion, consuming, especially of clothes, domestic goods, new foods and beverages, and artistic forms, came to be seen as a critical dimension of self-fashioning and sociability. While the course situates these developments in the context of expanding markets and new modes of distribution, it will emphasize the post-purchase moments of consumption, that is, the ways in which consumers incorporate goods into their everyday lives. Among the themes we will consider are the gendering of consumption, the social dynamics of taste, commodity consumption and ideologies of authenticity, consumption and social inequality, the consequences of consumption, and the emergence of the ethical consumer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH318 Global Indigeneities
This course focuses on theories of indigeneity in examining indigenous peoples' lives, cultural practices, resistance and activism. The term "indigenous" has had varied and contested genealogies across time, geography, political contexts, and fields of study. Although dominant societies tend to claim that indigenous peoples are either entirely extinct due to genocide or diluted due to racial and cultural mixing, indigenous refers to the wide range of relations to region and nation of the more than 370 million indigenous people who are spread across 70 countries worldwide. Some indigenous peoples define themselves by their historical continuity with precolonial and presettler societies; others by ties to territories and surrounding natural resources; others in relation to distinct social, economic, or political systems; and still others by their distinct languages, cultures, and beliefs. Attempts at the historical erasure and subsequent memorialization of indigenous peoples serve the colonial goals of refuting indigenous claims to land and rights and have been the primary means by which dominant populations asserted their own modernity while denying it to putatively "primitive" indigenous peoples. Today, nation-states continue to impose this notion of the "pre-modern" savage as a mechanism of control in their negotiations with indigenous peoples' legal status and land rights. This course will focus on a range of cases studies including indigenous peoples in North America contending with the states of Canada, the United States, and Mexico; Indigenas encompassed by select countries in South America; Aboriginal peoples in Australia, the Sami (across various countries in Scandinavia), the Ainu (Japan), the Maori (New Zealand), and Palestinians (Israel-Palestine). Topics will include indigenous peoples' struggles for autonomy and survival; self-determination and political status under international law; the UN Declaration on the Rights of Indigenous Peoples; the UN Permanent Forum on Indigenous Issues; land struggles and the protection of natural resources; cultural resurgence and revival of select traditions; and varied forms of political resistance and decolonization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH319 Toxic Sovereignties: Life after Environmental Collapse
What politics emerge at the borders of life and nonlife? Representations of the human species as being on the brink of environmental collapse have become increasingly common, as the specters of climate change and cataclysmic environmental disaster seem to bear down ever more heavily upon us. At the same time, the increasing entanglement of human bodies with various forms of chemical and otherwise man-made pollutants presage a slightly different future, one in which, if the human species does not outright disappear, it will be fundamentally transformed. This course explores different forms of political and social action that have emerged in response to these seemingly epochal shifts with a particular emphasis on the ever-mutating concept of sovereignty. Our goal is to explore the ways in which the shifting borders between human life and its artificially produced absence can serve as productive sites of new political forms and transformations of older ones, even as they also generate tremendous social and cultural anxiety.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **STS319**
Prereq: **None**

ANTH320 The Idea of Palestine
This course traces contestations over the idea of Palestine, beginning in the late 19th century. In its approach to an archaeology of the idea of Palestine and its discursive circulation, it draws from the disciplines of history and anthropology while also incorporating primary texts. Its goal is to provide a rigorous foundation in the origins of the debates that shape discussions of Palestine today while also outlining the history of the land and its peoples, from before the imposition of the Sykes-Picot partition plan and the violence that followed it through today. Permission of instructor required.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH321 Migrant Personhood: Against Tales of Witches, Aliens, Beasts, and Pests
The contagious animal, the irrational woman, the foreign threat, the mentally incompetent -- this course follows the circulation of these portrayals of immigrants beyond rhetorical injury. Drawing on what Colin Dayan calls "negative personhood," we will focus on the symbolic, narrative, and representational violence of immigration law. We start with readings and films that look into the history of the idea of the "reasonable man" in immigration policy, the truth-making effect of courtroom hearings, and the figures of speech that give shape to stories about what it is to be an American in the eyes of the law. We then explore forms of alternative representation that elude legal containment and instead seek cultural membership and political participation. We finish the course by examining poetic testimonials, psychotic narrations, dirty protests, escapes from ideological frames of address, collective autobiography, imaginative refusals, and radical Latinx utopias. We will draw from interdisciplinary material in anthropology, literary theory, performance studies, philosophy, legal theory, and feminist studies, among other fields.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST321, STS336**
Prereq: **None**

ANTH322 The Agent
A curious feature of contemporary North Atlantic culture is its concern to discover, describe, obtain, and distribute something called "agency." In tandem with with CHUM's Spring 2026 theme, Doing Nothing / Nothing Doing, this course critically re-examines the cultural metaphysics of agency and action that captivates modernity in general and liberalism in particular. Reading widely across anthropology, STS, philosophy, literary studies, political theory, religious studies, and aesthetics, we will critically explore the peculiar form of life whose protagonists and critics alike are transfixed by the figure of the Agent.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM310**
Prereq: **None**

ANTH323 Biocapital and the Commodification of Life
Karl Marx described capital as "dead labour, that, vampire-like, only lives by sucking living labour." But what happens when capital itself is alive? Biotechnological and scientific advancements have enabled the commodification and exploitation of living organisms and tissue at a scale barely imaginable in Marx's time, opening new global markets for the circulation of "biocapital." What is biocapital, and how might it transform our understandings of labor, value, property, and even life itself? Drawing on a variety of course material -- including critical theory, ethnography, literature, and films -- the seminar seeks to answer these questions by exploring the historical, socio-cultural, and political-economic dimensions of biocapital and the technoscientific processes employed to extract value from living things.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS323, ENVS325**
Prereq: **None**

ANTH324 Politics of Reproduction
This course will examine the landscape of fertility through the lenses of pregnancy, fetal and embryonic personhood, genetic testing, surrogacy, adoption, abortion, assisted reproductive technology, and reproductive justice. We will consider how the pregnant and in/fertile body is politicized and enmeshed in transnational circuits of labor and capital. We will consider these themes by bringing together perspectives in medical anthropology, science and technology studies, sociology of medicine, disability studies, gender studies, Black studies, Latinx studies, Indigenous studies, and environmental studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **STS324**
Prereq: **None**

ANTH325 Race and Reproduction
This interdisciplinary course explores the intimacy of race and reproduction against the backdrop of capitalist modernity. We scrutinize the policies, priorities, and perversions of slave owners, the racially differentiated family planning programs under apartheid, the eugenicist movements and the criminalization of poverty in the United States to interrogate what is generated by the incapacitation of blackness across scales of time and space. We examine the Marxist feminist elaboration of the concept of social reproduction and then consider black feminist rejoinders that center the reproductive labor of black women -- as slaves, as domestic workers -- that implicate violence and ownership in the mediation of biological and social reproduction as a set of racializing practices in which value is generated, accumulated, and expropriated. Finally, the course considers the proliferation of assisted reproductive technology (ART) in the 20th century, the recourse to surrogacy, and family abolition to interrogate the extent to which the "race-reproduction bind" is disaggregated or reanimated in the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **FGSS444, AFAM329**
Prereq: **None**

ANTH330 Economies of Erasure: Exploring the Violence Concealed by the Liberal Promise of Care
This course will aid students in understanding and recognizing the processes of erasure that maintain ongoing regimes of domination. In particular, we will attempt to understand how the twinned promises of equity and tolerance made by seemingly liberal, multicultural democracies work to conceal the ongoing -- and specifically targeted -- violence that in fact constitute and continue to subtend these nation-states. How, we will ask, do these regimes make violence disappear through the promise to "care" for their citizens, even as they wield spectacular violence to maintain domination? How are we as subjects of these regimes conditioned to pay attention to certain events, ideas, and systems, and what is made to disappear through such selective forms of attention? What communities, bodies, and individuals are sacrificed by the liberal promise of care? To answer these questions, the course will juxtapose readings in philosophy and social theory with ethnographic and historical case studies, giving students both the conceptual tools to analyze erasure and a set of examples through which to understand how these forms of erasure operate in the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH331 Race, Colonialism, and the Nonhuman
This course responds to growing scholarly attention to the entwinement of racial slavery and settler colonialism as foundational forces in U.S. society as well as to the relationships between colonial, racial, and ecological violence. Through materials from anthropology, Black studies, Indigenous studies, environmental history, and critical animal studies, this class will explore the entanglement of human and nonhuman difference--primarily in North America--both historically and in the present. Students will become familiar with conversations about racialization, settler colonialism, and the figures of the human/nonhuman that are increasingly prominent in anthropology as well as adjacent fields in the humanities and humanistic social sciences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **ENVS331**
Prereq: **None**

ANTH332 The Native Northeast
The Indigenous peoples of northeastern North America have been on the frontlines of settler colonialism for over four hundred years. Nevertheless, numerous sovereign Indigenous nations resolutely persist in their homelands despite conditions of intense constraint, their members enacting trajectories for regional thriving that often diverge from those of the colonial mainstream. Guided by materials from Indigenous studies, anthropology, and history, this course will foreground the work of Indigenous scholars, activists, and artists who engage the northeast as a decidedly -- although not exclusively -- Indigenous space. Focusing primarily on Indigenous peoples living south of the U.S.-Canada border in the present and recent past, the course will center topics including the politics of Indigenous sovereignty, enduring relations with the more-than-human world, land return, and the contestation of regional Indigenous erasure.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH333 The Problems of the Fetish
This course traces the vicissitudes of the concept of the fetish, a term foundational to the theorization of value, desire, and belief across multiple intellectual traditions. The course begins with the term's first systematic formulation in Charles de Brosses's 1760 publication On the Worship of Fetish Gods, which introduced fetishism to describe forms of "direct worship, rendered without figuration." The concept brought into focus a set of pressing questions concerning representationalism, materiality, mediation, and magical thinking that troubled Enlightenment rationality. Spanning geographies, histories, and disciplines, the course examines fetishism in relation to the anthropological study of religion, Portuguese colonization in West Africa, and the rise of mercantile capitalism. We then track the term's uptake and transformation in philosophy, political economy, and psychoanalysis, focusing on key figures including Kant, Hegel, Marx, Freud, and Lacan. The course concludes by examining contemporary engagements with fetishism in film theory, new materialism, Women's, Gender, and Gexuality Studies, and Black studies to trace connections between power and embodiment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH337 Missionary Mysteries: the Objects and Archives of Wesleyan's Missionary Past
This course examines the history of Wesleyan University's connections to missionary work in the nineteenth and early twentieth centuries, as seen through the university's archival and object collections. Students will spend the bulk of classroom time in hands-on learning as they engage with the archives of the Wesleyan Missionary Lyceum and cultural heritage collections obtained by missionaries and brought back to the University. Beginning with an overview of historical, archival, and museum methods, the course then will examine objects and written records from the Americas, West Africa, East Asia and the South Pacific. Students will be challenged to consider the ways in which Wesleyan has been engaged in colonialism, imperialism, and global evangelism. Topics of investigation will include: gender, linguistics, museum ethics and repatriation, the use of objects as educational tools.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST337, RELI337**
Prereq: **None**

ANTH355 Social Movements Lab
What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge? This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We'll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S. The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles, and contexts of the movements under study. Our goal is to understand a range of social justice activisms in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change. The activism you research can be contemporary or historical; local, national, or global; and can take any shape: direct action, community organizing, activist philanthropy, art as activism, etc. You do not need previous experience or activist contacts for this course--just passion and the desire to learn collaboratively!
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **CHUM355, FGSS355**
Prereq: **None**

ANTH356 Decoding the Stone Age: Analysis of Lithic Technology
Lithic (stone) tools are the oldest known type of human technology. They represent the most abundant and by extension one of the most informative components of the archaeological record for reconstructing ancient human behavior over the last 3.3 million years. In this course, students will learn the methodological and theoretical basics used by archaeologists working on the Stone Age. The course includes hands-on training in how to identify and analyze stone tools, qualitative and quantitative approaches, and interpretive frameworks that allow archaeologists to use stone tools to understand broader anthropological questions about the evolution and diversity of human behavior. Students will analyze actual archaeological assemblages from important Stone Age sites stored in the Wesleyan University Archaeology and Anthropology Collections. Through this, students will be exposed to elements of data collection protocols and research design in a collections setting. Further, students will design exhibits for the campus community that incorporate the collections and the data they produce.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP355**
Prereq: **None**

ANTH360 Experimental Archaeology: Material Science and Past Behaviors
The field of archaeology requires practical ways to move beyond modern observations of materials to the invisible behaviors that produced them in the past. Experimental archaeology generates analogical models for archaeological processes by manipulating modern materials under controlled conditions. The principles established during experiments are applied to archaeological data to reconstruct the behaviors that produced the material record. This course will consider experimental design and practice to address issues relevant at different stages of the archaeological process. This is inclusive of replication of past technologies, experimenting with natural and cultural formation processes, and addressing biases inherent in the methods used by archaeologists. The course includes hands on experimental labs with different types of material culture and critical discussions of published experiments. Students will also be tasked with designing, executing, and reporting on an archaeological experiment.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **ARCP360, IDEA206, STS363**
Prereq: **None**

ANTH361 Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling
This course, offered in association with the Calderwood Seminars in Public Writing, examines a certain tendency in contemporary television storytelling. Taking the debut of "The Sopranos" in 1999 as a benchmark, we will explore the emergence in dramas and comedies of a dark, uncertain, pessimistic, or disillusioned address within a medium long known for its reassuring tone. We will consider the industrial and social conditions for this tonal shift, as well as the role it has played in elevating public perceptions of television's cultural value.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM362**
Prereq: **None**

ANTH392 Sacrifice
Sacrifice entails the surrender, destruction, or self-denial of something precious or desired in exchange for peace, power, prosperity, freedom, or edification. Destruction by sacrifice, says anthropologist E. E. Evans-Pritchard, is an act of giving of the self that must be costly and "necessarily reciprocated." In sacrifice, humans come face-to-face with death without dying. Through a collection of interdisciplinary readings, this seminar examines the implications of this ruse through the themes of war, animal and human sacrifice, asceticism, acts of political immolation, big-game hunting, high-altitude mountaineering and extreme sports, and the experience of excess in festivals such as Burning Man.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH395 The Anthropology of Religion
What do we study when we study religion? We can observe practices, record speech, examine objects and actions--but what do these things tell us? If religion is about belief, what can we say about belief from documenting actions? Perhaps we must conclude that religion is not about belief, but if so, are in danger of "explaining away" the very phenomena we seek to understand? This course will introduce students to a cross-cultural, comparative perspective on religious practice and belief in order to critically reflect on the role of methodology and research design in the study of religion and the social sciences more broadly. How do we know what we know? How do we plan research in order to find out what we want to know? The course has a significant methods component. Students will be expected to do field research exercises in a local religious community and prepare a methodology research proposal for a fictional or real project as a final assignment. Methodological exercises will be interspersed with ethnographic texts that allow us to reflect on how religion is studied, experienced, and explained. Students planning theses or other research projects with an ethnographic component, in any social science field, may use the class and the final assignment to conceptualize and plan their projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI395**
Prereq: **None**

ANTH397 Difficult Women: Post/Feminism in Television Comedies and Dramedies
Although postwar family sitcoms represented women as homemakers, one of the first and most popular sitcom wives also articulated discontent with domestic femininity. Lucy Ricardo became the prototype of the "unruly woman," a figure with feminist potential whose desires exceed and disrupt dominant gender norms. As those norms have shifted, so have TV's unruly women. Second-wave feminism, anticipated in I Love Lucy, was incorporated into a 1970s cycle of comedies centered on single working women whose career aspirations were rewarded. Over the following decades, a postfeminist sensibility dominated television comedies and dramas and became central to a gendered neoliberalism in which energetic individuals "empower" themselves. In recent years, a new type of female protagonist has emerged. Alongside the can-do optimism of single-women comedies from The Mary Tyler Moore Show to Sex and the City to 30 Rock and Parks and Rec, a stream of comedies and dramedies, made largely by and for women, have depicted a variety of flawed, difficult, unruly women coming of age under conditions of socioeconomic precarity, whose less focused energies seem to articulate a more uncertain, downbeat, post-recessional mood. In this course we will situate the latter cycle in relation to both the longer history of televisual representations of women and to the current state of feminist politics. Among the shows we will look at are: I Love Lucy, Bewitched, The Mary Tyler Moore Show, Sex and the City, Ally McBeal, Girlfriends, The Mindy Project, 30 Rock, Parks and Rec, Girls, Insecure, Broad City, Better Things, Two Broke Girls, New Girl, Crazy Ex-Girlfriend, Jane the Virgin, Unreal, Abbott Elementary, Fleabag, Dear White People, and Somebody Somewhere.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS397, FILM202**
Prereq: **None**

ANTH398 Queer/Anthropology: Ethnographic Approaches to Queer Studies
What are the many ways in which queerness obtains meaning across cultures? What does it mean to have a queer relationship to one's world? Queer/Anthropology traces the history and present state of ethnographic studies of queerness, defined here as non-heteronormative sexualities and gender embodiments. We examine the way in which heteronormativity is established as integral to hegemonic order and the manner in which it functions within Western armchair ethnographic studies and sexology of the early 20th century. We look at the binary system as a mode of organization and the way in which anthropological studies of sexuality and gender have nearly always challenged the presumed universality of these modes. We read contemporary ethnographic work in order to compare and contrast different cultures' usage of sexuality and

gendered categories in relation to various contexts, such as colonialism, race/racism, capitalist and non-capitalist economic and political systems, cosmology/religion, and regionality/place.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **None**

ANTH400 Cultural Analysis: Senior Capstone Seminar
This seminar is for all senior anthropology majors who intend to write honors theses or senior essays. It is designed to enable students to pursue individual research projects in a group context, with attention to debates on the nature of anthropological interpretation. The seminar is structured as a workshop: each student gives a series of presentations on their own research project to the group; equally important is engaging with and offering constructive criticism of the projects presented by others.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Prereq: **ANTH208 AND (ANTH295A OR ANTH295B OR ANTH295C OR ANTH295D OR ANTH295E OR ANTH295G)**

ANTH401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ANTH404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ANTH407 Senior Tutorial (downgrade thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ANTH408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ANTH409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ANTH420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ANTH465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ANTH466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ANTH467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ANTH468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **Cr/U**

ANTH469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ANTH470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

ANTH491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ANTH492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ANTH496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

ANTH502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ANTH511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ANTH561 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **OPT**

ANTH562 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **OPT**

ANTH591 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

ANTH592 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

ARABIC (ARAB)

ARAB101 Elementary Arabic I
Arabic 101 is the first introductory course of Modern Standard Arabic (MSA). The course will be conducted primarily in Arabic, except at the very beginning when students are learning the alphabet (Sound and Script). The course is communicative proficiency-based but other methods such as the translation are integrated in the course. While the communicative approach stresses the importance of developing the oral skills in class, all the other skills of language learning be emphasized. Arab culture and history are systematically integrated in the course through student groups cultural presentations as well as other activities.

The class will focus on speaking as an effective way of learning (speak it to learn it). Students will be able to write and create basic words, sentences and eventually write their first essay. The latter will cover--but will not be limited to--FORTE elements (family, occupation, recreation, travel and education). Students will able to converse basic dialogues comfortably in class, and HW will be assigned on a daily basis. There is a weekly Teaching Assistant's session conducted by a native Fulbright scholar from an Arab country.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

ARAB101Z Elementary Arabic I
ARAB101Z is the first introductory course of MSA (Modern Standard Arabic) designed for students who have never had any training in MSA while ARAB102 is its sequel appropriate for students who have taken ARAB101 and/or for individuals who are decent heritage speakers of an Arabic regional dialect. By taking ARAB101 & ARAB102, the student would earn 3 credits and would be able to enter ARAB201 if they choose to do so, as well as reach a low-intermediate level in MSA.

MSA is the official medium of oral and written communication in the Arab World and for religious services in the Islamic world. It has derived from Aramaic, has a close kinship to Hebrew, and it is the language spoken first by the Bedouins of the Arabian Peninsula in the fourth and fifth centuries A.D. It is the language used in books, novels, newspapers, conferences, official and religious speeches, business transactions, legal and government documents, court rulings, public signs, TV and radio newscasts and many TV/cinema productions and shows. It is the language of the Holy Quran and Hadith (sayings by the prophet Mohamed (PBUH) and/or his companions), and it is understood practically by every native Arabic speaker from Morocco to Bahrain. Being the language of Islam, more than one billion Muslims use it in their religious daily rituals all around the world, namely central Asia, South East Asia (Indonesia, Malaysia, India & Bangladesh etc.), the Middle East, the Great Sahara & North Africa.

It is very important to note that Modern Standard Arabic is not exactly the language spoken on the streets in the Arab world. However, anyone with a solid knowledge of MSA will have little to no problem "picking up" any of the main regional Arabic dialects (North African, Egyptian/Sudanese, Gulf, Iraqi, or Levantine)

The course will be conducted primarily in Arabic, except at the very beginning stages which will require the use of English (during Sound and Script discussions). The course is communicative proficiency-based, which stresses the importance of developing the oral skills but also aims at developing the other skills of language learning (listening, reading and writing).

Arab Culture and History are systematically integrated in the course and will be referred to, whenever appropriate and possible. References will also be made to the regional dialects for comparison with Modern Standard Arabic. Student Groups in-class presentations will be an excellent tool for students to learn about different aspects of Arab & Muslim culture, society and history.

The course will be supplemented by audio and video material as well as printed handouts provided by the instructor. Students are expected to do daily homework, role-play, group work, and give regular in-class feedback/ presentations, and are supposed to come prepared for class on a daily basis.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

ARAB102 Elementary Arabic II
This course is a second-semester course in modern standard Arabic (MSA) that will continue to stress the basic skills of reading, writing, speaking, and listening. The course will focus on speaking as an effective way of learning (speak it to learn it). Students will continue to learn MSA grammar, write and create paragraphs, and begin to converse comfortably in the target language. Students are expected to develop better listening, speaking, reading, and writing skills in Arabic and to become familiar with Arabic culture. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-LANG**
Prereq: **ARAB101**

ARAB102Z Elementary Arabic II
ARAB102 is its sequel appropriate for students who have taken ARAB101 and/or for individuals who are decent heritage speakers of an Arabic regional dialect. By taking ARAB101 & ARAB102, the student would earn 3 credits and would be able to enter ARAB201 if they choose to do so, as well as reach a low-intermediate level in MSA.

MSA is the official medium of oral and written communication in the Arab World and for religious services in the Islamic world. It has derived from Aramaic, has a close kinship to Hebrew, and it is the language spoken first by the Bedouins of the Arabian Peninsula in the fourth and fifth centuries A.D. It is the language used in books, novels, newspapers, conferences, official and religious speeches, business transactions, legal and government documents, court rulings, public signs, TV and radio newscasts and many TV/cinema productions and shows. It is the language of the Holy Quran and Hadith (sayings by the prophet Mohamed (PBUH) and/or his companions), and it is understood practically by every native Arabic speaker from Morocco to Bahrain. Being the language of Islam, more than one billion Muslims use it in their religious daily rituals all around the world, namely central Asia, South East Asia (Indonesia, Malaysia, India & Bangladesh etc.), the Middle East, the Great Sahara & North Africa.

It is very important to note that Modern Standard Arabic is not exactly the language spoken on the streets in the Arab world. However, anyone with a solid knowledge of MSA will have little to no problem "picking up" any of the main regional Arabic dialects (North African, Egyptian/Sudanese, Gulf, Iraqi, or Levantine)

The course will be conducted primarily in Arabic, except at the very beginning stages which will require the use of English (during Sound and Script discussions). The course is communicative proficiency-based, which stresses the importance of developing the oral skills but also aims at developing the other skills of language learning (listening, reading and writing).

Arab Culture and History are systematically integrated in the course and will be referred to, whenever appropriate and possible. References will also be made to the regional dialects for comparison with Modern Standard Arabic. Student Groups in-class presentations will be an excellent tool for students to learn about different aspects of Arab & Muslim culture, society and history.

The course will be supplemented by audio and video material as well as printed handouts provided by the instructor. Students are expected to do daily homework, role-play, group work, and give regular in-class feedback/ presentations, and are supposed to come prepared for class on a daily basis.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-LANG**
Prereq: **ARAB101 OR ARAB101Z**

ARAB201 Intermediate Arabic I
This course is a second-year, lower intermediate course in modern standard Arabic (MSA) designed mainly for students who have completed at least two semesters of Arabic Fusha or those who already possess a basic foundation in Arabic. Students will develop more skills in writing concrete essays and narrating. They will start talking about current events and describing places and people. Narration, in fact, is the hallmark of the intermediate level, so conjugation tenses will need to be memorized. The course will primarily be conducted in Arabic, except for some cases which require the use of English. The course is communicative proficiency-based, which stresses the importance of developing the oral skills, while giving equal attention to the other skills of language learning (reading, writing and listening). The measure chart and the case system will continue to be discussed and practiced. Aspects of contemporary life and culture in the Arab world as well as Arabic regional dialects will be constantly referred to. Students are expected to do daily homework, role-play, group work, and give regular in-class feedback/presentations. The course will be supplemented by audio and video material as well as printed handouts by the instructor.
Offering: **Host**
Grading: **A-F**
Credits: **1.25**
Gen Ed Area: **HA-LANG**
Prereq: **ARAB101 AND ARAB102**

ARAB202 Intermediate Arabic II
This course is a second-year, upper intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak Arabic comfortably enough to communicate with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts on familiar or concrete topics, as well as newspaper articles and storybooks. Culture will continue to be integrated in the classroom.The class will be conducted primarily in Arabic.
Offering: **Host**
Grading: **A-F**
Credits: **1.25**
Gen Ed Area: **HA-LANG**
Prereq: **ARAB101 AND (ARAB102 OR ARAB201)**

ARAB301 Advanced Arabic I
Arabic 301 is the fifth semester of Arabic MSA and is designed for students who have had at least two full years of Arabic MSA or its equivalent.

This first semester of third-year Arabic will continue to emphasize the four skills in language learning mainly through readings that introduce students to more advanced topics that draw from literature, Arab Media, sciences and other disciplines. The course will be conducted entirely in Arabic, apart from cases where intricate grammar concepts necessitate English use.

The course is communicative proficiency-based, and students will continue to do role-play, pair work, write weekly reports and commentaries and give regular in-class feedback/presentations. They are expected to contribute orally to class discussions and lectures.

Arab culture and history will continue to be systematically integrated in the course through constant reference. Regional dialects will continue to be referred to, with the purpose of comparing them to Modern Standard Arabic.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **None**

ARAB311 Introduction to Colloquial Levantine Arabic I
This course offers students an introduction to the spoken Arabic of the Levant (Syria, Lebanon, Jordan, Israel, and the Palestinian territories). One of the difficulties facing nonnative speakers trying to master Arabic is that very few Arabs can carry on a conversation in modern standard Arabic, so students must be familiar with a colloquial dialect as well as the standard literary language to communicate effectively in Arabic. Although Levantine Arabic is not as widely spoken as is the Egyptian dialect, it provides a useful entry for English speakers into colloquial Arabic, as it is about halfway between the Egyptian dialect and that spoken in Iraq and offers a useful bridge to mastering either dialect. The text for this course uses the Arabic alphabet. Students need to have a thorough knowledge of the Arabic alphabet and writing conventions to take this course. As much of the vocabulary used by the speakers of the Levantine dialect is derived from standard Arabic, this course will help build students' knowledge of basic Arabic vocabulary.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **ARAB201**

ARAB322 Media in the Arab World: From TV and Film to Social Media (CLAC.50)
Media in the Arab world has undergone significant changes in recent times, with the emergence of new technologies, platforms, and voices across various mediums such as movies, newspapers, magazines, and social media. This course will introduce students to some of the main channels for the communication and expression of information in the Arab world today.

While television remains the most popular source of information - with channels such as Al-Jazeera even having an international audience - access to information has expanded to include online news websites and social media. Social media, in particular, has become an increasingly important source of information, especially among younger generations.

In this course, we will delve into the evolution and impact of media in the Arab world, exploring its role in shaping public opinion, identities, and narratives across different channels. We will look at movies, television series, and social media programs, as well as sources of traditional information, such as newspapers, magazines, and news broadcasts.

This course is open to students studying all levels of Arabic, but is particularly suited to students who have completed Intermediate Arabic as well as native speakers of Arabic.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST325**
Prereq: **None**

ARAB380 Arabic in Translation: Arabic-English & vice versa (CLAC.50)
This course is aimed at introducing students of Arabic, who are already advanced in the Arabic language and have a decent command of it, to the art of translation--namely, translation between Arabic and English. After an overview of translation concepts and techniques, we will study and tackle samples from news media, literature, publicity announcements, novels, and a wide range of actual translation assignments. The course will be conducted in Arabic, except for the parts where English has to be used as part of the translation processes.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST380**
Prereq: **None**

ARAB381 Arabic Calligraphy (CLAC.50)
This course caters to students with an interest in Arab culture, offering hands-on workshops to acquire basic skills in various Arabic calligraphy styles using classical materials (qalam, pen, ink, brush). In addition to practical sessions, the course provides a historical perspective on calligraphy, showcasing examples from the Middle East and North Africa. The instructor, who is experienced in creating calligraphic art, will guide students through the intricate world of Arabic calligraphy.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST381**
Prereq: **None**

ARAB401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARAB402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARAB492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ARCHAEOLOGY (ARCP)

ARCP135F Entangled Sounding Objects: The Social Life of Musical Instruments (FYS)
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC135F, ANTH135F, COL136F, MDST135F**
Prereq: **None**

ARCP150F Myths, Martians, and Monsters: Archaeology and Pseudoscience (FYS)
This FYS will explore fantastic claims about the human past by critically examining pseudoarchaeological claims and comparing them with the actual archaeological record. Emphasis will be placed on the scientific method, critical thinking, and media literacy. We will discuss well known myths, frauds, and misinformation, both past and present, including Atlantis, Ancient Aliens, Piltdown Man, Ancient Apocalypse, the Moundbuilder Myth, and their use and misuse. By the end of the course, students will be able to differentiate reproducible scientific data from the fictitious and fabricated. Additionally, we will discuss the motivations, ethics, and consequences of sensationalized accounts of the human past.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Prereq: **None**

ARCP153F Single Combat in the Ancient World (FYS)
This course celebrates the clash of warriors in warfare, sport, and spectacle in the classical world. Using primary sources and archaeological evidence, the class will survey traditions of combat in ancient art, literature, and society, beginning with Greek and Near Eastern epic; the modes of warfare in Greek society; ancient Olympic combat sports; and, finally, Roman gladiator spectacle. We will examine the role of violent sport in Greek and Roman society, the reception of the competitors, and the use of these events for political or nationalistic ends. Throughout the course we will explore the flexibility of concepts such as military ethics, "western" warfare, violence, honor, and excellence, both in the classical world and in our modern lives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST153F**
Prereq: **None**

ARCP201 Art and Archaeology of the Bronze Age Mediterranean
This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we will explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we will survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST201, ARHA202**
Prereq: **None**

ARCP203 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology
New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ENVS203, ANTH212, STS203, IDEA203**
Prereq: **None**

ARCP204 Introduction to Archaeology
What can fragments of pottery, stones, and bones reveal about the lives of people who lived thousands or even millions of years ago? What does the archaeological record reveal about human evolution, past human diets and health, ancient socioeconomic systems, and the emergence of early cities? And how can we preserve archaeological sites and artifacts for future generations? This course will introduce students to the interdisciplinary field of archaeology. We will discuss key methods and principles that archaeologists use to study the human past while covering a survey of world prehistory from the earliest stone tools to the archaeology of contemporary material culture. Students will have the opportunity to examine real archaeological artifacts -- including artifacts excavated from historic Middletown -- and will be encouraged to think critically about the ways that archaeology informs our understanding of both the past and the present.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ANTH214, ENVS207, IDEA204**
Prereq: **None**

ARCP209 Tradition & Testimony: Protecting Native American Sacred Lands, Ancestral Remains, & Cultural Items
This course will explore the historic genesis of present-day U.S. and international policies toward Native American peoples and other indigenous communities. In addition, studies will include traditional indigenous and tribal perspectives, investigate indigenous-specific origin stories and the connections these stories have with historic events and places, and take a hard look at repatriation policies. Students will investigate several case studies involving current issues Native American communities are facing in repatriation and protecting sacred places, both local and national.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH209**
Prereq: **None**

ARCP210 The Technological Primate: Archaeological Approaches to Ancient Technology
Humans are reliant on technology, in one form or another, for our survival. This obligate use of technology has been a characteristic of our evolutionary history for over 2.5 million years. This course will explore how technology became central to the human way of life. We will discuss both how and why our use of technology has changed through time. This includes considerations of the adaptive roles that technology plays in our evolution, how technology is shared between individuals and cultures, and the role of technology beyond the purely utilitarian. Students will learn about the ways archaeologists analyze and think about ancient technologies. This includes a wide variety of material types, including stone, ceramic, botanicals, bone, metal, and more. In this course students will have an opportunity to handle both actual archaeological materials and replicas.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **IDEA205, STS211, ANTH210**
Prereq: **None**

ARCP214 Survey of Greek Archaeology and Art
This course introduces the art and archaeology of Greek civilization from Mycenaean palaces of the Bronze Age, to tombs of warriors and battlefields of Marathon, through the theatrical and political centers of democratic Athens. Throughout the semester we will survey the major archaeological sites (civic and cultic) for each period and study development of sculpture, painting, ceramics, and architectural trends in light of political (propaganda!) and social changes. More than a tour of monuments and mosaics, however, this course will show students how to interpret and apply literature, material science, anthropology, and art history to address archaeological questions, and to consider the relationship (ancient and modern) between social trends and material evidence.

This course counts toward the archaeology/archaeology science track.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST214, ARHA203**
Prereq: **None**

ARCP223 Survey of Roman Archaeology and Art
This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the archaeological evidence illustrating the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CLST223, ARHA207**
Prereq: **None**

ARCP233 History and Archaeology of Industrial Connecticut
Despite the fact that Middletown is a UNESCO Site of Memory and is home to many preserved historical sites, there has been little archaeological excavation, documentation, and storytelling specifically focused on extant industrialization, weaponry, and carceral artifacts dating to the Revolutionary War and early industrial eras. This course will explore the rich history of industrial sites in Middletown and surrounding regions of Connecticut. Students will learn about historical and archaeological methods for the study of past material culture, landscapes, and environments, focusing on how objects and sites can reveal hidden traces of Middletown's ties to agricultural, textile, munitions, and other forms of industrial production over the last few hundred years. Students in the course will have opportunities to work with archaeologists and museum professionals as they research local historic and archaeological objects. Students will also take part in archaeological investigations of local sites near Wesleyan's campus. As a final project, students will produce a public-facing online exhibit, physical exhibit, or public outreach activity based on their research. Students enrolling in the course must be available for a weekend fieldwork activity in April involving survey and/or excavation of a local archaeological site. This course is supported by a Mellon Foundation grant.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST233**
Prereq: **None**

ARCP234 Art and Society in Ancient Pompeii
This seminar surveys the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from their participation in local politics and government, to their religious beliefs and lives, to the interior decoration of their homes and their burial customs.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST234, ARHA206**
Prereq: **None**

ARCP242 Tablets, Temples, and Cities: Near Eastern Art and Archaeology
History starts in the Near East with many firsts in human culture: domestication, writing, cities... Throughout its long history, the ancient Near East has produced a unique corpus of material culture, architecture, and textual records. In this course, we will survey the art and archaeology of the ancient Near Eastern civilizations with contextual information about the cultures that created them.

Every week we will progress chronologically and will explore broader socioeconomic, political, and cultural changes by discussing art historical, archaeological, and textual evidence. We will look at examples from Anatolia, Mesopotamia, and the Levant, and compare these to one another. Students will gain a larger understanding of commonalities and differences in the cultural expressions of these cultures. The last section of this course will be dedicated to current issues concerning the archaeology and cultural heritage of the Middle East.

This course will also have various hands-on components: We will learn about textile production by using spindle whorls, learn about cuneiform writing by making clay tablets, and create our own seals based on ancient Near Eastern imagery and mythology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Prereq: **None**

ARCP244 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt
This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we will examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST244, ARHA201**
Prereq: **None**

ARCP245 The Archaeology of Ancient Foodways
Bread, wine, olive oil, fish sauce -- what did it mean to eat in the ancient Mediterranean world? In this course, we explore the archaeology of food in ancient Greece and Rome, from farms and vineyards to markets and banquets. Using archaeological evidence, primary literature, and theoretical approaches, we examine how food production, trade networks, and dining practices reflected and reinforced social hierarchies and cultural values. The course will also employ digital mapping tools to trace the movement of ingredients around the Mediterranean and help us reflect on how global food systems shape our own consumption habits.

This course satisfies the Archaeology and Archaeological Science requirements for the Classical Studies major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **CLST245**
Prereq: **None**

ARCP248 Who Owns the Past? Cultural Heritage, Archaeology, and Politics
Cultural heritage is defined by UNESCO as the tangible and intangible attributes of a group or society that are inherited from past generations, which should be preserved and maintained for future generations. In practice, this is maintained through the archaeological, historical, and legal practice of cultural resource management (CRM). While many think of archaeology as a purely academic field, archaeologists are largely employed outside of the "Ivory Tower" in this rapidly growing industry. This course will explore how this industry is practiced in the United States and abroad, and its role in preserving heritage. This course will also introduce students to the wider world of cultural heritage studies. Along with the practice of protecting cultural resources, we will explore the ethics of managing the past and the legal frameworks that govern cultural heritage. Students will also consider the effects of colonialism, nationalism, armed conflict, climate change, uncontrolled development, and illicit trade on cultural heritage and group identity. Further, students will engage with current debates about ownership of cultural heritage and responsibility around its management.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Prereq: **None**

ARCP255 The Archaeology of Identities in the Ancient Mediterranean and Beyond
Human beings all hold a wide range of socially constructed and physically lived identities, expressed and experienced sometimes continuously and simultaneously, and sometimes only occasionally under specific circumstances. These identities might include, but are not limited to, race, ethnicity, gender, sexuality, social status, occupation, and health. Many of these identities, expressed and experienced in various tangible and intangible ways in our lived reality, can only be accessed indirectly through the physical proxy of the archaeological record when it comes to people living in the past. This course will explore a variety of archaeological methodologies for accessing the social identities of past lives, as well as the sometimes problematic role that archaeology has played in this type of research over the course of the 20th and 21st centuries (is ancient DNA bringing us back full circle to scientific racism?). The primary focus of the course will be on the ancient Mediterranean, with additional case studies drawn from other parts of the world serving to illustrate the cross-regional applicability of approaches to past identities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **CLST260**
Prereq: **None**

ARCP257 Environmental Archaeology
Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the "collapse" of civilizations such as the ancient Maya. The course will involve hands-on preparation and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ENVS257, ANTH257, E&ES257**
Prereq: **None**

ARCP260 Art and Archaeology of Ancient India
This course is an introduction to the art and material culture of ancient India, from prehistory through the formation of the classical tradition in the fourth century CE. The broad swath of human experience covered necessitates a thematic approach, focusing on key moments, cultures, object types, and methodological approaches, arranged in a roughly chronological fashion. Thematic units may vary somewhat from year to year, but are likely to include: the meaning and use of the carved stone seals of the Indus Valley civilization; the impact of the Vedic Aryas on the development of Indian ritual and imagery; how to read the iconographic language of the "plant and animal style" in decorative sculpture; the meaning and significance of the Asokan pillars; and the architecture and ritual of Buddhist monastic life in the cave monasteries of western India.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA285, GSAS284**
Prereq: **None**

ARCP267 Museum Collections: Ethical Considerations and Practical Applications
Serving as a broad overview of museology, this course introduces students to the principles underlying the foundations of museum work and collections stewardship. Topics covered will include the origins of museums and collecting, the rationale behind museum policies, and the legal frameworks and professional standards that guide collections management. Ethical considerations surrounding issues such as NAGPRA/repatriation, decolonization, accessibility, looted artifacts, and cultural patrimony will also be covered. Finally, students will explore the practical aspects of preventive conservation, museum documentation, and exhibition development. Although topics covered in this course will apply to a variety of museums, the primary focus will be on cultural heritage collections. Readings and class discussions will be supplemented with hands-on exercises using the Wesleyan University Archaeology & Anthropology Collection.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ANTH276**
Prereq: **None**

ARCP268 Disaster, Destruction, and Resilience in the Ancient World
How did ancient societies confront catastrophe, and what can we learn from their responses? This course explores themes related to natural and human-caused disasters in the ancient Mediterranean world, including earthquakes, volcanic eruptions, fires, floods, plagues, droughts, and famines. Drawing on archaeological and literary evidence, we will examine the causes and aftermaths of events like the eruption of Vesuvius, the floods and fires of Rome, the Antonine Plague, and more. Through these case studies we will deepen our understanding of ancient experiences of risk, vulnerability, and resilience, and inform our own attitudes toward disasters in our modern world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST267**
Prereq: **None**

ARCP270 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC260, ANTH260, COL255, MDST260, REES206**
Prereq: **None**

ARCP275 Introduction to Archaeological Science: Natural Science Approaches to the Human Past
While archaeology is considered by many to be a social science, natural science approaches are increasingly utilized by archaeologists to explore past environments and behaviors. Archaeological science is defined as the application of scientific techniques from biology, chemistry, geology, and other natural sciences to archaeological materials. This course will survey the different scientific techniques employed by archaeologists and highlight their utility for exploring the human past through archaeological case studies. Students will consider how the integration of natural and social science approaches produces a more complete understanding of the archaeological record. This includes the reconstruction of climates, landscapes, diets, migrations, population interactions, production behaviors, chronologies, and more. Students will learn the basics of the archaeological applications of ancient DNA, stable isotopes, sedimentology, geochemistry, chronometric dating, 3D scanning, morphometrics, botany, zoology, and other scientific methods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **IDEA275, ANTH275, STS275**
Prereq: **None**

ARCP285 Off with its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase--as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit.

The course falls under the Archaeology/Archaeological Science track of the Classics/CCIV Major requirements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST283, ARHA204**
Prereq: **None**

ARCP290 Unearthing Early China: Art and Archaeology
This course introduces early China by examining major archaeological discoveries from prehistory through the second century CE. We will analyze the formal and material features of early Chinese artifacts from important archaeological excavations at sites such as Liangzhu, Anyang, Zhouyuan, and Mancheng. We will discuss the ways in which these artifacts and archaeological sites demonstrate early Chinese cosmological beliefs and ritual practices, especially notions related to heaven, afterlife, and the transition from ancestor worship to the pursuit of personal welfare in immortality. In addition, we will study the iconography and symbolism of objects found in these archaeological discoveries, which would serve as a foundation for the inception of visual arts in the later periods of Chinese history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS290**
Prereq: **None**

ARCP291 East Asian Archaeology
This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with "Peking Man" and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th-century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ANTH291, CEAS291, ENVS291, IDEA291**
Prereq: **None**

ARCP292 Archaeology of Food, Trade, and Power in South India
This course examines patterns of life in premodern South India, focusing on the millennium from about AD 600 to 1600. It explores the persistent practices and institutions that structured social life--agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority--as well as historical events and processes that brought change to those patterns. The course capitalizes on South India's rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and various forms of coinage and coin hoards informing on economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART, SBS-ART**
Identical With: **ARHA292, ENVS262**
Prereq: **None**

ARCP293 Numismatics and the Archaeology of Money
In many parts of the world, lost coins numbering in the millions lie buried in the ground. Periodically, some of these coins come to light in the course of plowing, digging to repair a water main, or prospecting with metal detectors. These "treasure-trove" finds--also known as coin hoards--provide the archaeologist of money with rich evidence of how money was actually used in pre-modern times. Which coins occur together in a hoard, the numbers in which they occur, and the spatial patterning of their findspots: all speak volumes about pre-modern economies, circulation patterns, and beliefs about money and value.

In this hands-on course, we explore the evidence of coins and coin hoards, studying them from numismatic perspectives (the images and legends on a given coin type, metals used, weights, fabric), metrological and denominational perspectives (what coins reveal about systems of weights and denominational structures), and statistical approaches (for example, studying patterns of weight loss as indicators of the velocity of circulation and degree of monetization in a given society).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA293**
Prereq: **None**

ARCP310 Archaeological Theory in Action: Research Design and Analytical Frameworks
Archaeologists draw upon diverse data sets and approaches to reconstruct rich pictures of ancient ecologies, build environments, economies, cultural and cognitive practices. This 0.5 credit seminar explores, challenges, and evaluates the theoretical frameworks employed by archaeologists in research design and analyses of past societies. Topics will rotate depending upon student interests and current research projects but will be chosen from among anti-racist archaeology, gender and ethnicity studies, object and entanglement theory, frameworks for experimental archaeology, funerary analyses, typology and data management, landscape archaeology, conservation, or ethical approaches to archaeological science, among others. Foundational theoretical texts will be discussed alongside current publications in each topic area. The seminar is designed to prepare students for independent research in archaeology and related fields. This seminar is required for all Archaeology majors and strongly recommended for Archaeology minors, in addition to being open to all students in related disciplines
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ARCP**
Prereq: **None**

ARCP329 Roman Villa Life
This seminar will explore life in the Roman countryside, from the luxurious suburban villas near major urban centers to working estates in Italy and the Roman provinces. The course will begin with a general survey of Roman villa life and then move to a more focused inquiry into specific topics including art and

architecture, production, slave life, and transportation. Readings will be drawn from ancient literary sources, inscriptions, and modern social and archaeological studies. The course is intended for students from a variety of disciplines and backgrounds, but some knowledge of the Roman world is recommended.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST329**
Prereq: **None**

ARCP335 Art and Society in Ancient Pompeii
Buried by the eruption of Mt. Vesuvius in 79 AD and rediscovered in the mid-18th century, the once ordinary city of Pompeii is now an extraordinary laboratory for the study of ancient Roman life. This seminar surveys the art, architecture, and material remains of Pompeii and other cities destroyed by the eruption. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the political, social, and commercial life of a small Roman city and examine the unique evidence for reconstructing the private lives of Roman citizens.

This course fulfills the Archaeology and Archaeology Science track of the Classical Studies major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST335, ARHA335**
Prereq: **None**

ARCP338 Economies of Ancient Port Cities: Trade, Mobility, and Identity
This course explores urban life in ancient Mediterranean port cities, where harbors facilitated connectivity and long-distance trade and created cities that were defined by multicultural exchange and constantly reshaping identities. Through case studies drawn from Greek and Roman sites, the class will examine the lives of residents and port workers, focusing on themes such as trade, urban development, art, religion, food, and spectacle. With an emphasis on the archaeological material left behind, the course also explores how narratives about the past are shaped by the nature of surviving evidence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **CLST338, ARHA219**
Prereq: **None**

ARCP341 Visualizing the Classical
This project-based learning course integrates archaeology, classical texts, and the technologies of virtual construction to rebuild the material remains of the ancient world. Student teams will draw upon theories of urban design, engineering, and performance theory to create a material or virtual reconstruction of a classical built environment or object. Through the reconstruction of such spaces, we will explore how the ancient builders and craftsmen--through landscape, sound, light, functionality/monumentality, and spatial relationships--shaped the experience of the ancient viewer.

The course is divided into three modules. The first module will use case studies to survey the principles of archaeological reconstruction and explore the concepts and language of design and planning used by archaeologists and design specialists. These case studies will range from Greek and Roman temples, to city blocks and houses, to public spaces for entertainment or governance. In the second module, a series of technology workshops and in-class projects will give students hands-on training in the analytical mapping, modeling, interpretive, and reconstructive approaches such as ArcGIS, CAD, Sketchup and 3D printing. This practical training will form the foundation for the third module, during which student teams will apply these technologies to collaborate on the reconstruction of an ancient built environment or object. During this section of the course, students will discuss and collectively troubleshoot the problems of design and reconstruction they encounter as they go. Students will present their work at the end of the course, and discussion will focus on the insight that the process of reconstruction has offered into principles of ancient design and the values of ancient communities.

This seminar will be of interest to students with experience in classical studies, archaeology, studio arts, and digital design.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST341, ARHA205**
Prereq: **None**

ARCP350 Animals in Archaeology
This laboratory course will explore how zooarchaeological methods for analyzing animal bones and teeth excavated from archaeological sites allow us to reconstruct ancient human-animal-environmental interactions. We will cover a range of topics and techniques, including hands-on sessions for the identification and quantification of faunal remains. By the end of the course, students will be able to identify every bone in the mammalian skeleton and distinguish between the bones of common non-mammalian taxa. Additional topics will include ancient DNA in zooarchaeology, bone stable isotope analyses, human-caused extinctions, animal domestication, bone artifact production, and animal sacrifice.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **E&ES350, ENVS348**
Prereq: **None**

ARCP352 Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean
This course brings a blend of ethnographic, environmental, philological, and scientific frameworks to the study of ancient medicine. For the first half of the class, students will explore the theories and concepts of medicine and the body in classical antiquity from Hippocrates to Galen. Students will tackle case studies (e.g., treatment of war wounds, epilepsy, gynecological ailments) and suggest appropriate treatments. The second half of the course will focus on medicinal plants as discussed in Dioscorides, considering their ecology, archaeology, and phytochemistry, with hands-on lab modules in which students will learn how to extract and analyze bioactive compounds of medicinal plant species. In final group-based projects, students will present a "plant biography," tracking the arc of the medicinal and cultural uses of a particular species from the ancient Mediterranean to the present day.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST352**

Prereq: **None**

ARCP355 Decoding the Stone Age: Analysis of Lithic Technology
Lithic (stone) tools are the oldest known type of human technology. They represent the most abundant and by extension one of the most informative components of the archaeological record for reconstructing ancient human behavior over the last 3.3 million years. In this course, students will learn the methodological and theoretical basics used by archaeologists working on the Stone Age. The course includes hands-on training in how to identify and analyze stone tools, qualitative and quantitative approaches, and interpretive frameworks that allow archaeologists to use stone tools to understand broader anthropological questions about the evolution and diversity of human behavior. Students will analyze actual archaeological assemblages from important Stone Age sites stored in the Wesleyan University Archaeology and Anthropology Collections. Through this, students will be exposed to elements of data collection protocols and research design in a collections setting. Further, students will design exhibits for the campus community that incorporate the collections and the data they produce.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ANTH356**
Prereq: **None**

ARCP360 Experimental Archaeology: Material Science and Past Behaviors
The field of archaeology requires practical ways to move beyond modern observations of materials to the invisible behaviors that produced them in the past. Experimental archaeology generates analogical models for archaeological processes by manipulating modern materials under controlled conditions. The principles established during experiments are applied to archaeological data to reconstruct the behaviors that produced the material record. This course will consider experimental design and practice to address issues relevant at different stages of the archaeological process. This is inclusive of replication of past technologies, experimenting with natural and cultural formation processes, and addressing biases inherent in the methods used by archaeologists. The course includes hands on experimental labs with different types of material culture and critical discussions of published experiments. Students will also be tasked with designing, executing, and reporting on an archaeological experiment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP**
Identical With: **IDEA206, ANTH360, STS363**
Prereq: **None**

ARCP380 Relic and Image: The Archaeology and Social History of Indian Buddhism
This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (first to third century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts, then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodh Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA381, CEAS381, RELI375, GSAS381, ARHA381, CEAS381, RELI375**
Prereq: **None**

ARCP382 Numismatics and the Archaeology of Money
In many parts of the world, lost coins numbering in the millions lie buried in the ground. Periodically, some of these coins come to light in the course of plowing, digging to repair a water main, or prospecting with metal detectors. These "treasure-trove" finds-also known as coin hoards-provide the archaeologist of money with rich evidence of how money was actually used in pre-modern times. Which coins occur together in a hoard; the numbers in which they occur, and the spatial patterning of their findspots all speak volumes about pre-modern economies, circulation patterns, and beliefs about money and value. In this seminar, we explore the evidence of coins and coin hoards, studying them from numismatic perspectives (the images and legends on a given coin type, metals used, weights, fabric), metrological and denominational perspectives (what coins reveal about systems of weights and denominational structures), and statistical approaches (for example, studying patterns of weight loss as indicators of the velocity of circulation and degree of monetization in a given society).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART, SBS-ART**
Identical With: **ARHA382, GSAS382**
Prereq: **None**

ARCP383 Off with Its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase -- as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit. The course falls under the Archaeology/Archaeological Science track of the CLST Major requirements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST383, ARHA228**
Prereq: **None**

ARCP385 The Indian Temple
The temple (devalaya, "house of god") was the unparalleled building type in South Asia from the fourth through fourteenth centuries, and it is still of great importance today. This seminar examines the type from an interdisciplinary perspective, considering theological and ritual dimensions, matters of design and style, programs of decorative sculpture and painting, and the economic and political functions these buildings and institutions carried. Sessions will be arranged thematically, but we will also be concerned with processes of temporal change. No prior knowledge of temple architecture or Indian history and religion is assumed.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**

Identical With: **ARHA385**
Prereq: **None**

ARCP390 Making Rome: Monuments of Life in Ancient Rome
The Colosseum, the Circus Maximus, and the Forum are just the most famous monuments to adorn the ancient city of Rome: its streets and temples were cluttered with honorific statues, dedications, and inscriptions; monumental fountains marked the terminus of the great aqueducts supplying the city and its public baths; shops and markets jostled with shrines and workshops in the public plazas; and public works like harbors and warehouses ensured a steady flow of food, wine, and materials into the city. Through in-depth research into the literary and archaeological record of Rome students will examine these monuments in the context of their original urban spaces and reconstruct them digitally or through other visual and written media.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST390, ARHA301**
Prereq: **None**

ARCP401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARCP402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARCP403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARCP404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARCP407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARCP408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARCP409 Senior Thesis Tutorial
Offering: **Host**
Grading: **OPT**

ARCP410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARCP411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARCP412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARCP420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ARCP421 Undergraduate Research, Science
Advanced students in archaeology have an opportunity to work intensively with departmental faculty to contribute to a variety of ongoing faculty research projects. These collaborations offer the chance for students to refine their research skills, gain exposure to conservation and research methods outside the basic curriculum, and work towards tangible research outcomes. Such outcomes may include research posters, creation of online databases, contributions to published works, contributions to or solo exhibit designs, or senior essay/thesis projects. Faculty projects vary from year to year but currently include studies in Mediterranean palaeoclimate, lab-based scientific study and digital modeling of archaeological artifacts, organic residue or ceramic studies (Dr. Birney, the OpenARCHEM project), or museum research projects in the Wesleyan Collections (which comprise approximately 35,000 objects), cataloging and researching artifacts (Dr. Murray, Wesleyan Collections). Participation is POI only. Contact the Archaeology Program Chair for more information.
Offering: **Host**
Grading: **OPT**

ARCP422 Undergraduate Research, Science
Advanced students in archaeology have an opportunity to work intensively with departmental faculty to contribute to a variety of ongoing faculty research projects. These collaborations offer the chance for students to refine their research skills, gain exposure to conservation and research methods outside the basic curriculum, and work towards tangible research outcomes. Such outcomes may include research posters, creation of online databases, contributions to published works, contributions to or solo exhibit designs, or senior essay/thesis projects. Faculty projects vary from year to year but currently include studies in Mediterranean palaeoclimate, lab-based scientific study and digital modeling of archaeological artifacts, organic residue or ceramic studies (Dr. Birney, the OpenARCHEM project), or museum research projects in the Wesleyan Collections (which comprise approximately 35,000 objects), cataloging and researching artifacts (Dr. Murray, Wesleyan Collections). Participation is POI only. Contact the Archaeology Program Chair for more information.
Offering: **Host**
Grading: **OPT**

ARCP424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ARCP466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **Cr/U**

ARCP491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ARCP492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ART HISTORY (ARHA)

ARHA109 Introduction to Western Art I: Ancient to Medieval
This course introduces the art and architecture of the Western world during the ancient and medieval periods. The artistic traditions of the Near East, Europe, and the wider Mediterranean will be surveyed from the prehistoric era to ca. 1400 CE. Questions of style, content, function, and cultural and historical context will be examined alongside such perennial concerns as religion, rulership, social class, luxury, and the definition of art within its ancient and medieval milieus.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST131**
Prereq: **None**

ARHA110 Introduction to Western Art II: Renaissance to Modern
This course surveys the development of European art from the Renaissance through the modern period. We will examine art's changing status within specific social and artistic contexts: from the Church and court of the Renaissance, through the formation of art academies in the late 16th century, to the development of an increasingly individualized artistic practice that led to the formation of an avant-garde. Classes will be organized chronologically and touch upon the following themes and ideas: politics, religion, and patronage; perception and experience; artistic identity and originality; relationships between artistic media; and the rise of a public sphere for art.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA127 Venice and the Renaissance
Venice -- a city built almost impossibly on a forest of stilts sunk into the mud of the lagoon and buttressed by powerful myths of divine origins, permanence, and prosperity - produced some of the most spectacular works of Renaissance art and architecture. This introductory-level course on the art and culture of Venice's "golden age" considers the works of artists such as Carpaccio, Bellini, Giorgione, Titian, Veronese, and Tintoretto, and architects such as Codussi, Sansovino, and Palladio in the context of the city's unique setting, social and governmental structure, cultural and political milieu, and larger geopolitical significance. It also positions Venice's artistic production within the broader framework of early modern Europe, exploring its connections with Byzantium and the Islamic world. The course also introduces students to key issues and methods of art history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L217**
Prereq: **None**

ARHA140F Van Gogh and the Myth of Genius (FYS)
This seminar will investigate in depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth-making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. We will both investigate the formation of this myth and view it critically, balancing it against the artist's own account of his career in his paintings and prodigious correspondence. Van Gogh's extensive, insightful, and fascinating writing begs the question of how one should treat an artist's statements when interpreting his works. We will also examine the role of biography in art. Finally, rather than viewing the artist as an isolated creator, we will situate his work within the artistic landscape of late 19th-century Europe, and especially France, where he spent his most productive years as an artist, 1886--1890.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L140F**
Prereq: **None**

ARHA141 Van Gogh: Modernity, Utopia, and Nineteenth-Century Art
This course will investigate in-depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized--the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of Impressionist, Neo-impressionist, and Symbolist painters before moving to the south of France, where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist and along the way develop art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist's personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L141**
Prereq: **None**

ARHA151 European Architecture and Urbanism to 1750
This course is an introduction to architecture and related visual art as an expression of premodern Western European civilizations, from ancient Greece through the early 18th century, including Roman, Early Christian, Byzantine, early medieval, Romanesque, Gothic, Renaissance, and Baroque architecture, landscapes, and cities. The focus is on analysis of form in architecture and the allied arts. Emphasis is on relationships between style and patronage. In each era, how does architecture help to constitute its society's identity? What is the relationship between style and ideology? How do architects respond to the works of earlier architects, either innovatively or imitatively? How do patrons respond to the works of their predecessors, either locally or distantly? How are works of architecture positioned within those structures of power that the works, in turn, help to define? How do monuments celebrate selected aspects of history and suppress others? How were the major buildings configured, spatially and materially? Emphasis will be on continuities and distinctions between works across time, seeing Western traditions as a totality over centuries. Lectures and readings convey different historiographic approaches to these issues.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST151**
Prereq: **None**

ARHA161 Objects of Authority: Arts of African Royal Courts
This course will focus on African arts produced in courtly contexts between the eleventh and twentieth centuries. We will study domestic art objects that were integral to the exercise of power and authority in several African court traditions such as Benin, Ife, Kuba, Ashanti, Igbo, and others. Students will learn about formal qualities and thematic concerns that locate certain artworks exclusively within the royal lineage and monarchy. They will also come to understand how such artworks were deployed within chieftaincy circles to wield great spiritual and mystical power. Class readings and discussions will help us navigate questions of hierarchy and authority to transcend elitist narratives of power regarding African arts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA162 History of African Art and Material Culture
This course offers an introduction to the rich and varied visual arts of Africa. By examining certain visual practices that evoke a distorted understanding of the continent, the course confronts stereotypes about the African continent. There will be an examination of compelling objects that represent a variety of African visual cultures, both historical and contemporary. The course offers evidence of a continent with a history to counter the idea that Africa is "frozen in time" and that African "traditions" never change. Weekly readings aim to provide a comprehensive overview of the art of diverse ethnicities to counter the notion that "Africa is a country" and "a continent in isolation."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA172 Memory Image: Introduction to Art (as) History
One premise of art history is that works of art necessarily register or encode the time and place of their making. Some art practices, though, operate historically in more than an artifactual sense, whether by revisiting the art historical past through citation, or by actively responding to the socioeconomic, technological, or cultural conditions of their present. Works that comprise the focus of this class engage directly in the project of historical representation and research, recasting these activities through painting, photography, installation, and performance. Spanning a series of case studies from the 1960s through the present, this course provides an introduction to the practice of art history by way of recent works of art that have made the resources (and limitations) of historical methodology a subject of investigation. What is the role of art as a form of historical memory in an increasingly image-soaked world?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA172F Memory Image: Introduction to Art (as) History (FYS)
One premise of art history is that works of art necessarily register or encode the time and place of their making. Some art practices, though, operate historically in more than an artifactual sense, whether by revisiting the art historical past through citation, or by actively responding to the socioeconomic, technological, or cultural conditions of their present. Works that comprise the focus of this class engage directly in the project of historical representation and research, recasting these activities through painting, photography, installation, and performance (from experiments in abstraction to queered archives and restaged mass protests). Spanning a series of case studies from post-Holocaust New York School painting to post-Katrina site-specificity, this course provides an introduction to the practice of art history by way of recent works of art that have made the resources (and limitations) of historical methodologies a subject of investigation. What is the role of art as historical memory in an increasingly image-soaked world?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA175 Japanese Narrative Painting
The narrative handscroll (emaki) has been a major form of Japanese pictorial art from its origins in the eighth century. Characterized by a long, horizontal format designed to be unrolled and viewed in shoulder-width sections, the narrative handscroll combines text and image in a linear progression of time and space. This course will cover the historical evolution of the handscroll format, its inter-relation with the written word, as well as its artistic roots and subsequent impact. Special attention will be paid to the translation of the handscroll's narrative modes and imagery to large-scale painting formats, such as six-panel folding screens (byobu) and hanging scrolls (kakejiku). Among the questions to be considered are: What are the representational and narrative strategies that painters of narrative scrolls employ to tell their stories? How do we define the relationships between written text and visual image, and what roles do they play? What were the viewing practices for narrative scrolls, and in what contexts were they viewed and read? Through an investigation of a dozen masterworks, including the "Illustrated Scrolls of the Tale of Genji," "Illustrated Legends of Mount Shigi," and "Life of Saint Ippen," the course will familiarize students with the major modes--literary, hagiographic, historical, didactic--of Japanese narrative painting from the 12th through 18th century, as well as the major interpretive methods used by art historians to search for "meaning" in the visual arts--authorship, connoisseurship, formalism, iconography/iconology, semiotics, feminism, and social art history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA181F Mughal India: Introduction to the Practice of Art History (FYS)
Founded in northern India in the early 1500s, the Mughal empire was one of the largest centralized states in the history of the early modern world. During the two centuries of their effective rule over most of the Indian subcontinent, the Mughal emperors and their subordinates were prolific patrons of the arts, overseeing the production of lavishly illustrated books and picture albums and commissioning such architectural masterpieces as the Taj Mahal. This course offers an introduction not only to the art and culture of Mughal India but also to the practice of art history itself, through a sequence of six thematic units exploring and applying different methods that are central to the discipline. Each unit begins with critical reading and discussion of one or two key theoretical or methodological statements, then continues through application to case studies drawn from Mughal India. The units include (1) techniques of visual description and formal analysis, (2) the concept of style and stylistic analysis, (3) the analysis of meaning in visual images (iconography and iconology), (4) models of time and the historical explanation of change, (5) architectural and historical analysis of buildings and their sites, and (6) historiographic assessment of debates and changing interpretations within art history. Each unit culminates in a writing exercise designed to provide students with structured experience in some of the various modes of art historical writing. The course is appropriate as an introduction both to art history and to Mughal art.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **GSAS181F**
Prereq: **None**

ARHA201 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt
This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we will examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST244, ARCP244**
Prereq: **None**

ARHA202 Art and Archaeology of the Bronze Age Mediterranean
This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we will explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we will survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST201, ARCP201**
Prereq: **None**

ARHA203 Survey of Greek Archaeology and Art
This course introduces the art and archaeology of Greek civilization from Mycenaean palaces of the Bronze Age, to tombs of warriors and battlefields of Marathon, through the theatrical and political centers of democratic Athens. Throughout the semester we will survey the major archaeological sites (civic and cultic) for each period and study development of sculpture, painting, ceramics, and architectural trends in light of political (propaganda!) and social changes. More than a tour of monuments and mosaics, however, this course will show students how to interpret and apply literature, material science, anthropology, and art history to address archaeological questions, and to consider the relationship (ancient and modern) between social trends and material evidence.

This course counts toward the archaeology/archaeology science track.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST214, ARCP214**
Prereq: **None**

ARHA204 Off with its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase--as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit.

The course falls under the Archaeology/Archaeological Science track of the Classics/CCIV Major requirements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST283, ARCP285**
Prereq: **None**

ARHA205 Visualizing the Classical
This project-based learning course integrates archaeology, classical texts, and the technologies of virtual construction to rebuild the material remains of the ancient world. Student teams will draw upon theories of urban design, engineering, and performance theory to create a material or virtual reconstruction of a classical built environment or object. Through the reconstruction of such spaces, we will explore how the ancient builders and craftsmen--through landscape, sound, light, functionality/monumentality, and spatial relationships--shaped the experience of the ancient viewer.

The course is divided into three modules. The first module will use case studies to survey the principles of archaeological reconstruction and explore the concepts and language of design and planning used by archaeologists and design specialists. These case studies will range from Greek and Roman temples, to city blocks and houses, to public spaces for entertainment or governance. In the second module, a series of technology workshops and in-class projects will give students hands-on training in the analytical mapping, modeling, interpretive, and reconstructive approaches such as ArcGIS, CAD, Sketchup and 3D printing. This practical training will form the foundation for the third module, during which student teams will apply these technologies to collaborate on the reconstruction of an ancient built environment or object. During this section of the course, students will discuss and collectively troubleshoot the problems of design and reconstruction they encounter as they go. Students will present their work at the end of the course, and discussion will focus on the insight that the process of reconstruction has offered into principles of ancient design and the values of ancient communities.

This seminar will be of interest to students with experience in classical studies, archaeology, studio arts, and digital design.
Offering: **Crosslisting**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST341, ARCP341**
Prereq: **None**

ARHA206 Art and Society in Ancient Pompeii
This seminar surveys the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from their participation in local politics and government, to their religious beliefs and lives, to the interior decoration of their homes and their burial customs.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST234, ARCP234**
Prereq: **None**

ARHA207 Survey of Roman Archaeology and Art
This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the archaeological evidence illustrating the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CLST223, ARCP223**
Prereq: **None**

ARHA208 ¿Convivencia o conflicto?: Las tres culturas de la España medieval a través del arte (CLAC.50)
For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual wellbeing. This Spanish-language section complements the ARHA 310 curriculum, by exploring the resonance between medieval experiences of identity, pluralism, appropriation, and exchange and our own uneasy attempts at building a multiethnic, multicultural society. This class will be conducted in Spanish. ARHA 208 is open to intermediate and advanced Spanish learners (SPAN 113 and above), bilingual students, and heritage speakers. Enrollment in ARHA 310 is optional but encouraged.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **CGST208**
Prereq: **None**

ARHA209 Mosque and Cathedral: Islam and the West, c. 600-1500
This course examines the interaction between the Islamic world and medieval Europe from the perspective of art and architecture, from late antiquity and the rise of Islam through the end of the Middle Ages. Our approach will seek out both intersections and comparisons: while attending to the borders, crossings, and overlaps that existed between medieval Christendom and the Islamic world, this course will also stage comparisons of key themes specific to these traditions, chief among them the picturing of divinity, the status of a sacred text, the organization of sacred space, and the practice of luxury. We will survey a series of historical encounters, including Byzantine Iconoclasm, the Crusades, and trade and diplomacy in general, before culminating in Renaissance Italy. Special emphasis will be reserved for key geographies of exchange, including Spain, Sicily, North Africa, and the Holy Land. Consideration will be given to the media of architecture, mosaic, painting, relief sculpture, decorated books, ivory, metalwork, and textiles. Questions of geography, ethnicity, the other, the idol, cultural translation, and the status of text vs. image will be threaded throughout.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST209**
Prereq: **None**

ARHA210 Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST210, RL&L210**
Prereq: **None**

ARHA210Z Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST210Z, RL&L210Z**
Prereq: **None**

ARHA213 Cross, Book, Bone: Early Medieval Art, ca. 300-1100
This class surveys the art and architecture of early medieval Europe, from the decline of the Roman Empire and the multiculturalism of Late Antiquity through the glory of Byzantium, the rise of Islam, and the establishment of Germanic kingdoms in Northern Europe. Style, content, function, and historical context shall be examined across monuments of architecture, sculpture, mosaic, manuscripts, painting, and the luxury arts. Questions of religious practice, political messaging, and cross-cultural translation shall be threaded throughout, for example: How might one picture God? How might one build a house of worship or decorate a sacred text? How might one best picture a ruler? How were art and artistry defined in early medieval Europe? How might we see dialogue, overlap, and/or competition between the art and architecture of Islam and Christianity, among other religious traditions? The art historical periods

considered will include Late Antique, Byzantine, Umayyad, Abbasid, Migration, Insular, Carolingian, Mozarabic, Ottonian, and Viking art.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST213**
Prereq: **None**

ARHA215 Art Criticism
As a young critic, the art historian Hal Foster wrote: "I do not demystify the work which I discuss so much as I am demystified by it." Beyond criticism's primary object -- the artwork to be judged, rejuvenated, revealed -- what does it let slip about its own function as a social and cultural practice? This course will introduce students to art criticism while also attempting to understand the rapidly changing economic conditions that make it possible (or not). Students will be invited to write pieces of criticism on a range of media -- sculpture, photography, painting, print, video, and performance -- with assignments modeled on different genres of art writing (e.g., the exhibition review, the "critic's pick," the single artwork study, and the "hybrid" review-essay). The course will give students a chance to work closely with the Davison Art Collection and the Zilkha Gallery.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT214, COL211**
Prereq: **None**

ARHA217 Building Nothing: Design After Progress
The built environment is responsible for over 40% of humanity's greenhouse gas emissions, but despite attaching words like "sustainable" and "resilient" to their products, design and construction practices remain fundamentally unchanged. This seminar considers the possibility of a design philosophy that doesn't take the goal of creation as a given. Topics include the lifespan of buildings and products, their maintenance and care, the unintended consequences of making, relationships with and obligations to materials and resources, and strategies for degrowth found in indigenous and vernacular design precedents. We read and discuss a key text each week that examines the history of technology and critically evaluates shifting theoretical perspectives on nature and human development as they relate to design.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM338, STS333, IDEA338**
Prereq: **None**

ARHA219 Economies of Ancient Port Cities: Trade, Mobility, and Identity
This course explores urban life in ancient Mediterranean port cities, where harbors facilitated connectivity and long-distance trade and created cities that were defined by multicultural exchange and constantly reshaping identities. Through case studies drawn from Greek and Roman sites, the class will examine the lives of residents and port workers, focusing on themes such as trade, urban development, art, religion, food, and spectacle. With an emphasis on the archaeological material left behind, the course also explores how narratives about the past are shaped by the nature of surviving evidence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **CLST338, ARCP338**
Prereq: **None**

ARHA220 Northern Renaissance Art
The Northern Renaissance, roughly ca. 1400-1600, was a period of thrilling transition in Europe and profound change for the Western tradition of art and architecture. For art history, the period's many paradigm shifts include the rise of oil painting, the spread of the printing press and print media, the growth of middle-class patronage, the Protestant Reformation, radical developments in the practice of portraiture, an increasingly global worldview and mentality, the foundations of what might be referred to as an art market, and a fundamental revision of the purpose and definition of both art and the artist. This course explores these and other histories as they played out within panel painting, book painting, the sumptuous arts (e.g., tapestries and metalwork), printing, sculpture, and architecture, focusing mainly on France, the Low Countries, Germany, and England. We will begin within the late medieval world of Burgundy, Prague, and Germany before progressing through such key artistic personalities as Sluter, Broederlam, the Limbourgs, Campin, van Eyck, van der Weyden, Fouquet, Riemenschneider, Lucas van Leyden, Bosch, Dürer, Grünewald, Altdorfer, Cranach, Holbein, and Bruegel. Such a narrative will be equally enriched with less familiar and less canonical works. Threaded throughout are questions of mimesis, realism, skill, medium, and the growing cult of genius, as well as the relationship with the Italian Renaissance, the Mediterranean, and the expanding globe.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST219**
Prereq: **None**

ARHA221 Early Renaissance Art and Architecture in Italy
This course surveys key monuments of Italian art and architecture produced between ca. 1300 and 1500. Focusing on major centers such as Florence, Milan, Rome, and Venice, as well as smaller courts such as Urbino and Mantua, it considers the works and careers of the most important artists and architects of the period, among them Giotto, Brunelleschi, Donatello, Giovanni Bellini, Botticelli, and Leonardo da Vinci. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, gender, and spectatorship. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST222, RL&L212**
Prereq: **None**

ARHA222 Art and Architecture of Renaissance Florence
How did Florence rebound from calamitous plague to become the self-styled locus of the Renaissance? This survey of the art and architecture of Florence evaluates its cultural achievements against the improbabilities of their success. The city had negligible Roman history but championed the revival of classical antiquity; it was repressive but pushed the boundaries of representing gender and sexuality; its government slid from a republic to an absolute monarchy but fostered creative latitude; it spawned one of Italy's most popular religious zealots and popularized secular ideals; it had no empire but became a hub of global trade and knowledge transmission. To understand how this happened, we will study famous artists like Botticelli, Leonardo da Vinci, and Michelangelo alongside their lesser-known and even nameless contemporaries. Painting, sculpture, architecture, drawing, and printmaking will come alive in lectures and by discussing related texts in translation, recreating artistic techniques, and examining original Renaissance artworks in person.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L218**
Prereq: **None**

ARHA223 Visual Worlds of Himalayan Religions
How do Tibetan Buddhists look at religious images? What do pilgrims in Nepal see when faced with sacred monuments? Why do devotees in Bhutan display erotic caricatures in public? This seminar will explore the ubiquitous role of images and imagining in the religious traditions of the Himalayan region. Readings and viewings will examine the painting, sculpture, architecture, and performing arts of the Himalaya (including Tibet, Nepal, north India, and Bhutan), placing them in the context of local religious beliefs, ritual practices, and literary canons. The seminar aims to understand how Himalayan cultures produce religious images and the ways of seeing that invest them with meaning. Classes will address specific modes of visual representation, the relationships between text and image, and the social lives of images, as well various theoretical and methodological approaches for their reading and interpretation. Particular attention will be paid to representations of Buddha Sakyamuni and visual expressions of his life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI321, GSAS321**
Prereq: **None**

ARHA224 Italian Art and Architecture of the 16th Century
In addition to key monuments of 16th-century Italian art and architecture, this course seeks to introduce students to some of the most important figures of the period: artists and architects--such as Leonardo, Michelangelo, Raphael, Bronzino, Titian, and Palladio; their princely and ecclesiastical patrons--such as Cosimo I de' Medici and Pope Julius II; and their critics and biographers--such as Giorgio Vasari and Ludovico Dolce. Our aim will be to understand the complex artistic and architectural landscape of the period against the backdrop of shifting intellectual and religious trends, including the Counter-Reformation. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L251**
Prereq: **None**

ARHA226 Global Rome: Art and Architecture in Early Modernity
Rome has long called itself the "head of the world," but in the early fifteenth century, it was a backwater. This course surveys the art and architecture of Rome as it reclaimed the papal seat, grew its population, witnessed their deaths amid an infamous sack, and then amassed singular power through the transoceanic expansion of Catholicism. The local particulars of Rome will be considered alongside its global history, situating the accomplishments of Raphael, Michelangelo, Caravaggio, Artemisia Gentileschi, Bernini, and others in relation to Rome's ties to Europe, Africa, the Americas, and Asia. Particular attention will be given to Rome's relationship to its ancient empire, as well as the roles of female artists and patrons in a city whose population skewed increasingly male. Students will study architecture, painting, sculpture, drawing, print, tapestry, arms and armor, jewelry, clothing, and ephemeral design, as well as period texts in translation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L219**
Prereq: **None**

ARHA228 Off with Its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase -- as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit. The course falls under the Archaeology/Archaeological Science track of the CLST Major requirements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST383, ARCP383**
Prereq: **None**

ARHA233 Art and Culture of the Italian Baroque
This introduction to the arts and architecture of 17th-century Italy addresses one of the core paradoxes of the period: that startling innovation and creativity were not inconsistent with serving the purposes of patrons and ideologies that at first appear rigid and authoritarian. Supported by popes, cardinals, new religious orders, and private collectors, artists and architects such as Caravaggio, Artemisia Gentileschi, Pietro da Cortona, Gianlorenzo Bernini, and Francesco Borromini depicted saintly bodies in moments of divine rapture, opened up painted ceilings to elaborate illusionistic visions, and subjected the classical language of architecture to unprecedented levels of movement. Through lectures and discussions of key primary and secondary sources, we will explore the emotive and ideological power of Baroque art, considering the multitude of ways in which it shaped the visual, political, and religious worlds of its day.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L243**
Prereq: **None**

ARHA239 Van Gogh: Modernity, Utopia, and Nineteenth-Century Art
This course will investigate in-depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized--the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of impressionist, neo-impressionist, and symbolist painters before moving to the South of France, where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist and along the way develop art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist's personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L239**
Prereq: **None**

ARHA240 Revolutionary France and the Birth of Modern Art, 1789-1900
This course examines the birth of modern art in the wake of the French Revolution and traces the evolution of modern art throughout what would prove to be an extraordinary century of social transformation and formal experimentation, ending in the Dreyfus Affair and Post-Impressionism. Themes this class explores include the advent of a public sphere for art-making and the relationship between artistic advance and appeals to an ever-widening public; painting and revolution in France and its colonies; the redefinition of history painting in light of the abolition of slavery and the Declaration of the Rights of Man; the expansion of France's colonial empire and the representation of racial difference; the rise of feminism and attempts on the part of women artists to find their own voice in a masculine practice; the destabilization of classicism in light of scientific discoveries and ideas of "primitivism"; and the conflict between the unabashed pursuit of artistic individualism and the need to define collective values and experience. Although these developments took place two centuries ago, they continue to define the field of modern art today.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L240**
Prereq: **None**

ARHA241 Introduction to European Avant-Garde, 1880-1940
This course introduces students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L241, GRST241**
Prereq: **None**

ARHA243 American Modernisms, 1900-1945
Focusing on three case studies -- the Stieglitz Circle, the Harlem Renaissance, and Mexican Muralism -- this course examines the specifically pluralistic and diverse contributions of American artists to the development of modernism from 1900 through the Second World War. During this period, the United States began to be a terrain on which artists with roots in Europe, Africa, and the Americas developed advanced language in the visual arts and experimented with new mediums and formats for art. Topics we will explore include the relationship between art and industry in painting, sculpture, film, and photography; relationships between cosmopolitan and indigenous cultures; primitivism and its legacies; interrelationships between the visual arts, music, and poetry; constructions of gender and the emergence of the female artist; racial pluralism; and the articulation of hybrid American (and Pan-American) modernisms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA244 European Architecture and Urbanism, 1750-1910
This course considers the history and theory of architecture and urbanism in Western Europe from the mid-18th to the early 20th century. A central theme is the relationship between historicism and modernity through the period. Topics include Neoclassicism, the picturesque landscape, the Gothic Revival, the Arts and Crafts Movement, the École des Beaux-Arts, the German Rundbogenstil, international expositions, and Art Nouveau. We will focus on specific sites in major cities, including Paris, London, Berlin, Munich, Vienna, Milan, Rome, Brussels, and Barcelona, among others. New or transformed building types include museums, railway stations, apartment blocks, department stores, and theaters. Urban forms include residential squares, boulevards, arcades, and public parks. Architectural culture will be discussed as a response to changing political, economic, technical, and ideological conditions in newly modernizing societies. Urbanism includes the transformation of early modern cities due to industrialization, housing for different social classes, new towns, suburbs, utopian communities, the Garden City, and colonial centers such as Bombay (Mumbai), Algiers, and Hanoi.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L244**
Prereq: **None**

ARHA246 American Architecture and Urbanism, 1770-1914
This course considers the development of architecture and urbanism in the United States from the late 18th through the early 20th century. Major themes include the relationship of American to European architectures; the varied symbolic functions of architecture in American political, social, and cultural history; and the emergence of American traditions in the design of landscapes and planning for modern cities, especially Boston, New York, Philadelphia, Washington, D.C., Chicago, Los Angeles, and San Francisco. The course considers houses for different sites and social classes, government buildings, churches and synagogues, colleges, and commercial architecture of different kinds includes the origins of the skyscraper. Urban environments include cemeteries, public parks, streets, and civic centers. Discussion will be informed by recent historiography on race and the American built environment. Movements studied include neoclassicism, the Gothic and Romanesque revivals, the Chicago School, the Arts and Crafts movement, and the City Beautiful movement. Major figures studied include Thomas Jefferson, Benjamin Latrobe, Frederick Law Olmsted, Frank Furness, Henry Hobson Richardson, Louis Sullivan, the early work of Frank Lloyd Wright, Greene and Greene, Bernard Maybeck, Julia Morgan, and McKim, Mead and White.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA247**
Prereq: **None**

ARHA249 "Public Freehold": Collective Strategies and the Commons in Art Since 1960
Art since 1960 has forged a contradictory alliance between the legal field of intellectual property and the expanded tradition of poststructural thought. Taking its title from conceptual artist Lawrence Weiner, this course navigates that contradiction via four units, each corresponding to a specific artistic strategy: appropriation, scoring, collaboration, and participation. Testing the limits of the signable, saleable, and stealable, such techniques have thrown traditional concepts of originality and possessive individualism into arrears while giving rise, quite paradoxically, to some of the most celebrated careers and widely reported lawsuits involving allegations of creative property theft. Do such maneuvers amount to specious self-aggrandizement? Or do they indicate a renewed search to locate, foment, and protect sources of creative invention?

The ever-expanding horizon of collaborative media access and increased pressures to enclose this new electronic commons have made such questions all the more urgent today.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

ARHA250 Unsettling American Art, 1600-1900
This course examines developments in American art from roughly 1600 to 1900. Core objects in this class will range widely: quilts; maps; baskets; paintings across genres of portraiture, landscape, and still life; engravings; public monuments; daguerreotypes; and more. We will seek to understand the particular concerns and traditions animating objects across this heterogeneous span of materials, forms, and techniques. In so doing, we will also ask how artists and makers--including those whose names were never recorded--variously internalized, articulated, or examined the historical contradictions of their time, including the consolidation of settler colonialism and racial capitalism; rebellion, revolution, abolition, and civil war; industrialization and its ever-expanding and often violently lopsided acceleration of communication networks, labor relations, travel, and exchange; and the contested aim of defining a distinctively American aesthetic tradition in a land born of migration, encounter, forcible displacement, and polyphonic hybridization. Visits to area museums and collections will complement in-class work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA251 Artists Design Exhibitions
This course explores the history and theory of exhibition-making as an artistic form. We examine key episodes in the history of artist-designed exhibitions, focusing on major works since the 1960s with an eye to foundational case studies in the early- to mid-20th century. Our discussions will generate a working typology of the form's various modes and functions, tracking how artist-designed exhibitions have variously served as spaces of public debate and agitation, propaganda spectacles, didactic displays, activist interventions, and sites of aesthetic experimentation. Exhibition design's material supports and conditions have been just as disparate: room-scale interiors, polyform spatial sequences, distributed multiples, and outdoor installations on city streets. Across each of these divergent formats, exhibitions are distinguished by their shared potential to create what Walter Benjamin once described as "simultaneous collective reception." As Benjamin's phrase suggests, exhibitions constitute publics, and in this course special attention will be paid to the types of publics--and the types of subjects--that specific exhibitions and exhibition strategies presuppose.

What can the history of exhibition design show us about the new "curatorial condition" of everyday life, in which data specialists now curate information, an artisan cheese shop curates its merchandise, and anyone with a social media account curates a presentation of self? Artists central to this history, and to which this course attends, include: El Lissitzky, Marcel Duchamp, Charles and Ray Eames, the Rosario Group, the Independent Group, Hélio Oiticica, Marcel Broodthaers, Louise Lawler, Group Material, Fred Wilson, Philippe Parreno, Mark Leckey, and Camille Henrot.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA252 Contemporary Art Since 1980
This historically rooted introduction to contemporary art sets an anchor around 1980 and moves through the major debates of the last 35 years. This period gave rise to a bracing range of historical transformations: a post-communist Europe; an economically prominent China; queer and antiracist activism; increasingly molecular degrees of technological mediation in everyday life; assymetrical consolidations of a globalized network of travel, communication, and capital; climate and refugee crises; and a state of seemingly perpetual war, to name only a few. This course attends to the changing vocabulary of approaches by which artists intervened in these conditions and positioned their work in relation to a longer view of the history of art. Far from a comprehensive survey, the course acknowledges the inherently recursive and unstable condition of contemporary art history, a field of research and inquiry defined as a work in progress. The course is nonetheless structured in a loosely chronological fashion, sequenced according to formal techniques that emerged as timely responses to specific historical moments (photographic appropriation, moving image projection, social practice, painting, institutional critique, web-based art, etc.). Our work throughout will attend to theoretical frameworks that have remained influential in recent practice (postcolonial, feminist, poststructural, etc.).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA253 Art After 1945
This course examines artistic production in the United States between 1945 and 1980, with a primary focus on the United States. The historical conflicts of that tumultuous period presented new challenges for artists as they attempted, in their work, to respond to the "caesura of civilization" brought about by the Holocaust and World War II, to contend with the consolidation of postwar consumer capitalism and mass culture, and to situate their work in relation to the far-reaching social upheavals of the 1960s and '70s. Practices linked to the historical avant-gardes (such as abstraction, the readymade, Dada, and surrealism) echoed in these years as attention shifted from the canvas and studio to greatly expanded contexts of reception and public experience. The boundaries of the art object transformed in turn as artists developed new models of spectatorship to confront a world that had placed enormous pressure on traditional concepts of humanist subjectivity. Topics include New York School painting, pop art, minimalism, process art, conceptual art, performance, institutional critique, and site-specificity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA254 Architecture of the 20th Century
The course considers influential works in architecture, its theory and criticism, and ideas for urbanism, mostly in Europe and the United States, from about 1900 to the present. Early parts of the semester focus on the origin and development of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, postmodernist, and deconstructivist work, urbanism and housing, computer-aided design from the 1990s, green buildings, and postwar architecture in Latin America and Japan and in postcolonial India and Africa. Major movements and architects considered include the Viennese Secession, the Bauhaus, Le Corbusier, Mies van der Rohe, Frank Lloyd Wright, Alvar Aalto, and Louis Kahn, among many others.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ENVS254, IDEA254**
Prereq: **None**

ARHA256 New York City: Architecture and Urbanism
This course considers the history of architecture and urban development in New York City from colonial times to the present. Emphasis is on major landmarks of each historic period, with attention to related planning, parks, land and water transportation, housing trends, and urban infrastructure. Conditions of settlement, growth, decline, and renewal will be examined from a political, economic, and social perspective in varied neighborhoods. Contemporary topics include neo-liberal policies for urban development, green buildings, gentrification, affordable housing, and planning for the city's future in the era of impending climate change. While the focus will be on architecture, every effort will be made to see built environs as points of intersection between competing ideals and interests that shape the city we see.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA257 Just Cities: Architectures of Public Encounter
What is "the public," and how has it been conceived, relative to notions of the urban--to the web of ideas, forms, and fantasies constituting "the city"? Can art and architecture play a role in defining the public, or does the public's political and social construction place it outside the scope of specifically aesthetic concerns? This course addresses these and other related questions, positioning art and architecture in their broader cultural and historical contexts. It explores a range of socially charged, experiential, and participatory aesthetic and political practices, characterized by their distinctly public character and decidedly architectural and urban settings. At its core, it is concerned with issues of social justice as they relate to the material spaces of the modern city, and the manner in which those spaces are identified, codified, and made operative in the service of aesthetic, social, and political experience.

This course will be taught by M. Surry Schlabs, Yale School of Architecture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL332**
Prereq: **None**

ARHA258 Contemporary World Architecture
This course is a study of architecture and urban design throughout the world from the 1990s to the present. American topics include public and private development in the "neoliberal" city in New York, Chicago, Los Angeles, and post-Katrina New Orleans; contemporary museum architecture; sprawl and New Urbanism; and affordable housing. Major American architects considered include Frank Gehry, Richard Meier, Daniel Libeskind, and Diller Scofidio + Renfro. In Europe, the focus is on contemporary public architecture in Berlin, London, Oslo, Hamburg, Paris, Valencia, Lisbon, Rome, and Athens, with attention to major works of Sir Norman Foster, Zaha Hadid, Jean Nouvel, Santiago Calatrava, Rem Koolhaas, and Renzo Piano, among others. In China we will study state monuments of the Communist Party in Beijing and issues of preservation and urban development there and in Shanghai. In Japan the recent work of Tadao Ando, Kengo Kuma, and Shigeru Ban is a focus, as are selected projects by other architects in Tokyo, Yokohama, and Osaka. Additional lectures will treat airport architecture in Asia, and sites in India, Jerusalem, Cairo, Abu Dhabi, Guinea, South Africa, Nigeria, Rio di Janeiro, Chile, and Quito, Ecuador. The last quarter of the course focuses on green or sustainable architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling and ventilation, timber and rammed-earth techniques, LEED certification, wind and geo-exchange energy, green skyscrapers, vertical farming, and zero-carbon cities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA258**
Prereq: **None**

ARHA259 Currents of Post/Minimalism, 1960-1979
This course examines visual production made in North America between the 1960s and the 1970s with attention to Minimalism and its antecedents. Since its inception, Minimalism has been a measure and benchmark for twentieth century artistic practice. A primary focus will be artistic interpretation of form and to the challenges posed to its political exigency during a period marked by global warfare, new technologies, fierce protest, and economic shift. Each lecture will be anchored by a discussion of an artist whose practice will be the basis for course themes--energy, distance, education for example. With artists as our guides, we will revisit the development of the aesthetic boundaries, (sculpture, film, performance, institutional critique) which were asserted as well as challenged by attuning to exhibition histories and interdisciplinary practices. As this moment of artistic contribution is actively under consideration by curators of contemporary art, this course will also feature practical insight into the methodology and concerns of contemporary exhibitions dedicated to this period.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA262 Censorship, Culture Wars, and Controversy in Art
Art history is marked by various forms of state, community, or institutional censorship. Such events can be flash points in culture wars, as in the United States in 1989, when four artists--most of them queer--were denied funding from the National Endowment for the Arts after their work was deemed "obscene." Sometimes art that unearths sensitive cultural histories can lead to calls for destruction, as in Sam Durant's 2012 work Scaffold, which referenced state violence against the Dakota people, leading tribe members to protest what they felt was Durant's insensitive handling of the subject. Events like these raise key questions within art and broader society: Who should have the authority to decide which art should be exhibited, and to what audiences? What constitutes censorship? When might censorship, or the curtailing of speech, be justified?

This course will examine these questions focusing on the 20th and 21st centuries in the United States, but also global contemporary art. We will consider such issues in the wake of a recent spate of museum exhibitions canceled due to controversial content, the dismantling of monuments to colonialism and the transatlantic slave trade, as well as today's culture wars as conservative book bans make headlines and hate speech abounds. We will also explore new channels for arts funding, exhibition, and publishing that emerge in response to censorship. In addition to important texts by art historians including Sarah Parsons, Aruna D'Souza, and Rosalyn Deutsche, among others, we will also read interdisciplinary legal scholars like Sonya Katyal and Amy Adler who write from the perspective of law and policy. We will also read the landmark Supreme Court case NEA v. Finley. Assignments include an in-depth case study of a canceled exhibition.
Offering: **Crosslisting**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM375, CSPL374**
Prereq: **None**

ARHA263 Curatorial Workshop: Images of the Floating World
This course will provide students with practical training in the design and development of a gallery installation in the Davison Art Center (DAC). The theme for this semester is Japanese woodblock prints. We will carry out the many and diverse components involved in creating a gallery installation, from conception to execution, including concept development, catalog and label entries, accessibility, layout, and design. The course will culminate with an installation at the DAC, which will include an accompanying publication as well as permanent online catalog entries for individual prints on the DAC's website.

Images of the floating world, or ukiyo-e, refers to a genre of Japanese art that emerged in the 17th century to depict the pleasures of life of that period--beautiful women, famous kabuki actors, views of famous places, and erotic pictures, among other subject matter. In most cases, these are woodblock prints, images produced by craftsmen from woodcuts based on originals painted by artists. Because they could be produced quickly, cheaply, and in large numbers, woodblock prints were exceptionally well-suited for the representation of the latest fashions or politics. Ukiyo-e prints made their way to Europe in the 19th century and remain the most popular form of East Asian art in the West. The Davison Art Center has around 600 Japanese woodblock prints in its collection, ranging in date from the 17th to 20th centuries and including works from all the major artists of the Edo period (1615-1868).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA263A Curatorial Workshop: Images of the Floating World
This course will provide students with practical training in the design and development of a gallery installation in the Davison Art Center (DAC). The theme for this semester is Japanese woodblock prints. We will carry out the many and diverse components involved in creating a gallery installation, from conception to execution, including concept development, catalog and label entries, accessibility, layout, and design. The course will culminate with an installation at the DAC. Images of the floating world, or ukiyo-e, refers to a genre of Japanese art that emerged in the 17th century to depict the pleasures of life of that period--beautiful women, famous kabuki actors, views of famous places, and erotic pictures, among other subject matter. In most cases, these are woodblock prints, images produced by craftsmen from woodcuts based on originals painted by artists. Because they could be produced quickly, cheaply, and in large numbers, woodblock prints were exceptionally well-suited for the representation of the latest fashions or politics. Ukiyo-e prints made their way to Europe in the 19th century and remain the most popular form of East Asian art in the West. The Davison Art Center has around 600 Japanese woodblock prints in its collection, ranging in date from the 17th to 20th centuries and including works from all the major artists of the Edo period (1615-1868).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS236A**
Prereq: **None**

ARHA263B Curatorial Workshop: Art and the Ecological Imagination, 1840-1870
This course examines the emergence of an "ecological consciousness" in art during the mid-19th century through readings, discussion, and firsthand study of works in the Davison Art Center print collection. Although the term "ecology" was first coined in 1866, 19th-century thinkers had long been concerned with the interrelationship of organisms, including humans' place and impact on nature. This class examines how visual artists before Impressionism contributed to the 19th century's "ecological imagination" through their representations of landscapes. Known as the "Barbizon School," this group of artists left the metropolis of Paris to immerse themselves in the wild and rugged terrain of the Fontainebleau Forest while also embarking on journeys to remote regions of France. These members of the first artists' colony seceded from the French Academy of Fine Arts and pursued strategies of independence that were allied at the time with radical politics. In their works they experimented with new materials and approaches to composition that included but no longer prioritized humans, in order to foreground processes of transformation internal to nature itself. The consciousness that artists forged through painting and printmaking led them to become among the world's first conservationists; they successfully petitioned the French government to protect parts of the Forest of Fontainebleau some 20 years before the creation of the first National Park in the United States.

The first half of the course will be devoted to reading and discussion; the second half will center on the study of works in the Davison Art Collection, which includes a superb collection of original and experimental prints by Barbizon School artists. The final project will be the curation of a temporary exhibition of works from the collection, including a selection and arrangement of works, explanatory texts, and a public gallery talk.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ENVS263B, RL&L235B**
Prereq: **None**

ARHA263C Curatorial Workshop: The Northern Renaissance Print
The flourishing of the print medium in Northern Europe during the later 15th and 16th centuries is one of the defining hallmarks of the Northern Renaissance, as well as one of the most significant turns in the Western tradition in general. The rise of this medium rested upon the ca. 1450 development and spread of the printing press, which helped spark numerous episodes of historical consequence, including the Protestant Reformation, the spread of Italian humanism, and the continued rise of an increasingly literate, and increasingly image-hungry, middle class. Many of the most influential artistic personalities of the era, including Schongauer, Dürer, van Leyden, Altdorfer, Holbein, Cranach, and Bruegel, pushed this exciting new technology in multiple directions, many of which altered and impacted fundamental concepts of art, the artist, authenticity, and value. Wesleyan is fortunate to possess one of the foremost collections of print media in the country in the collections of the Davison Art Center. This Curatorial Workshop is structured around the study and first-hand examination of the DAC collection, and it will include a class-generated exhibition of Northern Renaissance prints.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA264 Photography and Law: Mugshots, Privacy and Publicity, Obscenity, Copyright, and Evidence
This seminar is designed as an introduction to the major developments in the legal history of photography in transatlantic (US-UK especially) society from the first law cases involving photography in 1840 through to contemporary legal debates about such topics as cameras in the courtroom, sexting, surveillance, photographing police, dash cam and body cam videos, admissibility of photographs as evidence, obscenity and moral boundaries of subject matter, and copyright. A range of secondary historical and theoretical writings will anchor the discussions, but the course will focus primarily on student analysis and interpretation of primary and archival sources (texts of legal cases, law reviews and dissertation, news articles, and documentary and video footage). Students will gain knowledge of how legal history has shaped the history of photography, and new perspectives on the historical origins of contemporary issues in photography and digital imaging. This course should be of interest especially to history majors and non-majors who are interested in law, photography, and culture and will also contribute to the "Visual and Material Studies" module in History.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST286**
Prereq: **None**

ARHA266 History and Core Ideas in African Photography: 1850s to the Present
This course explores the history of photography on the African continent from the mid-nineteenth century to the present. It focuses on the colonial experience, anti-colonial struggles, decolonial imagination, the materiality of the medium, gender, and the nature of modernist expressions provoked by the medium since the twentieth century. These themes are explored through a study of specific photographers, archives, concepts, and exhibitions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA267 Memorials, African Art, and the Burden of Remembering
Throughout history, Africans have preserved the memory of their loved ones through words chanted in songs such as Yoruba Oriki; images rendered in wood, concrete, and metal; and other means. This course explores the multitude of ways in which Africans have memorialized their dead from the 9th century BCE to the present. In Western commemorative paradigms individuals have written poems, books, or essays, produced paintings and sculptures, taken photographs, and recorded videos. In Africa, comparable modes of preserving the memory of the dead have included sculpted ancestral figures, memorial effigies, and potent power objects. For instance, the memory of the 98th king of the Kuba people in the Democratic Republic of the Congo (who was believed to have reigned during the solar eclipse of 1680) was preserved in the sculpture of Shamba Bolongongo, while a mask named mwaash a mbooy memorialized the son of Woot, the iconic ancestor who married his sister, Ngaady a mwaash and founded the ruling Kuba dynasty. In Luba society, visual memory devices such as lukasa have been deployed to trigger memories of past heroes and their exploits during a ritual ceremony known as Mbudye. In Yoruba society, Ibeji figures have preserved the memory of the late twins, while Dogon sculptures have been used to embody the soul of the deceased. Through weekly readings and lectures, this course will examine these commemorative objects by focusing on their formal qualities and thematic usage in African art over the centuries. The course is divided into two segments. The first segment deals with pre-colonial modes of preserving the memory of the dead, such as sculpted ancestral figures, memorial effigies, masks and masquerades, and potent power objects. The second segment deals with contemporary forms of memorialization through museums, monuments, commemorative art, among others, in Africa from the 19th century to the present. Through weekly readings and lectures, the course will examine these commemorative objects by focusing on their formal and thematic qualities, as well as the larger political questions surrounding their production, usage, and survival in Africa over the centuries.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA268 African Avant-Garde: Contemporary African Art in a Global Dialogue, 1900 to the Present
This course provides an introduction to modern and contemporary art produced by Africans on the continent and in the diaspora. Africa is famous for its dynamic wood and metal sculptures that played a vital role in launching the modern era in Western art. While Pablo Picasso, George Braque, and Henri Matisse were studying African masks and figurative sculpture, African artists such as Aina Onabolu, Gerard Sekoto, and Kofi Antubam, among others, were beginning to experiment with new idioms of visual expression introduced from Europe. Professional schools of fine art were established in urban centers across the continent as part of the colonial project. Thus, an African avant-garde was born. African artists have been contributing to global visual dialogues in contemporary art; they participate in major biennials, and some have become superstars in the international art world. The work of artists such as Julie Mehretu, Yinka Shonibare, Ibrahim Mahama, and El Anatsui is collected by museums all over the world. This course traces the development of African art during the twentieth and twenty-first centuries, exploring the lives of artists as well as the national and global contexts in which they have worked and in which their art circulates. Class meetings will include lectures and discussions organized around reading assignments and video screenings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA269 History of African American Art
This course will introduce students to a history of African American artistic production from the late 18th century to the present, in a range of media and styles. While we will focus primarily on the visual arts--looking at sculpture, painting, photography, collage, film, performance, and installation--we will also consider the deeply interdisciplinary nature of Black cultural production, highlighting the important role of music, poetry, dance, and theater.

We will explore how African American artists, both individually and collectively, have negotiated the terms made available to them by cultural institutions, whether by struggling for inclusion, acknowledgement, and validation; actively protesting racist and exclusionary policies; or by forming alternative institutions, communities, and spaces in which to work and share support. From the Harlem Renaissance to the Black Arts Movement and "post-Black" exhibitions, art works will serve as a primary source to ask, is there such a thing as a "Black aesthetic" and if so, how would one define it? Why might an African American artist reject such an idea? Other key questions will include: What is the role of visual representation in political struggle? How have artists mobilized portraiture as a tool of liberation? What does it mean to turn away from figuration, toward abstraction or opacity? How have artists grappled with questions of nationhood, belonging, and diaspora?

Together, we will trace how artistic forms, techniques, and motifs have served both as sites of collective history and as speculative propositions to envision new futures, articulating what Robin D.G. Kelley calls "freedom dreams."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **AFAM208**
Prereq: **None**

ARHA276 Eccentricity, Gender, and Occidentalism in Edo-Period Art (1615-1868)
The course will explore the history and artistic production of Japan's Edo period (1615-1868). This was a time of unprecedented peace, a time of social, economic, and political change that brought new modes and manners of visual expression and a sharpened focus on the individual artist. New trends in artistic identity emerged during this period, particularly those related to eccentricity, gender, and Sinophilia (love of Chinese culture). We will study the major artists and artistic movements of the Edo period, considering how these new trends found expression in the works of art produced during this time. Formal examination of the material and expressive qualities of works of art will be followed by a consideration of how other factors such as location, social background, education, and the religious faith of the artist are visible in the works they produced. The interplay between historical and artistic movements will be examined through discussion of issues such as materiality and medium, patronage and individuality, and traditionalism and poetic expression. Students will become familiar with the various media employed by Japanese artists, the techniques of painting and printing, and the sources and theories that inspired the innovative objects under investigation. More broadly, this course aims to teach students how to "read" Japanese art, how to look at a work of Japanese art and understand what it is they are seeing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS246**
Prereq: **None**

ARHA279 Arts of China and Japan: From Shang Bronzes to Erotic Woodblock Prints
The course will introduce students to the visual arts of China and Japan, focusing on painting, sculpture, and the decorative arts from the Bronze Age through the early modern period. We will study key moments in the history of Chinese and Japanese art and the major works that distinguish these moments. The works will include Shang Dynasty bronze vessels, Buddhist art, early calligraphy and figure painting, narrative handscrolls, landscape painting, and popular art. We will apply different critical and analytical methodologies to our study and will pay close attention to social, political, religious, and cultural contexts of artistic production.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA281 Modern Japanese Art
This class is an introduction to the history of Japanese art from the mid-nineteenth century to the present. In this chronological study we will encounter a range of forms--woodblock prints, painting, photography, sculpture, performance, and new media--and we will consider how Japanese artists responded to major societal, political, and economic changes over the last two centuries, including industrialization and modernization, major natural disasters, war, questions of cultural/national identity, and debates centering on what "tradition" meant to artistic practice in the modern and contemporary eras. Using visual analysis as our core skillset, this course will also rely on readings from secondary scholarship, as well as those by Japanese artists and art critics from each time period to help us better understand the historical contexts surrounding each artist, artwork, or art movement.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS281**
Prereq: **None**

ARHA284 Buddhist Art and Architecture
Visual imagery plays a central role in the Buddhist faith. As the religion developed and spread throughout Asia it took many forms. This class will first examine the appearance of the earliest aniconic traditions in ancient India, the development of the Buddha image, and early monastic centers. It will then trace the dissemination and transformation of Buddhist art as the religion moved north and then east through Central Asia, China, Korea, and Japan. In each region indigenous cultural practices and artistic traditions influenced Buddhist art. The class will address topics including the nature of the Buddha image, the expansion of the Buddhist pantheon, the function and reception of Buddhist images, the political uses of Buddhist art, and the importance of pilgrimage, both in the past and the present. Over the course of our study, we will consider four important movements in Buddhist practice: Mahayana, Pure Land, Esoteric, and Zen.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS284**
Prereq: **None**

ARHA285 Art and Archaeology of Ancient India
This course is an introduction to the art and material culture of ancient India, from prehistory through the formation of the classical tradition in the fourth century CE. The broad swath of human experience covered necessitates a thematic approach, focusing on key moments, cultures, object types, and methodological approaches, arranged in a roughly chronological fashion. Thematic units may vary somewhat from year to year, but are likely to include: the meaning and use of the carved stone seals of the Indus Valley civilization; the impact of the Vedic Aryas on the development of Indian ritual and imagery; how to read the iconographic language of the "plant and animal style" in decorative sculpture; the meaning and significance of the Asokan pillars; and the architecture and ritual of Buddhist monastic life in the cave monasteries of western India.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARCP260, GSAS284**
Prereq: **None**

ARHA286 Empire and Erotica: Twenty-three Masterworks of Indian Painting
The history of later Indian painting (16th--19th centuries) is dominated by two distinct stylistic traditions, one flourishing at the court of the Mughal empire, the other at the courts of the various Rajput dynasties that held sway in regions along the periphery of the Mughal domain. The course introduces these two traditions through in-depth consideration of twenty-three representative masterworks, paintings that demand sustained close examination to fully unpack their content, their aesthetic dimensions, and the historical milieu in which they were produced and received. The first half of each session is devoted to a collective "close looking" at one of the key paintings (in the form of a high-resolution digital image), which then leads into broader discussion of related works and larger interpretive themes. Topics to be considered include the historical connections between the Mughal and Rajput schools; the relationships

between painting, poetry, and music; the concerns of natural history painting; and the manner in which both Mughal and Rajput artists appropriated formal conventions from 16th century European prints and paintings. No previous knowledge of Indian art or the methods of art history is assumed or needed to succeed in this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **GSAS286**
Prereq: **None**

ARHA287 Islamic Art and Architecture
From merchant mosques in China to paintings of lovers exchanged in the urban squares of Iran, Islamic visual culture encompasses a vast geographic and cultural span. What holds this large and diverse corpus--elite and common, religious and secular--together in this class is an interest in how works of art interact with their communities. This course is an introduction to the art, architecture, and material culture of the Islamic world, from its beginnings in the seventh century, with an emphasis on the premodern periods. Our thematic approach will cover questions of interfaith exchange, race and slavery, and gender and sexuality. We will study manuscript paintings, calligraphy, mosques, palaces, pottery, lacquer, and metalwork.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA289 Art, Wit, and Might in Islamic Courts
How do artists, patrons, and audiences negotiate power and aesthetic pleasure? This course examines the art produced for courtly elites between 1300-1800 in the Islamic world. In recent years, scholars have increasingly relied on the term "Persianate culture" to describe a set of literary texts, bodily practices, and codes of conduct shared in courts across the Islamic world. Our focus will be this shared courtly culture, supplemented with comparative cases from other parts of the world. We will study luxury objects, poetry, architecture, illustrated manuscripts, customs of dining, princely collections, and objects of sensory pleasure to understand how courtiers fashioned identities, and how the arts shaped courtly societies. Readings include primary sources and influential secondary texts from art history, literature, and the social sciences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ARHA290 Mahabharata and Ramayana: The Sanskrit Epics and Indian Visual Culture
This course explores the complex interface between literary texts, painted illustrations, and visual performance traditions in South Asia, taking as our primary focus the two great Sanskrit epics, Mahabharata and Ramayana. Both epics will be read in abridged translation to provide familiarity with the overall narrative structure and thematic concerns of the two texts, and a number of excerpts from unabridged translations will be studied in detail to arrive at a fuller understanding of the contents of key episodes and of the style and texture of the two works. The first part of the course addresses a series of questions pertaining to the literary versions of the two epics: What is epic as a genre, and what are its social roles? Do the Mahabharata and Ramayana manifest similarities that permit us to identify a distinctive Indian epic type? What are the connections between these epics and the early history of India? Why, and how, did the written texts we have today come to be redacted from bodies of oral tradition? In the second part of the course, we will consider the visual manifestations of the Sanskrit epics in the form of painted manuscript illustrations, classical Sanskrit plays (known literally as "visual poetry"), later performance traditions such as Kutiyattam, and, finally, selected films of the Hindi- and regional-language cinemas. This course requires no prior knowledge of Indian literature, history, or art and may serve as an effective introduction to the culture and civilization of South Asia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **WLIT271, GSAS290**
Prereq: **None**

ARHA292 Archaeology of Food, Trade, and Power in South India
This course examines patterns of life in premodern South India, focusing on the millennium from about AD 600 to 1600. It explores the persistent practices and institutions that structured social life--agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority--as well as historical events and processes that brought change to those patterns. The course capitalizes on South India's rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and various forms of coinage and coin hoards informing on economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART, SBS-ART**
Identical With: **ARCP292, ENVS262**
Prereq: **None**

ARHA293 Numismatics and the Archaeology of Money
In many parts of the world, lost coins numbering in the millions lie buried in the ground. Periodically, some of these coins come to light in the course of plowing, digging to repair a water main, or prospecting with metal detectors. These "treasure-trove" finds--also known as coin hoards--provide the archaeologist of money with rich evidence of how money was actually used in pre-modern times. Which coins occur together in a hoard, the numbers in which they occur, and the spatial patterning of their findspots: all speak volumes about pre-modern economies, circulation patterns, and beliefs about money and value.

In this hands-on course, we explore the evidence of coins and coin hoards, studying them from numismatic perspectives (the images and legends on a given coin type, metals used, weights, fabric), metrological and denominational perspectives (what coins reveal about systems of weights and denominational structures), and statistical approaches (for example, studying patterns of weight loss as indicators of the velocity of circulation and degree of monetization in a given society).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARCP293**

Prereq: **None**

ARHA294 Art and Revolution in Modern and Contemporary Middle East
This course examines the intersection of art and politics in the Middle East from the late nineteenth century to present day. From the fall of empires to the rise of nation states, the modern period left a particular legacy in the Middle East. Artists in the Middle East have responded to the complex dynamics of Westernization and Orientalism, created avant-garde movements, and negotiated the tensions between the traditional and the new. For their part, governments -- whether democratic and authoritarian -- have sought to create or erase a national image, whether in the Republican Ankara, post-Islamic Revolution Tehran, or in the West Bank. Focusing on painting, sculpture, architecture, and mass media, this course offers students critical tools to analyze art's relationship to identity, war, gender, and museology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA295 Critical Race and Art History: Theories and Methods
How does the study of art shift if we begin with questions of race, power, and colonialism, rather than treating them as secondary? Concepts such as mastery, familiarity, strangeness, taste, and beauty are formed by conditions of domination and subjugation. Moreover, the histories of material production and cultural expression are fundamentally entwined with the circuits of enslavement, forced migration, and the extraction of resources, people, goods, and "styles."

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

Throughout, works of art are primary sources with which to study the specificities of periods, places, and their social arrangements. While we will emphasize difference and historical contingency, our longue durée approach will enable us to draw connections about art's role in processes of primitive accumulation, dispossession, and racial capitalism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **AFAM263**
Prereq: **None**

ARHA301 Making Rome: Monuments of Life in Ancient Rome
The Colosseum, the Circus Maximus, and the Forum are just the most famous monuments to adorn the ancient city of Rome: its streets and temples were cluttered with honorific statues, dedications, and inscriptions; monumental fountains marked the terminus of the great aqueducts supplying the city and its public baths; shops and markets jostled with shrines and workshops in the public plazas; and public works like harbors and warehouses ensured a steady flow of food, wine, and materials into the city. Through in-depth research into the literary and archaeological record of Rome students will examine these monuments in the context of their original urban spaces and reconstruct them digitally or through other visual and written media.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST390, ARCP390**
Prereq: **None**

ARHA310 Muslims, Jews, and Christians: Convivencia in Medieval Iberia
For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual well-being.

This seminar will explore the works produced by the pluralistic societies of medieval Iberia from the perspectives of art, architecture, history, archaeology, literature, and music. As we study renowned monuments such as the synagogues of Toledo, the Alhambra, and the Way of St. James, we will learn to decode elements such as dress and home decor, food and hygiene, and gardening and agriculture, to expand our picture of culture and lived experience. Finally, we will ask why "convivencia" ultimately failed, and how the medieval Iberian experience can enlighten our own uneasy attempts at building a multicultural, multi-confessional society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST310**
Prereq: **None**

ARHA311 The Body in Medieval Art
Medieval thinkers theorized the body in ways vastly different from how human bodies are conceptualized and defined today in the twenty-first-century West. Indeed, the "medieval body" was not at all a stable or monolithic entity, but rather a shifting constellation of ideas and practices that waxed, waned, and coexisted throughout the European Middle Ages, ca. 400-1400. The diversity of medieval attitudes toward the body helped inform its representation in art, which, simultaneously, was also dependent upon conventions of craft, medium, artistry, preciousness, and style. "Body" signals not only earthly bodies -- sexed, fleshly, corruptible, and soon to decay -- but also the soul (whose well-being was equally fragile), as well as heavenly, angelic, and divine bodies, including that of Christ. This course analyzes medieval strategies of representing these bodies while situating them in their respective intellectual and cultural environments. Primary-source materials will be contextualized by secondary literature, and our inquiries will remain cognizant of gender-, sexuality-, race-, and performance-critical methods. The bodies examined will include, and are not limited to, saintly, gendered, racialized, clerical, monstrous, virginal, heretical, sickly, healthy, courtly, resurrected, and uncircumscribable bodies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST311**
Prereq: **None**

ARHA312 Medieval Manuscripts
Medieval manuscripts were dense, considered gatherings of text and image, and they are among the richest of artifacts bequeathed to us by the Middle Ages. Manuscripts both crystallized and intervened in many of the key intellectual, religious, and aesthetic foundations of medieval Europe. To step into a luxurious medieval manuscript--into its script, its miniatures, its marginal decoration, its scribbles, its little monsters and unexpected grotesques, its tears and signs of use--is to probe a particular artform, distinct to pre-modernity, in which the definition of painted image and written word differed markedly from later centuries of the Western tradition. Throughout, basic questions of the relationship between text and image, and the linguistic and the pictorial, repeatedly beg attention. How were these books made, who used them (if they were used at all), how did the reading process unfold in the medieval period, and how did pictorial decoration assist in revealing--or, perhaps, obscuring--truth? These questions, and more, will inform this seminar's systematic inquiry of the making, function, and layout of the medieval book, from its Late Antique origins to the 15th century advent of printing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **MDST313**
Prereq: **None**

ARHA325 Eloquent Forms: Topics in Italian Renaissance and Baroque Sculpture
Early modern Italy was a site of vibrant and far-reaching innovation in the plastic arts. Driven by intense artistic competition, sustained by lavish patronage, and produced for religious, commemorative, and decorative purposes in both public and private settings, sculpture reached an unprecedented peak of creative ambition, material experimentation, and theoretical reflection during this period. From monumental urban commissions such as fountains to small-scale precious objects prized by elite collectors, sculptural works profoundly shaped the visual and sensory worlds of early modern Italy. This seminar explores the making and meaning of sculpture in the Renaissance and Baroque periods through close engagement with the works and careers of key artists, including Lorenzo Ghiberti, Donatello, Andrea del Verrocchio, Niccolò dell'Arca, Francesco Laurana, Properzia de'Rossi, Michelangelo, Benvenuto Cellini, Giambologna, Leone Leoni, Gianlorenzo Bernini, and Alessandro Algardi, among others. Readings and discussions are organized around thematic issues such as the making and viewing of early modern sculpture; the rhetoric of sculptural materials; verisimilitude and animation; sculpture and the senses; fragmentation and the non finito; touch, desire, and the nude; representations of force and violence; antiquarianism and collecting; tombs and sculptural commemoration; and monsters and monstrosity in garden sculpture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **RL&L325**
Prereq: **None**

ARHA335 Art and Society in Ancient Pompeii
Buried by the eruption of Mt. Vesuvius in 79 AD and rediscovered in the mid-18th century, the once ordinary city of Pompeii is now an extraordinary laboratory for the study of ancient Roman life. This seminar surveys the art, architecture, and material remains of Pompeii and other cities destroyed by the eruption. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the political, social, and commercial life of a small Roman city and examine the unique evidence for reconstructing the private lives of Roman citizens. This course fulfills the Archaeology and Archaeology Science track of the Classical Studies major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST335, ARCP335**
Prereq: **None**

ARHA338 Bauhaus: Art, Craft, Design
This seminar examines the theory and practice of the Bauhaus, the most influential art school of the 20th century. The Bauhaus proposed a radical concept: to reconstruct the material world of war-torn Europe to reflect principles of unity in the arts and within all world cultures. In the 15 years of its existence, from 1919 until 1933, the Bauhaus underwent many changes, including moves from Weimar to Dessau and Dessau to Berlin, as well as the reorientation of its curriculum away from craft and towards industrial production. Throughout, its activity was defined by a series of tensions, between fine and applied arts and between form and function. Attracting men and women from Western and Eastern Europe, the Americas, and East Asia, the Bauhaus adopted an international and gender-inclusive orientation from the beginning, even as gender inequalities persisted. After the school's forced closure in 1933 by the National Socialists, many of its teachers and students left Germany to found art schools throughout the globe, and its core principles continue to shape art pedagogy and practice today, above all its a commitment to experimental learning in de-hierarchized workshops. This course will examine the origins, core products and theories, and afterlife of the Bauhaus.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **GRST238**
Prereq: **None**

ARHA339 Modernism and the Total Work of Art
The term "total work of art" refers to the German concept of the Gesamtkunstwerk, which took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in Impressionist painting and German Expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **GRST239, GELT239, RL&L339**
Prereq: **None**

ARHA352 Energy and Modern Architecture, 1850-2020
This seminar explores the evolution of mechanical systems for heating, ventilating, and cooling in modern architecture from the mid-19th century to the present. The aim is to show how architects, engineers, fabricators, and urban governments worked to develop modern systems of environmental controls, including lighting, as means of improving both the habitability of buildings and health of their occupants. The course will trace the adaptation of technical innovations in these fields to the built environment and how those responsible for it sought to manage energy and other resources, such as funds and labor, to create optimal solutions for different building types, such as factories, theaters, assembly halls, office buildings, laboratories, art museums, libraries, and housing of various kinds, including apartment buildings for higher- and lower-income residents. An important theme will be the relationship of energy systems for individual buildings and urban infrastructure, including water systems, electrical, and other utilities. The last part of the course focuses on contemporary green, or sustainable, architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling, LEED certification, wind and geo-exchange energy, green skyscrapers, net-zero energy buildings, vertical farming, and zero-carbon cities in the United States, Europe, and Asia.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ENVS352**
Prereq: **None**

ARHA355 Concepts in Contemporary Art
In this interdisciplinary seminar and studio course, we explore key concepts in contemporary discourse across a range of forms, genres, and disciplines. How do works of art respond to and reframe central debates in the wider culture? In what ways do the theory and practice of art supplement or contradict each other? How does research function within the context of art historical study and contemporary artistic practice?

To contend with these questions, students develop a series of projects over the course of the term in response to specific conceptual prompts. These investigations may take the form of studio-based work or written scholarship depending on student interest and will culminate either in a final research paper (for those registering for Art History credit) or a final project in any medium (for those registering for Art Studio credit). Along the way, we study artworks, literary texts, works of social theory, art historical scholarship, films, popular culture, and other objects to ground our research. Parallel activities may include conversations with artists and art historians, methodological workshops, site-visits, trips to museums, and archival research.

Since the course's aim is to cultivate unexpected collaborations, cross-disciplinary encounters, and new ways of conjugating the history, theory, and practice of art, the final portion of the semester will focus on the organization of a collective exhibition, event series, symposium, publication, or other expanded curatorial endeavor. The course meets Fridays 12:30 pm-5:30 pm, with a break during that interval. Class time may on occasion include individual meetings and independent work.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST355**
Prereq: **None**

ARHA360 Art and Ecology, 1960s to the Present
This seminar examines the place of ecological thinking in modern and contemporary art since the 1960s. Through a series of case studies, we will explore a range of approaches, from works investigating systems of interconnecting flows binding the living and non-living, to interventions that more directly confront ecological destruction and climate emergency. Projects of activist immediacy will be considered alongside works of more distanced aesthetic experimentation, across a range of modalities including lens-based media, performance, painting, site-specificity, and sculpture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ENVS360**
Prereq: **None**

ARHA364 Architecture: Historiography, Theory, Criticism; Traditional and Contemporary Approaches
This seminar -- intended primarily for majors in history of art and architecture, for studio majors concentrating in architecture, and students interested in urban studies -- surveys different methods of studying architecture and its history. Emphasis throughout is on comparison of general theories of interpretation in art history and other disciplines and their application to specific works of art and architecture. Topics include monumentality and collective memory, stylistic analysis, philosophical aesthetics, iconography and semiotics, patronage and ideological expression, structural technology and building process, material culture and consumption, vernacular architecture and cultural landscapes, spatial form, urban landscapes, sociology, and affordable housing. Along with colonial, postcolonial, and decolonial studies of architecture, the seminar incorporates feminist architectural history and theory, energy studies, race and histories of modern architecture, and questions of canon formation and canonicity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA364**
Prereq: **None**

ARHA367 African Modernism and the African American Diaspora
This seminar will examine the relationship between African art and the Black diaspora, especially in the United States. We will look at the crosscurrents of artistic ideas and the impact of artists' ongoing travels between Africa and the United States during the twentieth and twenty-first centuries. The seminar will investigate how these exchanges gave birth to a robust intellectual movement and artistic pan-Africanism in the United States and beyond. By juxtaposing the works of a range of artists such as Jacob Lawrence, Aaron Douglas, Ben Enwonwu, Skunder Boghossian, and others, the course will propose an alternative reading of the transnational, transatlantic aesthetic sensibilities that informed these artists' works during the post-WWII period and their wider impact on African modernism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA379 Visionary Journeys through Sacred Landscapes: Japanese Art of Pilgrimage
This course examines the ways in which religious paintings were used and viewed in medieval Japan. Emphasis will be laid on images of sacred landscapes and the visionary journeys they inspired. Though primarily conceived as fundraising tools and advertisements aimed at inspiring viewers to undertake a physical journey to the illustrated site, these images became sacred in their own right and were approached by worshipers as one would approach the enshrined deity

of the represented site. They also allowed spiritual travel through the images, providing virtual pilgrims with the karmic benefits of actual pilgrimage without the hardships of travel. Each week we will immerse ourselves in a sacred site, reading about its history, deities, religious practices, and unique benefits. We will then look at how these were given visual form and the artistic language developed to endow these visual representations with the power to inspire and move contemporary audiences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS379, MDST378**
Prereq: **None**

ARHA381 Relic and Image: The Archaeology and Social History of Indian Buddhism
This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (first to third century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts, then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodh Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS381, ARCP380, RELI375, GSAS381, ARCP380, CEAS381, RELI375**
Prereq: **None**

ARHA382 Numismatics and the Archaeology of Money
In many parts of the world, lost coins numbering in the millions lie buried in the ground. Periodically, some of these coins come to light in the course of plowing, digging to repair a water main, or prospecting with metal detectors. These "treasure-trove" finds-also known as coin hoards-provide the archaeologist of money with rich evidence of how money was actually used in pre-modern times. Which coins occur together in a hoard; the numbers in which they occur, and the spatial patterning of their findspots all speak volumes about pre-modern economies, circulation patterns, and beliefs about money and value. In this seminar, we explore the evidence of coins and coin hoards, studying them from numismatic perspectives (the images and legends on a given coin type, metals used, weights, fabric), metrological and denominational perspectives (what coins reveal about systems of weights and denominational structures), and statistical approaches (for example, studying patterns of weight loss as indicators of the velocity of circulation and degree of monetization in a given society).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART, SBS-ART**
Identical With: **ARCP382, GSAS382**
Prereq: **None**

ARHA385 The Indian Temple
The temple (devalaya, "house of god") was the unparalleled building type in South Asia from the fourth through fourteenth centuries, and it is still of great importance today. This seminar examines the type from an interdisciplinary perspective, considering theological and ritual dimensions, matters of design and style, programs of decorative sculpture and painting, and the economic and political functions these buildings and institutions carried. Sessions will be arranged thematically, but we will also be concerned with processes of temporal change. No prior knowledge of temple architecture or Indian history and religion is assumed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARCP385**
Prereq: **None**

ARHA387 The Persian Illustrated Book
From comic books to Magritte's "This is not a pipe," there are numerous ways texts and images connect. Do images and texts "speak" differently, or can they be in sync? In this seminar, we turn to fourteenth- to seventeenth-century illustrations of a body of Persian literary masterpieces, among them Ferdowsi's Book of Kings and Nizami's Quintet. Our discussions will focus on artistic media and translation: What can an artist's illustration choices tell us about their reading of the text? What happens when a literary work moves from book to picture, culture to culture, painting to vessel? Students will get hands-on experience with rare books.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARHA401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARHA402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARHA403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARHA404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARHA407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARHA408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARHA409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ARHA410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARHA411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARHA412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARHA465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ARHA466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ARHA467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ARHA470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ARHA491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ARHA492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ART STUDIO (ARST)

ARST131 Drawing I
This introduction to drawing gives special attention to the articulation of line, shape, volume, light, gesture, and composition. A variety of media and subjects will be used, including the live model. This course is suitable for both beginners and students with some experience. Individual progress is an important factor in grading. The graded option is recommended. Full classroom attendance is expected.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST171 Design Lab
Design Lab is an introduction to design representation and production methods, focused on the integration of design software, model-making, and portfolio instruction with the introductory design studios. This course is to be taken concurrently with ARST 220, ARST235, or ARST270.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST190 Digital Foundations
This course introduces the foundations of digital art through contemporary artistic practice. Students will research the history of digital art and examine relationships of digital media and contemporary art. The class has a theoretical focus on machine use within the process of art making while building foundational digital skills. Projects will focus on four key areas including: Digital Imaging, 3D Modeling and Virtual Design, Time Based Media, and Digital Fabrication. Building on these four areas the course will culminate in an individualized research based final project and presentation. Through experimentation, critical analysis, critique and peer review; students will generate a unique portfolio of digital art works.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA190**
Prereq: **None**

ARST190Z Digital Foundations
This introduction to the digital studio engages software and electronic media as an expanded field of creative production in contemporary art and design. Through a sequence of workshops, exercises, and hands-on digital projects, students will develop their critical and creative toolkits and learn to conceive, refine, and present original work. Open to all skill levels, this course prioritizes sustained and rigorous engagement with digital practice as well as conceptual and formal problem-solving.

Workshops in image manipulation, compositing, motion graphics, and visual communication will be led synchronously online by the instructor. This will be complemented with weekly online studio sessions, discussions, screenings, and reviews. Students will be provided access to all course materials using Google

Drive and other digital platforms. Access to Adobe Creative Cloud software will be provided by Wesleyan, but individual licensing is also encouraged. Course assistants will offer peer mentoring and technical support in person through the DDS and online through Zoom.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA190Z**
Prereq: **None**

ARST220 Ecological Design I: Being at Home in the World
Being at Home in the World is an introduction to the skills and thinking involved in the ecologically responsible creation of objects. This course is intended to provide a foundational understanding of the language of design, sources of materials, and energy systems. The studio encourages students to develop a rigorous, iterative working method to deeply analyze the nature of land and resources, explore options, and test ideas. This process of making is complemented and supported by an introduction to the history and theory of design, training with techniques and equipment, and active practice in keeping a sketchbook. Early exercises and projects in the course build familiarity and confidence with analytical drawing, making, and modeling techniques, which build toward the creation of a novel piece of design work presented at the final review.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ENVS232, IDEA120**
Prereq: **None**

ARST221 A Thousand Years of Iteration: Design for an Uncertain Future
The climate emergency is a product of design. Centuries worth of aesthetic and industrial innovation have created extractive infrastructure, efficient machines, and disposable products that make it increasingly easy to consume energy and resources on a global scale. As new conversations about just transitions, a circular economy, and a Green New Deal have begun to proliferate among designers, the discipline's troubled relationship to notions of "progress" remains largely unquestioned.

This reading- and research-intensive studio asks students to examine this history of technology and to critically evaluate shifting theoretical perspectives on nature and human development as they relate to design. Topics will include the lifespan of buildings and products, relationships with and obligations to materials and resources, and strategies for de-growth in indigenous and vernacular design precedents. These will be studied through assigned readings and in-class discussion, a series of design exercises, and the production of a final project from materials immediately at hand in Middletown.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA221, ENVS227**
Prereq: **None**

ARST229 Community-Based Public Art: Mosaics on Main
In this course, students will have the opportunity to work directly with an ongoing major community art project in Middletown called "Mosaics on Main/ Tunnel Vision." The course will include an overview of this project as well as research into other public art installations. Technical skills introduced in the course will include mold making, mosaic tile setting, and design strategies for large scale works. There will be field trips to local public art installations as well as Middletown City Hall to meet with members of the Middletown Commission on the Arts. Students will learn about finding funding sources and will review existing grants and grant opportunities. This is a hands-on course that will involve working with members of the Middletown community.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST233 Studies in Computer-based Modelling and Digital Fabrication
This course operates at the intersection of design and production, introducing students to digital tools critical to contemporary architecture and design. Throughout the semester, students will develop a series of projects that fluidly transition between design, representation, and fabrication with an emphasis on understanding how conceptual design interfaces with material properties. The course will offer a platform for students to research, experiment, and, ultimately, leverage the potential of digital tools toward a wide array of fields and disciplines. Students will be expected to utilize the Digital Design Studio's resources, including 3D printers, laser cutter, and 4-Axis CNC mill, as well a selection of fabrication equipment housed in the school's metal and wood shops to represent, model, and realize a series of design projects.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA233**
Prereq: **None**

ARST234 Xerox Dreams
This course will explore the histories and methods of making zines, investigating the strategies of quantity and dispersion. Students will learn about the processes of making a democratic multiple through processes such as silkscreen and digital printing. To spark inspiration and develop artistic values, we will learn about contemporary and historical independent presses, artists, and communities who use zines as an essential mode of expression. We will examine the ways the form of the multiple has allowed artists and activists to share ideas with fewer overhead costs and without permission, bypassing institutional gatekeeping, surveillance, and censorship. Later in the semester, we will challenge our understanding of form, function, and artistic authorship by making wearables and working collaboratively.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST235 Architecture I
This course is a synthesis of fundamentals of design principles and introduction to design vocabulary, process methodologies, and craft. Emphasis is placed on developing students' ability to examine the relationship between production (the process of creating things) and expression (the conveying of ideas and meaning) involved in the making of architecture. The intent of the course is to develop students' awareness and understanding of the built environment as a result of the investigations, observations, and inquiries generated in the studio.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA234**
Prereq: **None**

ARST236 Fast & Furious
Fast and Furious is a class which explores the power of the multiple through the production of zines, posters, t-shirts, tote bags, pins and more. Beginning in the 1930s, the production of zines mainly in the sci-fi fan world became popular after the advent of the mimeograph--the first widely available duplicating machine. This way of making content was able to circumvent mainstream and institutional publishing models creating channels for more creatives to distribute their work. Today, there are even more technologies that can be used in the production of zeitgeist material. In this class, we will learn how to create with a Xerox machine, silkscreen, letterpress, polymer, and more. In each assignment we will contend with the power of quantity. What does it mean to make five of something? Ten? Fifty? One hundred? We will also experiment with format. How can a message be told through a wearable garment? How does the narrative change when it's a tote bag? And finally, we will explore the poetics of distribution. What are the artistic possibilities of a zine when it can be sent through the mail or left in a pile for the public?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA236**
Prereq: **None**

ARST237 Printmaking I
This course is an introduction to the practice and art of printmaking. Through technical instruction and personal exploration, students learn the rudiments of relief and intaglio printmaking media. Students learn to develop a print through a series of proofs with critical consideration as an important input in this progression from idea sketch to final edition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST238 Print Culture 101
Print Culture 101 is an introductory course about the vast medium of printmaking: its techniques, its traditions, and its possibilities. Throughout the semester, students will learn how to use each area of the printshop, and the fundamentals of relief, recessed, planographic, stencil, and photographic processes of printmaking. Additionally, students will gain some elemental skills in working with paper, ink, and adhesives. These skills will also equip students with useful knowledge to experiment with unconventional materials.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST239 Painting I
This introductory-level course in painting (oils) emphasizes work from observation and stresses the fundamentals of formal structure: color, paint manipulation, composition, and scale towards artistic expression. Students will address conceptual problems that will allow them to begin developing an understanding of the power of visual images to convey ideas and expressions. The course will include lectures and individual and group critiques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST242 Typography
The fundamentals of fonts, letter forms, typographic design, elements of the book, and an introduction to contemporary graphic design are considered through a progression of theoretical exercises. Once working knowledge of the typeshop and InDesign (software for book design) is acquired, each student conceives, designs, and prints: first, a broadside, then a book. Use is made of the collection in the Davison Rare Book Room at Olin Library. While NOT a required sequence, this course is strongly recommended before taking ARST243.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST243 Introduction to Graphic Design
This course will open your mind to the world of graphic design, both past and present. You will learn how to analyze and critique design in addition to how to present your work and convey your ideas to others. You'll explore various tools available to a designer including hand skills and computer software. Computers will simply be a possible tool to help complete each project - this is not a software class.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA243**
Prereq: **None**

ARST245 Sculpture I
An introduction to seeing, thinking, and working in three dimensions, the class will examine three-dimensional space, form, materials, and the associations they elicit. Through the sculptural processes of casting, carving, and construction in a variety of media, students will develop and communicate a personal vision in response to class assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST246 Graphic Design: Website as Portfolio
Students will focus on the creation of an online portfolio of work as both an extension of their own practice and calling card for the world at large. Emphasis will be placed on the deployment of the site as a space for both interactive and graphic design and the development of writing about/documenting work and projects. Hard coding skills not necessary; focus will be on familiarization with user friendly sketching platforms, research organization systems, and out-of-the-box CMS for website development. Visiting artist talks will also be arranged.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA246**
Prereq: **None**

ARST251 Photography I
This is a comprehensive introductory course to the methods and aesthetics of film-based and digital photography. The topics of study will include evaluating negatives and darkroom prints, developing film, Lightroom and Photoshop software, inkjet printing, reading light, visualization, photographic design, and history of photography.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-ART**
Prereq: **None**

ARST252 Photography I
This class is only intended for first year students. This is an introductory course to the methods and aesthetics of film-based and digital photography. The class is designed for students with no prior formal experience in photography, though it will still challenge those that are already versed in film and digital. The first few weeks of class will be devoted to comprehensive technical instruction including exposure, film processing, and darkroom enlargement. Subsequently, class time will be split between weekly critiques and lectures covering topics including visualization, reading and evaluating light, and photographic history. The shooting assignments are open ended and conceived to push each student to define their own visual interests as they continue to immerse themselves in the language of the medium. After fall break, we will switch to working digitally. Software instruction will include Lightroom and Photoshop, with significant time devoted to inkjet printing. The course will culminate in a final portfolio that will reflect the formal, technical, and conceptual experimentation that the students will engage in throughout the course.

***Please note that this is an intensive course with a significant work load. Students should expect to spend at least 15 hours outside of class on weekly shooting and production. Please feel free to reach out to the instructor at arudensky@wesleyan.edu if you have any questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST253 Digital Photography I
This course is an extensive examination into the methods and aesthetics of digital photography. The topics of study will include DSLR camera operation, Adobe Photoshop, Adobe Bridge, and printing as well as, most importantly, a focus on photography as a fine art through both a historical and contemporary viewpoint.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST260 Introduction to Sumi-e Painting
We will learn basic technique and composition of traditional Japanese sumi-e painting. Sumi-e is a style of black-and-white calligraphic ink painting that originated in China and was introduced into Japan by Zen monks around 1333. We will concentrate on the four basic compositions of sumi-e: bamboo, chrysanthemum, orchid, and plum blossom. We will also study the works of the more famous schools, such as Kano. Students will create a portfolio of class exercises and their own creative pieces.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS460**
Prereq: **None**

ARST261 Alternative Printmaking: Beginning Japanese Woodblock Technique
Students are taught traditional Japanese techniques for conceptualizing a design in terms of woodcut, carving the blocks, and printing them, first in trial proofs and editions. After understanding how both of these methods were originally used and then seeing how contemporary artists have adapted them to their own purposes, both for themselves and in collaboration with printers, students will use them to fulfill their own artistic vision. Considerable use is made of the Davison Art Center collection of traditional and contemporary Japanese prints as well as many European and American woodcuts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS461**
Prereq: **ARST131**

ARST265 Action: Art, Politics, Counterpublics
In this interdisciplinary studio course, we explore action as a category of art practice. What does it mean to take action, either individually or collectively? What does it mean to refuse to take action? Through a series of projects, assignments, and discussions, we work through various possibilities, drawing on methods from public interventions, performance, institutional critique, social practice, experimental film, and work by non-art practitioners. The course is organized around the production of student projects and research, culminating in a self-directed capstone work. In the initial stages, students will be asked to work through three distinct modalities (performance, site-specific intervention, and collaborative practice) while developing their ideas. Time will be devoted to discussion of historic and contemporary examples, including European avant-gardes (Dada, Productivism), feminist film and performance, Happenings, Indigenous performance art, and work connected to political organizing, such as the Black Panther Party, United Farm Workers, Young Lords, ACT-UP, Art Workers' Coalition, and EZLN, among others. Students will be exposed to a variety of techniques and will gain access a range of facilities, including the woodshop, digital technologies through the Digital Design Studio, etc. Depending on Covid restrictions, trips to contemporary exhibitions will provide a theoretical framework. Work in this class can be created individually or collaboratively. Depending on interest, we may also organize an end-of-semester exhibit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CSPL275**
Prereq: **None**

ARST270 Fundamentals of Design I
In this introductory product design course, students will experience basic design processes such as problem identification and possible resolutions; the use of design development and communication skills via design observation and research; iterative process and prototyping; and representation and presentation in two and three-dimensional forms. Students will explore how design can play a role in our community and how it can impact our society. Students will work both individually and collaboratively in a studio environment. Field trips to New York City fabricators, galleries, and workshops may be expected as part of this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA160**
Prereq: **None**

ARST271 Designing With Living Systems: Soft + Hairy
In this part seminar, part studio course, students will go on field trips and read extensively to develop an understanding of mycelium and how it is explored in design. We will explore temporality in design with particular focus on how biodegradable materials such as mycelium can form our experience of an object. We will study how mycelium can be utilized as a living material to form a built ecology. In particular, we will study how to design for impermanence -- sometimes using waste materials -- and develop an understanding for material recovery. Students will work both individually and collaboratively in a studio

environment. Field trips to New York City museums, fabricators, and galleries, as well as around CT may be expected as part of this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA271, ENVS271**
Prereq: **ARST131 OR IDEA110 OR IDEA180**

ARST286 Introduction to Time-Based Media
This introductory course offers a comprehensive exploration of time-based media in the expanded field, providing a foundational skillset for students interested in fine arts and media practices, yet open to all majors eager to develop their creative and critical voice. A core focus of the course is the act of making, which will be coupled with an investigation into how video can transform our relationship with ourselves, others, and the material world. Through screenings of historical and contemporary video art, we'll investigate theoretical frameworks, asking critical questions such as: What sorts of videos do we consider "art," and how might we use video as a tool for empathy, accountability, and aesthetic inquiry?

Students will build essential practical skills through regular technical exercises and hands-on projects, including camera operation, sound recording and design, lighting techniques, and video and sound editing, utilizing industry-standard software and various capture devices. Each assignment will be contextualized through group discussions and readings, investigating established video art traditions as well as the medium's role in vernacular applications like live-streaming, and social media. By the end of the course, students will gain both technical facility and a sharp critical eye for time-based art and culture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **DDC286, IDEA286**
Prereq: **None**

ARST287 Video Basics
This introductory course is for students of all majors eager to think critically and creatively about their relationship to video. How many videos do you have on your phone? How does the intimate, often humorous content we create relate to public space and artistic expression? Together, we'll explore the rich tradition of video art, which began in the mid-20th century when new technology was suddenly placed in the hands of everyday people. Artists quickly adopted, subverted, and transformed this specialized equipment beyond its initial commercial intent. Through hands-on projects, you'll learn to use affordable, widely available tools like CapCut and DaVinci Resolve to move beyond commercial aesthetics and create personal works of art. You will also be introduced to the specialized video equipment available on campus, focusing on the fundamental principles that can be applied to any camera you pick up. No prior experience is required: just a willingness to challenge and experiment with the videos you create every day.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA287, DDC208, IDEA287**
Prereq: **None**

ARST308 Composition in the Arts
Composition, the manner in which elements are combined or related to form a whole in space and time, is a basic practice in all the arts. This course brings together practitioners from diverse art forms and traditions to address the basic issue of composition.

In this seminar, we will explore the compositional process through assignments that address the interacting concepts of site and information. By "site," we mean a semantic field extending through corporeal, environmental, and social dimensions. By "information," we mean representations abstracted from sites, "meaningless" when independent of any specific semantic interpretation. Participants will compose individual and collaborative interventions in a wide range of sites--public, private, physical, and electronic--in response to the problems posed.

This course is permission-of-instructor, and is intended for upper-level majors in Art, Dance, Film, Music, and Theatre, and others with sustained compositional practices suitable to the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC308, THEA308**
Prereq: **None**

ARST320 Ecological Design II: Worn Out/Broken In
This course will function as a design studio that examines the afterlife of material production. While designers have traditionally focused their attention on the creation, distribution, and consumption of new products, this course asks students to carefully consider everything that follows those acts. By scrutinizing the use, care, maintenance, repair, and eventual demise of designed objects, students come to understand the intended and unintended consequences of making. Rigorous observation and research lead to the creation of analytic drawings and models for presentation at project reviews.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA320, ENVS321**
Prereq: **ARST270 OR ARST235 OR ARST220**

ARST321 Wood: Building with the Forest
This studio introduces students to full-scale design and construction through the production of a single, collaborative project over the course of the semester. Working from land-based research and precedent analysis, students develop a detailed design for a structure on a specific site in Middletown, then build it together in the field. Materials will be sourced from the northern hardwood forest and the design crafted to suit its ecosystem.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-ART**
Identical With: **ENVS324, IDEA321**
Prereq: **ARST270 OR ARST235 OR ARST220**

ARST323 Topics in Studio Art: Information
Artists in all media have historically responded to common, formal, and ideological motivations. These motivations encompass the very fabric of a liberal arts education. This course is intended to develop such a conversation among the various studio art disciplines as the foundation for making art. The course centers on a topic determined by the instructor. The class will function as a study group (of painters, sculptors, photographers, drawers, printmakers, architects

and so on) that tackles the topic through the act of art-making. The topic will be introduced through readings and visual precedents, and through discussion we will determine means to respond as artists, each student in his or her own medium. These individual responses will then be analyzed in group critiques. Later in the semester, students will expand their investigations to include studio disciplines other than their own.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131 OR ARST235 OR ARST244 OR ARST245 OR ARST251 OR ARST253 OR ARST260 OR ARST285 OR ARST190 OR ARST233 OR ARST237 OR ARST239 OR ARST243 OR ARST261**

ARST332 Drawing II
This class builds upon the course content covered in Drawing I (ARST131). As we continue to draw from observation, topics will include an in-depth exploration of the human figure, various approaches to pictorial space, and an introduction to color. This course also introduces a concept-based approach to drawing that explores narrative and content. Brainstorming exercises and ideation techniques widen the scope a of "what is a drawing," and we will experiment with various methodologies in pursuit of developing personal style and studio practice. Drawing II serves as an essential bridge between introductory-level courses and the individualized pursuit of the ARST senior thesis.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST336 Architecture II
This course is a second-level architecture studio whose focus will be a single, intensive research and design project. As the semester progresses, additional design, representation, and production tools will be introduced and used for developing work for the project, from graphics software to the laser cutter. Additional information about the architecture studio at Wesleyan and its past projects may be found at: http://www.facebook.com/wesnorthstudio
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-ART**
Identical With: **IDEA336**
Prereq: **ARST235**

ARST337 Codex Unbound
Codex Unbound is a course that investigates the art of the book. It asks: What is a book? And what are the expansive possibilities of this form? Students will explore these large questions through the process of making books in a variety of binding and printing techniques that range in cultural and historical origin. In learning such techniques, students will also be tasked with intervening with forms and creating their own innovations, which can incorporate their own intellectual interests.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST338 Printmaking II
This upper-level printmaking course focuses on the application of various printmaking methods in response to conceptual prompts. There will be instructional units on lithography, the Vandercook letterpress, and digital technologies. In addition to learning these new techniques, students are expected to build on previous printmaking experience to hone their skills and sharpen their creative vision. Routine print assignments and a final substantial project will task students with the development and presentation of professional, finished work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST237 OR ARST261 OR ARST361**

ARST339 Surface Tension
Bumpy, smooth, fuzzy, and sharp. These are all surfaces we are familiar with through our experience of the world. In art, the surface of an object, whether it is a sculpture or painting or anything else, is a port of entry into the experience, subject, and appreciation of the work. Tension in visual art can be thought of as the push and pull form has to provoke and/or engage the viewer. These points of strain could appear at the intersection of opposing marks, contrasting color, disharmonious imagery and much, much more. "Surface tension" refers to qualities in visual art related to the superficial veneer of an art object which can support the expression of content more deeply. In printmaking, surface tension can be literally created or optically suggested through a variety of techniques. In this class, we will learn advanced methodologies in intaglio, lithography, relief, letterpress, digital printing and more. Each assignment will task students to combine these mediums in surprising ways that encourage contrast, opposition, and traction. We will explore the possibilities of mixing water and oil based printing techniques, utilize digital medium in tandem with analog processes, apply dry and wet techniques together, and learn to gild metals on a variety of substrates. This class is open to any advanced student of art who wants to experiment with their practice in the arena of printmaking.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST261 OR ARST337 OR ARST238 OR ARST361**

ARST340 Painting II
In this class, students will develop an artistic vision and studio practice while exploring open-ended prompts and engaging in conversations that unpack approaches and methods toward achieving artistic goals. Each individual will work uniquely in both approach and technique in order to become fluent and make conceptual and aesthetic choices that will best convey their singular creative concerns. All prompts and concerns addressed in this course allow for any formal, conceptual, or stylistic method of expression to solve them. The knowledge and skills gained in ARST239 will serve as the foundation for a deeper inquiry into how formal decisions about process inevitably impact expression and the reading of artworks. While analyzing differing approaches to solving the same problem, students will discover how their own practice can transform their relationship with others and the world. Lectures and discussions will provide information and feedback on historical and contemporary issues, project proposals, goals for the work with respect to identifying an ideal audience, and the development of an artist's vision and statement.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **(ARST131 AND ARST239)**

ARST341 Developing a Studio Practice Based in Painting
This course is intended for students with a solid foundation in painting or a related media concentration. In this class, students will develop an artistic vision and studio practice while exploring open-ended prompts and engaging in conversations that unpack approaches and methods toward achieving artistic goals. Each individual will work uniquely in both concept and technique in order to become more fluent in their media and make conceptual and aesthetic choices that best convey their singular creative concerns. The knowledge

and skills gained in ARST239 and/or other studio art courses will serve as the foundation for a deeper inquiry into how formal decisions about process inevitably impact expression and the reading of artworks. While analyzing differing approaches to solving the same prompts, students will discover how their own practice can transform their relationship with others and the world. Lectures and discussions will provide information and feedback on historical and contemporary issues, project proposals, goals for the work with respect to identifying an ideal audience, and the development of an artist's vision and statement. Prerequisite: You must have taken any second level Art Studio course in any concentration or Painting 1.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST345 FAN FICTIONS: Alternative Universes, Gender Swaps, Ship-ping
In the vernacular, a "fan fiction" is a type of writing that reimagines a piece of popular media such as a book, TV show, or movie. This happens without consent and is used to explore alternative narratives or taboos.

Artists such as Kara Walker have reimagined the Antebellum south as an erotic horror, Mike Kelly created installations based on the cities of Krypton from the comic book Superman.

In our class we will utilize printmaking methodologies to explore strategies of fan fiction, by creating artworks that reconfigure both historical and fictional canons that have historically been entrenched in ideas of authenticity and devotional labor. Students will create etchings, silk screens, and zines.

Students should have print media experience though the class is not strictly restricted to printmaking.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131**

ARST346 Sculpture II
This is an intermediate-level course. Projects focus on the associative nature of three-dimensional form--how issues intrinsic to sculpture reflect concerns extrinsic to the art form. The class will emphasize the development of personal expressions of students' visions in response to class assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST245 OR [ARST235 or IDEA234]**

ARST349 Junior Studio
Junior Studio is an interdisciplinary, studio-based course designed for advanced Art Studio majors that centers on the idea of "Call and Response." Our work doesn't happen in isolation but through exchange. This course positions artmaking as conversation -- between artists, across disciplines, and through time. The class will be structured in repeating two-week segments. The first segment will focus on a "call": an in-depth engagement with a specific artist's practice, or a close analysis of a particular work or body of work (including, but not limited to, art, music, and film). Together we'll unpack each practice or work conceptually, contextually, and materially and identify the ideas central to our understanding of it as a class. This work will take place through reading, in-class discussion, student-led presentation, and class visitors. The second segment focuses on "response": students will develop their own work in whatever medium they choose as replies, riffs, or counterpoints to the "call" -- testing how response becomes creation and exploring how their artistic instincts shape their output. Student work will be shared and discussed in a group critique format that encourages both critical feedback and supportive dialogue. The goal of Junior Studio is not to produce technicians of any single medium, but to help students develop a deeper connection to their own creative processes. The course emphasizes ideas: how we arrive at them, how they take form, and how they communicate meaning. Ultimately, students will build intimacy with their artistic instincts, expand their understanding of interdisciplinary practice, and situate their work within the cultural and artistic contexts that inform and inspire them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST350 Senior Seminar
This is an interdisciplinary critique-based course designed for advanced Art Studio majors. Our primary aim is to provide a structure for the development of each student's thesis work, research, and thinking as it evolves over the course of the semester. Through extensive in-class discussions and reviews, we devote a substantial portion of time to the presentation and discussion of student work. We devote time to the discussion of installation strategies, readings in contemporary criticism, visiting artist lectures and presentations, and, if possible, visits to contemporary exhibitions in the area. The course is also an interdisciplinary workshop, an opportunity to share your work with your fellow students, and to participate in a structured response to one another's work across different types of media. Participation in the class will include leading discussions of readings, attending visiting department lectures, sharing work in class, and responding to/giving feedback to classmates' work. The course is designed as a complement to the Art Studio Senior Thesis process and is an elective for Art Studio majors. This class will break for lunch from 12:30-1:15 p.m.

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

ARST352 Photography II
This is an intensive course intended for students with a solid foundation in photography. Students can choose to work in either film-based or digital media while developing their own unique voice. Topics will include medium-format film cameras, fiber paper, virtual drum scanning, large-format digital printing, and editing and sequencing images. The second part of the course will be devoted to developing a body of work that will result in a photo book project. Lectures and class discussions will provide a historical context, while presentations by visiting artists will introduce students to contemporary work in the medium. Emphasis will be placed on the weekly discussion of students' work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST353 Photography III - Documentary Practices
This is an intensive course that will provide students with a historical, theoretical, and ethical overview associated with documentary photographic practice. It is

intended for advanced students that have taken Photography I (ARST 251) or Photography II (ARST 352). Assignments, readings, and discussions will be geared toward the development of a cohesive body of work with focus on research and development of a concept, editing and sequencing of photographs, and fine printing. This course will serve as preparation for thesis work undertaken during the senior year and is recommended for prospective or current majors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST251 OR ARST352**

ARST355 Concepts in Contemporary Art
In this interdisciplinary seminar and studio course, we explore key concepts in contemporary discourse across a range of forms, genres, and disciplines. How do works of art respond to and reframe central debates in the wider culture? In what ways do the theory and practice of art supplement or contradict each other? How does research function within the context of art historical study and contemporary artistic practice?

To contend with these questions, students develop a series of projects over the course of the term in response to specific conceptual prompts. These investigations may take the form of studio-based work or written scholarship depending on student interest and will culminate either in a final research paper (for those registering for Art History credit) or a final project in any medium (for those registering for Art Studio credit). Along the way, we study artworks, literary texts, works of social theory, art historical scholarship, films, popular culture, and other objects to ground our research. Parallel activities may include conversations with artists and art historians, methodological workshops, site-visits, trips to museums, and archival research.

Since the course's aim is to cultivate unexpected collaborations, cross-disciplinary encounters, and new ways of conjugating the history, theory, and practice of art, the final portion of the semester will focus on the organization of a collective exhibition, event series, symposium, publication, or other expanded curatorial endeavor. The course meets Fridays 12:30 pm-5:30 pm, with a break during that interval. Class time may on occasion include individual meetings and independent work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA355**
Prereq: **None**

ARST358 Video Installation
We live in a world where screens are often taken for granted. How has the omnipresence of video transformed visual perception? This course will focus on video installation and the ways video can shift our relationship to objects, space, and each other. Students will experiment with lighting and environment building, paying particular attention to how surfaces are transformed by the lens. We will explore projection mapping, live-streaming, installation, and the peculiarities of the screen. We will look at works by artists who have emphasized the physicality or immateriality of video through installation and web-based art. We will read a variety of texts, charting the shifting role video has played in contemporary society. Through weekly exercises and regular group critiques, we will begin to unpack how the videos we make contact with daily shift our relationship with both our own bodies and the material world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST361 Monotype Printmaking
The monotype print is a free form of printmaking more akin to painting or drawing than to traditional printmaking. It is also a process in which the artist encounters fewer technical difficulties than in other traditional printmaking methods. Students in this course will create images using various mediums and methods. We are going to use different material like wood, plexiglass, paper, and textiles. Also, we may use laser cutting or digital printing, to combine with drawing or painting.

The goal of this course is not perfection of technique, but rather students experimenting with material and technique, to produce their own visual images.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **ARST131 OR ARST190 OR ARST233 OR ARST235 OR ARST237 OR ARST242 OR ARST243 OR ARST244 OR ARST245 OR ARST251 OR ARST253 OR ARST260 OR ARST261**

ARST362 Sumi-e Painting II
Sumi-e Painting II is an advanced class for which Introduction to Sumi-e Painting (ARST 260) is a prerequisite. In this course, foundation techniques will be expanded upon. We will re-examine traditional techniques and composition, and there will be exploration of new contemporary techniques. There will also be experimentation with tools beyond the brush. This course will introduce a concept based approach to narrative and content. Students will be encouraged to develop a personal style and method.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CEAS362**
Prereq: **ARST260**

ARST370 Regenerative Design II
This course builds on the exploration and knowledge learned in Product Design I to discover opportunities for systems thinking in design. Students will study challenges and opportunities related to aging, education, food, and mobility to investigate potential opportunities through the lens of regenerative design. The course will support students in developing digital modeling skills as well as rapid prototyping and fabrication techniques. Students will work both individually and collaboratively in a studio environment. Field trips to New York City design ateliers, fabricators, and workshops may be expected as part of this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **IDEA370**
Prereq: **ARST270 OR ARST235 OR ARST220**

ARST380 Interdisciplinary Studio: Politics of Land and Place
Notions of "place" are particularly fraught in North America, where legacies of development and dispossession have etched enduring power relationships onto the land. Contemporary spatial experience is marked by what Mindy Fullilove has called root shock: the reverberating effects of losing one's place and the collective struggle to reclaim it. In this interdisciplinary studio course, we develop artistic responses to the ways in which power shapes the natural

and built environment. We look at a range of sites--the home, the city, the border, the wilderness, the commons--as spaces of memory and belonging, sociality and resistance. We explore the ways in which people have engaged with place through a range of forms, including roadside monuments, site-specific sculptures, landscape films, community-based performances, situationist dérives, plein air painting, collective rituals, and political protests. Over the course of the term, students will identify a site in the Lower Connecticut River Valley and develop their own aesthetic language in response to it. These works may take the shape of installations, performances, digital media, or texts, and will draw on our discussions of land art, institutional critique, social practice, and experimental film. While the course is geared primarily toward the development of student projects, our work will be informed by a series of site visits, readings, screenings, and discussions of contemporary land struggles, anticolonial movements, and feminist and indigenous geographies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST381 Intermediate Public Practice
What are the possibilities and challenges of making work in the public domain? This intermediate studio course provides students with the framework, conceptual language, and technical means to develop ambitious projects in public space. Over the course of the semester, students will be introduced to a range of working methods, including new genre public art, research-based practices, site-specific projects, and collaborative practices. While the course focuses on contemporary issues and debates, it situates these topics within a set of broader global and historical traditions. Through group discussions, critiques, site visits, and presentations, the course will assist students in developing a series of works that build towards a self-directed final project. We look thematically at a range of sites as spaces of memory and belonging, sociality and resistance. We explore the manifold ways in which people have engaged with place through a range of forms, including roadside monuments, site-specific sculptures, landscape films, community-based performances, architectural interventions, collective rituals, and political protests. Attention will be placed on sites around Middletown in order to situate our research and practice. These may include Harbor Park, Middlesex Historical Society, Beman Triangle, Connecticut Valley Hospital, Colt Armory, Portland Brownstone Quarries, among others. Support will be provided to students along the way in negotiating relationships with local institutions and stakeholders. Supplementary readings will introduce students to questions related to spatial theory and practice, agonism and democracy, monuments and counter-monuments. Successful completion of the course will prepare students for advanced work in the public domain. Course is open to all students. Preference given to students who have taken ARST131 and ARST235 or ARST238 or ARST239 or ARST245 or ARST 251 or ARST286 or other course in a related discipline.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CSPL381**
Prereq: **None**

ARST382 Intermediate New Genres
In this interdisciplinary studio course, we make work that traverses traditional disciplinary boundaries in order to develop a methodology that prioritizes questions of context, material, and theme. Building on the history of experimental and avant-garde practices of the 20th and 21st centuries, work in this course may take the form of installations, performances, videos, texts, participatory and collaborative projects, site- and context-specific works, and other as-yet undefined forms.

Our work will not be defined by adherence to any specific discipline or genre. In this way, the course serves as a springboard for each student to develop a relationship to contemporary interdisciplinary practice as well as an opportunity to explore, collectively and individually, pivotal theoretical frameworks that have shaped the field. Successful completion of the course will provide students with a solid foundation for experimentation in the expanded field of contemporary artistic practice.

Prerequisite: Students must have successfully completed an Introductory- or Intermediate-level Studio Arts course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST384 Special Topic: Between Forms: Intermedia Arts Workshop
This advanced project-based workshop is for poets and artists interested in interdisciplinary practices crossing over between poetry, visual art, and performance. It is taught in conversation with the Fall 2021 exhibition, The Language in Common, in Zilkha Gallery including the work of Cecilia Vicuña, Tanya Lukin Linklater, Julien Creuzet, Jasper Marsalis, and Alice Notley.

Facilitated by Professors Benjamin Chaffee and Danielle Vogel, with modules taught by visiting artists from across the arts, this workshop is designed for students interested in working outside of--or between--their primary mediums. Professors will guide students as they choose "companion mediums" to work in for the semester while employing interdisciplinary approaches to writing and art-making in order to discover their own unique and hybrid forms.

We will divide our time between intensive laboratory-like spaces for composing work, conversations with visiting artists, student presentations and workshops, and studying the works of artists working between forms, all in an attempt to root ourselves more dynamically in our individual practices. The course will culminate in a reflective essay or artist statement, as well as an exhibit of poems, objects, installations, and performances created during our time together.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL384**
Prereq: **None**

ARST385 Introduction to Social Practice
This studio seminar will serve as an introduction to contemporary issues in socially engaged art practice, with the goal to familiarize students with the history, theory, and practice of socially and politically engaged art. This course is intended for students with significant prior experience in studio art or related coursework in other disciplines. Interviews for the course will be held during the first class meeting.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**

Prereq: **ARST131 OR ARST190 OR ARST237 OR ARST239 OR ARST242 OR ARST243 OR ARST245 OR ARST253 OR ARST260 OR ARST261 OR ARST285 OR ARST352 OR ARST353 OR ARST361**

ARST386 Intermediate Time-Based Media
In this interdisciplinary studio course, we make work that traverses traditional disciplinary boundaries in order to develop a methodology that prioritizes questions of context, material, and theme. Building on the history of experimental and avant-garde practices of the 20th and 21st centuries, work in this course may take the form of installations, performances, videos, texts, participatory and collaborative projects, site- and context-specific works, and other as-yet undefined forms. Our work will not be defined by adherence to any specific discipline or genre. In this way, the course serves as a springboard for each student to develop a relationship to contemporary interdisciplinary practice as well as an opportunity to explore, collectively and individually, pivotal theoretical frameworks that have shaped the field. Successful completion of the course will provide students with a solid foundation for experimentation in the expanded field of contemporary artistic practice. Prerequisite: Students must have successfully completed an Introductory or Intermediate level Studio Arts course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST387 Virtual Production: The Music Video
This intensive studio course will explore the breadth and depth of the music video genre. Students will learn advanced post-production, motion capture, and video recording techniques. Class sessions will include technical demonstrations, group discussions, and conversations with practitioners in the field. Readings and screenings will examine the relationship between music videos, technology, contemporary art, and popular culture. Students will learn how to use the 3D motion capture studio and record live musical performances. Software will include Adobe AfterEffects, Blender, and DaVinci Resolve. Through weekly exercises and a final independent project, students will learn to work collaboratively and develop a distinct creative voice. The course will culminate with a final music video project, to be screened at the end of the semester. Previous experience in Adobe Premiere Pro software is required. Preference will be given to students who have successfully completed ARST 286, ARST 386, DDC 108, or DDC 448. All students must be concurrently enrolled in the virtual production lab which meets Fridays 1:20 p.m. - 3:20 p.m. in DDC.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **DDC387, IDEA387**
Prereq: **None**

ARST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ARST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ARST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ARST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ARST430 Architecture Senior Thesis Studio
This course fulfills the fall semester requirement of the Senior Thesis Project in Studio Art for Architecture majors. Structured as a Studio, the goal of this course is to develop a collaborative intellectual environment (studio culture) for senior majors to work through the theoretical, methodological, and practical concerns connected with their individual thesis projects under the guidance of an Art Studio faculty advisor. Topics to be examined will be based on students' research and studio practice, and participants are expected to engage critically, yet generously, with the projects of their peers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Prereq: **None**

ARST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ARST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ARST467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

ARST468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

ARST469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ARST470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ARST484 Data, Art, and Visual Communication
This course looks at the ways the digital arts--broadly defined--can be used to explore the intersections of research, data, design, and art. Following a creative software "bootcamp," students will execute projects intended to help them generate, manipulate, and remix data for the purposes of visual communication and art. Students will use Adobe Creative Suite and Processing, an open source programming language, and integrated development environment (IDE) built for electronic arts, new media, and visual design. In addition to working in the studio, seminars, readings, and student presentations will explore the role of data visualization, "big data," and the web in culture and society today. No prior software knowledge or coding skills are required. Students working in STEM, humanities, and social sciences are encouraged to enroll.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **CIS284**
Prereq: **None**

ARST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ARST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ARST495 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ARST496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

ASTRONOMY (ASTR)

ASTR102F Planets Near and Far: The Diversity of Worlds in the Solar System and Beyond (FYS)
For the past 4,000 years, ancient and modern astronomers have tracked the motion of the solar system planets across the sky. Thanks to some very recent discoveries and technological innovations, we now know of thousands of additional planets orbiting other stars. With the cumulative knowledge of millennia of solar system research and recent extrasolar breakthroughs, what planetary science questions can we now answer? How do planets form and evolve? Does the solar system look like a typical planetary system? How many planets are similar to Earth and can any support life? Students in this course will explore these questions and more while developing skills vital to scientific inquiry, writing, and communication.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ASTR103 The Planets
More than 100 planets are now known in the universe, eight of which circle the sun. NASA missions and improved telescopes and techniques have greatly increased our knowledge of them and our understanding of their structure and evolution. In this course, we study those eight planets, beginning with the pivotal role that they played in the Copernican revolution, during which the true nature of the Earth as a planet was first recognized. We will study the geology of the Earth in some detail and apply this knowledge to our closest planetary neighbors--the moon, Venus, and Mars. This is followed by a discussion of the giant planets and their moons and rings. We will finish the discussion of the solar system with an examination of planetary building blocks--the meteorites, comets, and asteroids. Additional topics covered in the course include spacecraft exploration, extrasolar planetary systems, the formation of planets, life in the universe, and the search for extraterrestrial intelligence.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES151**
Prereq: **None**

ASTR105 Exploring the Cosmos
This introductory course for non-science majors unveils the universe and how we have come to understand our place in it. We will touch on a full range of

astronomical topics, including the mechanics of our solar system, the discovery of planets around other stars, the stellar life cycle, the formation and evolution of galaxies, the big bang, and the ultimate fate of the universe. Occasional evening sessions will provide the opportunity to observe celestial objects through Wesleyan's telescopes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR106 History of Astronomy from Copernicus to the Modern Age
Since the dawn of human consciousness, we have gazed at the sky with wonder and pondered our place amongst the heavens. In this class, we will discuss the key discoveries of astronomy and the people who made them, placing these discoveries in historical context: what was the world like when humans first discovered the size of the Earth or determined the distances to the stars? How did society influence discovery, and how did achievements in astronomy impact society?

Through discussion, telescopic observation, and demonstration of techniques, we will examine the major astronomical achievements from antiquity to the present day, with an emphasis on the past 500 years. We will discuss astronomy's changing role over time, from mystical (astrology and mythology), to practical (time keeping and navigation), to physical (the nature of stars and planets). Finally, we will gaze to the future and discuss the biggest unsolved mysteries in astronomy, and what we will need to achieve to solve them.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR107 The Universe
This course focuses on the modern scientific conception of the universe, including its composition, size, age, and evolution. We begin with the history of astronomy, tracing the development of thought that led ultimately to the big bang theory. This is followed by a closer look at the primary constituent of the universe--galaxies. We end with consideration of the origin and ultimate fate of the universe.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR108 Conceptual Astronomy: Science Fact vs. Science Fiction
Our conceptual understanding of the world around us is shaped by our experiences, often in subtle ways. In this media-dominated world, the public's predominant exposure to science comes from science fiction in popular culture, especially TV and movies. In this course, we will examine the ways in which popular culture has influenced our collective knowledge about astronomy: the good, the bad, and the really bad. Wide-ranging topics will include asteroids and comets threatening the earth, travel through space and time, and life in the universe. Through lecture, discussion, and laboratory exercises, we will examine these topics through the lens of science to expose the reality of the universe that is our home.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR109 Worlds Beyond: The Search for Life in the Universe
We are living through a unique time with the recent discovery of other worlds, planets orbiting nearby stars, and the capability to obtain detailed observations of those planets in the coming decades. This makes tangible the age-old question of whether we are alone in the universe, as the only known life-bearing planet. This introductory course for non-science majors will explore the fundamental concepts that are needed to place life into a cosmic context. We will discuss planetary systems near and far, stars as the integral hosts of planets, and prospects for finding and identifying life elsewhere in the universe. Occasional evening sessions will provide the opportunity to observe celestial objects through Wesleyan's telescopes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR111 The Dark Side of the Universe
The physical world we experience is one of normal matter, energy, and--if one looks up at night--stars. But on larger scales, the universe has an exotic and much-less-well-understood side dominated by things we call dark matter, dark energy, and black holes. What are these mysterious components, and what is the relationship between them and the world that is familiar to us? The answers lie at the frontier of modern astrophysics. In this course, we explore the evidence for the existence of these dark components and the current debates regarding their nature and origin. In different ways, each of them has a vital role in the evolution of the universe and its ultimate fate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR111Z The Dark Side of the Universe
The physical world we experience is one of normal matter, energy, and -- if one looks up at night -- stars. But on larger scales, the universe has an exotic and much-less-well-understood side dominated by things we call dark matter, dark energy, and black holes. What are these mysterious components, and what is the relationship between them and the world that is familiar to us? The answers lie at the frontier of modern astrophysics. In this course, we explore the evidence for the existence of these dark components and the current debates regarding their nature and origin. In different ways, each of them has a vital role in the evolution of the universe and its ultimate fate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR155 Introduction to Astrophysics
The fundamentals of astronomy will be covered. This course serves as an introduction to the subject for potential majors and as a survey for non-majors who have a good high school preparation in math and science. We will cover selected topics within the solar system, galaxy, local universe, and cosmology, including the Big Bang Theory of the origin of the universe and the discovery of planets around other stars.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR210 Fundamentals of Scientific Computing in Astronomy
Computing is essential to the practice of modern astrophysics, from the visualization and analysis of large observational datasets to the numerical simulation of complex physical processes. This course develops the computational skills necessary for astronomical research and prepares students for advanced coursework. Through hands-on tutorials and exercises, students will learn to read, manipulate, and visualize astronomical datasets using basic UNIX and Python programming. The course will also include an introduction to data analysis using statistical techniques.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-ASTR**
Prereq: **None**

ASTR211 Observational Astronomy
This course introduces the techniques of observational astronomy. Students will acquire a basic knowledge of the sky and become familiar with the use of Van Vleck Observatory's telescopes and instruments. Acquisition and analysis of astronomical data via modern techniques are stressed. Topics include celestial coordinates, time, telescopes and optics, astronomical imaging, and photometry. Some basic computer and statistical analysis skills are developed as well. The concepts discussed in lecture are illustrated through observing projects and computer exercises.
Offering: **Host**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **NSM-ASTR**
Prereq: **ASTR108 OR ASTR111 OR ASTR105 OR ASTR107 OR E&ES151 OR ASTR155 OR ASTR210**

ASTR221 Galactic Structure and Formation
The fundamentals of astrophysics are applied to galaxies and the objects contained therein. Topics include galaxy formation and evolution, the Milky Way, galaxy scaling relations, stellar populations, morphology and kinematics, clusters and dark matter halos, and the interstellar and circumgalactic media. In addition, we cover some of the basic numerical methods commonly used in astronomy, such as interpolation, numerical integration, and curve-fitting, and apply them to observational and theoretical problems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR521**
Prereq: **(ASTR155 AND ASTR211)**

ASTR222 Modern Observational Techniques
This course reviews the practices of modern observational astronomy, focusing primarily on techniques employed in the optical and x-ray bands. Topics will include a description of the use of digital detectors for imaging, photometry, and spectroscopy in a wide variety of applications. Data acquisition, image processing, and data analysis methods will be discussed. In particular, students will gain hands-on experience with the analysis of data obtained from both ground- and satellite-based observatories. An introduction to relevant error analysis methods is included. Students will also become familiar with the fundamental techniques that will be necessary when "big data" projects like LSST come online in the near future: database querying, metadata handling, and modern programming techniques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR522**
Prereq: **ASTR211**

ASTR224 Exoplanets: Formation, Detection, and Characterization
Our ability to place the earth into a cosmic context has dramatically improved in recent decades with the discovery of planets around other stars (exoplanets). The study of exoplanets has quickly become a dominant field in astronomy. This course will focus on the fundamentals of exoplanet formation, detection, and characterization (interiors and atmospheres) based on astronomical observables. We will also discuss the assessment of habitability for Earth-like exoplanets and the prospects for the detection of biosignatures.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR524**
Prereq: **(ASTR155 AND ASTR211)**

ASTR231 Stellar Structure and Evolution
As the principal source of light in galaxies today and as drivers of chemical evolution, stars play a critical role in the universe. It is important to understand their structure and evolution. Fortunately, we have a fairly well-developed and tested theory of stellar structure covering both their interiors and atmospheres. In this course, we will provide an introduction to that theory and examine its key results, including a basic description of how stars evolve.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR531**
Prereq: **(PHYS213 AND PHYS214 AND ASTR155 AND ASTR211)**

ASTR232 Galaxies, Quasars, and Cosmology
This course introduces modern extragalactic astronomy, blending established practices in the field and important recent discoveries. Three major themes will be developed. First, the basics of Newtonian and relativistic cosmologies will be discussed, including modern determinations of the Hubble Law and the observations that have led to the currently favored cosmological model. Next, the universe of galaxies will be investigated: their constituents, structure and kinematics, and multiwavelength properties. Finally, the nature of galactic nuclei will be explored, including the observational consequences of black-hole accretion and the coordinated growth of galaxies and their central black holes. Outstanding research questions related to the topics covered will be highlighted throughout the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR532**
Prereq: **(ASTR155 AND ASTR211)**

ASTR240 Radio Astronomy
This course will introduce students to the origins, theory, and practice of radio astronomy. It will cover theory of antennas and interferometers, as well as signal detection and measurement techniques. Particular emphasis will be placed on the theory and applications of Fourier transforms. A practical laboratory component will provide experience working with single-dish and interferometric data.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR540**
Prereq: **ASTR155 AND ASTR211 AND ASTR210**

ASTR401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ASTR408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ASTR409 Senior Thesis Tutorial
Topic to be arranged in consultation with tutor.
Offering: **Host**
Grading: **OPT**

ASTR410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ASTR421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

ASTR422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

ASTR423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ASTR424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR430 Seminar on Astronomical Pedagogy
Methods for effectively teaching astronomy at all levels from general public outreach to college level will be discussed.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-ASTR**
Prereq: **ASTR155 OR ASTR211**

ASTR431 Research Discussion in Astronomy
Current research topics in astronomy will be presented and discussed by astronomy staff and students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-ASTR**
Prereq: **ASTR155 OR ASTR211**

ASTR491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ASTR492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ASTR500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **CHEM500, BIOL500, E&ES500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**
Prereq: **None**

ASTR501 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR502 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

ASTR504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

ASTR512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ASTR521 Galactic Structure and Formation
The fundamentals of astrophysics are applied to galaxies and the objects contained therein. Topics include galaxy formation and evolution, the Milky Way, galaxy scaling relations, stellar populations, morphology and kinematics, clusters and dark matter halos, and the interstellar and circumgalactic media. In addition, we cover some of the basic numerical methods commonly used in astronomy, such as interpolation, numerical integration, and curve-fitting, and apply them to observational and theoretical problems.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR221**
Prereq: **(ASTR155 AND ASTR211)**

ASTR522 Modern Observational Techniques
This course reviews the practices of modern observational astronomy, focusing primarily on techniques employed in the optical and x-ray bands. Topics will include a description of the use of digital detectors for imaging, photometry, and spectroscopy in a wide variety of applications. Data acquisition, image processing, and data analysis methods will be discussed. In particular, students will gain hands-on experience with the analysis of data obtained from both ground- and satellite-based observatories. An introduction to relevant error analysis methods is included. Students will also become familiar with the fundamental techniques that will be necessary when "big data" projects like LSST come online in the near future: database querying, metadata handling, and modern programming techniques.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR222**
Prereq: **ASTR211**

ASTR524 Exoplanets: Formation, Detection, and Characterization
Our ability to place the earth into a cosmic context has dramatically improved in recent decades with the discovery of planets around other stars (exoplanets). The study of exoplanets has quickly become a dominant field in astronomy. This course will focus on the fundamentals of exoplanet formation, detection, and characterization (interiors and atmospheres) based on astronomical observables. We will also discuss the assessment of habitability for Earth-like exoplanets and the prospects for the detection of biosignatures.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR224**
Prereq: **(ASTR155 AND ASTR211)**

ASTR531 Stellar Structure and Evolution
As the principal source of light in galaxies today and as drivers of chemical evolution, stars play a critical role in the universe. It is important to understand their structure and evolution. Fortunately, we have a fairly well-developed and tested theory of stellar structure covering both their interiors and atmospheres. In this course, we will provide an introduction to that theory and examine its key results, including a basic description of how stars evolve.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR231**
Prereq: **(PHYS213 AND PHYS214 AND ASTR155 AND ASTR211)**

ASTR532 Galaxies, Quasars, and Cosmology
This course introduces modern extragalactic astronomy, blending established practices in the field and important recent discoveries. Three major themes will be developed. First, the basics of Newtonian and relativistic cosmologies will be discussed, including modern determinations of the Hubble Law and the observations that have led to the currently favored cosmological model. Next, the universe of galaxies will be investigated: their constituents, structure and kinematics, and multiwavelength properties. Finally, the nature of galactic nuclei will be explored, including the observational consequences of black-hole accretion and the coordinated growth of galaxies and their central black holes. Outstanding research questions related to the topics covered will be highlighted throughout the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR232**
Prereq: **(ASTR155 AND ASTR211)**

ASTR540 Radio Astronomy
This course will introduce students to the origins, theory, and practice of radio astronomy. It will cover theory of antennas and interferometers, as well as signal detection and measurement techniques. Particular emphasis will be placed on the theory and applications of Fourier transforms. A practical laboratory component will provide experience working with single-dish and interferometric data.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ASTR**
Identical With: **ASTR240**
Prereq: **ASTR155 AND ASTR211 AND ASTR210**

ASTR549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ASTR550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

ASTR555 Planetary Science Seminar
This course will examine topics and methods in the interdisciplinary field of planetary science. Students will join several faculty members in the planetary science group to discuss the origin, evolution, and habitability of planets in this

and other solar systems. This class is intended for graduate students who are pursuing or who intend to pursue the planetary science concentration. Other graduate and undergraduate students may request admission to the course.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES555**
Prereq: **None**

BIOLOGY (BIOL)

BIOL106 The Biology of Sex
This course is featured as a general education course within the Department of Biology. Serving to complement courses currently offered within biology that only touch upon the subject of sex, this course will dive into specifics regarding sexual behavior and will serve to highlight new discoveries that have been facilitated by novel scientific techniques and approaches. As we study the biology of sex in the animal world, it becomes apparent that sex is achieved in a multitude of ways, many appearing rather bizarre and flamboyant. Yet under these guises, animals are still able to mate and reproduce. Sex is often defined according to sexual reproduction, whereby an egg is fertilized by a sperm, and offspring arise. However, many organisms engage in asexual reproduction and/or a combination of the two reproductive strategies. Reproductive anatomy and behavior will be addressed as we explore a variety of organisms, ranging from marine clown fish and their ability to produce both sperm and eggs along with the male chimeric marmoset (monkey) that mates with his brother's sperm. As an organism pursues reproduction, what are the mating strategies? What are the chemicals of sex (pheromones and hormones)? By examining the biology of reproduction, we will debate the competing strategies of males and females, and whether human cultural displays are yet another way to decipher quality in a potential mate.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL118 Reproduction in the 21st Century
This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **FGSS118, PHIL118, STS118**
Prereq: **None**

BIOL137 Writing About Evolution
This class will explore various interesting problems in natural history, using short writing assignments to build familiarity with concepts of organismic evolution.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL140 Classic Studies in Animal Behavior
This course will focus on the major concepts in the field of animal behavior. We will discuss the major selection pressures that shape animal behavior as individuals avoid predators, find mates, and produce offspring in their preferred habitats. What are the limiting resources for male and female animals, and why are some species sexually dimorphic? We will commence with the early pioneers in the field of ethology and highlight comparative studies in understanding territorial behavior, alarm calling, kinship, and the role of hormones/pheromones in reproduction. Both instinctual and learned behaviors are important components in an animal's behavioral repertoire and will be explored in field experiments. This course is designed for students to gain a clearer understanding of the mechanisms that drive the natural world around them. All biological jargon will be defined as original research is discussed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL140F Classic Studies in Animal Behavior (FYS)
This course will focus on the major concepts in the field of animal behavior. We will discuss the selection pressures that shape animal behavior and whether the study of primate social and mating systems can provide insight into human behavior. Other questions include, Why do certain animal species exhibit altruistic behavior and others do not? What are the limiting resources for male and female animals, and why do they behave so differently? This is but a sampling of the subjects to be covered in a course that is specifically designed for students to gain a clearer understanding of the mechanisms that drive the natural world around them. We will commence with the early pioneers in ethology who were the first to describe the behavioral repertoire of a single species and progress onto the more current, comparative approach, in which two animals are compared for a more fine-tuned analysis. Biological jargon will be defined as original research is discussed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL145F Primate Behavior: The Real Monkey Business (FYS)
This course will examine the full spectrum of the primate order. How has evolution shaped these different primate species, and what underlying mechanisms have fueled their development? We will discuss primate ancestry, primate environments, and primate competition, all factors that mediate primate behavior. In addition, we will take the lessons learned from primate studies to determine how humans might use this knowledge toward the preservation and conservation of their nonhuman relatives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL146 Primate Behavior: The Real Monkey Business
This course will explore primate behavior starting with an overview of primate ancestry as gleaned from the fossil record. How has evolution shaped these different primate species, and what underlying mechanisms have fueled their behavioral repertoires? The major selection pressures on primates will be investigated together with parental care, self-medication, and Machiavellian intelligence. The class will also examine theoretical models explaining the evolution of the oversized human brain by Geoffrey Miller and how the advent of cooked foods supported a large brain mutation (Richard Wrangham). In addition, we will take the lessons learned from these aforementioned primate

studies to determine how this knowledge can work toward the preservation and conservation of our nonhuman primate relatives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL149 Neuroethology: Sensory Basis of Animal Orientation and Navigation
This course is about the sensory and neuronal processes underlying the ability of animals to orient in and move through their environments. We will consider the basic functions of sensory and nervous systems that underlie the remarkable abilities of animals to orient themselves in personal space, move through their home range, and move through the world in long-distance migrations and in homing. Animals from invertebrates through fish, birds, and mammals will be considered. The format of the course will be seminar/discussion and some lectures with heavy student participation. The course is intended for first-year students with high school-level courses in at least two of the following: biology, chemistry, or physics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B149**
Prereq: **None**

BIOL153F Stress: The Good, The Bad, The Ugly, The Resilient (FYS)
Stress, what is it and what is it good for? This course will introduce students to the neurobiology of stress. We will read the foundational works that helped us understand that stress can have real, measurable, and lasting effects on the entire body and across generations. Next, we will break down major concepts in the field (including allostasis, fight or flight, tend and befriend and hyperkatifeia) that describe how the body handles acute and chronic stress. Finally, we will end the course with a focus on stress resilience. We will discuss how social interaction, exercise, nutrition, and mindfulness approaches work to contribute to the remarkable resilience that has defined the success of our species. Our major sources of information will include original scientific reports, essays, magazine articles, podcasts, films, lectures and guest appearances by neuroscientists in the field. Throughout the course, students will maintain a journal with daily entries that document their understanding of the material and its relevance to their lives. As a final project, students will be asked to work in pairs to build a digital zine for distribution to other incoming frosh to help develop their appreciation for how stress can impair cognition and emotional regulation, how stress can aid learning and memory and what tools of resilience students can lean on throughout their time at Wesleyan to temper the former and facilitate the latter.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL155 Tiny Organisms with a Big Effect: The Microbiome
With the advent of advanced sequencing technology, we are able to characterize the microflora that lives on and inside of multicellular organisms, including humans. It follows that there are still many unknowns with respect to the function and dynamics of relationships between bacterial communities and their hosts. These bacterial communities, colonizing humans and other organisms with millions of microbes, have captured the interest of the public. Popular news outlets have made the disparate claims that the right human microbiome can act as a panacea and the wrong microbiome is such a calamity that it can destroy an individual's health. This course will look at the true nature of the microbiome, to the extent that current research has revealed. We will discuss both normal and abnormal bacterial community compositions and any related disease states. Similarly, we will cover changes in microbiome composition over time and with respect to host development. In class, we will also consider the microbiomes of other organisms and how the presence and composition of the microbiome relates to disease states and/or life history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B155**
Prereq: **None**

BIOL155Z Tiny Organisms with a Big Effect: The Microbiome
With the advent of advanced sequencing technology, we are able to characterize the microflora that lives on and inside of multicellular organisms, including humans. It follows that there are still many unknowns with respect to the function and dynamics of relationships between bacterial communities and their hosts. These bacterial communities, colonizing humans and other organisms with millions of microbes, have captured the interest of the public. Popular news outlets have made the disparate claims that the right human microbiome can act as a panacea and the wrong microbiome is such a calamity that it can destroy an individual's health. This course will look at the true nature of the microbiome, to the extent that current research has revealed. We will discuss both normal and abnormal bacterial community compositions and any related disease states. Similarly, we will cover changes in microbiome composition over time and with respect to host development. In class, we will also consider the microbiomes of other organisms and how the presence and composition of the microbiome relates to disease states and/or life history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B155Z**
Prereq: **None**

BIOL160 Life in the Oceans in the Anthropocene and Beyond
Little is known about life in the deep sea, the largest habitat on Earth, even about the largest animals living there, such as the giant squid. Humans, however, are severely affecting even these most remote areas of our planet, and wildlife populations in the oceans have been badly damaged by human activity. We will look at the amazing diversity of ocean life and the disparate building plans of its animals, and see how oceanic ecosystems are fundamentally different from land ecosystems. Then we will explore how human actions are affecting oceanic ecosystems directly, for instance by overfishing (especially of large predators and filter feeders), addition of nutrients (eutrophication) and pollutants, and the spread of invasive species, as well as indirectly, through emission of carbon compounds into the atmosphere. Rising atmospheric CO_2 levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at ecosystem changes during periods of rapid warming in the geological past and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES160, CIS160**
Prereq: **None**

BIOL161 Science Materials For a Malagasy Classroom
Students will design and produce a variety of educational science materials to be used in a fifth grade classroom in Madagascar. These items include a science logo, bookmarks, educational science games, posters, and a comic book with conservation themes for children. Students who are interested in design and

natural history as a means through which to communicate science themes on wildlife endemism, evolution, and climate change would be appropriate for this course. All students will need to conduct independent research into science topics, distill down the salient features, and use that information to design elementary school materials. Working both individually and in teams, students will conceive, design, critique, and move into product production (MakerSpace). In addition, prototypes of the materials will be reviewed and rated by fifth graders in a Middletown elementary school for feedback.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS261, IDEA261**
Prereq: **None**

BIOL173 Global Change and Infectious Disease
This course will cover how human demands upon the environment have come back to bite us through infectious diseases. The most devastating infections, now and in the past, have spilled into humanity from other animals through our quest for food, either through hunting and trade of wild animals (COVID-19 and HIV) or through agriculture (smallpox and measles). Additionally, taking over huge swaths of land has fragmented natural habitats, with the result that some pathogens have increased in abundance (Lyme disease) and some pathogens have moved closer to humanity when humans have encroached on natural lands (Ebola). Living at high density in interconnected cities has sustained the severe infections that became humanity's childhood diseases (mumps, measles, smallpox); high densities have also brought us diseases brought by fecally contaminated water, as well as those diseases brought by the animals that cohabit our cities and suburbs (rats, robins). Our demand on energy has brought us global warming, which is transporting tropical diseases, such as malaria, poleward from the tropics; the extreme weather events of a changed world are leading to outbreaks of zoonotic diseases (hantaviruses). Moreover, our penchant for transporting wild animals and ourselves has had the potential to spread any local flare-up of any novel disease to the whole world (plague, COVID-19). We will discuss how, even if we mitigate every existing human infection, we should expect an unending stream of new pathogens. We will discuss technological solutions to infectious diseases, as well as how changes in our ethics might help contain existing pathogens and avoid future spillovers. Lectures will cover these and other topics. There will be two 65-minute lectures each week, with frequent opportunities for students to break out into smaller sections to figure out interesting biological challenges. There will also be a 30-minute discussion each week for each of 11 discussion sections (probably about 15 students each). These discussions will focus mostly on how policy changes might best mitigate the environmental disturbances that are bringing us infections. The course has no formal prerequisites and will introduce material from ecology and microbiology, as needed, to allow students to read and interpret the recent literature on global change and infectious disease.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS260**
Prereq: **None**

BIOL181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity
This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from the genetic code in DNA through protein synthesis and function. Topics include DNA replication, chromosome dynamics, transcription, translation, and gene regulation. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including transport across cell membranes, cellular energetics, protein sorting, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology. This course will require about 10 hours per week of engagement. Students should enroll separately in MB&B/BIOL191 Principles of Biology 1 - Laboratory.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B181**
Prereq: **None**

BIOL181Z Principles of Biology I: Cell Biology and Molecular Basis of Heredity
This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of genetics and gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from genetic code in DNA through protein synthesis and function. Topics include DNA replication and repair, chromosome dynamics, RNA transcription, protein translation, gene regulation, and genomics. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including cell signaling, energetics, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B181Z**
Prereq: **None**

BIOL182 Principles of Biology II
This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B182**
Prereq: **MB&B181 OR MB&B181Z**

BIOL182Z Principles of Biology II
This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that

underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B182Z**
Prereq: **BIOL181Z**

BIOL186 Introduction to the Biology of Nutrition and Impact on Human Health
This course will introduce students to the concepts of nutrition. It will cover the biology of the different food groups that make a balanced diet (carbohydrates, fats, proteins) and how our bodies obtain energy and important molecules, such a vitamins, from our food. The course will also cover the relevant anatomy involved in digestion and excretion. Other topics such as the effects of food production on the environment, fad diets, and disease states will also be studied, along with the latest hot topics in the news.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL191 Principles of Biology I--Laboratory
This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B191**
Prereq: **None**

BIOL192 Principles of Biology II: Laboratory
This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. A specific emphasis will be placed on science communication.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B192**
Prereq: **[MB&B191 or BIOL191]**

BIOL193 Principles of Biology I Laboratory (Online)
This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B193, NS&B193**
Prereq: **None**

BIOL194 Principles of Biology II: Advanced Topics
This course provides an optional supplement to the introductory course in physiology, development, evolution, and ecology (BIOL182, which should be taken concurrently). It is designed for highly motivated biology students who seek to enrich their understanding by engaging with current research in an intensive seminar setting. Students in BIOL194 will read and discuss recent journal articles that probe in greater depth some of the subjects covered in BIOL182. Weekly meetings will consist of a short lecture by the professor followed by group discussion of the readings.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B194**
Prereq: **BIOL181 or MB&B181**

BIOL197 Introduction to Environmental Studies
This course explores the interdisciplinary field of environmental studies to better understand the characteristics of human interaction with and dependence on the environment, and the causes and consequences of environmental degradation at local and global scales. We will explore key processes, characteristics, and phenomena of the natural world, and relevant human system and social dynamics. We will apply this information to identifying important issues and trends of global climate change and sustainability. Projects facilitate synthesis and application, skill development, reflection, and independent exploration.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS197, E&ES197**
Prereq: **None**

BIOL198 Principles of Biology II Laboratory _ Online
This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. Laboratory exercises use the techniques of electrophysiology, microscopy, computer simulations, and analyses of DNA sequence data. Some exercises will include exploration of physiological processes in living animals.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B198, NS&B198**
Prereq: **BIOL192**

BIOL208 Molecular Biology
This course is a comprehensive survey of the molecules and molecular mechanisms underlying biological processes. It will focus on the cornerstone biological processes of genome replication, gene expression, and protein function. The major biomacromolecules -- DNA, RNA, and proteins -- will be analyzed to emphasize the principles that define their structure and function. We will also consider how these components interact in larger networks within cells to permit processing of external and internal information during development and how these processes become perturbed in disease states.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B208**
Prereq: **MB&B181 OR MB&B181Z**

BIOL210 Genetics and Genomics
Genetics has provided a foundation for modern biology. We will explore the classical genetics and go on to consider how genomics has transformed this field. This course is intended to introduce students to the fields of genetics and genomics, which encompass modern molecular genetics, bioinformatics, and the structure, function, and evolution of genomes. We will discuss important new areas of research that have emerged from the genome projects, such as epigenetics, polymorphisms, transgenics, systems biology, stem cell research, and disease mapping. Students will also discuss bioethical issues we face in this new postgenome era.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B210**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

BIOL212 Principles and Mechanisms of Cell Biology
The cell is the smallest structural and functional unit of an organism. The primary goal of this course is to understand the structure, organization, regulation and behavior of cells, because with this perspective one can begin to ask complex questions including: why does mutating a protein cause a cell to malfunction and how does this cause tissue malfunction or disease? We will examine the cell mainly in the context of the multicellular organism--where cells respond to as well as regulate their local environment. Hence, this course provides students with a firm foundation in cell biology as we examine eukaryotic cell structure, organelle function, cell adhesion and motility, signal transduction and cell differentiation, cell survival and apoptosis, and consider how these mechanisms integrate to generate coherent cell behaviors. Published research will be discussed throughout the course in order to build students' understanding of research in cell biology. Lectures, assignments and assessments include opportunities for students to develop a broad and deep knowledge of cell biology, gain understanding of the scientific process of inquiry, experimentation and interpretation, and develop skill in analytical and critical thinking and scientific writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B212**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

BIOL213 Behavioral Neurobiology
This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B213, PSYC240**
Prereq: **None**

BIOL214 Evolution: Pattern and Process
Over the last 3.5 billion years, life has taken on a vast array of forms in a multitude of environments. In this class, we will use evolutionary analysis to reveal the key patterns and processes that produced this amazing diversity of life. Topics will include: the evidence for evolution, the nature of variation, adaptive and random evolutionary processes in natural populations, mechanisms of speciation, phylogenetic reconstruction with molecular and morphological data, and major events in the history of life on earth. Motivating examples will be drawn from across the domains of life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **MB&B182 OR BIOL182 OR BIOL182Z**

BIOL215 Evolution in Human-Altered Environments
Human activities have altered natural environments and, indeed, have created entirely novel ecosystems such as cities and high-input farms. This course examines how these human alterations to the environment affect the evolution and coevolution of diverse organisms. Starting with an intensive overview of microevolutionary processes, we will consider a number of contemporary scenarios: evolutionary response to environmental contaminants, exploitation of natural populations, and global climate change; evolution in urban and agricultural ecosystems; and the evolutionary impact of nonnative, invasive, and genetically modified organisms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL515, ENVS210**
Prereq: **[BIOL182 or MB&B182]**

BIOL215Z Evolution in a Changing World
Human activities have dramatically altered natural environments, and have even created entirely novel ecosystems such as farms and cities. How do these changes affect the evolution of animal and plant populations? In contrast to the traditional view that evolution takes place over millions of years, 21st-century scientists have been astonished to observe that rapid, human-caused environmental changes can lead to evolution in just a few short generations. Can the process of adaptive evolution keep up with the rapid pace of human-caused environmental change and allow species to cope with new conditions? What factors can promote "evolutionary rescue," and what may constrain it in different types of organism?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS210Z**
Prereq: **MB&B182 OR BIOL182**

BIOL216 Ecology
Ecology is the scientific study of interactions between organisms and their environment, both biotic and abiotic. We will look at how these interactions shape fundamental characteristics of populations, communities, and ecosystems. Topics will include predation, competition, symbioses, and effects of stress and resource limitation in diverse environments. We will cover important consequences of interactions such as coevolution, population outbreaks, ecological coexistence, patterns of biodiversity, ecological succession, species

invasions, food web dynamics, nutrient and energy cycling, variation in ecosystem goods and services, and global change.

This course emphasizes several learning goals in biology, including skill in formulating original ideas and experiments, using quantitative and graphical tools and interpreting quantitative information, and scientific writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS216**
Prereq: **[BIOL182 or MB&B182]**

BIOL217 Microbial Genomics and Evolution
In this course, students will learn the principles governing the structure, regulation, and evolution of bacterial and viral genomes. We will emphasize the experimental logic and conceptual models that researchers use to link genotype to phenotype. Specific topics will include operons, genetic networks, horizontal gene transfer, phylogenetics, and genome-wide association studies. Motivating examples will be drawn from both medical and environmental microbiology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **MB&B181 OR MB&B181Z AND MB&B182 MB&B182Z**

BIOL218 Developmental Biology
This is an extraordinary time for the field of Developmental Biology: advancements in imaging and experimental strategies, especially those that manipulate gene expression, have led to an explosion in the amount that we know about how an organism develops and how developmental programs are used also in the adult organism. Developmental Biology is a discipline that utilizes a variety of model organisms, and students will be introduced to some of these as we cover the mechanisms of development at the molecular, cellular, and organismal levels. Special attention will be paid to the process of scientific discovery -- the experiments -- and students will engage with original research data throughout the course. We will also cover recent work that aims to understand very early human embryo development, and consider ethical and medical considerations that this work raises. Lectures, class discussion, and assignments will include opportunities for students to develop a broad and deep knowledge of developmental biology, gain understanding of the scientific process of inquiry, experimentation and interpretation, and develop skill in analytical and critical thinking and scientific writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

BIOL220 Conservation Biology
This course will focus on the biology of conservation rather than cultural aspects of conservation. However, conservation issues will be placed in the context of ethics, economics, and politics. We will cover the fundamental processes that threaten wild populations, structure ecological communities, and determine the functioning of ecosystems. From this basis, we will explore important conservation issues such as habitat loss and alteration, overharvesting, food web alteration, invasive species, and climate change. We will use readings from the primary literature and field projects to learn about current research methods used in conservation biology. This course emphasizes reading and interpreting primary scientific literature and quantitative information, thinking critically about morals and ethics in society, and includes some hands-on research methods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS220**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

BIOL223 The Molecular Basis of Cancer
Cancer is a group of diseases characterized by unregulated cell growth and tissue invasion. This course will focus on the molecular events that lead to cancer. We will cover topics in both molecular and cellular biology and genetics that are relevant to understanding the differences between normal and cancer cells. Particular focus will be placed on oncogenes and tumor suppressor genes, DNA damage responses, the p53 signaling pathway, cell cycle regulation, and the molecular basis of cancer therapies. This course will utilize both the textbook and primary scientific literature in the study of cancer.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B223**
Prereq: **MB&B181**

BIOL224 Hormones, Brain, and Behavior
Hormones coordinate the anatomical, physiological, and behavioral changes necessary for developmental, seasonal, and diurnal transition in animals. These molecules have profound effects on the development of the brain and on adult brain function. How do hormones orchestrate brain assembly and the expression of specific behaviors? How do behavior, social context, and the environment influence hormone secretion? This course will provide a critical survey of our understanding of the relationship between endocrinology, the brain, and behavior in a variety of animal systems. Select topics include insect metamorphosis; sexual differentiation of the vertebrate brain and behavior; reproductive and aggressive behavior in birds, lizards, and rodents; song learning and song production in birds; and the effects of hormones on sexual behavior and cognitive function in primates, including humans. The exploration of a variety of systems will provide students with an appreciation of the ways in which the relationships between hormones and behavior vary across species, as well as the extent to which these relationships are conserved.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B224**
Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [BIOL182 or MB&B182]**

BIOL228 Medical Biochemistry
This introductory course will focus on the essential concepts of biochemistry important to students interested in the health professions, including the chemical and biological foundations of cellular metabolism and related disease states. Major topics will include the structure and function of biological molecules in the human body (proteins, carbohydrates, fats, nucleic acids, vitamins), enzyme catalysis, cellular signaling, and digestion, absorption, and processing of nutrients for energy and growth.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B228**
Prereq: **[MB&B181 or BIOL181] AND CHEM251**

BIOL229 Geobiology Laboratory
This laboratory course will explore more deeply some of the concepts introduced in E&ES234. Both the fundamental patterns and practical applications of the fossil record will be emphasized.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES235**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES199 OR [ENVS197 or BIOL197 or E&ES197]**

BIOL231 Microbiology
This course will study microorganisms in action, as agents of disease, in ecological situations, and as tools for research in molecular biology, genetics, and biochemistry. Particular emphasis will be placed on new ideas in the field.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B231**
Prereq: **BIOL182 OR MB&B208**

BIOL232 Immunology
In this introduction to immunology, particular emphasis will be given to understanding both the innate immune response and its agents as well as the acquired immune response mediated by B and T cells. Cellular and antibody responses in health and disease will be addressed, along with mechanisms of immune evasion by pathogens, autoimmune disease, and cancer.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B232**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182]) OR [MB&B208 or BIOL208]**

BIOL233 Geobiology
Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology). Typically, this involves studying fossils within the context of their sedimentary setting. In this course, we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on the climate.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES234, ENVS233**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES199 OR [ENVS197 or BIOL197 or E&ES197]**

BIOL235 Comparative Vertebrate Anatomy
This course will provide a comprehensive overview of the main organ systems in vertebrates, emphasizing phylogenetic relationships and anatomical features of major vertebrate groups. Using a comparative, systems-based approach students will explore the relationships between structure and function, evolutionary and developmental constraints on vertebrate anatomy, and the ways that a comparative anatomical approach informs our understanding of the human body. The course format will consist of two lectures and one lab per week, with lab sessions focusing on detailed dissection of several representative vertebrate species.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182] AND [MB&B191 or BIOL191] AND [BIOL192 or MB&B192])**

BIOL236 Comparative Animal Physiology
This course studies the fundamental mechanisms that diverse animals (mostly vertebrates) have developed to deal with common functional problems posed by their environments, and the special mechanisms that some animals use to cope with extreme environments. Animal physiology focuses on the functions of tissues, organs, and organ systems, investigating the mechanisms that operate at all levels ranging from molecules to the whole organism. Animal physiology is thus an integrative science, attempting to bring together everything that is known about an animal's function to create an integrated picture of how that animal operates in its environment. The mechanisms of function and regulatory processes that will be covered include gas exchange, circulation, excretion, osmoregulation, sensing mechanisms, temperature regulation, muscle contraction/locomotion, and endocrine coordinating mechanisms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **(BIOL181 OR MB&B181) AND (BIOL182 OR MB&B182)**

BIOL237 Signal Transduction
Cells contain elaborate systems for sensing their environment and for communicating with neighbors across the membrane barrier. This class will explore molecular aspects of signal transduction in prokaryotic and eukaryotic cells. Topics will include membrane receptors, GPCRs, kinases, phosphorylation, ubiquitination, calcium signaling, nuclear receptors, quorum sensing, and human sensory systems. We will integrate biochemical functional approaches with structural and biophysical techniques.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B237**
Prereq: **[MB&B208 or BIOL208]**

BIOL239 Functional Anatomy of the Human Brain
The human brain is an organ with the consistency of firm Jell-O, weighing about 2.5 pounds in an adult. It is made of 86 billion neurons and approximately the same number of non-neuronal cells. Contrary to common misconceptions, we use all the neurons in our brains, not just a small fraction of them from the regions dedicated to the function being performed. Brain cells organize in distinctive anatomical structures, which are interconnected through complex circuits that control nearly every function of the body, such as learning and memory, thinking, consciousness, and aesthetic appreciation. Its malfunction results in a variety of diseases, including senility, mood disorders, and motor/sensory dysfunctions. This course will examine in some detail the complex organization of the brain and how it performs some of its basic functions. The course will familiarize students with the medical terminology and neurological concepts for a general understanding of the human brain and spinal cord, being of special interest for pre-med students, NS&B, biology, and psychology majors; and anyone simply interested in how the brain works. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B239, PSYC239**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL241 Cell-Cell Interactions in Development
This course is about the exploration of the cellular interactions during development. Students will examine interactions between cells in the specification of the overall body plan, tissues and organs; the role of adhesions and migration; and the intracellular and extracellular cues that regulate these processes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **(BIOL182 AND BIOL212) OR BIOL218**

BIOL242 Quantitative Methods for the Biological and Environmental Sciences
This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL542, E&ES270, E&ES570, ENVS242**
Prereq: **None**

BIOL243 Neurohistology
The aim of this course is to study the microscopic structure of the nervous system. Structural and functional relationships between neurons and glia, as well as the organization of major brain regions (cortex, hippocampus, and cerebellum) will be examined. In addition to traditional histological preparations, modern techniques including confocal microscopy and immunohistochemistry will be studied and performed. Laboratory exercises will include the preparation and visualization of microscopic slides using a variety of techniques. While this course will focus on mammalian nervous system, skills learned in this course will be applicable in a variety of research models.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B243**
Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [MB&B181 or BIOL181]**

BIOL244 Neuropharmacology
This course will introduce students to the physiological and molecular effects of drugs on neuronal activity and behavior. We will cover key concepts in neuropharmacology, including pharmacokinetics and pharmacodynamics, alongside techniques used in modern pharmacotherapeutic discovery as it relates to the treatment of neurological and neuropsychiatric disease. Student assessment will include in-class quizzes and exams.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B244, BIOL544**
Prereq: **BIOL182 OR BIOL182Z AND NS&B213**

BIOL245 Cellular Neurophysiology
This neurophysiology course is mostly a study of how neurons send, receive, and integrate the signals that produce nervous system activity. Using the tools of electrophysiology (the electrical recording and manipulation of neurons), we can better understand synaptic plasticity, neuronal oscillations, and network activity. In the last module of the course, students will use their knowledge of a diversity of voltage-gated channels, neurotransmitter systems, and neuron categories to better understand the neurophysiology of epileptic seizures and sensorimotor systems and locomotion. We will also examine articles about human-machine interfaces that are being developed in the diagnosis and treatment of epilepsy as well for the restoration of motor activity and somatosensation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B245, BIOL599**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL247 Laboratory in Neurophysiology
The course is designed to teach techniques and offer independent research experience. Students study living nervous systems and measure the electrical signals at the heart of nervous system function. In the first part, experiments include intracellular recordings of rest and action potentials, synaptic transmission, sensory coding and integration in simple nervous systems. Students learn surgical and electrophysiological recording techniques working with invertebrate and cold-blooded vertebrate animals including crayfish, mollusks (Aplysia), leeches, fish, and amphibians. In the second part of the course, students will use these techniques in novel, independent research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B247**
Prereq: **([NS&B213 or BIOL213 or PSYC240] AND [BIOL182 or MB&B182])**

BIOL248 Introduction to Human Body Morphology
The human body is both complex and fascinating. This introductory course in human anatomy, explored across different scales, is designed to provide students with a precise and comprehensive understanding of the human body's morphological organization, using accurate and specialized terminology. The course will primarily focus on anatomy, constantly relating it to histology concepts to understand the relationship between structure and function within the body's systems and organs. The program is structured into three modules: Module 1 - Organization of the Human Body and Methods of Study, Module 2 - Integration of Functions, and Module 3 - Interaction with the External Environment. Each module will offer foundational knowledge in anatomy and histology, laying a solid foundation for further study in disciplines related to the human body and other mammals. The goal is for each student to master essential concepts and develop cognitive skills that will deepen their understanding of the body's functioning. Students will be encouraged to actively engage in class discussions, adopt a reflective approach to knowledge, and, most importantly, foster a lasting passion for learning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **(BIOL181 OR MB&B181) AND (BIOL182 OR MB&B182)**

BIOL250 Laboratory in Cellular and Behavioral Neurobiology
The goals of the course are to introduce students to a number of contemporary laboratory techniques in neuroscience and behavior. The laboratory introduces students to experimental method and techniques including neuroanatomy, immunohistochemistry, primary neuronal and astrocyte cell culture methods, analyses of electrical activity in the brain, and behavioral analyses of learning, memory, social behavior, and social dominance in inbred strains of mice.

Students will learn to analyze experimental data and write a series of laboratory reports on the experiments done during class. In addition, students will write a term paper related to one of the experimental approaches.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B250, NS&B555**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL251 Laboratory in Basic Practices in Neuroscience
This course will provide students with the knowledge and some tools to solve problems in neurobiology. Topics covered include a fundamental review of neurobiology and approaches in neuroscience research methods, behavioral studies, tissue/cell preparation, and histology/microscopy.

Students will learn how the applications of advanced neuroscience techniques have answered fundamental questions in neurobiology and neurophysiology. Modern approaches and their applications will be discussed, including behavioral studies, tissue preparation and analysis, histology, and microscopy.

The learning outcomes will be assessed by a project, oral presentation of the project, written laboratory class reports (lab notebooks), and a lab practicum.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B251**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

BIOL252 Cell Biology of the Neuron
Understanding the cellular biology of neurons is critical for understanding neurological disorders as well as neuropharmacological methods for treating the nervous system. In this course, we will explore how neurons function, focusing on structure-function relationships of the molecular building blocks of neurons. We will examine the basic cell biological mechanisms that underlie the formation, function, and plasticity of neurons and circuits. Areas studied will include cytoskeleton, cellular polarity, synapse formation, synaptic transmission, inter- and intra-cellular transport, neuronal plasticity, and regeneration. This course is designed to follow on from NS&B213 Behavioral Neurobiology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B252**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL254 Comparative Animal Behavior
In this survey course, we explore a wide range of animal behaviors at the proximate and ultimate levels of analysis. Main topics include: the principles of communication, genetic regulation of behavior, neuroethology, biological rhythms, hormones and behavior, reproduction, and animal cognition. Students gain foundational knowledge by engaging with textbook readings and traditional lectures. Students practice self-directed inquiry, peer-assisted learning, and scientific communication through in-class work sheets, group discussions, take-home assignments, and presenting topics of their choosing. Finally, students will learn about research and the academic career path through scholar highlights, interacting with guest speakers, and reading primary literature.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B254**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR [NS&B213 or BIOL213 or PSYC240] OR BIOL182Z**

BIOL256 Quantifying Evolution: The Genetics of Populations
How can we forecast the survival of an endangered species? How quickly can antibiotic resistance arise? Who is Lucy? Population genetics studies the genetic variation within and between populations that arise from several factors, including natural selection. Migration, mate choice, and habitat all influence the evolution of life. In this course, we will use mathematical modeling to describe how these fundamental forces change populations over time, and we will learn how these principles are used to breed our food supply, build our medicines, and manage our ecosystems. Class sessions will combine lectures with discussion and in-class problem-solving. Using these ideas, students will learn how evolutionary biologists reconstruct history using the principles of inheritance and variation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **MB&B181**

BIOL257 Neurogenetics
Genes are the basic functional units of heredity. This course is an introduction to the study of genes and their role in shaping neuronal structure, neuronal function, and behavior. We will learn about classic and modern approaches used to probe the relationship between genes and behavior, with a focus on studies using model organisms (e.g., flies, mice, worms). We will discuss the molecular genetics of neurological disorders with high heritability and the use of genetic tools to treat these conditions, and we will consider the ethics surrounding treatment and diagnosis of these disorders. Student assessment will include short written responses, in-class quizzes, and exams.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **NS&B257**
Prereq: **BIOL181 AND BIOL182**

BIOL263 Demystifying Data: Introductory Data Analysis and Modeling
How do scientists make sense of the data they collect, especially as datasets grow in size and complexity? In this course, students will learn fundamental concepts in data collection, statistics, and modeling through hands-on analysis of publicly available datasets from the COVID-19 pandemic. We will cover the effects of biases in data collection, models of epidemic growth and spread, and the principles of studying a rapidly evolving pathogen. While we will use motivating examples from the life sciences, students can expect to learn techniques and ways of thinking that will form a foundation for evaluating and analyzing data across scientific disciplines. Students will learn the basics of using the R programming language to visualize, analyze, and model data, so no previous programming experience is expected.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **CIS263**
Prereq: **None**

BIOL265 Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of

computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **MB&B265, COMP113, CIS265**
Prereq: **[MB&B181 or BIOL181]**

BIOL265Z Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics. MB&B/BIOL181 or POI: Those not meeting the prerequisite should contact the professor directly.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **CIS265Z, COMP113Z, MB&B265Z**
Prereq: **MB&B181 OR BIOL181**

BIOL266 Bioinformatics
This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **COMP266, MB&B266, CIS266**
Prereq: **[MB&B181 OR BIOL181]**

BIOL267 Engineering Biology: Cells and Tissues
This course explores the intersection of biology, medicine, and engineering, where scientists are developing novel platforms to promote understanding, diagnosis, and treatment of human diseases. We cover modern techniques for manipulating biological systems, spanning single molecules to ensembles of cells. We will examine the trajectory of the field from studying cells in a plastic dish to the advent of organ-on-a-chip and organoid models and discuss how this transition from 2D to 3D biology has propelled increased understanding of both normal physiological homeostasis and also the pathophysiology of disease. Topics will include controlling behavior of cells through cell-matrix interactions, learning through building via synthetic biology, and advances in regenerative medicine. These topics will be explored through the thematic lenses of transport processes (supply of nutrients and removal of waste) and mechanoreciprocity (the sensing of and response to the physical properties of the cellular microenvironment). Lectures will review fundamental concepts in cell biology and physiology before delving into topical examples from current literature. Lectures and assessments will include opportunities to develop skill in thinking analytically and critically about using engineering tools to study fundamental questions in human disease, formulating original ideas and experiments, and communicating science through written and oral formats.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **IDEA267, BIOL567**
Prereq: **BIOL208 OR BIOL212 OR BIOL218 OR BIOL228 OR PHYS207**

BIOL270 Systems Biology with Programming
Systems--collections of entities that interact to form an interconnected whole--are present at every scale of organization in the life sciences. Biologists can take advantage of computational and mathematical tools to understand how these systems function and predict how they might change over time. This approach is critical in applications ranging from epidemic modeling to evolutionary theory. In this course, students will learn how simple rules and interactions can lead to complex behavior using examples from three main areas: regulatory networks, population genetics, and ecology. Students will spend the first part of the course learning how to program in Python in order to model, simulate, and visualize these systems. No previous programming experience is expected.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **CIS270**
Prereq: **BIOL181 OR BIOL181Z AND BIOL182 OR BIOL182Z**

BIOL271 Systems Biology with Programming
This course is similar to BIOL270, but only meets in the second half of the semester with BIOL270 and is designed for students with a solid background in programming in Python. Systems--collections of entities that interact to form an interconnected whole--are present at every scale of organization in the life sciences. Biologists can take advantage of computational and mathematical tools to understand how these systems function and predict how they might change over time. This approach is critical in applications ranging from epidemic modeling to evolutionary theory. In this course, students will learn how simple rules and interactions can lead to complex behavior using examples from three main areas: regulatory networks, population genetics, and ecology.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **CIS271**
Prereq: **BIOL181 OR BIOL181Z AND BIOL182 OR BIOL182Z**

BIOL290 Plant Form and Diversity
The course begins with an overview of plant evolutionary history, then covers the basic structure and function of the plant body, the plant life cycle in nature, including interactions with animals, and ecological diversity of plants in contrasting habitats. Special events include a field trip to the Smith College Botanic Garden, two hands-on days for working with living specimens, and a special guest lecture by a local plant biologist.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL590, ENVS286**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

BIOL295 Physiology and Cell Biology of Cancer
This course focuses on the cellular and physiological aspects of cancer, examining the major hallmarks of cancer. Recent advances in cancer treatment are also covered.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **None**
Prereq: **(MB&B181 or BIOL181) AND (MB&B182 or BIOL182) AND (BIOL212 or BIOL218)**

BIOL299 Waves, Brains, and Music
Pressure waves bounce against the ear, and we create perceptions called sounds from them. We organize sounds to make music, making more waves, and the cycle goes forward. This course will provide an introduction to the fraction of these phenomena that can be measured and analyzed, focusing on the mathematics of signal analysis, auditory physiology, and the physiology of musical perception and production. Periodic waveforms include musical tones and the voltage fluctuations that can be measured from brains. The first third of this course (waves) is an introduction to the quantitative analysis of periodic waveforms, with the goal that the student will have a better understanding of how to interpret the analysis of both musical sounds and neuronal recordings. The second part of the course (brains) examines the known mechanical processes (physiology) by which the mammalian brain analyzes the periodic waveforms that we interpret as sound. The third part of the course uses these lessons to examine original research articles about the neuroscience of music, that is, how neuronal networks produce musical perception.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B299**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL302 Neurobiology of Aging
This course is designed to explore the intricate relationship between the aging process and the nervous system. As our population ages, understanding the underlying neurobiology of aging becomes increasingly important. This course delves into the physiological, cellular, and molecular aspects of how the nervous system changes over time and the impact of these changes on cognition, behavior, and overall well-being.

This course will introduce the student to the study of aging (gerontology) and the effects of normal aging and pathological aging on the nervous system. We will discuss general concepts of aging, and biochemical, physiological, and behavioral age-associated changes in the motor, sensory, cognitive, and neuroendocrine systems. By the end of the course, the student should have a clear understanding of what aging is and what effects it has on normal brain function. In class, I will introduce the topic with slide presentation and after that, we will discuss the topic based on the scientific article discussion. After the last class, students will have extensive opportunities for feedback and will write a project and present it in class as an oral presentation. Student evaluation will include weekly quizzes, project, a midterm and final exams, and class participation/attendance.

Course Objectives:

By the end of this course, students will:

1. Gain a Comprehensive Understanding: Develop a comprehensive understanding of the neurobiological processes associated with aging, including neurodegenerative diseases.

2. Explore Structural Changes: Examine structural changes in the aging brain, such as alterations in neuron density, synapse formation, and brain volume.

3. Analyze Functional Changes: Analyze functional changes in the aging nervous system, including changes in memory, cognition, sensory perception, and motor function.

4. Study Neurodegenerative Diseases: Investigate common neurodegenerative diseases associated with aging, such as Alzheimer's disease, Parkinson's disease, and age-related macular degeneration.

5. Explore Cellular and Molecular Mechanisms: Explore the cellular and molecular mechanisms underlying age-related changes in the nervous system, including oxidative stress, inflammation, and genetic factors.

6. Examine Potential Interventions: Review potential interventions and strategies to promote healthy aging and delay or mitigate age-related neurobiological changes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B302**
Prereq: **NS&B213**

BIOL302Z Neurobiology of Aging
This course is designed to explore the intricate relationship between the aging process and the nervous system. As our population ages, understanding the underlying neurobiology of aging becomes increasingly important. This course delves into the physiological, cellular, and molecular aspects of how the nervous system changes over time and the impact of these changes on cognition, behavior, and overall well-being.

This course will introduce the student to studying aging (gerontology) and the effects of normal aging and pathological aging on the nervous system. We will discuss general concepts of aging, and biochemical, physiological, and behavioral age-associated changes in the motor, sensory, cognitive, and neuroendocrine systems. By the end of the course, the student should clearly understand what aging is and its effects on normal brain function. In class, I will introduce the topic with slides presentation and after that, we will discuss the topic based on the scientific article discussion. After the classes, students will have extensive opportunities for feedback and will be requested to write a project for the last, oral presentation of the project in the class, and a final exam.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B302Z**
Prereq: **NS&B213**

BIOL304 Glia: Not just neuronal glue!
Historically, neuroglial cells (i.e., astrocytes, oligodendrocytes, and microglia) were considered the space-filling cells of the brain, simply the brain's "glue."

Later, their primary role was considered metabolic support of neurons (e.g., buffer extracellular potassium, recycle neurotransmitters, myelination, etc.). However, the notion of glia as inert bystanders has recently been revised. It is now accepted that glial cells play critical physiological roles in normal nervous system development and function, including controlling brain wiring, modulation of synaptic transmission, regulating blood flow, and serving as the brain's lymphatic system just to name a few functions. Moreover, glia contributes to a variety of neurological disorders such as epilepsy, glioma, multiple sclerosis, neurodegenerative diseases, and psychiatric disorders like major depressive disorder and schizophrenia. Hence, these underappreciated cells are long overdue recognition. This is an interdisciplinary course in which students will engage in a focused, in-depth exploration of how glial cells contribute to neurological and psychiatric disorders. Lectures by both basic scientists and clinicians will highlight recent research on the molecular mechanisms by which glial cells contribute to the establishment and progression of neurological and psychiatric disorders.

This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature. After the classes, students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include quizzes and assessments for a lay audience, a midterm and a final exam, class participation, and attendance.

Course Objectives:

1. Describe the development, histology, and normal physiological function of glial cells.

2. Describe the role inflammation plays in neurological and psychiatric conditions.

3. Describe the role traumatic brain injury plays in neurological and psychiatric conditions.

4. Describe the role genetics plays in neurological and psychiatric conditions.

5. Describe the physiology, pathology, and disease mechanisms of neurological and psychiatric conditions.

6. Demonstrate effective written communication skills to construct a succinct "News & Views" style summary of a primary research report for a lay audience.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B304**
Prereq: **NS&B213**

BIOL306 Ecology and Natural History of Freshwater Fishes of South America
South America has the highest diversity of freshwater fishes anywhere in the world. In fact, there are more than twice the number of mammals and about the same number of birds in the world. Why has this remarkable radiation occurred in a relatively short period of time? How can so many fishes coexist in the same rivers, utilizing the same resources? In this intensive course, we will travel to Colombia during spring break (March 7-21) in order to gain firsthand knowledge about the ecology and natural history of freshwater fishes in South America. We will learn about the ecological and environmental factors that contribute to perhaps the largest biological radiation on the planet.

Students will obtain firsthand experience with the South American tropics, freshwater fishes, and with doing experiments in the field. Each day there will be a combination of lectures and field or laboratory exercises. We will travel to and explore fish ecology in different types of rivers at different elevations. Students will gather and analyze data about biological, physical, and environmental issues that are covered in the lectures. The habitats that we explore will be both terrestrial and freshwater rivers. Our base will be at the Instituto Humboldt in Villa de Leyva, Colombia. We will interact with Colombian students who are studying ecology and biodiversity at the Institute in order to exchange ideas about current environmental issues.

All the costs of travel, lodging, and meals will be covered by the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS306, E&ES306**
Prereq: **None**

BIOL308 Small Creatures, Big Impact: Vectors of Human Disease
This course will discuss the connection between public health and vector-borne disease (illness transmitted to humans through insects like mosquitoes, ticks, and flies). By understanding the role of entomology (study of insects) in global burden of these diseases, students will gain an understanding of why vector-borne disease account for more than 17% of all infectious diseases, causing over 700,000 deaths annually. Part 1 of this course will cover the biology and ecology of key vectors such as mosquitoes, ticks, snails, sandflies, kissing bugs, and flies, which are responsible for transmitting pathogens like malaria, dengue, Zika, West Nile, Lyme disease, anaplasmosis, Schistosomiasis, Leishmaniasis, Chagas disease, sleeping sickness, and many others. Students will learn about insect physiology, vector/parasite behavior, life cycles, and the environmental conditions that influence their populations. We will also explore vector control strategies and the impact of climate change on vector-borne disease transmission. In part 2 students will understand how limited access to healthcare, inadequate sanitation, and poor living conditions increase the risk of disease transmission by providing vectors the ability to thrive. Addressing these challenges requires a comprehensive approach that includes improving healthcare infrastructure, enhancing disease surveillance, and implementing sustainable vector control strategies. By the end of this course, students will have an understanding of the public health implications of vector-borne disease in developing countries and the entomological factors that contribute to disease burden worldwide, including epidemiology, prevention, and vector control methods. We will examine the socio-economic and environmental factors that contribute to the spread of these diseases and discuss strategies for effective intervention and policy-making. By understanding these unique challenges, students will gain insights into the global health disparities and the importance of tailored public health approaches.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **(BIOL181 OR MB&B181) AND (BIOL182 OR MB&B182)**

BIOL310 Genomics Analysis
This course is an introduction to genomics and analysis for students with interest in life sciences. It introduces current applications of genomics techniques, covers how to build a genomics workflow, and introduces statistical analyses in R programming language. This course assumes little or no prior programming experience and will provide hands-on experience in taking raw next-generation sequencing data through a custom workflow and ending with analyses in R statistical software. This course emphasizes hands-on computational methodology, bioinformatics data analysis, and interpretation of quantitative information. The primary method of evaluation is through written work and weekly homework assignments and the course will increase students skill in scientific writing and scholarship. Classes will consist of lectures, discussion groups and cloud based computational projects designed to train transferable skills in big data analysis. Lectures, labs, assignments and assessments will promote deep knowledge in genomics and informatics, gaining understanding in the scientific process, thinking analytically and critically about biological questions, and formulating original ideas and testing them with big data. Skills gained during the course will include quantitative, statistical and graphical tools, scientific writing, oral communication and deep thinking about ethics in a genomics-enabled world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **CIS310, MB&B311**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

BIOL312 Global Change Biogeography
On our home planet, Earth, the current geologic epoch is characterized by rapid changes to the environment due to human behavior. Biogeography examines the spatiotemporal distribution of life on Earth, from species to ecosystems and from landscapes to continents. How is anthropogenic climate change modifying the distribution and function of organisms and ecosystems? What can we learn from the evolutionary history of the life-planet system that can help us understand the possible impacts of future climates on the biosphere? To address these questions rigorously, we will explore primary literature from a wide range of theoretical and empirical studies. The course emphasizes inquiry, contact with primary literature, discussion, statistical and spatial coding, learning to obtain data, and visualization. The beginning of the semester provides an overview of physical geography and the Earth System, with field and data experiences that build remote sensing and spatial analysis skills. The second half of the semester is focused on the exploration of relevant scientific literature based on student interests and recent papers, as well as independent research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES312, ENVS311**
Prereq: **None**

BIOL316 Plant-Animal Interactions
This course will explore the ecology and evolution of interactions between plants and animals, including mutualism (e.g., pollination, frugivory) and antagonism (e.g., herbivory, granivory), that are central to the functioning of ecosystems and the generation of biodiversity. The format will be seminar-style, involving reading, discussion, and student presentations of key papers on chosen topics. This course emphasizes reading and interpreting primary scientific literature and quantitative information, formulating original ideas in scientific inquiry, writing, and oral communication.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL516**
Prereq: **BIOL214 OR [BIOL220 or ENVS220] OR [BIOL290 or BIOL590] OR [BIOL216 or ENVS216] OR BIOL217**

BIOL317 Genes and Mechanisms in Vertebrate Sex Determination
Sex determination in vertebrates is a highly plastic process that centers on the decision within a bipotential organ, the gonad, to differentiate into either an ovary or a testis. Interestingly, the "problem" of how to determine sex has been solved in many different ways across the animal kingdom. This course will explore the basic principles and molecular networks involved in sex determination across vertebrate species including fish, reptiles, birds, and mammals. The format will be primarily seminar-style, involving brief introductory lectures, reading, discussions, and individual and group presentations of key papers on chosen topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **BIOL212 OR BIOL218**

BIOL318 Nature and Nurture: The Interplay of Genes and Environment
Ever since Watson and Crick proposed the DNA molecule as a heritable genetic "code," biology has emphasized genes ("nature") rather than environmental influences ("nurture") as the primary agents of biological causation. This genetic determinism continues to shape perspectives beyond research, including such critical concerns as public health and human diversity. Recent insights to environmental and inherited epigenetic factors demand that we rethink this established view to build a more integrated understanding. In this advanced seminar, we consider how genetic and environmental factors jointly determine the development and behavior of organisms, including ourselves. After an initial series of lecture/discussion sessions on foundational concepts, this seminar course will consist of student-led discussions of scientific articles on genetic and environmental causes of specific diseases, capacities, and behaviors. Subject to class choice, possible topics will include: causes of lung cancer and of asthma; variation in IQ; the Human Genome Project; and "personalized medicine." Any 200-level course in genetics, development, or neuroscience can fulfill the required prereq; interested COE or other students without this background are encouraged to directly contact Prof Sultan to request a prerequisite override. Students gain understanding of scientific inquiry and interpretation, as well as specific knowledge of a range of human health issues and behavioral capacities. Through reading recent data papers, participating actively in small-class discussions, and giving short oral presentations, students will build their skills in critical thinking about biological and environmental questions and related ethical issues, scientific scholarship, and oral communication of scientific information.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL518, ENVS338**
Prereq: **BIOL214 OR BIOL218 OR [BIOL210 or MB&B210] OR [BIOL224 or NS&B224]**

BIOL320 Everything is Everywhere: Environmental Microbiomes
In 1934, the ubiquity and diversity of microbial life led Baas Becking to hypothesize that "everything is everywhere but the environment selects." Despite being proposed over 90 years ago, this hypothesis continues to motivate cutting-edge research elucidating the adaptations that microbes have evolved in environments all over the world. In this class, we will address this hypothesis by sampling, sequencing, and analyzing local microbial communities (i.e., environmental microbiomes). Students will gain hands-on experience formulating their own scientific questions, collecting samples from the environment, extracting DNA, and assembling novel metagenomes using bioinformatics methods. Key concepts in microbial genomics, evolution, and ecology will be covered through mini-lectures, primary literature, and

group discussion. The class will culminate with students authoring a draft scientific manuscript. Students should have familiarity with advanced concepts in microbiology, evolution, or ecology as evidenced by completion of any one of the required prerequisite classes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **BIOL210 OR BIOL214 OR BIOL215 OR BIOL216 OR BIOL217 OR MB&B231**

BIOL322 Cell Migration in Development and Disease
What do the formation of an embryo, the healing of a wound, the surveillance of the immune system, and the invasion of metastatic cancer all have in common? Each of these processes requires the coordinated movement of cells, alone or in groups. In this course, we will learn how and why cells move, and explore what happens when they stop moving properly. We will build up our knowledge from "small" to "large," spanning biological scales from molecules to tissues. Topics will include: (1) the biomolecules of migration: cytoskeleton, focal adhesions, molecular motors; (2) cellular locomotion: protrusion, adhesion, contraction, retraction; (3) cell mechanics and force generation; (4) collective motions during morphogenesis and repair; (5) mechanisms for steering migration: chemotaxis, haptotaxis, galvanotaxis, durotaxis, etc.; (6) cancer as a disease of aberrant cell migration. Throughout the course we will emphasize model systems, experimental design, and technology and measurement techniques. We will focus on seminal works, with attention paid to how these works rippled forward in time, along with cutting edge research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **MB&B181 AND (BIOL212 OR BIOL218 OR BIOL223 OR BIOL232 OR BIOL252 OR BIOL267)**

BIOL325 Stem Cells: Basic Biology to Clinical Application
This course will cover recent advances in stem cell biology, including tissue-specific and pluripotent stem cells. Clinical applications will be covered and we will examine the ethics and politics as well as the science of this emerging field.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B325**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182])**

BIOL327 Evolutionary and Ecological Bioinformatics
Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **COMP327, BIOL527, COMP527, CIS327**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

BIOL328 Chemical Senses
The least well understood of the senses, chemical sensation, is key to survival and behavior of many species. This course covers the structure and function of sensory neurons in both the gustatory and olfactory systems, as well as in chemosensory irritation. We will examine coding of sensory information to understand how higher cortical areas interpret stimuli. We will look at a variety of animal models and discover common organizing principles across phyla. Emphasis will be placed on the cell biology of these systems. Students will participate in reading, analyzing, and presenting recent studies from different areas within chemical sense to highlight recent findings and where the emphasis in chemosensory research is focused.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B328**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL332 Genomics Era Cell and Development
Each decade, technological advances shape the kinds of research questions that can be asked and solved. This past decade, sequencing technologies have delivered rich data sets analyzing genomes and transcriptomes. In this functional genomics course, we'll discuss several cases where the starting point for research was a genetic change (or several genetic changes) found in a tissue, disease, or population. We'll look at the cell and molecular research that was then done and what was learned. For case studies that relate to disease we will also consider how research discoveries shaped treatment options.

This course will greatly expand students' foundational knowledge of cell and developmental biology. Students will also develop their data interpretation and communication skills. Since we all harbor genetic changes that modify our susceptibility to a disease or condition, we will also think critically about moral and ethical issues that arise from the case studies we discuss in class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **BIOL208 OR BIOL210 OR BIOL212 OR BIOL218**

BIOL333 Gene Regulation
This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. We will discuss various "Omics" tools, and in

particular, sequencing-based strategies that provide information about the transcriptome and epigenome. We will also discuss current models on how transcriptional regimes unfold during the activation (or silencing) of genes, and how these processes become disrupted in various diseases. Finally, we will consider stochastic attributes of gene regulation that challenge "all or nothing" perspectives on cellular states (e.g., perspectives that genes are either "on" or "off," or that cells are either "differentiated" or not). An overarching theme is how genomes encode and execute regulatory programs in response to environmental and developmental cues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B533, MB&B333, BIOL533**
Prereq: **MB&B181 OR BIOL181**

BIOL334 Shaping the Organism
We are composed of tissues and organs of distinct shapes, but how are these shapes formed? To answer this question, biologists turn to the embryos and developing tissues of model organisms to study the mechanisms that build tissues with distinctive shapes and patterns. These mechanisms include changes in the cytoskeleton and cell adhesion, changes in cell shape, changes in the forces within a cell and across a tissue, and signals that determine whether cells live or die. It turns out that most of the processes required to correctly shape embryos and tissues have also been found to function incorrectly in a variety of human diseases!

This is a part-seminar, part-laboratory course that examines tissue and pattern generation in Drosophila (the fruit fly), an accessible model organism that has been extensively used to study the conserved processes and proteins that shape tissues. First, we will examine how the Drosophila embryo is shaped and patterned. Second, we examine how the Drosophila eye is assembled and patterned. Students will set up Drosophila crosses, use popular techniques to manipulate protein expression, and dissect and image fly tissues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182] AND [MB&B191 or BIOL191] AND [BIOL192 or MB&B192])**

BIOL337 The Origins of Bacterial Diversity
Wherever there is life, there are bacteria. Free-living bacteria are found in every environment that supports eukaryotes, and no animal or plant is known to be free of bacteria. There are most likely a billion or more species of bacteria, each living in its unique ecological niche. This course will explore the origins of bacterial biodiversity: how bacteria evolve to form new species that inhabit new ecological niches. We will focus on how the peculiarities of bacterial sex and genetics facilitate bacterial speciation. Topics will include the characteristics of bacterial sex, why barriers to genetic exchange are not necessary for speciation in bacteria, the great potential for formation of new bacterial species, the evolutionary role of genetic gifts from other species, and the use of genomics to identify ecologically distinct populations of bacteria.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL537, ENVS337**
Prereq: **[BIOL182 or MB&B182]**

BIOL338 Biology and MB&B Symposium I
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B338, BIOL538, MB&B538**
Prereq: **None**

BIOL339 Biology and MB&B Symposium II
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL539, MB&B339, MB&B539**
Prereq: **None**

BIOL340 EvoDevo: Origins of Variation in the Phenotype
This advanced seminar explores the field of evolutionary developmental biology (EvoDevo). EvoDevo seeks to understand the developmental mechanisms underlying the origin of newness in the biological world, by exploring the origin of morphological novelty, understanding how development permits (or constrains) the types of bodies that can be produced, and describing how developmental mechanisms themselves evolve. In this course, we will explore central concepts in EvoDevo, consider the role of development in evolution writ large, and connect both to case studies from the primary literature. The course format will consist of a mixture of lecture, class discussion, guest lectures by visiting evolutionary developmental biologists, and assignments focusing on both oral and written scientific communication skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL540**
Prereq: **BIOL218 OR BIOL214**

BIOL343 Muscle and Nerve Development
This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B543, BIOL543, NS&B343**
Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196 or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])**

BIOL344 Developmental Biology of the Nervous System
Near the top of the list of unsolved mysteries in biology is the enigma of how the nervous system constructs itself. Here is a part of our body that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has

begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. We will also discuss some disorders and dysfunctions that may happen during the neurobiology of development, such as cerebral palsy, autism, and attention-deficit hyperactivity disorder (ADHD). We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature. After the classes students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include weekly quizzes and/or assessment, a mid-term and a final exam, and class participation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B344**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

BIOL345 Developmental Neurobiology
Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B345, NS&B545, BIOL545**
Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

BIOL346 The Forest Ecosystem
This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES238, BIOL546, E&ES538, ENVS340**
Prereq: **[BIOL182 or MB&B182] OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

BIOL347 Mammalian Cortical Circuits
The mammalian cortex is where conscious perception and thought is generated, but the mechanistic details governing those processes are not well known. Studies of those circuits have revealed a heterogeneity of neuronal classes in the cortex and their proposed roles in these processes. Detailed wiring diagrams of local and long-distance cortical circuits are emerging, colored with dynamic connections that are helping us understand the cortex with these reverse-engineering strategies. Most of the readings for this course will be taken from the recent primary literature; areas of the cortex that will be studied include sensory cortex as well as studies of hippocampal cortical circuits.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B347**
Prereq: **NS&B213**

BIOL351 Neurobiology of Learning and Memory
Animals as varied as sea slugs and humans display a number of types of learning, ranging from the capacity to acquire species-specific behavior to the ability to form arbitrary associations. Just as varied are the philosophies governing the choice of how to best study the neurobiology of learning and memory. Through lectures, class discussion, student presentations, and a critical reading of the primary literature, the advantages and disadvantages of these various approaches will be investigated. While the specific focus of this class will be on learning and memory, other ways in which the brain learns will also be explored. Normal brain ontogeny relies to some extent on invariant cues in the animal's environment, making this process somewhat analogous to learning. In fact, the neural substrates for learning are likely to be a subset of the basic steps used during brain development. Moreover, the developmental rules guiding brain assembly place constraints on the what, how, and when of brain function and learning. Therefore, this course will also cover select topics in basic developmental neurobiology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B351**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL353 Neurobiology of Neurological Disorders
This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including including schizophrenia, Alzheimer's disease, sleep disorders, anxiety disorders, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B353, PSYC353**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL356 Neurodevelopmental Disorders
This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, cerebral palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory ingration disorder, and neonatal hypoxia. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic cellular aspects of brain function.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B356, PSYC356**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL357 Sex and Gender: From Synapse to Society
From movies like Think Like a Man to songs like "God Made Girls," from federal policies to gender reveal parties, much of our experience is defined by an ideology of gender dichotomy and an endorsement of fundamental sex differences in behavior. But does science agree? The field of neuroscience is bursting with research that both supports and questions inherent differences in the brains and behavior of men and women. In this course we will be taking an open and critical look at this scientific literature. We will begin by clarifying what it means, biologically, to be male/female, determine the limits to these definitions, and evaluate how these biological elements (genes/hormones/anatomy) interact with our environment and society to influence our behavior and gender identity. Additionally, we will evaluate nonhuman animal and human data regarding sex differences in behaviors (e.g., aggression, verbal communication) and neuropathological states (e.g., addiction, autism spectrum disorder). Student evaluation will include effortful participation, biweekly concept checkpoints, a final paper/presentation, and weekly editorials.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **NS&B357, FGSS357**
Prereq: **BIOL182 AND NS&B213**

BIOL358 Neurobiology of Movement
This course is designed to take a comparative approach to understanding the major motor systems of the brain and will cover the basic elements of motor "control." However, the motor system does much more than contract muscles. Even the most basic movements such as walking require whole-body coordination that must be learned and adapted to our environment. During active sensation, motor systems even modulate our sensory perceptions. Much of what we have learned about motor systems comes from animals as diverse as crickets, electric fish, and birds. This course uses a comparative approach to understand the functions various brain regions contribute to our active lives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B358**
Prereq: **NS&B213**

BIOL360 Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits
This course will examine structural and functional neuroplasticity in the nervous system. The ability of the nervous system to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections is regulated by our environment, both within the body and the external world. We'll examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, learn how the birth of new neurons changes across the lifespan, and discover how adult neurogenesis is altered by the aging process, physical exercise, stress, and neuropsychiatric disorders, such as epilepsy and Alzheimer's disease. We'll also learn about potential stem cell therapies for enhancing brain repair and plasticity after brain injuries. Students will prepare for class by reading scientific papers and reviews on the topic. In class, I will introduce the topic with slide presentations, and after that we will discuss the topic based on the scientific article discussion. After the classes students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include weekly quizzes and/or assessment, a final exam, and class participation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B360**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL360Z Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits
This course will examine structural and functional neuroplasticity in the nervous system. The ability of the nervous system to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections is regulated by our environment, both within the body and the external world. We'll examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, learn how the birth of new neurons changes across the lifespan, and how adult neurogenesis is altered by aging process, physical exercise, stress, and neuropsychiatric disorders, such as epilepsy and Alzheimer's Disease. We'll also learn about the potential stem cell therapies for enhancing brain repair and plasticity after brain injuries. After the basic material is introduced, class sessions will be scientific article discussion-based. Students will prepare for class by reading scientific papers and reviews on the topic. In class, we will introduce the topic with slide presentation and after that, we will discuss the topic based on the scientific article discussion.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B360Z**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

BIOL365 Calderwood Seminar in Public Writing: 21st-Century Biology
Twenty years ago, the landscape of biology looked very different. As the century began, the "rough draft" of the human genome was nearing release, a year ahead of schedule. Biologists envisioned an era of unparalleled progress leading in a straight line from DNA sequence data to the precise causes of human health and behavior, and to the development of genetically modified crops that would end global hunger. As to populations in natural habitats, any evolutionary impacts of climate change were thought to be far in the future. Instead, 21st-century biologists are scrambling to understand the human-caused evolutionary changes taking place in our lifetimes. Genetically modified crops have led to unforeseen threats to the survival of their wild relatives, while constructed ecosystems provide alternative farming approaches. Molecular insights have uncovered the unexpected roles of epigenetics and the microbiome in development and disease. Tools are available to not just decode genes but to edit them, at once raising new possibilities and urgent ethical questions. How can we approach this changed biological prospect? The course invites students to engage with these broadly resonant issues by framing them for general audiences rather than in specialized scientific terms. Drawing on common content from recent journal articles, guest research lectures/Q&A sessions, and a field trip to a local kelp-shellfish farm, students will unpack these contemporary themes by explaining the basic science in their own voices while considering them in larger contexts and exploring connections to their own knowledge and experience. The course will build strengths in communication and collaboration through individual writing and revising (in a variety of formats), active peer editing, and in-class workshopping of each piece, in a collective student-led format.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL365Z Writing 21st Century Science
Twenty-five years ago, the landscape of biology looked very different. As the century began, the "rough draft" of the Human Genome was nearly complete, a year ahead of schedule. Biomedical scientists envisioned an era of unparalleled progress, leading in a straight line from the new DNA sequence data to human health and behavior. At the same time, new technologies were expected to produce genetically modified crops that would end global hunger. Any evolutionary impacts of climate change on animals and plants in nature were thought to be far in the future. Instead, molecular insights have uncovered unexpected factors in development and disease including epigenetics and the microbiome. Genetically modified crops have led to unforeseen threats to their wild relatives, while constructed ecosystems are providing completely new ways of farming. For natural populations, twenty-first century biologists are scrambling to understand the human-caused evolutionary changes taking place within our lifetimes. Tools are available not just to decode genes but to edit them, at once raising new possibilities and urgent ethical questions.

This course invites students to grow as writers by engaging with these new areas of scientific investigation in an intensive workshop format. Drawing on common content from recent journal articles, Q&A sessions with guest researchers, and a virtual field trip to an innovative farm, students will unpack contemporary biology by explaining the basic science in their own voices, while considering the science in larger societal contexts through connections to their own knowledge and experience. Through science journalism pieces, blogposts, Powerpoint slideshows and researcher profiles, students will learn to communicate cutting-edge scientific findings in clear, non-specialist language. The course will build strengths in communication and collaboration through individual writing and revising, active peer editing, and in-class workshopping of each piece, in a collective student-led format. In place of a final exam, students submit a final essay reflecting on their experience in the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS365Z, STS369Z, WRCT301Z**
Prereq: **None**

BIOL368 Ecological Resilience: The Good, the Bad, and the Mindful
This course will examine the concepts of resilience, fragility, and adaptive cycles in the context of ecosystem and social-ecological-system (SES) structures. These concepts have been developed to explain abrupt and often surprising changes in complex ecosystems and SES that are prone to disturbances. We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory.

All of the terms--resilience, fragility, adaptation, restoration, reconstruction--are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS369, E&ES342**
Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]**

BIOL373 Exploring the Brain-Body Interface: The Neuroscience of Basic Survival
Basic survival depends on the brain's regulation of fundamental behaviors and physiological pathways, such as drinking, eating, digestion, thermoregulation, breathing, and cardiovascular function. How do the brain and body communicate with each other to achieve homeostasis under different physiological states, and what goes awry in disease? How have species adapted to thrive in challenging environments, such as extreme temperatures and resource scarcity? In this advanced seminar, students will take a deep dive into the exciting research taking place at the brain-body interface. We will explore the main components of the peripheral nervous system, such as the vagus nerve and the dorsal root ganglia, that act as gatekeepers into our internal and external sensory worlds. We will also explore pathways within the central nervous system that regulate our basic bodily functions. By reading primary literature and review papers and participating in in-class discussions, students will gain deep knowledge of this burgeoning field of neuroscience. Through short written assignments and oral presentations on topics of their choosing, students will gain practical skills in scientific scholarship and communication.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B373**
Prereq: **(BIOL181 OR MBB 181) AND (BIOL182 OR MB&B182) AND (BIOL213 OR NS&B213)**

BIOL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

BIOL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

BIOL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

BIOL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

BIOL421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

BIOL422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

BIOL423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

BIOL424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

BIOL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

BIOL470 Independent Study, Undergraduate
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

BIOL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

BIOL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

BIOL496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

BIOL500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, E&ES500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**
Prereq: **None**

BIOL501 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL502 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

BIOL504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

BIOL505 Cell and Development Journal Club I
Presentation and active discussion of a series of current research articles in the field of cell and developmental biology, from journals including Cell, Journal of Cell Biology, Development, Genes and Development, Developmental Biology, Science, and Nature.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

BIOL506 Cell and Development Journal Club II
Presentation and active discussion of a series of current research articles in the field of cell and developmental biology from journals including CELL, JOURNAL OF CELL BIOLOGY, DEVELOPMENT, GENES AND DEVELOPMENT, DEVELOPMENTAL BIOLOGY, SCIENCE, and NATURE.
Offering: **Host**
Grading: **Cr/U**

Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

BIOL507 Evolution Journal Club I
Presentation and active discussion of current research articles in evolutionary biology. Each semester the class will choose one theme within evolutionary biology to be the focus of discussion. Themes from recent semesters have included genome-based evolution studies, coevolution, speciation, phylogenetic approaches for investigating natural selection, the role of competition in evolution, the evolution of host-parasite relationships, the evolution of behavior, and the impact of niche construction on adaptive evolution.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

BIOL508 Evolution Journal Club II
Presentation and active discussion of current research articles in evolutionary biology. Each semester the class will choose one theme within evolutionary biology to be the focus of discussion. Themes from recent semesters have included coevolution, speciation, phylogenetic approaches for investigating natural selection, the role of competition in evolution, evolution of host-parasite relationships, and the evolution of behavior. Articles for discussion generally come from the journals EVOLUTION, AMERICAN NATURALIST, GENETICS, SCIENCE, and NATURE.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

BIOL509 Neuroscience Journal Club I
Presentation and discussion of current research articles in the field of neuroscience.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **NS&B509**
Prereq: **None**

BIOL510 Neurosciences Journal Club II
Presentation and discussion of current research articles in the field of neuroscience.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **NS&B510**
Prereq: **None**

BIOL511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

BIOL515 Evolution in Human-Altered Environments
Human activities have altered natural environments and, indeed, have created entirely novel ecosystems such as cities and high-input farms. This course examines how these human alterations to the environment affect the evolution and coevolution of diverse organisms. Starting with an intensive overview of microevolutionary processes, we will consider a number of contemporary scenarios: evolutionary response to environmental contaminants, exploitation of natural populations, and global climate change; evolution in urban and agricultural ecosystems; and the evolutionary impact of nonnative, invasive, and genetically modified organisms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL215, ENVS210**
Prereq: **[BIOL182 or MB&B182]**

BIOL516 Plant-Animal Interactions
This course will explore the ecology and evolution of interactions between plants and animals, including mutualism (e.g., pollination, frugivory) and antagonism (e.g., herbivory, granivory), that are central to the functioning of ecosystems and the generation of biodiversity. The format will be seminar-style, involving reading, discussion, and student presentations of key papers on chosen topics. This course emphasizes reading and interpreting primary scientific literature and quantitative information, formulating original ideas in scientific inquiry, writing, and oral communication.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL316**
Prereq: **BIOL214 OR [BIOL220 or ENVS220] OR [BIOL290 or BIOL590] OR [BIOL216 or ENVS216] OR BIOL217**

BIOL518 Nature and Nurture: The Interplay of Genes and Environment
Ever since Watson and Crick proposed the DNA molecule as a heritable genetic "code," biology has emphasized genes ("nature") rather than environmental influences ("nurture") as the primary agents of biological causation. This genetic determinism continues to shape perspectives beyond research, including such critical concerns as public health and human diversity. Recent insights to environmental and inherited epigenetic factors demand that we rethink this established view to build a more integrated understanding. In this advanced seminar, we consider how genetic and environmental factors jointly determine the development and behavior of organisms, including ourselves. After an initial series of lecture/discussion sessions on foundational concepts, this seminar course will consist of student-led discussions of scientific articles on genetic and environmental causes of specific diseases, capacities, and behaviors. Subject to class choice, possible topics will include: causes of lung cancer and of asthma; variation in IQ; the Human Genome Project; and "personalized medicine." Any 200-level course in genetics, development, or neuroscience can fulfill the required prereq; interested COE or other students without this background are encouraged to directly contact Prof Sultan to request a prerequisite override. Students gain understanding of scientific inquiry and interpretation, as well as specific knowledge of a range of human health issues and behavioral capacities. Through reading recent data papers, participating actively in small-class discussions, and giving short oral presentations, students will build their skills in critical thinking about biological and environmental questions and related ethical issues, scientific scholarship, and oral communication of scientific information.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL318, ENVS338**
Prereq: **BIOL214 OR BIOL218 OR [BIOL210 or MB&B210] OR [BIOL224 or NS&B224]**

BIOL527 Evolutionary and Ecological Bioinformatics
Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL327, COMP327, COMP527, CIS327**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

BIOL533 Gene Regulation
This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. We will discuss various "Omics" tools, and in particular, sequencing-based strategies that provide information about the transcriptome and epigenome. We will also discuss current models on how transcriptional regimes unfold during the activation (or silencing) of genes, and how these processes become disrupted in various diseases. Finally, we will consider stochastic attributes of gene regulation that challenge "all or nothing" perspectives on cellular states (e.g., perspectives that genes are either "on" or "off," or that cells are either "differentiated" or not). An overarching theme is how genomes encode and execute regulatory programs in response to environmental and developmental cues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B533, MB&B333, BIOL333**
Prereq: **MB&B181 OR BIOL181**

BIOL537 The Origins of Bacterial Diversity
Wherever there is life, there are bacteria. Free-living bacteria are found in every environment that supports eukaryotes, and no animal or plant is known to be free of bacteria. There are most likely a billion or more species of bacteria, each living in its unique ecological niche. This course will explore the origins of bacterial biodiversity: how bacteria evolve to form new species that inhabit new ecological niches. We will focus on how the peculiarities of bacterial sex and genetics facilitate bacterial speciation. Topics will include the characteristics of bacterial sex, why barriers to genetic exchange are not necessary for speciation in bacteria, the great potential for formation of new bacterial species, the evolutionary role of genetic gifts from other species, and the use of genomics to identify ecologically distinct populations of bacteria.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL337, ENVS337**
Prereq: **[BIOL182 or MB&B182]**

BIOL538 Biology and MB&B Symposium I
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B338, BIOL338, MB&B538**
Prereq: **None**

BIOL539 Biology and MB&B Symposium II
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL339, MB&B339, MB&B539**
Prereq: **None**

BIOL540 EvoDevo: Origins of Variation in the Phenotype
This advanced seminar explores the field of evolutionary developmental biology (EvoDevo). EvoDevo seeks to understand the developmental mechanisms underlying the origin of newness in the biological world, by exploring the origin of morphological novelty, understanding how development permits (or constrains) the types of bodies that can be produced, and describing how developmental mechanisms themselves evolve. In this course, we will explore central concepts in EvoDevo, consider the role of development in evolution writ large, and connect both to case studies from the primary literature. The course format will consist of a mixture of lecture, class discussion, guest lectures by visiting evolutionary developmental biologists, and assignments focusing on both oral and written scientific communication skills.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL340**
Prereq: **BIOL218 OR BIOL214**

BIOL542 Quantitative Methods for the Biological and Environmental Sciences
This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL242, E&ES270, E&ES570, ENVS242**
Prereq: **None**

BIOL543 Muscle and Nerve Development
This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL343, NS&B543, NS&B343**
Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196 or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])**

BIOL544 Neuropharmacology
This course will introduce students to the physiological and molecular effects of drugs on neuronal activity and behavior. We will cover key concepts in neuropharmacology, including pharmacokinetics and pharmacodynamics, alongside techniques used in modern pharmacotherapeutic discovery as it relates to the treatment of neurological and neuropsychiatric disease. Student assessment will include in-class quizzes and exams.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL244, NS&B244**
Prereq: **BIOL182 OR BIOL182Z AND NS&B213**

BIOL545 Developmental Neurobiology
Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL345, NS&B345, NS&B545**
Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

BIOL546 The Forest Ecosystem
This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES238, BIOL346, E&ES538, ENVS340**
Prereq: **[BIOL182 or MB&B182] OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

BIOL547 Environmental Biology Journal Club
Presentation and discussion of current research articles in the field of environmental biology.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES547**
Prereq: **BIOL182 OR E&ES197**

BIOL548 Environmental Biology Journal Club II
Presentation and discussion of current research articles in the field of environmental biology.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES548**
Prereq: **BIOL182 OR E&ES197**

BIOL549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

BIOL550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

BIOL557 Advanced Research Seminars in Biology
This course focuses on the specific research projects of individual graduate students in the Department of Biology, and it comprises student presentations and discussion including the department faculty, graduate students and post doctoral fellows. The course offers a forum for presenting new results and exploring new ideas, as well as for providing researchers with feedback and suggestions for solving methodological problems. It also provides an opportunity for students to become familiar with the wide range of biological research taking place in the department.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

BIOL567 Engineering Biology: Cells and Tissues
This course explores the intersection of biology, medicine, and engineering, where scientists are developing novel platforms to promote understanding, diagnosis, and treatment of human diseases. We cover modern techniques for manipulating biological systems, spanning single molecules to ensembles of cells. We will examine the trajectory of the field from studying cells in a plastic dish to the advent of organ-on-a-chip and organoid models and discuss how

this transition from 2D to 3D biology has propelled increased understanding of both normal physiological homeostasis and also the pathophysiology of disease. Topics will include controlling behavior of cells through cell-matrix interactions, learning through building via synthetic biology, and advances in regenerative medicine. These topics will be explored through the thematic lenses of transport processes (supply of nutrients and removal of waste) and mechanoreciprocity (the sensing of and response to the physical properties of the cellular microenvironment). Lectures will review fundamental concepts in cell biology and physiology before delving into topical examples from current literature. Lectures and assessments will include opportunities to develop skill in thinking analytically and critically about using engineering tools to study fundamental questions in human disease, formulating original ideas and experiments, and communicating science through written and oral formats.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL267, IDEA267**
Prereq: **BIOL208 OR BIOL212 OR BIOL218 OR BIOL228 OR PHYS207**

BIOL571 Teaching: Techniques and Theory
This course will help teaching assistants working with the Principles of Biology labs prepare to teach weekly lab sessions. Students will obtain hands-on experience with various techniques in the areas of molecular and cell biology. In addition, best teaching practices will be discussed and students will share their teaching experiences with each other.

This course may be repeated up to two times for credit.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B571**
Prereq: **None**

BIOL572 Teaching: Techniques and Theory
The course will help teaching assistants working with the Principles of Biology labs prepare to teach weekly lab sessions. Students will obtain hands-on experience with various techniques in the areas of anatomy and physiology, evolution, and ecology. In addition, best teaching practices will be discussed, and students will share their teaching experiences with each other.

This course may be repeated up to two times for credit.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

BIOL574 Concept Building and Pedagogical Development
The course will help course assistants and teaching assistants working with BIOL 182 (Principles of Biology II lecture) prepare to lead weekly problem-solving sessions. Students will review the content and core concepts of each problem-solving session, develop strategies to use in assisting students with the Friday problems, review the progress of the peer mentored study sessions, and discuss pedagogical best practices.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Prereq: **None**

BIOL590 Plant Form and Diversity
The course begins with an overview of plant evolutionary history, then covers the basic structure and function of the plant body, the plant life cycle in nature, including interactions with animals, and ecological diversity of plants in contrasting habitats. Special events include a field trip to the Smith College Botanic Garden, two hands-on days for working with living specimens, and a special guest lecture by a local plant biologist.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL290, ENVS286**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

BIOL599 Cellular Neurophysiology
This neurophysiology course is mostly a study of how neurons send, receive, and integrate the signals that produce nervous system activity. Using the tools of electrophysiology (the electrical recording and manipulation of neurons), we can better understand synaptic plasticity, neuronal oscillations, and network activity. In the last module of the course, students will use their knowledge of a diversity of voltage-gated channels, neurotransmitter systems, and neuron categories to better understand the neurophysiology of epileptic seizures and sensorimotor systems and locomotion. We will also examine articles about human-machine interfaces that are being developed in the diagnosis and treatment of epilepsy as well for the restoration of motor activity and somatosensation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL245, NS&B245**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

CENTER FOR GLOBAL STUDIES (CGST)

CGST131B Writing About Places: Africa
This course is one in a series called "writing about places" that explore the long tradition of writing about travel and places and changing attitudes toward crossing cultural borders. We will examine historical and cultural interactions/ confrontations as portrayed by both insiders and outsiders, residents and visitors, colonizers and colonized--and from a variety of perspectives: fiction, literary journalism, travel accounts, and histories. Writing assignments will include critical and analytical essays as well as encouraging students to examine their own experiences with places and cultural encounters.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL131B**
Prereq: **None**

CGST136 Writing for Fellowships
National fellowships are prestigious, competitive awards that enable the recipient to pursue graduate study, a research project, or travel abroad. While fellowship winners experience great personal growth and gain credentials that aid future success, preparing the application itself helps students clarify their

goals and learn how to present themselves to an unfamiliar audience, such as future employers. In this course students will learn about various fellowship opportunities, identify steps toward building a strong candidacy, and create a portfolio of compelling application materials. To inspire creative thinking, we will read short writings in various genres; authors may include Octavia Butler, Jose Antonio Vargas, Ruth Bader Ginsburg, N.K. Jemisin, Ursula Le Guin, and Ocean Vuong. We will then craft personal statements and other fellowship materials, taking them through a rigorous writing process with multiple revisions. By completing the course students will grow as writers and gain skills that can also be used in writing grants and seeking a job.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CGST141 Depicting Death in Literature
This course analyzes the theme of death primarily within French and francophone writing (in English translation), tracing the evolution of death imagery over time in literary texts. The curriculum will investigate various contexts related to the environment and language usage, offering a nuanced understanding of how the portrayal of death has changed in literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **CHUM141, RL&L211**
Prereq: **None**

CGST155 Portuguese (Romance Language Speakers) I
This course offers students who have a strong working knowledge of Spanish or another Romance language the opportunity to study Brazilian Portuguese in an accelerated format. This course is conducted entirely in Portuguese. Completion of both semesters is required for study abroad in Brazil.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **PORT155**
Prereq: **FREN112 OR ITAL112 OR SPAN112**

CGST201Z Teaching English as a Foreign Language (TEFL)
This course is designed for students that are considering teaching English outside of the United States in the future. It may be particularly useful for those considering applying for a Fulbright English Teaching Assistant, the JET program, the Peace Corps, or continuing after Wesleyan to get a TEFL or TESOL certificate or master's degree. The course will include basic language acquisition theory, TEFL teaching techniques, readings by sojourners in various programs, and opportunities to reflect on personal reasons for choosing to teach abroad.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT201Z, EDST201Z**
Prereq: **None**

CGST202 Preparing to Study Abroad: Culture and Language
This course is designed to facilitate students' preparations to study abroad during the following term. Through exploration of intercultural and language learning theories, intercultural communication strategies, and theories about culture, students will build a foundation for their learning and achieving their individual goals during the semester abroad. The course is open to those who are studying abroad in English as well as those who are studying a language. The course is graded at the end of the term, but ungraded check-ins during the study abroad experience are required for the credit to be awarded.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST203 Returning from Study Abroad: Integrating Your Experience
This course will facilitate returning students' integration of the study abroad experience into their academic and personal lives. Through guided activities, readings, and weekly writing assignments, students will reflect on the many facets of the study abroad experience and how they relate to identity, academic interests, and future plans, including fellowship applications and career opportunities abroad.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Prereq: **CGST202**

CGST204 Artificial Intelligence and Other Digital Tools for Learning Another Language
This course will explore the applications of generative artificial intelligence and other technologies to enhance the language learning process. Through readings of current literature in the fields of Computer Assisted Language Learning (CALL) and language pedagogy, as well as hands-on experience, students will develop an understanding of guiding principles for implementing various technologies soundly in language learning activties. Class format will include conversations based on readings and work on projects using various technologies such as generative AI, augmented reality, and virtual reality environments; video games; and dedicated language learning software. Students will develop sample learning activities, participate in a presentation for the language teaching/learning community, and develop a project of their choice. This course is well suited to students with an interest in learning languages and understanding pedagogical approaches to the teaching of languages and cultures.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CGST**
Prereq: **None**

CGST205 Introduction to Global Engagement
This team-taught and community-engaged seminar introduces students to the ideas and practices central to strengthening one's intercultural competence, in part through a critically informed approach to globalization. The course views "cultures" as porous, fluid, internally contested, and often overlapping -- and yet still as vital realities shaping the lived experiences of all people. Building intercultural competence requires not just acquiring new knowledge but also practicing the skills and honing the attitudes that are needed to interact effectively and appropriately on a basis of informed, mutual respect. This course is a core requirement of the Global Engagement Minor (GEM); students will begin to work with the eportfolio that they will use over their time in GEM to track, reflect on, and synthesize the various experiences making up the minor.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST206 Global Engagement in Practice, Swahili Language and NGO Case Study in Kenya
This integrative, hands-on course is only open to Global Engagement Minors selected during the fall application process. Building on the theoretical

frameworks and practical tools introduced in the gateway course, CGST 205: Introduction to Global Engagement, it weaves together Swahili language learning, regional studies, and an immersive spring break engagement with an educational NGO in Nairobi, Kenya. Situated within the broader regional education landscape, the course invites students to contextualize the NGO's work while also making their experience personally relevant through the design and implementation of a micro-project aligned with their academic interests. Course content introduces key historical, cultural, and contemporary dynamics of East Africa, with particular attention to the NGO's role within this evolving ecosystem. Through structured reflection and post-travel analysis, students critically examine their field experiences, strengthening their intercultural competence and deepening their global perspective. Throughout the semester, students will study beginning Swahili while exploring the broader context of the case study NGO, Kenya Education Fund. Course content will introduce students to key historical, cultural and contemporary dynamics of the East African region, with particular attention to the youth-led movements shaping present-day Nairobi and the NGO's role within that landscape. In preparation for the trip, students will design a personalized micro-project aligned with their academic interests, to be implemented during their time on the ground. Upon return, they will reflect on and analyze their experiences, deepening their intercultural understanding and global perspective.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Prereq: **CGST205**

CGST208 ¿Convivencia o conflicto?: Las tres culturas de la España medieval a través del arte (CLAC.50)
For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual wellbeing. This Spanish-language section complements the ARHA 310 curriculum, by exploring the resonance between medieval experiences of identity, pluralism, appropriation, and exchange and our own uneasy attempts at building a multiethnic, multicultural society. This class will be conducted in Spanish. ARHA 208 is open to intermediate and advanced Spanish learners (SPAN 113 and above), bilingual students, and heritage speakers. Enrollment in ARHA 310 is optional but encouraged.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ARHA208**
Prereq: **None**

CGST210 Language and Thought: Introduction to Linguistics
What makes human language unique? This course is an introduction to the study of human language and its underlying properties. Much of our linguistic competence lies below the level of conscious awareness, and linguists seek to uncover the subconscious principles and parameters that govern our knowledge of language. This course first explores the core theoretical areas of linguistics: phonology (sound structure), morphology (word structure), syntax (sentence structure), and semantics (meaning). Then, we will explore such topics as the workings of language use, language variation, and first- and second-language acquisition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST213F How Language Works: The Beliefs and Bias that Affect our Social World (FYS)
This first-year seminar takes an in-depth look at how we communicate. What do we believe about language? How does that affect our interactions on personal and societal levels? Drawing on readings from the fields of linguistics and anthropology, we will challenge common language myths and beliefs related to multilingualism, language and dialectal stereotypes, gendered language, and language learning. To synthesize those ideas, students will write reflectively and discuss their own oral and written language, conduct short research projects, and synthesize their ideas into a final paper related to a topic in the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT135F**
Prereq: **None**

CGST214 Language Shift, Change, and Loss
South Asians (India and Pakistan) are multilinguals or at least bilinguals. Most of the world's population is at least bilingual, if not trilingual or more; nevertheless, fluent bilingualism in the United States is relatively uncommon, and biliteracy is even more rare. However, much of the research on language development and bilingualism has been conducted in the United States, even though we (USA) are a "minority world population" in these matters and we interpret the research findings in ways that most of the world's multilingual speakers would find unusual. In this course, we will study both first language and multiple language development. We will look carefully at both simultaneous bilingualism (early bilingualism, bilingualism as a first language, or "bilingualism from the crib") and sequential bilingualism (learning a second language, or more, after the first language is established). We will explore language shift (from mother tongues to majority language), and change and loss from South Asians' perspectives and how these perspectives are different from and similar to the rest of the world, and consider what should be done for language maintenance.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **GSAS214**
Prereq: **None**

CGST215 What is (a) Language?
Scholarly inquiries into language have always faced the distinctive (though not unique) problem of how to define their object of study. What is language? Language in general, human language, a particular language, language as opposed to dialect or idiolect, etc.

This course will not answer these questions. It will, however, examine the most important and influential ways that they have been formulated and answered throughout the Western tradition of linguistic inquiry. Our survey will be organized around two main tendencies that are sometimes distinct but often complementary. First, the question of origins: Where does (a) language come from, and what does this tell us about its nature? We'll look at etymology and theories of language change alongside thought experiments and evolutionary theories that try to narrate the emergence of language from nonhuman forms of animal communication. Second, the questions of structure and function: How does (a) language work; what do we use it to do? We'll look at the medieval trivium of grammar, logic, and rhetoric, alongside the (approximate!) modern analogues of morphosyntax, semantics, and pragmatics. Our goal will be to get a sense of the major theoretical issues that have run through scholarly inquiries into language(s) across disciplines ranging from linguistics and philosophy

through anthropology, sociology, and literary theory, to cognitive studies and evolutionary biology.

While our scope is large, our method will be narrow, focusing on close readings of important primary texts in the history of Western linguistic thought. Since our emphasis will be on the coherence of theoretical positions rather the coherence of historical narratives, we'll focus especially on works that have exerted the strongest influence on contemporary understandings of language, particularly those from the 20th and 21st centuries.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL337**
Prereq: **None**

CGST218 Teaching Spanish K-12: Second Language Pedagogy (CLAC 0.5)
This is a community engagement course in which students learn basic principles of language pedagogy and language acquisition to inform their teaching of Spanish to children at one of the Middletown public schools. Readings in English and Spanish; class discussion and assignments in Spanish. Students will familiarize themselves with characteristics of second language (L2) learning and teaching, a basic know-how on analyzing and preparing materials for language learning/teaching, and L2 teaching as a profession.

Language and course requirement: Students must have recently taken a SPAN course numbered 221 or above. Preference will be given to EDST and HISP majors, as well as juniors and seniors.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN204, EDST204**
Prereq: **None**

CGST220 Italian Gaming Lab: Using Tabletop Games for Language Learning (CLAC.50)
Italian Gaming Lab is designed as a game-based Italian language laboratory that will focus on why and how tabletop games can be effective tools for language learning; examples will include board games, card games, and tabletop role-playing games (TTRPGs), an increasingly popular type of game that is based on collaborative storytelling in which participants either impersonate one or more characters or create and organize entire worlds.

In this CLAC course, we will explore how a game-informed pedagogy can work in Italian language and culture classrooms and to highlight analog gaming approaches that have worked inside and outside the language classroom. We will discuss the basics of Game-Based Learning (GBL) applied to L2 acquisition, as well as play a series of games that can illustrate the gameful principles previously studies. Participants will discuss the application of gaming principles to L2 acquisition and create reports and playful presentations on their linguistic journey through play. The course offers students the opportunity to use language creatively and to develop critical knowledge within the rising and innovative field of Game-Based Learning and educational game design.

The course will be conducted in Italian, and games will be played in Italian. Both intermediate/advanced learners of Italian (second-year level or above) and native speakers are welcome. If you are unsure about whether your language background is sufficient for the course, please contact the instructor.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL220**
Prereq: **ITAL102**

CGST221 Food in Japanese Media (CLAC.50)
This 0.50 CLAC section is conducted in Japanese and will feature Japanese-language media (documentaries, films, TV shows, anime, and some texts such as news articles and manga). It is designed to supplement CEAS 210: From Tea to Connecticut Rolls: Defining Japanese Culture Through Food. All materials and discussion will be in Japanese. There may be some writing assignments depending on ability. The section is open to students with Japanese-language ability, from intermediate level to native speakers. With the instructor's approval, this section may be taken independently of the parent course. Evaluation will be primarily based on participation, effort, and completion of assignments.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS211**
Prereq: **None**

CGST222 Translating Modern Japanese Song Lyrics (CLAC.50)
This course offers students the opportunity to build skills and experience as translators of cultural texts by producing Japanese-to-English translations of the lyrics to select modern Japanese popular songs. Students will formulate their own individual translations of the assigned song each week, and then work together in class sessions to amend and further develop those translations, learning from each other's choices and strategies in order to arrive at the most effective rendering possible. Successful completion of JAPN 218 required; heritage learners, native speakers of Japanese, and others with advanced Japanese language skills (both spoken and written) are welcome in the course, with advance permission from the instructor.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **JAPN285**
Prereq: **JAPN218**

CGST223 French Literary Masterpieces on Screen (CLAC 0.5)
This CLAC course is linked to the FYS RL&L 252F: French Literary Masterpieces in Translation and on Screen. In this CLAC course, conducted entirely in French, students will have the opportunity to read the texts in their original language, and to hone their French speaking, listening, and writing skills. Assignments will include written commentaries (i.e., close readings) and short presentations on the material. As for the films, students in the CLAC course will be expected to watch and discuss French-language adaptations. This CLAC course is intended for students who have at minimum an advanced intermediate level of French. Learners of French as well as native and heritage speakers of French are welcome. Credit: 0.5. Regardless of students' previous exposure to the French language, including AP and IB courses, students interested in the CLAC course must take Wesleyan's French placement test and score into at least FREN 215 (Advanced Intermediate French). Should they place into FREN 215, they must enroll in this class in order to be eligible for the CLAC course. Students who place into FREN 112 or below will not generally be eligible due to the degree of difficulty, though students may submit a petition. Moreover, all students

must meet with the instructor before enrolling in the CLAC course for an oral comprehension and expression evaluation. This CLAC course, in combination with the FYS in English, will count toward the French Studies Major or Minor, as well as the Romance Studies Major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN253F**
Prereq: **None**

CGST224 Living a Good Life: Chinese Lab (CLAC.50)
This optional "lab" class is intended for students (1) who have taken or are currently taking PHIL 210: Living a Good Life; and (2) who have little or no exposure to classical Chinese. Each weekly session will introduce students to aspects of the classical Chinese language--the written language of pre-20th-century China. Students will be able to read (in Chinese) and discuss (in English) key passages from the Confucian classics on which the Living a Good Life courses is partly based. No previous knowledge of Chinese (classical or modern) is necessary.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL151, CHIN151**
Prereq: **None**

CGST225 Living a Good Life: Greek Lab (CLAC.50)
This half-credit "Greek Lab" uses a slow reading of Plato's Republic to invite students into the world of Ancient Greek. In the first three weeks of the semester, students will be introduced to the Ancient Greek alphabet and explore the meanings of two key Greek philosophical terms -- eudaimonia (often translated as "happiness" or "flourishing") and dikaiosune ("justice" or "righteousness") -- that will set the stage for our study of Plato. In subsequent weeks, we will progress through each of the ten books of the Republic, highlighting a pivotal Greek keyword in each class session and discussing how its nuances inform Plato's argument for the good life as the just life.

No prior experience with Greek (ancient or modern) is required, and all readings and discussion will be geared toward students with little to no background in classical languages. Our goal is twofold: to develop an appreciation for Attic Greek, and to discover how direct exposure to the language enhances our understanding of a core text in the history of philosophy. Through short reading assignments prior to class, followed by group work and guided discussion in class, students will gain a unique perspective on some of philosophy's most enduring questions, while also developing the tools to navigate Ancient Greek terminology with confidence. Please note: this course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative and is not meant to replace a full introductory course in Ancient Greek. Students seeking more in-depth language training should enroll in GRK 101.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL152**
Prereq: **None**

CGST226 French and Francophone Gastronomy (CLAC .50)
This course explores the variety of French and Francophone gastronomy through texts, recipes, and other media such as films and cooking shows. Through these materials, students will reflect on the relationship between food and culture and the shape it takes in French and Francophone cultures. They will develop a deeper knowledge and appreciation for various foods and dishes. The course will include a hands-on component through which students will cook and taste foods from various areas in the Francophone world. The course will culminate in a final public event during which students will introduce and share foods from the Francophone world, which attendees will have the opportunity to taste. In addition to weekly meetings, there will be a few cooking workshops. Grade will be based on class participation, weekly reflection journals, a final presentation, and a final paper. This course is taught entirely in French. Readings, written assignments, and class discussions will be in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, and the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN233**
Prereq: **None**

CGST227 Writing Short Fiction in Spanish
This course will be both an examination of the short story form in Latin American letters, a genre that has been crucial to the region's intellectual traditions and its ruptures, and a deep exploration of the act of writing short fiction in Spanish. By examining diverse aspects of the craft of fiction writing, and through a discussion of their own writing and that of their peers, students will search for their (multilingual) voice to explore some of their philosophical, affective and linguistic concerns, become stronger writers and storytellers and improve their skills in Spanish. They will also familiarize themselves with some of the most captivating fiction produced by Latin American and Latinx short story writers over a century.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN227, WRCT277**
Prereq: **SPAN221**

CGST228 Deaf Communities: Facts and Perspectives
This course explores the diversity of the Deaf communities in the United States, examining Deaf cultures and the factors shaping them including history, education, technology, and institutions. We will discuss the prevalent perspectives in American society towards the Deaf experience, clinical and cultural. We will also compare American Deaf cultures and American mainstream cultures.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **ASLD160**
Prereq: **None**

CGST229 Language and Politics: Making and Unmaking of Nations
This course explores the key topics at the intersection of language and politics, including language choice; linguistic correctness; (self-)censorship and hate speech; the performance of ethnic and national identity in language; gender politics and "powerful" language; rhetoric and propaganda; and changing conceptions of written language, driven in part by technological advances. One of the examples of such topics is Tweet politics or incivility on the web around

the globe. This course consists of three modules. In the first two modules the above-mentioned topics will be discussed in general, while in the last module we will see how preferences in language policies and politics played a significant role in making and unmaking of nations in different parts of the world, from South Asia to East Asia to North America.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS210, CSPL212**
Prereq: **None**

CGST230 Between Marx and Coca-Cola: European Cinema of the 1960s and 1970s
In the 1960s and early 1970s, a growing sense of alienation and social unrest spread across Europe, making their marks in both society and cinema. Borrowing the words of New Wave director Jean-Luc Godard, these years led to the emergence of "the children of Marx and Coca-Cola." This course, taught in English, will introduce students to a multi-faceted portrait of Europe in the 1960s and 70s through avant-garde and popular cinema from France, Italy, Spain, Germany, and Eastern Europe. We will focus on films that depict global capitalism, gender relations, and government control. Some of the themes we will discuss include the critique of consumerism and materialism, the changing role of women in society, life under socialism and dictatorship, and youth counterculture. Last but not least, students will learn how New Wave directors challenged traditional approaches to narrative cinema.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **RL&L230**
Prereq: **None**

CGST231 Love and Suffering in Ancient Rome (CLAC.50)
In this CLAC course students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on "love." We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate "western" beliefs on love and marriage, that is, "all you need is love," over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLAS**
Identical With: **LAT230**
Prereq: **LAT102**

CGST233 Introduction to ASL / English Interpretation (CLAC 0.5)
Having completed course work in Beginning ASL I, II and Intermediate I, II, students who have demonstrated a strong interest in continuing their studies at a more sophisticated and challenging level may find this course work interesting pursuant to becoming a professional, credentialed Sign Language Interpreter.

This experience will provide students with a working knowledge of the profession of interpreting including the Code of Professional Conduct, certification criteria, the roles and responsibilities of a professional interpreter and discussions of the role of the interpreter in a variety of professional settings including educational, medical, legal, the performing arts, counseling, and rehabilitation.

Students who attend this course demonstrate that they are able to express in ASL, with some confidence, routine and everyday experiential topics within a conversational format with some elaboration. They demonstrate clear and accurate signing and fingerspelling at a moderate rate of speed.

This coursework uses a process-oriented approach for applying the essential cognitive strategies for interpretation. These strategies include organizing and manipulating visual images, analyzing message for meaning, and self-monitoring for message accuracy. This experience serves as a transition from language learning to beginning interpretation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Identical With: **LANG233**
Prereq: **LANG191**

CGST234 Introduction to Russian and Soviet Cinema (CLAC.50)
This course provides an introduction to the history and poetics of Soviet and Russian cinema--in Russian. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia. Students will learn the key works, names, events, and concepts of the Russian cinematic tradition. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film studies in Russian and English. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. This class consists of lectures and focused discussion of films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS234, FILM234, REES234**

Prereq: **RUSS202**

CGST235 Brazilian Culture and Identity Through Media (CLAC.50)
If asked about Brazil, chances are one may answer by invoking stereotypes that once conveyed Brazil's global image: samba and futebol (soccer). While music, carnaval, and soccer are central elements of the national identity, these aspects of Brazilian culture fail to do justice to the complexity of a country of ever-increasing global impact, with a top-ten economy, a massive, continental territory. and some 200 million inhabitants who constitute what may be the most diverse population on the planet.

In this course we will critically examine how the media has helped shape Brazilian identity and how the country is perceived from outside. We will cover topics such as social relations, race, poverty, gender, violence and human rights. Readings will draw upon theories and concepts in media studies and cultural studies. Class discussion will consider cultural texts, television shows, films, music, poetry, fashion, and social media posts. This course will be taught in English and Portuguese (introductory or intermediate level is sufficient).
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST236 Music, Culture and Social Justice in Latin America (CLAC.50)
This course examines influential Latin American musicians and the relationship between their artistic production and the battles for human rights, democracy, and social justice in the hemisphere. The seminar will focus on the periods of dictatorial rule and transition to democracy in the Americas (mostly, from the 1960s through the late 1980s). We will study the main musical trends and leading artists in Spanish and Portuguese speaking countries in those decades, assessing the role of their music in battles for free expression, democracy, and social justice in human rights. Among the artists whose work we will consider are Victor Jara (Chile), Mercedes Sosa (Argentina), Los Guraguao (Venezuela), Catano Veloso, Gilberto Gil, and Chico Buarque (Brazil). Students will be encouraged to analyze music through lyrics and song form, while understanding the historical, political, and social climates in which these artistic productions developed. Students will understand how music and culture can be powerful tools of resistance, assessing their impact in educating, inspiring, and creating social awareness and commitment in Latin American societies. This course will be taught in English, Portuguese, and Spanish (introductory or intermediate level is sufficient).
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST237 The Soviet Century (CLAC.50)
This course begins and ends with two crucially important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the Russian government with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to remake the world. On December 26, 1991, the Soviet Union collapsed into 15 countries. The Soviet project raises fundamental questions about political systems, economics, and human nature--questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will explore the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the course will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider key theoretical writings in addition to poetry and prose by major Russian and Russophone authors. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. This class consists of lectures and focused discussion of essays and films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-REES**
Identical With: **REES257**
Prereq: **RUSS202**

CGST238 Investigaciones Importantes en Psicología (CLAC.5)
This course will focus on several key empirical studies that have had an impact on the field of psychology. We will explore the big-picture question each study was examining, what the thinking in the field was then and is now on this big-picture question, how the data were gathered and analyzed, what relevant replication attempts have found, and what the implications of the findings are for the field of psychology. Lectures and conversations will be conducted in Spanish. Readings will generally be in Spanish, but some may be in English. Students should be at the intermediate level or above.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC281**
Prereq: **SPAN110 OR SPAN111 OR SPAN112 OR SPAN113**

CGST240 Introduction to Tamazight: The Native Language of North Africa and Beyond (CLAC.50)
This course will introduce students to the language (sounds and script) and culture of the Amazigh people, an ethnic group (commonly known as Berbers) native to North Africa and West Africa, specifically Morocco, Algeria, Tunisia, Libya, Mauritania, northern Mali, and Niger, with some oases in Egypt and the Canary Islands. The Tamazight language--the alphabet of which is called Tifinagh--has been a written language for almost 3000 years, although it was disrupted throughout history due to various invasions and conquests of the area. The Tuareg people of the Sahara desert in Northern Africa, and as of late Morocco and Algeria, have been using the Tifinagh alphabet (oldest dated inscription from about 200 BC) and the Tamzight language as a secondary national language. The objectives of this course are: 1. To introduce students to the sounds and script of Tifinagh; 2. To teach students basic conversation and essential elements of the Tamazight language; and 3. To familiarize students with the culture of the different Amazigh peoples.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **LANG160**
Prereq: **None**

CGST241 Introduction to ASL in the Performing Arts (CLAC.50)
This course offers an introduction to artistic ASL interpreting. "Artistic ASL Interpreting" does not apply only to performing groups who present songs in sign language on a stage. Nor is it a term that is exclusively linked with theatrical interpreting in a "platform" setting of plays, musicals, or poetry. Artistic

interpreting can be explained as a refined, more creative style of interpreting at the highest levels of the profession. For students, it presents challenges that encourage more attention to eye gaze and contact; shifts in body stance and positioning; size and style of sign production; facial expressions; gestures as communication and sign alternatives in overall concept formations and messaging. These are, in fact, some of the most important components in ASL communication and some of the most challenging aspects to encourage or teach.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-ASLD**
Identical With: **ASLD221**
Prereq: **LANG191**

CGST242 Introduction to ASL / English Interpretation (CLAC.50)
Having completed course work in Beginning ASL I, II, and Intermediate I, II, students who have demonstrated a strong interest in continuing their studies at a more sophisticated and challenging level may find this coursework interesting pursuant to becoming a professional, credentialed sign language interpreter.

This experience will provide students with a working knowledge of the profession of interpreting including the code of professional conduct, certification criteria, the roles and responsibilities of a professional interpreter, and discussions of the role of the interpreter in a variety of professional settings including educational, medical, legal, the performing arts, counseling, and rehabilitation.

Students who attend this course demonstrate that they are able to express in ASL, with some confidence, routine and everyday experiential topics within a conversational format with some elaboration. They demonstrate clear and accurate signing and fingerspelling at a moderate rate of speed.

This coursework uses a process-oriented approach for applying the essential cognitive strategies for interpretation. These strategies include organizing and manipulating visual images, analyzing message for meaning, and self-monitoring for message accuracy. This experience serves as a transition from language learning to beginning interpretation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Identical With: **ASLD222**
Prereq: **LANG191**

CGST243 Die Grenzen meiner Sprache bedeuten die Grenzen meiner Welt (CLAC .5)
This CLAC will explore the practice of translating philosophical German by focusing on Wittgenstein's Tractatus, its recent translations, and its (often unnamed) sources and influences -- including writings by Gottlob Frege and Immanuel Kant as well as by various Viennese intellectuals such as Karl Kraus and Otto Weininger. The Tractatus is a particularly productive focal point because it advances a theory of language and meaning that has immediate relevance for conceptualizing what is involved in translating from one language into another. In practicing translation, students will be testing the theory that they are attempting to translate. This will provide them an additional dimension in which to wrestle with the content of the text. Enrollment in the associated seminar, PHIL389/COL386, is encouraged but not required. The course is open to students at all levels of German study. Discussions will be conducted in a mixture of English and German, since we will be discussing the nuances of words and phrases in both languages. By preparing (and discussing) their own translations of texts, students will become familiar with the sorts of challenges that arise in rendering philosophical German into English and will develop strategies for negotiating these challenges. Students will also be encouraged to consider translations into other languages in which they are competent.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Identical With: **COL385, GRST385**
Prereq: **None**

CGST245 Not Just Neorealism: Italian Cinema, its History and Politics (CLAC.50)
This 0.5-credit course is conducted in Italian and designed to supplement the English-language Italian cinema course "Not Just Neorealism: Italian Cinema, its History, and Politics" (RL&L 245). The presentations that are part of the requirements for the parent course (RL&L 245) will serve as our basis in this discussion-based section: Students will be responsible for screening films in addition to those required for 245, for presenting them, and, during the discussion sections in Italian, responsible also for linking them to the course material. Further, students enrolled in the CLAC will also make mini-presentations to the broader body of the students enrolled in the parent course only, linking the extra screenings to those that are part of the course syllabus, and enriching the discourse and knowledge base.

Students are required to be simultaneously enrolled in the parent course in order to enroll in the CLAC section. For this reason, enrollment is granted on a POI basis.

Students must have advanced competency in Italian: completed ITAL 221 or a course with a higher number, spent a semester (or more) in Wesleyan's Program in Bologna, or be linguistically proficient. For any questions about linguistic preparation, please contact the instructor.

Please note that at present this section is not acceptable as one of the nine required courses for the ITST major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL245**
Prereq: **ITAL221**

CGST250 Body, Soul, and Afterlife Journeys in Ancient Greece (CLAC.50)
The connection between body and soul and their journey in the afterlife were at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This CLAC course is connected to the Classical Civilization course titled "Death and Afterlife in Egypt and Greece" that will be taught in the fall by Kate Birney. The parent course explores the archaeology of death and burial in Egypt and Greece. It examines how the funerary practices and the very notions of death, the soul, the body, and the afterlife operated in these

societies by drawing upon diverse evidence--archaeological, art historical, and mythological.

In this CLAC course students with some background in ancient Greek will read selections of the surviving evidence on death and the afterlife. Sources will be drawn from diverse genres and periods: historiography, Homeric poetry, Platonic philosophy, and religious tablets. This diversity will offer a unique opportunity to identify different registers and to explore how language itself reflects and in turn shapes the ideas and practices for which it is used. We will thus be looking at: how different media and performances are used to express loss, hope, and heroism in the face of death; how social class, gender, and political ideology are reflected in these media and how they influence ideas about death and the afterlife; and, last, how we are to create adequate methodologies as "readers" of such diverse evidence.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Greek.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **GRK250**
Prereq: **GRK102**

CGST251 Classical Chinese Philosophy: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Classical Chinese Philosophy (PHIL205) course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN351, PHIL251**
Prereq: **None**

CGST252 Chinese Calligraphy (CLAC.25)
This 0.25 CLAC course will provide students with a brief understanding of the art of Chinese calligraphy through calligraphy practice. They will learn about the characteristics of Chinese calligraphy from the "Four Treasures of the Study," as the tools of calligraphy (writing brush, ink stick, ink stone, and paper). They will understand the development history of Chinese calligraphy from five basic scripts of Seal (zhuanshu), Clerical (lishu), Standard (kaishu), Semi-cursive (xingshu), and Cursive (caoshu). The course focuses on imitation and practice of the Standard script kaishu. Prerequisite: Current or future Chinese class students are preferred.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN303**
Prereq: **None**

CGST253 East Asian Culture Through Chinese Pop Music (CLAC .50)
Even after the meteoric rise of K-Pop in recent years, Mandarin Chinese Language pop music, also known as Mandopop, remains a highly popular musical genre that influences East Asian popular culture. This course introduces students to the literary history and cultural forces that shaped Chinese popular music. The songs featured in the syllabus serve as a soundtrack to the "Introduction to History: Foundations of East Asian Cultures," as the themes largely mirror the contents of the parent course.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN305, CEAS305**
Prereq: **CHIN205**

CGST254 Self and Other in Cross-Cultural Encounters (CLAC.50)
This course is open to students currently enrolled in ANTH101: Introduction to Cultural Anthropology or in ANTH103: Gifts and Giving. It is intended for students with an interest in improving their spoken and written Spanish through an exploration of the problems and possibilities of cultural anthropological practice. This exploration will happen via class discussion and short ethnographic research assignments. The course will be conducted in Spanish and is open to students with some level of proficiency: from intermediate to advanced and to heritage speakers of the language. Students are expected to be currently enrolled in, or to have previously taken, ANTH101 or ANTH103. Email the instructor for information about alternatives to this requirement.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH254**
Prereq: **None**

CGST255 Modern History and Culture of Korea: From Imperialism to Two Koreas (CLAC.50)
This course will serve as an introduction to the more recent history and culture of Korea; South Korea's rebirth from the remnants of a devastating war into a globalized country whose cultural influence has grown drastically since the 2000s. We will be discussing politics and diplomacy, economic development and industrialization, the growth of mass culture, and social changes concerning Korean women and family. Key topics will include the colonial period, the Korean War and national division, the struggle for democracy, and Korean pop culture. Course material will include films, dramas, and literature on these topics.

This course will be conducted in Korean. Students who have either completed three years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean are also welcome.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **KREA255**

Prereq: **None**

CGST256 Exploring Korea Through a Multifaceted Cultural Lens (CLAC .50)
This course will address a variety of aspects of traditional and modern Korean culture, ranging from traditional cuisine, music/art, religion, and the modernization of Korea in the 20th century to the Korean Wave, films, education, and the history of Korean pop music. Video clips, movies, and other multimedia materials will be utilized to better facilitate students' learning of Korean culture and heritage. This course will be conducted mostly in Korean. Students who have either completed one or two years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean and heritage speakers are also welcome.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **KREA256**
Prereq: **None**

CGST260 Reading Mencius in Chinese (CLAC.50)
This course offers students the opportunity for guided reading of the original, classical Chinese text of the great Confucian classic Mencius (or Mengzi). Advanced (fourth-year level or above) competence in Chinese (including native Chinese competence) is required for the class, but previous experience in classical Chinese is not. The pace of reading and language of discussion will be determined based on student enrollment.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **PHIL260**
Prereq: **None**

CGST261 Reporting on Global Issues: International Journalism in Action
This course is designed to introduce students to various mediums of international reporting beyond the traditional print format, like video and podcasting. Visual and auditory formats have gained widespread prominence, making journalism more accessible to diverse audiences. After delving into sourcing, research, and reporting techniques, students will engage in discussions with accomplished innovative journalists, hosts, and reporters who possess extensive experience in covering international issues. Throughout the semester, students will gain valuable insights from these conversations and collaborate in teams to produce a podcast episode for a class series focused on migration.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL268, WRCT267**
Prereq: **None**

CGST262 Korean Music from Shamanism to Television (CLAC.50)
This course is open to intermediate learners, advanced learners, and native speakers. The discussion topics will be broadly approached, utilizing various music video examples as vehicles to deeper social, religious, and cultural understanding. These various music examples are from ancient to current Korean music practices. Historically, Korean music was integrated with dance, literature, art, song, and ceremony. Therefore, music (sound) was not separated from other elements but was essential to daily life, community activities, religious practice, artistic collaboration, costumes, food, and the very soul of the Korean people. Traditional Korean music is imbued with the history of court ritual, folk village stories, and myths, in addition to religious rituals of Confucianism, shamanism, and Buddhism. The music is central to a broad range of cultural, social, and humanitarian aspects of Korean life.

Korean traditional music has been evolving for over 2,000 years, and it is now rapidly moving in many directions with contemporary life and influence from Western culture. Historically, music was created as a group activity by village people oftentimes working with a spiritual leader shaman. Currently, the most acceptable music is created and performed by individual performers as a repertoire for TV programs. In the 21st century, as society changes, Korean music is changing also, with differing values of popular culture brought in through recordings, film, and of course the internet. Young musicians go beyond traditional music and are developing a new repertoire that mixes Western instruments or electronics with various traditional instruments. This is a new Korean identity. Newly created Korean ensembles and bands such as K-pop are successfully beginning to dominate the international music scene. In contrast to the formerly inner-looking "Hermit Kingdom," Korea has now entered into instant global communications with the production of more individual music in various styles.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC262, KREA262**
Prereq: **None**

CGST264 Portuguese and the Luso-Brazilian Short Story (CLAC.50)
This course offers students a chance to read and discuss short stories written in Portuguese from around the world (Brazil, Portugal, Mozambique, and Macao). It is open to students with intermediate or advanced Portuguese. Heritage learners and students with native Portuguese, both spoken and written, are also welcome. Assignments will include presentations and written work in Portuguese; assessment will be tailored to each student's language background.

All classroom discussion will be in Portuguese. Readings/films will be discussed weekly, including topics of language and content. Everyone will participate in discussions. Each class will include a short presentation (5-10 minutes) by a student on the week's assignment, including a brief introduction of the text, author, and geographical/historical context. Each student will contribute a discussion question before class on the assignment.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CGST**
Prereq: **None**

CGST265 History of Spanish Cinema for Spanish Speakers (CLAC.50)
Spanish 265 is designed as a discussion section for students who are enrolled simultaneously in SPAN 301 and who have advanced proficiency in Spanish. This half-credit course offers students the opportunity to master the critical vocabulary and tools of film analysis in Spanish.

Weekly student-led discussions will provide students with the unique opportunity to exercise these tools regularly and gain greater fluency in the language. Students will be responsible for the same material included on the SPAN 301 website at: https://span301.site.wesleyan.edu/. Students will submit their assignments in Spanish and contribute weekly posts to a blog set up for SPAN 265.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**

Gen Ed Area: **HA-RLAN**
Identical With: **SPAN265**
Prereq: **None**

CGST266 Neotropical Acuatic Ecosystems: Their Importance, Sustainable Use, and Conservation (CLAC 1.0)
(English translation below Spanish text) El curso de Ecosistemas Acuáticos Neotropicales permitirá a los estudiantes buscar información y discusión sobre la diversidad y complejidad de los ambientes acuáticos en la América tropical. Comenzaremos a aprender definiciones, características, distribución y ejemplos de humedales, lagos, ríos y muchos otros hábitats acuáticos en todo el neotrópico. El origen del sistema hidrológico. Evolución de las principales cuencas: Amazonas, Magdalena, Orinoco y Paraná. El Paleo Orinoco-Amazonía: Importancia geológica y biótica. Dinámica geológica. Evidencia geológica y biológica. Hipótesis evolutivas de la fauna piscícola. Evolución del paisaje amazónico como parte del conocimiento para comprender los diversos procesos y patrones de riqueza y distribución de la biodiversidad. Los humedales (sabanas inundadas) de Colombia-Venezuela como ejemplo de humedales neotropicales. El Pantanal brasileño y las llanuras colombo-venezolanas como "áreas de criadero" para la biota acuática y terrestre y su importancia para el mantenimiento de la biodiversidad. Los estudiantes también leerán y buscarán información sobre el Sistema Fluvial Orinoco como ejemplo de estudio. La importancia biótica, el desarrollo sostenible y la conservación. Identificar los factores antrópicos que afectan al sistema. El desarrollo social y económico, y las contribuciones a través de los Programas de Evaluaciones Acuáticas Rápidas (RAP's) como metodología para producir información que permitió proponer áreas para la conservación de la biodiversidad. Terminamos con un análisis de los recursos y la importancia pesquera de las principales cuencas neotropicales: Amazonas, Orinoco y Paraná-Paraguay. Seguridad alimentaria. Ejemplos de ríos en riesgo.

This course will examine why the Orinoco and Amazon basins in South America harbor a biological richness much larger than other river basins around the world. About 50% of all higher plant species of the world are included in these basins. Data on vertebrates showed that about 3,000 freshwater fish species, thousands of birds (migratory and local), and hundreds of amphibians, reptiles, and mammals have been found so far in those basins geographically included in six countries: Bolivia, Brazil, Colombia, Ecuador, Peru, and Venezuela. We will examine the key factors that have affected their historical-geological development, the actual richness, and the threats to sustainable development and conservation. We will ask questions about the nature and interactions of the key factors and agents that harbor and transformed the high ichthyological and other aquatic biota diversity, reflected by the wide range of landscapes and aquatic ecosystems included in those basins. We will try to identify fragile aquatic ecosystems depending upon the biological richness, endemicity, importance for local communities, and potential threats. We will examine the current trends in the fisheries, forest exploitation, and agriculture for human consumption, noting that stocks of many species of fish are in steep decline, and that current fishing practices are not sustainable. Finally, the major impacts and threats faced by the fishes and aquatic ecosystems of the Orinoco River Basin are discussed with the purpose of studying potential plans for sustainable development. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS188, LAST260**
Prereq: **SPAN221**

CGST267 Current Environmental Issues in Latin America (CLAC 1.0)
(English translation below Spanish text) Este curso proporcionará información histórica y actual sobre el desarrollo de temas ambientales en América Latina. La información se dividirá en la evaluación del uso del medio ambiente durante los períodos precolombino y colonial (a); y b) período moderno. Se discutirá la organización, estructura y gobernanza del medio ambiente. El desarrollo de políticas públicas, planes de gestión, factores que se deterioran y los posibles usos sostenibles del medio ambiente y sus recursos. Leeremos literatura interdisciplinaria incluyendo: académica, informes, documentos oficiales gubernamentales y proyectos de ONG dedicados al diagnóstico, desarrollo y uso o nuestros recursos en América Latina. Por último, se estudiarán casos particulares de países latinoamericanos como Argentina, Brasil, México, Costa Rica, Perú y Venezuela. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. This course will provide historical and current information on the development of environmental issues in Latin America. The information will be divided into assessing the use of the environment during (a) pre-Columbian and colonial periods and (b) the modern period. The organization, structure, and governance of the environment will be discussed, as will the development of public policies, management plans, factors that deteriorate, and the potential sustainable uses of the environment and its resources. We will be reading interdisciplinary literature including academic, reports, official governmental documents, and NGOs' projects dedicated to the diagnostic, development, and use of resources in Latin America. Finally, particular cases of Latin American countries such as Argentina, Brazil, Mexico, Costa Rica, Peru, and Venezuela will be studied. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS294, LAST290**
Prereq: **SPAN221**

CGST268 Food Security and Environmental Conservation (CLAC 1.0)
(English translation below Spanish text) En este curso los estudiantes investigarán información y discusión sobre la seguridad alimentaria y el uso del medio ambiente en una selección de países de América Latina. Haremos preguntas sobre la base de la producción y disponibilidad de alimentos. También examinaremos la información disponible de las agencias públicas y privadas sobre los programas establecidos por los países para garantizar la seguridad alimentaria de sus habitantes y el uso sostenible y la conservación del medio ambiente. Discutiremos conceptos como: La soberanía alimentaria y la seguridad como un sistema alimentario en el que las personas que producen, distribuyen y consumen alimentos también controlan los mecanismos y políticas de producción y distribución de alimentos; La nutrición como normas mundiales y particulares de consumo de alimentos; La Justicia social relacionada con la accesibilidad de los alimentos; y el derecho humano a una alimentación adecuada y a la libertad del hambre como uno de los objetivos del milenio de las Naciones Unidas. El estudiante revisará casos particulares en América Latina. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. In this course students will research and discuss food security and the use of the environment in a selection of Latin American countries. We will ask questions about the basis of food production and availability. We will also examine the available information from public and private agencies about programs established by countries to ensure the food security of their inhabitants and the sustainable use and conservation of the environment. We will discuss concepts such as: food sovereignty and security as a food system in which the people who produce, distribute, and consume food also control the mechanisms and policies of food production and distribution; nutrition as a global and particular standard of food consumption; social justice related to the accessibility of food; and the human right to adequate food and

freedom from hunger as one of the United Nations' objectives of the millennium. Students will look at particular cases in Latin America. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS297, LAST298**
Prereq: **SPAN221**

CGST273 Tatort - Window into Germany (CLAC.50)
Few television shows have become anchored in German cultural discourse as firmly as "Tatort," a weekly crime show produced and broadcast by public television since 1970. Watched by up to 40% of all potential viewers, new episodes are prominently reviewed in major daily newspapers and serve as a focus for discussions about German politics, culture, and society. Episodes have tackled questions of police brutality, immigration, gentrification, and the surveillance state, while also shining a light on Germany's changing conception of itself. Over the years, the show has attracted some of the major directors and actors from German-speaking regions, such as Wolfgang Petersen, Margarethe von Trotta, Dominik Graf, Sibel Kekili, and Götz George. In this course, we will watch current and canonical episodes of the show, using it as a way into discussions about Germany's past, present, and future.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **GRST273**
Prereq: **GRST212**

CGST281 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)
This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi "New Order." We will explore the reasons for the ultimate failure of the German war effort and the country's catastrophic destruction and defeat in 1945, as well as Germany's postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizone Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **HIST281, GRST350**
Prereq: **GRST213**

CGST283 Venezuela: The Effect of Oil Discovery on People, the Environment, and on Democracy (CLAC 1.0)
(English translation follows below) Este curso examinará los factores clave que han afectado el desarrollo de Venezuela y su entorno desde el período precolonial hasta el presente. Dividiremos la historia de Venezuela en dos períodos críticos: antes y después del descubrimiento de petróleo. Haremos preguntas sobre la naturaleza y las interacciones de los factores y agentes clave que transformaron a Venezuela de una colonia a la de un país económicamente independiente. Al examinar los períodos económicos anteriores y posteriores al petróleo por separado, aprenderemos que los factores clave, como la agricultura, el uso de la tierra y la influencia colonial europea, cambiaron drásticamente, transformando así muchas instituciones sociopolíticas. Los contrastes incluirán la resiliencia y la erradicación de enfermedades, los derechos humanos y la esclavitud, la propiedad de la tierra, la salud humana, los impactos en la biodiversidad y la salud humana, y la protección de las culturas indígenas. En última instancia, examinaremos los factores que han llevado al colapso de la democracia. Leeremos una literatura interdisciplinaria que incluye antropología, religión, sociología, ciencias ambientales, derecho e historia. El curso se presenta en un formato de lectura / discusión en el que todas las lecturas, escritos y discusiones serán en español. This course will examine the key factors that have affected the development of Venezuela and its environment from the pre-colonial period to the present. We will divide the history of Venezuela into two critical periods: before and after the discovery of oil. We will ask questions about the nature and interactions of the key factors and agents that transformed Venezuela from a colony to that of an economically independent country. By examining the pre- and post-oil economic periods separately, we will learn that the key factors, such as agriculture, land use, and European colonial influence, changed dramatically, thereby transforming many sociopolitical institutions. The contrasts will include resilience to and eradication of diseases, human rights and slavery, land ownership, human health, impacts on biodiversity and human health, and protections of indigenous cultures. Ultimately we will examine the factors that have led to the collapse of democracy. We will read an interdisciplinary literature that includes anthropology, religion, sociology, environmental sciences, law, and history. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **ENVS283, LAST383**
Prereq: **SPAN221**

CGST285 Global Hip Hop of the Non-Anglophone World (CLAC .50)
Proficiency in a language other than English is required. Each student will present to the class a single piece of their choice in a non-English language every other week (for a total of five presentations). Presenters will provide the class with written lyrics in both the original language and in English translation. In lieu of analyzing recordings by others, students have the option to compose their own non-English rap songs and record (or perform) them for in-class discussion. The final paper will tie the five presentations together in a single formal document (or website). Class discussion will be in English, but the topics will all be rap lyrics and hip hop/youth culture in the non-Anglophone world.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC285**
Prereq: **None**

CGST290 Nietzsche als Versucher (CLAC.50)
The term "Versucher" combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests

convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes "Versucher" as "the not-undangerous name [he] dares to bestow" on the "philosophers of the future"--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 "Nietzsche - Science, Psychology, Genealogy," though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **GRST330, COL287, PHIL253**
Prereq: **None**

CGST291 "Sexuality" in the Making: Gender, Law, and the Use of Pleasure in Ancient Greek Culture (CLAC.50)
The parent course (CCIV 281/FGSS 281) examines the construction of gender roles in ancient Greece and approaches gender as an organizing principle of private and public life in ancient Greek society by using literary, scientific, historical, and philosophical sources as well as material evidence. Issues addressed include: the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution etc.); ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties (symposia), the law court, and the theater.

The textual sources used in the course cover a spectrum of genres: medical texts, Homer, lyric poetry, tragedy, comedy, law-court speeches, and philosophy among others. In the CLAC connected to this course students with some background in ancient Greek will read selections from these genres and will be able to compare different discourses and registers in the original. In the past, even through brief lexical examples--e.g., pointing at the use of ta Aphrodisia (the things/matters related to Aphrodite) in a culture that has no one term/ concept for our notion of "sexuality"--students were intrigued by how different terms and discursive media in the original may offer access to perspectives, visions, and values that differ from and can, in turn, inform our own. The CLAC will create an opportunity precisely for this kind of access and a better informed and nuanced conversation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **GRK291**
Prereq: **GRK102**

CGST302 Narrating China: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Narrating China: Introduction to Modern Chinese Literature (CEAS 202) course. It allows students to encounter a selection of modern and contemporary Chinese literary texts in their original Chinese. As the parent course guides students through major literary movements and themes from 20th-century China, students in the CLAC tutorial will read poems, short stories, or excerpts of longer texts from the same periods in the original Chinese. In weekly meetings, students will discuss the readings in Chinese, to delve deeper into their stylistic and linguistic characteristics unobservable in translations.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Evaluation is based on students' preparedness, participation, and formal oral presentations, and will be tailored to students' language background. If you are unsure about whether your language background is sufficient for the course, please contact the instructor.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN302**
Prereq: **None**

CGST303 Ukraine and Its Environment
International perspectives on environmental issues are critical in order to address the challenges facing the world. Developing an international perspective requires more than learning from printed literature--it requires in-country experience and the desire to be able to view issues through different cultural lenses. This course will provide such experience by learning about the diversity of Ukrainian environments, people, and cultures both in the classroom at Wesleyan and by traveling to Ukraine during Spring Break. During our time in Ukraine we will receive lectures in English from noted scholars, politicians, professors and scientists on topics such as environmental law, global environmental security, urban environment, environmental policy in developing states, and sustainable development for the developing world. We will travel and learn from scientists at Chernobyl about the regeneration of forest ecosystems, learn from agronomists about agriculture on the steppes, and learn from politicians and scholars about Ukrainian environmental policy and their views of U.S. policies. We will also enter into round table discussions with university students to exchange ideas about potential international solutions and approaches to environmental problems. These are just some of the experiences that are planned for our visit. Ukraine, as a pivotal democracy of the former Soviet Bloc, is an amazing place to witness how a nation wrestles with dramatic changes in policy. At the same time Ukraine is culturally diverse, which presents interesting challenges to formulating fair and cohesive policies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS303**
Prereq: **ENVS197 OR EES199**

CGST304 Urdu Literature and Poetry (CLAC 1.0)
This course is specifically designed for the learners who want to advance their skills through reading and discussing authentic materials in poetry and prose. The syllabus includes readings which range from the classic to current traditions. Students will read Mir Taqi Mir, Mirza Ghalib, Iqbal, Nasir Kazmi, Ahmad Nadeem Qasmi, Sadat Hassan Manto, Bano Qudsia, Abdullah Hussein, and many more. The main goal of the course is to familiarize students with Urdu literary traditions before and after partition of the subcontinent. Students will also get opportunity to improve their writing and creative writing skills in Urdu scripts (Nastaliq) by completing various projects and assignments.

Medium of instruction for this course will be standard Hindi/Urdu. This course is suitable for the advanced heritage learners, advanced Hindi/Urdu and native speakers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-GSAS**
Identical With: **GSAS303**
Prereq: **None**

CGST305 Global Engagement Capstone Seminar
This is the required capstone seminar for the new global engagement minor. As part of this seminar, GEM students are expected to complete an e-portfolio that will synthesize their experiences from all requirements. The e-portfolio requires students to reflect on their intercultural development, knowledge, and skills gained throughout the GEM program and to interpret intercultural experience from the perspectives of their own and others' worldviews. GEM seniors will present their e-portfolio to other participants and to the advisors of the program.

Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **CGST205**

CGST308Z Dealing with Difference: Intercultural and Multicultural Education
How do students learn about cultural difference in school and college? Multicultural education, intercultural education, international education, global learning, internationalizing the curriculum -- all are terms related to bringing cultural competence into teaching and learning. These different approaches are often in conflict with each other, while ostensibly teaching the same knowledge, skills, and attitudes. In this course, we will trace the histories of multicultural and international education to the present day. We will explore the purposes, theories, practices, and pedagogies associated with these two fields, as well as their intersections, convergences, and divergences. Finally, we will view these fields through a critical lens to reveal their successes and shortcomings, and formulate our own recommendations for the future direction of each -- or both.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST312 Theory and Practice of Torture: From Middle Age to Modern Times
This course is centered around the analysis of the theory and practice of torture during wartime, in prisons, under political dictatorship, and in civil life. It includes examples from visual art, cinema, and literature around the world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM312**
Prereq: **None**

CGST316 The Environmental Crisis and Nuclear Testing Narratives in Global Francophone and Arabic Cultures
This interdisciplinary course examines nuclear themes, with a particular focus on nuclear testing as depicted in novels, film documentaries, and poetry within Francophone and Arabic cultures. It emphasizes the profound impact of nuclear testing on human life and the environment. The course analyzes literature in French and English as well as visual materials (photography and films), archival materials, political writings, news articles, and websites. Students must possess reading ability in French and an interest in North African culture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM360, ENVS314**
Prereq: **None**

CGST319Z Islamic Spain
Islamic Spain is a history and culture course that deals with Muslims in and in relation to the Iberian Peninsula. The course will not only be limited to the first period spanning roughly over nine centuries (711-1614 CE) but will also cover the area in question from the 17th century to present. The course will be conducted in English but will additionally draw on sources written in other languages which the instructor will translate into English and provide to students for class purposes (mainly French, Spanish, Arabic and German).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST320 La cultura y la historia de la España islamica (CLAC.50)
This course will be taught in Spanish, and spans a timeline between 711 and 1492, i.e., from the date of the conquest/invasion of Iberia by Muslim troops to the fall of Granada and the expulsion of Muslims and Jews from Spain. Before starting discussion of the course material, students will be introduced to Arabic sound and script, as well as some common vocabulary and lexical concepts shared between Spanish and Arabic. This makes sense because Muslim culture and the Arabic language were present in Iberia for the better part of 800 years. We will discuss not only the main events that took place during the Muslim occupation of parts of Iberia but also the cultural legacy Muslims and Jews left behind in the peninsula after they were expelled in 1492, especially in the realms of art, science, language, architecture, and le savoir-vivre. We will look at the different theories put forth by scholars about the conquest/invasion of the peninsula, in regard to the ease and speed with which the peninsula was overrun by Muslims. We will examine the hereafter and the consequences of the expulsion of Muslims and Jews on the Iberian peninsula as well as the neighboring territories. Finally, we will make a jump to the 21st century and try to connect some dots by looking at the current situation in and around the Strait of Gibraltar, particularly the influx of illegal immigrants from North Africa and sub-Saharan countries, and the ensuing issues.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

CGST321 Theatre for Social Change - Taught from Ecuador with Local Participants
This course is taught in Spanish. Students should have Spanish proficiency equivalent to SPAN 112 or higher. This course is designed to lead Wesleyan students and Ecuadorian community counterparts through the process of creating social change by practicing social change. Using exercises and activities that pull from the areas of Theatre of the Oppressed and Performance Activism, as well as traditional theatre tools such as movement and mask-making, we engage challenging concepts and conflicts by dialoguing via our performative work. Our exploration stretches from the theoretical foundations of structural and symbolic oppression to ongoing real-life events related to themes that are selected by the course participants (examples include cultural identity, systemic racism, privilege, power, environmental justice, and gender equality/equity). Each course participant chooses a thematic area and joins a small group with which they will apply learned methods to exploring their theme. Together, Wesleyan students with local counterparts create short virtual theatrical projects to be presented to the whole cohort. Readings cover theory and methods in Applied Theatre, community-based case studies, and articles related to the chosen themes. The readings are contextualized to the diverse lived realities of the course's participants as well as to our globalized society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **DANC320**
Prereq: **None**

CGST322 Storying and Re-Storying (Storytelling for Social Change) - Taught from Ecuador w Local Participants
This course is taught in Spanish. Students must have proficiency in Spanish equivalent to SPAN 112. When we consciously appropriate the power of stories to collectively reimagine our world, we turn the word story into a verb. We "story" our world. When our "storying" seeks to transform a system founded on unjust stories, we are "restorying" our world. This course begins with our human ability, and need, to tell stories, examining how we use them for communication, as well as how we become empowered or disenfranchised by them. Based on the realities present in our communities (our local community of place, college campuses, cities, neighborhoods, spiritual communities, etc.), students work with their counterparts, combining theory with practice, to create and tell stories with the goal of identifying shared conflicts and inspiring change. Since stories are told in many ways, the course engages the "telling" through various methods: writing stories and poems, Spoken Word, coloring/drawing, mapmaking, and moving our bodies. In each project, we implement the elements of storytelling, balancing distinct narrative traditions, such as myth and legend, with influences of the modern world. Readings look at a wide array of narrative theory and methods, focusing on storytelling as a form of creating and expressing knowledge. The course concludes with the interweaving of local and international stories into "our stories."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **DANC322**
Prereq: **None**

CGST323 Hebrew in the Media: From National Literature to International Films and TV Shows (CLAC 1.0)
This language course is offered as an enrichment opportunity to students with intermediate or advanced Hebrew skills who are interested in improving all their language skills and/or acquiring additional linguistic and cultural preparation for study abroad in Israel. Cultural activities including participating in the 24th Annual Contemporary Israeli Voices 2026 and Lunch and Learn meetings with native speakers are part of the course. In addition, special writing workshops with internationally renowned Israeli scholars will be integrated into the course curriculum. The course explores the changes in Israeli society as it moves from national ideological literature to the exploration of new multicultural media such as films and TV shows and thus gaining international fame and inspiring widespread emulation. The course may be repeated for credit. The course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts toward the minor in Jewish and Israel Studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST315, HEBR315**
Prereq: **None**

CGST324 Cuban Literature and Film: Imagination, Revolt, and Melancholia
This course surveys the major aesthetic and socio-historical movements in modern and contemporary Cuba. Since the late 19th century, the island of Cuba has been at the center of a number of key epochal disputes: between colonialism and independence, racism and racial justice, neocolonialism and revolution, liberalism and socialism, isolationism and globalization. In the arts, the turn of the century launched a period of great imaginative invention. Considering the singular place of Cuba in Latin America, the Caribbean, and the globe, this course addresses some of the most representative works of Cuban literature and film since independence until the present time. Imagination, revolt, and melancholia are the three concepts that will orient our discussion. Imagination refers both to artistic creation and to the collective capacity of projecting new worlds, utopias, or impossible realities. Revolt, as opposed to revolution, is not restrained to politics as usual but relates rather to a deep experience of discontent and a return (from the Latin revolvere) to ancient psycho-social strata. Finally, melancholia serves as a point of view to understand what happens when history does not live up to emancipatory expectations. Special attention will be given to Afrocubanismo, ethnographic literature, the avant-garde aesthetics of the group Orígenes, Marvelous Realism, testimony, revolution, socialist experimental film, diaspora, the Special Period, and post-Soviet life.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN296, COL314, LAST315**
Prereq: **SPAN221**

CGST325 Media in the Arab World: From TV and Film to Social Media (CLAC.50)
Media in the Arab world has undergone significant changes in recent times, with the emergence of new technologies, platforms, and voices across various mediums such as movies, newspapers, magazines, and social media. This course will introduce students to some of the main channels for the communication and expression of information in the Arab world today.

While television remains the most popular source of information - with channels such as Al-Jazeera even having an international audience - access to information has expanded to include online news websites and social media. Social media, in particular, has become an increasingly important source of information, especially among younger generations.

In this course, we will delve into the evolution and impact of media in the Arab world, exploring its role in shaping public opinion, identities, and narratives across different channels. We will look at movies, television series, and social media programs, as well as sources of traditional information, such as newspapers, magazines, and news broadcasts.

This course is open to students studying all levels of Arabic, but is particularly suited to students who have completed Intermediate Arabic as well as native speakers of Arabic.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **ARAB322**
Prereq: **None**

CGST330 Reading Tolstoy in Russian (CLAC .50)
In this half-credit course, students will read excerpts from works by Lev Tolstoy in Russian. Class will be devoted both to translating the Russian texts and to discussing them in Russian. Non-native speakers should have studied Russian for at least four semesters.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS330, REES330**
Prereq: **None**

CGST331 Love and Suffering in Ancient Rome (CLAC .50)
In this CLAC course, students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on "love." We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate "western" beliefs on love and marriage, that is, "all you need is love," over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **LAT330**
Prereq: **LAT102**

CGST333 The Cosmos of Dante's Comedy - Medieval Italian Lab (CLAC .50)
This optional lab is dedicated to students who are taking or have taken RL&L 226 (The Cosmos of Dante's Comedy) and want to read and discuss sections of Dante's masterwork in Italian. The lab is designed for upper-intermediate and advanced learners of Italian, but students with reading knowledge of Italian should contact the instructor if they feel this course may be appropriate for them.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL333**
Prereq: **None**

CGST334 Exploring Personhood in the 20th and 21st Centuries (CLAC 1.0)
The goal of this course is to provide a thorough examination of the concept of personhood in the 20th century by studying how it has been portrayed and understood in diverse cultural contexts across Arabic, English, and Francophone cultures. Through the use of comparative analysis and an interdisciplinary approach to cultural artifacts--such as works of literature, art, and religious texts as well as current debates around AI and personhood--students will explore how different cultures have approached the question of what it means to be a person and how this has evolved over time. By the end of the course, students will have a deeper comprehension of the various ways in which personhood has been created and perceived throughout different cultural and historical contexts.

The impact of historical occurrences and cultural movements on the construction of personhood, the influence of religion and politics or the fictional writing on conceptions of personhood, the representation of personhood in literature and art, and the emergence of AI as a new frontier in the investigation of personhood are some of the major topics covered in the course. This will open up new discussion topics about posthuman beings and persona status, particularly in science fiction.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM380, RL&L280**
Prereq: **None**

CGST335 Politics, Revolutions and Visual Culture in the Post-Revolutionary Arab Societies
The course "Politics, Revolutions, and Visual Culture in Post-Revolutionary Arab Societies" critically investigates the interaction of politics, social revolutions, and visual culture in the aftermath of the Arab Spring. This course examines the dynamic interaction between political transformation, revolutionary movements, and the various forms of artistic expression in Arab countries.

Students will delve into the complex interplay between politics and visual culture through a combination of theoretical discussions, case studies, and visual analysis, gaining a nuanced understanding of how images, art, photography, film, and other visual media have shaped and reflected sociopolitical changes in post-revolutionary Arab contexts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM382, RL&L382**
Prereq: **None**

CGST340 Identity and "Pacha" (Land-Based Knowledge and Re-imagining Community) - Taught from Ecuador
This course is taught from Ecuador by our study abroad partner, Pachaysana.

According to indigenous Andean scholars, Pacha refers to the time-space continuum, or as the "everything around and inside us." This course asks students to challenge their identities by broadening their epistemological and ontological lenses to see their individual and collective lives as they relate to Pacha. To synthesize this complicated process, we ask participants to examine who they are as related to the ever-changing ecology in which they live. For this course, ecology is approached broadly, referring to the Greek origin on the word oikos, meaning home. We take advantage of our virtual exchange and examine home as an interconnection of how we relate to "place and space," exploring our ecology as the triad of our immediate territory (llakta in Kichwa), our surrounding natural environment (allpa in Kichwa), and our global and pluriversal space (pacha). Throughout the course, we use an interdisciplinary lens to examine "who we are" as related to this diverse understanding of ecology, taking into consideration that our ever-changing environment includes an ever-changing human story. Readings are transdisciplinary, coming from the fields of anthropology, sociology, human geography, gender studies, ethnic studies, history, the arts, and development studies. Toward the end of the course, after examining certain theories and case studies, we will imagine the reconstruction of our identities contextualized to pacha, space, place, ecology, oikos, and home.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **ANTH250**
Prereq: **None**

CGST341 Critical Interculturality and the Pedagogy of Unlearning
This course is offered by our study abroad partner, Pachaysana, online from their site in Ecuador, with local educators.

An ever-growing number of students, scholars, and activists criticize our educational institutions for upholding colonial structures, and via numerous movements are calling for "decolonization." Any effort to decolonize our education must go well beyond the content of what we teach in the classroom. In addition to what we are learning, we must explore how we learn, where we learn, and with whom we learn. We also must think about what "decolonization" means, taking into consideration the lands on which our campuses and communities are located. This course addresses decolonization through the lens of critical interculturality, referring to Catherine Walsh's critique of multiculturalism as functional or relational interculturality. Bringing in readings from Indigenous and Latin American scholars and taking part in workshops facilitated by local Ecuadorian community members, we will use interactive methods to explore some of the most challenging concepts related to decolonization, including "decolonization is not a metaphor," epistemic justice, border thinking, and embodied methodologies. Those concepts will then be examined with regards to the realities on our college campuses and our communities, and we will begin to dream about moving from the "functional" to the "critical." By the end of the course, informed by the readings and interactions with community-based educators in Ecuador, students will formulate clear questions and identify potential strategies for applying critical interculturality at their college campuses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **ANTH241**
Prereq: **None**

CGST350 Twentieth-Century Russian Poetry (CLAC .50)
Taught in Russian, this course is dedicated to the reading of 20th-century Russian poetry in the original (Blok, Mayakovsky, Mandesltam, Akhmatova, Brodsky, Prigov, etc.). The course is appropriate for native speakers, heritage speakers, advanced and intermediate learners (with the minimum of four semesters of Russian).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS350, REES350**
Prereq: **RUSS202**

CGST352 The Communist Experience in the Soviet Union (CLAC.50)
Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST352, REES352**
Prereq: **None**

CGST357 Arabic Accounts of Free Will (CLAC .50)
This CLAC accompanies the course Do We Truly Choose? Free Will in Philosophy and Theology and focuses on reading classical Arabic discussions of human agency and divine predestination. Students will deepen their understanding of key philosophical and theological terms related to causation, responsibility, and choice while strengthening advanced reading skills in Arabic.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Identical With: **COL357**
Prereq: **None**

CGST380 Arabic in Translation: Arabic-English & vice versa (CLAC.50)
This course is aimed at introducing students of Arabic, who are already advanced in the Arabic language and have a decent command of it, to the art of translation--namely, translation between Arabic and English. After an overview of translation concepts and techniques, we will study and tackle samples from news media, literature, publicity announcements, novels, and a wide range of actual translation assignments. The course will be conducted in Arabic, except for the parts where English has to be used as part of the translation processes.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **ARAB380**
Prereq: **None**

CGST381 Arabic Calligraphy (CLAC.50)
This course caters to students with an interest in Arab culture, offering hands-on workshops to acquire basic skills in various Arabic calligraphy styles using classical materials (qalam, pen, ink, brush). In addition to practical sessions, the course provides a historical perspective on calligraphy, showcasing examples from the Middle East and North Africa. The instructor, who is experienced in creating calligraphic art, will guide students through the intricate world of Arabic calligraphy.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **ARAB381**
Prereq: **None**

CGST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CGST413 Israeli Cinema (CLAC 1.0)
This Hebrew course will be linked to the film course, taught in English, entitled CJST 250: Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema. This course is targeted toward students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. Scholar visits will be part of the course, and students will attend a few cultural enrichment activities. This course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CJST413, HEBR413**
Prereq: **None**

CGST414 Israeli Cinema (CLAC 1.0)
This most advanced Hebrew course can be taken either as a language enrichment course to the parent course, CJS223: Israeli Women Filmmakers and Israeli Society, or taken by itself independently as an advanced Hebrew course. The focus of the course will be studying films made by female filmmakers. Students will analyze, discuss, and write on the films with special attention to mapping the cultural and social changes in Israeli society as well as changes in films' formats and themes. Conversing in Hebrew with Israeli film directors and scholars during Lunch and Learn Meetings as well as attending the screening of films in Hebrew in the 20th Annual Ring Family Wesleyan University Israeli Film Festival and writing reflective papers on films will provide a cultural and social framework for the course. In addition, the course will include special workshops delivered by renowned Israeli filmmakers and scholars. The course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts towards the Minor in Jewish and Israel Studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CJST414, HEBR414**
Prereq: **None**

CGST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CGST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CGST480 Engaged Projects
Engaged Projects (EPs) are rigorous, self-designed endeavors in which a student studies a topic of their choice and completes a final project intended for a non-academic audience. Students are encouraged but not required to select a topic that is connected to another class or their major. Final projects can take the form of blogs, videos, a website, or other media; a work of art, an event, a workshop, a presentation, or panel; a policy proposal or analysis; a white paper or op-ed series; a business plan; and/or any other piece(s) thoughtfully designed for the public.

EP students will develop a self-directed research and project plan. They must enlist an EP Sponsor who will serve in an advisory/mentor role; Sponsors can be Wesleyan faculty, staff, alumni, or community partners; family members or friends; or other experts or professionals willing to play this role. Seeking and enlisting an appropriate Sponsor is a component of the EP learning experience.

In addition to conducting their own extensive research and producing a summative project by the end of the semester, students will write a series of reflections to document their progress and their learning.

For more information, visit https://www.wesleyan.edu/patricelli/engaged-projects.html.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **CSPL480**
Prereq: **None**

CGST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CGST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CGST497A Introduction to Portuguese and the Azores (CLAC .25)
This course will be an introduction to Portuguese/Azorean history and geography. It will include an introduction to Portuguese pronunciation, greetings, basic expressions, food, weather, and vocabulary related to the geology and culture of the islands.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES497A**
Prereq: **E&ES497**

CENTER FOR JEWISH STUDIES (CJST)

CJST114F Netflix and Shul: Jews on TV (FYS)
Jews have always been an inseparable part of the small screen--first, mainly (but not only) as writers and producers, and gradually as characters and protagonists. Today, American television is more Jewish than ever. Jews changed TV. But did it also change them? This course will study the long history of Jews and Jewishness in American Television. Each class will revolve around one episode of a show and discuss how it reflects on different aspects of Jewish life--Jewish humor, Jewish crime, Jewish Upward mobility, Jewish guilt, the Jewish mother, Jewishness and whiteness, antisemitism, and more. In keeping with the Jewish tradition, we will obviously ask many questions, including the most complex one: What does "Jewish" mean?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST150F Four Bar Mitzvahs and a Funeral: Being Young and Jewish in America (FYS)
How is the American Jewish experience viewed from the perspective of Jewish children and young adults? This course will discuss depictions of Jewish coming-of-age in American popular culture. We will examine various age groups--from elementary school to college; and through various art forms--literature, film, and television ("Are You There God? It's Me Margaret," "The Plot Against America," "An American Tail," "Wet Hot American Summer," "A Serious Man," "Superbad," "Booksmart," "Glee," "The O.C.," "Big Mouth," "Never Have I Ever," among others). Analyzing these works together will illuminate different facets of Jewish American life including immigration, assimilation, education, tradition, family, anti-Semitism, and more. They will also allow us to broach more universal questions surrounding representation, identity, and the complex relationship between popular culture and society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST151F What is Religion? JewBus, Museums, and the First Amendment (FYS)
Why did the FBI assault the Branch Davidians' compound near Waco, Texas, thinking it was a cult, while those inside viewed the government as serving the anti-Christ? Can one be Buddhist and Jewish at the same time? Are museums religious spaces? Does secularism protect religion from the government or the government from religion? This class will introduce you to the ways in which we study religions by reading critical case studies, including those about Muslims debating the hijab, the treatment of sacred objects in museums, and freedom of religion court cases. This is not a survey of world religions, and once you've taken What is Religion?, you'll know why we don't teach that at Wes. You will also have a critical set of intellectual tools for understanding the role of religion in the contemporary world.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI151F**
Prereq: **None**

CJST165F Anne Frank's Diary and its Legacy (FYS)
Since its publication, "The Diary of Anne Frank" has become one of the bestselling non-fiction books of all time. Moreover, it has inspired numerous adaptations in different forms: films, stage plays, TV series, graphic novels and more. In this course, we will closely read the original diary, and engage with various incarnations, asking: Why did the world iconize Anne Frank, and is it a lionization or an appropriation? What does this global phenomenon tell us about the legacy of the Holocaust and of that of Anne Frank, and, finally, what does Anne Frank's diary tell us about the world?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST175F Constructing the Human: Humans and Animals in the Hebrew Bible (FYS)
How do we define "humanness" and what assumptions do we make about our own distinctions between "humans" and "animals" when we define humanness? This course will look at the process of constructing the human category in the ancient world and Hebrew Bible and then compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI175F**
Prereq: **None**

CJST202 Constructing the Human: Humans and Animals in the Hebrew Bible
How do we define "humanness" and what assumptions do we make about our own distinctions between "humans" and "animals" through this definition? This course will look at the process of constructing the human category in the ancient world and Hebrew Bible and then compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI202, ENVS202**
Prereq: **None**

CJST203 Jews & Judaism: Race, Religion, Culture
What is a Jew? Are Jews white? Must a Jew believe in God? What is at stake when defining someone as a Jew? Using sources ranging from the Hebrew Bible to contemporary films, this course examines various facets of Jewish life, paying special attention to contesting definitions of Jewishness as race, religion,

and culture. Building on a chronological discussion of Jewish history, we will ask theoretical questions such as the relation between gender and biblical interpretation, the relevance of religious law in contemporary society, and the challenges of diasporic thinking to national sovereignty.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI203**
Prereq: **None**

CJST214 Refugees & Exiles: Religion in the Diaspora
Recent years have seen the on-going tragic refugee crisis, with millions of people being displaced because of war and ecological disasters. This course deals with the meaning of refuge, exile, and diaspora through three perspectives: philosophical, historical, and literary. What does it mean to be forced to leave one's home? How is it possible to make sense of such a tragedy? What creative power can diaspora muster to the rescue of culture? In our search for answers, we will examine a variety of case studies including the contemporary refugee crises in the Middle East, the border between the United States and Mexico, the black transatlantic, and the destruction of the temple in the Hebrew Bible. This course is a project-based Service Learning in which all assignments are geared toward the final project, in which each student will produce a radio show based on an analysis of a refugee crisis of their choice. These shows will air on WESU 88.1 FM Middletown. To learn more and listen to previous seasons of last year's radio shows visit https://reli213.site.wesleyan.edu
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI213**
Prereq: **None**

CJST216 Jesus Through Jewish Eyes
In this course, we explore the visual and textual representations of the vexed relation between Jews and Christians throughout history. Looking at the various ways in which Christianity and Judaism define themselves vis-à-vis the other allows us to understand what mechanisms of cultural appropriation, subversion, and hidden polemics are at work. Special attention will be given to the figure of Jesus as a point of artistic and theological contention. How do artistic representations change our understanding of religious themes? What is at stake for each religion in the encounter with the other? What are the political implications of theological debates? Is this dialogue needed, or even possible, in our post-secular age?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI216**
Prereq: **None**

CJST217 The Cinema of Steven Spielberg
Last year, Steven Spielberg released his most personal film, The Fabelmans, cementing his position as the most prolific Jewish-American filmmaker of our time. This course will study Spielberg's illustrious career and how he changed American filmmaking and American society. In light of his new biographical film, it will also examine how his Jewishness informed his work: sometimes as a text, in films such as Schindler's List and Munich, and sometimes as subtext, in films such as E.T. and West Side Story. This rich body of work will allow us to explore the intersection of many different subjects: film and history, tradition and modernity, childhood and adulthood, Jewishness and otherness, and how a nice Jewish boy became a national treasure.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST217F The Cinema of Steven Spielberg (FYS)
A few years ago, Steven Spielberg released his most personal film, The Fabelmans, cementing his position as the most prolific Jewish-American filmmaker of our time. This course will study Spielberg's illustrious career and how he changed American filmmaking and American society. In light of his new biographical film, it will also examine how his Jewishness informed his work: sometimes as a text, in films such as Schindler's List and Munich, and sometimes as subtext, in films such as E.T. and West Side Story. This rich body of work will allow us to explore the intersection of many different subjects: film and history, tradition and modernity, childhood and adulthood, Jewishness and otherness, and how a nice Jewish boy became a national treasure.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST218 Netflix and Shul: Jews on TV
Jews have always been an inseparable part of the small screen--first, mainly (but not only) as writers and producers, and gradually as characters and protagonists. Today, American television is more Jewish than ever. Jews changed TV. But did it also change them? This course will study the long history of Jews and Jewishness in American Television--from The Goldbergs in the 40's through Seinfeld and Mad Men in the 90's and 00's to The Marvelous Mrs. Maisel and Russian Doll today. Each class will revolve around one episode of a show and discuss how it reflects on different aspects of Jewish life--Jewish humor, Jewish crime, Jewish Upward mobility, Jewish guilt, the Jewish mother, Jewishness and whiteness, antisemitism and more. In keeping with the Jewish tradition, we will obviously ask many questions, including the most complex one--What does "Jewish" mean?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST219 The Environment, The Bible, and Moral Debate
The environment is a pressing concern for many people and is the center of much modern debate. Within this debate, many people draw on biblical texts for a source of religious or moral superiority. These biblical texts have been used to support many different, and often contradictory, arguments within the environmental debate. So what does the bible actually say about the environment? Is there a singular "biblical" view about what the environment is and how one should treat it? This course aims to look at how the bible has been used in environmental debate and then look at the texts cited, analyzing both in a modern and ancient context.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI217, ENVS217**
Prereq: **None**

CJST221 Jewish Identity in the Ancient World
Jewish Identity is not monolithic but instead, wonderfully, varied, and diverse. The Hebrew Bible gives a multitude of accounts of how many different identities within the course of history came to be and through analyzing these accounts, this course will aim to answer the questions of: What did Jewish Identity look like in the time period of ancient Israel? What variety of identities can be seen in the Hebrew Bible itself? What key historical events aided in the development

of different identities in the ancient world? What was the process of identity formation in the ancient world? Is that process of identity formation different than how one might construct identity today? Is it right to even speak of Jewish Identity in 600-700 years in which the Hebrew Bible was written?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI223**
Prereq: **None**

CJST222 Identity and Jewish Literature: Sexuality, Race, and Gender
What, if anything, is Jewish literature? What, if anything, does it tell us about the history of the people called Jews? This course explores those questions through a variety of sources from Jewish writers, including Sholem Aleichem, Cynthia Ozick, Franz Kafka, I.B. Singer, and others (flexible based on student interest). Through these readings, we will explore how Jewish literature relates to broader questions of sexuality, race, gender, colonialism, etc., as well as specific questions of Jewish history, like the Holocaust and the state of Israel. All works will be read in translation and no previous knowledge of Jewish studies or Judaism is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **RELI222, FGSS222**
Prereq: **None**

CJST223 Israeli Women Filmmakers and the Israeli Society
Historically, women filmmakers account for only around seven percent of the films produced in Israel, reflecting the marginalization of the female voice in the local society, culture, and discourse. However, in the last decade, they have finally moved to the center stage to create some of our time's most successful and essential Israeli films. This course will discuss Israeli women's cinema from artistic and historical vantage points. Students will engage in critical thinking and use film theory and terminology to analyze the featured films, and to contextualize them in the broader context of Israeli history. This analysis will reveal recent shifts in Israeli society, including how women find their place in the army, how they fight the patriarchal religious institutions, and how they turn the Israeli His-tory into the Israeli Her-story. Furthermore, the course will touch on more universal questions on narrative structure, representation, and the male and the female gaze.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST224 The Holocaust in Contemporary Popular Culture
How to describe the indescribable and to speak the unspeakable? Long after the end of World War II, filmmakers still grapple with these questions, and their answers vary ethically and aesthetically. This course will discuss depictions of the Holocaust in contemporary popular culture. We will touch on graphic novels, TV sketches, and social media, but mainly focus on film. While the time frame will be limited to mainly the last two decades, we will explore a vast range of texts including: Hollywood fare and East European art-house movies; gritty dramas and dark comedies; reenactments of real-life events and alternative history. From Hipster Hitler to the Jojo Rabbit, from "Inglorious Basterds" to "Son of Saul," what all these examples share is an artistic and thematic audacity. We will examine how they try to propose new and unsettling answers to old but ever-vital questions: How did the Holocaust happen and might it happen again?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **GRST224**
Prereq: **None**

CJST225 Angels in America, Devils Wearing Prada - How Jews Became (Almost) Mainstream
For many years, the mantra in American showbiz was "write Yiddish, cast British." The writers were Jewish, as were the humor and sensibilities of their work, yet the characters were often depicted as WASPs. This dynamic began to shift between the late 1980s and early 2000s, marking a transformative period for Jewish representation in American media. Adam Sandler performed "The Chanukah Song" on SNL; Seinfeld became the first sitcom with a Jewish lead character to top the Nielsen ratings; the Jewish American epic Angels in America won a Tony Award before being adapted into an Emmy-winning limited series; and a Jewish scientist helped save the world in the blockbuster Independence Day. Jewish protagonists and themes became increasingly prominent in other iconic shows and films of the era. However, this transition was neither smooth nor absolute. For example, network executives pushed Seinfeld to minimize the Jewishness of all its characters except the lead; Friends obscured the Jewish identity of its protagonists; and the best-selling novel The Devil Wears Prada lost its Jewish elements when adapted for the screen. This course examines how and why Jews became mainstream, cool, and "sexy"--but only to a certain extent--while exploring the limits of Jewish acceptance in American culture. We will analyze how media representations grapple with themes such as assimilation, interfaith marriage, faith, and guilt. These discussions will also serve as a basis for addressing broader issues of representation and stereotyping. Most importantly, the course will center on two critical questions: What does it mean to be Jewish? And what does it mean to be Jewish in America?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST230 Antisemitism in Popular Culture
Antisemitism is a complex subject. This course employs popular culture to study it. We will explore a wide range of texts from different periods. Some promote Antisemitism, and some challenge or combat it. We will examine how bigots use the media to spread hate, how Jews and their peers use it to challenge jew hatred, and how popular culture sometimes subconsciously perpetuates harmful stereotypes. We will discuss how humor and satire are utilized to tackle serious issues. We will also see how popular culture views Antisemitism in the broader context of White supremacy and violence directed at other minority groups. Most importantly, we will ask -- what can we learn from the media on Antisemitism, and what can Antisemitism teach us about the media?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST231 The Holocaust in Art-House Cinema
Theodor Adorno famously wrote in 1949 that "writing poetry after Auschwitz is barbaric," but what about making movies? Some prominent filmmakers agreed with Adorno and refused to make films about the Holocaust on the grounds that it was an immoral and impossible task. Other directors turned the tragedy into commercial entertainment, didactic sermons, or action-filled blockbusters. This course will focus on the filmmakers who sought a middle ground. They argued that the Holocaust is a story that cannot but must be told, and they experimented with the medium of film to find ways to tell it without exploiting its horrors. Throughout the semester, we will watch classics like Night and Fog, recent films like Zone of Interest and The Brutalist, iconic epics like Shoah and Come and See, and lesser-known films. Through this challenging body of work, we will inquire if and how it is possible to describe the indescribable and speak

the unspeakable. We will examine what films can teach us about the Holocaust and what the Holocaust can teach us about filmmaking. Finally, we will question whether these films are truly distinct from Hollywood's war and genocide narratives -- are they also not manipulative? Are they also not barbaric?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST232 Rereading the Bible After the Holocaust
The Holocaust profoundly challenged traditional Jewish theological and interpretive frameworks, compelling Jewish thinkers to revisit and reinterpret biblical texts. This course examines the reinterpretation of key Hebrew Bible passages in light of post-Holocaust Jewish thought, focusing on themes of suffering, justice, covenant, and the nature of God. We will explore biblical texts alongside the writings of seminal Jewish thinkers, including Emil Fackenheim, Elie Wiesel, and others, to understand how the Holocaust reshaped Jewish approaches to scripture and theology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI232**
Prereq: **None**

CJST233F Holocaust Remembrance in Germany: The Third Generation (FYS)
Remembering the Nazi past is a fundamental aspect of postwar German culture. In this course, we will trace the Holocaust's aftermath in contemporary German literature and thought. We will pay close attention to the socio-cultural and historical-political changes in attempts to glean new meanings from a past that is both omnipresent and highly evanescent. It will be our particular concern to encounter versions of Jewish identity and attempts to prescribe different narratives. We will focus especially on contrasting the creative works of the immediate postwar period and "the third generation." These contemporary writers explore a historical trauma that has become an integral part of specific Jewish-German identity. At the same time, their temporal and personal distance to the actual events necessitates new imaginative approaches to the past. Careful readings of literary, theoretical, journalistic, and historical texts, as well as personal discussions will enable us to critically think about the challenges and limits of how to write about the Holocaust 70 years after it occurred, and how the difficulties in doing so might inform other kinds of writing about historical and personal trauma. Students need to read Olga Grjasnowa's "All Russians Love Birch Trees" prior to the start of the course. Students will have Zoom class discussions and intensive peer-feedback-driven writing practice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST233F**
Prereq: **None**

CJST234 Israel in Therapy: Society Under the Influence of TV Series
The course deals with the prototypes of the Israeli character as they appear in the original Israeli TV series In Treatment, and other Israeli TV series, such as Florentine and A Touch Away. We will compare the structure and the characters of the series to other dramatic Israeli series, examine the appearance of the characters, and discuss the similarities and differences between the roles they perform. In addition, we will examine the role of television drama series as a tool to define and characterize our societies, and also look over the five characters that appear in the first season of In Treatment, define them, and examine the five prototypes of the Israeli character they represent.

The instructor is the co-creator and head screenwriter of the original version of the TV series In Treatment as well as the Center for Jewish Studies distinguished Visiting Professor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Identical With: **FILM311**
Prereq: **None**

CJST234F Instances of Collective Memory (FYS)
Both history and fiction tell stories. They evaluate facts, construct contexts, and foreground patterns and associations--all using language as their primary tool. In this course, we will analyze key moments in the formation of collective and cultural memories in 20th-century history, philosophy, and literature. We will think about how individual memory and collective remembrance connect, how larger stories are built up from archives and personal stories, and how these narratives are shaped by changes in the world around them. We'll pay special attention to how the World Wars and the Cold War are memorialized and to the importance of these narratives to contemporary Jewish identity and remembrance in Germany, Israel, and the United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT117F, GRST234F**
Prereq: **None**

CJST235 Remembering the Holocaust
How should the Holocaust be remembered? How do we want it to be remembered, and how can we ensure that it will be? These questions preoccupied Jews even as the genocide was unfolding, and many documented their experiences in diaries, while a few were able to clandestinely photograph life and death in the camps. Today, these questions are more urgent than ever, as we are living through the final era in which it is still possible to engage personally with Holocaust survivors; soon, none will remain alive. In this course, we will explore the different ways, formats, and perspectives through which the Holocaust has been remembered: diaries, fiction, art-house and commercial films, limited series, graphic novels, art installations, recorded testimonies, still photography, social media projects, memorials and museums, televised trials, and more. We will ask what was and what is the "right" way to remember the Holocaust, and whether such a way even exists. We will also discuss the rise of Holocaust denial and examine how AI can be used both to promote it and to combat it. The course will include close readings, guest speakers, virtual visits, and creative projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Prereq: **None**

CJST238 Zionism and America
"America has a love affair with Israel" -- so an Israeli tourism executive tells an American advertising agency in an early Mad Men episode, set in 1960. In reality, America's relationship with Israel has always been far more complicated than that, and consistently marked by heightened emotions -- by passion and inspiration, but also by disappointment and rejection. This course will explore that complex relationship. In the same Mad Men episode, a character defines Israel as both a place and an idea -- the idea, of course, being Zionism. We will trace how American thinkers, Jewish and non-Jewish alike, have reflected on the Zionist idea: how they shaped and transformed it, supported and encouraged it, but also challenged and rejected it. We will also analyze how American

literature, television, and film have represented the Jewish state, and how these representations have shifted over time -- from hailing Israel as a miracle to subjecting it to intense criticism. Specifically, we will discuss differing views of Zionism among American Jews and Christian Zionists, and consider how Christian media has often supported Zionism, for example in recent Christian films such as David and Mary. The scope of this course will be wide-ranging. It will end with Netflix, but it will begin hundreds of years earlier, and will also examine America's role in imagining alternative possibilities for Jewish resettlement, including the long-forgotten plan to establish a Jewish homeland in Texas. We will discuss alternative pasts, as well as competing visions for the future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Prereq: **None**

CJST241 Anne Frank's Diary and its Legacy
Since its publication, "The Diary of Anne Frank" has become one of the bestselling non-fiction books of all time. Moreover, it has inspired numerous adaptations in different forms: films, stage plays, TV series, graphic novels, and more. In this course, we will closely read the original diary, and engage with various incarnations, asking: Why did the world iconize Anne Frank, and is it a lionization or an appropriation? What does this global phenomenon tell us about the legacy of the Holocaust and of Anne Frank, and, finally, what does Anne Frank's diary tell us about the world?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST244 Introduction to the Hebrew Bible (Old Testament)
The Hebrew Bible is one of the most influential texts in the world. From antiquity to the present, it has served as a source of philosophical, literary, and artistic reflection. It is a fascinating document, combining narrative, poetry, law, prophetic proclamations, and puzzling parables. What kind of book is the Hebrew Bible? Who wrote it and why? How do we approach such a text across the distance of time? Through a systematic reading from the very beginning, we will place the Bible in its historical context while giving special attention to the philosophical and literary questions it raises: Is obedience to authority always justified? Why do good people suffer unjustly? What is God's gender? In answering these and other questions, you will gain an understanding of the ways contesting interpretations make authoritative claims.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI201, MDST203, WLIT281**
Prereq: **None**

CJST247 Jewish Americans: Gen X to Gen Z
What does it mean to be Jewish? What does it mean to be American? What does it mean to be young? This course explores these three questions, with a particular focus on where these identities intersect. We will examine how young Jewish Americans have been represented and how they have represented themselves over the past four decades. Through books, films, TV shows, comedy specials, social media, and more, we will trace how these representations have shifted from Generation X to Generation Z, and consider how they may continue to evolve in the future. We will also discuss the extent to which Jewish identity is essential or peripheral to how young Jews understand themselves, express their identities, and engage with the world. The course includes close readings of both canonical and lesser-known texts, alongside several creative projects. These may include analyzing a case study of a prominent contemporary Jewish celebrity, reimagining older Jewish media in a contemporary setting, writing a Jewish pop song, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Prereq: **None**

CJST248 Designing Reality in Israeli Documentary Film
In the last decade, Israeli documentary films have crossed borders not just geographically but also by their form and style. They are bold, courageous and provocative. They have been participating in prestigious international film festivals, receiving important awards and mostly bringing the Israeli audience back to the cinema, having a crowd power like fiction films. So what makes Israeli documentary films a "hot property"? In this class we will look for the answers by watching and discussing 14 Israeli documentary films (among them "Paper Doll," "In Satmar Custody," "Presenting Princess Shaw," "No.17"). The course will raise questions about reality and the construction of reality in Israeli documentary films.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Prereq: **None**

CJST249 From Black and White to Colors: Israeli Cinema, a Melting Pot Fragmented
The course will focus on Israeli cinema as a reflection of a society that was founded as a melting pot for all Jews and became sectorial. Israeli cinema originated as a tool for establishing a unified national identity evolved over the years into a means of expression for ethnically defined subcultures within society. During the course, the students will explore past and contemporary films and will follow the shift they represent in the current Israeli experience turning away from the original Zionist core into several isolated groups distinguished by ethnicity, traditions, and language. We will examine Moroccan, Persian, Georgian, Russian, Yiddish, Ethiopian, Arab, etc. films produced in Israel by local filmmakers digging deep into the experience of immigration, seclusion, rediscovering their roots, and even expressing yearnings to the countries of origin.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST250 Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema
The course will focus on contemporary Israeli cinema and how it reflects shifts in local society; mainly the ways in which a new national identity and culture are being forged at the expense of the Israeli-Palestinian conflict--which is marginalized, repressed, sublimated, or left out altogether. As this concerns mainly the Hebrew-speaking cinema, we will also discuss the emergence of an unprecedented wave of Arab-speaking Israeli-Palestinian cinema, which is thematically groundbreaking. This introduction to the new generation of Israeli filmmakers, who differ dramatically from their predecessors, will help us better understand the ever-changing Israeli society. Watching closely, we will discover that the conflict is always present in the Israeli experience, even when is it seemingly absent. An optional CLAC course, which is conducted in Hebrew and carries a full credit, is offered to students with advanced Hebrew skills. The course will include visits from scholars in the field, watching movies in Hebrew and/or with Hebrew subtitles and students' presentations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST251 Rabbis and Reinterpretation
This course explores the dynamic and creative ways in which rabbinic texts, particularly the Mishnah and Talmud, reinterpret biblical passages. We will investigate the methods of rabbinic exegesis, their theological and legal motivations, and the role of these texts in shaping the larger Jewish tradition. Emphasis will be placed on close readings of primary sources in translation, contextual analysis, and critical engagement with secondary scholarship.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI253**
Prereq: **None**

CJST252 The Five Rachels: Jewish Women in Contemporary American Culture
The course will focus on five iconic contemporary female TV characters, actors, and creators; American, Jewish, and incidentally--or not--sharing the same name: Rachel. Rachel Green ("Friends"), Rachel Berry ("Glee"), Rachel Menken ("Mad Men"), and Rebecca Bunch ("Crazy Ex-Girlfriend"), played by Rachel Bloom, and Midge Maisel ("The Marvelous Mrs. Maisel"), played by Rachel Brosnahan. These five complement each other and offer us a panoramic view of the American Jewish female experience: discrimination, inclusion, the generational gap, and their relationship with Israel. In addition, they allow us to explore the three most common stereotypes associated with the Jewish woman: the Jewish nose, the Jewish mother, and the Jewish American princess. We will discuss the conflicts and the societal shifts these characters embody, and how they define themselves, their Jewishness, their femininity, their unique surroundings, and place in history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **RELI252**
Prereq: **None**

CJST253 Jews and Therapy in Films, Books and Television
Popular culture features many depictions of therapy. More often than not, these representations have some kind of Jewish relation: the creators of the media are Jewish, the therapist is Jewish, the patient(s) are Jewish, or all of the above. From Freud's iconic psychoanalytic couch to potato couches watching shows about his legacy, this course will examine the long-time connection between Jews and treatment. We will read books, watch romantic and horror films, binge on limited series, and ask: what can we learn from therapy about Jewish culture and history, and what can Jews teach us about therapy?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST254 Four Bar Mitzvahs and a Funeral: Being Young and Jewish in America
How is the American Jewish experience viewed from the perspective of Jewish children and young adults? This course will discuss depictions of Jewish coming-of-age in American popular culture. We will examine various age groups from elementary school to college, and through various art forms--literature, film, and television. Analyzing these works together will illuminate different facets of Jewish American life including immigration, assimilation, education, tradition, family, anti-Semitism, and more. They will also allow us to broach more universal questions surrounding representation, identity, and the complex relationship between popular culture and society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST260 Ancient Jewish Mysticism
This course examines how ancient Israelite/Judahite communities (Bronze Age through the Iron Age) imagined, accessed, and managed the "invisible world": the dead, hostile spirits/demons, divine messages about the future, and the binding power of spoken formulas (oaths, blessings, curses). Rather than treating "mysticism" as later contemplative tradition, we use the term in a deliberately narrow, historical sense: ritual and textual techniques meant to cross or manipulate the boundary between human and nonhuman realms -- especially under conditions of threat, uncertainty, or political pressure. Working historically and comparatively, we read biblical texts alongside contemporary ancient Near Eastern ritual and inscriptional evidence (Akkadian, Aramaic, Sumerian, Ugaritic), asking: What practices do the texts presuppose? What do polemics against "illicit" rites reveal about what people actually did? How do treaties, curses, and apotropaic objects encode beliefs about divine enforcement? And how does material culture (amulets, inscriptions, ritual installations) complicate strictly "literary" reconstructions?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI260, CLST270**
Prereq: **None**

CJST272 Ethics After the Holocaust
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human after Auschwitz. In this course, we will investigate how the Holocaust orients contemporary discussions on questions of guilt, forgiveness, and evil. What does it mean to remember, to forgive, and to forget? Can one ethically represent the Holocaust in art? We will explore these questions using various sources, including works by Hannah Arendt, Adorno, and Emmanuel Levinas, as well as museums, memorial sites, and cinematic representations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI272, GRST266**
Prereq: **None**

CJST272F Ethics After the Holocaust (FYS)
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human. We will engage films, graphic novels, art, and philosophical works as we try and grapple with the contemporary presence and relevance of the Holocaust. Are comparisons of other genocides to the Holocaust helpful or offensive? Was the Holocaust a lapse into barbarism or a dark side to the logic of modernity? We will see how thinkers such as Hannah Arendt, Emmanuel Levinas, and Martin Buber grappled with these and related questions such as the problem of evil, the meaning of suffering, and the presence of God in the death camps.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI272F, GRST266F**
Prereq: **None**

CJST280 The Jewish Mother
What is a "Jewish Mother"? Is it a technical definition--a mother who is Jewish, a Jew who is a mother? Or is it a more abstract notion--a character trait, a mindset, an attitude? What are the qualifiers required to be crowned (or not) as a "Jewish Mother"? This course will examine how the "Jewish Mother" depiction evolved and became a stock character in American culture. We will engage with different forms of content, from different periods and perspectives: feature films, TV series, pop music, novels, and non-fiction books. Through these texts, we will discuss how daughters and sons view and confront their mothers, and how they reflect on the mother's presence or absence with anger, frustration, confusion, longing, admiration and gratitude. Finally, we will compare the depiction of the "Jewish Mother" to other non-Jewish matriarchs and ultimately ask: in current popular American culture, are all mothers actually "Jewish Mothers"?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Prereq: **None**

CJST281 Political Fantasies of Zion
Palestine, Zion, Judah, the Promised Land. A small piece of land in the Middle East has a very long and contested history full of religious meaning for Judaism, Christianity, and Islam. Some imagine the State of Israel as an island--"the only democracy in the Middle East" or the only Western state in the region--surrounded by a hostile environment. The geographical area, by contrast, has often been portrayed as a crossroad, a place where cultures clashed, merged, and exchanged ideas.

In this class, we will examine this tension between a physical and imagined space, between political reality and idea, by recovering alternative Zionist, non-Zionist, and anti-Zionist visions of the Zion. Jewish statehood is a very recent phenomenon. Throughout the modern period, the vast majority of Jews lived under empires, whether Habsburg, French, Romanov, British, or Ottoman. How did the imperial experience shape Jewish religious and political views? What role does the imagination of Zion play in today's political context? Reading political pamphlets, poetry, maps, artworks, and utopian fiction, we will pay attention to the construction of the Zionist idea not just in political Zionism but also in contrasting visions including Canaanism, cultural Zionism, diaspora nationalism, a Jewish-Arab federation, a binational state, and the rejection of statehood as heresy. In the last part of the class, we will look at recent contemporary issues from the news, e.g., the agreements between the State of Israel and the United Arab Emirates, or government corruption in Israel, in order to see how these ideas of Zion are still present in today's discourse.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM281, RELI281**
Prereq: **None**

CJST295 Religion in Dungeons and Dragons
As a fantasy roleplaying game, Dungeons & Dragons has been prevalent for over 40 years. In this game, players partake in fantastical journeys, slaying beasts, completing quests, and interacting with divine beings. Though not often discussed, religion has played an important role in Dungeons & Dragons since its creation: clerics pray to their gods and invoke physical changes in the world, strange cults organize and perform perverse rites, summoning ancient beings for evil. There have been many different editions of Dungeons & Dragons, and each treats these religious elements in a different way. This course answers the questions, "What role does religion play within Dungeons & Dragons and how does the presentation of religion within Dungeons & Dragons map onto scholarly trends within Religious Studies?"
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI295**
Prereq: **None**

CJST309 Medieval Monsters
In this course we will examine forms and modes of the monstrous in medieval literature. We will focus on how monstrosity emerges at the intersection of cultures, religions, races, languages, genders, and the nebulous space/time between the living and the dead. Some of our monstrous themes will be pollution, revenants, exoticism, translation, and extreme violence. Written by Christians, Muslims, and Jews in the 11th-14th centuries, texts will include romances, saints' lives, apocalypses, chronicles, and travelogues.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM309**
Prereq: **None**

CJST311 Pain and Punishment in the Hebrew Bible
The Hebrew Bible has many graphic depictions of pain and punishment; some inflicted upon the Israelites and many inflicted by the Israelites themselves. Many of the laws of the Hebrew Bible describe the proper ways to inflict punishment and many of those same laws describe the ways in which someone might be absolved of punishment. This course aims to answer the questions of: What role did pain and punishment play in the ancient world? How was the physical experience of either connected to religious experience? In what ways was pain, and often disgust, utilized to either connect or separate someone from the divine? What is the relationship between divinity, power, physicality, and punishment? In asking these questions, this course will demonstrate that, much of the time, spirituality, devotion, and religiousness, need not be divorced from the physical world and need not be considered metaphysical qualities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI311**
Prereq: **None**

CJST312 Judaism in the Time of Jesus
This course is designed to help us understand the emergence of Judaism - its practices and beliefs, as a philosophy, a way of life, a religion -- from the formation of the Hebrew Bible (ca. 400 BCE) to the parallel development of rabbinic Judaism and early Christianity (ca. 100 CE). We will be concerned with the creation of community and its institutions, the rise of sectarianism and claims of normativity, the creation of the Bible as scripture and various modes of its interpretation, the relationship of early Judaism to ancient Israelite religion and society, and relations between Jews and Judaism to gentiles and gentile culture. Attention will be given to the creativity of Jewish literature, its common setting in times of oppression, and its place in the religious heritage of Judaism and Christianity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI312**
Prereq: **None**

CJST314 Curating Religion: Museums, Monuments, and Memorials
Museums, monuments, and memorial sites have long been important sites for public reckoning with the past. But they are not only about the past, they represent present struggles about the meaning of history and the possibility of imagining different futures. In this multidisciplinary class, we will work as a group to examine diverse case studies in which religion and memorial culture intersect in acts such as curation, representation, conservation, and repatriation. Visiting exhibitions and working with Wesleyan's collections, some of the questions we will ask include: What are the ethics of the treatment of objects in museums and of repatriation? How does space shape religious experience in an arguably secular setting? How do monuments invoke religious imagery and symbolism in their construction of history? In what ways does placing something behind a glass case give it a religious aura, and in what ways does it drain an object of its sacrality?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI313, ANTH314**
Prereq: **None**

CJST315 Hebrew in the Media: From National Literature to International Films and TV Shows (CLAC 1.0)
This language course is offered as an enrichment opportunity to students with intermediate or advanced Hebrew skills who are interested in improving all their language skills and/or acquiring additional linguistic and cultural preparation for study abroad in Israel. Cultural activities including participating in the 24th Annual Contemporary Israeli Voices 2026 and Lunch and Learn meetings with native speakers are part of the course. In addition, special writing workshops with internationally renowned Israeli scholars will be integrated into the course curriculum. The course explores the changes in Israeli society as it moves from national ideological literature to the exploration of new multicultural media such as films and TV shows and thus gaining international fame and inspiring widespread emulation. The course may be repeated for credit. The course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts toward the minor in Jewish and Israel Studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CGST323, HEBR315**
Prereq: **None**

CJST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933
Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918--1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST319, GRST264**
Prereq: **None**

CJST321 Dialogues of Love: A Close Reading
Towards the end of the fifteenth century amidst the burgeoning cultures of the Italian Renaissance in Naples, Genova, and Venice, the exiled Ibero-Sephardic philosopher and physician Judah Abravanel (Leone Ebreo) composed a philosophical work on erotic ethics as a dialogue between love (Philone) and wisdom (Sophia). "The Dialogues of Love" (1535) presented early modern readers with an erotic cosmology which drew upon Ancient and Medieval texts including Plato, Neo-Platonism, Neo-Aristotelianism, Kabbalah, and scriptural commentary. Widely translated, read, and reprinted throughout the sixteenth century, this text animated literary and cultural life throughout sixteenth-century Europe, finding its way into the work of poets and fiction writers such as Miguel de Cervantes. This course engages this unique and breathtaking work of early modern philosophy through a close reading of a Renaissance cosmos staged as a lovers' courtship.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL321, RL&L321, MDST321**
Prereq: **None**

CJST353 Race, Ethnicity, and Religion in Medieval Literature
Why do white supremacists celebrate the European Middle Ages as a lost era of racial and religious purity? This course approaches that question and related issues by considering the emergence of medieval ideas of race, ethnicity and religious difference. We will also think through the meaning of these categories and recent controversies about locating "race" in medieval studies. Our focus will be on a selection of texts dealing with encounters -- real and imaginary -- of Western European Christians with cultures ranging from the Mongol Empire to the Jewish communities in their own territories. The readings will begin historically with the Crusades and the gruesome chronicles written by Christian, Muslim, and Jewish authors. We will move on to religious polemics, travel accounts, and romances: fictions that re-imagine the past in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL353, MDST353**
Prereq: **None**

CJST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CJST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CJST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CJST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CJST413 Israeli Cinema (CLAC 1.0)
This Hebrew course will be linked to the film course, taught in English, entitled CJST 250: Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema. This course is targeted toward students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. Scholar visits will be part of the course, and students will attend a few cultural enrichment activities. This course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CGST413, HEBR413**
Prereq: **None**

CJST414 Israeli Cinema (CLAC 1.0)
This most advanced Hebrew course can be taken either as a language enrichment course to the parent course, CJS223: Israeli Women Filmmakers and Israeli Society, or taken by itself independently as an advanced Hebrew course. The focus of the course will be studying films made by female filmmakers. Students will analyze, discuss, and write on the films with special attention to mapping the cultural and social changes in Israeli society as well as changes in films' formats and themes. Conversing in Hebrew with Israeli film directors and scholars during Lunch and Learn Meetings as well as attending the screening of films in Hebrew in the 20th Annual Ring Family Wesleyan University Israeli Film Festival and writing reflective papers on films will provide a cultural and social framework for the course. In addition, the course will include special workshops delivered by renowned Israeli filmmakers and scholars. The course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts towards the Minor in Jewish and Israel Studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CGST414, HEBR414**
Prereq: **None**

CENTER FOR THE HUMANITIES (CHUM)

CHUM141 Depicting Death in Literature
This course analyzes the theme of death primarily within French and francophone writing (in English translation), tracing the evolution of death imagery over time in literary texts. The curriculum will investigate various contexts related to the environment and language usage, offering a nuanced understanding of how the portrayal of death has changed in literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **CGST141, RL&L211**
Prereq: **None**

CHUM202F Deconstructing Democracy (FYS)
What role does democracy play in the narratives that political philosophers tell themselves about the moment human beings pass from the state of nature into civil society? Why is it that almost all political philosophies have almost nothing good to say about democracy? And how did it happen that democracy has come to be one of the most debated concepts straddling the borderline of the literary and the political, the real and the ideal? Seeking to answer these and other questions, this course will follow the concept of democracy through some canonical and non-canonical texts in or relating to political philosophy. We shall attempt to understand why democracy gives rise to the complications and paradoxes that are definitive of the conceptual space of political society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM204F Performance and Authenticity between Race and Gender (FYS)
This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. To deride a person or phenomenon as "all a performance" is to make an accusation of artificiality or inauthenticity. How do colloquial uses of language reflect long-standing cultural suppositions, and how do connotations of performance as fakery or fabrication intersect with the actual work of performers themselves? In this interdisciplinary seminar, we will explore questions of performance, affective labor, subjectivity and self-making (and re-making), both onstage and off. We study performances found equally in everyday life, popular entertainment, and avant-garde art, and center the contributions of Black, feminist, and queer studies.

Topics include illusion, ventriloquism, and sleight of hand, as well as mimetic acting and the manufacture of "emotion," dance technique and the concealment of effort, and musical improvisation and the politics of invention. We consider the potent complexities of drag, camp, and minstrelsy--and historicize their surrounding discourses of fraudulence and authenticity. Looking at a range of (predominantly U.S.-based) practices from the mid-nineteenth century to the late twentieth, this course is not a comprehensive survey, but rather, examines key episodes in the history of modern "performers."

Together, we will grapple with the ways that artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; the historically complex entwinement between ideas of race and authenticity; and how hiding, fabulation, exaggeration, and duplicity have been mobilized as strategies of freedom and resistance--from the spectacular escape act of Henry "Box" Brown to the sensational camp and hyperbolic glamour of the East Los Angeles art collective Asco.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM206F Art and the Global Contemporary (FYS)
This course introduces students to a range of artistic practices from the mid-20th-century to the present. We will consider the work of artists from Argentina, Brazil, Chile, Japan, Yugoslavia, Serbia, Germany, Poland, Ghana, Senegal, Mali, Nigeria, China, Iran, Iraq, Egypt, Lebanon, Morocco, Haiti, Cuba, Mexico, Vietnam, Thailand, South Korea, India, the Indigenous U.S. and the African Diaspora, among others.

We will not take our central terms for granted. Rather, we will ask: When, precisely, is the contemporary? How do different nations and cultures have varying notions of the present and the past? How do questions of tradition and futurity resonate in artworks, particularly in non- Western and postcolonial contexts?

Together, we will consider the status of the global and the role of the local. In the context of late modernity, can the "global," only ever name the circuits of capitalist exchange? We will consider how artists are both deeply attentive to local contexts, as well as engaged in a practice of diaspora; and how artists engage the politics of land, borders, the nation-state, and the violence that upholds them. That is, we will orient ourselves via a notion of cultural identity that, in Stuart Hall's terms, is "not an essence but a positioning."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM214 The Modern and the Postmodern
In this course we will examine how the idea of "the modern" develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Identical With: **HIST214, COL214**
Prereq: **None**

CHUM228 Virtue and Vice in History, Literature, and Philosophy
Examines the long, complex and sometimes contradictory associations of virtue with piety, salvation, righteousness, intensity, strength, and, more recently with vulnerability and suffering. Beginning with Confucius and Aristotle, and winding our way through Christianity, humanism, postmodernism until the present, we will explore the ethics, power, and politics of the ideas of virtue and vice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL228, PHIL112, HIST140**
Prereq: **None**

CHUM233 All Ah We: Contemporary Afro-Caribbean Drama & Performance
What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present "Caribbean" and/or "West Indian" subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL233, AFAM233, THEA233**
Prereq: **None**

CHUM248 Shakespearean Revolutions
Shakespeare's works emerged during a period of revolutionary social, political, religious, economic, and cultural change, including the Protestant Reformation, the rise of print culture, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the emergence of the first, purpose-built, commercial playhouses. Innovations in dramatic form and genre, which Shakespeare helped craft, sought in varying ways to make sense of these momentous shifts for diverse theater publics. Revivals and adaptations of his works on stage and screen during times of revolutionary change have rendered the Shakespearean canon a site of subsequent social and cultural contestation. This class considers the "revolutionary" dimension of four Shakespeare plays both in their own time and place, and in later theatrical and filmic productions and adaptations. We will trace first-, second-, and third-wave feminist reimaginings of "The Taming of the Shrew"; Second World War- and Vietnam War-era renderings of "Henry V"; civil rights and anti-apartheid era restagings of "Othello"; and attempts to decolonize "The Tempest."
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL248**
Prereq: **None**

CHUM250 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology

of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS250, EDST250, SOC281**
Prereq: **None**

CHUM278 Visualizing Firearms History: An Applied Quantitative and Archival Approach for a Project-Based Expl
This project-based course provides a unique cross-disciplinary opportunity to study important historical questions surrounding firearms. Combining quantitative methodology in data science with qualitative research methods in history, students will answer questions they are passionate about based on existing datasets. Students will read, discuss, and write responses to the latest historical scholarship on the technological development of guns, firearms in media, gun violence statistics, and advertisements. Students will choose one of four datasets to research and analyze. These include data sets related to firearms patents since the 1820s, firearms in media (film, television, anime, games), firearms-related deaths, and advertisements of firearms. Students will develop skills in hypothesis testing and inferential statistical analysis alongside qualitative research methods used in history. The course offers one-on-one support and training in the skills required to complete a team-based final project. The final project will be hybrid between a research paper and also an exhibit (e.g., film, website, media, art installation). Students will present their work at the center's third annual undergraduate research conference (Spring 2025). Select students can apply to continue on as QAC summer apprentices and Baker Collabria Fellows in Data Analysis, and as CSGS NEH-funded summer history research fellows and as History thesis researchers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST278, QAC204**
Prereq: **None**

CHUM281 Political Fantasies of Zion
Palestine, Zion, Judah, the Promised Land. A small piece of land in the Middle East has a very long and contested history full of religious meaning for Judaism, Christianity, and Islam. Some imagine the State of Israel as an island--"the only democracy in the Middle East" or the only Western state in the region--surrounded by a hostile environment. The geographical area, by contrast, has often been portrayed as a crossroad, a place where cultures clashed, merged, and exchanged ideas.

In this class, we will examine this tension between a physical and imagined space, between political reality and idea, by recovering alternative Zionist, non-Zionist, and anti-Zionist visions of the Zion. Jewish statehood is a very recent phenomenon. Throughout the modern period, the vast majority of Jews lived under empires, whether Habsburg, French, Romanov, British, or Ottoman. How did the imperial experience shape Jewish religious and political views? What role does the imagination of Zion play in today's political context? Reading political pamphlets, poetry, maps, artworks, and utopian fiction, we will pay attention to the construction of the Zionist idea not just in political Zionism but also in contrasting visions including Canaanism, cultural Zionism, diaspora nationalism, a Jewish-Arab federation, a binational state, and the rejection of statehood as heresy. In the last part of the class, we will look at recent contemporary issues from the news, e.g., the agreements between the State of Israel and the United Arab Emirates, or government corruption in Israel, in order to see how these ideas of Zion are still present in today's discourse.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CJST281, RELI281**
Prereq: **None**

CHUM288 Literary Perversions: Revolution, Democracy, Identity
The Federalist Papers wrote under the strong impression that the American Revolution was imperiled by an overwhelming debt and the lack of a national authority and identity to bind the States together. Public fear of moral degeneration via the replacement of the "Old World" symbolic order with a "New World" order under the aegis of "representative democracy" loomed over the republic.

Taking these concerns and the dissemination of The Federalist Papers as our point of departure, this course will examine how representations of "non-normative" identities in several major 19th-century works relate to the problems of representing democracy in the aftermath of the American Revolution. Many of the most famous canonical literary texts in the United States during the 19th century write about "non-normative" topics such as maternity, slavery, bestiality, and gender inequality in the context of narratives that attempt to rewrite the legacy of the American Revolution. By focusing on the literary treatment of these "perverse" topics, we shall attempt to understand whether the authors we will undertake close readings of in this course were successful in their endeavors to not only amend the shortcomings of the Revolution, but also to think more rigorously about the history of slavery and gender inequality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL284**
Prereq: **None**

CHUM298 (Un)Sound Projections: When Spaces Resist Recording
The class would involve a series of discussions around field recordings and site-specific compositions. This would involve a survey of landmark and recent recordings in this vein (e.g., Pauline Oliveros, Stuart Dempster, and Paniotis [Deep Listening Band] at the Dan Harpole Cistern; Chris Watson's "Outside the Circle of Fire"; Sylvi MacCormac's "Voices and Wheels"; Peter Cusack's "Sounds from Dangerous Places"; and works by Jacob Kirkegaard, among other sound artists and composers).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM302 Life and Death: Relations of Biopower and Necropower
The blunt truth of human suffering permeates people's lives and yet people attempt to push back in myriad ways against the certainties of death. What conceptual spaces do living humans occupy that do not equally place them under the specter of death? This seminar considers the social structures and cultural ideas that position ways of being and understanding humans as they traverse the spaces between life and death. It traces the conceptual foundations and empirical sites for two contrasting yet complementary theories of social power that aim to explain this shared conceptual space: biopower and necropower. As theories of power, biopower and necropower are not things that exist in the world, but rather ways of defining, thinking about, and resisting discursive and

material relationships that do, in fact, exist in societies. Biopower is a theory of power that examines how and why social institutions target, intervene, and invest in the life processes of living beings in the name of improving population health. Necropower is a theory of power that examines how and why social institutions function to produce mass suffering towards the ends of death. This course asks what social, cultural, and ethical ideas help map the embodied, relational, and sociopolitical spaces between "alive" and "dead" humans?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS320**
Prereq: **None**

CHUM304 Entangled Sounding Objects: Musical Instruments of Central Asia
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they are at once tangible and symbolic sounding objects that hold significant meanings for the communities they serve. This course will explore the social roles and cultural meanings of musical instruments in Central Asia, a region once traversed by the Silk Road, which extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south.

Drawing on theories and ideas derived from interdisciplinary studies of material and sound culture, the course will examine how instrument making and performance are shaped by and entangled with social systems of value and cosmology, political ideology, ecology, and economy. Class meetings will focus on case studies of bowed and plucked lutes, zithers, mouth harps, end-blown flutes, and frame drums among historically nomadic and sedentary peoples of Central Asia. Through these case studies, students will learn about the origins and historical trajectories of individual musical instruments from the pre-modern period to the Soviet and post-Soviet eras; consider the social and political connotations of various performance configurations and repertoires; discuss the status of instruments in Islam and indigenous spiritual belief-systems, and the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ANTH304, REES204, FGSS346**
Prereq: **None**

CHUM309 Medieval Monsters
In this course we will examine forms and modes of the monstrous in medieval literature. We will focus on how monstrosity emerges at the intersection of cultures, religions, races, languages, genders, and the nebulous space/time between the living and the dead. Some of our monstrous themes will be pollution, revenants, exoticism, translation, and extreme violence. Written by Christians, Muslims, and Jews in the 11th-14th centuries, texts will include romances, saints' lives, apocalypses, chronicles, and travelogues.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CJST309**
Prereq: **None**

CHUM310 The Agent
A curious feature of contemporary North Atlantic culture is its concern to discover, describe, obtain, and distribute something called "agency." In tandem with with CHUM's Spring 2026 theme, Doing Nothing / Nothing Doing, this course critically re-examines the cultural metaphysics of agency and action that captivates modernity in general and liberalism in particular. Reading widely across anthropology, STS, philosophy, literary studies, political theory, religious studies, and aesthetics, we will critically explore the peculiar form of life whose protagonists and critics alike are transfixed by the figure of the Agent.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ANTH322**
Prereq: **None**

CHUM311 Introduction to History: Foundations of East Asian Cultures
This course introduces some of the cultural foundations of East Asia and how they have continued to resonate through history. We will be examining translated primary texts in history, literature, philosophy, and religion, mainly from China, Korea, and Japan. We will also be working with other media such as film and art. The course attempts to equip students with a basic fluency in interpreting ancient and modern materials from East Asia and identifying its cultural contexts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS207, HIST197**
Prereq: **None**

CHUM312 Theory and Practice of Torture: From Middle Age to Modern Times
This course is centered around the analysis of the theory and practice of torture during wartime, in prisons, under political dictatorship, and in civil life. It includes examples from visual art, cinema, and literature around the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CGST312**
Prereq: **None**

CHUM313 Do We Truly Choose? Free Will in Philosophy and Theology
Free will has been a central pillar of philosophical inquiry throughout history. While contemporary debates often focus on issues of consciousness, mechanics, neurobiology, and physics, premodern discussions frequently revolved around the role of God in defining the boundaries of human freedom. This seminar will delve into diverse perspectives on free will, drawing from philosophical traditions across time and place -- both past and present, East and West -- with particular emphasis on the Islamic context. Through a close reading of key sources, the course examines how different thinkers have conceptualized human agency and the extent to which it determines action. Ultimately, the seminar will grapple with the vexed question: do human agents actually enable their acts, or, in the final analysis, truly "do nothing"?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL333, PHIL393**
Prereq: **None**

CHUM314 The Corpse as Critique
From Ancient Greece to present-day Sri Lanka and Palestine, literary works have turned to the figure of the corpse in order to articulate critiques of domination

and authority. In these texts, the dead human body, despite or perhaps because of its inertness, poses potent problems to the exercise of statist and racist violence, the depredations of plantation slavery and industrial capitalism, and the abuses of empire. What is this strange form of critique, rooted in mere matter that, itself, does nothing but decompose? And what might it teach us as we attempt to survive and thrive in a world defined by spiraling inequality, rising authoritarianism, and environmental catastrophe? In this course, we will begin to answer these questions by examining literary texts from authors including Sophocles, Nadine Gordimer, and Michael Ondaatje, as well as works of philosophy, history, anthropology, political theory, and literary theory from thinkers such as Walter Benjamin, Georges Bataille, and Katherine Verdery. In tracking invocations of the corpse at various historical junctures and in various literary genres, we will investigate what makes the dead human body such a compelling figure with which to expose and subvert the exercise of coercive power and violence. At the same time, we will attend to the unique affordances and limitations of literature, drama, and film in expressing this critical potential.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL316, ENGL358**
Prereq: **None**

CHUM316 Advanced Research Methods in Science Studies
This course exposes students to qualitative research methods in science and technology studies. Methodology describes a process for conceptualizing, collecting, and organizing evidence. Part of this new course will be a survey of methodological traditions in science and technology studies and associated fields (sociology, anthropology, cultural studies, feminist and critical race studies, performance and design studies, philosophy and history of science) that guide the collection and interpretation of evidence about scientific knowledge and practices, the relationships between users and technologies, and broader scientific institutions and technical infrastructures. Specific methodologies include ethnography, archival and discourse analysis, social worlds analysis, comparative historical and genealogical analysis, abductive analysis, and visual culture and media analysis. The other main part of the course will culminate in presentation-ready small-scale individual and group research projects utilizing qualitative research methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS337**
Prereq: **None**

CHUM318 Empathy and Radical Care
This course will explore the philosophical and perceptual issues that empathy generates by focusing on specific contexts of both human and nonhuman captivity. Philosophical explorations will be supplemented with political insights of activists engaged in mutual aid, abolition, and animal and eco-justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **PHIL341**
Prereq: **None**

CHUM320 Staging the Real in Early Modern England
The stage in Shakespeare's time was by modern standards "relatively bare," lacking illusionistic sets that would later be relied upon to conjure the reality of a particular time and place onstage. What, then, defined the "real" prior to the emergence of modern theatrical realism and the illusionistic conventions associated with it? What representational strategies (of text, costume, props, sound, stage machinery, etc.) were used to convey "realness" onstage at the Globe and other early English theaters, which lacked the "fourth wall" of the proscenium arch that separated the realities of the play-world from those of everyday life?

This course explores the dramaturgy of the "real" in early modern England in conjunction with the Center for the Humanities Spring 2024 theme of "Get Real," in plays by Shakespeare and his contemporaries that experimented with new ways of bringing to life the realities of war, true crime, sex and gender "deviance," street life and lingo in London's underworld, serendipitous wealth gleaned from capitalistic enterprise, and other sensational news ripped from the headlines.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL323**
Prereq: **None**

CHUM321 Secrets, Lies, and Fictions in the Americas
In 1964, historian Richard Hofstadter underlined the spread of a "paranoid style" in American politics. Although Hofstadter's description seems more appropriate today than ever, in an increasingly interconnected global order the role of misinformation, uncertainty, manipulation, and conspiratorial imaginaries in shaping and limiting democracies and public spheres cannot be exclusively assigned to any particular locale. From a continental standpoint, this course offers analytical tools to explore the political complexity of lies, secrets, and fictions in both the United States and Latin America since the mid-twentieth century to this day. By studying a series of cases--including the Guatemalan civil war, the assassination of John F. Kennedy, the Pentagon Papers, the U.S. intervention in the Middle East, the "dirty war" in Latin America, censorship in socialist Cuba, the arrest of Augusto Pinochet in London, Wikileaks, hacker practices in the early days of internet, or Cambridge Analytica--we will address the relations between surveillance, spectacle, and conspiracies (both factual and imagined) in the contemporary techno-political landscape. Moreover, the course emphasizes the speculative and theoretical potentials of art and literature when it comes to understanding socio-political phenomena. Beyond distinctions between truth and falsehood, fictional constructions are key to our collective capacity to imagine alternative worlds. By mapping out the ways in which fictions circulate as such or rather as truthful versions of reality, we will problematize the limits and uses of truth, lies, and official and alternative narratives, as well as the power of states, corporations, individuals, and collectives to direct attention and frame information.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **LAST321**
Prereq: **None**

CHUM322 Visions of the Future: Capitalism and Colonialism in the World's Fairs
This course will explore the history of the world's fairs from the 1851 Great Exhibition in London to the 1939 New York World's Fair. These events showcased the newest technologies that would revolutionize life and labor for millions of human beings around the world. They also presented to the public new consumer goods and forms of entertainment such as music, dances, and sports. Moreover, they were sites of competition for rising nations and empires. Each participant country brought artifacts that demonstrated their (often idealized) national characteristics and development. Western powers displayed colonial products and peoples to show how they had been advancing in their expansionist

enterprises. The students will read works on the humanities and social sciences that delve into the meanings of the world's fairs. They will also analyze primary sources (texts, paintings, film, songs, cartoons, and more) which will allow them to ask their own questions about these events.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AMST322, HIST398**
Prereq: **None**

CHUM324 Brownfield Herbarium: Documenting Anthropogenic Environments
Brownfield Herbarium: Documenting Anthropogenic Nature, asks students to devise multi-disciplinary approaches to capturing the history, ecology, and geography of toxic environments. The herbarium is prized as a collection of type specimens and native species. Extending this technology of European natural history of weedy and invasive species exposes the natures we treasure and deride. Narrowly, the herbarium project builds on the initial buds and bark collections of "Botanizing Worlds" in Spring 2026 at Manresa Island. Broadly, this class invites students to consider other technologies, forms, and genres to document feral landscapes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM325 The Work of Art Against Work: Art, Labor, Politics
Understandings of late 19th- and early 20th-century avant-gardes are tied inextricably to leftist theory, particularly that of the Frankfurt School. This advanced seminar will consider the legacies of that entwinement, while focusing more specifically on its transformations from the late 20th century to the present: We will examine how artists have engaged the "work" of art in relation to the rise of post-Fordism, a globalized economy, and new theories of work and anti-capitalism. We will pay special attention to gendered notions of work and the division of labor (including "craft," affective labor, domestic work, care work, sex work, and more), to debt and racial capitalism, and to the rise of speculative finance and its links to the art market and the patron class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS335**
Prereq: **None**

CHUM329 Using Drugs: Race, Drugs, and the Colonial Present
This course addresses a variety of issues ranging from the social variation in and construction of drug experiences; the nature of scientific knowledge regarding drug use and the brain; the global trade in drugs and its relationship to histories of colonialism and contemporary forms of Western hegemony; notions of health, harm, and rehabilitation; and the various strategies that contemporary states rely upon in addressing issues pertaining to drug use (particularly criminal justice measures and interventions focused on harm reduction). The course places particular emphasis on the ways drug use is framed in relation to questions of freedom, justice, and the self, ultimately forming a part of a disciplinary apparatus that impacts everyone, whether we directly use drugs or not. Ultimately, drug use is often framed as an issue of "lost productivity" and/or "lost reproductivity," with "rehabilitation" framed as a way of restoring productive activity and eugenic reproduction.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS326**
Prereq: **None**

CHUM330 Eating Ourselves: Cannibalism and the Production of the Human
This upper-level seminar examines how cannibalism -- both as a biological act and as a powerful cultural imaginary -- has shaped understandings of humanity, morality, and civilization in the modern world. Drawing on work in anthropology, science and technology studies, critical food studies, speculative fiction, and posthumanist theory, the course explores how fears and fantasies of "eating ourselves" reveal cultural anxieties about difference, desire, and domination while surfacing in contexts ranging from colonial encounters and famine narratives to contemporary biotechnologies that promise "slaughter-free meat." Students will consider how cannibalism operates as a moral and political trope in discourses about the colonized other, resource scarcity, and the violence of capitalist consumption, as well as a lens for rethinking ethics in an era of ecological crisis and technological transformation. Engaging ethnographic, historical, and theoretical readings alongside visual and popular media, the course invites students to interrogate the shifting boundaries of the edible and the human while exploring what forms of life, relation, and care might emerge from confronting what we most fear to eat. Engaging directly with the Center for the Humanities theme of "Monstrosities," students will employ cannibalism as a critical lens for understanding the monstrous figures, landscapes, and technologies humans create through consumption, exploitation, and the exercise of power.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM333 Tech Oligarchy: Power, Democracy, and the Rise of Global Techno-Economic Elites
This course examines the new relations of power emerging as techno-economic elites in the United States and elsewhere -- from Palantir's Peter Thiel to Tesla's Elon Musk and Microsoft's Bill Gates -- increasingly take up outsized roles of influence and even occupy unelected positions of governance in ostensibly democratic settings worldwide. Wielding epistemic, cultural, and ideological power through financial contributions to political campaigns, outsized philanthropy, and direct control over public platforms of communication and knowledge dissemination, these elites frequently and effectively promote tech-driven solutions and corporate logics as key to solving pressing social problems and to the future of our collectives. To unpack this confluence of culture, technoscience, finance, and power, students will investigate the impacts of this emerging tech oligarchy on our societies, polities, and economies via a lab-based approach in which each student will take on a semester-long case study of a specific tech elite of their choosing. Drawing on media, grey literature, company filings and other resources, and supplemented through a review of existing literature on this topic, students will collaboratively construct a repertoire of understanding of tech oligarchy in the making through ongoing in-class presentations, engaged critical discussion, and iterative writing assignments. Across our cases, we will ultimately consider how and why this form of power has taken root, how it might be challenged or regulated, and the particular significance of technoscience in this new era of governance and social order.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **STS332**
Prereq: **None**

CHUM334 Native Matters: Materiality in Indigenous Literatures Across the Pacific
This seminar contemplates the function and representation of materiality in contemporary indigenous literatures. It highlights the centrality of embodied practices in indigenous cultural lives. The primary texts for the course will be

literary texts (novels, short stories, essays, and poems) from different indigenous communities, including from North America, East Asia, Austrasia, and Oceania. We may also deal with non-textual materials such as artifacts, maps, clothes, video games, etc. Readings will also include theoretical or philosophical works from indigenous and non-indigenous thinkers on the subject of materials and materiality. The course will thematize materiality in two ways: the first is to understand materiality as a way for indigenous authors to represent or construct various understandings of indigeneity, either in traditional lifeways, modern indigenous realities, or indigenous futurisms, both within and between specific indigenous communities. The second is to engage with thing theory and materiality as a method of literary analysis.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CEAS334, WLIT325**
Prereq: **None**

CHUM336 Black Texts, Lost and Found
This course examines histories of loss and recovery of black texts in the US and the Atlantic world more broadly. We will bring a three-pronged approach to our subject matter. We will analyze first the constitutive silences of the archive: epistemic and material neglect, or what Michel Trouillot has termed the "silencing of the past"; second, the preservation efforts of black newspaper editors, librarians, and bibliophiles; and third, the "counter-archiving" work of Afro-diasporic historical and speculative fiction. As we traverse different periods and empires we will consider what the concepts of the "black archive" and "black ephemera" mean to different disciplines. We will study the repressions of black Arabic writing practices in the US South and our fragmentary recovery of them in the late 20th century, unfinished novels about Black Atlantic revolutions such as Martin Delany's "Blake," incomplete runs of historic black newspapers, debates about the illusions and desires of "recovery," and the criteria that determine what counts as ephemeral and when.

We will move across different media, from print--"I, Tituba," "M Archive," "Blake," "(Dis)forming the American Canon: African-Arabic Slave Narratives and the Vernacular"--to films--"The Watermelon Woman," "Looking for Langston," "The Last Angel of History"--and from digitized databases of photographs at the ongoing archiving project The Missing Chapter: Black Chronicles to digitized newspaper archives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL357, AFAM336**
Prereq: **None**

CHUM337 Insubstantial Pageants: Late Shakespeare
This seminar examines the Center for the Humanities' Spring 2020 theme of "Ephemera" through the lens of four late plays by Shakespeare ("Hamlet," "King Lear," "The Winter's Tale," "The Tempest") and their preoccupation with the time, temporality, belatedness, and the ephemerality of theater (and the world-as-stage).

In addition to considering the mutability of the play-texts themselves (several of which exist in multiple versions), we will consider how they refashion their sources, and how they are themselves refashioned in later productions and adaptations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL321, THEA337**
Prereq: **None**

CHUM338 Building Nothing: Design After Progress
The built environment is responsible for over 40% of humanity's greenhouse gas emissions, but despite attaching words like "sustainable" and "resilient" to their products, design and construction practices remain fundamentally unchanged. This seminar considers the possibility of a design philosophy that doesn't take the goal of creation as a given. Topics include the lifespan of buildings and products, their maintenance and care, the unintended consequences of making, relationships with and obligations to materials and resources, and strategies for degrowth found in indigenous and vernacular design precedents. We read and discuss a key text each week that examines the history of technology and critically evaluates shifting theoretical perspectives on nature and human development as they relate to design.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ARHA217, STS333, IDEA338**
Prereq: **None**

CHUM339 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate

the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) impression of endurance and stability?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL351, GRST249, PHIL302, STS339**
Prereq: **None**

CHUM340 Action and Inaction in Social Movements
This is a class on contentious politics that examines how the action-inaction binary shapes our understanding of social movement strategies, life cycles, resilience, and success. We will examine activity and inactivity in the context of a variety of social movements, diaspora groups, and rebel organizations, at various stages of their lifecycle. When is inactivity a failure of mobilization or a sign of weakness, and when is it an intentional strategy? What does "doing nothing" look like? Can it ever be an effective strategy for a group? When is inactivity a form of organizational defeat? To address these questions, we will look at different forms of "nothing doing": social movements that choose disengagement or tactics such as hunger strikes, exiled movements that focus on internal bonding and capacity building rather than overt activism, and rebel groups that intentionally abstain from violence or mobilization for prolonged periods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **GOVT340**
Prereq: **None**

CHUM341 Global Histories: Problems in Scale, Scope, Depth, and Time
How big is too big? How far back in time can historians go? How best to understand the relationship between science and history? What counts as evidence? What accounts for the rise (or return, some would argue) of macro-history? What does it portend for the future of microhistory? This advanced seminar will examine the history and historiographical implications of macro-historical frameworks, including comparative history, world history, global history, deep history, and big history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST315**
Prereq: **None**

CHUM343 Imitations of Life: Experimental Bodies at the Interface of Science and Culture
This seminar will examine scientific and cultural practices of corporeal simulation, or, practices of bodily substitution, imitation, and re/modeling. Topics examined will include: reproductive surrogacy; gender reassignment surgeries; experimental subject protocols; prosthetic enhancements; xenotransplantation; biometrics and alternative forms of bodily imaging; the use of nonhuman animals as human proxies; the rise of personalized medicine, and more. Students will engage with a wide range of case studies and theoretical materials from interdisciplinary perspectives. Special attention will be paid to the relationship between scientific discourses of "universality" and "particularity," where socio-cultural forms of difference (e.g., race, gender, disability, etc.) are at once ignored and exacerbated. While most of the material addressed in the class will relate to recent phenomena, we will also be attentive to relevant histories of corporeal differentiation and reimaging.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM, SBS-CHUM**
Identical With: **FGSS343, STS343**
Prereq: **None**

CHUM345 Historicizing Early Modern Sexualities
This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1680). Our focus will be the historical construction of sexuality in relation to categories of gender, race, religion, and social status in a variety of sources, both literary and nonliterary, verbal and visual, including poetry, plays, masques, medical treatises, travel narratives, and visual media. Topics covered include intersecting constructions of the sexed/gendered/racialized body; diverse sexual practices; sexual identities prior to the homo/hetero divide; and the histories of pornography and masturbation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL349, FGSS350**
Prereq: **ENGL201**

CHUM346 Absences, Archives, and Adjudicating Criminalities in Settler Colonial States
Absence can refer to either distance or nonexistence. Archival inquiry embodies the former and can yield the latter. Both positions pose ethical, interpretive, and political problems. In this course, we will critically approach the archive to ask questions about how its evidentiary forms are used to narrate social relations of power, territorial claims, criminality, and adjudicate past wrongs. What genres of proof do archives produce and naturalize, and how do historical claims corroborate, refuse, or reinterpret "truth" and "knowing"? Readings span Native and Indigenous Studies, American Studies, History, Anthropology, and Postcolonial and Literary Studies, exploring how these approaches address the adjudication of individual and state crimes. The course focuses on settler colonialism and Indigenous politics in North America but engages other global examples.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AMST347**
Prereq: **None**

CHUM348 Plague and Care-Work in Shakespeare's England
Plague exerted an enormous influence on the plays of Shakespeare and his contemporaries, and indeed on theater as a commercial enterprise. Pandemic theater closures and quarantines were frequent throughout his career, and it is likely that his son Hamnet died of plague. This seminar examines four Shakespeare plays (Romeo and Juliet, Hamlet, King Lear, The Winter's Tale) and their preoccupations with time, temporality, belatedness, mortality and ephemerality (of theater and the world-as-stage) and with an ethics and recognition of the work of care, as these are shaped by the recurrence of plague-a perspective that will allow us to draw connections and discern differences between Shakespeare's time and our own.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL345, THEA347**
Prereq: **None**

CHUM350 Facts, Counterfactualisms, and the Historical Novel
The aim of this course is to explore "the fact" as the site of contradictory desires and investments in nineteenth-century fiction. Charting two paths through both foundational examples of historical novel and through early counterfactual work

(Uchronie, Aristopia: A Romance History of the New World), this course will trace the versions of historical thinking made possible within these traditions. As part of the course, we will explore some of the ephemera materials novelist's working notebooks, research sources, and unpublished manuscripts. Seminar work will include both theoretical readings on historical fiction, philosophy of history, and critical archival studies. We will read novels and narrative fiction from the Brontë siblings, George Eliot, Walter Scott, Maria Edgeworth, Charles Renouvier, and Thomas Hardy, alongside critical work by Georg Lukács, Catherine Gallager, Roland Barthes, Frederic Jameson, Michel Foucault, Saidiya Hartman, Hayden White, Dipesh Chakrabartky, Paul Ricouer, Carolyn Steedman, Natalie Zemon Davis, Kumkum Sangari, Elaine Freedgood, and Michel-Rolph Trouillot.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL330**
Prereq: **None**

CHUM353 Media Revolutions: Color Television and the Humanities in the 1960s and 1970s
This course visits some of the groundbreaking TV series that presented humanities and sciences to global mass audiences in the 1960s and 1970s. Television emerged as a powerful cultural presence and with remarkable speed. From the late 1960s, the British Broadcasting Company, in partnership with PBS in America, created a series of television programs (partly to widen the audience market for new color television programming). This course focuses on the role of television as a still new, and potentially disruptive, medium. We will look at and discuss a range of British TV series from Kenneth Clark's "Civilisation" and "Monty Python's Flying Circus" (both 1969) to Jacob Bronowski's "The Ascent of Man" (1973) and Alistair Cooke's "America" (1972), John Kenneth Galbraith's "The Age of Uncertainty" (1977), and David Attenborough's "Life on Earth" (first aired in 1979). We will read and discuss works of art and media criticism around this time that laid the groundwork for major conceptual and theoretical remappings of the fields of cultural and visual studies. We also will explore the impact of television on art worlds and museums, looking at how 1960s' color television documentaries influenced the way that humanities are presented televisually up to today. This course satisfies requirements for the "Visual and Material Culture" module in history and major requirements for the Science in Society Program.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **HIST345, STS352**
Prereq: **None**

CHUM355 Social Movements Lab
What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge? This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We'll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S. The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles, and contexts of the movements under study. Our goal is to understand a range of social justice activisms in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change. The activism you research can be contemporary or historical; local, national, or global; and can take any shape: direct action, community organizing, activist philanthropy, art as activism, etc. You do not need previous experience or activist contacts for this course--just passion and the desire to learn collaboratively!
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **ANTH355, FGSS355**
Prereq: **None**

CHUM360 The Environmental Crisis and Nuclear Testing Narratives in Global Francophone and Arabic Cultures
This interdisciplinary course examines nuclear themes, with a particular focus on nuclear testing as depicted in novels, film documentaries, and poetry within Francophone and Arabic cultures. It emphasizes the profound impact of nuclear testing on human life and the environment. The course analyzes literature in French and English as well as visual materials (photography and films), archival materials, political writings, news articles, and websites. Students must possess reading ability in French and an interest in North African culture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CGST316, ENVS314**
Prereq: **None**

CHUM364 Shakespeare's Islands
How did England's insularity and expansionist ambitions on the world's stage shape Shakespearean dramaturgy in his many plays with island settings? This course, taught in conjunction with the Center for the Humanities' spring 2022 theme of "Islands as Metaphor and Method" considers how Shakespeare's island locales (e.g., in ancient and medieval Britain, the Mediterranean, and the Americas) transformed the Globe theater into a physical and conceptual site for imagining the utopian and dystopian potential of early English nation-building and colonial expansion, and for exploring the poetics of relation and alterity, peripherality and centrality, archaism and futurity. In addition to studying the play-texts themselves, we will consider how their island settings are explored in subsequent theatrical and film productions and adaptations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL377, THEA346**
Prereq: **None**

CHUM366 Ecologies of Attention: Biosemiosis, Attunement, and Ethics
We consider variants on biosemiotic accounts of meaning, following one thread through Emerson to Nietzsche, another from Peirce and James to Bateson (Ecology of Mind, 1972) and Gibson (Ecological Approch to Visual Perception, 1979), and a third through contemporary indigenous thinkers and anthropologists attempting to bridge scientific ecology and animist panpsychism--Kimmerer, Whyte, Kohn, Ingold, Strathern. While most of the texts here focus on the nature of meaning as a living process, they are also in constant dialogue with normative concerns, being both motivated by subversive or non-humanist ecological values and inspiring distinctive insights about how to lead meaningfully connected lives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENVS247, PHIL354**
Prereq: **None**

CHUM369 Evidence: A History
What counts as evidence and proof has changed and varied over time. This class will introduce students to the changing nature of evidence and proof in history, science, law, medicine, and news media. Topics include histories of trial by ordeal, trial by jury, photography, the footnote, fact checkers, expert testimony, the polygraph, statistics, DNA, and AI. Students will read amicus briefs, watch films, write papers, create evidence for mock trials, and study the rise and political effects of "alternate facts" discourse.We will also explore the ways that historical narratives, museums, and commemorations use evidence to tell stories through exhibits, monuments, plays, textbooks, and markers. The class will also discuss the history of landmark legal trials where new forms of evidence were central, and discuss the different ways that films handle evidence in genres such as true crime documentary. This is a discussion-based course that aligns with the Center for Humanities theme for Fall 2025: "Genres of Proof. Assignments include oral and written reports, a creative visual assignment, and a final research paper.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST360**
Prereq: **None**

CHUM371 Afro-pessimism, Gender, and Performance
This class engages African and African diaspora critical thought and aesthetic production (dance, visual art, performance art, installation, film) to think about colonial dispossession, objectification, and reparation. We will address topics such as the repatriation of artifacts and other ephemera taken from Europe's colonies that are housed in the archives of European cultural institutions.
The objects in question have been described as either artwork, artifacts, or anthropological fetish objects (depending on which field one engages with). How can we rethink our understanding of objecthood as irreducible to "inanimate" things but as also signaling a regime of imperial domination and enslavement that violently turned African personality into a status of objecthood? What does it mean to think about the object (broadly defined) in relation to loss and the (im)possibilities of repatriation and reparation? How does the Black performer's body's disappearance/remains endow the Western art institution? The course will encourage students to think about repatriation as well as certain losses that can neither be repaired/repatriated nor evidenced in conventional ways. In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, as well as the promises and ends of reparation? The assigned readings offer ways to think about colonial archives not merely as neutral repositories of past events, but also as performances; as enactments of power, aesthetic value judgment, and hierarchical arrangements of knowledge production. The theoretical, art historical, psychoanalytic, philosophical, and creative reading materials engage contemporary scholars', artists', and activists' response to both the recorded and ephemeral archives of Black dispossession. Students are encouraged to engage in events and workshops outside of the classroom, such as visiting library archives, attending performances, gallery exhibits, and film screenings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS381, THEA373**
Prereq: **None**

CHUM374 Abolition and Social Praxis
This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS374, SOC280**
Prereq: **None**

CHUM375 Censorship, Culture Wars, and Controversy in Art
Art history is marked by various forms of state, community, or institutional censorship. Such events can be flash points in culture wars, as in the United States in 1989, when four artists--most of them queer--were denied funding from the National Endowment for the Arts after their work was deemed "obscene." Sometimes art that unearths sensitive cultural histories can lead to calls for destruction, as in Sam Durant's 2012 work Scaffold, which referenced state violence against the Dakota people, leading tribe members to protest what they felt was Durant's insensitive handling of the subject. Events like these raise key questions within art and broader society: Who should have the authority to decide which art should be exhibited, and to what audiences? What constitutes censorship? When might censorship, or the curtailing of speech, be justified?

This course will examine these questions focusing on the 20th and 21st centuries in the United States, but also global contemporary art. We will consider such issues in the wake of a recent spate of museum exhibitions canceled due to controversial content, the dismantling of monuments to colonialism and the transatlantic slave trade, as well as today's culture wars as conservative book bans make headlines and hate speech abounds. We will also explore new channels for arts funding, exhibition, and publishing that emerge in response to censorship. In addition to important texts by art historians including Sarah Parsons, Aruna D'Souza, and Rosalyn Deutsche, among others, we will also read interdisciplinary legal scholars like Sonya Katyal and Amy Adler who write from the perspective of law and policy. We will also read the landmark Supreme Court case NEA v. Finley. Assignments include an in-depth case study of a canceled exhibition.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CSPL374, ARHA262**
Prereq: **None**

CHUM378 Decolonizing Indigenous Gender and Sexuality
This seminar focuses on the politics of decolonization in Indigenous contexts with regard to gender and sexuality. The seminar examines a variety of settler colonial contexts in North America and Oceania. Beginning with an historical exploration of gender and colonialism, students will examine how colonial processes, along with other forms of domination that include racializing technologies, have transformed gender and sexuality through the imposition of definitions and models of normative (often binary) gender subjectivity and relations, "proper" sexual behavior, preoccupations with "sexual deviance," sexual expression as a territory to be conquered, legacies of control, legal codification, and commodification. We will then assess how diverse modes of self-determination struggles negotiate gender and sexual decolonization, including feminist interventions in nationalist productions that sustain masculinist and homophobic agendas. In relation to these dynamics, we will study the growing body of work on Native feminisms and decolonial feminisms, as well as Two-Spirit and queer Indigenous studies.

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

CHUM380 Exploring Personhood in the 20th and 21st Centuries (CLAC 1.0)
The goal of this course is to provide a thorough examination of the concept of personhood in the 20th century by studying how it has been portrayed and understood in diverse cultural contexts across Arabic, English, and Francophone cultures. Through the use of comparative analysis and an interdisciplinary approach to cultural artifacts--such as works of literature, art, and religious texts as well as current debates around AI and personhood--students will explore how different cultures have approached the question of what it means to be a person and how this has evolved over time. By the end of the course, students will have a deeper comprehension of the various ways in which personhood has been created and perceived throughout different cultural and historical contexts.

The impact of historical occurrences and cultural movements on the construction of personhood, the influence of religion and politics or the fictional writing on conceptions of personhood, the representation of personhood in literature and art, and the emergence of AI as a new frontier in the investigation of personhood are some of the major topics covered in the course. This will open up new discussion topics about posthuman beings and persona status, particularly in science fiction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CGST334, RL&L280**
Prereq: **None**

CHUM381 Student Fellowship
The student fellowship entails full participation in the lectures and colloquia. Student fellows read, hear, and converse on the common themes. They are to work on their research projects and give a presentation to the Center for Humanities fellows.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

CHUM382 Politics, Revolutions and Visual Culture in the Post-Revolutionary Arab Societies
The course "Politics, Revolutions, and Visual Culture in Post-Revolutionary Arab Societies" critically investigates the interaction of politics, social revolutions, and visual culture in the aftermath of the Arab Spring. This course examines the dynamic interaction between political transformation, revolutionary movements, and the various forms of artistic expression in Arab countries.

Students will delve into the complex interplay between politics and visual culture through a combination of theoretical discussions, case studies, and visual analysis, gaining a nuanced understanding of how images, art, photography, film, and other visual media have shaped and reflected sociopolitical changes in post-revolutionary Arab contexts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CGST335, RL&L382**
Prereq: **None**

CHUM383 Reading Between Freedom and Necessity
Mostly the culture of literacy has taken shape within a realm of freedom, seemingly distant from the needs of the body and the demands of sustenance. At the same time, the world represented within so much of the world's narratives, both truth and fiction, has been saturated in struggle and deprivation. In this seminar we will try to make some sense of this juxtaposition, freedom on one side and necessity on the other, to explore the flip side of the drama of revolution in modern times. For us, revolutions, those great upheavals that unite hope with practical action, will be the background against which we will try to understand the gravity and persistence of dispossession itself: the pull of past or residual forms of unfreedom in the sphere of cultural representation, within and against new or emerging expressions of emancipation, themselves accompanied or countered in modern times by ever-novel styles of exploitation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL382**
Prereq: **None**

CHUM385 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS385, HIST332**
Prereq: **None**

CHUM386 Is History True?: The Genealogies and Genres of Facts
History, as both genre and discipline, has a complicated relationship with truth. As a genre, it is popularly understood to be factual -- a reflection of what really happened; as a discipline, it constructs the very reality that it claims to represent. History, in short, is based on the "facts" that it constitutes as real. This is not to say that our world is "post-truth" or unreal or that all "facts" are equally true. Rather, it is to suggest that to access historical reality we need to investigate the genealogies and genres of "facts," since facts (even "alternative facts") are the building blocks that make reality politically, socially, and culturally meaningful. So how does a "fact" become real? What genres of proof are used to constitute historical truth, and by whom? In this class, we will use historical approaches to understand how "facts" gain meaning and agency and analyze the (often porous) boundaries between history, memory, myth, rumor, and conspiracy. To do this, we will consider case studies -- political tropes like "Godless Communism" or "Judeo-Bolshevism"; legal categories such as "genocide" and "crimes against humanity"; and historical frameworks like "the Holocaust" and the "end of history" -- to consider how they structure our worldviews. The format of the course will combine discussion seminar with independent research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST349, REES249**

Prereq: **None**

CHUM388 Beyond Growth: Agrarian Visions
The era of endless growth has reached a point of crisis. In the face of climate catastrophe and widening inequality, of the proliferation of pointless work and spiraling burnout, it has become increasingly common to question the idea that human progress comprises ever-increasing levels of production and consumption. And yet in spite of a slew of attempts to transform the situation, from the Occupy movement to the recent mainstreaming of degrowth economics, it seems that things are only intensifying. How did we come to inhabit this world in which labor and economic growth are seen as ends in themselves? And how might we begin not just to refuse such understandings of labor and growth, but to imagine different forms that they might take? In this course we will confront these questions, exploring the relationship between labor, production, and human flourishing. We will begin by studying foundational articulations of this relationship from thinkers like Max Weber, Karl Marx, and Hannah Arendt, looking as well at the unique place that agricultural production, cultivation, has been understood to occupy therein. We will then turn to the agrarian realm as a particularly potent site from which to trouble and extend our conceptions of labor and growth, examining visions of spiritual labor, anticolonial resistance, and more-than-human entanglement in theoretical and literary texts from Leo Tolstoy, M.K. Gandhi, Mahasweta Devi, J.M. Coetzee, and others. Through our readings and discussions, we will learn to identify and critique the normative claims on which our current energy-intensive, exhaustion-inducting circumstances are based. At the same time, we will cultivate the skills required to seek out and imagine alternative forms of work, community, and the good life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENVS388, COL387, ENGL334**
Prereq: **None**

CHUM395 Creative Writing, Post-Modernism, and Future Theories
Two main lines of inquiry will guide this class. First, what historically has been the place of creative writing workshops and the products they have galvanized? Second, how has post-modernism been defined in the past and how is it defined now? With various strategies and daily practice alongside long-term goals, we will think and write to create assemblages of compositions that go beyond traditional expectations, and potential exhaustion with generic form, towards renewed inspiration and commitments.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL378**
Prereq: **None**

CHUM396 Bored in the House: Work, Leisure, and the Domestic Mundane
At the beginning of the COVID epidemic, Detroit rapper Curtis Roach released an instant classic on TikTok, a fifteen second ditty capturing the zeitgeist of the coming wave of domestic isolation: "Okay I'm bored in the house, and I'm in the house bored." The recent waves of mass quarantine, both forced and quasi-voluntary, have crystallized our focus on the domestic, and its attendant crises. More than ever, we must confront the vanishing material and psychic separations between work and leisure, the badly needed reimagining of public and private not anchored in a spectral domestic privacy, and the foundational dynamics of class, race, sexuality, gender, capacity, and institutionalized violence that structure where we can live, work, and play. This course has a special focus on the exhausting digital, which sucks up ever more energy (both in terms electric power--see the astounding energy use to train and deploy generative AI--and human attention and engagement) while leaving us with sleeping problems, carpal tunnel, and phantom vibrations. This course seeks to be not just an academic study of the themes of this course, but an ongoing experiment in boredom praxis. We will think about what we do when we are bored, and why, and we will try to sit with and direct our boredom in gently investigational ways. This also extends to critically thinking about how we do work in this class, and our techniques and tactics of maintaining leisure time in academia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **SOC278**
Prereq: **None**

CHUM398 Marxism and Climate Crisis
Since the Communist Manifesto of 1848, the notion of "crisis" has played a prominent role in Marxist theorizing. Today's intensifying climate crisis is lending new theoretical and political weight to the Marxist critique of extractive, productive, and consumptive practices that transform nature into a means of production for ensuring ceaseless economic growth through the accumulation of capital. The consequences of this are not only the exhaustion of human labor-power and human sociality but also of non-human nature (fossilized carbon, wild animal biomass, topsoil, clean water, forests, etc.). Our perspective for studying and understanding this destructive transformation of nature will primarily be informed by a set of recent "eco Marxist" writings that oppose eco-modernist technocracy and instead reconceptualize capitalism as "a way of organizing nature" (J. Moore); extend the notion of social alienation to a "metabolic rift" between the labor process and the natural environment (Saito's "degrowth communism"); and explore the economic and ideological drivers behind the current expansion of fossil fuel extraction (Malm and the Zetkin collective).
In light of the Center's semester theme of Energy and Exhaustion, we will ask three kinds of questions: historical (about the origins of the "Capitalocene" and of "fossil capital"); theoretical (how is Marx's "general law of accumulation" also a law of environmental depletion and planetary limits?); and political (traditional "Promethean" Marxism envisioned revolution as the full actualization of productive forces -- what is the meaning of social revolution in our age of emerging fascism and overshooting climate limits?).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL398, STS398, GRST298**
Prereq: **None**

CHUM399 Burnout
Moderns have excelled at exhausting themselves, their others, and the planet. In this seminar we will explore the disposition toward depletion as a constitutive problem of life and thought in the twentieth and twenty-first centuries. Why do we wear the world out and who do we become in so doing? We will examine "burnout" as a condition connecting psychic, political, aesthetic, and ecological distress in the simultaneously listless and overexcited present. Convening resources from philosophy, history, anthropology, political theory, literary studies, and contemporary art, we will consider, among other things: fossil fuels, neoliberal economic thought, enervation and nervous over-animation, stimulants, thermodynamics, empty calories, extravagant gift-giving, geological science, secular finitude, the "End of History," the loss of utopias, and deficits of attention.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENVS398, COL399**
Prereq: **None**

CHUM401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **OPT**

CHUM402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHUM408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHUM409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHUM420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CHUM491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHUM492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CENTER FOR THE STUDY OF PUBLIC LIFE (CSPL)

CSPL115F Diffusion of Innovation (FYS)
Most inventions never make it out of the laboratory. Few reach the public. Why? Innovations and great ideas are not self-evident. Rather, inventors must persuade their fellow citizens that their ideas have merit and are worth adopting. This course will survey the broad field of "Diffusion of Innovations." Through case studies from around the globe and discussions of diffusion theory, students will learn how innovations ranging from vaccines to the world's largest particle accelerator gained acceptance through analog and digital communication. Students will also learn about diffusion failures ranging from water boiling to the DVORAK keyboard. They will then design a strategy for disseminating an existing but underappreciated scientific or technological innovation to United States adopters. The strategy will demonstrate a keen appreciation of scientific merit, diffusion of innovation theory, and the nuances of U.S. culture. This first year seminar course will also familiarize students with the methods used to collect, interpret, analyze, and present evidence in the social sciences, particularly in the field of communication.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT115F**
Prereq: **None**

CSPL116F Good Books on Bad Wars (FYS)
This course explores war through some of the best books of theory, fiction, and nonfiction. The purpose of war is to achieve a policy that leads to a better peace after the war's end than the peace that existed before the war began. But the nature of war is to serve itself if policy does not guide and constrain war. This course begins with discussion of the best foundational works of theory to build an understanding of the epistemology of war. The students will subsequently read, analyze, and discuss some of the best works of nonfiction and fiction on bad wars when judged by quality of strategy, magnitude of losses, or duration of fighting. The book subjects range from the American Civil War to the post-9/11 wars. The readings and seminar discussions vary from the reasons why the wars began to the conduct and outcomes of the wars. This course lies at the intersection of international relations, history, and conflict studies. It will increase the students' understanding of how policy, strategy, and war interact. A central aim of this seminar is to improve critical thinking and writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT116F**
Prereq: **None**

CSPL120 Civic and Community Engagement Practice
Wesleyan has a long tradition of supporting student civic engagement. CSPL 120 plays a critical role in helping continue this tradition. This quarter credit experience provides space for students to build community with peers, faculty, staff, and community partners while bolstering their civic and content knowledge (around issues related to education, mass incarceration, sustainability, and the arts), and skill development. (more about the course's learning objectives here: https://engageduniversity.blogs.wesleyan.edu/2023/02/06/cspl-120-quarter-credit-course/). All student interested in enrolling in CSPL 120 must request permission of instruction to and complete the CSPL 120 Enrollment form found here: https://forms.gle/PdJHmh3sFV45owvK8 This course may be repeated for credit.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL123 Organizations in Society: Case Studies
Organizations in Society (OIS) examines organizational forms designed to produce and deliver goods and services, commonly called "businesses." OIS will examine all types of such institutions including for-profits, nonprofits,

civic associations, membership organizations, and others, and examine their relationship to the world at large.

This case study course aims to introduce students to how alumni practitioners, in a range of industries, deal with common business issues revolving around the current semester's theme. The fall 2023 theme is expected to be "Beauty," and the spring 2024 theme will likely be "Transformation." Future semester themes will be chosen and announced later.

The objective is to eliminate the artificial divide between academic and professional practices, and enable students to better understand how liberal arts is the foundation of all business careers. Students will have weekly readings that draw on multiple divisions spanning all three academic divisions. Note: this course may be repeated for credit one time (i.e., total of two enrollments).
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL127 Introduction to Financial Accounting
In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting choices allowed to firms for reporting to stockholders and creditors and learn how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON127**
Prereq: **ECON101 OR ECON110**

CSPL127Z Introduction to Financial Accounting
In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting choices allowed to firms for reporting to stockholders and creditors and learn how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON127Z**
Prereq: **ECON101 OR ECON110**

CSPL128 Introduction to Human Rights Standards
The course provides an introduction to the philosophical, legal and practice bases of human rights. Sessions will consider the norms, treaties, and other international instruments, oversight institutions, and political dimensions of human rights. This course serves as a mandatory pre-requisite for both the Human Rights Advocacy Seminar and the Human Rights Advocacy Minor, and is open to all Wesleyan students.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL130 Frontiers of Leadership
Frontiers of Leadership will focus on the basic principles of personal and interpersonal leadership that can be used in any life arena. The course will explore variables that affect productivity, effectiveness, and efficiency, and a variety of interpersonal skill sets. Emphasis will be placed on vision, decision-making, time management, career development, team building, conflict, ethics, identity, communication skills, and diversity issues. In addition, we will explore a variety of other topics including developing students' personal leadership styles. Classroom teaching methods will include class discussion, group exercises, videos, oral presentations, written assignments, and a group project. By the end of the course, students will have increased their personal and interpersonal awareness, sharpened their analytical skills, and gained a greater understanding of the complex issues facing today's leaders. This quarter-credit course will take place over eight weeks and will meet on a weekly basis.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL135 Mindfulness
During this course, students will be introduced to various techniques of mindfulness practice and awareness, including sitting meditation and yoga. These modalities are designed to aid in stress and anxiety reduction and, when practiced diligently, may also offer opportunities for greater self-awareness and personal development. The goal is to give students not only a peer community but also a contemplative and metacognative toolbox that is portable, replicable, and sustainable. Students will gain an understanding of the roles these practices can play in leading a happier, healthier, and more fulfilling life.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CIS**
Identical With: **CIS135**
Prereq: **None**

CSPL135Z Introduction to Mindfulness
In this retreat-style, experiential course, students delve into a set of practices meant to cultivate self-awareness, alleviate the impact of the stress response, and move attention to the present moment. During this 10-day class on contemplative practices, students will be introduced to various individual and relational techniques developed to cultivate non-judgemental attention and self-awareness in the present moment, as well as metacognitve learning strategies.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CIS**
Identical With: **CIS135Z**
Prereq: **None**

CSPL140F Thinking with Things (FYS)
This course explores the ways in which we think and act in relation to things. At times provocations for thought, at times emotional companions or functional collaborators, things are not only symbolic carriers of the values and meanings that we assign, but are also actors with agency and subjectivity. We critically consider the implications of this and the role of things in a variety of contexts from the historical to the emotional to the sociocultural to the sacred. The course considers how we make, use, and consume things and how, in turn, things make, use, and consume us. Transdisciplinary in its orientation, this course draws insight from anthropology, cultural studies, philosophy, material studies, art, and design. We will examine a number of projects dealing with objects and these will serve as inspirational, theoretical, and methodological models for the projects students will develop over the course of the semester.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL150 Demystifying Finance
Finance is a widely spoken language, be it in newspapers, nonprofit boardrooms, investment banking, or personal finance. It sounds complicated, but many of the concepts are easily graspable. In this class, we will be exploring the following questions: What is finance? How do companies make money? What do "equity" and "debt" mean, and how do companies use them? What do investment banks actually do? What makes companies increase or decrease in value, and what determines the price of stocks? This course is designed to be a basic introductory course, and no prior knowledge of financial concepts is required. Guest lecturers will help bring financial concepts to life. Please submit a short (max two paragraphs) email to amartin@wesleyan.edu describing any background you may have (none required) in finance and stating your reasons for wanting to take the course. Please note that priority is given to first years and sophomores.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL184 Let's Talk: Civil Disagreement and Dialogue
This class is designed to help students improve their communication and dialogue skills through character development. We will consider ways to build community and trust in order to productively engage in and facilitate difficult conversations across political and social differences. Rooted in a philosophical framework for the study of values and virtue, we will reflect upon and incorporate the moral and intellectual features of good dialogues into our everyday lives. Our goal is to become the sort of people who can communicate effectively across differences in careful, constructive, open dialogues aimed at truth and justice.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **PHIL185, RELI184, SOC276**
Prereq: **None**

CSPL184Z Let's Talk: Civil Disagreement and Dialogue
This class is designed as a deep-dive into helping improve communication and dialogue skills through character development. We will consider ways to build community and trust in order to productively engage in and facilitate difficult conversations across political and social differences. Rooted in a philosophical framework for the study of values and virtue, we will reflect upon and incorporate the moral and intellectual features of good dialogues into our everyday lives while exploring some of the fundamental philosophical origins of many moral, religious, political, and interpersonal disagreements. Our goal is to become the sort of people who can communicate effectively across differences in careful, constructive, open dialogues aimed at truth and justice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL185F Reasonable Disagreements: Science, Philosophy, Magic, & Society (FYS)
Much of contemporary social and political discourse revolves around science--with many assuming that science is rational, objective, true, and the ultimate source of knowledge. As a result, it would seem unreasonable to believe in things like astrology, magic, alchemy, and other non-scientific ideals, or even to suggest that science might not be as objective, rational, or true as we might think. In this class we will explore different historical and philosophical approaches to distinguishing "legitimate" forms of inquiry and knowledge, considering the ways that our contemporary perspectives on science have been shaped by a long history of philosophy, "natural" philosophy, magic, theology, and "pseudosciences." We will investigate issues and concepts within and about science, including topics such as the nature of theories, the nature of scientific progress, and the relations among science, values, and society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **RELI185F, PHIL185F, STS185F**
Prereq: **None**

CSPL187 From Shirtwaists to Hoodies: Fashion and Public Life
Pictured prevalently and worn close to the body, fashion is a powerful and personal means of expression and documenting public life. With a focus on the United States, this course presents a loose chronology of fashion, from the late nineteenth century to today, through a selection of themes that will allow students to consider it in terms of its social, political, economic and aesthetic impact. Through the interplay of image, clothing, and text, each week, we will explore the fashion industry from various perspectives, examining the key role makers and consumers play in constructing fashion both historically and today. Guest speakers and museum visits will enhance these perspectives. Specifically, we will question the ways we deploy dress and style to document public life, from the personal to the political, and how it informs our material and visual relationships with the world. In addition to lectures and readings discussion, class time will be allotted to students' fashion documentation projects. Fashion theory will also be introduced to ground our explorations of fashion, variously as a pictured and cultural entity, embodied practice, site of technological innovation, and tool for shaping one's identity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **FGSS187, IDEA187, SOC265**
Prereq: **None**

CSPL200 Integrative Learning Project 1: Crafting Your Digital Identity
Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you! Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws

in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT200, RL&L250, AFAM250, IDEA200**
Prereq: **None**

CSPL202 Introduction to Design Thinking: Liberal Arts to Epic Challenges
Human-centered design or design thinking taps the creativity and diversity of a team to develop solutions to complex problems, following careful observation to gain the human perspective of a problem. Increasingly, this methodology is at the center of innovative practices in business, nonprofits, and governments. It can be particularly effective in addressing the human needs that are the focus of social enterprise and policy. Many of the disciplines that comprise the liberal arts education are valued sources of perspective and ideas contributing to solutions.

The most progressive and effective solutions to many problems are those that emerge from closely observing human patterns and then encouraging diverse imaginations to create rapid prototypes of solutions that can be tested and refined. The result is human-centered, rather than high-level policy influences for social change. Although the methodology is called "design thinking," the approach is used in designing experiences, services, and organizations, as well as objects. No design background is required.

The class sessions will consist of (1) the presentation of methods and theories, (2) case studies to be worked on in teams either in the session or between sessions, and (3) discussions with faculty members from other disciplines and designers who have worked on significant engagements for social change. Design thinking can be a purposeful link to the application of other disciplines to real-world problems, including anthropology, and behavioral economics.

An optional field trip is planned to work through a problem in the IBM Design Studio in New York City.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL205F Success and Failure (FYS)
Students who get into colleges like Wesleyan are typically high achievers who are planning for successful futures. But success and failure are highly subjective concepts and often reflect unconscious beliefs about personal identities, what is expected of us by families, peers, and cultures, and our perceptions, right or wrong, of different occupations. Some of our most firmly rooted concepts of success and failure are based on where we come from, what our parents do, their level of education, and what our peers choose to pursue. Society also sends us strong messages about our identities, including gender, race, religion, and socioeconomic status. What is particularly tricky is understanding what identities and cultural influences may motivate us at any given time. While rooted in developmental psychology, this course will take an interdisciplinary approach to help students define success and failure for themselves, drawing from organizational behavior, sociology, American studies, education studies, film and more. We will ask: What does American culture tell us about the definitions of success and failure? Are those definitions changing in today's dynamic economic environment? Is it inevitable to feel anxious and overwhelmed? What is the role of luck and merit in success and failure? How important is it to find meaning and purpose in work? Can you flourish in life if you don't? What is the role of work in a life worth living?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL206 Group Psychology in Politics: Local, State, and National Perspectives
This course is an introduction to the use of group dynamics to understand the deep personal and systems-level issues at play in the body politic. This framework is applicable at the local, state, national, and international levels. Often, if not most of the time, these issues play an outsized role in any public policy initiative, debate, vote, action, deliberation, and discourse--though they are rarely acknowledged. This class will examine group dynamics as it is practiced in the field of organizational development (OD), a branch of organizational psychology used to implement cultural changes across social systems. The application of OD to politics is not widespread, but its tools are useful in understanding the dynamics in political situations and in the understanding of how power is exercised. The course will introduce concepts in open systems theory and will introduce three models to "hold the data" in our case studies: the Burke-Litwin Model, BART, and GRPI.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL207 Spiritual Autobiography: Building Community Through Interfaith Literacy
This course will invite students to learn about the art of spiritual autobiography (SAB) and consider the impact of one's spiritual, religious, and cultural identities and beliefs, and how they are influenced by, and influence, their context, communities, and experiences. This course carefully blends intellectual curiosity and learning with self-reflection, self-integration, and civic engagement.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **ENGL268, RELI207**
Prereq: **None**

CSPL208 Experiments in Public Life: Creating and Presenting Socially Conscious Music
This course will revolve around examining and participating in this realm of music-making through different lenses. We will examine varied relationships a creator can have to the issue/stance to which the art relates, varied ways the art can be presented, varied ways of identifying and reaching different target audiences, and varied potential outcomes. Students will create work in response to a diverse set of prompts designed both to refine their individual goals of artistic and community engagement and to challenge them to create outside of those zones. In addition to individual and collaborative creative work, there will be readings and listening assignments encompassing a genre-diverse array of music (ranging from Olivier Messiaen to Charles Mingus to Nina Simone to Public Enemy, to name just a few) accompanied by some brief reflective writing assignments. Work created in the course will be shared with the community (defined multifacetedly) in a variety of ways online and in person, with the students bearing much of that organizational and curatorial responsibility.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-CSPL**
Identical With: **SOC328**
Prereq: **None**

CSPL209 Experiments in Public Life: Introduction to Effective Local Political Action
This course serves as an introduction to local political engagement. With a focus on the City of Middletown as a key case study, students will learn how they can "think global, act local" on political issues that they care about. The course will begin by studying theories about how political power is organized and exercised, and we will learn how well these theories explain how policy is made and implemented in local communities. We will study how local government works and how non-governmental actors, such as grassroots organizations and the business community, are involved in making change.

Members of this class will not just study how politics works in theory, we will learn how it operates in real life in our city. We will participate in city meetings, meet with local officials and advocates, and learn how regular citizens -- even university students -- can become effective political actors in their communities. Throughout the semester each student will research a local political issue that they care about, and by the end of the semester they will contribute a positive case study to a public-facing "Positive Local Action" website that we will be developing as a class.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **GOVT209**
Prereq: **None**

CSPL210 Money and Social Change: Innovative Paradigms and Strategies
How do people make decisions about using their money for social change? Where will it have the most impact? When do shifts in the rules or the use of capital create systemic change and address structural inequities? This course will explore the role of capital in social change. If we rethink how social change happens--analyzing the nonprofit and public sectors, but also new sector-blending approaches and concepts like collective impact--how does our perspective on capital shift? As a part of this unique course, students will work through an active process of selecting a set of nonprofits in and around Middletown to which, as a class, they will actually grant a total of $10,000.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL211 Calderwood Seminar in Public Writing: Legal Advocacy for Disabled Veterans
The public rarely understands what it takes to fight for one's legal rights or benefits. Good writers can translate those battles in ways that teach, empower, and (re)build community support for struggling individuals. This course is a study in the translation of legal challenges into civic advocacy.

In this course, students will write about real plaintiffs and legal cases for public audiences. As part of their journey, students will delve into the military and medical files of a disabled veteran applying for a discharge upgrade from the military. Most discharge upgrade applicants suffer from addiction and/or mental health issues, the same issues that cut short the veterans' military careers. Using academic legal writing, news sources, and confidential personnel and medical files, students will describe issues facing veterans in general, and our veteran client specifically. Students will write for a disability blog, a legal services organization (LSO) website, a middle school social studies magazine, a podcast, and a newspaper. Students' writings will inform the instructor's writing--as the veteran's pro bono legal counsel--of a discharge upgrade brief.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT211**
Prereq: **None**

CSPL212 Language and Politics: Making and Unmaking of Nations
This course explores the key topics at the intersection of language and politics, including language choice; linguistic correctness; (self-)censorship and hate speech; the performance of ethnic and national identity in language; gender politics and "powerful" language; rhetoric and propaganda; and changing conceptions of written language, driven in part by technological advances. One of the examples of such topics is Tweet politics or incivility on the web around the globe. This course consists of three modules. In the first two modules the above-mentioned topics will be discussed in general, while in the last module we will see how preferences in language policies and politics played a significant role in making and unmaking of nations in different parts of the world, from South Asia to East Asia to North America.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS210, CGST229**
Prereq: **None**

CSPL215 Human-Centered Design for Social Change
Design thinking is the way the creative mind approaches complex problem solving. Increasingly, it is at the center of innovative practices in business. Yet it can be particularly effective in addressing the human needs that are the focus of social enterprise and policy. This course will introduce a number of ways to understand how to use this method and will apply it to a number of real-world examples as team work in class. Invited designers who have worked in the field in the United States and in other countries will lead several sessions. An individual project will require fieldwork and will constitute the demonstration of mastery.

This course explores the techniques of human-centered design and design thinking for approaching social challenges ranging from election processes to subsistence challenges in impoverished rural populations. The most progressive and effective solutions to many problems are those that emerge from closely observing human patterns and then using creativity to make rapid prototypes of solutions that can be tested and refined. The result is human-centered, rather than high-level policy influences for social change. The class session will consist of (1) the presentation of methods and theories, (2) case studies to be worked on in teams either in the session or between sessions, and (3) discussions with designers who have worked on significant engagements for social change.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL217 Civil Rights Litigation Since 1978: A Practitioner's Perspective
This course will examine major themes in modern civil rights litigation in the United States between 1978 and 2020. The course will review major cases

challenging police misconduct, school segregation and housing segregation, including exclusionary land use policies, sexual harassment, and bullying, as well as cases supporting voting and gay rights.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL218 Accessible Writing: Disability, Language, and Media
Journalists (and indeed most writers who want a wide readership) must take the messy, complicated situations and systems the world presents us with -- an economic downturn, a yearslong war, a rapper's career, a new field of science -- and explain them in terms that are faithful to the facts of the situation, rendered in language that remains understandable to a reader who may not have considered the subject before. Writers from Aristotle to the editors of Wesleyan's new website (where all text is now required to be written at a seventh-grade reading level) have worked to apprehend the mechanisms that make a text understandable. But there is one group of thinkers that is perhaps more invested in the problem of "accessibility" than any other: people with disabilities. We tend to think of disability access -- such as captions on a film, or image descriptions for the blind -- in terms of legal compliance: you'd better make your project accessible or you'll get sued. But in recent years, a range of disabled artists, thinkers, and activists have expanded the field of accessibility beyond compliance into the realm of imagination and interpretation. This course adopts these emerging practices as creative-writing prompts, exploring them with a view toward sharpening our own practice as writers (and journalists, screenwriters, artists, and poets). Course materials will include work by writers engaged in the problem of literary accessibility (Strunk & White, Dr. Seuss, Garielle Lutz), disability-studies scholars (Mara Mills, Mel Y. Chen), activists (Alice Wong, Leah Lakshmi Piepzna-Samarasinha), artists (Christine Sun Kim, Finnegan Shannon, Joseph Grigley), poets (Jjjjjerome Ellis, Latif Askia Ba), and institutions (ProPublica, the New York Times, Harvard's Digital Accessibility initiative). The course will encourage students to pull their writing out of the classroom, with an emphasis on publication, from newspapers and magazines to collaborative projects with Wesleyan's College of Film and Moving Image, Digital Design Commons, Davidson Art Center, and elsewhere.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT218, SOC274, STS218, COL208**
Prereq: **None**

CSPL220 Participatory Design: From Helping to Solidarity
As artists and designers increasingly turn their efforts to altering conditions for the vulnerable and oppressed, stubborn questions arise around the ethics of engagement. Socially engaged projects seek meaningful change, yet often discourage dissent, reify privilege, remain agnostic about outcomes, and do little to alter larger, structural inequalities. Artists and designers can easily exit projects deemed failures and write these off as learning experiences. Moving from one social injustice to the next, crises and suffering become "sites" from which to develop serialized projects. Armed with empathy and expertise, but with little local knowledge, these practitioners struggle to form equitable relationships with partners and collaborators. This course will examine a range of projects initiated by artists and designers and will challenge the idea that helping is beyond reproach. The course asks how artists and designers might better situate themselves as allies through developing practices that foster solidarity, exercise humility, and distribute agency.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL222 Disability Advocacy: Communicating the Legal Challenges of Disabled Plaintiffs to the Public
The public rarely understands what it takes to fight for one's legal rights or benefits. Good writers can translate those battles in ways that teach, empower, and (re)build community support for struggling individuals. This course is a study in the translation of legal challenges into civic advocacy.

In this course, students will write about real plaintiffs and legal cases for public audiences. In the first half of the course, students will read the military and medical files of a disabled veteran applying for a discharge upgrade from the military. Most discharge upgrade applicants suffer from addiction and/or mental health issues, the same issues that cut short the veterans' military careers. Using academic legal writing, news sources, and confidential personnel and medical files, students will describe issues facing veterans in general, and our veteran client, specifically. Students will write for a nonprofit website, a print newspaper, and a podcast, which the class will produce. These writings will inform the instructor's writing--as the veteran's pro bono legal counsel--of our client's discharge upgrade brief.

In the second half of the course, students will digest and synthesize legal pleadings from transgender disability suits (e.g., employment/Title VII, prison abuse). From these case files, students will write short pieces that educate the public about the lives and legal issues of transgender plaintiffs. Students will write for a nonprofit website, the six o'clock news, and a local online news or social media outlet.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL224 Public Health, Migration, and Human Rights
How do human rights principles apply to the public health challenges faced by migrant populations? What is the situation of migrants arriving at the southern border of the United States? Crossing the Mediterranean Sea or the Darien Gap? What does human rights as a frame have to say about immigrants who are fleeing extreme poverty or are forcibly displaced by the climate crisis? This course seeks to address these and other related questions by examining the intersection of public health, migration policy, and human rights standards. We do so by examining a series of case studies that consider the underlying issues from a variety of disciplines including economics, sociology, law, policy analysis, public health, and political science. Through this course, students will develop a critical understanding of the contemporary landscape and potential policy responses to promote public health and human rights in the international migration space.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL225 Critical Design Fictions
Design fiction involves the deliberate use of diegetic prototypes to suspend disbelief about change. Through practices of estrangement and defamiliarization, and through the use of carefully chosen design methods, this course experiments with the creation of provocative scenarios and imaginative artifacts that can help us envision different ways of inhabiting the world. The choices made by

designers are ultimately choices about the kind of world in which we want to live--expressions of our dreams, fantasies, desires, and fears. As an integrated mode of thought and action, design is intrinsically social and deeply political. In conversation with science fiction, queer and feminist theories, indigenous discourses, drag and other performative interventions, this course explores speculative and critical approaches to design as catalysts for imagining alternate presents and possible futures. We examine a number of environmental and social issues related to climate change, incarceration, gender and reproductive rights, surveillance, emerging technologies, and labor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **STS224**
Prereq: **None**

CSPL228 Human Rights Standards
The course is replacing CSPL128 (Intro to HR Standards) as the prerequisite within the Human Rights Advocacy Minor. It provides an overview of the philosophical, legal, and institutional architecture in the field of human rights. Sessions will consider the norms, treaties, and other international instruments, oversight mechanisms, and political dimensions of human rights. This course serves as a mandatory pre-requisite for both the Human Rights Advocacy Seminar and the Human Rights Advocacy Minor, and is open to all Wesleyan students.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL230 State and Local Government
This course will cover the history of state and local government in America, the roles and functions of the executive, legislative, and judicial branches in state government, the interaction between federal, state, and local government institutions, state and local taxation and budget policies, the legislative process and how a bill becomes law in a state legislature, participation of the public in state and local government, as well as pertinent issues arising in state and local governments, with a focus on the Connecticut General Assembly.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL235 Activism and Theories of Change
In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. We will apply concepts and lessons from past movements to explore organized actions intended to protect communities and resist authoritarianism in our current climate. What strategic, ethical, or moral questions are raised by various types of protest and communications? What do history, research, and current events teach us about what causes social change? How do we measure whether various strategies and tactics work? The instructors will draw on their own experiences as activists for women's rights, queer rights, and social and economic justice. The course will be co-taught by Distinguished Visiting Professor of Public Policy Leslie Gabel-Brett and guest instructor Beverly Tillery, former Executive Director of the Anti-Violence project in New York City, who will focus on the ways BIPOC and Queer BIPOC communities are reshaping the social justice landscape by addressing the safety of trans people, challenging the gender binary, and rethinking accountability and the carceral legal system. We will allow time to apply the course concepts to events occurring in real time during the semester. The instructors are deeply committed to maintaining a safe space for inquiry and learning where divergent opinions are welcome and respected. This course will be relevant to students interested in public policy, feminism, racial justice, gender and sexuality studies, and other social sciences, and will provide useful insight for current and future organizers and activists, lawyers, and public policy advocates.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **FGSS236, AFAM235, IDEA235**
Prereq: **None**

CSPL237 Communicate for Good: Public Speaking and Persuasion for Social Mobilization and Change
The world needs more...democracy, justice, equality, civility, love. Diagnosing that need is only the first step in changing society. To achieve social good, you must persuade your fellow citizens that the change is worthwhile and the path to change is worth it. In this public speaking and persuasion seminar, you will learn how to communicate for good. In the first half of the seminar, you will adopt the persona of a public organizer and develop mass media messages and public speeches to promote your public good. In the second half of the seminar, you will assume the mantel of leadership and produce a short speech and video storyboard for the leader of a nonprofit organization closely associated with your public good. In both halves of the course, you will be graded on your speech preparation and implementation (i.e., writing and speech).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT237**
Prereq: **None**

CSPL239 Startup Incubator: The Art and Science of Launching Your Idea
The Startup Incubator is a one-semester, experiential learning program designed to teach and enable student entrepreneurs to develop sustainable business models from their ideas. The program will bring together an ambitious, committed, and diverse group of individuals from all classes and majors who are passionate about developing successful solutions to challenges; identify as entrepreneurs, disruptors, and thought leaders; and have the tenacity, work ethic, and ability to succeed. All participating students should have a promising business idea and take the course with the intention of launching or running their own venture. Student Incubator students actively participate in one cohort meeting a week: most are "classes" that take the form of lectures or workshops, and some are "practice days" that provide time to practice theories and methods necessary for success. Students also dedicate at least 10 additional hours per week to assignments, self-directed work, customer discovery, networking, and mentoring sessions. This course will feel like a combination of a college class and a rigorous startup incubator program. Success is a student using theories learned in class to validate their ideas by developing and accurately testing business assumptions, identifying and researching their target market, and pivoting to develop a sustainable business model. By enrolling, students make a commitment to themselves, the instructor, and the other members of the class. Note: This course is offered by the Patricelli Center for Social Entrepreneurship (wesleyan.edu/patricelli/) in partnership with the MEWS+ (themewsplus.co/).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **ENVS230**
Prereq: **None**

CSPL240 Nonprofits and Social Change
This course explores the world of nonprofits and how they help (or don't help) the process of social change. As nonprofits increasingly address issues and concerns that governments have previously addressed, a critical analysis of how and why they carry out their work is central to the Allbritton Center's concern with public life. Each class session will include (1) background on a particular social issue (including global health, inner-city education, clean water, hunger, refugees, and national borders); (2) a case study of a nonprofit addressing that issue; and (3) discussion with leaders of that nonprofit.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

CSPL242 The Sociological Imagination: Poverty, Inequality, and Ethnography
In this course, we will examine the history of poverty, incarceration, racial and economic inequality, and other issues in the United States through critical works of ethnography and narrative journalism. Drawing on readings from Charles Wright Mills, Alex Kotlowitz, Katherine Boo, Alice Goffman, Matthew Desmond, Victor Rios, and other scholars and journalists, we will examine sociological concepts, public policies, and ethnographic methodologies and understand how social structure shapes agency and the dramas of everyday life.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT242**
Prereq: **None**

CSPL244 From Litigation to Restorative Justice: Conflict Resolution in Practice
Litigation, mediation, reconciliation, and consciousness-raising. These and other techniques can help us solve seemingly intractable conflicts. But how does a litigator, mediator, reconciler, or consciousness-raiser select an appropriate strategy for a given conflict? And once a strategy is selected, how does a conflict resolution specialist lead the parties to resolution? This course will show you the way...

In the first part of this course, we will study and practice traditional dispute resolution techniques. Each student will participate in two-person and multi-party quasi-judicial role-playing exercises and arbitrations. In the second part of the course, we will study and practice mediation, reconciliation, feminist consciousness-raising, and community-building.

We will then draw upon theory and practice readings, and our experiences, to answer questions such as: Should we match dispute resolution strategies to parties' personalities or desired outcomes? Whose conception of fairness and social good should guide our negotiation practices? Are dispute resolution techniques gendered, raced, aged, abled, etc.? We will answer some of these questions with the help of other Wesleyan students at a conflict resolution teach-in led by members of the class.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL245 Ethnography and Design
Exercising humility and developing methods of meaningful engagement are essential to becoming an effective ethnographer and designer. Collaboration with users provides knowledge that allows designers to imagine artifacts, places, and systems that are thoughtfully enhanced or radically new. This course rethinks power dynamics to better understand how to design both for and with other people. With successful completion of this course students will be able to demonstrate competence in developing, refining, and communicating research interests in a committed, reflexive manner. They will gain an understanding of the strategic and tactical value of design and a sense of the practical problems involved in realizing design solutions and responses that are attuned to the needs of both an institution and individual users. Students will gain experience not only in theoretically framing social and political issues as these are expressed through design, but also in understanding the methodological tools needed to translate problems into creative interventions that are user-centered and compassionate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP245**
Prereq: **None**

CSPL246 Organizations in Society: Capitalism & Its Criticisms
In this course we will explore the concept of capitalism and how it carries variegated meanings, which spans a wide range of societies and differing relationships between economic, political, and civic institutions within them. Students will have the opportunity to examine various forms and perspectives of capitalism which include contraband capitalism, racial capitalism, gendered capitalism, and scientific capitalism. We will also track how conceptions of capitalism have changed over time and globally. Primary and secondary works from the field of history, law, economics, philosophy, religion, and sociology will be incorporated to carry out the goal of the course which is to provide tools and perspectives that help students engage thoughtfully in these debates and to extend them into application in their own roles as engaged citizen, corporate, nonprofit, public, and entrepreneurial leaders.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL247 Organizations in Society: Big Business, Big Data, & Big Obligations
In this course we will examine the cultural, economic, ethical, and legal implications of analytics, big data, and computation. Drawing on various disciplines in the humanities and the social sciences, students will read works relating to the science of data collection, aggregation, and analysis. Students will learn that with opportunities for both financial gain and social good (which big data brings) come various perils, including privacy violations, disability/gender/racial discrimination, economic disruption, negative environmental spillovers, and political destabilization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL248 Organizations in Society: Business Ethics
Capitalism and competitive markets are often considered the most efficient system of simultaneously maximizing private wealth and public good. In the real world, however, truly competitive markets do not exist. Imperfect markets have been made to work efficiently while protecting public good through systems of public intervention, i.e., laws and regulations, and voluntary self-restraint by business organizations in response to societal expectations. In this class we

will consider the role of ethics in business, with students analyzing the process by which ethical norms and strongly held moral beliefs guide the conduct of economically driven business organizations. Students will reflect on business managers' responsibility to their owners, i.e., shareholders, other stakeholders, and society at large.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL249 Startup Accelerator: The Art and Science of Growing Your Idea
The Startup Accelerator is a one-semester, experiential learning program designed to build upon the foundation of CSPL 239 Startup Incubator. The program will bring together an ambitious, committed, and diverse group of individuals who are passionate about growing their social venture. The group will explore core topics such as: 1) developing a product or service beyond an MVP, 2) marketing, and 3) pitching an idea. Each founder will create and work towards specific goals for their own social venture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **ENVS241**
Prereq: **CSPL239**

CSPL250 An Introduction to Data Journalism
This course is designed to familiarize students with the basic principles and tools of data journalism and to provide a wider understanding of the role of basic data analysis in society. To that end, the course will focus on developing a solid familiarity with basic data analysis and visualization software. It will also focus on developing the tools of journalism: retrieving public data, interviewing people and databases, and the basic principles of journalistic writing. By the end of the course, students will be able to analyze data, identify stories within the data, and create a news story complete with data visualizations of publishable quality--a skill transferable to many fields and disciplines. Both online and traditional print platforms will be covered.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **QAC250, WRCT250**
Prereq: **None**

CSPL250M Science Journalism: Why Animals Matter
This is a writing intensive course on journalistic and nonfiction writing about animals. The reading will cover the importance of animals in the study of climate change, disease and environmental degradation, and the evolution of human nature. It will also consider animals as independent beings worth attention as subjects in their own right. Writing projects will emphasize basic journalistic skills and the techniques needed to translate technical material on science and public health to make it accessible and appealing to the public.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT250M**
Prereq: **None**

CSPL250N Writing Reality: Journalism in an Era of Polarization and "Fake News"
How should the news media cover Donald Trump? How did the Internet, the 24-hour news cycle, and rising polarization help change the nature of journalism itself, but also lead to an era of "Fake News" accusations in which Americans exposed to different sources of information come away with completely different sets of facts? This class will explore our new digital and highly partisan media landscape, grounded in a close study of current events. We will study the impact and consequences of today's media -- both how to consume it, and how to write for it.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT250N**
Prereq: **None**

CSPL250P "It's a Mess": An Academic and Practical Look at Digital Media in the Late 2010s
Hot mess. Dumpster fire. Steaming turd pile. Commentators, journalists, and the public have all used these terms to describe the state of American digital media in 2018. While the profession of journalism is more noble in this era than in previous decades, the world of media creation and consumption is far more complicated than ever before. For young people hoping to get their start in the world of digital media in the late 2010s, catching a break is even harder.

The purpose of this class is twofold: It will introduce students to the larger issues spanning digital media--from a lack of diversity and inclusion to problems with monetization and "Fake News"--while also giving them the chance to walk through what it's actually like to pitch, write, and edit for an internet publication. Students will have the opportunity to write for a class blog using strategies that the digital media world uses today, and they'll spend time giving and receiving feedback on writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT250P**
Prereq: **None**

CSPL250R First Person Singular
This course will examine the techniques and skills of first person reportage, where the writer is present and part of the story. We will find and hone your own voices and points of view. We will examine the myth of objectivity; issues of fairness, accuracy, and moral relativity; the perils of cultural appropriation; the savior complex; and exoticism.

The course will include several short essays and one longer final project. It will draw on readings from The London Review of Books, The New York Times magazine, National Geographic magazine, Granta, Paris Review, The New Yorker, and the following authors: Lyn Freed, Rian Malan, Jonny Steinberg, Doris Lessing, Ryszard Kapuscinski, W.G. Sebold, Bruce Chatwin, VS Naipaul, Justice Malala, George Orwell, Zawe Ashton, Julian Sayararer, Cathy Renzenbrink, Sisonke Msimang, Thomas Paige McBee, Ahmet Altan, and Peter Godwin.

This course is offered by 2019 Koeppel Journalism Fellow, Peter Godwin. He is the author of five nonfiction books and is an award-winning journalist, war correspondent, and documentary filmmaker. Godwin's bio can be found here: https://petergodwin.com/about/
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **None**
Identical With: **WRCT250R**
Prereq: **None**

CSPL250W Topics in Journalism: The Art and Craft of Journalistic Nonfiction
Journalistic nonfiction uses the tools of the newsroom to create long-form stories that read like novels. Students will learn the skills to ensnare readers in any medium of narrative nonfiction writing, from articles and books to screenplays and teleplays. Journalists excel in conducting interviews and marshaling facts. But few journos ever master the art of narrative storytelling. Nonfiction book writers can wield a narrative arc to tell a story. But many book writers are weak on basic reporting. We will read the work of newspaper reporters who learned to write long-form narratives, and magazine writers who learned the skills of the newsroom. By semester's end, students will know tools of both trades. We will hear from some of the writers about their work. To keep the focus on journalism, we will mostly skirt the genres of history and memoir. Students will write mostly in the third person, and primarily about events in living memory.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT250W**
Prereq: **None**

CSPL252 Leadership & Social Innovation: Patricelli Center Impact Fellowship
In this cohort-style class, student Fellows will be introduced to a select, intergenerational group of global leaders working at various levels of government, academia, media, and the arts--and across subject areas like storytelling, climate action, social justice, youth representation, museums, and more. Fellows will engage with leading CEOs, journalists, diplomats, and artists, and directly explore their work and lived experiences across scales of impact, personal growth, and institutional transformation. Course content will be delivered via the case-method and will feature facilitated conversations, live simulations, and direct engagement between global leaders and student Fellows. Assessment will be via discussion/case preparation (reviewing background content and drafting 3-5 questions per week), in-class contribution (engaging with guests and peers), attendance (all sessions are mandatory), weekly reflections (350 words, or audio/video recording), and a final 10-15-page Personal Social Impact Plan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL257 System Mapping for Social and Environmental Impact
In recent years, growing interest in social entrepreneurship has pushed students to "solve" complex social and environmental problems with new ventures of their own design. Unfortunately, this approach often overlooks a critical foundation of social change: understanding the root causes of problems and the contexts that surround them before seeking solutions.

In this six-week, half-credit class, students will study a problem and the systems that surround it. By the end of the course, students will create a "systems map" that documents the economic, political, and cultural factors behind their problem, as well as the current "solutions landscape."
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **AFAM257, ENVS208**
Prereq: **None**

CSPL262 Patricelli Center for Social Entrepreneurship Fellowship
In this project-based, cohort-style class, students will learn strategies for understanding social and environmental problems, and they will design interventions to create impact. Each student will select a topic to work on individually or as part of a team throughout the semester. Course material will include root cause analysis, ecosystem mapping, theory of change, human-centered design, business models, leadership and teamwork, impact metrics, storytelling, and more. Some students will develop entrepreneurial projects and ventures while others will find pathways to impact as activists, community organizers, coalition builders, artists, policy-makers, or researchers.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL262Z Introduction to Social Entrepreneurship
In this project-based class, students will learn strategies for understanding social and environmental problems, and they will design interventions to create impact. Each student will select a topic to work on individually or as part of a team. Course content will include root cause analysis, ecosystem mapping, theory of change, human-centered design, business models, metrics and evaluation, philanthropy, pitching, and more. Some students will develop real or hypothetical entrepreneurial projects and ventures while others will design pathways to impact as activists, community organizers, strategists, coalition builders, artists, researchers, or other roles. Guest speakers will be invited in to share their own work as social entrepreneurs and changemakers.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL263 Refugees in World Politics
The primary objective of this course is to provide students with i) an introductory overview of the political, economic, social, and security determinants of refugee flows; and ii) the political and social responses of receiving governments and societies to them. Using both historical and contemporary case studies, this course will highlight security concerns engendered by internal displacement and transnational migration. These include armed conflict, smuggling, trafficking, and terrorism. This course will also highlight the concepts of citizenship in receiving states, and the roles played by the international institutions in influencing state policies towards refugees.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT323**
Prereq: **None**

CSPL264 Patricelli Center Fellowship I
The Patricelli Center Fellowship is a one-year, project-based, cohort-style learning experience. Fellows are a self-selected, committed, and diverse cohort of individuals or teams from all classes and majors who are passionate about innovation, creativity, and problem-solving; identify as entrepreneurs, intrapreneurs, changemakers, activists, disruptors, designers, inventors, and/or thought leaders; and have tenacity, empathy, interdisciplinary thinking, strong work ethic, and the ability to work independently. Some Fellows will launch or run their own project or venture, while others will not.

Patricelli Center Fellows actively participate in two cohort meetings per week: some are "classes" that take the form of lectures or workshops, and some are "labs" that serve as working or discussion sessions. Fellows also dedicate 10+ additional hours per week to assignments, self-directed work, portfolio-building, and engaging other members of the Wesleyan community.

This course will feel like a combination of a Wesleyan class, a C-level position on a startup team, and an extra-curricular leadership activity. By enrolling, Fellows make a commitment to themselves, the instructor, and the other members of their cohort.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL265 Patricelli Center Fellowship II
The Patricelli Center Fellowship is a one-year, project-based, cohort-style learning experience. Fellows are a self-selected, committed, and diverse cohort of individuals or teams from all classes and majors who are passionate about innovation, creativity, and problem-solving; identify as entrepreneurs, intrapreneurs, changemakers, activists, disruptors, designers, inventors, and/or thought leaders; and have tenacity, empathy, interdisciplinary thinking, strong work ethic, and the ability to work independently. Some Fellows will launch or run their own project or venture, while others will not.

Patricelli Center Fellows actively participate in two cohort meetings per week: some are "classes" that take the form of lectures or workshops, and some are "labs" that serve as working or discussion sessions. Fellows also dedicate 10+ additional hours per week to assignments, self-directed work, portfolio-building, and engaging other members of the Wesleyan community.

This course will feel like a combination of a Wesleyan class, a C-level position on a startup team, and an extra-curricular leadership activity. By enrolling, Fellows make a commitment to themselves, the instructor, and the other members of their cohort.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **CSPL264**

CSPL266 Youth, Power, and Social Change
While young people have been at the helm of movements for social and racial justice throughout history, the 1990s saw the rise of youth organizing as an intentional strategy for transforming youth, communities, and the broader social and political structures and institutions that shape their lives. This course will examine the evolution of youth organizing and the ways in which it has disrupted the dominant narratives and traditional methods of youth learning and engagement at play in schools and youth service organizations. The course will explore the politics of power and identity in youth work, and the role and impact of current youth-led social change movements - from #blacklivesmatter to the work of Dreamers - in today's political climate. Please note that this course will require students to reflect on and contextualize readings and class discussion with their own lived experience and is therefore especially relevant for students that are engaged in community service, organizing and/or youth work.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL267 Project-Based Learning Lab
In this course, students will bring ideas to life through project-based learning, translating theory to practice and developing a more sophisticated understanding of subjects they are studying in their other courses.

Students will enroll in the Project-Based Learning Lab with a problem they want to address or an idea they want to build. Throughout the semester, we will build a toolbox for studying problems and designing solutions. Themes will include systems thinking, root cause analysis, ethical community research, human-centered design, lean prototyping, and data-driven evaluation. There will be an emphasis on humility, teamwork, oral communication, responsible partnership, and lean experimentation. Most students will complete the semester having launched a basic MVP (minimum viable product) and a road map for continuing to pursue their idea after the conclusion of the semester.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL268 Reporting on Global Issues: International Journalism in Action
This course is designed to introduce students to various mediums of international reporting beyond the traditional print format, like video and podcasting. Visual and auditory formats have gained widespread prominence, making journalism more accessible to diverse audiences. After delving into sourcing, research, and reporting techniques, students will engage in discussions with accomplished innovative journalists, hosts, and reporters who possess extensive experience in covering international issues. Throughout the semester, students will gain valuable insights from these conversations and collaborate in teams to produce a podcast episode for a class series focused on migration.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CGST261, WRCT267**
Prereq: **None**

CSPL275 Action: Art, Politics, Counterpublics
In this interdisciplinary studio course, we explore action as a category of art practice. What does it mean to take action, either individually or collectively? What does it mean to refuse to take action? Through a series of projects, assignments, and discussions, we work through various possibilities, drawing on methods from public interventions, performance, institutional critique, social practice, experimental film, and work by non-art practitioners. The course is organized around the production of student projects and research, culminating in a self-directed capstone work. In the initial stages, students will be asked to work through three distinct modalities (performance, site-specific intervention, and collaborative practice) while developing their ideas. Time will be devoted to discussion of historic and contemporary examples, including European avant-gardes (Dada, Productivism), feminist film and performance, Happenings, Indigenous performance art, and work connected to political organizing, such as the Black Panther Party, United Farm Workers, Young Lords, ACT-UP, Art Workers' Coalition, and EZLN, among others. Students will be exposed to a variety of techniques and will gain access a range of facilities, including the woodshop, digital technologies through the Digital Design Studio, etc. Depending

on Covid restrictions, trips to contemporary exhibitions will provide a theoretical framework. Work in this class can be created individually or collaboratively. Depending on interest, we may also organize an end-of-semester exhibit.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST265**
Prereq: **None**

CSPL277 Community Impact: Building Capacity to Support Educational Enrichment and Socioemotional Development
In this half-credit course, students will build an intellectual and practical framework to guide their work in volunteer settings in the local community. What does it mean to "help?" How do we assess the needs of community partners and build the knowledge and skills that will allow us to address those needs? What do we need to know and understand about the people with whom we work? What does research have to say about effective tutoring techniques and practices? How can we design meaningful learning experiences? How can we maximize not only our impact in the community, but our own growth and learning?

Note: students taking this course must be engaged in at least 80 minutes per week of community service in an educational setting throughout the semester and must complete this questionnaire (https://forms.gle/ay9xaXGn1wbxriHJ7) before enrolling
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL285 The Sociology of Reality TV: Race, Colorism, and Xenophobia
The course will explore the ways in which reality television can help us reflect on how different social identifiers such as race, skin complexion, and ethnicity operate within American culture. For many, reality TV can be easily dismissed as a guilty pleasure, escapism, or "trashy" (e.g., Dehnart, n.d.). While reality television can be labeled as an innocuous pastime, its importance and impact in American culture cannot be overlooked or denied. Moreover, the way this form of entertainment reflects American behaviors and shapes or reaffirms thinking within our society around sociological descriptors like race and culture should be studied. Through a critical lens, we will delve into the ways this genre of television portrays women of color, the audiences who watch reality TV, and whether responsibility exists on the networks who help create these shows.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC285, AFAM284**
Prereq: **None**

CSPL286 Ukraine at War
This course will survey Ukraine's contentious history with its Russian neighbors and then track the origins and course of the current war. Each week we will have one meeting devoted to discussion of assigned readings and one meeting led by a Ukrainian lecturer speaking on Zoom. Topics to be covered include history and politics but also economics, social impacts, the plight of refugees, and cultural life.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **GOVT286, REES286**
Prereq: **None**

CSPL288 Introduction to Journalism: Constructing the News
Champions of journalism are fond of talking about bedrock values: fairness, objectivity, transparency. But like any idea -- or ideology -- these keywords have their own genealogies, and their own constructed natures; in other words, they came from somewhere. This course aims to pull apart our received notions of facticity, objectivity, and transparency in news/journalism/nonfiction, tracing their roots, understanding their historical context, and considering how we deploy them in our own work.

Students will learn the fundamentals of reporting in hands-on assignments that pull them out into the world to gather stories. This journalistic work will occur alongside class discussions of canonical (and neglected) strands of journalism history, drawn in part from Bruce Shapiro¿s anthology Shaking the Foundations: 200 Years of Investigative Journalism in America. These include readings from early Black press pioneers (Ida B. Wells; Marvel Cooke); muckrakers and investigative journalists (Lincoln Steffens; Vera Connolly); and pathbreaking science journalism (Rachel Carson¿s Silent Spring). Readings will also include criticism that examines our present media situation, including selections from Raven Lewis Wallace¿s The View from Somewhere: Undoing the Myth of Journalistic Objectivity and Ben Smith¿s, Traffic: Genius, Rivalry, and the Billion-Dollar Race to Go Viral.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT288, COL288, SOC206**
Prereq: **None**

CSPL289 Displaying Clothes: Fashion in the Museum
What are clothes doing in the museum and why do they attract so much public attention? This course explores fashion exhibitions in history and the practice of fashion curation today, a key component of critical cultural analysis. Part curatorial workshop, part seminar, in this class students consider issues that influence professional curatorial practices through readings, discussions, and site visits. Topics include the origins of museums, museum architecture, the ethics and cultural impact of collecting and display practices, the role of dress and textile objects in art, history, and science museums, visitor experience research, and the challenges facing museums in the twenty-first century. As a group the students will work on an exhibition project, developing its organization and design, object selection and research, and accompanying texts and label writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **IDEA289, FGSS284, SOC279**
Prereq: **None**

CSPL290 Community Impact Residency I
The Community Impact Residency brings together Wesleyan students interested in the practice of civic engagement and a cross-section of community stakeholders -- local leaders, resident-led groups, nonprofits, and municipal government -- committed to creating just, equitable, and sustainable communities. Student participants of this program enroll in two 1.0 credit courses (CSPL290 and CSPL291) and are assigned a project which they support for the duration of the academic year. Students must commit to the entire year. Interested students must complete an application to be considered for the course which can be found here: https://forms.gle/T26LkbDQKeFtb9TG7

Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL291 Community Impact Residency II
The Community Impact Residency brings together Wesleyan students interested in the practice of civic and community engagement. Enrollees engage a cross-section of community stakeholders -- local and nonprofit leaders, resident-led groups, and municipal governments -- as they support work that engages communities around the Jewett Center's focus areas and enlist student volunteers on behalf of this work. Enrollees must be hosted by a preapproved community partner, attend bi-weekly check-in with a JCCP advisory, attend monthly resident meetings, and submit reporting data at the end of the semester.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **CSPL290**

CSPL297 Environmental Art: Research through Art/Art through Research
How can communities understand the conditions wrought by fossil fuel infrastructure and anthropogenic climate change? How should they confront environmental crisis and imagine ecological futures? What can we know about our environment, and what eludes us? Co-taught with visiting artist-composer Ari Benjamin Meyers, this class is a practical experiment in "Research through Art," and "Art through Research" (Dombois, 2009) focusing on the site of coal and oil-fired power plant shuttered amid heavy flooding during Hurricane Sandy. The landscapes of Manresa Island (South Norwalk, CT) include an abandoned turbine hall, a birch forest on a coal ash dump, and an array of wetland and coastal habitats. Participants will use practice-based research methods to develop works of art engaging with the site in its past, present, and future conditions. The course models artistic research methods with reference to a specific site and set of environmental conditions, bringing together students from arts/performance, sciences, humanities, and social sciences to produce site-specific works in a coastal ecosystem transformed by fossil fuel infrastructure.

At the heart of this course is a concern with what it means to be uncertain. The sciences provide tools to address problems of uncertainty. Practices of research, within and beyond the sciences, gather varied approaches to not knowing. Artists employ methods drawn from multiple academic disciplines (ethnography, sociology, history, the sciences), media (technoscience, video, audio, installation, multimedia), and sites of research (archive, laboratory, biome, habitat). While artists may engage many of the same practices as academic researchers, their works break the analytic frame. Art may be prescriptive or descriptive, didactic or agnostic, pointed or indeterminate; it may delight, frustrate, provoke, agitate, or inspire. Art may be curious or inquire; it may also make space for the experience of uncertainty. How does uncertainty make us feel? How should we respond?

Students across disciplines -- performance, visual arts, music, ecology, biology, geochemistry, history, religion, sociology, psychology, anthropology, economics, government, etc. -- are encouraged to submit a statement of interest for permission of instructor (POI). The purpose of the POI is to secure a collaborative balance of students across disciplines, toward the production of environmental art that engages a broad public.

This course will require 4-6 scheduled site visits to Manresa Island in South Norwalk, CT, requiring students to leave campus by 12 p.m. Friday and return by 5 p.m. Transportation will be provided.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST297, ENVS296, STS297**
Prereq: **None**

CSPL299 The Rest of the Story: Techniques for Investigative Reporting
Students will learn how to find out what public records exist on various topics, how to get their hands on those records, and how to use those records while reporting. Students will also learn key techniques to source development and how to engage communities that you are reporting about. Students will be teamed up to investigate a topic themselves during this semester. Students will also learn the fundamentals of journalism and the legal history of key cases. Each class will focus on a specific area of investigative journalism, including the history, the law, accessing public documents, research, narrative writing, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL300 Integrative Learning Project 2: Website Incubator
Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you! Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT300, RL&L350, AFAM320, IDEA300**
Prereq: **None**

CSPL302 Senior Seminar for Civic Engagement Minor
In this partial-credit seminar, the candidates for the Civic Engagement Minor will acquaint each other with their particular interests in and commitments to civic engagement. Under close faculty supervision, the participants will organize the course as a collaborative undertaking. Meeting biweekly, they will revisit the readings from their Practice of Democracy course, discussing them in light of their subsequent course work and practical experiences in engagement. At the end of the semester, each student will make a capstone presentation to the group.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL305 Teaching Fellowship for National Education Leaders
This course is for students to serve as Teaching Fellows for a course with the National Education Opportunity Network (neonopportunity.org), which provides college courses to Title I and Title I-eligible high schools nationwide. Please inquire with the instructor for information on course topics available this semester. Students will: -Host weekly 45-minute synchronous discussion sessions with 15-25 high school scholars via Zoom to enhance their engagement with course content, expose them to college-level seminar-style discussions, and help improve their analytical and metacognitive skills. -Evaluate and provide feedback on student work. Specific time assignments for sessions with high school students and required Teaching Fellow group meetings will be scheduled at the same time every week based on availability. This course counts for 10 hours toward the 20-hour practicum requirement in the EDST major or minor. The other 10 hours can be completed by repeating this class or through an independent practicum.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST405, QAC302, PHIL208**
Prereq: **None**

CSPL306 Community-Engaged Qualitative Research: Teacher Voices
This course will focus on context-specific community based participatory research methods. The research project undertaken in fall 2025 will be investigating the experiences of local public school teachers. The goal of the project is to elevate the voices of public school teachers as they navigate the changing educational landscape and to explore the space between public perceptions/depictions of teachers and the reality of their work by creating textured portraits of individual teachers and their classrooms. Students will learn theories and methods of community-engaged research through scholarly study and hands-on experience gathering and analyzing qualitative and ethnographic data, primarily interviews and observations, with a focus on Lightfoot's methods of Portraiture in social science research. Students should be prepared to engage deeply with community members. Some travel within Connecticut will be required. Previous coursework in Education Studies preferred.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL307 Religious Subjects to Ethnic Minorities: Armenians in Turkey Between Empire and Republic
After World War I, Woodrow Wilson's Fourteen Points articulated a new vision for an international order based not on imperial ambition but on the self-determination of nations. Though empire persisted as a viable political form through the Second World War, the interwar years saw the breakup of some of the world's oldest dynastic empires into the much newer nation-state: the Austro-Hungarian Hapsburg Empire, the Ottoman Empire, and Imperial Russia all gave way to new political entities. At the same time, a transformation in the idea of political belonging occurred: citizenship now dominated the older concept of imperial subjects, and an idea of a national minority protected by an international regime of minority rights emerged. These ideas profoundly reshaped national and international politics.

This course focuses on the Armenians of Turkey across the transition from the Ottoman Empire to the Republic of Turkey, established in 1923. It uses the Armenians of Turkey as a case study in the emergence of secular nationalism as the dominant political ideal of the 20th century. Students will not only learn the history of the late Ottoman Empire, the Republic of Turkey, and the history of the Armenian minority in the Middle East, but will explore the transition from empire to republic at the end of the 19th century through the twin lenses of secularism and nationalism. Drawing on Ottoman and Turkish history, Armenian history, political science, and anthropology, the course introduces debates about nationalism, secularism, minority rights, and political belonging through the emphasis on Armenians in Turkey.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL308 Trump-Evangelicals: the History of Fundamentalism and Evangelicalism in America
This course examines the history of American evangelicalism and fundamentalism, beginning with a brief overview of Protestantism in the colonial and revolutionary eras. Then, the course examines revivalism, slavery, and the emergence of fundamentalism during the 19th century. Special attention is paid to the re-emergence of evangelicalism after World War II, the establishment of the religious right, global evangelicalism, and subcultures (such as Christian music). The course concludes by investigating the core evangelical support for the candidacy and presidency of Donald Trump. Students will be challenged to consider the ways issues of gender, race, and economics have shaped fundamentalism and evangelicalism, and reflect on how these movements' views of American history contribute to their own sense of identity and purpose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST308, RELI308**
Prereq: **None**

CSPL309Z Environmental Justice Advocacy: Assessing Law, Community-Based Engagement, and More
ONLINE COURSE: Synchronous class meetings via Zoom,10am-noon and 2-5pm. Classes held Jan 4, 6, 8, 10, 12, 14, 16, 18. (Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings.) The concept of "environmental justice" focuses on the equitable distribution of pollution and health burdens--such as the siting of fossil fuel infrastructure and pollution-emitting facilities--as well as benefits such as clean air and clean water. Procedural justice and restorative justice are also key demands of the environmental justice movement. In addition, as communities of color and low-income communities disproportionately bear the burdens of climate change and resulting "climate gentrification," the overlap between environmental injustice and climate change is becoming increasingly apparent. After a brief introduction to the concept of environmental justice, this course will focus on advocacy efforts to promote environmental justice and, in particular, the benefits and limitations of various tools including the law, grassroots organizing, and policy work. For their final project, students will use what they learn in the course to design and propose their own environmental justice intervention. By the end of the course, students will understand the history, foundational theory, and key case studies of environmental justice as well as the tools and strategies that environmental justice advocates use. Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **ENVS268Z**
Prereq: **None**

CSPL310 Community-Engaged Philosophy: Teaching the Search for a Good Life
In this half-credit course, students who have successfully served as discussion facilitators for PHIL210: Living a Good Life will learn how to teach an abbreviated version of the course to local high school students in a nine-week voluntary after-school program. Having been trained in this special approach to discussion facilitation for their fall semester work in PHIL210, students will be able to deepen their knowledge of both course content (philosophy) and their facilitation skills through guided experiential learning. Course topics will focus on the skills of learning through close observation and reflection on one's teaching (reflective practice), understanding one's students (adolescent development, cultural consciousness), and pedagogical knowledge regarding lesson planning, student engagement, developing productive classroom climate, promoting self-directed learning, and authentic assessment. Students must have served as discussion facilitators/leaders for PHIL210.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **PHIL206**
Prereq: **None**

CSPL311 Community Impact Practicum: Building Capacity to Support Educational Enrichment
In this practicum course, students will build an intellectual and practical framework to guide their volunteer work in educational settings in the local community. What does it mean to "help"? How do we assess the needs of community partners and build the knowledge and skills that will allow us to address those needs? What do we need to know and understand about the people with whom we work? What does research have to say about effective tutoring techniques and practices? How can we design meaningful learning experiences? How can we maximize not only our impact in the community, but also our own growth and learning? Through reflection on experiential learning and the study of scholarship addressing these questions, students will develop knowledge and skills to improve their effectiveness in supporting educational enrichment. Students taking this course must be engaged in at least 90 minutes per week of community service in an educational setting throughout the semester. Please note: If you are looking for a practicum that is more focused on the K-12 classroom experience, please see EDST310: Practicum in Education Studies. In that practicum seminar, students carry out their own independent study related to their classroom placement.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST311**
Prereq: **None**

CSPL312 The United Nations and Human Rights: Advocacy, Institutional Reforms, and Change in Turbulent Times
Human rights advocacy efforts frequently involve the United Nations in some capacity. Human rights activists frequently seek to raise awareness about a human rights issue before one of several UN institutions, or they might draw on norms or concepts that emerged from the United Nations. They might also wish to contribute to ongoing discussions at the international level, harnessing the perspectives of their constituencies and their field experience to influence the shape of normative development at the global level. Despite the importance of the UN for human rights as a field, only a small circle of UN-specialists, insiders, and scholars understand and know to maneuver the institutional human rights machinery of the UN. This "black box" phenomenon is even more daunting for many of the communities and social activists meant to benefit most from the UN's human rights mechanisms. This course is an attempt to pierce that "black box," and to allow at least the graduates of this course to serve as effective "interpreters" of the UN human rights institutional landscape for the benefit of vulnerable individuals and communities. Students will contribute directly to human rights initiatives targeting the UN (or UN-adjacent institutions) as part of their human rights as part of their advocacy agenda. These projects will focus on a range of human rights issues (ex: climate change & migration, transitional justice, and the development of a human rights based governance approach to new and emerging technologies). Students will be active participants in the design of the course curriculum, directing their (our) collective learning around those issues most relevant to our advocacy projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **CSPL128**

CSPL314 The Health of Communities
Our focus will be on understanding the role of social factors (e.g., income, work environment, social cohesion, food, transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the contemporary community health center model of care in response to the needs of vulnerable populations. In this overview, we explore the history of social medicine, the importance of language in public health efforts to conceptualize and frame health concerns, the complexity of any categorization of persons in discussions of health and illness, ethical issues related to the generation and utilization of community-based research, the role of place and the importance of administrative and cultural boundaries in the variability of health risk, and the idea of just health care. Enrolled students serve as research assistants to preceptors at Middletown's Community Health Center (CHC) & Moses Weitzman Research Institute.
Offering: **Host**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **SBS-SOC**
Identical With: **STS315, SOC315**
Prereq: **None**

CSPL315 Policy and War through Film
This course explores how America's policies and wars interact with culture and identity. It combines films and readings to gain a deeper understanding of film as an artifact of culture, war, and identity. The course begins with a discussion of key foundational works to frame a common understanding about strategy, war, and American strategic culture. It then combines film viewings and critical scholarship to discover how the interpretations of America's wars through film shape American citizens' perceptions of war and their military. The films, readings, and seminar discussions will help students develop a better understanding of the differences between the realities and the perceptions of policy and war. This course lies at the intersection of international relations, history, and conflict studies. Participation in this course will increase the students' understanding of how U.S. policy, war, culture, and identity interact. It will also sharpen critical thinking and writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT315**
Prereq: **None**

CSPL316 Intro to Human Rights Advocacy Seminar
This course is limited to students already admitted into the Human Rights Advocacy Minor (HRAD-MN).

Fresh from having completed the Human Rights Standards Course (CSPL-228), you will already have a good understanding of how global and domestic human rights institutions should (in principle) function to respect, protect, and fulfill human rights norms. In this 1.5 credit seminar we turn our attention towards the specific methods of human rights activism. The seminar is structured as an intensive workshop where we practice and refine skills, challenge ourselves and our classmates to reflect deeply about our emerging identities as aspiring human rights activists, eat lunch together, and prepare actively for our human rights fact-finding practicum (which will take place during the summer break).

The course continues some of the themes raised during the Human Rights Standards course. We will discuss what others have written about the ethics of "doing" human rights, but we will also develop our own personal ethical framework in anticipation of our own field research. Likewise, we will read what others have written about the process of effectuating attitudinal change about human rights, but we will also refine our own theories of change in the real-world contexts in which we will soon be working. Much of our learning will come about experientially and through thoughtful discussion, so please come to class prepared to engage.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT396**
Prereq: **CSPL128 OR CSPL228**

CSPL317 Social and Political Perspectives on Digital Media
This course examines the intersection between social media, politics, and society, analyzing platforms like Facebook, Twitter, YouTube, and Instagram to understand their role in our lives, in our political discourse and in shaping our culture. We examine the positives of social media including social activism, the democratization of news, and heightened capacities for community, communication, and connectivity. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks, and gendered issues including trolling and cyber harassment. This is an interdisciplinary course and in it we will draw upon a broad range of social theories including science and technology studies, communication theory, linguistics, cultural studies, and media studies to understand the complex role of digital media in contemporary society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL317Z Social and Political Perspectives on Social and Digital Media
This course examines the intersection between social media, politics, and society, analyzing platforms like Facebook, Twitter, YouTube, and Instagram to understand their role in our lives, in our political discourse and in shaping our culture. We examine the positives of social media including social activism, the democratization of news, and heightened capacities for community, communication, and connectivity. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks, and gendered issues including trolling and cyber harassment. This is an interdisciplinary course and in it we will draw upon a broad range of social theories including science and technology studies, communication theory, linguistics, cultural studies, and media studies to understand the complex role of digital media in contemporary society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL318 Global Populism and the US Election. Are we witnessing a populism uprising?
In this course, we will unpack the factors pushing communities worldwide toward these political ideologies as well as the impact it has on global politics and international relations. We'll take a deep dive into the 2020 campaign cycle in the age of digital campaigning and online voting and analyze how Donald Trump and Senator Bernie Sanders are shaping our political discourse and how they fit into the global trend of populism. We'll study the defeat of democratic movements like the Arab Spring and the rise of authoritarian regimes in the region. Additionally, we'll break down how the failure of democratic movements in the MENA region led to the refugee crisis, which in turn inspired right-wing radicalization within Europe and the United States. This course provides an overview of the political landscape of the populism movements in the U.S. and around the world, focusing on the collapse of democratic movements and the rise of populist leaders like Donald Trump, Boris Johnson, Narendra Modi, Jair Bolsonaro, and Marine Le Pen, among others. We'll begin with a brief overview of the history of populism and the theory behind it, before breaking down modern applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL318Z Global Populism and the U.S. Election
In this course we will unpack the factors pushing communities worldwide toward these political ideologies, as well as the impact they have on global politics and international relations. We'll take a deep dive into the 2020 campaign cycle in the age of digital campaigning and online voting and analyze how Donald Trump and Senator Bernie Sanders are shaping our political discourse and how they fit into the global trend of populism. We'll study the defeat of democratic movements like the Arab Spring and the rise of authoritarian regimes in the region. Additionally, we'll break down how the failure of democratic movements in the MENA region led to the refugee crisis, which in turn inspired right-wing radicalization within Europe and the United States. This course provides an overview of the political landscape of the populism movements in the U.S. and around the world, focusing on the collapse of democratic movements and the rise of populist leaders like Donald Trump, Boris Johnson, Narendra Modi, Jair Bolsonaro, and Marine Le Pen, among others. We'll begin with a brief overview of the history of populism and the theory behind it, before breaking down modern applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL319 The Voice(s) of Expertise: How Podcasting Is Changing the Way We Listen and Learn
In this course, students will examine the changing nature of audio news and storytelling, and the extent to which traditional understanding of the voice of expertise is being disrupted by the rise of podcasting and other on-demand audio forms. The evolving digital media landscape has brought about an historic shift in the delivery of news and information. The shift has been celebrated--"the media has been democratized"--and reviled--"the media is too fractured and people are living in information bubbles." The shift is, at the very least, unsettling, in particular for journalists who find themselves working in an environment where the old rules and training seem outdated. But it also presents significant opportunities, especially in audio and broadcast journalism. The rise of podcasting, in particular, may challenge norms on how journalists explore and explain complex issues, and on who we hear as voices of expertise.

This course will be a combination of media criticism, a study of best practices in journalism, and design thinking. As students examine the impact of new media on news and journalism, they will also develop their own ideas for on-demand audio (including podcast design) throughout the semester, working on an individual project, and in collaboration with other students.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT250V**
Prereq: **None**

CSPL320 Collaborative Cluster Initiative Research Seminar I
This course will supplement the seminars providing historical and cultural background of the prison system in the United States. The emphasis will be on the practical application of topics engaged in the other seminars and contemporary concerns related to the prison system in the United States. We will follow current debates at both the national and state level, including legislation, media, and university initiatives. Students will also visit local sites. Speakers will visit the class to share their experiences and expertise. Students will conduct individual research projects and present them in workshop fashion.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL321 Collaborative Cluster Initiative Research Seminar II
Students participating in the Collaborative Cluster Initiative will take this course in the spring semester. They will continue with projects started in the fall semester. This is a continuation of CSPL320.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL322 Methods and Frameworks for Understanding and Overcoming Health Disparities
In recent years especially, the need for both interdisciplinary and mixed approaches to inquiries in public health research has become apparent in health promotion, policy formation and evaluation, service needs assessment, the social determinants of health, and program evaluation and outcomes measurement more generally. This course is intended to provide an overview of methodologies and frameworks used to examine and overcome disparities in health through research. A range of quantitative and qualitative research designs and methods will be introduced, and strategies to address challenges in real world program settings will be emphasized. This course will discuss approaches commonly used in public health and health services research, such as mixed methods, implementation science, community-based participatory research, and their strengths and limitations. Additionally, this course will examine how critical race theory and intersectionality, and additional theories and frameworks from ethnic studies, psychology, and sociology, can further advance public health's capacity and effectiveness in promoting health equity. The course will incorporate examples of applied research and opportunities to learn from the direct experiences of the instructor. There will be a mixture of discussion and lecture depending on the topic, with student participation and questions strongly encouraged. Preference will be given to students who have taken SOC/SISP 315 Health of Communities or SISP 262/SOC 259 Cultural Studies of Health.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **STS322**
Prereq: **None**

CSPL323 Human Rights: Contemporary Challenges
This course will examine various pressing challenges to human rights in the US and around the world, based around a series of talks by visitors who are practitioners in the field. Topics covered range from refugees and war crimes to housing and educational access.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT283**
Prereq: **None**

CSPL328 Advanced Human Rights Advocacy
This course will enable students admitted into the Human Rights Advocacy Minor (HRAM) to engage in critical assessment of human rights advocacy after having participated in field work. To be eligible for this course, students must already have taken CSPL 316 (Intro Human Rights Advocacy). The course will involve seminar discussions and readings that assess the strengths, weaknesses, and challenges facing the human rights movement domestically and internationally. In addition, students will be responsible for project-based work guided by Professor Sonnenberg.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **CSPL316**

CSPL329 Wars of Resistance in Scholarship and Film
This course explores the theory, practice, and interpretation of wars that see ostensibly stronger powers wage wars against relatively weaker resistance movements. It combines scholarly readings and interpretive films to gain a deeper understanding of how and why resistance and insurgency can prevail when confronting adversaries who are numerically superior. Students will analyze the inescapable paradoxes that can make wars of asymmetry difficult for stronger states. The seminar discussions will develop a keener grasp of the logic that permeates wars where the weak resist invasion and occupation. This course intersects international security studies, history, and conflict studies. This course will improve knowledge about asymmetric wars and for critical analysis. Though there are no prerequisites, it is desirable that students have previously taken a course in conflict studies or war.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT316**
Prereq: **None**

CSPL330 Policy and Strategy in War and Peace
This course explores how the relations, relationships, and discourse between senior national civilian and military leaders influence the development and execution of policy and strategy in war and peace. In theory, the purpose of war is to achieve a political end that sees a better peace. In practice, the nature of war is to serve itself if it is not influenced and constrained by continuous discourse and analysis associated with good civil-military relations between senior leaders. This course begins with discussion of the key foundational works to build a common understanding. It then explores how civil-military interaction influenced strategy in war and peace for each decade from the Vietnam War to the present. The readings and seminar discussions also examine how the outcomes of wars influenced civil-military relations and the subsequent peace or wars. This course lies at the intersection of international relations, history, and conflict studies. Students will gain greater understanding of how U.S. policy

makers, strategy, and war interact, while honing their critical thinking and writing skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **GOVT330**
Prereq: **None**

CSPL332 Just Cities: Architectures of Public Encounter
What is "the public," and how has it been conceived, relative to notions of the urban--to the web of ideas, forms, and fantasies constituting "the city"? Can art and architecture play a role in defining the public, or does the public's political and social construction place it outside the scope of specifically aesthetic concerns? This course addresses these and other related questions, positioning art and architecture in their broader cultural and historical contexts. It explores a range of socially charged, experiential, and participatory aesthetic and political practices, characterized by their distinctly public character and decidedly architectural and urban settings. At its core, it is concerned with issues of social justice as they relate to the material spaces of the modern city, and the manner in which those spaces are identified, codified, and made operative in the service of aesthetic, social, and political experience.

This course will be taught by M. Surry Schlabs, Yale School of Architecture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **ARHA257**
Prereq: **None**

CSPL333 Music Movements in a Capitalist Democracy
This course will focus on music movements that have used the presentation, expression, and production of music and music events to facilitate sociopolitico transitions. The vital context of these movements is the United States in particular, where the speed and power of commerce, as well as the concentration of capital, present unique opportunities for progressive values and goals in music.

We will look at huge events such as the Newport festivals, Woodstock, Michigan Womyn's Music Festival, Lillith Fair, and Bonaroo, and examine how these movements have both evolved and spread their tendrils into the world (if they have). We will also spend some time on smaller, grassroots venues and music series in Chicago, Boston, San Francisco, and New York and see how blues, folk, punk, and "Americana" venues have affected and interacted with their communities. We will look at how music scenes evolved and grew and sometimes became institutions, like the Chicago Old Town School of Music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL337 Practicing Democracy
Organizing can make a difference in addressing major public challenges that require civic action, especially by those whose voices will lead, by identifying, recruiting, and developing more leadership; building community around that leadership; and building power from the resources of that community. In this course, each student accepts responsibility for organizing constituents to achieve an outcome by the end of the semester. As reflective practitioners, students learn from critical analysis of their leadership of this campaign. We focus on five key practices: turning values into motivated action through narrative; building relationships committed to common purpose; structuring leadership collaboratively; strategizing to turn resources into the power to achieve outcomes; and turning commitments into measurable action enabling learning, accountability, and adaption.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL338 Writing for Advocacy
This course will provide practical and conceptual training in writing that advances human rights. Students will read and create advocacy in a variety of forms, including op-eds and investigative journalism, legal briefs, historical essays, public letters, screenplays, poems, and social-media campaigns. They will examine the role writing can play in advancing human rights as well as its unintended consequences; debate the ethics of bearing witness, especially in the Global South; and analyze what makes written advocacy successful, or not, and why. Students will also consider advocacy strategies in an age of social media, disinformation, and the rise of AI. The course includes a two-week case study on Haiti-related advocacy. Throughout, students will practice elements of written advocacy, including citation, analysis, and evidence-based argument. Once students receive their UNHR project assignments, they will apply the skills learned in the class to create project-based advocacy packages.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **CSPL128 OR CSPL228**

CSPL341 Topics in Education, Innovation, and Entrepreneurship: Transformative Practices in School Reforms
This seminar provides students the opportunity to explore critical topics within the school reform movement; be introduced to perspectives from a diverse group of stakeholders (e.g., CEOs, administrators, lawyers, parents, students, authors, scholars); work closely with the professor to further investigate one of the course topics in-depth, and present/disseminate their own conclusions and recommendations to an external audience.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL341B Topics in Education, Innovation, and Entrepreneurship: Social Entreprenurship in Education
This seminar focuses upon educational innovation and entrepreneurship as a form of social entrepreneurship, some of society's greatest challenges in education. Students will survey critical issues in contemporary education and explore innovative and entrepreneurial efforts to address these issues. Learners will explore how diverse education startups, non-profit organizations, and non-governmental organizations, individuals and grassroots groups, K-12 schools, universities, foundations, professional associations and others are responding to these issues in innovative ways. As the course progresses, students will explore the roles of foundations, corporations, and government policies and regulations upon educational innovation and entrepreneurship. As part of this course, learners will work individually or in groups to research solutions to a pressing contemporary educational challenge and propose or pitch a means of addressing that challenge through social entrepreneurship.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL341C Entrepreneurship in Education: Past, Present, and Future
Entrepreneurship plays an increasingly important role in the American public education system. This course examines the historic roots of entrepreneurship in education, looking at both the business side of entrepreneurism and the more recent emergence of social entrepreneurship. Furthermore, the course examines the current debates in the United States about the engagement of business with education, addressing such concerns as the proper role of risk, profit motives, privatization, and neoliberalism. The New Orleans public school system will serve as a case study for investigation in this discussion. Students will better understand the entrepreneurial personality, the sources of innovation, and the promise and pitfalls of entrepreneurism in public K-12 schooling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL341D Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective
Entrepreneurial ideas in education invariably raise rich questions of policy and law. Innovations in the public schools, such as charter schools, the use of student test scores (e.g., value added modeling) to evaluate teachers, and alternative pathways to the profession (e.g., Teach for America) engender deep debate and discussion in policy and legal circles. This course will explore (from both a law and policy lens) the various education reform ideas that have been instituted or debated and characterized as innovative or entrepreneurial. The course material will be framed in a way to be accessible to those with a general interest in the area of education but without a background in law and policy per se. The course will draw heavily from guest lecturers and entrepreneurs working in the field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Prereq: **None**

CSPL341E Topics in Education: Introduction to Educational Law, Policy, and Educational Reform
This seminar examines how constitutions, statutes, and court cases impact the rights of students and faculty in K-12 education. It also examines how parents and students have used the law to advocate for equal educational opportunity. Finally, this seminar discusses the legal dimension of education reform measures, such as charter schools and school vouchers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL341G Applied Entrepreneurship: From Idea to Exit
Applied Entrepreneurship: From Idea to Exit provides students with a practical, hands-on introduction to the entrepreneurial journey. Drawing on the perspective of a female founder and CEO with experience building and leading a digital health company through to acquisition, students will explore the full venture lifecycle -- from identifying opportunities and shaping ideas, to launching, scaling, and ultimately exiting a business. The course emphasizes entrepreneurial thinking, problem-solving, and resilience while equipping students with real-world tools such as customer discovery, business model design, fundraising, growth strategies, and exit planning. Combining interactive discussions, case studies, and experiential projects, this course offers students both the mindset and skillset not only to build ventures, but also to bring entrepreneurial approaches to established businesses, nonprofits, and beyond.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL357 Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT357, GOVT357**
Prereq: **None**

CSPL357Z Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT357Z, GOVT357Z**
Prereq: **None**

CSPL360 Community-Engaged Qualitative Research: Teacher Voices
This course will focus on context-specific community based participatory research methods. The research project undertaken in fall 2025 will be investigating the experiences of local public school teachers. The goal of the project is to elevate the voices of public school teachers as they navigate the changing educational landscape and to explore the space between public perceptions/depictions of teachers and the reality of their work by creating textured portraits of individual teachers and their classrooms. Students will learn theories and methods of community-engaged research through scholarly study and hands-on experience gathering and analyzing qualitative and ethnographic data, primarily interviews and observations, with a focus on Lightfoot's methods of Portraiture in social science research. Students should be prepared to engage deeply with community members. Some travel within Connecticut will be required. Previous coursework in Education Studies preferred.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL366 A History of Incarceration in the United States
This course examines the history of incarceration in the United States from the 18th century to the late 20th century. It begins with history of indentured servitude in the colonial era and then considers the intensification of the enslavement of blacks in the 19th century as well as the expansion of prisons in the 20th century. The course seeks to engage how systems of confinement accompanied the development of a political system based on the languages of liberty.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST366**
Prereq: **None**

CSPL374 Censorship, Culture Wars, and Controversy in Art
Art history is marked by various forms of state, community, or institutional censorship. Such events can be flash points in culture wars, as in the United States in 1989, when four artists--most of them queer--were denied funding from the National Endowment for the Arts after their work was deemed "obscene." Sometimes art that unearths sensitive cultural histories can lead to calls for destruction, as in Sam Durant's 2012 work Scaffold, which referenced state violence against the Dakota people, leading tribe members to protest what they felt was Durant's insensitive handling of the subject. Events like these raise key questions within art and broader society: Who should have the authority to decide which art should be exhibited, and to what audiences? What constitutes censorship? When might censorship, or the curtailing of speech, be justified?

This course will examine these questions focusing on the 20th and 21st centuries in the United States, but also global contemporary art. We will consider such issues in the wake of a recent spate of museum exhibitions canceled due to controversial content, the dismantling of monuments to colonialism and the transatlantic slave trade, as well as today's culture wars as conservative book bans make headlines and hate speech abounds. We will also explore new channels for arts funding, exhibition, and publishing that emerge in response to censorship. In addition to important texts by art historians including Sarah Parsons, Aruna D'Souza, and Rosalyn Deutsche, among others, we will also read interdisciplinary legal scholars like Sonya Katyal and Amy Adler who write from the perspective of law and policy. We will also read the landmark Supreme Court case NEA v. Finley. Assignments include an in-depth case study of a canceled exhibition.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM375, ARHA262**
Prereq: **None**

CSPL375 Veteran Scholars Introduction to Student Life and Community: First-Year I
The purpose of this seminar is to help integrate Veteran Scholars into Wesleyan student life and to familiarize students with the range of academic programs, resources and community engagement opportunities at Wesleyan. It will include topics presented by students, faculty and staff to stimulate discourse and improve veteran student knowledge of the opportunities, services, and resources available.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CSPL376 Veteran Scholars Introduction to Student Life and Community: First-Year II
Purpose of this seminar is to develop presentation and group discussion skills: to integrate students into Wesleyan student life; and to familiarize students with the range of study programs and community programs at Wesleyan. It will introduce a host of topics and staff to stimulate discourse and improve veteran student knowledge of the full gamut of opportunities, service, and resources available at Wesleyan. It meets one/week for an hour.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CSPL377 Posse Veterans Introduction to Student Life and Community: Sophomore I
Purpose of this seminar is to develop presentation and group discussion skills: to integrate students into Wesleyan student life; and to familiarize students with the range of study programs and community programs at Wesleyan. It will introduce a host of topics and staff to stimulate discourse and improve veteran student knowledge of the full gamut of opportunities, service, and resources available at Wesleyan. It meets one/week for an hour.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CSPL378 Posse Veterans Introduction to Student Life and Community: Sophomore II
Purpose of this seminar is to develop presentation and group discussion skills: to integrate students into Wesleyan student life; and to familiarize students with the range of study programs and community programs at Wesleyan. It will introduce a host of topics and staff to stimulate discourse and improve veteran student knowledge of the full gamut of opportunities, service, and resources available at Wesleyan. It meets one/week for an hour.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CSPL381 Intermediate Public Practice
What are the possibilities and challenges of making work in the public domain? This intermediate studio course provides students with the framework,

conceptual language, and technical means to develop ambitious projects in public space. Over the course of the semester, students will be introduced to a range of working methods, including new genre public art, research-based practices, site-specific projects, and collaborative practices. While the course focuses on contemporary issues and debates, it situates these topics within a set of broader global and historical traditions. Through group discussions, critiques, site visits, and presentations, the course will assist students in developing a series of works that build towards a self-directed final project. We look thematically at a range of sites as spaces of memory and belonging, sociality and resistance. We explore the manifold ways in which people have engaged with place through a range of forms, including roadside monuments, site-specific sculptures, landscape films, community-based performances, architectural interventions, collective rituals, and political protests. Attention will be placed on sites around Middletown in order to situate our research and practice. These may include Harbor Park, Middlesex Historical Society, Beman Triangle, Connecticut Valley Hospital, Colt Armory, Portland Brownstone Quarries, among others. Support will be provided to students along the way in negotiating relationships with local institutions and stakeholders. Supplementary readings will introduce students to questions related to spatial theory and practice, agonism and democracy, monuments and counter-monuments. Successful completion of the course will prepare students for advanced work in the public domain. Course is open to all students. Preference given to students who have taken ARST131 and ARST235 or ARST238 or ARST239 or ARST245 or ARST 251 or ARST286 or other course in a related discipline.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST381**
Prereq: **None**

CSPL390Z Connecticut's Industrial Heritage
The aim of this course is to give students a better understanding of the historical industrial merits and legacy of Connecticut while considering the value and challenges of its physical and interpretive remains. While focusing on New Haven, students will be challenged to discover and synthesize Middletown's historically chief industries, industrialists, inventions, workforce, and remaining factory sites. Professor Caplan brings his experience as a historical architect, historian, genealogist, author, National Register consultant, and tour operator to provide students with a well-rounded understanding of how history, preservation, architecture, social science, and environmental justice come together in actual projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL397 Human Rights and the 2020 Elections
This seminar will examine the principal candidates for the presidency (and selected candidates for other major electoral positions) from the perspective of human rights. To begin, we will spend the first several weeks studying basic human rights standards, as well as the challenges to the promotion of international human rights standards in the United States. We will then turn to particular rights and clusters of rights, considering the policies proposed by various candidates and their implications for human rights. After review of the particular right or cluster of rights, students will work in small groups to research and present the proposals of the various candidates to the class. In addition, representatives of the candidates will be invited to engage with the class (as well as in broader fora on campus).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL399 Understanding the 2020 Presidential Election
In understanding the 2020 Presidential Election, students will learn how to read skeptically the political press and how to write critically about presidential campaign politics. Along the way, the course will touch on electoral history, political and social thought, public policy, media criticism, and much more. Students will read past examples of thought-provoking and influential commentary. They will read current coverage in the legacy press of the 2020 presidential election and come to class prepared to discuss the most important stories and issues of the week. Students will have the opportunity to learn about electoral politics and political writing alongside a veteran journalist. Students who have experience working for political campaigns will have a chance to share their knowledge and help the class incorporate their experience in a larger historical framework. They will have a chance to see their work published in the Editorial Board, the lecturer's daily politics newsletter. Students will attempt to do what political writers do in real-time: explain what's happening from a unique, particular, and informed point of view for the benefit of like-minded citizens seeking to achieve the ideal of self-government. In the end, the hope is that students see that campaign politics is simpler and more complex than it appears, but that neither is obvious without study, focus, and understanding.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL399Z Understanding the 2020 Presidential Election
In understanding the 2020 Presidential Election, students will learn how to read skeptically the political press and how to write critically about presidential campaign politics. Along the way, the course will touch on electoral history, political and social thought, public policy, media criticism, and much more. Students will read past examples of thought-provoking and influential commentary. They will read current coverage in the legacy press of the 2020 presidential election and come to class prepared to discuss the most important stories and issues of the week. Students will have the opportunity to learn about electoral politics and political writing alongside a veteran journalist. Students who have experience working for political campaigns will have a chance to share their knowledge and help the class incorporate their experience in a larger historical framework. They will have a chance to see their work published in the Editorial Board, the lecturer's daily politics newsletter. Students will attempt to do what political writers do in real-time: explain what's happening from a unique, particular, and informed point of view for the benefit of like-minded citizens seeking to achieve the ideal of self-government. In the end, the hope is that students see that campaign politics is simpler and more complex than it appears, but that neither is obvious without study, focus, and understanding.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSPL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSPL404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **A-F**

CSPL405 Ideals into Practice
Through this course, students gain access to an e-portfolio to make connections between their academic curriculum and the practical experience they gain through campus employment, off-campus internships, community service, and extracurricular activities. By engaging in deep reflection about the skills they are gaining throughout their time at Wesleyan, students will be able to understand and explain to others how their liberal education prepares them for life after college. Permission of the instructor is required. Students must also obtain permission from their campus employer; when enrolling, students should register for the course and ask their supervisors to e-mail the instructor with their permission. Information for supervisors may be found on the Ideals into Practice website (idealsintopractice.site.wesleyan.edu). This course may be repeated for credit, but you may only count one full credit toward your degree.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSPL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSPL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CSPL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CSPL470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CSPL480 Engaged Projects
Engaged Projects (EPs) are rigorous, self-designed endeavors in which a student studies a topic of their choice and completes a final project intended for a non-academic audience. Students are encouraged but not required to select a topic that is connected to another class or their major. Final projects can take the form of blogs, videos, a website, or other media; a work of art, an event, a workshop, a presentation, or panel; a policy proposal or analysis; a white paper or op-ed series; a business plan; and/or any other piece(s) thoughtfully designed for the public.

EP students will develop a self-directed research and project plan. They must enlist an EP Sponsor who will serve in an advisory/mentor role; Sponsors can be Wesleyan faculty, staff, alumni, or community partners; family members or friends; or other experts or professionals willing to play this role. Seeking and enlisting an appropriate Sponsor is a component of the EP learning experience.

In addition to conducting their own extensive research and producing a summative project by the end of the semester, students will write a series of reflections to document their progress and their learning.

For more information, visit https://www.wesleyan.edu/patricelli/engaged-projects.html.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **CGST480**
Prereq: **None**

CSPL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CSPL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CSPL493 Internship
This course may be taken up to two times for credit. Wesleyan has established a credit/uncredit internship course, CSPL 493, for students to receive 0.25 credits upon successful completion of an internship (paid or unpaid) and reflective coursework and documentation. The internship must include at least 40 total hours of work during the semester in which the student is taking this course. Credit cannot be awarded for past internships. Students must apply for enrollment via Handshake. Access the CSPL 493 information page on the Gordon Career Center website for application instructions and comprehensive course details: https://careercenter.wesleyan.edu/channels/internship-for-credit/ Please feel free to email internship_credit@wesleyan.edu if you have questions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CSPL494 Internship: Elections
This course may be repeated for credit.

Through this course, students can earn academic credit for an internship, whether paid or unpaid, that involves learning about or participating in the electoral process. This course is part of Wesleyan's E2020 initiative. Students must apply through the instructor; if approved, they will need to register the internship through the Gordon Career Center. The internship must include at least 40 hours of work. In addition to completing the internship satisfactorily,

students must comply with the learning requirements and deadlines laid out by the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CSPL494Z Internship: Elections
This course may be repeated for credit.

Through this course, students can earn academic credit for an internship, whether paid or unpaid, that involves learning about or participating in the electoral process. This course is part of Wesleyan's E2020 initiative. Students must apply through the instructor; if approved, they will need to register the internship through the Gordon Career Center. The internship must include at least 40 hours of work. In addition to completing the internship satisfactorily, students must comply with the learning requirements and deadlines laid out by the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

CHEMISTRY (CHEM)

CHEM101Z Basic Principles of General Chemistry
CHEM 101Z is a compressed-schedule, summer-only, online course. This course will relate the fundamental concepts of general chemistry to the world around us, illustrating how the field of chemistry works to explain many aspects of everyday life. Intended for students generally interested in science who have little to no background in chemistry, this course would be appropriate as either a general-education science course or as a preparatory course for General Chemistry I. Topical coverage will include a broad survey of topics including (but not limited to): measurement, atomic theory, the mole concept, bonding, chemical reactions, equilibrium, solutions, and acid-base chemistry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM102Z Basic Principles of Organic Chemistry
CHEM 102Z is a compressed-schedule, summer-only, online course. This course will introduce the fundamental concepts of organic chemistry in order to better understand the myriad of organic compounds that we encounter in our everyday lives. This course would be appropriate as either a general-education science course or as a preparatory course for Organic Chemistry I. Topical coverage will include a broad survey of organic functional groups, including their nomenclature, physical properties, and general reactivity, as well as some exposure to how these functional groups are incorporated into biologically important molecules.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM101Z OR CHEM142 OR CHEM142Z OR CHEM144**

CHEM115 Chemistry in Your Life
This course will cover a wide range of topics of current interest that will show how chemistry is ever present in the world. In particular, the course will discuss the molecular basis of topics such as crime scene DNA testing, COVID-19 detection and vaccine development, the physical effects of drinking alcohol, and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM115F Chemistry in Your Life (FYS)
This course will cover a wide range of topics of current interest that will show how chemistry is ever present in the world. In particular, the course will discuss the molecular basis of topics such as crime scene DNA testing, COVID-19 detection and vaccine development, the physical effects of drinking alcohol, and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM118 DNA
This course provides an interdisciplinary view of the DNA molecule and its impact upon medicine, law, philosophy, agriculture, ethics, politics, and society at large. The course has two parts. In the first part, we will learn the chemistry and physics of DNA and the processes by which the information stored in DNA is expressed. In the second part of the course, we will discuss what DNA has done and still can do for us--for example, treat and prevent genetic diseases, improve our food through genetic engineering, achieve criminal justice through genetic fingerprinting, understand the evolutionary origin of humans, and enrich our idea of what it is to be human. The course assumes basic knowledge of chemistry and biology at the general high school level. Independent exploration and inquiry are encouraged.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM119 Biology and Chemistry in the Modern World: A Survey of Drugs and Disease
This course will cover a wide range of topics of current interest that are at the intersection of biology and chemistry. In particular, the molecular basis of issues related to drugs and disease will form a focus of the course. Topics to be discussed will include psychoactive and performance-enhancing drugs, mad cow, cancer, viral and bacterial diseases, and the chemistry of foods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B119**
Prereq: **None**

CHEM121F Chemophobia: Precaution or Panic? (FYS)
Chemophobia is an aversion to or prejudice against chemistry and chemicals. There is abundant evidence of this across the mass media, and while some important issues have been brought to the forefront in this way, the hype and misunderstanding surrounding other issues has had adverse effects on our society. This course will look at both sides of the debate surrounding chemicals in our everyday lives--in our food, in our consumer products, and in our

environment. We will begin with a discussion of how we arrived at our current perceptions of chemistry, and then we will delve into the facts and science behind some of the topical issues of concern to differentiate between what is merely hype and what we ought to be concerned about. This course is intended for anyone interested in the topic, regardless of their current knowledge of chemistry.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM127 Molecules on the Menu: From Classic Cuisine to Molecular Gastronomy
Cooking and baking are, at their core, chemistry in the kitchen. The taste, texture, structure, and appearance of our favorite foods result from the interactions--and reactions--of molecules. This course will explore the way that molecules interact with one another during the preparation of different recipes as well as how these molecules respond to external physical factors such as heat, cold, or stirring to give the final tasty result. By understanding what is happening when we follow a particular recipe, we will discover how to adapt recipes to our own tastes, troubleshoot recipes in different situations, and substitute ingredients.

The course will include a combination of lectures, cooking demonstrations, and weekly short experiments during which we will seek to answer questions such as: What is a cookie? How does one cook a "perfect" egg? Is it possible to cook without applying heat?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM137F The Self-Made Tapestry: Pattern Formation in Nature (FYS)
The natural world is filled with intricate patterns: for example, the characteristic stripes and spots of animals, the shifting landscapes of wind-blown desert sand dunes, the hexagonal forms of honeycombs, the near perfect six-fold symmetry of snowflakes, the branching patterns of arterial structures, convection patterns in fluids, and the forms of soap films. Research suggests that many of these diverse patterns arise from a few relatively simple mechanisms that are independent of the fine details of each system. We will examine a wide range of these natural phenomena to develop insights into how complex morphologies may appear from a few simpler pattern-forming principles.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM141 General Chemistry I
CHEM 141 is the first half of a standard introductory course in general chemistry, intended for science majors and appropriate for premedical studies. Mathematical proficiency at the precalculus level is required. Prior completion of a high school chemistry course is typical, but not required. Students eligible for prematriculation credit in chemistry (from AP/IB-HL/A-Level CHEM, etc.) will not be granted credit if they enroll in this course and should instead enroll in CHEM 145 or take advanced placement to CHEM 251. The topics covered will include measurement, atomic and electronic structure, periodic trends, molecular structure and bonding, chemical reactions, stoichiometry, solutions, thermochemistry, and gases. The full-year curriculum may be completed with CHEM 142. Students considering CHEM 141 are strongly encouraged to consult https://www.wesleyan.edu/chem/undergraduate_program/chemistry-placement-information.html
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM141L General Chemistry Laboratory I
This course is the first half of a two-semester general chemistry laboratory sequence that fulfills general chemistry laboratory requirements for majors, minors, and premedical studies. Students learn and practice chemical safety and hygiene, foundational experimental techniques, and the collection, analysis, and communication of scientific data. The curriculum is designed to accompany CHEM 141, but Honors General Chemistry (CHEM 145) students should also complete the CHEM 141L/142L laboratory sequence to satisfy program requirements.

CHEM 141L must be taken concurrently with or after completion of general chemistry coursework.

Students who place directly into CHEM 251 through advanced placement should enroll in CHEM 257 instead.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM141R General Chemistry I Recitation
Recitation is a fourth-hour period designed for small group workshops and interactive learning. All students enrolled in CHEM141 must register for one section of CHEM141R.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM141Z General Chemistry I
CHEM 141Z is an intensive version of CHEM141. CHEM 141Z is the first half of a standard introductory course in general chemistry, intended for science majors and appropriate for pre-medical studies. Proficiency in algebra is required. Prior completion of a high school chemistry course is typical, but not required. The topics covered will include measurement and dimensional analysis; atomic structure; electronic structure; formula calculations and the mole; stoichiometry; solutions and aqueous reactions, part 1; heat and enthalpy; structure and bonding; and states of matter. The full general chemistry course curriculum can be completed by continuing to CHEM142/142Z.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM142 General Chemistry II
CHEM 142 is the second half of a standard introductory course in general chemistry, intended for science majors and appropriate for premedical studies. Proficiency in algebra is required. Prior completion of a high school chemistry

course is typical, but not required. Topics covered will include solutions and aqueous reactions; kinetics; equilibrium; acids and bases; solubility equilibria; thermodynamics; electrochemistry; and nuclear chemistry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM141 OR CHEM141Z**

CHEM142L General Chemistry Laboratory II
This course is a continuation of CHEM 141L and fulfills general chemistry laboratory requirements for majors, minors, and premedical studies. The curriculum is designed to accompany CHEM 142, but Honors General Chemistry (CHEM 145) students should also complete the CHEM 141L/142L laboratory sequence to satisfy program requirements.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM141L**

CHEM142R General Chemistry II Recitation
Recitation is a fourth-hour period designed for small group workshops and interactive learning. All students enrolled in CHEM142 must register for one section of CHEM142R.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM142Z General Chemistry II
CHEM 142Z is an intensive version of CHEM142. CHEM 142Z is the second half of a standard introductory course in general chemistry, intended for science majors and appropriate for pre-medical studies. Proficiency in algebra is required. Prior completion of a high school chemistry course is typical, but not required. The topics covered will include solutions and aqueous reactions, part 2; kinetics; equilibrium; acids and bases; solubility equilibria; thermodynamics; electrochemistry; and nuclear chemistry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM141 OR CHEM141Z**

CHEM145 Honors General Chemistry
This accelerated, one-semester course in general chemistry is designed for science majors and pre-medical students who have advanced academic preparation, especially honors/AP/IB/A-Level chemistry courses. Eligible students interested in the CHEM, MB&B, and NS&B majors are strongly encouraged to choose this option as the best preparation for further study. The course provides a rigorous introduction to the fundamental principles of chemistry, including atomic and molecular structure, chemical bonding, stoichiometry, thermochemistry, states of matter, solutions, kinetics, equilibrium, acids and bases, thermodynamics, and electrochemistry. This one-semester honors course serves as an alternative to the CHEM 141/142 sequence for all course prerequisites, as well as major/minor and pre-medical/pre-health requirements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM150 Introduction to Organic Chemistry
This course is designed as a "head start" to the organic chemistry sequence (CHEM 251/252), consisting of a weekly workshop designed to prepare students for the coming fall semester. Topics covered include structural formulas of organic compounds, organic chemical nomenclature and vocabulary, basic rules of writing organic reaction mechanisms, and how to use ChemDraw software.

Students who have completed CHEM 251 may not enroll in this course.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM141 OR CHEM143**

CHEM152 Introductory Chemistry Laboratory
This course introduces students to the application of chemical concepts in the laboratory. This one-semester course is the only laboratory course taken concurrently with general chemistry courses (CHEM 141/142 or 145), and it serves as the first course in a three-semester laboratory sequence designed to fulfill chemistry lab requirements for pre-medical/health studies. CHEM 152 is offered in both the fall and spring semesters. Students who place directly into CHEM 144 with advanced placement credit must take this laboratory course if they intend to take CHEM 257 in a future semester. Students who place directly into CHEM 251 with advanced placement credit do not take this laboratory course; these students should enroll directly into CHEM 257 instead.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM251 Organic Chemistry I
This course offers an introduction to the chemistry of carbon compounds with emphasis on the relationship between structure and reactivity. The laboratory course CHEM257 is normally elected concurrently but is not required. Students with advanced placement credit who wish to enroll in CHEM251 without having previously taken chemistry courses at Wesleyan are strongly encouraged to consult https://www.wesleyan.edu/chem/about_the_major/first_year_students.html
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM142 OR CHEM142Z OR CHEM144 or CHEM145**

CHEM252 Organic Chemistry II
This course is a continuation of the chemistry of carbon compounds with emphasis on the chemistry of important functional groups. The laboratory course CHEM258 is normally elected concurrently but is not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM251**

CHEM257 Intermediate Chemistry Laboratory
This course is a continuation of CHEM 152, and it is designed to prepare students for more advanced chemistry lab courses. This course is normally taken concurrently with CHEM 251, and it fulfills part of the chemistry lab requirement for pre-medical/health studies. Students who place directly into CHEM 251 with AP/IB credit should enroll in this course without taking CHEM 152.
Offering: **Host**

Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM152 OR CHEM152Z)**

CHEM258 Organic Chemistry Laboratory
CHEM 258 is offered as an experience to reinforce the concepts learned in organic chemistry lecture courses and to provide hands-on experience to safely carry out basic organic synthesis laboratory techniques. This course will provide students with advanced experience in organic chemistry laboratory experiments. Students will learn to assemble laboratory apparatus for basic experimental techniques such as vacuum filtration, recrystallization, reflux reaction setup, simple distillation, melting point analysis, and thin layer chromatography.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Prereq: **(CHEM251 AND CHEM257)**

CHEM296 Braving the Elements: A Calderwood Seminar in Public Writing about Chemistry
Writing is hard. Writing about chemistry for a general audience is just a bit harder, but the ability to communicate technical information to the public and to policy makers has never been more important. Good chemistry writing requires a solid grasp of the science, the ability to identify the most essential concepts, and the talent to express them in non-technical, jargon-free language. All of these are learnable skills. Participants will produce pieces in a variety of short forms (e.g., essay, policy summary, annotated figure) to become better writers. In the Calderwood Seminar tradition, the course will be structured as a workshop with students serving as both writers and editors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **CHEM252**

CHEM307 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B507, MB&B307, CHEM507, PHYS317, PHYS517**
Prereq: **None**

CHEM308 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B508, MB&B308, CHEM508, PHYS318, PHYS518**
Prereq: **None**

CHEM309 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B309, CHEM509, MB&B509, PHYS339, PHYS539**
Prereq: **None**

CHEM314 Environmental Chemistry
This course is designed for students with college-level general and organic chemistry background. Examples of topics to be covered include energy production and consumption, chemical pollution and environmental clean-up, among others. Analysis and criticism of environmental literature are included.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM251 AND CHEM257**

CHEM317 Quantitative Chemical Analysis
Measurement and chemical analysis are at the very heart of the chemical sciences. Practicing chemists depend heavily on chemical analysis, as do medical professionals, environmental scientists, and many others. Quantitative chemical analysis is the science of determining "how much" -- as in, "how much toxic lead is in your drinking water?" In this course, you will first learn how to treat measured chemical data to extract meaningful information, and then we will proceed to study classical methods of chemical analysis, expanding upon your knowledge of general chemistry. A practical laboratory experience will reinforce the curriculum and build your skills as a chemist. This course is part of the required curriculum listed in the American Chemical Society Guidelines for Bachelor's Degree Programs, and this course is highly recommended for students who intend to pursue graduate studies and/or employment in a chemical discipline.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **E&ES395**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144 OR CHEM145) AND (CHEM152 OR CHEM152Z)**

CHEM317L Quantitative Chemical Analysis Laboratory
This laboratory course is designed to accompany Quantitative Chemical Analysis (CHEM 317) and provides hands-on experience with the techniques and principles covered in the lecture. This course is a required component of CHEM 317, and only students concurrently enrolled in CHEM 317 may register for this course.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **E&ES395L**
Prereq: **CHEM152**

CHEM318 Instrumental Analysis
Chemical analysis has kept pace with the advent of modern technology through the development of instruments capable of ever-improving levels of detection for both qualitative and quantitative analysis. Many students are exposed to the use and interpretation of these modern methods of chemical analysis, but this experience typically comes with little understanding of how and why these instruments work. This course will investigate instrumentation across three broad categories of analysis: electrochemical, spectrochemical, and separations. The lecture course will be supplemented with a practical laboratory experience. Instrumental analysis is part of the required curriculum listed in the American Chemical Society Guidelines for Bachelor's Degree Programs, and this course is highly recommended for students who intend to pursue graduate studies and/or employment in a chemical discipline.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **E&ES396**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM152 OR CHEM152Z)**

CHEM321 Biomedicinal Chemistry
This course is designed to explore the molecular basis of disease and treatment options. Topics will reflect the importance of chemistry and biochemistry in the advancement of medicine today and will include treatment of metabolic disorders, rational drug design, and mode of drug action. A large portion of the course will be dedicated to learning computer programs used in computational drug design as part of a final drug design project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B321**
Prereq: **(CHEM251 AND [CHEM383 or MB&B383])**

CHEM323 Biochemistry of Neurodegenerative Disease
Broadly defined, neurodegenerative disease occurs when a specific class of neuron dies and thus fails in its biological action. In this course, we will delve into the many different, intricate ways neuron death can occur and cause disease. From the chemistry of neurotransmitters, aggregation of proteins, and the collapse of neuromuscular junctions, many areas of the neurobiology can go awry. The focus of the course will be on understanding the complex interplay of small molecules and proteins that keep neurons healthy and functional. In this course, we will use current primary literature and lecture to understand the varied topics. This course aims to improve skills in reading and analysis of primary literature as well as the written and oral presentation of scientific findings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **NS&B323**
Prereq: **BIOL181 AND CHEM252**

CHEM325 Introduction to Biomolecular Structure
This course aims to provide a framework for understanding three-dimensional structures of proteins, nucleic acids, and their complexes. The first half of the course emphasizes structural modules and topological patterns in major classes of proteins and nucleic acids. The second part of the course covers novel structural motifs, such as helix-turn-helix, zinc-finger, and leucine zipper, that are responsible for recognition of specific nucleotide sequences in nucleic acids by proteins. Analysis of structures using tools available on the Web and independent exploration of protein and nucleic acid databases are strongly encouraged.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B325**
Prereq: **None**

CHEM335 Protein Folding: From Misfolding to Disease
Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B535, MB&B335, CHEM535**
Prereq: **MB&B208 OR MB&B325**

CHEM337 Physical Chemistry I
A rigorous introduction to quantum mechanics, this course covers wave mechanics, operator methods, matrix mechanics, perturbation theory, angular momentum, molecular vibrations, atomic and molecular structure, symmetry, and spectroscopy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND MATH122**

CHEM338 Physical Chemistry II
This course investigates chemical aspects of statistical mechanics and the laws of thermodynamics including free energy, chemical potential and chemical equilibria, and rates of chemical reactions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM337**

CHEM340 Quantum Chemistry
This course is an introduction to modern molecular electronic structure calculations. Through in-class lectures and in-class exercises students will become familiar with some of the most popular methods for electronic structure calculations in molecules using the Gaussian computational chemistry package. The main emphasis of the course is to provide the students with the tools to devise their own computational chemistry calculations and to be able to assess whether any given calculation is likely to provide meaningful answers to chemical questions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **CHEM540**
Prereq: **CHEM337 OR PHYS315 OR PHYS515**

CHEM345 Molecular Spectroscopy
This is a lecture/discussion course in various selected topics in modern high-resolution spectroscopy. Microwave spectroscopy, angular momentum theory, electronic spectroscopy of diatomic molecules and vibrational normal mode analysis, and other topics will be covered dependent upon class interest.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM358 Structure and Mechanism
This course will cover several important aspects of traditional and contemporary physical organic and mechanistic chemistry, including frontier molecular orbital theory and pericyclic reactions, organic photochemistry reactive intermediates (carbocations, carbanions, radicals, and carbenes), the thermodynamics and kinetics of organic reactions, and polymer chemistry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM252**

CHEM359 Advanced Organic Synthesis
The control of reactivity and selectivity to achieve specific syntheses is one of the overarching goals of organic chemistry. This course is intended to provide advanced undergraduate and graduate students in chemistry with a sufficient foundation to comprehend and use research literature in organic chemistry. Concentrating on the most important reactions and efficient synthetic methods used for organic synthesis, this course presents the material by reaction type. The planning and execution of multistep synthesis will also be included.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM251 AND CHEM252**

CHEM361 Advanced Inorganic Chemistry
This course is a survey of the chemistry of the inorganic elements, focusing on the relationship between electronic structure, physical properties, and reactivity across the periodic table. Major emphases include chemical applications of group theory in electronic structure and spectroscopy and reaction mechanisms of inorganic transformations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM252**

CHEM369 Symmetry and Its Applications in Chemistry
Symmetry concepts pervade science and lead to fundamental new insights. In chemistry, symmetry is central to understanding spectroscopy, electronic structure, and reactivity. We will develop a relatively sophisticated group theoretical approach to molecular symmetry and its applications in understanding chemical systems. Specific topics will range from relatively simple predictions of chirality to implications for reaction mechanisms to understanding how orbital and spin angular momenta couple and influence molecular properties.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM337 OR CHEM361**

CHEM373 Polymer Chemistry
The commercialization of plastics in the 20th century revolutionized our materials economy. In this course, we will examine the foundational principles of macromolecular chemistry, including polymer properties, synthesis, and characterization. Not only will we study the founding of polymer science, we'll look to the future and examine how we can design more sustainable materials.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM252**

CHEM375 Integrated Chemistry Laboratory I
This advanced lab course in chemistry involves work from the major subdisciplines: organic, inorganic, biochemistry, physical, and instrumental. Emphasis will be placed on integrated aspects of chemical synthesis, spectroscopic characterization and determination of physical properties in each exercise. Students will practice safety, scientific literacy, and scientific writing skills and will develop strong laboratory, problem solving and analytical skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM252 AND CHEM258**

CHEM376 Integrated Chemistry Laboratory II
The Integrated Laboratory sequence is a capstone for the chemistry major and is designed to provide students with: 1) documented experience in a variety of standard laboratory techniques and the operation of a range of analytical instruments; 2) advanced skills in searching, reading, and critically assessing the primary literature; and 3) practice in communicating science effectively in written, visual, and oral formats. Students, in collaboration with the course staff, develop individualized courses of study to achieve these goals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM375**

CHEM377 Chemistry of Materials and Nanomaterials
This course will provide an introduction to materials chemistry, with a special emphasis on nanomaterials. Topics covered will include colloidal metal nanomaterials; semiconductors and quantum dots; carbon nanotubes, fullerenes, and graphene; metal-organic frameworks; self-assembly and metamaterials; electron and scanning probe microscopies; and lithography. The course will also discuss applications of these materials and techniques in areas such as plasmonics and sensing, catalysis, energy generation, and medicine.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **PHYS377**
Prereq: **CHEM251**

CHEM379 Nanomaterials Lab
This course will be a combination of weekly lecture and laboratory exercises designed to introduce students to new developments in the chemistry of materials and nanomaterials. Concepts and theoretical background will be discussed during weekly lectures. Students will then apply those concepts to the preparation of materials/nanomaterials in weekly lab sections. Students will synthesize quantum dots, build solar cells, pattern surfaces using both photolithography and soft lithography, make conductive carbon nanofiber films, prepare high-temperature superconductors, and learn scanning probe microscopy techniques.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **(CHEM257 AND CHEM258)**

CHEM381 Physical Chemistry for the Life Sciences
The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of physical chemistry in the life sciences. Theory, methodology, and biophysical concepts are distributed throughout the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B381, MB&B581, ENVS382**
Prereq: **(CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

CHEM382 Practical and Theoretical NMR
Nuclear magnetic resonance (NMR) is an extremely powerful and flexible technique that can be used to analyze molecules sized from just a few atoms up to tens of thousands of atoms. This course will provide an introduction to how NMR spectroscopy works and background on the important theoretical aspects relevant for the most common NMR experiments. Time will be spent gaining practical experience in conducting NMR experiments both during and outside class. The ultimate goal of both the theoretical and hands on sections of this course is to enable you to correctly select and perform NMR experiments necessary to characterize molecules. In addition to learning how NMR hardware is used to produce spectra, we also cover important tasks like sample preparation and the finer points of data processing that will help you get better data. Beyond simple one-dimensional experiments, we will discuss a number of different multidimensional NMR experiments for determining the structures of small organic molecules, including COSY, HSQC, HMBC, and NOE. Furthermore, you will learn how protein structures are solved using 2D and 3D experiments, and how the motion of those proteins can be measured at the atomic level.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B382**
Prereq: **None**

CHEM383 Biochemistry
This rigorous introductory course to the principles and concepts of contemporary biochemistry presents both the biological and chemical perspectives. The major themes will be the structure and function of the major macromolecules (proteins, lipids, and carbohydrates), the basis and measurement of enzymatic activity, and general mammalian and plant cellular metabolism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B383**
Prereq: **CHEM252 AND MB&B208**

CHEM385 NMR as a Tool for Structure Elucidation of Organic Compounds
Nuclear Magnetic Resonance (NMR) spectroscopy has emerged as such an extremely powerful tool for structure elucidation of organic compounds that its importance cannot be overstated. Automation of NMR data collection is becoming mainstream, and this course will focus on skills associated with spectral interpretation of organic compounds without involving complex mathematical equations. The course will take off with the basic principles and theory as applicable to 1H and 13C NMR, then walk you through the tips and tricks for the analysis of spectra to identify functional groups, atom connectivity, and assignment to the molecular structure in a step-by-step manner, leading to the capability of reading an NMR spectrum to reveal the structure the way a physician reads an ECG (electrocardiogram) to know your heart's rhythm and electrical activity. The fundamentals of several 1D and 2D NMR techniques--such as DEPT, COSY, HSQC, HMBC, and NOE--and their importance in problem solving strategies for structural elucidation will be highlighted. The problem solving and analysis skills obtained by performing structural elucidation will be useful in fields beyond chemistry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM251 AND CHEM252**

CHEM386 Biological Thermodynamics
This course is addressed to undergraduate and graduate students interested in biological chemistry and structural biology. The course presents thermodynamic methods currently used to relate structure to function in biological molecules. Topics include binding curves, chemical ligand linkages, binding polynomial, cooperativity, site-specific binding processes, and allosteric effects. Several models for allosteric systems, such as the Monod-Wyman-Changeux model, the induced-fit model, and the Pauling model, are analyzed in detail. Applications of these models are illustrated for functional regulation of respiratory proteins and for protein-nucleic-acid complexes involved in control of gene expression.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B386**
Prereq: **(MATH121 AND MATH122)**

CHEM387 Enzyme Mechanisms
The chemical mechanisms involved in the action of a series of typical enzymes will be considered.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B387**
Prereq: **[CHEM383 or MB&B383]**

CHEM389 Pericyclic Reactions
Pericyclic reactions, which are also known by the name concerted organic reactions, are important topics in any chemistry postgraduate/undergraduate curriculum representing an important class of concerted processes involving pi-systems. Pericyclic reactions are governed by Woodward-Hoffmann rules. Concerted reorganization of bonding takes place throughout a cyclic array of continuously bonded atoms in these reactions. Cycloadditions, cheletropic reactions, electrocyclic reactions, sigmatropic rearrangements, and group transfer reactions are some of the major types of pericyclic reactions. Though initially considered as reactions aloof to solvent effects or the presence of catalysts, it has recently been shown that it is possible to influence pericyclic

reactions using mechanical stress, catalysts, and notably enzymes. This course will uncover all the major topics in pericyclic reactions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM251 AND CHEM252**

CHEM390 Practical Methods in Biochemistry
This course centers on currently used techniques for protein separation, characterization, and purification, such as ultracentrifugation, gel electrophoresis, and chromatography. These topics will be introduced within the general context of the behavior of macromolecules in solution. The relative stability of proteins in different media, the forces stabilizing protein structure, and the interaction of proteins will be discussed. We will explicitly consider different techniques used to study proteins. Relatively novel techniques to be discussed include surface plasmon resonance, microarray methods and mass spectrometry, and single molecule microscopy. In the course, we will go through three or four different protein purification protocols and discuss the methods used in each one. We will also touch upon the commonly used spectroscopic techniques used to characterize proteins, including absorption, fluorescence, and circular dichroism. The course will focus on biochemical techniques and understanding the physical principles underlying these techniques and will also discuss tactics for optimizing established isolation and purification procedures and for isolating and characterizing an unknown protein.

The course content is appropriate for advanced undergraduates (juniors/seniors) and beginning graduate students from chemistry, biology, molecular biophysics or MB&B.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B340**
Prereq: **[MB&B208] OR [CHEM383 or MB&B383]**

CHEM395 Structural Biology Laboratory
One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by X-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, cryo-electron microscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis, protein purification, and column chromatography. The course will provide hands-on experience with spectroscopic and biophysical methods such as fluorescence, UV-Vis absorption, X-ray crystallography, isothermal titration calorimetry, and circular dichroism as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B395, PHYS395**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM325 OR MB&B208 OR PHYS207)**

CHEM396 Molecular Modeling and Design
This course will introduce students to the practical and theoretical aspects of computationally modeling and designing biological macromolecules, with a particular emphasis on protein structures. Students will run molecular dynamics simulations with Gromacs (http://www.gromacs.org) and do protein structure predication/design with Rosetta (https://www.rosettacommons.org). Over the course of the semester students will embark on a group research project, likely related to redesigning proteins that show potential for use as drugs. Both Gromacs and Rosetta use the Mac/Linux command-line, so having some familiarity with that prior to the course would be helpful but not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM596**
Prereq: **MB&B208 OR BIOL265 OR CHEM381 OR CHEM325 OR MB&B335 OR CHEM338 OR CHEM383 OR PHYS316 OR PHYS340 OR BIOL266**

CHEM401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHEM408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHEM409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CHEM420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CHEM423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CHEM424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CHEM491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHEM492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHEM495 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

CHEM496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

CHEM500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, BIOL500, E&ES500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**
Prereq: **None**

CHEM501 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM502 Individual Tutorial for Graduates
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM504 Selected Topics, Graduate Science
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

CHEM507 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B507, MB&B307, CHEM307, PHYS317, PHYS517**
Prereq: **None**

CHEM508 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B508, MB&B308, PHYS318, PHYS518, CHEM308**
Prereq: **None**

CHEM509 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B309, CHEM309, MB&B509, PHYS339, PHYS539**
Prereq: **None**

CHEM511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHEM521 Chemistry Colloquium
Weekly seminars by distinguished national and international chemists.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CHEM535 Protein Folding: From Misfolding to Disease
Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B535, MB&B335, CHEM335**
Prereq: **MB&B208 OR MB&B325**

CHEM540 Quantum Chemistry
This course is an introduction to modern molecular electronic structure calculations. Through in-class lectures and in-class exercises students will become familiar with some of the most popular methods for electronic structure calculations in molecules using the Gaussian computational chemistry package. The main emphasis of the course is to provide the students with the tools to devise their own computational chemistry calculations and to be able to assess whether any given calculation is likely to provide meaningful answers to chemical questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **CHEM340**
Prereq: **CHEM337 OR PHYS315 OR PHYS515**

CHEM545 Modern High-Resolution Spectroscopy
This is a graduate-level lecture/discussion course in selected topics in modern high-resolution spectroscopy. Topics to be covered include microwave spectroscopy, angular momentum theory, electronic spectroscopy of diatomic molecules, and vibrational normal mode analysis. While there are no formal prerequisites for this course, a working knowledge of quantum mechanics will be assumed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM548 Seminar in Atomic and Molecular/Chemical Physics.
Weekly seminars presented jointly with the Chemistry Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **PHYS588**
Prereq: **None**

CHEM549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CHEM550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CHEM557 Seminar in Organic and Inorganic Chemistry
This graduate-level seminar in organic and inorganic chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CHEM558 Seminar in Organic and Inorganic Chemistry
This graduate-level seminar in organic and inorganic chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

CHEM561 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **OPT**

CHEM565 Physical Methods in Chemistry
An introduction to the use of physical methods to characterize the structures and dynamics of chemical systems with a particular emphasis on applications in inorganic chemistry. Topics will include a variety of spectroscopies (e.g., optical absorption, circular dichroic techniques, infrared and Raman spectroscopies, NMR techniques), small molecule X-ray crystallography, and magnetic susceptibility measurements. Group theoretical techniques will be used extensively to develop selection rules.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Prereq: **CHEM361 OR CHEM337**

CHEM571 Graduate Seminar in Chemistry
This graduate-level seminar in chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context

with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CHEM**
Prereq: **None**

CHEM587 Seminar in Biological Chemistry
This course involves weekly presentations and discussions based on current research.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B587**
Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208)**

CHEM588 Seminar in Biological Chemistry
This course involves weekly presentations and discussions based on current research.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B588**
Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208)**

CHEM594 Braving the Elements: A Calderwood Seminar in Public Writing About Chemistry
Writing is hard. Writing about chemistry for a general audience is just a bit harder, but the ability to communicate technical information to the public and to policy makers has never been more important. Good chemistry writing requires a solid grasp of the science, the ability to identify the most essential concepts, and the talent to express them in non-technical, jargon-free language. All of these are learnable skills. Participants will produce pieces in a variety of short forms (e.g., essay, policy summary, annotated figure) to become better writers. In the Calderwood Seminar tradition, the course will be structured as a workshop with students serving as both writers and editors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CHEM596 Molecular Modeling and Design
This course will introduce students to the practical and theoretical aspects of computationally modeling and designing biological macromolecules, with a particular emphasis on protein structures. Students will run molecular dynamics simulations with Gromacs (http://www.gromacs.org) and do protein structure predication/design with Rosetta (https://www.rosettacommons.org). Over the course of the semester students will embark on a group research project, likely related to redesigning proteins that show potential for use as drugs. Both Gromacs and Rosetta use the Mac/Linux command-line, so having some familiarity with that prior to the course would be helpful but not required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM396**
Prereq: **MB&B208 OR BIOL265 OR CHEM381 OR CHEM325 OR MB&B335 OR CHEM338 OR CHEM383 OR PHYS316 OR PHYS340 OR BIOL266**

CHINESE (CHIN)

CHIN101 Chinese Character Writing
This course is the lab course for Elementary Chinese I (CHIN 103) and focuses on the writing of Chinese characters. It is not a course in Chinese calligraphy but in basic writing. Strict stroke order will be introduced. About 600 Chinese characters will be covered. This is required for students who will be taking CHIN 103.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN102 Chinese Character Writing
This course supplements Elementary Chinese I (CHIN103) and focuses on the writing of Chinese characters. It is not a course in Chinese calligraphy but in basic writing. Strict stroke order will be introduced. About 600 Chinese characters will be covered.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN103 Elementary Chinese I
Elementary Chinese is an introduction to modern Chinese (Mandarin), both spoken and written. This course is designed for beginners and students who have some Chinese learning experience and would like to consolidate their foundation in Chinese. Students with significant experience speaking Chinese (any dialect) at home should enroll in CHIN105 instead of CHIN103. Students should enroll in a continuation of the course in the Spring or trailing semester to receive the full 3 course credits. Those students who do not enroll in the Spring semester will be given 1.5 credits and the grade earned at the conclusion of the Fall or initial course sequence semester. Please contact the instructor with any questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN104 Elementary Chinese II
Continuation of CHIN103, an introduction to modern Chinese, both spoken and written.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN103**

CHIN105 Elementary Chinese for Heritage Learners
This course is for students who have family backgrounds in Chinese language. It is appropriate for students who are already familiar with basic speaking and have excellent listening comprehension of any dialect of Chinese but cannot read or write. The course focuses on teaching students how to read and write Chinese characters. After this course, most students should be able to continue in second-semester Intermediate Chinese II (CHIN206) or Third-Year Chinese (CHIN218).
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN151 Living a Good Life: Chinese Lab (CLAC.50)
This optional "lab" class is intended for students (1) who have taken or are currently taking PHIL 210: Living a Good Life; and (2) who have little or no exposure to classical Chinese. Each weekly session will introduce students to aspects of the classical Chinese language--the written language of pre-20th-century China. Students will be able to read (in Chinese) and discuss (in English) key passages from the Confucian classics on which the Living a Good Life courses is partly based. No previous knowledge of Chinese (classical or modern) is necessary.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL151, CGST224**
Prereq: **None**

CHIN205 Intermediate Chinese I
This course continues an intense and engaging level of practice in listening, speaking, reading, and writing Chinese from CHIN103 and 104. We will conduct classes according to an interactive approach: between the reproductive and the performative, between role-playing and creative participation, and between oral sessions and written texts. Emphasis will be placed increasingly on expressive speaking and writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN104**

CHIN206 Intermediate Chinese II
This course continues all-round practice in listening, speaking, and writing Chinese from CHIN205. We will conduct classes according to an interactive approach: between the reproductive and the performative, between role-playing and creative participation, and between oral sessions and written texts. Emphasis will be placed increasingly on expressive speaking and writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN205**

CHIN207Z Classical Chinese I
This course introduces students to Classical Chinese, the written language of ancient China that has profoundly influenced the development of contemporary Chinese. Many idioms, proverbs, and grammatical structures in today's Chinese can be traced directly back to Classical Chinese, and its texts embody traditional Chinese thought and culture that continue to shape Chinese society today. Through the reading and analysis of selected classical texts, students will gain a deeper understanding of both the linguistic roots and the cultural foundations of modern Chinese. The course is taught primarily in Chinese. Students must have completed CHIN 206 or above to enroll. Those who have not taken a Chinese language course at Wesleyan must contact the instructor and take a Chinese placement test.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN206**

CHIN217 Third-Year Chinese I
Third-year Chinese is designed for advanced beginners who have a firm grasp of the Chinese language but a limited opportunity to expand vocabulary and fluency. The fall semester will cover a number of topics, including: smog, soft power, corruption in China, the craze of studying abroad in China, etc.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN206**

CHIN218 Third-Year Chinese II
A continuation of CHIN 217, this spring semester course will cover a number of topics, including Chinese festivals, cyberbullying and freedom of speech, left-behind children in China, privacy and security, the labor force in China, politics and identity in Taiwan, etc.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN217**

CHIN221 Fourth-Year Chinese I
This course is aimed at students who have completed six regular college semesters of Chinese courses or the equivalent. Its goal is to elevate students' language proficiency to the true advanced level. The course may use language textbooks, newspaper articles, literary texts, professional writing, academic papers, other authentic texts, television programs, and other media materials. The course will be conducted entirely in Chinese.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN218**

CHIN222 Fourth-Year Chinese II
This course is aimed at students who have completed seven regular college semesters of Chinese courses or the equivalent. Its goal is to continue elevating students' language proficiency to the true advanced level. The course may use language textbooks, newspaper articles, literary texts, professional writing, academic papers, other authentic texts, television programs, and media materials. The course will be conducted in Chinese.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN221**

CHIN223 Creative Writing in Chinese
The class will offer students a chance to use the Chinese language both communicatively and creatively in various literary genres including poetry, song lyrics, short stories, travelogues, memoir, plays, film scripts, and so on. The class is divided into three main sections. First, we will engage in close readings of some of the most interesting writings of contemporary Chinese literature that are both well-crafted and culturally significant. Second, using the class readings as reference points, the students will write their own pieces about their daily lives and dreams, oversea experiences as cultural observers, science fiction that portrays a future utopia, adaptations of Chinese ghost stories, and their imaginary lives as nonhuman animals. Third, the students will engage in dynamic class discussions and workshop each other¿s writings.

The class is not a standard advanced Chinese class. Bearing in mind that some of the most memorable Chinese poems and stories are written in simple language, participants in the class will focus on how to use the words and expressions they already know in fresh and innovative ways while expanding the horizon of their understanding of Chinese and global cultures. Native Chinese speakers, heritage speakers, and students who have taken Third Year Chinese and above can take the class and learn from each other in groups. No previous experience of creative writing is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN230 Contemporary Society in China
This is an advanced language course in which students learn by reading and discussing the articles online on various current topics. Topics include culture, academic subjects, and controversial issues. Students will learn specific vocabulary of these topics to further understand the culture and social development of China. By the end of the course, students will have improved their oral and writing proficiency in professional use of the Chinese language.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN301 A Glance at Chinese Literature and Culture
This is a general introduction to classical, modern, and contemporary Chinese literature. Students will read literary works valued greatly in Chinese history which will help frame an examination of Chinese language, literature, and culture. The values of Chinese culture that emerge in and from these texts will be discussed and contextualized.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CHIN302 Narrating China: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Narrating China: Introduction to Modern Chinese Literature (CEAS 202) course. It allows students to encounter a selection of modern and contemporary Chinese literary texts in their original Chinese. As the parent course guides students through major literary movements and themes from 20th-century China, students in the CLAC tutorial will read poems, short stories, or excerpts of longer texts from the same periods in the original Chinese. In weekly meetings, students will discuss the readings in Chinese, to delve deeper into their stylistic and linguistic characteristics unobservable in translations.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Evaluation is based on students' preparedness, participation, and formal oral presentations, and will be tailored to students' language background. If you are unsure about whether your language background is sufficient for the course, please contact the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST302**
Prereq: **None**

CHIN303 Chinese Calligraphy (CLAC.25)
This 0.25 CLAC course will provide students with a brief understanding of the art of Chinese calligraphy through calligraphy practice. They will learn about the characteristics of Chinese calligraphy from the "Four Treasures of the Study," as the tools of calligraphy (writing brush, ink stick, ink stone, and paper). They will understand the development history of Chinese calligraphy from five basic scripts of Seal (zhuanshu), Clerical (lishu), Standard (kaishu), Semi-cursive (xingshu), and Cursive (caoshu). The course focuses on imitation and practice of the Standard script kaishu. Prerequisite: Current or future Chinese class students are preferred.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST252**
Prereq: **None**

CHIN305 East Asian Culture Through Chinese Pop Music (CLAC .50)
Even after the meteoric rise of K-Pop in recent years, Mandarin Chinese Language pop music, also known as Mandopop, remains a highly popular musical genre that influences East Asian popular culture. This course introduces students to the literary history and cultural forces that shaped Chinese popular music. The songs featured in the syllabus serve as a soundtrack to the "Introduction to History: Foundations of East Asian Cultures," as the themes largely mirror the contents of the parent course.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST253, CEAS305**
Prereq: **CHIN205**

CHIN351 Classical Chinese Philosophy: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Classical Chinese Philosophy (PHIL205) course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **PHIL251, CGST251**
Prereq: **None**

CHIN401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CHIN407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHIN408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CHIN409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CHIN419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CHIN420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CHIN465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

CHIN466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

CHIN491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHIN492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CHIN501 Individual Tutorial, Graduate
Offering: **Host**
Grading: **OPT**

CHIN502 Individual Tutorial for Graduate Students
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLASSICAL STUDIES (CLST)

CLST112F Three Great Myths: Prometheus, Persephone, and Dionysus (FYS)
This course is a detailed analysis of three important myths from classical antiquity: the stories of Prometheus, Persephone, and Dionysus. Students will examine literary and visual representations from antiquity and also consider how these myths live on in the Western tradition.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST115F Crafting (Un)Ideal States: Utopias and Games of the Mind, Past and Present (FYS)
Utopias are imaginary places that promise freedom, equality, and happiness. In this course, we will look at different visions of utopian living: What kinds of hope, longing, and impulses do these utopias fulfill? What kind of social critique do they imply? How can they offer freedom and happiness while built on strict programs of biological, psychological, and social engineering? When does one's utopia become another's dystopia?

We will start with ancient Greek poetry and philosophy--Homer, tragedy, Aristophanic comedy, and Plato--to trace the beginnings of utopian thinking and the promises that it makes. In the last part of the semester, we will look at how these early seeds of utopia are recast and developed in later and contemporary literature, theory, and television shows, including Thomas More's "Utopia" and Emily St. John Mandel's "Station Eleven"; selections from T. Adorno, E. Bloch, and F. Jameson; and select episodes from "Black Mirror."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST120F From Democracy to Autocracy: Demagogues, Tyrants, and Popular Media in Ancient Greece and Rome (FYS)
Although different, the political systems of Greece and Rome, many of which serve as a model for our own government, were carefully designed to balance military, social, and political participation and empowerment, and to defend against the consolidation of power by any single citizen or group. Eventually, both Greek democracy and the Roman Republic failed. Why? This course examines in depth the political and legal structures of two ancient societies

which began with participatory or representative governments and slid toward autocracy. Drawing on a range of sources in translation (historical, legal, poetic), we will explore the emergence and evolution of political systems, from the rise of democracy in Greece to its lapse into oligarchy, and from the Roman Republic to its subversion by charismatic leaders and the advent of empire. Along the way, we will discuss the rise of a celebrity culture and the impact of the increasing importance of public spectacles and entertainments as a vehicle for the demoralization of citizens and the slide into autocracy. Where did they go wrong?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST125F Greek History (FYS)
Using primary sources wherever possible, this course will examine the development of Greek civilization from Mycenaean times through the death of Alexander the Great. Special attention will be given to the connection between political events and cultural and intellectual trends. No prior acquaintance with ancient history is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST129F Ancient Monuments: Landscape, History, and Memory (FYS)
In this course, we will examine some of the most renowned sites from Greek and Roman antiquity, such as the Parthenon and the other monuments on and near the Athenian Acropolis, the Colosseum and Forum in Rome, and Pompeii. The aim is to get a broad understanding of their significance, and so the sources will include ancient texts, modern scholarship and travel narrative, and visual representations such as drawings and photographs. We will pay particular attention to the ways in which the ancient sites interact with their surroundings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Prereq: **None**

CLST130F Looking Back, Moving Forward: Identities, Politics, and Truth-Making in Classical Antiquity (FYS)
The world of classical antiquity has been both celebrated and reviled for its role in shaping historical notions of who and what matters, and whose truths are passed into posterity. From politics and media to social identities and the creation of canon, this course will explore constructions of authority, power, and truth-making in the classical world and their echoes in modern life. How does democracy enfranchise some and marginalize others? Who has the "authority" to decide what is natural law, scientific truth, divine right? Is there a difference between truth-telling and truth-making in the stories we tell, the information we share, the art that we make?

This course will turn to a variety of materials from the ancient Greek and Roman world--including myth, literature, medicine, law, drama, archaeological sites, and monuments--to address these questions. Class, status, race, ethnicity, the marginalized "other," religion, civic identity, and the writing of history and science will emerge as central to ancient thinking and offer critical perspectives for reconsidering intersectional identities today. By looking systematically at different facets of the ancient world, we may come to a more nuanced understanding of injustices, inequities, and constructions of modernity through their ancient origins, and look critically at our current practices and perspectives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST135F Humans and Other Animals
How have humans imagined the inner lives of other animals over time? What categories and roles have human societies assigned other animals, and how have we understood our responsibilities to them? This course presents readings from the earliest examples of world literature to contemporary theory and philosophy to explore human-animal relations across cultures and historical periods.
How might these narratives and ideas inform our own relationships to other animals and our place in the planet's ecosystem? This co-taught course offers an interdisciplinary introduction to literature, animal studies, and environmental humanities, with a focus on close reading and effective academic writing.

Exemplary texts: the Sumerian epic Gilgamesh; selections from Homer's Odyssey and Vergil's Georgics; selections from the Sanskrit Ramayana; readings from Marie de France, Rilke, Kafka and J.M. Coetzee; readings on animal ethology, philosophy, and the legal status of non-human persons.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

CLST150 Translating Love (CLAC)
This "lab" course will primarily focus on creative translation from Greek and Latin erotic poetry read in the parent course as an application of translation theory from the course, and as a direct encounter with Greek and Latin language. All levels of ancient language will be accommodated, and students do not need to know both or any ancient languages to participate--they may also choose to translate into their own native language, or another language with which they have familiarity. The course will be taught in English, and all students will be introduced to ancient languages as needed, and supported in their translation activities at all levels.

This CLAC will bring together traditional ancient language pedagogy and critical translation theory in creative literary translation. We will also invite practicing translators and scholars across Wesleyan's faculty to join our discussions on literature in translation as a practice and an object of study.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST153F Single Combat in the Ancient World (FYS)
This course celebrates the clash of warriors in warfare, sport, and spectacle in the classical world. Using primary sources and archaeological evidence, the class will survey traditions of combat in ancient art, literature, and society, beginning with Greek and Near Eastern epic; the modes of warfare in Greek society; ancient Olympic combat sports; and, finally, Roman gladiator spectacle. We will examine the role of violent sport in Greek and Roman society, the reception of the competitors, and the use of these events for political or nationalistic ends. Throughout the course we will explore the flexibility of concepts such as military

ethics, "western" warfare, violence, honor, and excellence, both in the classical world and in our modern lives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP153F**
Prereq: **None**

CLST175F Hold My Wine: Drinking Culture in Ancient Greece (FYS)
Wine. Politics. Poetry. The potential for destructive behavior. All of these went hand-in-hand with the ancient Greek "symposium," or drinking party. In this course we will study this custom and the roles it played in Ancient Greek society and art, as an institution that regulated membership in elite society, a source of political and social unrest, a religious practice, an arena for the contestation of philosophical ideas, and a venue for the performance of music and poetry. In addition to the symposium itself, we will also consider related institutions, such as Spartan military feasting.

In this course, the symposium will be viewed through a variety of lenses. We will survey Greek literature from Homer down through Athenian drama and Plato. We will also study the archaeological record, with units on Greek vases and drinkware, and on the architecture of public and private drinking spaces. But the Greek symposium will itself be a lens through which we consider drinking culture in our own society, and its representation, for instance, in music and film.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST190F Beware the Ides, Beware the Hemlock: Roleplaying Crisis in Ancient Greece and Rome (FYS)
The Thirty Tyrants have at long last been expelled from Athens, and now it is up to you and your closest friends and enemies to determine the future of the greatest city-state in the Mediterranean. The conspiracy of Catiline has been uncovered, and the fate of the conspirators and of Rome rests in your hands. Two decades later, the dictator Julius Caesar has been assassinated, and it falls upon you to negotiate the Senate to decide what the People of Rome should do. Students will play in a number of "Reacting to the Past" scenarios set in ancient Greece and Rome--becoming stakeholders in these world-changing crises as they fight, speak, study, sweet-talk, and coerce their way to power over their classmates, be they allies or adversaries. This course is suitable for students of all interests and backgrounds and will offer opportunities to develop writing public-speaking, critical thinking, and persuasion skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST201 Art and Archaeology of the Bronze Age Mediterranean
This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we will explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we will survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **ARHA202, ARCP201**
Prereq: **None**

CLST202 Greek Drama: Theater and Social Justice, Ancient and Modern
This course introduces students to Greek drama as produced in its original setting in ancient Athens and then adapted in modern times. The majority of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, and Euripides, comedies by Aristophanes, and selections from Aristotle's Poetics and Plato's Republic. We will look at production practices, acting and audience experience, and the role of theater in shaping cultural values. Questions will include: How does theater as art reflect the personal, social, and political life of the Athenians? What is the connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy ¿ for its mythic characters and for its real audience? And why have we been talking about catharsis for centuries? What is the relationship between emotions, drama, and social justice? For the last part of the semester, we will turn to adaptations of Greek tragedy in the 20th and 21st centuries by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber. We will discuss how the dilemmas and emotions of tragedy are replayed in response to World War II, the South African Truth and Reconciliation Commission, PTSD, and consumer culture, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **THEA202**
Prereq: **None**

CLST205 Gods, Heroes, and Chaos!: An Introduction to Greek and Roman Mythology
This class will dive into the wild and tumultuous world of ancient Greek and Roman mythology to begin to understand its impact on culture and identity in both the ancient and modern world, reading primary source literature, looking at iconography and material culture, and studying later examples of mythological reception. Primary sources span mythical stories of the creation of the universe and the gods themselves; the dramatic exploits, interrelationships, and depictions of the gods; the careers of major heroes and heroines; and the myth of the Trojan war and its long aftermath. While we read ancient works, we will discuss the impact of mythology on religious and cultural practices, history, cultural identity, art, politics, and day-to-day life. We will also discuss the enduring influence these myths have on modern culture -- for better and for worse -- in today's politics, culture and art. Students will acquire mythological literacy, to understand the language of myth itself in both the ancient and modern world, to be able to read the impact myth continues to have on the way we define the natural world, the divine, and humanity's place in the universe. This course counts towards the Literature and Performance track of the Classics major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **WLIT253, RELI235**
Prereq: **None**

CLST205Z Myths, Monsters, and Misogyny: An Introduction to Greek and Roman Mythology
In this class we will read literary versions of myths from Greece and Rome and look at representations in ancient and later art. Starting with myths of creation,

we will move on to look at the individual gods and goddesses, their powers, and their place in ancient religion, then to the often perilous interactions of humans and gods. In the second half of the semester, we will concentrate on the heroes and heroines of mythology, ending with the Trojan War and its aftermath. The course aims to give a basic grounding in the stories and the images--creating mythologically literate students. As that analogy implies, we will also analyze myths as a system of communication and consider how these myths portray the world, the divine, and the place of men and women in relation to the gods, to nature, and to society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST214 Survey of Greek Archaeology and Art
This course introduces the art and archaeology of Greek civilization from Mycenaean palaces of the Bronze Age, to tombs of warriors and battlefields of Marathon, through the theatrical and political centers of democratic Athens. Throughout the semester we will survey the major archaeological sites (civic and cultic) for each period and study development of sculpture, painting, ceramics, and architectural trends in light of political (propaganda!) and social changes. More than a tour of monuments and mosaics, however, this course will show students how to interpret and apply literature, material science, anthropology, and art history to address archaeological questions, and to consider the relationship (ancient and modern) between social trends and material evidence.

This course counts toward the archaeology/archaeology science track.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARHA203, ARCP214**
Prereq: **None**

CLST215 Religion and Politics in Early Christianity
The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI215, MDST215**
Prereq: **None**

CLST217 Philosophical Classics I: Ancient Western Philosophy
This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL201, COL359**
Prereq: **None**

CLST220 Homer and the Epic
In this course we will read both the Iliad and the Odyssey (in English translation). These two great epics are recognized as the first major texts of the Western literary tradition, and they have had an incalculable influence on everything from literature, to history, to the visual arts. Through a close reading of both epics, we will consider issues such as Homeric composition and poetic practice, heroes and the heroic code, the relation between humans and gods, the role of fate, and the structure of Homeric society (e.g., the status of women; clan and community). We will also read a number of contemporary critical essays to help us frame our discussions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST220Z Homer and the Epic
IN-PERSON COURSE: 10:00am-noon and 1:00pm-3:00pm, Monday through Friday. Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings.

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Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ENGL219Z**
Prereq: **None**

CLST221 Law, Politics, and Order in the Ancient World
Legal texts -- law codes, decrees, and edicts, juristic discussions, law court cases -- help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek and Roman legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, rights versus responsibilities, and the possibility of freedom and happiness -- some

more progressive than our own. In an era when many of our institutions and conventions appear open to challenge, the classical sources offer alternate legal and social ways of thinking, and new tools for understanding our own time.

This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through narratives and case studies, we will examine Greek and Roman approaches to thorny legal issues that are still contested today: women's rights, wartime codes, the right to trial, torture, capital punishment, and immigration and citizenship, among others. The ancient sources will be brought into dialogue with current cases and debates. We will also explore the construction of constitutional frameworks and see how these are deployed alongside religious beliefs and collective mores to cultivate "civic thinking."

For CLST Major requirements and for Classics/CCIV Major requirements, this course falls under the History, Politics, and Social Justice track.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST221Z Whose Rights? Law, Personhood, and Democracy, Ancient & Modern
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

Legal texts--law codes, decrees, and edicts, juristic discussions, law court cases--help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, rights versus responsibilities, and the possibility of freedom and happiness--some more progressive than our own. In an era when many of our institutions and conventions appear open to challenge, the classical sources offer alternate legal and social ways of thinking, and new tools for understanding our own time.

This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through laws, narratives, and case studies, we will examine Greek approaches to thorny legal issues that are still contested today: the right to trial, women's rights, democratic (dis)enfranchisement, torture and confession, imprisonment, capital punishment, immigration and citizenship, and the "equity" of law, among others. The ancient sources will be brought into dialogue with current cases and debates. We will also explore the construction of constitutional frameworks and see how these are deployed alongside religious beliefs and collective mores to cultivate "civic thinking."

On the last day of the course we will hold a mock trial.

For Classics/CCIV Major requirements, this course falls under the History/Social Justice track
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST223 Survey of Roman Archaeology and Art
This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the archaeological evidence illustrating the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA207, ARCP223**
Prereq: **None**

CLST225 Witches & Magic in Ancient Literature
This course will look at the role of magic and witchcraft in the culture and literature of the ancient world. What is "magic," who is a "witch," and how do these categories change through the centuries and fit into the cultures of ancient Greece and Rome? Using examples from material culture and different genres of literature (epic, philosophy, history, tragedy, elegy, satire, etc.), this course will examine the social function of magic, the complex relationship between magic/religion, the role of magic and the witch archetype in ancient literature, and how the witch relates to societal systems of gender, sexuality, and colonialism. Through understanding magic and witches' position in the ancient world, this course will provide critical insight into their reverberation through modern society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Prereq: **None**

CLST227 Humans and Other Animals
How have humans imagined the inner lives of other animals over time? What categories and roles have human societies assigned other animals, and how have we understood our responsibilities to them? This course presents readings from the earliest examples of world literature to contemporary theory and philosophy to explore human-animal relations across cultures and historical periods. How might these narratives and ideas inform our own relationships to other animals and our place in the planet's ecosystem? This co-taught course offers an interdisciplinary introduction to literature, animal studies, and environmental humanities, with a focus on close reading and effective academic writing.

Exemplary texts: the Sumerian epic Gilgamesh; selections from Homer's Odyssey and Vergil's Georgics; selections from the Sanskrit Ramayana; readings from

Marie de France, Rilke, Kafka and J.M. Coetzee; readings on animal ethology, philosophy, and the legal status of non-human persons.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **COL224**
Prereq: **None**

CLST228 Classical Allusions in Film
This course surveys the influence of classical antiquity on Western filmmaking from the late 1970s to the present day, with an emphasis on exploring the ways in which filmmakers allude to and encounter classical themes, settings, characters, history, and literature in their works. Classical mythology and history have been a source of fascination for filmmakers since the beginning of filmmaking itself. Ben Hur (1907), Quo Vadis (1913) and Cabiria (1914) were all silent but ambitious films depicting aspects of classical antiquity on an epic scale that would have a profound impact on the classical blockbusters of the 1950s and 1960s. Cecil B. DeMille reintroduced the classical model with Ten Commandments (1956), and the epic(ally expensive) Ben-Hur (1959), Spartacus (1960), and Cleopatra (1963) would follow under other directors. These films can be analyzed for their interpretation of ancient material; their contemporary political subtexts and attitudes towards race, ethnicity, and gender; and their influence on the way 20th century Western cultures viewed Greco-Roman antiquity. Other film classics depicted an ancient world that ranged from dreamlike (Fellini's Satyricon [1969]) to pornographic (Caligula [1979]), to fantastical (Clash of the Titans [1981]). We will briefly examine these films as a springboard for looking at late-20th and early-21st century adaptations of classical material.

Classical material in film regained popularity in the 2000s: Gladiator (2000), Troy (2004), Alexander (2004), 300 (2006), Clash of the Titans (2010), and Pompeii (2014), and the 2016 remake of Ben Hur. But beyond these obviously classically-inspired films, situated as they are in a version of classical antiquity, there are other modern films that draw less obviously on classical material. O Brother Where Art Thou? (2001) takes the Odyssey from Homer's Mediterranean world and drops it into Depression-era Southern America. Chi-raq resituates Aristophanes' Lysistrata in gang-ravaged Chicago. The Star Wars (1977-83) and Hunger Games (2012-15) trilogies use a reimagined Roman Empire to comment on spectacle and society in contemporary America.

We will study these films and others to analyze the trajectory of classical allusion in modern film: why do directors continue to revisit classical antiquity? What themes are pervasive? How do ancient archetypes like the seductive queen, evil sorceress, noble enslaved man, old philosopher, and debauched aristocrat help characterize modern film characters? What is the difference between adaptation and inspiration? How closely must modern interpretations cleave to the ancient material to be deemed "acceptable" by scholars and enthusiasts? How do these interpretations reshape our understanding of the ancient material? And why is classical antiquity still so compelling today?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST231 Greek History
This course explores the development of Greek civilization from the Bronze Age Mycenaeans to the death of Alexander the Great. We will ask big questions: What did democracy mean in the ancient world? How did war shape political life and cultural values? Why did Greek city-states rise, flourish, and sometimes go to war with one another? These questions will be explored through close engagement with primary literature as well as evidence from art and archaeology. Readings in translation include works by Homer, Herodotus, Thucydides, Aeschylus, Sophocles, and Euripides. No previous knowledge of ancient Greece or classical antiquity is required.

This course fulfills the requirement for an Ancient History Survey course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **HIST204**
Prereq: **None**

CLST232 Roman History
This course traces the history of Rome from its foundation, through its rise as an Italic and Mediterranean power, up to the transfer of the empire to Constantinople. It focuses on the political, military, and social achievements of the Roman people and the contributions of its principal historical figures, from the legendary kings of the regal period, to Republican leaders such as Marius, Sulla, Pompey, and Caesar, through Augustus and the establishment of the principate and subsequent emperors such as Vespasian, Hadrian, and Diocletian. This course will fall under the History/Social Justice track.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **HIST205**
Prereq: **None**

CLST234 Art and Society in Ancient Pompeii
This seminar surveys the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from their participation in local politics and government, to their religious beliefs and lives, to the interior decoration of their homes and their burial customs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP234, ARHA206**
Prereq: **None**

CLST235 Greeks-Romans-Christians
Western civilization emerged, in part, out of the achievements of ancient Greeks, Romans, and Christians. Art, architecture, philosophy, and literature were all forged in a crucible of clashing cultures. This course will introduce students to the religious worlds of Greek, Roman, and Christian antiquity. Attention will be given to the mythologies of the gods and cultic practices of the people, including religious sanctuaries, festivals, and sacrifices; divination, magic, and the mysteries; philosophy, ethics, and theology. We will conclude with an assessment of the rise and eventual triumph of Christians, their appropriation and critique of Greco-Roman culture, and their obsession with martyrdom and the cult of the dead.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI231**
Prereq: **None**

CLST244 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt
This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we will examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP244, ARHA201**
Prereq: **None**

CLST245 The Archaeology of Ancient Foodways
Bread, wine, olive oil, fish sauce -- what did it mean to eat in the ancient Mediterranean world? In this course, we explore the archaeology of food in ancient Greece and Rome, from farms and vineyards to markets and banquets. Using archaeological evidence, primary literature, and theoretical approaches, we examine how food production, trade networks, and dining practices reflected and reinforced social hierarchies and cultural values. The course will also employ digital mapping tools to trace the movement of ingredients around the Mediterranean and help us reflect on how global food systems shape our own consumption habits.

This course satisfies the Archaeology and Archaeological Science requirements for the Classical Studies major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP245**
Prereq: **None**

CLST247 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"--one of the most persistent stories in history--using the very texts in which it was first articulated. We will work with selections from a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea, and many others--to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL247, HIST247, MDST249**
Prereq: **None**

CLST248 Language Matters: Etymology and the Roots of Social Injustice
Etymology is a course designed to prepare students for disciplines outside what is traditionally considered "classics." The course will provide a strategic presentation of key Latin and Greek roots, constructions, and linguistic frameworks, which pervade the terminology of numerous fields and disciplines: law, medicine, biology, ecology, sociology, religion, and many more.

This course is a history of words: how they are formed, what they mean, and how they change and change us. In addition to teaching how to deconstruct terminology, the course will explore the origins and evolution of many of the commonly used modern terms in their original historical contexts, providing a glimpse into the rich background that gave rise to their use and meaning today.

Each week we will focus on a specific modern discipline, our "unit." Mondays and Wednesdays will be devoted to the workings of the language itself. We will examine how Greek and Latin roots make up the technical language of that discipline, so that students learn to identify, break down, and understand such terminology and its uses. 2020 is an important year: social justice and how we talk about it, language itself, is a political issue as we come to the presidential election. On Fridays we will explore a divisive issue confronting each discipline today and investigate the roots of the problem in antiquity. Topics include: biological race, abortion, debt slavery, climate crisis, extinction, deforestation, the First Amendment, and many others. By thinking about the roots and words that shaped and expressed Greek and Roman ideas, as well as how they negotiated important social, political, legal, medical, and environmental issues, we can understand better the crucial issues facing our own language and society.

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

CLST249 Classics Beyond Whiteness
This course offers a vision of "classics" that decenters the white, elite, and masculine in favor of a more egalitarian approach to the discipline. Students will interrogate misconceptions that ancient Greeks and Romans were white, race and ethnicity in Graeco-Roman societies, the role of classics in modern racial politics, the name of "classics" itself, and non-white approaches to classics. This course considers race as social construct; white supremacy, fragility, and privilege; and critical-race theoretical study of ancient cultures. For CLST Major requirements and for Classics/CCIV Major requirements, this course falls under the History, Politics, and Social Justice track
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST250 Comedy in Translation
The American comic tradition starts here. Raunchy comedies like Bridesmaids or American Pie, melodramatic sitcoms like Modern Family, and super-"meta" shows like Parks and Rec ultimately find their roots in the raunchy comedy of Aristophanes, the melodramatic sitcoms of Menander, and the often-"meta" plays of Plautus and Terence. This class will involve the reading (in translation), discussion, and performance of some of these playwrights' weirdest and funniest plays, culminating in public presentation (by you!) of adaptations of plays.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST252 Ancient Epic and Gangster Film
This course explores the limits of epic in different historical contexts and media: Classical epic poetry (Greek and Roman) and gangster film traditions from the US, Europe, and Asia. How do these works define or align themselves with epic as a genre? What are their characteristics, and how do audiences participate in creating them? Primary material will include classical epics (the Iliad, Ovid's Metamorphoses), drama and literary criticism (Sophocles, Aristotle), and contemporary film and television, with critical and theoretical bibliography.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST255 Democracy and its Discontents
Today we are confronting enormous questions about democracy: how it is defined, how it is practiced, and, in some places, whether it can survive. Such questions, however, are not new. From its inception in ancient Athens through centuries of political development, democracy has drawn both fervent support and intense criticism. In this class we will read a selection of ancient and modern sources as a basis for our discussion of fundamental issues such as participation vs. representation, citizenship and civic responsibility, and the tension between private and public interests.

Readings will include selections from ancient sources such as Herodotus, Thucydides, Plato and Aristotle and modern scholars such as Paul Cartledge, Melissa Lane, Josiah Ober and Kurt Raaflaub.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST256 Xenia, Xenophobia, Immigration, Empire
In Greek and Roman literature, as in modern society, social tension and xenophobia often go hand-in-hand. The importance of "Xenia," guest-friendship, permeates ancient Greek mythology and literature, stressing an imperative to treat foreigners (and foreign hosts) with kindness, care, and generosity, while on the flipside, a lack of respect or failure to observe xenia can have disastrous results. In historical texts and political messaging of ancient Rome, Xenophobia abounds, from Julius Caesar's commentaries that paint a portrait of a land and people that is at times wildly dangerous, at others compliant and seemingly grateful for Roman control, depending on which "spin" will make the best case for continuing his lengthy and expensive colonial warfare.

This type of political messaging surrounding foreign and immigrant populations continues to dominate campaigns, administrations, and news cycles today. In this class, students will read selections from different genres of Greek and Roman literature to look at how "othered" characters and depictions of foreign cultures reflect attitudes towards colonized populations, Greek and Roman cultural identity, and the concept of imperial expansion itself, among other sociopolitical issues. The course will also look at the historical context of the events and people represented -- symbolically, allegorically, or literally -- in contemporary primary sources.

This course satisfies the History, Politics, and Social Justice track.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CLST257 Plato's REPUBLIC
"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's Republic. No other work in the Western tradition can lay claim to setting the tone so influentially for the development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today--on matters of ethics, politics, moral psychology, epistemology, metaphysics, and aesthetics--receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of The Republic alongside various perspectives that have been taken on this magisterial work in contemporary philosophy, journalism, and literature. We will focus on The Republic primarily as a work of moral psychology by investigating the topical question of the dialogue: Why is it better to live justly rather than unjustly? For Plato, a just life is one governed by the pursuit of wisdom or learning, and this he believes will also be a psychologically healthy one. By contrast, a life governed by the indiscriminate pursuit of power--the life of a tyrant--is psychologically corrupted. These are bold claims. What is Plato's argument for them? In raising this question, we will consider the political project Plato embarks upon in the Republic in constructing a just society, as well as connected issues he raises in the dialogue concerning the nature of human motivation, the distinction between belief and knowledge, the distinction between appearance and reality, the importance of a proper education to the human good, and the role of art and beauty in furthering the common good. Alongside Plato, we will read various works of secondary literature, journalistic pieces, and works of fiction this semester, all inspired by The Republic.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL303, COL341**
Prereq: **None**

CLST260 The Archaeology of Identities in the Ancient Mediterranean and Beyond
Human beings all hold a wide range of socially constructed and physically lived identities, expressed and experienced sometimes continuously and simultaneously, and sometimes only occasionally under specific circumstances. These identities might include, but are not limited to, race, ethnicity, gender, sexuality, social status, occupation, and health. Many of these identities, expressed and experienced in various tangible and intangible ways in our lived reality, can only be accessed indirectly through the physical proxy of the archaeological record when it comes to people living in the past. This course will explore a variety of archaeological methodologies for accessing the social identities of past lives, as well as the sometimes problematic role that archaeology has played in this type of research over the course of the 20th and 21st centuries (is ancient DNA bringing us back full circle to scientific racism?). The primary focus of the course will be on the ancient Mediterranean, with additional case studies drawn from other parts of the world serving to illustrate the cross-regional applicability of approaches to past identities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP255**
Prereq: **None**

CLST267 Disaster, Destruction, and Resilience in the Ancient World
How did ancient societies confront catastrophe, and what can we learn from their responses? This course explores themes related to natural and human-caused disasters in the ancient Mediterranean world, including earthquakes, volcanic eruptions, fires, floods, plagues, droughts, and famines. Drawing on archaeological and literary evidence, we will examine the causes and aftermaths of events like the eruption of Vesuvius, the floods and fires of Rome, the Antonine Plague, and more. Through these case studies we will deepen our understanding of ancient experiences of risk, vulnerability, and resilience, and inform our own attitudes toward disasters in our modern world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP268**
Prereq: **None**

CLST270 Ancient Jewish Mysticism
This course examines how ancient Israelite/Judahite communities (Bronze Age through the Iron Age) imagined, accessed, and managed the "invisible world": the dead, hostile spirits/demons, divine messages about the future, and the binding power of spoken formulas (oaths, blessings, curses). Rather than treating "mysticism" as later contemplative tradition, we use the term in a deliberately narrow, historical sense: ritual and textual techniques meant to cross or manipulate the boundary between human and nonhuman realms -- especially under conditions of threat, uncertainty, or political pressure. Working historically and comparatively, we read biblical texts alongside contemporary ancient Near Eastern ritual and inscriptional evidence (Akkadian, Aramaic, Sumerian, Ugaritic), asking: What practices do the texts presuppose? What do polemics against "illicit" rites reveal about what people actually did? How do treaties, curses, and apotropaic objects encode beliefs about divine enforcement? And how does material culture (amulets, inscriptions, ritual installations) complicate strictly "literary" reconstructions?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI260, CJST260**
Prereq: **None**

CLST275 Horror in Ancient Greece, Rome, and the Movies
A question from the notorious slasher-killer of the Scream franchise, Ghostface, will elicit a different response from whoever picks up the phone: "what's your favorite scary movie?" We might just as well ask: why do you, why do any of us, actively seek out the discomfort of fear as entertainment in the first place? "Horror" as a genre is not the invention of 20th-century cinema. Ancient Greek tragedy, for example, employs horror to provoke catharsis in its audience, but it also applies the horrifying as allegory for contemporary sociopolitical problems; likewise, ancient Roman texts are filled with horror across different genres. The same themes that make horror effective in ancient Greece and Rome persist in modern horror films. This course will look at horror in ancient Greek and Roman texts as compared to modern horror cinema. How do the family dynamics in Stanley Kubrick's The Shining or Ari Aster's Hereditary reflect the intergenerational trauma in tragedies like Euripides' Heracles, Aeschylus' Agamemnon, or Seneca's Thyestes? What is the significance and allure behind "body horror" pervading so many horror films and ancient Greek and Roman texts? Why does so much horror surround a fear of the "other"? Different motifs and forms of horror manifest in ancient texts and modern films to communicate complex truths about their respective societies, and they also reflect broader existential questions about human existence. Applying theory from scholars such as Bergson, Deleuze, and Guattari, as well as secondary scholarship examining Greek and Roman examples of horror, this course will examine the effect that horror has on its audience, why we can't look away, and what our fear can tell us about society and our ourselves.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST280 Social Justice Warriors: Inequality, Injustice, and Activism from Antiquity to Today
We tend to think of social justice as a modern preoccupation, but many Greek and Roman politicians, thinkers, and activists identified and attempted to alleviate issues of inequality, unequal distribution of power, and access to resources. Each week we will explore a divisive issue confronting America today and investigate its roots in antiquity. Topics include political representation, land rights, biological race and slavery, abortion, debt, climate crisis, extinction, deforestation, free speech, and many others.

Through a mixture of historical research and academic roleplaying of moments of political crisis, we will explore the roots of these issues and how ancient societies attempted to navigate them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST283 Off with its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase--as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit.

The course falls under the Archaeology/Archaeological Science track of the Classics/CCIV Major requirements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP285, ARHA204**
Prereq: **None**

CLST285 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short

stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT280, GRST280, RL&L279, RUSS281, ENGL220**
Prereq: **None**

CLST315 Love in Antiquity: Eros in Translation
This course examines how Roman poets adapted and transformed Greek models such as Sappho. How did love elegy become the dominant new genre in Roman literary culture of the mid first century BCE? What does love poetry tell us about gender politics and sexual identities in the ancient world? Students will read Greek and Roman love elegy in translation and scholarship to understand the innovations of the Roman elegists in their social context. This course will also engage with the long translation tradition into English and theoretical discourses surrounding translation. There will be opportunities to explore creative translation and bring in other language traditions and new media interpretations through an associated .25 credit CLAC.

Aims and Learning Outcomes:

- Understand the literary historical context of Roman elegy and its models

- Analyze and appreciate Greek and Roman poetry and poetic conventions

- Understand principles and issues of literary translation

- Develop a clear and effective scholarly writing style

- Enhance independent research skills in literature

- Experiment with literary translation into other languages and across media
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST321 Law, Personhood, and Democracy, Ancient & Modern
Legal texts -- law codes, decrees, and edicts, juristic discussions, law court cases -- help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, personhood in law and ethics, rights versus responsibilities, and the possibility of freedom and happiness -- some more progressive than our own. In an era when many of our democratic institutions and conventions are challenged, the classical sources offer alternate legal and social ways of thinking, and new tools for rethinking our own time. This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through narratives and case studies, we will examine Greek approaches to thorny legal issues that are still contested today: women's rights, freedom of gender and sexual expression, the right to trial, torture and coerced confession, immigration and the right to citizenship, foundational "myths" (and lies), and conspiracy theories, among others. The ancient sources will be brought into dialogue with US supreme court opinions and debates on these issues. We will also explore how constitutional frameworks are constructed and deployed alongside religious and moral beliefs -- whether that be overtly or covertly --0 to cultivate "civic thinking." For CLST Major requirements, this course falls under the History, Politics, and Social Justice track.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **COL369**
Prereq: **None**

CLST324 Tales of Hope or States of Delusion? Utopias, Past and Present
Utopias are imaginary places that promise freedom, happiness, and justice. In this course, we will look at different visions of utopian living: What kinds of longing and impulses do different utopias fulfill? What kind of social critique do they imply? How can they offer freedom and happiness, while built on strict programs of biological, psychological, and social engineering? What makes for the distinction between utopia and dystopia?

We will start with ancient Greek poetry, drama, and philosophy--Homer, tragedy, Aristophanic comedy, and Plato--to trace the beginnings of utopian thinking, its promises and failures. In the last part of the semester, we will look at how these early seeds of utopia are recast and developed in later and contemporary literature, theory, and shows, including Thomas More's "Utopia," and Emily St. John Mandel "Station Eleven"; selections from T. Adorno, E. Bloch, J. Rawls, R. Nozick, and F. Jameson; and episodes from Black Mirror.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST327 Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern
The first plays in the history of theater feature transgressive acts: murder, illicit sex, violence, and torture. Action-packed, gory, and heart-wrenching, these spectacles of mass entertainment were also staged specifically to ¿train¿ citizens to be thoughtful legislators, jurists, and policy makers. They were deliberately crafted to make audiences grapple with demanding questions -- legal, social, and ethical: the ¿laws¿ of war; discrimination (based on gender, class, ethnic background); privacy and political participation; confession, guilt, and punishment; anger and sympathy in decision-making, and much more.

In this course, we will read a selection of Greek plays, ancient and modern critical works, and modern adaptations to consider the role of theater in politics, aesthetics, and social and emotional conditioning.

Readings from antiquity will include plays by Aeschylus, Sophocles, Euripides, and Aristophanes and readings from Plato and Aristotle. Modern works will include plays and writings by Jean-Paul Sartre, Bertolt Brecht, Sara Uribe, and Luis Alfaro, and movie adaptations.

This course will fall under the Literature and Performance & and History/Social Justice tracks.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **THEA327**
Prereq: **None**

CLST329 Roman Villa Life
This seminar will explore life in the Roman countryside, from the luxurious suburban villas near major urban centers to working estates in Italy and the Roman provinces. The course will begin with a general survey of Roman villa life and then move to a more focused inquiry into specific topics including art and architecture, production, slave life, and transportation. Readings will be drawn from ancient literary sources, inscriptions, and modern social and archaeological studies. The course is intended for students from a variety of disciplines and backgrounds, but some knowledge of the Roman world is recommended.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP329**
Prereq: **None**

CLST330 Classical Studies Today: Writing for a General Audience
This will be a seminar for junior and senior departmental majors, offered in association with the Calderwood Seminars in Public Writing. The purpose of the class is to have students write about scholarly issues in a way that makes them accessible to broad non-specialist audiences. This practice is what one scholar has called "responsible popularization." The course will concentrate on writing and public presentations, and each week the students will take alternating roles as writers and editors. The work load consists of reading scholarly articles or book chapters, on academic topics from Classical Studies, and re-work them in compact genres like personal essays, op-eds, blog posts,and reviews. For the final project, the students will form teams of two, each of which will interview an eminent Classical scholar of their choice and produce a brief profile.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST335 Art and Society in Ancient Pompeii
Buried by the eruption of Mt. Vesuvius in 79 AD and rediscovered in the mid-18th century, the once ordinary city of Pompeii is now an extraordinary laboratory for the study of ancient Roman life. This seminar surveys the art, architecture, and material remains of Pompeii and other cities destroyed by the eruption. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the political, social, and commercial life of a small Roman city and examine the unique evidence for reconstructing the private lives of Roman citizens.

This course fulfills the Archaeology and Archaeology Science track of the Classical Studies major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP335, ARHA335**
Prereq: **None**

CLST338 Economies of Ancient Port Cities: Trade, Mobility, and Identity
This course explores urban life in ancient Mediterranean port cities, where harbors facilitated connectivity and long-distance trade and created cities that were defined by multicultural exchange and constantly reshaping identities. Through case studies drawn from Greek and Roman sites, the class will examine the lives of residents and port workers, focusing on themes such as trade, urban development, art, religion, food, and spectacle. With an emphasis on the archaeological material left behind, the course also explores how narratives about the past are shaped by the nature of surviving evidence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **ARCP338, ARHA219**
Prereq: **None**

CLST340 Daemons, Enigmas, and the Cosmic Image: Classical and Modern Allegory
Allegories are everywhere--from novels, art, and philosophy to news, political rhetoric and the law. They confront us as something strange, as overly baroque or disappointingly simplistic, as a symbolic mystery that becomes blandly prosaic once the proper interpretive key has been found. Allegories can be abstract and ethereal (e.g. Dante traveling through the heavenly spheres), but they can also make abstract ideas concrete: the idea of justice becomes the Roman goddess Iustitia, blindfolded, holding a sword and a set of scales, a statue in front of a courthouse. They try to explain life's complexities, but the stories they tell are much stranger than the lives that we live: the insatiable longing for our significant other is really the search for our other true half, since once we were round creatures rolling happily around but were cut in half by Zeus for our transgressions. What are these allegorical texts doing for us, and why are they doing it in such bewildering ways?

This course looks at the persistence of allegory. We will inquire into its origins in the Classical world, and we will try to understand how it has been found (or made) useful by writers and literary theorists in the 20th and 21st centuries.

The texts that interest us will make simple things mysterious and mysterious things simple, transforming the imaginable into the visible and the visible into the imaginary. And we will try to find our way through this mode of writing and of reading that insistently brings opposites together, connecting different realms of experience, knowledge, and language in ways that both produce and defy sense.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL340**
Prereq: **None**

CLST341 Visualizing the Classical
This project-based learning course integrates archaeology, classical texts, and the technologies of virtual construction to rebuild the material remains of the ancient world. Student teams will draw upon theories of urban design, engineering, and performance theory to create a material or virtual reconstruction of a classical built environment or object. Through the reconstruction of such spaces, we will explore how the ancient builders and craftsmen--through landscape, sound, light, functionality/monumentality, and spatial relationships--shaped the experience of the ancient viewer.

The course is divided into three modules. The first module will use case studies to survey the principles of archaeological reconstruction and explore the concepts and language of design and planning used by archaeologists and design specialists. These case studies will range from Greek and Roman temples, to city blocks and houses, to public spaces for entertainment or governance. In the second module, a series of technology workshops and in-class projects will give students hands-on training in the analytical mapping, modeling, interpretive, and reconstructive approaches such as ArcGIS, CAD, Sketchup and 3D printing. This practical training will form the foundation for the third module, during which student teams will apply these technologies to collaborate on the reconstruction of an ancient built environment or object. During this section of the course, students will discuss and collectively troubleshoot the problems of design and reconstruction they encounter as they go. Students will present their work at the end of the course, and discussion will focus on the insight that the process of reconstruction has offered into principles of ancient design and the values of ancient communities.

This seminar will be of interest to students with experience in classical studies, archaeology, studio arts, and digital design.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP341, ARHA205**
Prereq: **None**

CLST345 Fighting Words: War in Ancient Greek and Roman Literature
War features in ancient Greek and Roman literature across genres, from historiography and political speeches to epic poetry and tragedy -- and beyond. Herodotus, history's first historian, begins his work The Persian Wars by claiming that he is writing "in order that the memory of the past may not be blotted out from among men by time, and that great and marvelous deeds done by Greeks and foreigners and especially the reason why they warred against each other may not lack renown" (I.i). But the mission, meaning, and impact of literary accounts of war is much more complex and multifaceted than simply preserving historical accounts. What does ancient literature about war, holistically and through different generic and narratological approaches, tell us about war's place in these cultures?

This course will look at how and why certain themes are expressed across different genres, including cultural identity, propaganda, figured speech, PTSD, and colonization. Employing the critical lens of narratology, post-structuralism, and postcolonialism, this course will aim to look at the subtle complexities of the representation of warfare in different ancient Greek and Roman works, working through the multifaceted cultural messaging expressed in different authors and genres. Using a diverse selection of texts, material culture, and students' independent juxtaposition of these works with modern war narratives, this course will examine the complex relationship in ancient Greek and Roman society between literature, warfare, colonization, cultural memory, and cultural identity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST352 Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean
This course brings a blend of ethnographic, environmental, philological, and scientific frameworks to the study of ancient medicine. For the first half of the class, students will explore the theories and concepts of medicine and the body in classical antiquity from Hippocrates to Galen. Students will tackle case studies (e.g., treatment of war wounds, epilepsy, gynecological ailments) and suggest appropriate treatments. The second half of the course will focus on medicinal plants as discussed in Dioscorides, considering their ecology, archaeology, and phytochemistry, with hands-on lab modules in which students will learn how to extract and analyze bioactive compounds of medicinal plant species. In final group-based projects, students will present a "plant biography," tracking the arc of the medicinal and cultural uses of a particular species from the ancient Mediterranean to the present day.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP352**
Prereq: **None**

CLST363 Body Politics: Desire, Sexualities, and Gender, Past and Present
Sexuality as a category to define, construct, and control the "self" has been seen as a product of the 18th and 19th century. This course turns to ancient Greek society to look at body politics before sexuality and to examine the different ways in which sex and gender are experienced and constructed.

We will approach sex and gender roles as organizing principles of private and public life. Using literary, scientific, historical, legal, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution, adultery); and ideas regarding desire, self-control, masculinity and femininity, and their cultivation in social and political contexts. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course by looking at theoretical approaches and contemporary movements and debates. We will end by looking at how ideas about sexuality in classical antiquity were used in Romer v. Evans, otherwise known as the 1993 Colorado Gay Rights Case.

For CLST Major requirements, this course counts toward the concentrations of Literature and Performance and History, Politics, and Social Justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **FGSS363, COL364**

Prereq: **None**

CLST383 Off with Its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase -- as objét d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit. The course falls under the Archaeology/Archaeological Science track of the CLST Major requirements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **ARCP383, ARHA228**
Prereq: **None**

CLST390 Making Rome: Monuments of Life in Ancient Rome
The Colosseum, the Circus Maximus, and the Forum are just the most famous monuments to adorn the ancient city of Rome: its streets and temples were cluttered with honorific statues, dedications, and inscriptions; monumental fountains marked the terminus of the great aqueducts supplying the city and its public baths; shops and markets jostled with shrines and workshops in the public plazas; and public works like harbors and warehouses ensured a steady flow of food, wine, and materials into the city. Through in-depth research into the literary and archaeological record of Rome students will examine these monuments in the context of their original urban spaces and reconstruct them digitally or through other visual and written media.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **ARCP390, ARHA301**
Prereq: **None**

CLST393 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CEAS340, RL&L290, GRST231, RUSS340, RULE340, REES340, ENGL295**
Prereq: **None**

CLST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CLST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CLST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CLST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CLST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CLST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CLST425 Classics Lab: Research Internships
Students in Classical languages, culture, archaeology, or environmental science have an opportunity to work intensively with departmental faculty to contribute to a variety of ongoing faculty research projects. Faculty projects vary from year to year but currently include studies in Mediterranean palaeoclimate, sustainable agriculture in antiquity, lab-based scientific study and digital modeling of archaeological artifacts, ethnobotany, ancient medicine, or word-study projects relating to LLMs. Lab students develop language and research skills, gain exposure to texts and research methods beyond basic curriculum and work towards tangible research outcomes for their professional portfolios: research posters, conference presentations, online content, or publications. Students who are accepted as research interns in the Classics Lab can receive lab credit in Greek, Latin, or CLST, depending upon their skill set and upon the nature of their research project. The commitment is 6 hours a week for half credit and 12 hours a week for full credit. Participation is POI only.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST426 Classics Lab: Research Internships
Students in Classical languages, culture, archaeology, or environmental science have an opportunity to work intensively with departmental faculty to contribute to a variety of ongoing faculty research projects. Faculty projects vary from year to year but currently include studies in Mediterranean palaeoclimate, sustainable agriculture in antiquity, lab-based scientific study and digital modeling of archaeological artifacts, ethnobotany, ancient medicine, or word-study projects relating to LLMs. Lab students develop language and research skills, gain exposure to texts and research methods beyond basic curriculum and work towards tangible research outcomes for their professional portfolios: research posters, conference presentations, online content, or publications. Students who are accepted as research interns in the Classics Lab can receive lab credit in Greek, Latin, or CLST, depending upon their skill set and upon the nature of their research project. The commitment is 6 hours a week for half credit and 12 hours a week for full credit. Participation is POI only.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

CLST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

CLST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

CLST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CLST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COLLEGE OF EAST ASIAN STUDIES (CEAS)

CEAS114F From Sumo to Sonic: Japan at Play (FYS)
This class explores the many ways the Japanese have played throughout time including sports, card games, martial arts, video games, poetry contests, and more. We will contemplate the general societal impact of play and look to Japanese history as a specific, and oftentimes distinct, example. The class is a combination of lectures about the historical and cultural significance of Japanese games and class time devoted to you playing some of those games to better understand them. By the end of this course, you will know about the sumo wrestling competitions that delighted the Heian court over one millennium ago as well as current baseball phenom Otani Shohei. You will have explored the wonderful virtual worlds of visionary video game creators, such as Miyazaki Hidetada and Kojima Hideo, while trying your hand at some of Japan's most enduring board and card games. No knowledge of Japan or the Japanese language is required for this course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST114F**
Prereq: **None**

CEAS155 Fictional Japan: Introduction to Japanese Literature and Culture
This course will explore the evolution of Japanese fictional narrative, from Japan's first encounter with "modern" literary forms in the late 19th century to postmodern digital discourses advanced through anime and gaming. In so doing, we will discuss the ways in which Japanese theories of literature intersect with notions of national identity, modernity, and Westernization. How does the Japanese novel participate in the modern process of nation building, and how is it used to situate Japan's position in East Asia and the world? We will also consider fictional works from marginalized groups in Japan to address how notions of gender and ethnicity serve as an intervention into traditional discourses on Japanese literature. Finally, we will explore new iterations of Japanese fiction in the form of digital media and database narratives. Does advanced technology fundamentally change how we produce and consume narratives and, therefore, view the world around us? How do these new forms impact constructions of national history and identity? Is this phenomenon somehow unique to Japan, or a simple product of globalization?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS156F Sex, Ghosts, and Cannibalism: The Chinese Short Story FYS
This course takes the passionate, the strange, and the peculiar--sex, ghosts, and cannibalism--as a lens through which to explore big issues in the history of Chinese literature and culture.

Focusing on short stories from the 7th to 21st centuries, we ask what fiction can tell us about the real concerns that shaped the lives of Chinese writers. How do literary depictions of sex and desire relate to social issues surrounding gender, power, and family? What do supernatural characters--hungry ghosts, lofty gods, unruly demons, seductive snakes, and fox spirits--reveal about the human world and belief systems used to make sense of unusual occurrences? What do motifs of cannibalism and related themes linked to bodies, consumption, hunger, and food tell us about the social and political changes China witnessed on its path toward becoming a modern nation-state?

As a First Year Seminar, this course is writing-intensive and is meant to equip you with the writing, reading, research, and presentation skills needed at Wesleyan. You will have numerous opportunities to write and revise your work, share your insights during class discussion, and practice the core skills of effective reading and interpretation.

All texts will be taught in English translation. No prior knowledge of China or Chinese language is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT228F**
Prereq: **None**

CEAS157F Legacies of WWII in Postwar Japan (FYS)
In 1956, The Japanese Economic Planning Agency famously declared that "the 'post-war' is over." Indeed, by that time, the national economy had made a remarkable recovery since the end of WWII. Others place the end of the "post-war" with Emperor Hirohito's death in 1989. Still, was the "post-war" truly over for Japan? This seminar aims to tackle this dilemma of the "post-war" and assess how the war and the American occupation are remembered by the Japanese, as well as Americans and Asian neighbors, and how they continue to reverberate politically and culturally, seventy-odd years after the conflict's ostensible end. The course will begin with some history of WWII and the American occupation. Film, literature, and popular media, along with secondary scholarship, will energize discussions about topics such as the rise of anime and otaku culture, Orientalism, gendered racism in Japanese-American relations, the 1964 and 2020 Tokyo Olympics, American bases in Japan, and North Korea.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS158F Literary Pop Culture: The Tale of Genji and The Story of the Stone (FYS)
This first-year seminar addresses two of the great East Asian novels, "The Tale of Genji" (from Japan) and "The Story of the Stone" (also known as Dream of the Red Chamber) (from China), and their afterlives in modern and premodern popular culture. Topics of discussion include adaptations of both novels as literature and in other media forms (drama, film, TV, etc.); the two novels in painting/prints, games, fan fictions, etc.; shared themes such as family, romance, and power; and social issues including class, gender, and intergenerational conflict. No previous background in East Asian studies required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS159F A Cultural History of Japanese Food (FYS)
This seminar explores Japanese cuisine as a historical site in which cultural values are sought, contested, and spread for national and international consumption, regurgitation, or even purging. Through an historical examination of practices, ingredients, and values, we uncover, contest, and debate the aesthetics, beliefs, politics, environmental issues, and international exchange that characterize Japanese history. We consequently ask: What is Japanese cuisine? What is Japanese culture?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS164 Bushido and Bullets: Samurai Flicks and Western Films
Bushido and bullets; shoguns and sheriffs; katanas and .45 Colt Revolvers. Alliterations aside, the connections between samurai films and westerns are as deep as they are numerous. Many cinephiles know that Japanese director Kurosawa Akira influenced multiple directors in the west, such as George Lucas, Sergio Leone, and Stephen Spielberg. What is perhaps less known is that Kurosawa was greatly influenced by a man who directed some of the greatest westerns from the 1930s to the 1960s -- John Ford. Diving into those influences is one of the goals of this class as we watch some of the greatest samurai films and their western counterparts. The other goal of this class is to categorize and analyze the many aspects of these films, from the protagonist's psyche to the evolution of civilized society, to see why these two seemingly disparate movie genres resonate so deeply. Finally, we will critique these films and discuss their merit in the twenty-first century. All Japanese movies will have subtitles. No knowledge of Japan or the Japanese language is required for this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST164**
Prereq: **None**

CEAS180 Japan Rocks: Music in/as Contemporary Japanese Studies
This course aims to consider topics in modern and contemporary (understood as post-War) Japanese society through the lens of musical expression. By attending to specific instances of musical expression in modern and contemporary Japan, we will strive to understand not only the songs themselves but the contexts within which they were produced. This course aims to take music not merely as an object of study/analysis but as a means by which we might both critique and build upon the discipline of Japanese studies and area studies in general.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS181 Chinese Pop Culture
Popular culture is closely associated with our daily life and ways of thinking, seeing, and connecting with the world. This course will introduce select aspects of modern and contemporary Chinese-language popular culture and its circulation among Chinese-speaking sites, including China, Taiwan, and Hong Kong. We will mainly focus on forms that have circulated and continue to circulate from the modern to the contemporary period, including movie musicals, martial arts, Internet culture, and singing contests. We will also study how Chinese pop culture has influenced audiences and (re-)construct their identities, as well as explore how cultural producers in Chinese language have engaged with issues of fandom, gender and sexuality, ethnicity, and material life through a variety of pop cultural forms. Throughout the course, we will discuss theories of pop culture and analyze primary materials to understand the production and circulation of Chinese pop culture. This course is taught in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS201 Proseminar
This seminar explores some of the key tenets and methodologies of the academic discipline broadly known as 'area studies,' with the aim of further preparing students to pursue their chosen avenues of research as scholars of East Asian Studies at Wesleyan University. It is required of all CEAS majors in their sophomore year, and is also open to CEAS majors in their junior or senior years who may have been unable to take the seminar previously. The specific topics and concerns addressed by the seminar shift from year to year and according to the instructor, but may include questions of geopolitics, Orientalism, modernization and modernity, and productive approaches to grappling with written, musical, and filmic texts in disparate contexts and historical moments.

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

CEAS202 Narrating China: Introduction to 20th- and 21st-Century Chinese Literature
This survey course introduces students to major literary movements in 20th- and 21st-century China through selective works by representative authors. It has two major aims: (1) It invites students to explore how individual authors--at different historical moments and in different social positions--have responded to historical changes that radically unsettled their senses of self and nation and also how their literary expressions may reveal the shifting subjectivity of modern China and Chineseness. (2) At the same time, it introduces students to the academic discipline of literary criticism, develops or deepens students' critical close reading and textual analysis, and invites them to discover the joy and reward of plunging into a reading experience and coming out with interpretations of their own making. While the course does attend to important historical flash points unique to Chinese history, it also explores literary themes that resonate globally, beyond the context of modern China. Varying slightly by semester, these themes could include the relation between politics and literature, revolution and revolutionary arts, alternative modernities, writerly authority and the individual self, gendered authorship, memory and trauma, ethnic governance and resistance, class divisions, ecological damages, labor migration, etc. This course assumes no prior knowledge of China or Chinese language, and all texts will be taught using English translations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT223**
Prereq: **None**

CEAS203 Faces of Korea
This course addresses multiple topics that span both traditional and modern Korean culture, ranging from traditional cuisine, dance, music, art, architecture, and the modernization of Korea in the 20th century to Korean films, social issues, religion, and the Korean Wave.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS204 Chinese Media in Chinese: Star, Fandom, and Identity
This course is conducted in Mandarin Chinese and designed to supplement the standard English-language Chinese Pop Culture (CEAS 181) course. The course will have two main foci: (1) introducing students to Chinese-language scholarship on Chinese media, particularly pop culture and its flow within East Asia, and (2) analyzing and discussing Chinese media in-depth in Mandarin Chinese. Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. All the reading materials will be in Mandarin Chinese, and we will have oral presentations in Chinese and some written work in English. Evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS205 Social Movements in East Asia
Despite East Asia's reputation for acquiescent populations and weak civil society, the region has been replete with social movements. This course assesses the state of civil society in both authoritarian and democratic societies in East Asia by surveying contemporary social movements in China, Japan, South Korea, and Taiwan. The course is designed for students to gain an understanding of how civil society looks in East Asian countries and its role in social and political changes in the past and present times. Although the course will not be able to cover the entirety of social movements in the region, the course is to equip students with contextual knowledge and theoretical tools to take a critical approach to examining current and future social movements in the region.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **GOVT281**
Prereq: **None**

CEAS206 Korean Politics Through Film
This course explores the contemporary politics of Korea through academic sources and films. Students will discover how the tumultuous history of modern Korea has contributed to the present political conditions in the two Koreas. The course will focus on issues surrounding major political events in both South and North Korea, including Japanese colonialism, Japan-Korea relations, Korean War, military dictatorships, economic development, democratization, neoliberalism, inter-Korean relations, and US-Korea relations. Films and documentaries spanning from the 1990s to the present will highlight these political issues and events through the eyes of Korean filmmakers. The course will explore how films problematize political issues and how a film's storytelling compares to actual history and scholarship on Korea.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **GOVT295**
Prereq: **None**

CEAS207 Introduction to History: Foundations of East Asian Cultures
This course introduces some of the cultural foundations of East Asia and how they have continued to resonate through history. We will be examining translated primary texts in history, literature, philosophy, and religion, mainly from China, Korea, and Japan. We will also be working with other media such as film and art. The course attempts to equip students with a basic fluency in interpreting ancient and modern materials from East Asia and identifying its cultural contexts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **HIST197, CHUM311**
Prereq: **None**

CEAS207Z Foundations of East Asian Cultures
This course introduces some of the cultural foundations of East Asia and how they have continued to resonate through history. We will be examining translated primary texts in history, literature, philosophy, and religion, mainly from China, Korea, and Japan. We will also be working with other media such as film and art. The course attempts to equip students with a basic fluency in interpreting ancient and modern materials from East Asia and identifying their cultural contexts. Some themes include the role of government, dilemmas of love, the methods and aims of education, gender roles and family, social inequality, self and society, and the social roles of literature and history. This course does not aim to be exhaustive, but seeks to enlarge narrow conceptions of Asian cultures and to offer tools for future exploration.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **CHIN206**

CEAS208 Modern Chinese Literature
This course introduces the history of modern Chinese literature from the republican era (early 20th-century) to the contemporary era. By discussing selected literary works, it serves an overview of the styles and features of modern Chinese literature in each time period and also introduces students to major themes from China's tumultuous 20th century. Topics will include the cultural transformations of the May Fourth movement, modernity, war, revolution, root-searching, and body writing. All readings will be in English translation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS210 Defining Japanese Culture Through Food
This course explores Japanese food traditions as a site in which cultural values are sought, contested, and disseminated for national consumption. Through an examination of various components of Japan's culinary practices such as the tea ceremony, sushi, whaling, and fusion cuisines, we uncover the aesthetics, religious beliefs, politics, environmental issues, and intercultural exchange that characterize Japanese history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT225**
Prereq: **None**

CEAS211 Food in Japanese Media (CLAC.50)
This 0.50 CLAC section is conducted in Japanese and will feature Japanese-language media (documentaries, films, TV shows, anime, and some texts such as news articles and manga). It is designed to supplement CEAS 210: From Tea to Connecticut Rolls: Defining Japanese Culture Through Food. All materials and discussion will be in Japanese. There may be some writing assignments depending on ability. The section is open to students with Japanese-language ability, from intermediate level to native speakers. With the instructor's approval, this section may be taken independently of the parent course. Evaluation will be primarily based on participation, effort, and completion of assignments.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST221**
Prereq: **None**

CEAS212 Introduction to Korean Cinema
During the last few decades South Korean cinema has taken center stage in world cinema with the phenomenal success of its film industry and critical acclaim in the global context. However, Korea has boasted a thriving film culture and aesthetics since the "golden age" of the 1950s, of which renowned contemporary directors such as Bong Joon-ho and Park Chan-wook have claimed they are the inheritors. This course introduces Korean cinema from its beginnings in the colonial era to its recent achievements. While learning the concepts and theories of film studies as well as the cultural and political contexts to which Korean film culture has responded, students will explore films by key directors that constitute the crucial "moments" of South Korean cinema. We will examine the main topics in Korean cinema, including colonial production, the liberation and Western influence, nation and nationalism, modernity and women, gender politics, realist and modernist cinema, popular cinema and cultural depression, the Korean New Wave, democratization and political cinema, the Korean blockbuster, the questions of "Koreanness," and the "Korean Wave" in the global film market. The course also seeks to establish a balance between understanding Korean cinema as both a reservoir of historical memory and as an example of evolving world cinema. Through engagement with methodological issues from film studies in each week's readings, including the question of archives, national cinema discourse, feminist film theory, auteurism, and genre studies, students in this course will learn to analyze Korean filmic texts not only as a way to understand the particularity of Korean cinema but also as a frontier of cinematic language in the broader history of film.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FILM230**
Prereq: **None**

CEAS213 The Chinese Canon and Its Afterlife
This course is an exploration of canonical works in Chinese literature, religious texts, historical narratives, art, and movies, with an emphasis on their aesthetic and cultural implications. Topics include Confucianism, Daoism, and Buddhism; folk religions and shamanism; cultural identity and self-cultivation; sexuality, cross-dressing, and gender politics; nature and utopias; emperors, scholars, and musicians; hermits and knights-errant; learned women poets and courtesans; drunken poets and Zen masters; fox spirits and ghosts; portraiture and representations of bodies; and secret societies and avant-garde artists. Several internationally acclaimed poets and translators of Chinese literature such as Eleanor Goodman and Zang Di will join the class discussion as guest speakers. They will discuss their writing process, and answer questions about their work. All readings are in translation. Although some Chinese characters will be introduced in calligraphy, no knowledge of Chinese is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS215 The Legacy of World War II in Postwar Japan
In 1956, the Japanese Economic Planning Agency famously declared, "The 'postwar' is over." Indeed, by that time, the national economy had made a remarkable recovery since the end of World War II. Others place the end of the postwar with Emperor Hirohito's death in 1989. The new Reiwa era might be another marker. Still, was the postwar truly over for Japan? This seminar aims to tackle this dilemma of the postwar and assess how the war and the American occupation are remembered by the Japanese, and how they continue to reverberate politically and culturally, nearly 70 years after Japan regained its independence.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT321**
Prereq: **None**

CEAS216 History of Japanese Cinema
During the last several decades, Japanese cinema has won international acclaim for its artistic achievement in form and content while gaining commercial dominance over the power of Hollywood films in its domestic film market. What have been the driving forces for the development of Japanese cinema as both art and industry? How have Japanese filmmakers contributed to the creation and advancement of new cinematic languages and genres that appealed not only to

domestic audiences, but also to global cinephiles? What have been the central issues and themes in Japanese film history? This course surveys Japanese cinema from its beginnings to the work of contemporary film auteurs. Students will learn the history of Japanese cinema by watching and discussing the canonical pieces by the prestigious directors and the studio genre films produced by the various major and minor local film companies. At the same time, we will examine the main topics and trends of Japanese cinema such as the pure film movement, Shochiku's shoshimin eiga, wartime film culture, melodramas under the U.S. occupation, New Wave films and political cinema, art cinema, the popularity of "series" movies, and the transnational and digital film culture in contemporary Japan. We will explore the world of the masters of classical Japanese cinema, including the films of Ozu Yasujiro, Mizoguchi Kenji, and Kurosawa Akira, and also those by Kurosawa Kiyoshi and Koreeda Hirokazu--the major contemporary Japanese auteurs.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS217 Samurai: Imagining, Performing Japanese Identity
Among conventional images of Japan, the samurai still allures. This course examines the history of samurai and its myths to consider why it remains so popular, and what that says about the values, fantasies, and anxieties not only of Japan past and present, but also of the West. Through historical studies, literature, and film, the course discusses such themes as orientalism, sexuality and gender, nationalism, and samurai as postwar critiques of society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS217F Who is the Dalai Lama? (FYS)
This First Year Seminar introduces the institution of the Dalai Lama of Tibet and the individuals who have filled that role from a wide range of sources and perspectives. Topics include regional histories of Buddhism; the unique Tibetan tradition of recognized reincarnations (tulkus) and the Buddhist philosophical principles that support it; and a survey of prominent Dalai Lamas from the 15th century to the present day. The seminar examines the activities of the current Dalai Lama in his role as traditional Buddhist teacher, political leader, and international superstar, through the lenses of the PRC government media, Indian exile communities, and the modern West. Later classes will also address issues of Western and Chinese forms of Orientalism and myth-making about Tibet. Readings include the writings of past and current Dalai Lamas as well as supporting secondary literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI207F, GSAS207F**
Prereq: **None**

CEAS218 "Other Chinas": Literature from Taiwan, Hong Kong, and Sinophone Southeast Asia
How do we study literary and cultural products created in Taiwan, Hong Kong, Malaysia, Singapore, and those created by Chinese-educated Tibetan, Uyghur, Manchurian, or Mongolian authors and artists? Are they Chinese? Or not? How might their places of production bring about literary and cultural subjectivities that are distinct from those from mainland and Han-dominated China (i.e., the conventional domain of Chinese humanities studies)? How do writers and artists deliberately record, or even create, their own unique and place-based senses of identity? How do they struggle with the ideas of exile, diaspora, colonization, decolonization, autonomy, assimilation, resistance--both in relation to China and within global geopolitics--while also striking out on their own to depict the joys and sorrows of human everydayness? This discussion-heavy course introduces students to a representative set of 20th-and 21st-century literary and cultural texts from some of these locales under the umbrella concept of the Sinophone. As Shu-mei Shih defines it, Sinophone aims to describe "Sinitic-language cultures and communities on the margin of China and Chineseness" where these cultures and communities engage in their own place-based cultural productions. It alerts us to the heterogeneity in the "Chinese-speaking world" and the relations of power that effected such heterogeneity. Students will read literary texts alongside relevant theoretical and historical writings, and parts of the course may include film and other cultural products as objects of critical examination. The course will be conducted in English, and all reading materials will be in English translation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS219 K-Wave: Korean Popular Culture and Media
This course explores the vibrant and ever-evolving world of Korean popular culture and its global phenomenon known as the Korean Wave or Hallyu. Through a comprehensive analysis of scholarly approaches and diverse media texts, we will explore how Korean popular culture has emerged, transformed, and resonated on a global scale. Through historical and theoretical frameworks, we will investigate how media productions intersect with broader sociocultural issues such as modernity, class, economy, gender, sexuality, and political dynamics. Students will critically examine a wide array of media forms, including films, television, music, and webtoons, analyzing their content, aesthetic strategies, and cultural impact. From a brief introduction of the origin of the Korean Wave, we will move to analyze the specific features of popular culture industries and productions in South Korea and their reception around the world. By linking media texts to their historical and sociocultural significance, we will uncover how Korean popular culture both shapes and is shaped by global media trends. Readings for this course will be available in English or in English translation. No previous knowledge of Korean history or culture is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS220 Nature and the Human Realm in Chinese Literature
This course introduces students to a wide range of ways in which Chinese writers and poets define the ever-changing relationship between the human realm and nature in imaginative literature. Topics include Daoism and Yin-Yang; shamanism and prose poetry; martial arts and alchemy; the Peach Blossom Spring; travel and landscape literature; folk religions and magics; ghost stories and strange tales; rebellions and migrations, etc. All readings are in translation. No knowledge of Chinese is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS221 Introduction to Premodern Chinese Literature
This course provides a comprehensive introduction to Chinese literature and culture from antiquity through the end of the imperial era. Readings span prose (philosophical, historical, and literary texts; myths and legends; anecdotes; and tales of the strange), poetry (from the Book of Songs through Tang and Song verse), drama, and vernacular fiction. We will consider how literary forms and styles evolved and how they engaged themes such as creativity, gender, literati

identity, daily life, and religion. All readings and discussions are in English. No prior background is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT232**
Prereq: **None**

CEAS222 China as Scientific Powerhouse
Science, technology, and medicine played an integral role in the China's transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad philosophical questions that motivate the research in history of those areas. We will learn to explore science, technology, and medicine in China on "its own terms" by understanding how the unique political and social challenges of modern China shaped Chinese science.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST386, STS285**
Prereq: **None**

CEAS223 Chinese Eco-Civilization: History, Experience, and Myths
The course traces the historical roots of the ideas of eco-civilization, a policy platform that appeared in the twenty-first century by examining how Chinese agrarian civilizations and their nomadic neighbors transformed the bio-physical environment over the course of 3,000 years of history. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore the relationship between power and social inequities as we explore the everyday politics of agrarian civilizations through China's transformation from feudal ages to the modern period. How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of ecojustice? Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST223, ENVS223, STS284**
Prereq: **None**

CEAS224 Modern China: States, Transnations, Individuals, and Worlds
This course examines China's turbulent transition to modernity. It covers the Ming-Qing transition, Manchu conquest of central Eurasia, China's conflict and engagement with the West, birth of China's first republic, and the People's Republic of China under Mao Zedong, Deng Xiaoping, and his successors. The dramatic transformation of China spanning the late 19th century to the present day is the focus of this course. The Chinese people today continue to deal with the legacy of these reforms, wars, and revolutions, as China's leaders and people dealt with unprecedented challenges. The three central themes of this course are (1) the reconstitution of (a somewhat) unified China after decades of political upheaval, (2) China's vulnerabilities in the face of domestic troubles and threats from abroad, and (3) the challenges of maintaining a high-growth economy with scarce resources.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST224**
Prereq: **None**

CEAS225 Introduction to Chinese Poetry
This course explores various styles of traditional and modern Chinese poetry from the archaic period to the 21st century, with an emphasis on the range of ways in which poetry has been implicated, to a degree unknown in the West, in the political, spiritual, and aesthetic movements in China over the last three millennia. Topics include "The Book of Songs," "Nineteen Ancient Poems," the "Music Bureau" ballads, Six Dynasties poetry, the great Tang masters, the Song lyrics, women poets, and religious poets. Although some Chinese characters will be introduced in the unit on calligraphy, no knowledge of Chinese is required; all readings will be in English translation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS228 Zen Buddhism Across East Asia: Teaching and Practice
In this course, we will examine Zen/Chan Buddhism in history and in its contemporary practice. We will trace how Zen Buddhism sprouted from Chinese religious traditions in the Tang Dynasty (618-907), flourished in the Song Dynasty (906-1279), and then spread to other East Asian countries such as Japan and Korea. Then, we will pay attention to the ways in which Zen Buddhism found its way to modern Western society, through figures such as D. T. Suzuki and Okakura Kakuzo since the 19th century. Course readings consist of primary sources of Zen Buddhism, which are available in English translation. A wide range of texts will be read closely, from early manuscripts discovered in Dunhuang to contemporary works inspired by Zen Buddhism, supplemented by secondary scholarship. We also investigate how Zen Buddhism has been expressed in garden designing, poetry, tea ceremony, and as a way of life in contemporary Western society. A field trip to a Zen meditation center will be organized during the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI224**
Prereq: **None**

CEAS229 Performing Indonesia
This course will examine the theater, dance, and puppetry of Indonesia in the context of its cultural significance in Indonesia and in the West. Students will read a variety of texts related to Indonesian history, myth, and religion. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts are integrated into the overall life of the island archipelago. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that are the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Indonesian texts will be analyzed and adapted for performance. The direct and indirect influence of Indonesian performance and history on the West will be discussed by examining the work of theater artists such as Robert Wilson, Arianne Mnouchkine, Lee Breur, and Julie Taymour, who have all collaborated with Balinese performers.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA220, DANC220**

Prereq: **None**

CEAS232 Introduction to Chinese Film
This course introduces contemporary Chinese cinema in both national and international senses. We will learn the basics of film history in the PRC, Taiwan, and Hong Kong through four major genres: family melodrama, martial arts, action, and musical. Our engagement with these selected films will provide insights into fundamental issues such as family, history, nationalism, transnationalism, identity, gender, and sexuality. The goal of this course is to demonstrate how Chinese cinema has developed in the PRC, Hong Kong, Taiwan, and transnationally and to refine students' abilities to analyze and write about film critically.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

CEAS233 Transnational China: Writing and Screening Chinese Immigration
Migration is a crucial issue for centuries, and people move around the world involuntarily or voluntarily due to political force, economy, technology, and globalization. Chinese immigration to the world has its long history, and the dispersion of Chinese populations has contributed to the formation of Chinese-speaking sites globally and brought about the construction of Sinophone culture in various geographical locales. This course will introduce the discourse of the Sinophone, a linguistic-oriented term that defines cultural productions with Sinitic languages in Chinese-speaking sites around the world and its relation to Chinese immigration, transnationalism, and heterogeneity. The critical questions we will explore in this course include (1) What is the relationship between the Sinophone (roughly, Chinese language users) and China, Chineseness, Chinese diaspora, and overseas Chinese studies? (2) What is China in the lens of Chinese immigrants? (3) How do cultural producers represent Chinese immigrants' lived experiences? We will read novels/novellas and watch films from writers and filmmakers who have experienced diverse migratory trajectories to get a picture of how they represent Chinese immigrants' identity formation and negotiation with local societies, as well as their roots of origin/homeland. Through reading scholarship on Sinophone and primary texts, students will understand the relationship between physical migration and cultural production and become acquainted with various forms of place-based cultural productions in three Sinophone spheres, including the United States, Taiwan, and Malaysia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS234 Modern Korea in Film and Fiction
How have writers and film directors responded to the rapid transformation of Korean society? In what ways have their works shaped the experience of Koreans and constructed Koreans' notion about the nation and the self? This course examines how Korean literature and film have acknowledged and represented the diverse political, social, and cultural changes that have occurred on the Korean Peninsula in the modern era. It also aims to build an understanding of the ways in which Korea has built the close historical, political, and cultural relationships with other East Asian countries. Through selected literary and cinematic texts by prominent masters, students will investigate the critical moments of modern history that have deeply affected and altered social practices and the actual lives of twentieth-century Koreans. While observing the flow of change in Korean society, students will examine how gender, class, ethnicity, and generation profoundly impact one's sense of the nation and the self. The class consists of occasional in-class film screenings, lectures, student presentations, and discussions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS236A Curatorial Workshop: Images of the Floating World
This course will provide students with practical training in the design and development of a gallery installation in the Davison Art Center (DAC). The theme for this semester is Japanese woodblock prints. We will carry out the many and diverse components involved in creating a gallery installation, from conception to execution, including concept development, catalog and label entries, accessibility, layout, and design. The course will culminate with an installation at the DAC. Images of the floating world, or ukiyo-e, refers to a genre of Japanese art that emerged in the 17th century to depict the pleasures of life of that period--beautiful women, famous kabuki actors, views of famous places, and erotic pictures, among other subject matter. In most cases, these are woodblock prints, images produced by craftsmen from woodcuts based on originals painted by artists. Because they could be produced quickly, cheaply, and in large numbers, woodblock prints were exceptionally well-suited for the representation of the latest fashions or politics. Ukiyo-e prints made their way to Europe in the 19th century and remain the most popular form of East Asian art in the West. The Davison Art Center has around 600 Japanese woodblock prints in its collection, ranging in date from the 17th to 20th centuries and including works from all the major artists of the Edo period (1615-1868).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA263A**
Prereq: **None**

CEAS237 Representations of Gender and Sexuality in China
This course explores the multifarious representations of men, women, and gender in literature, visual arts, philosophical texts, and historical narratives. It aims to provide an interdisciplinary reflection on conceptions of men, women, and gender: how they were created and transformed in history, how they reflect the power relations between men and women, and how they have further influenced the performance of gender in daily life. Works discussed in this course include the Book of Songs, "Rhapsody on the Gaotang Shrine," "The Prose Poem of the Beautiful Woman," the Palace Style Poetry, "The Story of Yingying," The Peony Pavilion, Feng Menglong's collection of erotic poetry, "Sinking," Madame Mao and the Revolutionary Model plays, and Eat Drink Man Woman.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS238 Wartime Film Culture in the Japanese Empire
Just as in many other countries, cinema, within a short time of its emergence, became the most popular entertainment in modern Japan. Mindful of this, the Japanese government tried to turn the country's film industry into an arm of its propaganda machine to support its imperial program, especially the military component. This began with Japan's invasion of the Chinese continent in 1931 and lasted through the end of World War II in 1945. How did Japan's private film studios respond to such governmental efforts? How did wartime Japanese cinema manage to strike a balance between being entertainment and political texts? What are the characteristics of Imperial Japan's wartime film culture, and how are they different from the counterparts in other countries? Was the campaign to support war via movie productions in Japan successful, in terms of providing seamless propagandistic messages? What kind of legacy has the wartime film culture left in contemporary Japan and East Asia? In order to answer these questions, this course explores film culture of Imperial Japan and its territories during the wartime era, spanning roughly from the early 1930s through 1945. We will watch wartime films, and at the same time

examine the ways in which the film culture coexisted along with other forms of visual propaganda practice and political discourses. While probing how the films reflect the "virtues" of wartime conservatism, patriotism, perseverance, and self-control, this course will explore topics that include the propaganda culture of wartime Japan as a whole, Nazi propaganda and Japan, cultural films, monumental cinema, films featuring Japan-China or Japan-Taiwan romances, children-centered films, "kokumin eiga," films of volunteers and Japanese Spiritism, "Military Mothers" and gender, and the defeatist aesthetics and cracks in Imperial Japanese cinema. While we will for the most part watch and discuss films directed by the Japanese of mainland Japan, including such prominent directors as Mizoguchi Kenji and Kurosawa Akira, the films produced in the Japanese colonies of Korea, Taiwan, and Manchuria--whether independent productions or collaborative efforts--will also be examined. Film production in colonial Korea, in particular, was quite vibrant, relative to the cinematic output of Taiwan and Manchuria. We will observe how the films made in Japan's colonies joined the empire-wide filmic war-mobilization campaign, presenting their own justifications for war cooperation. Ultimately, this course will ask what kind of relationship Japanese cinema has had with the state and Japanese nationalism during the mid-century of Japan's tumultuous modern history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FILM231**
Prereq: **None**

CEAS239 Contemporary Korean Cinema and Society
This course offers an in-depth exploration of contemporary Korean cinema from the late 1990s to the present, emphasizing its intricate relationship with societal issues. Students will engage with a diverse array of films that not only demonstrate the artistic innovations of Korean filmmakers but also reflect the dynamic sociopolitical landscape of South Korea. Through guided analyses of film texts, we will employ various critical perspectives, including auteurism, national cinema, cultural studies, and genre theory, to enhance our understanding of cinematic narratives. A central focus of the course will be the examination of how gender, sexuality, and identity are portrayed in contemporary Korean films. Additionally, the course will investigate the impact of economic factors and transnational influences on the production and reception of Korean cinema, including the rise of genres such as "K-horror" and the rhetoric of transgressive violence. All films will have English subtitles, and all readings will be available in English; no prior knowledge of Korean film, history, or culture required. Join us on this captivating cinematic journey as we explore the intersections of films and society in contemporary Korea.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT230, FGSS230**
Prereq: **None**

CEAS240 Gender and Power in Chinese Literature
This course explores the intersections of gender, power, and performance in Chinese society. Drawing on literary and historical sources, theories of gender and sexuality, and with reference to media forms such as theater and film, we assess the significance of gender as an analytical framework for studying Chinese literature, culture, and society. What power dynamics drive conceptions of gender and gender ideology in Chinese literature and history? And how do discussions around gender roles and sexuality change in the modern and contemporary periods? Course topics include: Chinese feminism; depictions of women in classical literature; gender roles, family, and marriage; conceptions of the body; constructing identities; women writers; the "new woman"; themes of cross-dressing; classical romance narratives; gender performance in Chinese theater; queer narratives; and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT229, FGSS247**
Prereq: **None**

CEAS241 Visualizing Japanese-ness: Transnational Cinema in Modern Japan
This course is designed to interrogate evolving notions of transnationalism in Japanese cinema, from the prewar avant-garde to the postcolonial present. We will use the assigned films and supplementary readings as a means to explore concepts of Japanese nationalism and uniqueness (nihonjinron), colonial memory, hybridity, multiculturalism, neoliberalism, and creolization, among others. We will then use this theoretical foundation to analyze representations of Japanese minority groups (such as zainichi Koreans) to inquire into the possibility of obtaining a transnational or hybrid identity in the global era. How do these films "visualize" Japanese and/or transnational identity, and are these visions seen as compatible? In what ways and to what extent are these films engaged in a dialogue with theoretical concepts of postcoloniality and ethnicity?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS242 Introduction to Buddhist Thought and Practice
This course will introduce significant aspects of Buddhist thought and practice, primarily as it manifested through the literature of India, South Asia, and East Asia. It begins with an overview of the historical Buddha's life and the development of early Buddhist ideas and practices. The course then introduces the Mahayana or Great Vehicle tradition that began to emerge around the first century BCE, as well as later forms of esoteric Buddhism known as Tantra. The course concludes with the development of modern Buddhism in Asia and its manifestation in the West. Readings consist mainly of primary Buddhist texts in translation, which are supplemented as necessary by works of secondary scholarship. The course broadly examines the topics of Buddhist philosophy and ethics, monastic and ascetic life, meditation and ritual practices, and the material culture of Buddhist societies, including artistic traditions, architecture, and book culture.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI242, GSAS242, PHIL242**
Prereq: **None**

CEAS243 Chinese Theater and Drama
This seminar examines Chinese theater and drama from their beginnings to the late 20th-century. We engage dramatic texts as well as performance practices; thus, the course draws on material from theater history, performance and acting conventions, and the literary history of drama. Readings and discussions span major genres of dramatic writing and their different modes of performance, including the dramatic genres of zaju, chuanqi, and modern/contemporary spoken drama, and performance styles of Beijing opera, Kun opera (Kunqu), and huaju (spoken drama). Play topics range from ghost stories to romances, historical/political dramas to comedy. We explore the legacies of specific actors, including the famous Mei Lanfang; consider experiments in modern Chinese drama; and compare Chinese and "Western" ideas of theater (such as those put forth by Stanislavsky and Brecht). To the greatest extent possible, we will engage materially and physically with Chinese theater and drama history through archive visits and performance workshops.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-CEAS**
Identical With: **THEA243, WLIT222**
Prereq: **None**

CEAS244 Delicious Movement: Time Is Not Even, Space Is Not Empty
This course contemplates massive violence and bodily experiences of time and space through interdisciplinary discourse. Taught by NYC-based movement artist Eiko Otake, students will examine how being or becoming a mover reflects and alters each person's relationships with the environment, history, and other beings. Topics of study and discussion include war, atomic bomb literature, postwar Japan, and environmental violence such as the Fukushima nuclear explosions. A key concept of study will be metaphorical nakedness and how distance is malleable. Please note that homework load is heavy with weekly assignments and journals. Seeking collective learning, the course will culminate with a final project sharing. The class is fiercely non-competitive and non-technical. No previous dance training is necessary, but willingness to move with and in front of others is important. Please visit eikootake.org to learn about this instructor.

Fall 2026 schedule:

First Class: Monday, September 7 (on Labor Day)

Sundays: 2:30 - 6:00 pm and

Mondays: 6:30 - 9:30 pm

Last Class: Sunday, November 1

Questions: Please email: eikootake@gmail.com
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **DANC244**
Prereq: **None**

CEAS245 The Fantastic and the Nonhuman in Pre-modern Chinese Literature
What defines the human and the humane, and how have "the human" and its many "others" been imagined throughout pre-modern Chinese history? This course explores a fascinating range of Chinese literature dealing with the fantastic and supernatural, from ancient times to the late imperial period. We will delve into captivating stories of gods, ghosts, seductive creatures, and alluring objects, investigating the boundaries of humanity and the rich spectrum of subhuman, superhuman, and nonhuman beings. Key themes include the interplay between the supernatural, gender, and sexuality, and how these narratives either reinforce or challenge traditional hierarchies and social norms. Through these stories, we will discover how pre-modern Chinese literature reflects, questions, and reimagines those cultural values and beliefs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT231**
Prereq: **None**

CEAS246 Eccentricity, Gender, and Occidentalism in Edo-Period Art (1615-1868)
The course will explore the history and artistic production of Japan's Edo period (1615-1868). This was a time of unprecedented peace, a time of social, economic, and political change that brought new modes and manners of visual expression and a sharpened focus on the individual artist. New trends in artistic identity emerged during this period, particularly those related to eccentricity, gender, and Sinophilia (love of Chinese culture). We will study the major artists and artistic movements of the Edo period, considering how these new trends found expression in the works of art produced during this time. Formal examination of the material and expressive qualities of works of art will be followed by a consideration of how other factors such as location, social background, education, and the religious faith of the artist are visible in the works they produced. The interplay between historical and artistic movements will be examined through discussion of issues such as materiality and medium, patronage and individuality, and traditionalism and poetic expression. Students will become familiar with the various media employed by Japanese artists, the techniques of painting and printing, and the sources and theories that inspired the innovative objects under investigation. More broadly, this course aims to teach students how to "read" Japanese art, how to look at a work of Japanese art and understand what it is they are seeing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA276**
Prereq: **None**

CEAS247 How to Become a Fortune Teller?: The Book of Changes and Predictivism in Ancient China
This seminar explores the Book of Changes as both a divination manual and a philosophical classic. Through close reading of selected hexagrams and traditional commentaries (e.g., Wang Bi, Cheng Yi, Zhu Xi, Wang Fuzhi), we trace how the text evolved from a tool of prognostication into a work of speculative philosophy addressing change, agency, and moral discernment. Topics include correlative cosmology (yin-yang, resonance), chance and decision-making, ethical timing, and the transformation of divination into reflective inquiry. Students will engage in interpretive exercises, textual discussions, and short "divination labs" that reconstruct historical interpretive practices. No prior training in literary Chinese or Chinese philosophy is required (though some background in the latter will be helpful); all readings and discussions are in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS248 South Korean Cinema: Re/imagining Modern History on Screen
From its first productions during the colonial period to contemporary mainstream hits, South Korean cinema has been a contested sphere of the popular imagination regarding gender politics, modern Korean history, and political change. This course explores the films by the main directors of Korea to interrogate key problematic subjects in South Korean cinema, which include the discourse of modernity, the representation of historical and political trauma, the problems surrounding gender roles, and practices of film culture and industry. The film texts examined in this course include not only the breakthough masterpieces of prominent film auteurs but also popular genre films that enjoyed box-office success. Through these examples, students will examine how the most influential popular art form in South Korea has recognized, interpreted, and represented the Korean societal issues on screen. This course also seeks to establish a balance between understanding South Korean cinema as both a reservoir of historical memory and as an example of evolving East Asian films and world cinema. Through engagement with methodological issues from film studies in each week's readings, including the question of archives, national

cinema discourse, feminist film theory, auteurism, and genre studies, students will learn how to analyze Korean filmic texts not only as a way to understand the particularity of South Korean cinema and history but also as a frontier of cinematic language in the broader history of film. In addition, students in this class will be encouraged to perform the comparative studies with other East Asian cinema in their short papers or the final projects.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS250 Korea in Transition
This course examines the dynamic transformations of the Korean peninsula from the late 19th century to the present. Part 1 explores Korea's political and economic development, focusing on how a country the size of Minnesota came to occupy a pivotal role in East Asian and global politics. In doing so, we trace the historical roots of the divergent paths taken by North and South Korea. Part 2 turns to the sweeping social and cultural changes that have shaped Korean identity and its place in a globalized world. Through a mix of primary sources (including writings from nationalist leaders and everyday people) and secondary works by historians, sociologists, and political scientists, students will learn to place contemporary Korean issues in historical perspective and gain a multifaceted understanding of the peninsula's political, economic, social, and cultural transformations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Prereq: **None**

CEAS251 Financial Markets, Policy, and Crisis: Insights from Japan
This course will use modern macroeconomics and economic history of Japan to shed some light on important questions in macroeconomics. Students will read empirical macroeconomics research not only on the Japanese economy but also on the United States and other countries to develop a sense of empirical research in macroeconomics. The course will also emphasize the major developments of macroeconomic policy in Japan since the Meiji Restoration to appreciate the role of history in understanding contemporary macroeconomic policy debates.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON362**
Prereq: **ECON301 OR ECON302**

CEAS252 Global Philosophy
Philosophy is not now, nor has it ever been, narrowly confined to one culture, tradition, or civilization. As European and then American power reached around the world in recent centuries, so too have Euro-American philosophical traditions acquired a global audience, but other philosophical traditions did not disappear. These other ways of approaching philosophy have been re-emerging or reconstituting themselves--sometimes drawing on and sometimes contesting assumptions from the Euro-American traditions--in what can loosely be called our post-colonial world. This course asks what "philosophy" means in these different contexts and explores how philosophy was and is done within various traditions. In addition, we probe and assess distinct approaches to making philosophy more global, which at the very least must mean more cognizant of the presence of multiple ways of doing philosophy.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL222**
Prereq: **None**

CEAS253 Living a Good Life
For many philosophers, Eastern and Western, philosophy has been more than an effort to answer fundamental theoretical questions. It has been an activity aimed at changing one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of living a good life. How does philosophical reasoning interact with lived practice? How do views about metaphysics or psychology lead to ethical commitments? Despite their differences, Confucians, Daoists, Aristotelians, and Stoics all agreed that philosophy should aim at making us better people. Can such an idea still get traction in today's world? This course will typically have a large-group lecture each Monday, smaller breakout sections with the instructors on Wednesdays in which the texts and ideas will be discussed, supplemented by smaller weekly student-led dialogue sessions on Fridays. For details about the structure of the course and a syllabus of class meetings, along with the locations of plenary lecture sessions, breakout sessions, and dialogue sessions, please see this year's course website and past versions of the course at the following link: https://livingagoodlife.com. Students who would like to explore the ancient Chinese and Greek texts on which the course draws are encouraged to enroll in either of two, optional 0.50-credit classes that are associated with our course: PHIL151 Living a Good Life: Chinese Lab; and PHIL152 Living a Good Life: Greek Lab. These courses will expose students with no prior background to the Classical Chinese and Greek languages. See their separate entries in WesMaps for more information.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL210, COL210**
Prereq: **None**

CEAS254 Breaking the Waves: The Japanese and French New Wave Cinemas and Their Legacy
While the French and Japanese New Wave(s) existed as largely contemporaneous cinematic movements, rarely are they discussed together, instilling the impression of two parallel streams, never to converge or intersect. This course hopes to serve as an intervention into this perceived divide through close readings of these groundbreaking cinematic works and an examination of their revolutionary content in the interest of articulating shared philosophical concerns. In many cases, New Wave filmmakers worked as writers and critics before producing films themselves, a fact that speaks to the intensely theoretical nature of their cinema. This course will therefore examine critical writings published in the space of Cahiers du Cinema, Film Art, and other journals as a means of better understanding the thought process that underlies these films. How do these films figure as a response to that of the previous generation and how did they hope to revolutionize cinematic praxis? What was their relationship to political activism and the events of 1968? Finally, we will consider the legacy of these cinemas: What is the prevailing influence of the New Wave on Hollywood and global cinema? What aspects of the movement have been retained and what has been lost along the way?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **RL&L254**
Prereq: **None**

CEAS255 Irreducible Distance: Japan-Korea Relations through Literature and Visual Media
Despite physical proximity and shared cultural origins, the specter of imperialism and constant influence of economic competition has seemingly resigned Japan and South Korea as two nations that remain forever "close and yet so far."

Beginning with the colonial period (1910--1945) and ending with the current day, this course examines works of literature and visual media from both the Japan and Korea sides that address issues of intercultural relations and communication. What position does Japan for Korea and Korea for Japan occupy in the cultural imagination and how has this image shifted since the end of the colonial period? What role does Japan have in the formation of the North Korean state and articulation of ideology? How do political developments and ongoing issues of war responsibility (e.g., comfort women) continue to dictate the state of Korea-Japan relations? This course will also examine the influence of peripheral spaces (such as Jeju Island) and marginalized groups (such as the Korean minority in Japan) have in mediating discourse between these nations. Finally, recent cinematic works such as Assassination (2015) and Spirits' Homecoming (2016) have witnessed a rekindled interest in the colonial period. We will thus discuss how these films constitute an effort to reexamine and reconstruct these historical events and how they view them as relevant to an understanding of the present day.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS256 Neo-Confucian Philosophy
This course presents critical discussion of issues central to Neo-Confucian (11th--19th centuries CE) philosophers that in many cases are still central in East Asian thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality. While our primary focus is on China, we will also look at distinctive Neo-Confucianism issues in Korea and Japan.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL259, RELI206**
Prereq: **None**

CEAS259 C-Pop in the Shadow of a Rising China
Explore the emotional aspect of a rising China and understand the inner feelings of contemporary Chinese youth through C-pop. How did "red songs" from the Cultural Revolution become popular songs in the 21st century? How did an "extremely soft and feminine" voice threaten the Chinese Communist Party? Why do songs from the "jazz capital of the Orient" trigger nostalgia? How do underground rock and punk bands negotiate their existence? How is rap in China different from that of the US or anywhere else? How do Chinese artists deal with LGBTQ issues and ethnic minority issues in popular music? Why do TV variety shows matter? What future is there for China's burgeoning "internet songs"? Popular music in a rising China presents complex issues of state-sponsored popular culture intersecting with bottom-up popular taste and desire, the repressive collective "we" intersecting with the resilient individual "I" in artistic expressions, the imagined "ancient China" intersecting with contemporary sound and technology, and the intensifying nationalistic sentiment intersecting with China's expanding global ambition. This course offers students opportunities to explore aesthetic, political, and cultural meanings expressed in China's popular music from the 1980s to the present. Chinese language knowledge is not necessary.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC127**
Prereq: **None**

CEAS260 Seeking the Land of the Rising Sun: Introduction to Premodern Japanese History and Culture
This class spans the course of human history on the Japanese archipelago from long before the adaption of the Chinese writing and legal system to the climactic Battle of Sekigahara in 1600, which ushered in the Tokugawa Shogunate. Throughout the course, we will explore many narratives of Japanese history, delving into topics such as politics, religion, war, economics, literature, and the day-to-day lives of the Japanese people across time. By the end of this course, you will have a firm grasp on topics such as the extravagant court culture of Kyoto during the Heian period, the unique relationship between Shinto and Buddhism, the rise of warriors in the provinces, and the eventual breakdown of a centralized state that led to more than one hundred years of civil strife. Further, you will be able to qualify the national and international "image" of traditional Japanese culture that has been crafted through an emphasis on the many connections, however tenuous, that exist between premodern and modern Japan, such as samurai, Bushido, Shinto, sumo wrestlers, ninja, etc. No former knowledge of Japan or Asia is required for this course. All lectures, weekly readings, and books included on the list for the comparative book review will be in English. All readings will be provided save for the required textbook, Japan Emerging: Premodern History to 1850, and the books for the comparative book review. The ebook of Japan Emerging is available for free through the library.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST260**
Prereq: **None**

CEAS261 Classical Chinese Philosophy
Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL205, RELI228**
Prereq: **None**

CEAS262 Human Rights Across Cultures
Are human rights universal? Do cultural differences matter to judgments about human rights? We will look at the current international human rights institutional framework and at theoretical perspectives from Europe and America, China, and the Islamic world. We will look primarily at philosophical materials but will also pay some attention to the premises of international legal documents like the Universal Declaration of Human Rights and to the assumptions behind activist organizations such as Amnesty International.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL272**
Prereq: **None**

CEAS263 China's Economic Transformation
China is a country that is both transitioning to a market-oriented economy and developing rapidly into a global economic power. As such, it has characteristics of both an emerging market economy and a developing country. China is large enough to create its own institutional infrastructure to support a third way between capitalism and socialism. This course examines in detail China's great economic transformation beginning in 1978 in what is often described as a "gradualist" transition to market economy. In the past three decades, the speed of China's development and its growth rates of GDP are without precedent

in history. The course concludes by addressing the incompleteness of China's transition to a mature, developed market economy and by probing the issue of what is left to be done to create a harmonious society.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON263**
Prereq: **ECON110 OR ECON101**

CEAS264 Modern Chinese Philosophy
We will critically examine Chinese philosophical discourse from the late 19th century to the present, including liberalism, Marxism, and New Confucianism. Topics will include interaction with the West, human rights, the roles of traditions and traditional values, and the modern relevance of the ideal of sagehood.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL263**
Prereq: **None**

CEAS265 Japan Since 1868: Society and Culture in Modern Japanese History
This course examines the history of Japan from roughly 1800 to the present. With a broad-ranging observation covering politics, economy, society, culture, and foreign relations, we will look at a variety of historical events that the Japanese people experienced. Our goal is not only to understand what happened when, but also to be concerned with how people at different historical stages saw the world around them. Major historical events, trends, ideas, and people will constitute the vital part of the course; however, we will also inquire into everyday life of ordinary people, whose names do not remain in historical records. We will use a wide range of materials including written sources available in the English language, films, literature, and comics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST207**
Prereq: **None**

CEAS266 Modern Korean Women's Literature and Film
What are the salient issues addressed in Korean literature and film by female writers and directors? In what ways have Korean women intellectuals constructed their own identities in their literary and cinematic representations? How do female-authored works present women's problems in a light that differs from the predominant perspectives of their male counterparts? This course explores the female voice in novels, short stories, poetry, documentaries, and fiction films by Korean women from the 1910s to the present. Through selected works, we examine the struggles of early modern Korean feminists, women's lives in postwar society, and the female experience of displacement and belonging in contemporary Korea. In addition, the class occasionally questions how the Korean women's cinema and literature show the similarity with and/or difference from Chinese and Japanese counterparts in order to better contextualize the Korean cases within the East Asian and even broader world history and culture. In this class, students will gain an understanding of the ways in which women come to a recognition of the problems they face and articulate these specific issues via their unique ways of representation. Through what are largely self-reflective narratives, students will explore how Korean women dealing with an oppressive political and cultural environment that had a variety of manifestations--such as colonialism, dictatorship, national division, and traditional patriarchy--strived to make heard and seen women's voice and vision and present their gendered experience as a critique of the male-centered society. The class consists of occasional film screenings, lectures, presentations, and discussions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS267 Human Nature in Chinese Thought
This is a course on theories and practices regarding human nature in the history of Chinese traditions, such as Confucianism, Daoism, Legalism, Buddhism, and Neo-Confucianism. What does it mean to be a human? Do all humans have something in common? How should we conduct our lives with respect to those common characteristics? Thinkers from both Western and Eastern traditions have offered their own distinctive and thought-provoking answers to those questions. In the West we are more familiar with the concept of "rational animal" which remains the classical understanding of human nature since the time of Plato and Aristotle. In the history of the Chinese tradition, however, very different approaches towards human nature were adopted, such as the concepts of sympathy, effortless action, no-self, and original enlightenment. Together they can offer us some new insights into the concept of human nature beyond just rationality.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL257**
Prereq: **None**

CEAS268 Music and Modernity in China, Japan, and Korea
This course examines the relationships between music and modernity in China, Japan, and Korea and the interactions between the impact of Western music and nationalism and contemporary cultural identities. In particular, it explores the historical significance of the Meiji restoration on Japanese music tradition; the Japanese influence on Chinese school songs; the origins of contemporary music in China, Japan, and Korea; the adaptation and preservation of traditional music genres; and the rise of popular music and the music industry. We will focus on the cultural conflicts encountered by East Asian musicians and composers and their musical explorations and experiments in searching for national and individual identities in the processes of nation-building and modernization. The course aims to provide knowledge on East Asian music genres, insight on the issues of global/local cultural contacts, and a better understanding of music's central role in political and social movements in 20th-century East Asia.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC261**
Prereq: **None**

CEAS269 Chinese Cities
More than half of China's population now resides in cities. Within the next few years, China plans to accelerate the rate of urbanization by building sprawling cities and relocating more people into urban areas. This course explores the history of Chinese cities from the imperial to modern age. Cities were centers of commerce, intellectual activity, and, in the words of historian and political scientist David Strand, "storehouses of political technique, strategy, and sentiment open to anyone with the understanding and the will to inventory to exploit them." We will study how cities supported massive populations with limited resources, inspired new forms of social organization, and transformed the political and social order of China.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-HIST**
Identical With: **HIST117**
Prereq: **None**

CEAS270 Confucian Ethics
Is human nature fundamentally good or fundamentally bad? How do we live a good life? Is there a universally correct priority in value conflicts? This course focuses on various ethical topics that are explored within the Confucian tradition. The course will combine lecture with discussion of primary and secondary sources, as well as group and individual presentations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL266, RELI266**
Prereq: **None**

CEAS271 Political Economy of Developing Countries
This course explores the political economy of development, with a special focus on poverty reduction. We discuss the meaning of development, compare Latin American to East Asian development strategies (focusing on Argentina, Brazil, Mexico, South Korea, and Taiwan), examine poverty-reduction initiatives in individual countries (including Bangladesh, Chile, and Tanzania), and evaluate approaches to famine prevention and relief. Throughout the course, we pay close attention to the role of procedural democracy, gender relations, market forces, and public action in promoting or inhibiting development.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT271, LAST271**
Prereq: **None**

CEAS273 Environmental Politics in East Asia
This is an upper-division course on the environmental politics of East Asia. It will focus on the major environmental issues of our time (pollution, conservation, energy, waste, environmental justice, etc.), and how East Asian countries are coping with them from both policy and politics perspectives. It will cover both transnational and international efforts, as well as national and local initiatives. The course will require that students "do" environmental politics as well as study environmental politics through a civic engagement component.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT273, ENVS273**
Prereq: **None**

CEAS274 Pirates, Traders, and Colonial Settlers in Maritime East Asia
Why is Maritime East Asia so contentious? Why is it emerging as the next global flashpoint? This course examines the historical roots of political tensions in Maritime East Asia by exploring the history of Taiwan. As early as the sixteenth century, merchant-pirates who dominated coastal China and Japan recognized Taiwan's strategic importance. For centuries, Dutch, British, American, and imperial powers used Taiwan as a springboard to gain a foothold in the Asia-Pacific region. Migrants from coastal China, who settled in Taiwan and Southeast Asia, worked with these imperial powers to colonize new frontiers and displace the indigenous population. The territorial disputes, economic rivalry, and business empires that shape our global economic order arise from the centuries-long struggle for dominance over Maritime East Asia. These historical legacies served as the driving force for political change. Maritime East Asia and particularly Taiwan not only transformed into an economic powerhouse but also stand at the forefront in the struggle against authoritarianism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST225**
Prereq: **None**

CEAS275 From Modern Empire to Economic and Cultural Powerhouse: Introduction to Modern Japanese History and
A survey of Japanese civilization from prehistory to the beginning of the 21st century. This course examines Japanese history and culture in chronological order, introducing important events and individuals, prominent literary and artistic works, and recurring themes across the ages. We will explore the definition and boundaries of Japan itself, delving into how the needs of modernization and industrialization propelled colonial and imperialist expansion, which violently reshaped peoples and cultures both inside and outside the country's current borders. across the Japanese archipelago interacted and coalesced into the foundation of what we recognize today as the nation of Japan. The course also also devotes a significant portion of time to Japan post-World War II, examining the political, economic, social, and cultural changes that transformed Japan's international image into a land of peace and tradition today. In addition to the main textbook, the reading assignments incorporate a significant number of primary sources, ranging from government edicts, laws, and ideological tracts to literature and private correspondence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST265**
Prereq: **None**

CEAS278 Gender and Sexuality in Chinese Narrative
This course pays particular attention to gender relations and representations of sexuality in Chinese narrative. This course will require close readings of translated Chinese novels, short stories and movies. We will explore themes and motifs such as gender roles in Confucianism, female chastity, same sex desire, cross-dressing, masculinity and femininity, manhood and misogyny, eroticism, the cult of qing (passion), the New Woman, socialist and post-socialist desires, and writing bodies in the era of globalization. In addition to providing a platform for appreciation of the aesthetic beauty of Chinese narrative, the course encourages students to think about how representations of gender and sexuality incorporate or confront the mainstream moral values and social principles in China. All readings are in English, no prior knowledge of Chinese language or culture is required. No text book requirement.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FGSS288**
Prereq: **None**

CEAS279 The Making of Modern Japan
This class spans the course of modern Japanese history from the dawn of the Tokugawa Shogunate in 1600 to Japan's current struggles with economic recession and declining birth rate. Throughout the course, we will delve into topics such as politics, religion, war, economics, media, and the daily lives of the Japanese people to shed light on how Japan has adapted to the onslaught of new domestic and global challenges that have occurred over the past four centuries. By the end of this course, you will have a firm grasp on topics such as the complex nature of Bushido, the first "miraculous" industrialization of a non-european nation, the rise of Japanese imperialism, the postwar path to pacifism, and Japan's global position as a leader in technology, tourism, public transportation, and soft power. No former knowledge of Japan or Asia is required for this course. All lectures, weekly readings, and books included on the list for

the comparative book review will be in English. All readings will be provided save for the books for the comparative book review.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST279**
Prereq: **None**

CEAS280 Losers of World War II
This course explores the experiences of Germany and Japan in the postwar era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? This course explores these questions by comparing the culture, history, and institutions of these two countries.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT285, GRST267**
Prereq: **None**

CEAS281 Modern Japanese Art
This class is an introduction to the history of Japanese art from the mid-nineteenth century to the present. In this chronological study we will encounter a range of forms--woodblock prints, painting, photography, sculpture, performance, and new media--and we will consider how Japanese artists responded to major societal, political, and economic changes over the last two centuries, including industrialization and modernization, major natural disasters, war, questions of cultural/national identity, and debates centering on what "tradition" meant to artistic practice in the modern and contemporary eras. Using visual analysis as our core skillset, this course will also rely on readings from secondary scholarship, as well as those by Japanese artists and art critics from each time period to help us better understand the historical contexts surrounding each artist, artwork, or art movement.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA281**
Prereq: **None**

CEAS282 Place and Space in Literary Hangzhou
The city of Hangzhou is unique in the Chinese cultural imagination. As a former dynastic capital, Hangzhou is saturated with the intrigues of China's turbulent political and social history. But the city is also famous as a literary and cultural center--a prime leisure location along the Grand Canal; the site of the famous West Lake (just as famously compared to the mythically beautiful Xi Shi); and the setting for numerous poems, short stories, and dramas. This seminar explores the literary culture situated in and around Hangzhou, considering topics such as food, folklore, and tourism, in addition to the city's depiction in poems, short stories, and dramas. Our aim is to explore how the Chinese cultural imagination about Hangzhou--part of a broader imagining of the southern region of Jiangnan ("South of the Long River")--is built through these many layers of texts, histories, and spaces. With Hangzhou as our geographical focus, we consider materials from a range of genres (poems, short stories, dramas, folktales, historical anecdotes) and time periods (Song to late Qing, with reference to the present as well). We consider how the image of Hangzhou is built up throughout time, and how the literary culture in and of Hangzhou is interwoven with the "real" experience of the city as a space/place.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT221**
Prereq: **None**

CEAS283 Asian/American Philosophy
Asian/American philosophy is a new subfield concerned with the philosophical positionality of Asian diasporic peoples. Topics include empire, orientalism, racialization, immigration, war, alienation, diaspora, and creolization.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL281**
Prereq: **None**

CEAS284 Buddhist Art and Architecture
Visual imagery plays a central role in the Buddhist faith. As the religion developed and spread throughout Asia it took many forms. This class will first examine the appearance of the earliest aniconic traditions in ancient India, the development of the Buddha image, and early monastic centers. It will then trace the dissemination and transformation of Buddhist art as the religion moved north and then east through Central Asia, China, Korea, and Japan. In each region indigenous cultural practices and artistic traditions influenced Buddhist art. The class will address topics including the nature of the Buddha image, the expansion of the Buddhist pantheon, the function and reception of Buddhist images, the political uses of Buddhist art, and the importance of pilgrimage, both in the past and the present. Over the course of our study, we will consider four important movements in Buddhist practice: Mahayana, Pure Land, Esoteric, and Zen.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA284**
Prereq: **None**

CEAS285 Pop Music Revolutionaries in Modern Japan
How do musicians, fans, industry stakeholders, and holders of political power use music to tell stories of everyday life? How does music become a means through which different visions for social, cultural, and political life are imagined and articulated, especially in moments of crisis and upheaval? This course introduces the work of influential musical figures in modern and contemporary Japan-from rock stars to folk singers, enka crooners to "idols"-and considers trends and topics in modern Japanese society through the lens of different forms of musical expression. By considering the work of these figures in their own historical contexts and in light of relevant scholarship, the course provides an opportunity to learn not only about songs and artists not often encountered outside of Japan, but also about the everyday historical, social, and political contexts within which they are embedded-and to which, often, they aim to speak back.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS290 Unearthing Early China: Art and Archaeology
This course introduces early China by examining major archaeological discoveries from prehistory through the second century CE. We will analyze the formal and material features of early Chinese artifacts from important archaeological excavations at sites such as Liangzhu, Anyang, Zhouyuan, and Mancheng. We will discuss the ways in which these artifacts and archaeological sites demonstrate early Chinese cosmological beliefs and ritual practices, especially notions related to heaven, afterlife, and the transition from ancestor worship to the pursuit of

personal welfare in immortality. In addition, we will study the iconography and symbolism of objects found in these archaeological discoveries, which would serve as a foundation for the inception of visual arts in the later periods of Chinese history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **ARCP290**
Prereq: **None**

CEAS291 East Asian Archaeology
This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with "Peking Man" and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th-century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP291, ANTH291, ENVS291, IDEA291**
Prereq: **None**

CEAS292 Too Much: Global Melodrama in Film
Often patronizingly dismissed as "women's weepies," this course will examine the proliferation and transformation of melodrama film within various national, subnational, postcolonial, queer, and global contexts. The course will focus on the specific language ad conventions of melodrama. We will watch a wide range of films from India, China, Japan, South Korea, Hong Kong, Hungary, Iran, Egypt, Kenya, Spain, Venezuela, Cuba, Argentina, and Mexico among various global film contexts. Importantly, this course will ask, what are the stakes and implications of "Global" in "Global Film Melodrama"? Moving away from an additive model that often present global film histories as an addendum to the "mainstream" cinemas, the focus will instead be on the emergence and significance of melodrama, and its specific idioms within transnational contexts. The course is open to all sophomores, including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM290, FGSS290**
Prereq: **None**

CEAS295 In Search of the Good Life in Premodern Japan
This course presents works of literature from premodern Japan to consider how people conceptualized and struggled to attain the good life. How did people's evocations of their ideals and desires reflect and engage with the historical reality? How did their social status (such as a Buddhist monk, samurai, or a lady-in-waiting), occupation, and gender contribute to their aspirations as well as struggles? What were their strategies for not just survival but for fulfillment in periods of warfare or disasters? Works will encompass diary literature, essays, fiction, and poems from a variety of authors across most of Japanese premodern history. Practices such as the tea ceremony and works of art will also be discussed to fill out the cultural context.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT226**
Prereq: **None**

CEAS296 Japanese Politics
This introductory course in Japanese politics begins with an overview of the Japanese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas such as industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT296**
Prereq: **None**

CEAS297 Chinese Politics
This introductory course in Chinese politics begins with an overview of the Chinese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas such as industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT297**
Prereq: **None**

CEAS298 The Problem of Language in Chinese Philosophy
The class examines the criticisms of language in various schools of Chinese thought, exploring themes such as the ineffability of the absolute, the rejection of logic, naturalistic criticism of language as a vehicle of propositional knowledge, the "heart that precedes words" in apophatic practice, words as generator of duality, and more. Special emphasis will be given to the paradox of "saying the unsayable" in Daoism and Chan Buddhism, and on the various literary techniques by which the early thinkers have tried to avoid this conflict.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **PHIL297**
Prereq: **None**

CEAS300 Storytelling in Japan's Empire (and its Aftermaths)
This course introduces different forms of storytelling in the Japanese Empire (1868-1945), and considers how the ghosts of Empire continue to haunt storytelling in the postwar era (1945 ~), as well. By considering texts (in English translation) produced by different individuals navigating everyday life in disparate locations across the Empire (including Korea, Taiwan, and the "home islands" of Japan itself), the course aims to move beyond historical timelines of "big events" and introduce the material realities and struggles, the complexities and contradictions of everyday life under Empire. Although it certainly takes up literary "texts" in the traditional sense of short stories, novels, and poetry, the course understands storytelling as occurring through a range of mediums, including film, music, and manga/graphic novels. By considering a disparate selection of literary, musical, and filmic stories from this period, it strives to attend to some of the contested and competing desires of individuals and entities seeking to navigate conditions of empire, colonialism, and war.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT333**
Prereq: **None**

CEAS301 Modern China and the World Since 1945
This class will tackle key international problems in modern China's history over the past 70 years, beginning with the civil war; the Korean war; the Great Leap Forward; the Cultural Revolution; Deng Xiaoping's economic reform; Tiananmen 1989; Hong Kong's reversion to the PRC; democratization movements in China, Hong Kong, and Taiwan; and cross-strait relations over the years. We will explore China's recent assertiveness on territorial issues, as well as the reaction over time to Chinese foreign policy by the United States, Russia, Japan, India, and other key players. In addition to lectures and discussion, we will engage in some role-playing, with students taking various national and bureaucratic positions in mock negotiations and international exchanges. The goal will be to gain a better understanding both of Chinese options and the role of international players during key moments in modern China's history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS302 Minority Voices in Japanese Film and Literature
Although there is no such thing as a "homogeneous nation" in the world, Japan often has been falsely regarded as a country of a singular ethnicity and civilization. Is Japan a nation-state of one race and unified culture? Who are the voices in Japan defying this kind of Japanese myth? How do they claim their rights and agencies as members of Japanese society? What peoples have been discriminated against by other communities, despite their indigenous Japanese roots? What kind of relationship do these internal "others" have with the Japanese state? This course explores Japan's domestic minorities as depicted in Japanese literature and film, whose stories and images have been largely untold and invisible in the mainstream culture. Among the various minority groups in Japan, we will pay special attention to four groups: (1) the country's culturally defined minority group since the feudal era, burakumin (the untouchables); (2) the country's oldest and biggest foreign ethnic group, Koreans ("zainichi"), and other Asians; (3) the people of Japan's internal colony, Okinawa; and (4) Japan's medical outcasts, the victims of atomic disasters in Hiroshima and Fukushima. Students will deal with materials about the specified groups produced by prominent figures in Japanese literary and cinema history. At the same time, students will examine materials created by the otherized subjects themselves to probe how marginalized beings represent themselves in ways that are different from the dominant media portrayals.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FILM232**
Prereq: **None**

CEAS305 East Asian Culture Through Chinese Pop Music (CLAC .50)
Even after the meteoric rise of K-Pop in recent years, Mandarin Chinese Language pop music, also known as Mandopop, remains a highly popular musical genre that influences East Asian popular culture. This course introduces students to the literary history and cultural forces that shaped Chinese popular music. The songs featured in the syllabus serve as a soundtrack to the "Introduction to History: Foundations of East Asian Cultures," as the themes largely mirror the contents of the parent course.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN305, CGST253**
Prereq: **CHIN205**

CEAS306 Cinema and Moviegoing in American Chinatowns: Digital Tools and Storytelling
In the latter decades of the twentieth century, movie theaters dedicated to the screening of Chinese-language cinema dotted Chinatowns and Chinese ethnoburbs across the United States. What historical and economic forces explain the development of these unique exhibition sites, and how can we understand their social and cultural impacts? This seminar explores the production, distribution, and exhibition of Chinese-language films for overseas audiences and the moviegoing cultures that emerged around cinemas in Chinatowns and Chinese ethnoburbs. Units will explore Chinese immigration to North America, the establishment of Chinatowns, and early cinema spaces; Chinese immigrant and American-born Chinese filmmaking pioneers, the growth of "Chinese Hollywood," and challenges to Hollywood's dominant representations of Chinese characters and communities; the significance of diaspora audiences for Hong Kong movie studios and the creation of affiliated film distribution chains in the US; the expansion of Chinese-language cinemas in the 1960s and 1970s; the Mandarin and Cantonese films seen by overseas audiences and their range of appeals; and the social and cultural functions served by Chinese-language movie theaters. Students will learn qualitative and quantitative digital tools for film history research and use them to analyze original data sets, visualize research results, and create interactive GIS maps, storymaps, digital timelines, databases, web pages, oral histories, and other digital work related to cinema and moviegoing in American Chinatowns.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FILM316, WLIT324**
Prereq: **None**

CEAS308 Comparative Urban Policy
Cities are home to more than half of the world's population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now--individually and collectively--major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives--from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what cities in the global north are learning from the cities in the global south, and how cities are bypassing toxic partisan politics in their nations' capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the city of Middletown.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT308, ENVS308, IDEA308**
Prereq: **None**

CEAS309 Scoundrels, Sinners, and Saints: Approaches to Buddhist Life Writing
This seminar will examine a variety of religious biographies and autobiographies in order to evaluate the significance of life writing in the Buddhist traditions of Asia. Materials will cover a broad range of historical periods, from early medieval to modern, and geographic regions, including South Asia, East Asia, the Himalayas, and Tibet. Topics include the structure, function, style, production, and reception of biographies and autobiographies, as well as more thematic questions of religious transmission, soteriology and praxis, formations of self-identity, gender, and the relationships of biographical literature to art and pilgrimage. Readings include primary Buddhist texts in translation supplemented

by secondary scholarship on hagiography and sainthood, literary theory, narrative constructions of the self, and Buddhist history.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI309, GSAS309**
Prereq: **None**

CEAS310 CEAS Senior Seminar
This CEAS senior seminar is limited to CEAS majors. It is intended to be the other half of their proseminar experience, allowing majors to reconnect with their CEAS cohort, reflect on how their study abroad experience has influenced their understanding of East Asia, and facilitate the process of planning their capstone projects.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS311 The History of the Samurai
This course examines the history of Japanese warriors, known among other things as samurai and bushi, from their origins in ancient Japan to the dismantling of the samurai class after the Meiji Restoration in 1868. Through a combination of primary and secondary sources, we will trace the development of warrior power and identity, the rise of warrior power in medieval Japan, the domestication and bureaucratization of warriors during the Edo Period (1600--1868), and warrior discontent with socioeconomic change as one of the driving forces behind the Meiji Restoration. Other themes include the relationship between warrior government and adjudication, the use of Buddhism for legitimation, and male-male intimacy and sexual relations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST311**
Prereq: **None**

CEAS320 Literature and Media in China: From Inscriptions to Print Culture to New Media
What is the relationship between literary texts and "books"? How did people read before the advent of print, and in what forms/contexts did this reading take place? How does the format of a text shape the "message" that text conveys? How have new forms of media, such as digital technologies and the internet, changed how literature is understood and consumed? And how did all of these questions play out in the history of Chinese literature, specifically? This course takes these questions as a starting point to examine the relationship between Chinese literary writing and the media forms in which this writing has circulated over time. The course is divided into three chronological units, based around the following core topics: (I) the material cultures of writing and reading in premodern China; (II) the advent of print and early modern Chinese textual cultures; and (III) forms of new media in modern Chinese literature. We begin each unit by studying some key methodological approaches to Chinese literature and its media forms. We then take up specific texts, examples, and case studies that explore the range of Chinese literary media. For the purposes of this course, the terms "literature," "media," and "text" are all broadly defined. Indeed, a primary goal of this course is to work toward a concept of Chinese literature that takes issues of media, such as materiality, circulation, reading habits, and the process of writing into account.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS325 Challenges to Democracy in East Asia
East Asia is home to a remarkable diversity of political regimes, economies, religions, and cultural traditions. The region includes one of the most repressive countries in the world, North Korea, alongside authoritarian regimes like China that tout political stability and rapid economic growth. At the same time, Japan, South Korea, and Taiwan represent fully consolidated democracies -- albeit ones that continue to grapple with significant domestic and international challenges. This course examines the workings and challenges of democracy in East Asia by addressing questions such as: What are the defining features and challenges of existing democracies in East Asia? To what extent are these features unique to the region? Why do some citizens in East Asia find authoritarianism appealing? How do historical experiences with authoritarian rule shape democratic institutions and political culture today? And does China's authoritarian model present a challenge to democracy in the region?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **GOVT305**
Prereq: **None**

CEAS326 Gender and Sexuality in Japanese History Across the Premodern/ Modern Divide
This seminar explores both changes and continuities in Japanese conceptualizations of gender and sexuality between premodern and modern times. Structured around the notion that modernization produced a paradigmatic shift in Japanese life and thought, the course will examine gender and sexuality as both discourse and practice, considering how Japanese people described, experienced, and shaped gender roles and sexual life in their daily existences. We will investigate the dominant gender system and understandings of gender and sexuality operating in Japan before and during the Edo period (1600-1868), then consider the influence of Western views and concepts like the male/female and heterosexual/homosexual binaries on Japanese society and culture from the Meiji period (1868-1912) through postwar times. Other topics include gendered differences in education, gender performance in kabuki, female and male prostitution, the "gender crisis" of the Japanese modern girl, the salaryman and professional housewife archetypes, and postwar gay masculinities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST327, FGSS334**
Prereq: **None**

CEAS327 Progressive Confucianism and Its Critics
Contemporary "Confucianism" designates a diverse set of philosophical, social, political, and religious approaches that are rooted in traditional East Asia and are playing significant--and increasing--roles in the modern world. "Progressive Confucianism" designates a subset of these approaches, emphasizing the ways that the Confucian tradition has developed throughout the centuries and arguing both that modern Confucianism must continue to develop, and that a properly developed Confucianism has much to contribute to contemporary philosophy and to modern societies. This seminar will explore the background out of which progressive Confucianism has emerged; its distinctive approach and key contributions to Confucianism and to global philosophy more generally; and central criticisms that it has faced, with sources ranging from more conservative (or even fundamentalist) Confucians to liberals and progressives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL327**
Prereq: **None**

CEAS334 Native Matters: Materiality in Indigenous Literatures Across the Pacific
This seminar contemplates the function and representation of materiality in contemporary indigenous literatures. It highlights the centrality of embodied practices in indigenous cultural lives. The primary texts for the course will be literary texts (novels, short stories, essays, and poems) from different indigenous communities, including from North America, East Asia, Austrasia, and Oceania. We may also deal with non-textual materials such as artifacts, maps, clothes, video games, etc. Readings will also include theoretical or philosophical works from indigenous and non-indigenous thinkers on the subject of materials and materiality. The course will thematize materiality in two ways: the first is to understand materiality as a way for indigenous authors to represent or construct various understandings of indigeneity, either in traditional lifeways, modern indigenous realities, or indigenous futurisms, both within and between specific indigenous communities. The second is to engage with thing theory and materiality as a method of literary analysis.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM334, WLIT325**
Prereq: **None**

CEAS340 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, RL&L290, GRST231, RUSS340, RULE340, REES340, ENGL295**
Prereq: **None**

CEAS343 Tibetan Religion
This course serves as an introduction to major themes of Buddhist thought and practice within the cultural and historical framework of Tibet and the wider Himalayan world. In doing so, it examines various approaches to the study of religion and questions traditional definitions of categories such as "religion" and "Buddhism" themselves. Beginning with a close study of Patrul Rinpoche's classic 19th-century guide to Tibetan Buddhism, the early part of the course focuses on the doctrinal foundations of the tradition. This is followed by a historical and more critical examination of Tibetan religious history, proceeding from Buddhism's Indian antecedents and its initial arrival in Tibet during the seventh century through the present day. The course will explore a wide range of Tibetan religious cultures and practices including Buddhist ethics, systems of monastic and ascetic life, ritual activities, sacred geography and pilgrimage, lay religion, as well as the status of Tibetan Buddhism under Chinese occupation and in the West. It will also examine the lesser-known communities of Tibetan Muslims and Christians inside Tibet and in exile. The majority of readings will consist of primary texts in translation, and will concentrate on Tibet's rich narrative literary tradition. These will be supplemented by secondary literature on the study of religion and Tibetan Buddhism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI229, WLIT273, GSAS229**
Prereq: **None**

CEAS346 Contemporary East Asian Cinema
This is a seminar on comparative narrative and stylistic analysis that focuses on contemporary films from Hong Kong, Taiwan, China, South Korea, and Japan, regions that have produced some of the most exciting commercial and art cinema in the last thirty years. We will begin by examining the basic narrative and stylistic principles at work in the films, then broaden the scope of our inquiry to compare the aesthetics of individual directors. Our goals are to analyze the narrative and stylistic tendencies of filmmakers while considering their work in a historical, cultural, and industrial context, and to develop our film analysis skills via formal comparison. Films from Bong Joon-ho, Fei Mu, Hong Sang-soo, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Jia Zhangke, Jeong Jae-eun, Kon Satoshi, Lee Chang-dong, Mizoguchi Kenji, Ozu Yasujiro, Suo Masayuki, Tian Zhuangzhuang, Johnnie To, Tsai Ming-liang, Tsui Hark, Wai Ka-fai, Wang Xiaoshuai, Wong Kar-wai, Yim Soon-rye, Yoon Ga-eun, Yuen Kuei, and others will be featured.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM346, WLIT326**
Prereq: **FILM304 OR FILM307**

CEAS355 Between Asia and Asian America
In this seminar, we will critically examine the relationship between East Asia and Asian America, and explore the disjunction and connection between the two as geopolitical entities, historical concepts, academic fields, and sites of cultural expressions and political identity. Inquiring into key issues such as colonization, diaspora, race and ethnicity, Pacific and the transpacific, etc., this seminar seeks productive engagement between the disciplines without erasing their differences.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS358 Reorienting East Asia: A Thematic Study of China, Japan, Korea, and Beyond
Although the concept of East Asia is firmly cemented in the western imagination, the reality behind the east Asian region -- if one was to call it that -- is far more complex. This course will explore topics in history, politics, religion, language, economics, and modern media as they relate to the three countries usually characterized as east Asia: China, Japan, and Korea. In so doing, you will learn about various connections that bind the countries together as well as the areas in which they do not connect. You will also learn about other players in the region who do not typically receive the attention they deserve, such as Mongolia, Tibet, India, the Ryukyu Islands, and Indochina. By the end of this course, you will be able to highlight unique aspects of each country and qualify the connections made between multiple cultures that have been neighbors for over a millennium.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST359**
Prereq: **None**

CEAS359 Philosophy of Wang Yangming
This seminar offers a broad engagement with Wang Yangming (1472-1529), one of the most innovative and influential of all Chinese philosophers. We will read all of his writings that are available in English translation (his major work, the Record for Practice (Chuan Xi Lu); many of his letters; and a few poems) as well

as the best recent scholarship on Wang, with the goal of both understanding and critically assessing his ideas, as well as opportunities to put Wang's ideas into constructive dialogue with contemporary philosophy. The seminar will also pay attention to the ways in which Wang's ideas have been understood and appropriated by thinkers, activists, and political leaders down to the present day.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL359**
Prereq: **None**

CEAS362 Sumi-e Painting II
Sumi-e Painting II is an advanced class for which Introduction to Sumi-e Painting (ARST 260) is a prerequisite. In this course, foundation techniques will be expanded upon. We will re-examine traditional techniques and composition, and there will be exploration of new contemporary techniques. There will also be experimentation with tools beyond the brush. This course will introduce a concept based approach to narrative and content. Students will be encouraged to develop a personal style and method.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST362**
Prereq: **ARST260**

CEAS363 Microfoundations of Growth in China
The rise of China is one of the most remarkable, if not miraculous, economic events in recent history. The course seeks to present a comprehensive overview of the transition challenges China faces as it continues to move from a centrally planned economy to adopting a greater reliance on market-based mechanisms. By reviewing the microeconomic literature on China's recent economic and institutional transformation, the class hopes to provide a general analytical framework for understanding the economic implications of the process.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON363**
Prereq: **ECON301 AND ECON300**

CEAS372 Hong Kong Cinema
This course offers an introduction to the dynamic history of Hong Kong cinema from 1960 to the present day. The course will acquaint students with Hong Kong's major films, genres, directors, and industrial trends; explore the factors that enabled the Hong Kong film industry to become a regional and global powerhouse; and consider the reasons behind the contraction of the industry since the mid-1990s and the outlook for Hong Kong cinema's future. Screenings will feature the films of Fruit Chan, Jackie Chan, Peter Chan, Chang Cheh, Mabel Cheung, Tony Ching Siu-tung, Chor Yuen, Stephen Chow, King Hu, Ann Hui, Michael Hui, Stanley Kwan, Andrew Lau & Alan Mak, Li Han-hsiang, Lo Wei, Johnnie To, Cecille Tong, Tsui Hark, Wang Tian-lin, Wong Kar-wai, John Woo, Corey Yeun Kwai, Toe Yuen Kin-to, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM372, WLIT327**
Prereq: **None**

CEAS379 Visionary Journeys through Sacred Landscapes: Japanese Art of Pilgrimage
This course examines the ways in which religious paintings were used and viewed in medieval Japan. Emphasis will be laid on images of sacred landscapes and the visionary journeys they inspired. Though primarily conceived as fundraising tools and advertisements aimed at inspiring viewers to undertake a physical journey to the illustrated site, these images became sacred in their own right and were approached by worshipers as one would approach the enshrined deity of the represented site. They also allowed spiritual travel through the images, providing virtual pilgrims with the karmic benefits of actual pilgrimage without the hardships of travel. Each week we will immerse ourselves in a sacred site, reading about its history, deities, religious practices, and unique benefits. We will then look at how these were given visual form and the artistic language developed to endow these visual representations with the power to inspire and move contemporary audiences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA379, MDST378**
Prereq: **None**

CEAS381 Relic and Image: The Archaeology and Social History of Indian Buddhism
This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (first to third century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts, then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodh Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA381, ARCP380, RELI375, GSAS381, ARHA381, ARCP380, RELI375**
Prereq: **None**

CEAS385 Legacies of Authoritarian Politics
This course explores the challenges and legacies faced by new democracies due to their authoritarian pasts. To examine legacies of authoritarian politics, we will first study the key features of authoritarian vs. democratic states. The second part will look at "life after dictatorship" including authoritarian successor parties, political participation, civic engagement, and policing in the post-authoritarian era.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **GOVT391**
Prereq: **None**

CEAS388 Global Film Auteurs
This course offers a comparative introduction to film auteurs from around the world spanning the 1930s to the present day. Our aim is threefold: to analyze the narrative and stylistic tendencies of each filmmaker while considering their work in a historical, cultural, and industrial context; to develop our film analysis skills via formal comparison; and to consider the formation, redefinition, and influence of film canons. Emphasis will be placed on describing and analyzing the functions of narrative and stylistic elements and their effects on the viewing experience. Each week will include two film screenings, a lecture, and a discussion. Screenings will include films directed by Andrea Arnold, Julie Dash, Fernando Eimbcke, Don Hertzfeldt, Krzysztof Kieslowski, Akira Kurosawa, Steve McQueen, Jafar Panahi, Satyajit Ray, Ousmane Sembène, Céline Sciamma, Wong Kar-wai, Agnès Varda, Yim Soon-rye, and Zhang Yimou, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM388, WLIT301**
Prereq: **None**

CEAS390 Politics and Society in Japanese Women's Writing
How have some of modern Japan's most celebrated and insightful authors responded to key events and social conditions in contemporary Japan? What sorts of perspectives have these authors brought to issues of industrial pollution, or to youth crime and social change under capitalism, or to ongoing crises in Okinawa and Fukushima? This course seeks to hear the voices of these authors--and the social actors with whom they engage--by grappling with key modern Japanese literary texts in English translation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **FGSS390, WLIT322**
Prereq: **None**

CEAS395 A Wesleyan Student's Guide to Fascism: The Case of Modern Japan
"Fascism" is a term that is frequently encountered in social and political discourse. But what does this term actually mean? How can we conceive productively of different fascisms across different historical moments and (geo)political contexts--including our own? This course will consider fascism in modern Japan, and address the economic, (geo)political, social, and cultural circumstances that incited what we will call "fascist desire" in Japan's imperial moment and beyond. But while the specific experiences and characteristics of historical fascisms are informed by the unique contexts within which they unfold, including Japan's, fascism as phenomenon can never be reduced to national or cultural particularities, or confined to isolated historical moments. As one possible reaction to the experiences of modernity, that is, the specter of fascism is always with us, everywhere. By engaging with primary and secondary texts--scholarship, music, literature, film--that variously analyzed, challenged, bolstered, and critiqued fascism in the context of modern Japan, students will learn to recognize the specter of fascism in their own lived, everyday contexts, and grow in their ability to confront and counter the conditions and desires that help nourish it.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **WLIT395**
Prereq: **None**

CEAS397 Cinema and City in Asia
This course will look at the representation of the city in Asian cinema. It will explore links between urban and cinematic space across a range of thematic, historical, and cultural concerns. We will watch a wide range of films from China, Hong Kong, Japan, South Korea, Taiwan, India, Philippines, and Singapore--and learn to critically examine the ways in which cinema becomes an innovative and powerful archive of urban life as it engages with the events and experiences that shape the cultural, social, and political realities of the past, present, and future in Asia. The course is open to all sophomores including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required. Among other assignments like videographic criticism, students will also have an opportunity to make short city films using their phone-cameras and readily available editing software as an option for their final class projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM397**
Prereq: **None**

CEAS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CEAS404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CEAS405 Curatorial Practice and Exhibition Creation
This course in curatorial studies culminates in the curation of an exhibition to be featured in the Center for East Asian Studies (CEAS) Gallery the following semester. Through weekly or biweekly seminars, students will be introduced to curatorial thinking and strategies to develop the academic and practical skills in this practice. Students will learn, consider, and critique the different approaches to the display and interpretation of objects (how they are telling a story and why). Professional experience in the visual arts field will be gained through the planning, research, and realization of a project in the gallery. The course will be co-advised by the Associate Director of Visual Arts, the Exhibitions Manager, and a relevant member of the CEAS faculty, who will consult on the exhibition. The application will be selected by the chair of CEAS who will select one student or group (consisting of at most two students) whose previous experience, coursework, interests, and vision are most suitable. The approach can vary, but it must have an East Asian component. This seminar is an opportunity for students to work with Wesleyan arts professionals and faculty to curate an exhibition in this space. Artists may apply to curate their own work, or a student can curate the work of colleagues. The CEAS Art and Archival Collection (an educational resource collection that includes works of art in various media mostly relating to China in the nineteenth and twentieth centuries) could also be a resource from which to curate an exhibition, which would involve working with the Archeology Collections Manager. Other possibilities include historical explorations of a given topic or didactic approaches that dovetail with the CEAS Outreach program.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS406 Senior Thesis Seminar
This course will guide and support senior thesis writers in CEAS (College of East Asian Studies) to draft, revise, and complete their thesis projects. This course supplements students' one-on-one tutorials with their thesis advisors by offering a dedicated space to develop and discuss their projects in a supportive environment of peers. Over the course of the semester, students will utilize library resources, conduct empirical research, revise drafts of existing work, reflect on their own research and writing processes, and share their findings with classmates. Course materials will be drawn primarily from students' own thesis work.

Course topics include sessions on assessing sources, making strong arguments, formatting and bibliographies, understanding the "state of the field," writing and revising drafts, and sharing research findings. There will be numerous opportunities for giving and receiving feedback on work in progress.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

CEAS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CEAS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CEAS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CEAS413 Korean Drumming and Creative Music Ensemble
This course is an experiential, hands-on percussion ensemble with the predominant instrument in Korean music, the two-headed janggo drum. Students will learn to play a range of percussion instruments including janggo, barrel drum (buk), hand gong (kwenggari), and suspended gong (jing). Through the janggo, drumming students gain first-hand experience with the role music plays in meditation and the benefits it offers to develop a calm, focused group experience. In the end they integrate their focused mind, physical body energy, and breathing through a stream of repetitive rhythmic cycles. The students will be introduced to traditional folk and court styles of janggu drumming. The ensemble plays pieces derived from tradition and new ideas, and creates new works exploring imaginative sounds on their instruments. If there is an opportunity during the semester, the students will have a creative collaboration with a dancer(s) or musician(s) from other cultures. The ensemble will experience a deep respect for the diverse cultural backgrounds of the students developed from the efforts of teamwork and creating music together through Korean drumming. The semester will end with a live performance for the public.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC413**
Prereq: **None**

CEAS414 Korean Drumming and Creative Music Ensemble Advanced
This class offers more advanced techniques for those students who have taken the beginner course or who have some basic experiences in Korean drumming or who have long-term drumming experiences of any other cultures including Western drum set. Attendance and additional practice time are mandatory. In comparison to the beginner class, the advanced class will play rapid, vigorous, and seamless rhythmic patterns on janggu, buk, and kwenggari. Students are expected to be creative in utilizing materials given during the semester. Each student will focus on a lengthy solo work on any of these instruments, as well as ensemble playing. Students will explore both traditional and new emerging styles of Korean drumming. In the end, they will integrate their solos in the ensemble piece and create a new piece. The ensemble will experience a deeper level of drumming from contributing solo work to the ensemble and the efforts of teamwork. They will learn about group activity in music-making through sharing ideas and assisting each other. The semester will end with a live performance(s) for the public.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC414**
Prereq: **MUSC413**

CEAS416 Beginning Taiko--Japanese Drumming Ensemble
This course introduces students to Japanese taiko drumming. The overarching goal of this class is to gain a broad understanding of Japanese culture by studying the theory, performance practices, and history of various genres of classical, folk, and contemporary music traditions. Students will gain a better understanding of the spirit behind the matsuri (festival) and Japanese performance arts through learning basic taiko technique and one or two pieces on the Japanese taiko drum. Students should wear clothes appropriate for demanding physical activity (i.e., stretching, squatting, various large arm movements). Students with a musical background might find MUSC 417 Intermediate Taiko to be a suitable alternative, as it covers the same theoretical and historical content but at an accelerated pace and includes additional repertoire.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC416**
Prereq: **None**

CEAS418 Taiko II: Japanese Drumming Ensemble
This is course is for students who have taken Beginning Taiko. Acceptance to this class is at the discretion of the instructor. Students will learn more advanced techniques in taiko drumming by learning pieces from the Matsuri and kumi daiko performance repertoires.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-MUSC**
Identical With: **MUSC418**
Prereq: **None**

CEAS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CEAS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CEAS423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CEAS424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CEAS428 Chinese Music Ensemble
The Wesleyan Chinese Music Ensemble is a performance group dedicated to exploring the modern Chinese ensemble and a variety of Chinese music styles. It is made up of a number of traditional Chinese instruments, including plucked lutes and zithers, hammered dulcimer, bowered fiddles, bamboo and reed flutes, and percussion. The course is designed to be hands-on and experiential, encouraging students to explore the basic ideas of Chinese music and culture through weekly rehearsals, practices, and performances.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC428**
Prereq: **None**

CEAS460 Introduction to Sumi-e Painting
We will learn basic technique and composition of traditional Japanese sumi-e painting. Sumi-e is a style of black-and-white calligraphic ink painting that originated in China and was introduced into Japan by Zen monks around 1333. We will concentrate on the four basic compositions of sumi-e: bamboo, chrysanthemum, orchid, and plum blossom. We will also study the works of the more famous schools, such as Kano. Students will create a portfolio of class exercises and their own creative pieces.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST260**
Prereq: **None**

CEAS461 Alternative Printmaking: Beginning Japanese Woodblock Technique
Students are taught traditional Japanese techniques for conceptualizing a design in terms of woodcut, carving the blocks, and printing them, first in trial proofs and editions. After understanding how both of these methods were originally used and then seeing how contemporary artists have adapted them to their own purposes, both for themselves and in collaboration with printers, students will use them to fulfill their own artistic vision. Considerable use is made of the Davison Art Center collection of traditional and contemporary Japanese prints as well as many European and American woodcuts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST261**
Prereq: **ARST131**

CEAS467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CEAS469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CEAS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CEAS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COLLEGE OF INTEGRATIVE SCIENCES (CIS)

CIS101 Success in STEM Seminar
This weekly seminar series will provide participants with tools and skills helpful in the pursuit of STEM studies, especially with introductory courses in STEM fields (biology, chemistry, physics, and mathematics). In particular, this seminar series is designed to facilitate the transition from high school academics to collegiate-level studies, and it is available only for first-year students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS115 Experiential Design and Application
This course, co-taught with Director of Physical Plant Operations Mike Conte, will allow students to work directly with Facilities employees to design and execute modifications and repairs to existing Wesleyan spaces. The specific

projects will change from semester to semester, but could include designing and building informal learning spaces, and planning and carrying out repairs and modifications to mechanical and plumbing systems. Students will learn design and engineering by carrying out projects to improve Wesleyan's facilities. Students must be willing to work with tools and machinery with supervision. The grading in this quarter-credit repeatable course will be based primarily on active participation, and the class meetings will be held on location and at times built around participants' schedules.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS121 Wesleyan Mathematics and Science Scholars Colloquium I
This weekly colloquium of participants in the Wesleyan Mathematics and Science Scholars (WesMaSS) Program will provide participants with a framework for taking full advantage of the educational opportunities in the natural sciences and mathematics available at Wesleyan. Class sessions and assignments are designed to help students to develop effective individual and group study skills, to promote cohort-building, and to navigate the "hidden curriculum" in higher education.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS122 Wesleyan Mathematics and Science Scholars Colloquium II
This weekly colloquium of participants in the Wesleyan Mathematics and Science Scholars (WesMaSS) Program will be focused on strategies for success in science and math higher education.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS135 Mindfulness
During this course, students will be introduced to various techniques of mindfulness practice and awareness, including sitting meditation and yoga. These modalities are designed to aid in stress and anxiety reduction and, when practiced diligently, may also offer opportunities for greater self-awareness and personal development. The goal is to give students not only a peer community but also a contemplative and metacognative toolbox that is portable, replicable, and sustainable. Students will gain an understanding of the roles these practices can play in leading a happier, healthier, and more fulfilling life.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CIS**
Identical With: **CSPL135**
Prereq: **None**

CIS135Z Introduction to Mindfulness
In this retreat-style, experiential course, students delve into a set of practices meant to cultivate self-awareness, alleviate the impact of the stress response, and move attention to the present moment. During this 10-day class on contemplative practices, students will be introduced to various individual and relational techniques developed to cultivate non-judgemental attention and self-awareness in the present moment, as well as metacognitve learning strategies.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CIS**
Identical With: **CSPL135Z**
Prereq: **None**

CIS154 Working with MATLAB
The content of this course focuses on learning the basics of utilizing MATLAB to program and solve basic problems. We will operate on the assumption that students have no prior experience with programming. The goals of the course will be to develop algorithmic thinking, problem solving, and quantitative skills within the context of MATLAB. The course will cover essential mechanics of programming, many of which are common to all programming languages, as well as some selected advanced topics. With the expectation that students with a broad background with various motivating factors lead them to enroll in the course, students will be invited to apply the skills learned in the course to completing the culminating final project related to their specific interests.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC154, IDEA154**
Prereq: **None**

CIS160 Life in the Oceans in the Anthropocene and Beyond
Little is known about life in the deep sea, the largest habitat on Earth, even about the largest animals living there, such as the giant squid. Humans, however, are severely affecting even these most remote areas of our planet, and wildlife populations in the oceans have been badly damaged by human activity. We will look at the amazing diversity of ocean life and the disparate building plans of its animals, and see how oceanic ecosystems are fundamentally different from land ecosystems. Then we will explore how human actions are affecting oceanic ecosystems directly, for instance by overfishing (especially of large predators and filter feeders), addition of nutrients (eutrophication) and pollutants, and the spread of invasive species, as well as indirectly, through emission of carbon compounds into the atmosphere. Rising atmospheric CO2 levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at ecosystem changes during periods of rapid warming in the geological past and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES160, BIOL160**
Prereq: **None**

CIS170 Introduction to Mechanical Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA170, PHYS205**
Prereq: **None**

CIS170Z Introduction to Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA170Z, PHYS170Z**
Prereq: **None**

CIS173 Introduction to Sensors, Measurement, and Data Analysis
This course is an engineering fundamentals course supporting the Integrated Design, Engineering, and Applied Science (IDEAS) minor. It will involve a sequence of hands-on projects that introduce students to basic measurement devices and data analysis techniques using inexpensive modern sensors, a microprocessing platform (Arduino), and a computational software package (Matlab). The course will provide foundational knowledge of available resources and techniques that allow students to more confidently implement measurement systems in subsequent courses of the IDEAS minor and better understand experimental devices used in scientific research activities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA173**
Prereq: **None**

CIS175 Introduction to Electrical Design & Engineering
Students will learn about engineering mechanics, electronic control systems, and physical actuators (e.g., for movement) using a microprocessor platform, sensors and motors. The final project will require a student team to ideate, design, analyze, and optimize a mechatronic system. This course will allow students to better understand components, methods, and challenges in mechatronics systems commonly found in automation and robotics.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA175, PHYS206**
Prereq: **None**

CIS185 Creative Coding
This course provides a practice-driven introduction to design and expression with code. Students will learn elemental procedural programming skills and gain experience with software design and interactive art by developing a portfolio of digital projects of increasing complexity and scale. It is designed to establish fundamental cross-disciplinary intuition and knowledge for future use in the CoDES program as well as to provide a vector of artistic fulfillment. The course uses Processing and the Java programming language to facilitate the creation of visual, interactive digital sketches.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CIS**
Identical With: **IDEA185**
Prereq: **None**

CIS185Z Form and Code
This introductory survey explores practices in design and digital media through a sequence of design exercises, workshops, and hands-on projects. Advancing towards an independent final project, participants will hone their skills as makers and thinkers while developing a portfolio of original work for both print and web. While primarily concerned with visual experimentation and expression, this course exposes students to critical topics in media and design through readings, seminars, and student presentations. Techniques surveyed in this course include: digital graphics, creative coding, and digital fabrication (if taught in person).

Students will require access to a personal computer and Adobe Creative Cloud. If the course runs remotely, students are responsible for locating these resources individually.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA185Z**
Prereq: **None**

CIS210 How Things Fail: Mechanics and Materials
This lab/lecture engineering course is a foundational cornerstone of structural analysis and mechanical design. It will provide students with a theoretical and practical understanding of static equilibrium, force systems, material response to loading, and analysis of failure modes for each of the fundamental types of stress and strain (axial, flexural, and torsional). These skills are vital for students from a range of disciplines, including mechanical engineering and architecture. The final project will entail design, implementation, and testing of an optimized model of a structure.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **IDEA210, PHYS210**
Prereq: **IDEA170 AND (PHYS111 OR PHYS113)**

CIS213 Informal Science Education for Elementary School Students I
This service-learning course will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary-age children in an afterschool program taking place at five local elementary schools. The classroom components include writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B213**
Prereq: **None**

CIS214 Informal Science Education for Elementary School Students II
This service-learning course will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary-age children in an afterschool program setting at five local elementary schools. The classroom component includes writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class. This course is a continuation of CHEM241.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B214**
Prereq: **None**

CIS221 Research Frontiers in the Sciences I
This seminar is designed to introduce students to the exciting and cutting-edge research activity at Wesleyan across all the sciences and mathematics, and to introduce faculty with active research labs to students interested in working in a lab. The course showcases what research at the college level actually entails, and which projects Wesleyan faculty are actively researching. CIS 221 is scheduled in the fall, CIS 222 in the spring. Both are gateway classes to admission into the CIS, but also recommended to students broadly interested in the sciences who have not yet decided on a major. There is no overlap in speakers between CIS 221 and CIS 222, and students may take both.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS222 Research Frontiers in the Sciences II
This seminar is designed to introduce students to the exciting and cutting-edge research activity at Wesleyan across all the sciences and mathematics, and to introduce faculty with active research labs to students interested in working in a lab. The course showcases what research at the college level actually entails, and which projects Wesleyan faculty are actively researching. CIS 221 is scheduled in the fall, CIS 222 in the spring. Both are gateway classes to admission into the CIS, but also recommended to students broadly interested in the sciences who have not yet decided on a major. There is no overlap in speakers between CIS 221 and CIS 222, and students may take both.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS239 Proseminar: Machine Learning Methods for Audio and Video Analysis
In this course, students are introduced to machine learning techniques to analyze image, audio, and video data. The course is organized in three parts, and in each part we will first introduce how these nontraditional data can be converted into appropriate (mathematical) objects suitable for computer processing, and, particularly, for the application of machine learning techniques. Students then will learn and work with a number of machine learning algorithms and deep learning methods that are effective for image and audio analysis. We will also explore major applications of these techniques such as object detection, face recognition, image classification, audio classification, speaker detection, and speech recognition.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC239**
Prereq: **COMP112 OR QAC155 OR QAC156 OR COMP112Z**

CIS241 Introduction to Network Analysis
This is an interdisciplinary hands-on course examining the application of network analysis in various fields. It will introduce students to the formalism of networks, software for network analysis, and applications from a range of disciplines (history, sociology, public health, business, political science). We will review the main concepts in network analysis and learn how to use the software (e.g., network analysis and GIS libraries in R) and will work through practice problems involving data from several sources (Twitter, Facebook, airlines, medical innovation, historical data). Upon completion of the course, students will be able to conduct independent research in their fields using network analysis tools.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **QAC241**
Prereq: **None**

CIS251 Data Visualization: An Introduction
This course will introduce students to the principles and tools necessary to present quantitative information in a visual way. While tables and graphs are widely used in our daily lives, it takes skill to deconstruct what story is being told. It also takes a perceptive eye to know when information is being misrepresented with particular graphics. The main goals of the course are for students to learn how to present information efficiently and accurately so that we enhance our understanding of complex quantitative information and to become proficient with data visualization tools. Beginning with basic graphing tools, we will work our way up to constructing map visualizations and interactive graphs. This course will require a substantial amount of computation in R. No prior programming experience is necessary, but learning does require willingness and time.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC251**
Prereq: **None**

CIS251Z Data Visualization: An Introduction
This course will introduce students to the principles and tools necessary to present quantitative information in a visual way. While tables and graphs are widely used in our daily lives, it takes skill to deconstruct what story is being told. It also takes a perceptive eye to know when information is being misrepresented with particular graphics. The main goals of the course are for students to learn how to present information efficiently and accurately so that we enhance our understanding of complex quantitative information, and to become proficient with data visualization tools. Beginning with basic graphing tools, we will work our way up to constructing map visualizations and interactive graphs. This course will require a substantial amount of computation in R. No prior programming experience is necessary, but learning does require willingness and time.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC251Z**
Prereq: **None**

CIS263 Demystifying Data: Introductory Data Analysis and Modeling
How do scientists make sense of the data they collect, especially as datasets grow in size and complexity? In this course, students will learn fundamental concepts in data collection, statistics, and modeling through hands-on analysis of publicly available datasets from the COVID-19 pandemic. We will cover the effects of biases in data collection, models of epidemic growth and spread, and the principles of studying a rapidly evolving pathogen. While we will use motivating examples from the life sciences, students can expect to learn techniques and ways of thinking that will form a foundation for evaluating and analyzing data across scientific disciplines. Students will learn the basics of using the R programming language to visualize, analyze, and model data, so no previous programming experience is expected.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL263**
Prereq: **None**

CIS265 Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265, MB&B265, COMP113**
Prereq: **[MB&B181 or BIOL181]**

CIS265Z Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics. MB&B/BIOL181 or POI: Those not meeting the prerequisite should contact the professor directly.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265Z, COMP113Z, MB&B265Z**
Prereq: **MB&B181 OR BIOL181**

CIS266 Bioinformatics
This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL266, COMP266, MB&B266**
Prereq: **[MB&B181 OR BIOL181]**

CIS270 Systems Biology with Programming
Systems--collections of entities that interact to form an interconnected whole--are present at every scale of organization in the life sciences. Biologists can take advantage of computational and mathematical tools to understand how these systems function and predict how they might change over time. This approach is critical in applications ranging from epidemic modeling to evolutionary theory. In this course, students will learn how simple rules and interactions can lead to complex behavior using examples from three main areas: regulatory networks, population genetics, and ecology. Students will spend the first part of the course learning how to program in Python in order to model, simulate, and visualize these systems. No previous programming experience is expected.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL270**
Prereq: **BIOL181 OR BIOL181Z AND BIOL182 OR BIOL182Z**

CIS271 Systems Biology with Programming
This course is similar to BIOL270, but only meets in the second half of the semester with BIOL270 and is designed for students with a solid background in programming in Python. Systems--collections of entities that interact to form an interconnected whole--are present at every scale of organization in the life sciences. Biologists can take advantage of computational and mathematical tools to understand how these systems function and predict how they might change over time. This approach is critical in applications ranging from epidemic modeling to evolutionary theory. In this course, students will learn how simple rules and interactions can lead to complex behavior using examples from three main areas: regulatory networks, population genetics, and ecology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL271**
Prereq: **BIOL181 OR BIOL181Z AND BIOL182 OR BIOL182Z**

CIS284 Data, Art, and Visual Communication
This course looks at the ways the digital arts--broadly defined--can be used to explore the intersections of research, data, design, and art. Following a creative software "bootcamp," students will execute projects intended to help them generate, manipulate, and remix data for the purposes of visual communication and art. Students will use Adobe Creative Suite and Processing, an open source programming language, and integrated development environment (IDE) built for electronic arts, new media, and visual design. In addition to working in the studio, seminars, readings, and student presentations will explore the role of data visualization, "big data," and the web in culture and society today. No prior software knowledge or coding skills are required. Students working in STEM, humanities, and social sciences are encouraged to enroll.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST484**
Prereq: **None**

CIS285 Digital Projects Lab
This intermediate course in design engages form and process as vital lineaments in digital images, systems, and objects today. Through a series of short, hands-on, thematic projects, students will move past the basics of digital technique and challenge themselves to articulate how and why things appear as they do. Rather than focus on specific tools or software, assignments will straddle creative platforms and media, incorporating methods such as live signal processing, data moshing, remixing, and interaction design. Early assignments will address narrow thematic concerns while a long-term final project driven by students' own directives will be developed and executed in the second half of term.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CIS**
Identical With: **IDEA285**
Prereq: **None**

CIS307 Experimental Design and Causal Inference
The course provides the foundations and statistical thinking to design, collect, and analyze experimental data and introduces appropriate techniques for observational data when causal inference is the objective of the analysis.

Throughout the course, we introduce and compare various experimental designs. We will discuss sample size and power calculations as well as the advantages and disadvantages of each of these designs. With observational data, we will explore difference-in-difference models, propensity score matching techniques, regression discontinuity designs. This course gives students the opportunity to develop further their computational skills as we learn how to describe, interpret, control, and draw inferences from experimental and observational data.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC307**
Prereq: **QAC201 OR PSYC200 OR MATH132 OR ECON300**

CIS310 Genomics Analysis
This course is an introduction to genomics and analysis for students with interest in life sciences. It introduces current applications of genomics techniques, covers how to build a genomics workflow, and introduces statistical analyses in R programming language. This course assumes little or no prior programming experience and will provide hands-on experience in taking raw next-generation sequencing data through a custom workflow and ending with analyses in R statistical software. This course emphasizes hands-on computational methodology, bioinformatics data analysis, and interpretation of quantitative information. The primary method of evaluation is through written work and weekly homework assignments and the course will increase students skill in scientific writing and scholarship. Classes will consist of lectures, discussion groups and cloud based computational projects designed to train transferable skills in big data analysis. Lectures, labs, assignments and assessments will promote deep knowledge in genomics and informatics, gaining understanding in the scientific process, thinking analytically and critically about biological questions, and formulating original ideas and testing them with big data. Skills gained during the course will include quantitative, statistical and graphical tools, scientific writing, oral communication and deep thinking about ethics in a genomics-enabled world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL310, MB&B311**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

CIS321 Special Topics in Integrative Sciences
This is a special topics course open to all Wesleyan students to explore subjects that are at the boundaries of the canonical scientific disciplines, that are complex, and that have paramount societal impact (e.g., pandemics and public health, climate change, the search for life in the universe, and artificial intelligence and automation). There are also societal issues that deeply impact and are vital for all the sciences (e.g., diversity, equity and inclusion of our communities, federal funding, and science policy). We will collectively identify one or two topics that we would like to focus on together as a class. With disciplinary humility, we will construct a syllabus that will include readings, classroom discussions, presentations, guest lectures, and writing that will integrate our knowledge, methodologies, and action across the sciences. This course is part of the CIS major, and it is expected that all senior CIS majors will be enrolled.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS322 Senior Colloquium in Integrative Sciences
This is a special colloquium course focused on skills associated with science communication and, in particular, communicating student's own research to various audiences. Given the broad benefits that research has on society, and the federal funding derived from tax-payer dollars, scientists have an ethical obligation to communicate the results of their work to various stakeholders. In addition, scientists find that communicating and discussing their work with others is an invaluable method of idea generation. Finally, sharing our work with others is fun and gratifying, particularly at the end of a large project (e.g., a thesis)! These skills transcend our particular departments and are common across STEM fields. With disciplinary humility, we will engage in skill-building using various resources available to us on campus. There will be an opportunity for students to identify skill sets that they are particularly interested in, so that they can be incorporated into the course. There will be readings, classroom discussions, presentations, guest lectures, and visits to centers on campus. This course is part of the CIS major, and it is expected that all senior CIS majors will be enrolled.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CIS**
Prereq: **None**

CIS323 Bayesian Data Analysis: A Primer
This course introduces the applied principles of Bayesian statistical analysis. The Bayesian paradigm is particularly appealing in research where prior research and historical data are available on parameters of interest. This course will teach students appropriate techniques for analyzing data of this nature as well as broaden computational skills in R. The course will lay the foundation for Bayesian data analysis that students can use to further develop skills in decision making.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC323**
Prereq: **MATH132 OR ECON303 OR GOVT367**

CIS327 Evolutionary and Ecological Bioinformatics
Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL327, COMP327, BIOL527, COMP527**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

CIS330 Advanced Academic Writing
This course is designed to help students master the skills needed for thesis-level academic writing. The course uses an example-driven approach emphasizing an iterative revision process, with an emphasis on expository writing skills appropriate for publishable literature. Students will be encouraged to focus on their own independent research work as subject matter of writing exercises.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS530**
Prereq: **None**

CIS331 Video Games as/and the Moving Image: Art, Aesthetics, and Design
Video games are a mess. As a relatively new medium available on a range of platforms and in contexts ranging from the living room to the line for the bathroom, video games make new but confusing contributions to the meaning and possibilities of the moving image. We will work to understand what games are, what they can do, and how successful games do what they do best. Students will complete game design exercises, create rapid prototypes, playtest their games, and iteratively improve their games with play and their players in mind. They will complete analyses of games and game design projects both alone and in groups and participate in studio-style critiques of one another's work. Experience with computer programming is helpful but not essential.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM331**
Prereq: **None**

CIS340 STEM Equity and Inclusion
This course is open to all students at Wesleyan interested in learning about equity and inclusion in STEM. A weekly seminar will provide an overview of topics related to STEM equity, including the demographics of STEM fields, relevant sociology/psychology research (implicit bias, stereotype threat, impostor syndrome, mindset, etc.), ethics, social justice, and best practices for inclusive departments and programs. Students will be required to develop and evaluate proposals for activities to increase STEM equity and inclusion at Wesleyan, using the information provided during the seminar component of the course.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **CIS540**
Prereq: **None**

CIS350 Computational Media: Videogame Development
This course examines the interplay of art and science in the development of contemporary videogames using the Unity development platform and commercial artistic game tools. Students develop a comprehensive understanding of computational media, including legal and commercial aspects, combined with hands-on experience in a creative process that integrates design, art, and coding. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to better understand the challenges and rewards of producing graphic interactive software within a professional context.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **2.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **IDEA350, FILM250, COMP350**
Prereq: **None**

CIS375 Mass Extinctions in the Oceans: Animal Origins to Anthropocene
Geoscientists are debating whether we are living in the Anthropocene, defined as a period during which humans are having a significant effect on atmospheric, geologic, hydrologic, and biospheric earth system processes. There is considerable discussion whether we are indeed affecting the biosphere to such an extent that life on Earth will suffer an extinction similar in magnitude to these that have occurred during earth history. Studies of the fossil record provide unique evidence that is used to evaluate the large extinctions of the past and compare them to ongoing extinction processes, extinctions rates and patterns, and magnitude. Organisms with hard skeletons are most easily and most abundantly preserved in the rock record. Many of these are invertebrates that lived in the oceans (e.g., clams, sea urchins, corals). In the first part of this course, students will become familiar with the nature of the fossil record, the most common marine animals in the fossil record, and their evolution and diversification. Lectures will be combined with studying fossils. In the second part of the course, possible causes for mass extinction will be considered, together with their specific effects on environments and biota, and these predicted effects will be compared to what has been observed. Potential causes include asteroid and comet impacts, large volcanic eruptions, "hypercanes," and "methane ocean eruptions," and more exotic processes. Students will present in class on these topics, and we will compare rates and magnitude of environmental change with severity and patterns of extinction.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES376**
Prereq: **E&ES101 OR E&ES115 OR ASTR155 OR MB&B181**

CIS400 Professional Development and Graduate School Preparation Seminar
The objectives of this course are (1) to build a supportive cohort that will help students sustain their goals when they enter graduate school and (2) to provide students with skills they will need to succeed in graduate school. Students will work on writing, presentation, and discussion skills. This will be done by reading classic books on writing, critiquing the ability of different figures and graphs to convey information, reading and discussing scientific papers, and giving research presentations.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

CIS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CIS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CIS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CIS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CIS423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CIS424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CIS465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

CIS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CIS493Z Summer Research Fellowship
This course is open to students engaged in summer research fellowships and receive .25 credit upon successful completion of a summer research educational experience. Summer Research Fellows conduct independent research with faculty mentors in one or more departments. Students must satisfy the requirements of the fellowship and complete the course assignments in order to receive credit. Requirements are specific to the program students are sorted into (CIS, COE, QAC, or Other). Please see your program's webpage for details. Please email scienceresearch@wesleyan.edu with any questions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **ENVS493Z, QAC493Z**
Prereq: **None**

CIS530 Advanced Academic Writing
This course is designed to help students master the skills needed for thesis-level academic writing. The course uses an example-driven approach emphasizing an iterative revision process, with an emphasis on expository writing skills appropriate for publishable literature. Students will be encouraged to focus on their own independent research work as subject matter of writing exercises.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **CIS330**
Prereq: **None**

CIS540 STEM Equity and Inclusion
This course is open to all students at Wesleyan interested in learning about equity and inclusion in STEM. A weekly seminar will provide an overview of topics related to STEM equity, including the demographics of STEM fields, relevant sociology/psychology research (implicit bias, stereotype threat, impostor syndrome, mindset, etc.), ethics, social justice, and best practices for inclusive departments and programs. Students will be required to develop and evaluate proposals for activities to increase STEM equity and inclusion at Wesleyan, using the information provided during the seminar component of the course.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **CIS340**
Prereq: **None**

CIS549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

CIS550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COLLEGE OF LETTERS (COL)

COL100F History of Math (Is for Everyone!) (FYS)
Mathematics is often taught as an abstract realm of eternal truths. The aim of this course is to "humanize" mathematical thought by re-embedding it in specific cultural contexts, material practices, and the historical transmission of ideas. We will focus on developments in geometry and algebra (and their interaction) in Ancient Greece, Medieval Islam, and Renaissance Europe, culminating in the analytic geometry of René Descartes. The principal aim of the course, however, is not to equip students with specific mathematical skills that they will go on to exercise in other contexts; it is rather to identify and reflect on the distinctive features of culturally specific mathematical practices and why they take the form they do. This will involve doing a good deal of math, but that mathematical study will be wedded to historical and philosophical inquiries. Historically, we will study the relation of particular mathematical practices to other cultural activities (commerce, taxation, the arts, etc.), their dissemination across space and time (through different places, cultures, and generations), and how their reception in different places and ages has led to transformations in the practices themselves.

We will make use of Special Collections to consider different ways mathematics has been performed and preserved in writing, the role of mathematical texts in education, and the material transmission of mathematical knowledge: e.g., how a demonstration makes its way from Syracuse in 250 BC into a textbook printed in the United States over 2000 years later. Philosophically, we will interrogate the notion of mathematical proof by considering different methods of demonstration (reductio, construction, exhaustion, induction, analysis) and identifying the principles of adequacy to which they appeal. We will also reflect on the forms in which mathematical knowledge is presented (axiomatic systems, treatises, problems, theorems, methods) and ask what makes a result significant or generative in a specific tradition or paradigm. No special mathematical background is presupposed, but the class will require significant effort of everyone, regardless of mathematical experience. It is difficult to internalize the intellectual styles of different mathematical paradigms and to appreciate their distinctive methods and results. Some results (such as the Pythagorean theorem) will be familiar, but our approach to them likely will not be. There will be problem sets and tutorial sessions to help us digest the mathematical content. Assignments will include art projects, essays, problem sets, and "explainer" presentations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-COL**
Identical With: **MATH114F**
Prereq: **None**

COL102F Sex and Sexuality in Islam (FYS)
Islamic societies have long traditions of commentary about the body and sexuality. Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims throughout time. Instead of essentializing the Islamic "viewpoint" on sexuality, we will survey the variety of opinions and ideas about sex from medieval Islam to the modern world. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and modern sex manuals and debates, among other sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct in Islam, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **FGSS102F, RELI102F, HIST120F**
Prereq: **None**

COL109F "Real" Love: Subjects of Unreason
Is love a special kind of madness? Do love and madness lead to kindred encounters with the limits of experience? What are the subjects of unreason that inform our conceptions of the world and the "real"? How might the novel (as a literary genre) help us to reason philosophically about irrational experience?

This course explores love and madness through depictions of reason and unreason in two major prose works by the author of "the first modern novel," Miguel de Cervantes through a close reading of Don Quixote and The Trials of Persiles and Sigismunda. From the adventures of a country gentleman turned knight-errant to the trials and tribulations of two sojourning lovers repeatedly separated and reunited on the road, we will explore the lived and the ideal, the rational and the irrational, the presence and the absence, the mortal and the immortal in the erotic encounter at the outset of the modern literary imagination.

Both texts will be read in contemporary English translation. No foreign language knowledge is required. Recommendations for appropriate critical editions in Spanish will be provided for any student who wishes to read in the original language.

This is a discussion-based close reading seminar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL112F The European Novel from Cervantes to Calvino (FYS)
This course provides an introductory survey that tracks the development of the European novel through its major periods--from its origins in DON QUIXOTE through the rise of the novel in 18th-century Britain to romanticism, realism, and modernism.

We will focus on texts that had tremendous impact (and long afterlives) throughout Europe, that inspired responses and imitations in many different languages, and that provided European intellectual culture with archetypal characters and plots through which problems of history, politics, and philosophy were articulated--Voltaire's naïf and Dostoevsky's nihilist; Defoe's heroic bourgeois individualist and Kafka's victim of modern bureaucratic rationality. The readings will also introduce students to some of the European novel's important subgenres (e.g., romance, gothic, grotesque, the philosophical novel) and important narrative forms (e.g., epistolary novel, unreliable narration, free indirect discourse).
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL115F Reading in Slow Motion (FYS)
In "The Return to Philology," Paul de Man wrote: "Mere reading, it turns out, prior to any theory, is able to transform critical discourse in a manner that would appear deeply subversive to those who think of the teaching of literature as a substitute for the teaching of theology, ethics, psychology, or intellectual history. Close reading accomplishes this often in spite of itself because it cannot fail to respond to structures of language which it is the more or less secret aim of literary teaching to keep hidden." This course will introduce students to the theory and practice of reading literary texts closely, in slow motion. Engaging with short works of poetry and prose--including texts translated from languages other than English--students will learn to work with (and perhaps through) their uncertainties, bafflement, and non-understanding of the text and its structures of language. Secondary readings will include theoretical and critical essays drawn chiefly from the New Critics and American versions of deconstruction. While we will gain a basic understanding of key critical concepts such as author, reader,

text, closure, and ambiguity, our focus will be on learning from the literary texts themselves rather than from the theoretical readings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL121F Writing About Social Issues (FYS)
This FYS course will involve close reading of classic journalistic books on complex social issues and opportunities for students to write their own articles on social and political concerns of interest to them. Texts will include William Finnegan's COLD NEW WORLD, Charles Barber's CITIZEN OUTLAW, Bryan Stevenson's JUST MERCY, Rebecca Skloot's THE IMMORTAL LIFE OF HENRIETTA LACKS, Barbara Ehrenreich's NICKEL AND DIMED, and Jennifer Gonnerman's reporting in "The New Yorker." The distinction and tensions between advocacy and "objective" reporting will be an ongoing point of discussion in the course.

Students will produce three feature-style pieces based on their own original research and reporting.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL122F Magical Creatures & Phantastic Allegories in Spenser's Faerie Queene (FYS)
This course explores the imaginative worlds of magical creatures through a study of phantastic allegory in Edmund Spenser's Faerie Queene. Through a sustained careful reading of this major work of imaginative poetry, we will come to understand the way in which Spenser employs rich and dynamic poetic figurations towards the construction of highly nuanced and complex allegorical meaning which responded to the political, philosophical, and social context of Spenser's own day. This course is open to all readers of any major who have ever wanted to explore Spenser's imaginative poetic fictions, or who have wanted to extend their knowledge of early modern English poetry beyond Shakespeare.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL122F**
Prereq: **None**

COL123Z Love, Sex, and Marriage in Renaissance Europe
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, the Italian Peninsula, the Low Countries, Portugal, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about "homosexual" love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how have contemporary (21st-century) writers reimagined Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123Z, FGSS123Z, MDST125Z, WLIT249Z**
Prereq: **None**

COL125F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL175F, AMST125F, AFAM152F, FGSS175F, THEA172F**
Prereq: **None**

COL130F Thinking Animals: An Introduction to Animal Studies (FYS)
In 1789, British philosopher Jeremy Bentham wrote: "The question is not, 'Can they reason?' nor, 'Can they talk?' but, 'Can they suffer?'" This question, which challenged the social and legal norms of the 18th century that denied sentience to non-human animals, has influenced disciplines across the social sciences and humanities to focus on what has more recently become known as, "the question of the animal." Bentham's question has sparked centuries of debate about the sentience of non-human animals and our relationship to them. In this course, we will examine a range of theories and representations of "the animal" to understand the desire to tame or objectify animals (through zoos, factory farming, and taxidermy), as well as why they are often conceived of as guardians of inaccessible experience and knowledge, and how the human and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality. Readings may include Poe, Kafka, Derrida, Bataille, Haraway, and Coetzee (among others).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **FGSS130F, ENVS130F**
Prereq: **None**

COL133F Data-fy That: Theory and Practice of Digital History (FYS)
History is not simple. It is not the past, but a way of talking about the past with a unique claim to authority. For this reason no imperialism ever fails to claim a history, while at the same time every revolution rewrites it. History is an activity, it is a practice. Whether in the analog world of pen and paper or in the digital metaverse, history is its data. To practice history is to select an object of study

and to "data-fy" it. In this course you will be empowered to become not only a reader of history, but a creator of historical data, a scholar actively seizing the current digital history moment as an occasion to break down history's myths through the activities of research, datafication, and analysis. We will critique the past as it has been conceived by upending archives through the construction of relational databases: a quiet revolution defying the colonizer and empowering the colonized. History can always be claimed by the powerless. Everywhere, and out of anything, we seek to democratize the historical present. Join the revenge of the archive.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **QAC133F**
Prereq: **None**

COL136F Entangled Sounding Objects: The Social Life of Musical Instruments (FYS)
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC135F, ANTH135F, ARCP135F, MDST135F**
Prereq: **None**

COL138 Wesleyan University Collegium Musicum
The Collegium Musicum (literally "company of musicians") is a vocal performance ensemble dedicated to exploring and performing the diverse European repertories of medieval, renaissance, and baroque music. Emphasis is given to the study of musical styles, performance practices, vocal independence, healthy singing, and musicianship. Students investigate various cultural aspects of the production of music, including primary sources, acoustics, and cultural heritage. In spring 2026, we begin our celebration of the Collegium's 25 Years of early music at Wesleyan with a program entitled "Song of Songs, Old and New." Like much Biblical literature, the Song of Songs can be traced back to Sumerian origins. Our program will intersperse ancient Mesopotamian poetry relating to the spiritual marriage of Inanna (Sumerian goddess of love, fertility, and war) and Dumuzi (the shepherd god) with music that reflects the Jewish and Christian understandings of the related mystical union. Biblical language that evokes the fragrance of wine, blossom, fruits, and spices was particularly appealing to European Renaissance composers. We will present a simple Icelandic form of discant, a polytextual French motet, complex polyphony in multiple parts by Palestrina, Lassus, Bouzignac, and Aleotti, and some contemporary responses to these popular texts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC438, MDST212**
Prereq: **None**

COL138F Masculinities (FYS)
This course offers an interdisciplinary approach to the study of masculinities, focusing on the difficulty of disentangling the (social-) scientific questions of what men are (and how they come to be that way) from the interpretive question of what masculinity means. We will survey a range of perspectives from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, anthropology, feminist studies, and queer theory that describe and attempt to account for masculinities. In order to understand how these scholarly accounts might fit together to form a more comprehensive interpretive framework, we will also be engaging in critical analysis of examples from contemporary television and film that will help us to understand the role that representation plays in our cultural constructions of masculinity.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL150F Great Books Unbound: Self and Other (FYS)
Where, how, and why do we draw the boundaries of self and other? In this course, we will discover, analyze, and debate how texts from antiquity to the present have generated and questioned ideas of me and you, us and them: from Descartes's philosophical account of the self as a thinking substance (Meditations), to Natalie Zemon Davis's history of appropriated identity (The Return of Martin Guerre), Kafka's allegories of human-animal metamorphoses, and Shelley's story of monstrosity and belonging (Frankenstein). This course equips students with the skills to unbind influential texts from their traditional readings using the collaborative and interdisciplinary approach of the College of Letters. This course combines small FYS discussion sections with weekly lectures by three professors from different disciplines (philosophy, literature, history), and occasional writing workshops. Designed as a gateway course to any of the core humanities disciplines, Great Books Unbound is not a prerequisite for a College of Letters major, but students considering the major are strongly encouraged to enroll.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL189 Introduction to History: History of the Present
In this course we explore history as a critical endeavor. The aim is twofold: to reflect on the role history plays in making categories of contemporary debate appear inevitable, natural, or culturally necessary; to question underlying assumptions about the relationship between past and present that are so often taken for granted. We will examine both history's influence on politics and the politics of history as a discipline.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST189**
Prereq: **None**

COL198F Truth & the Poet: Lyric Subjectivity and Phenomenology for Beginners (FYS)
What is lyric poetry? What is phenomenology? Can poetry think phenomenologically? What can phenomenology tell us about the way lyric poetry communicates experience? What is the nature of poetic experience, and how does it relate to the structure of experience more generally? What

is the relationship between subjectivity and objectivity in experience and the meaning that we give to it? This course provides a foundation for (1) ways of reading and discussing lyric poetry, and (2) understanding and engaging with the school of philosophical thought known as phenomenology. We will read poems from a wide variety of periods, languages, and cultures including Sappho, Césaire, Vallejo, Plath, Dickinson, Rilke, Rimbaud, Stevens, Baudelaire, Dylan, and many others. We will build a basic approach to phenomenology through select readings of Husserl, Heidegger, and Levinas. This course is designed for students with no prior knowledge of philosophy or poetry. By working interdisciplinarily with various thinkers and poets, this course will introduce students to close reading in the College of Letters and other areas of the humanities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL199 Time Machines: Bringing the Past to the Present and the Future to the Past
In the course we will explore how ghosts of the past and imaginaries of the future haunt the present. We will do so by looking at the temporal disjuncture in canonical and seemingly concrete evidentiary categories of disciplinary history. In essence, we will see how they serve as time machines to bring the past into the present and the present to the future. The course will be organized around a variety of themes from ghosts, haunting, trauma, and historical injustice, through heritage, memory, and presentism, to technological imaginaries and the Anthropocene. In addition, we will look at the ways such imaginary time travel occurs in seemingly everyday sites as well such as supermarkets, films, and amusement parks.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST108**
Prereq: **None**

COL200 The Narratives of Illness and Recovery
This course provides a detailed examination of primarily first-person accounts of illness and recovery. The focus will be on narratives that deal with mental illnesses and trauma or the psychological aspects of physical illnesses. We will explore the relationship of story and narrative to the healing process. Students will analyze across texts the common psychological traits that lead to recovery and generativity, as well as the response to loss and the experience of suffering. Particular emphasis will also be placed on the role of "the wounded healer," those persons who have suffered and then choose to assist others who face similar predicaments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL200, PSYC285**
Prereq: **None**

COL201 Writing Nonfiction
In this creative course, students will address the elements of creative nonfiction, such as narrative, character, voice, tone, conflict, dialogue, process, and argument. The work of nonfiction writers such as James Agee, George Orwell, Joseph Mitchell, Walker Percy, Anne Lamott, Caroline Knapp, and Dave Eggers will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week. Charles Barber is the author of two works of nonfiction and a novel in progress. He is a lecturer in psychiatry at Yale Medical School and a visiting writer at the College of Letters.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL214**
Prereq: **None**

COL202 Sex and Sexuality in Islam
Islamic societies have long traditions of commentary about the body and sexuality. Medieval Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims, both historically and in the contemporary world. Instead of essentializing the Islamic "viewpoint" on the body, we will survey the variety of opinions and ideas about the body that Muslims have held. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and contemporary sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature. While the course primarily focuses on the premodern period, it will also delve into contemporary Islamic discourses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **FGSS203, RELI208**
Prereq: **None**

COL203 World History
Using material culture, visual sources, primary texts, and articles, this course will give students a solid understanding of World History from the River Valley Civilizations, the Classical Period, and the Post-Classical Period, to the Early-Modern Period, the Long 19th Century, and the Contemporary Period. Emphasis will be placed on the development of major cultures around the world -- and there will also be discussion of how the major cultures fail to explain much of World History.

In practical terms, students will learn how to assess a broad range of historical sources from varied places and times; how to debate these works in class discussion; how to produce concise and precise reading notes based on an argument/counter-argument format; and how to work collaboratively on the group project.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST242**
Prereq: **None**

COL204 British Literature in the Enlightenment: Individualism, Consumer Culture, and the Public Sphere
England was changing rapidly in the 17th and 18th centuries. Indeed, it is often said that this period was crucial for the emergence of individualism, consumer

culture, and the public sphere--for the modern world itself. The period is sometimes described as the Age of Reason, but it was also an age of bawdy laughter, intense emotion, brazen self-promotion, serious faith, and gossip in coffeehouses and magazines. It was an age, too, of flourishing marketplaces, imperial expansion, slavery and abolition. This course will track how literary writers celebrated, condemned, participated in, or simply tried to make sense of their changing moment (and the changing understandings of literature available in it).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL206**
Prereq: **None**

COL205 Writing About Healthcare
Writing About Healthcare is a seminar which introduces students to models of writing about illness and health systems designed to address illness. The class will include both physical welfare and behavioral health, and will greatly focus on the cultural, social, and economic systems in which illness and treatment take place. Texts will include the professor's current project, on the commodification of illness by corporations; also Robert Kolker's Hidden Valley Road; Anne Fadiman's The Spirit Catches You and You Fall Down; Rebecca Skloot's The Immortal Life of Henrietta Lacks; Porochista Khakpour's Sick: A Memoir; and excerpts from the work of Thomas Mann (The Magic Mountain), Walker Percy, and Robert Coles.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL207 Introduction to Postcolonial Theory
The 1978 publication of Edward Said's Orientalism signaled the presence of postcolonial studies, a field of intellectual inquiry that proved influential in the humanities and social sciences. How, from our vantage point, do we understand both the age of imperialism/colonialism, and what happens afterwards? What are the conditions of decolonization and national independences? How do the cultures of the formerly colonized countries use and modify imperial vestiges, and invent themselves anew? Central to our course will be the work of three major theorists in the field of postcolonial studies: Edward Said, Gayatri Spivak, and Homi Bhabha. Among other important ideas, we will discuss Orientalism, subalternity, and mimicry.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS233, ENGL234, AFAM236**
Prereq: **None**

COL208 Accessible Writing: Disability, Language, and Media
Journalists (and indeed most writers who want a wide readership) must take the messy, complicated situations and systems the world presents us with -- an economic downturn, a yearslong war, a rapper's career, a new field of science -- and explain them in terms that are faithful to the facts of the situation, rendered in language that remains understandable to a reader who may not have considered the subject before. Writers from Aristotle to the editors of Wesleyan's new website (where all text is now required to be written at a seventh-grade reading level) have worked to apprehend the mechanisms that make a text understandable. But there is one group of thinkers that is perhaps more invested in the problem of "accessibility" than any other: people with disabilities. We tend to think of disability access -- such as captions on a film, or image descriptions for the blind -- in terms of legal compliance: you'd better make your project accessible or you'll get sued. But in recent years, a range of disabled artists, thinkers, and activists have expanded the field of accessibility beyond compliance into the realm of imagination and interpretation. This course adopts these emerging practices as creative-writing prompts, exploring them with a view toward sharpening our own practice as writers (and journalists, screenwriters, artists, and poets). Course materials will include work by writers engaged in the problem of literary accessibility (Strunk & White, Dr. Seuss, Garielle Lutz), disability-studies scholars (Mara Mills, Mel Y. Chen), activists (Alice Wong, Leah Lakshmi Piepzna-Samarasinha), artists (Christine Sun Kim, Finnegan Shannon, Joseph Grigley), poets (Jjjjjerome Ellis, Latif Askia Ba), and institutions (ProPublica, the New York Times, Harvard's Digital Accessibility initiative). The course will encourage students to pull their writing out of the classroom, with an emphasis on publication, from newspapers and magazines to collaborative projects with Wesleyan's College of Film and Moving Image, Digital Design Commons, Davidson Art Center, and elsewhere.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT218, SOC274, CSPL218, STS218**
Prereq: **None**

COL209 Appearing Acts: Visual Histories and Identity Construction Through Photography in Spain
In her reading of Plato's "Allegory of the Cave," Susan Sontag finds a close bond between photography and the world, our cave. Photography, she says, shows us a new visual code that constructs narratives that "alter and enlarge our notion of what is worth looking at," and in doing so can influence, guide, and condition our knowledge of the world. Keeping this in mind, when it comes to Spain, what kind of world does photography construct? How does the visual field influence and guide our knowledge of modern Spain? In this seminar, we will reflect on how photography has conceptualized social and national identities in Spain from the 19th century to the present, asking how images create, shape, and question the cultural and social archive. Through the examination of photographs, theories, and methods, we will draw a contextualized history of photography that will help us to consider its role in the interdisciplinary construction of Spanish identity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN269**
Prereq: **None**

COL210 Living a Good Life
For many philosophers, Eastern and Western, philosophy has been more than an effort to answer fundamental theoretical questions. It has been an activity aimed at changing one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of living a good life. How does philosophical reasoning interact with lived practice? How do views about metaphysics or psychology lead to ethical commitments? Despite their differences, Confucians, Daoists, Aristotelians, and Stoics all agreed that philosophy should aim at making us better people. Can such an idea still get traction in today's world? This course will typically have a large-group lecture each Monday, smaller breakout sections with the instructors on Wednesdays in which the texts and ideas will be discussed, supplemented by smaller weekly student-led dialogue sessions on Fridays. For details about the structure of the course and a syllabus of class meetings, along with the locations of plenary lecture sessions, breakout sessions, and dialogue sessions, please see this year's course website and past versions of the course at the following link: https://livingagoodlife.com. Students who would like to explore the ancient Chinese and Greek texts on which the course draws are encouraged to enroll in either of two, optional 0.50-credit classes that are associated with our course: PHIL151 Living a Good Life: Chinese Lab; and PHIL152 Living a Good Life: Greek Lab. These courses will expose students with no prior

background to the Classical Chinese and Greek languages. See their separate entries in WesMaps for more information.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL210, CEAS253**
Prereq: **None**

COL211 Art Criticism
As a young critic, the art historian Hal Foster wrote: "I do not demystify the work which I discuss so much as I am demystified by it." Beyond criticism's primary object -- the artwork to be judged, rejuvenated, revealed -- what does it let slip about its own function as a social and cultural practice? This course will introduce students to art criticism while also attempting to understand the rapidly changing economic conditions that make it possible (or not). Students will be invited to write pieces of criticism on a range of media -- sculpture, photography, painting, print, video, and performance -- with assignments modeled on different genres of art writing (e.g., the exhibition review, the "critic's pick," the single artwork study, and the "hybrid" review-essay). The course will give students a chance to work closely with the Davison Art Collection and the Zilkha Gallery.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT214, ARHA215**
Prereq: **None**

COL212 Finance, the Stock Market, and the History of Economic Thought
This class has two main purposes: first, to introduce students to the subject of finance--especially the stock market--and, second, to explore the connections between finance and the humanities, especially literature, as a means of understanding the crucial role of finance in society. Readings, class discussions set up as structured debates, news articles, video clips, guest speakers, and a group project will together reinforce the students' growing knowledge of this subject.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST227**
Prereq: **None**

COL213 Enlightenment and Science
This course will examine the positive and negative ways that 21st-century science and technology have been impacted by the Enlightenment. In this earlier time, without government or private sources of funding for science, the emphasis on immediate outcomes became common. Practitioners of science often had to be showmen to attract attention in order to get funding. Through the study of contemporary news articles, this class will also consider such ethical choices, many of them to do with resource allocation, that we are facing in science, medicine, and technology today. It has been assumed that the modern age was drawn from the scientific method and the scientific advances of the Enlightenment. It was Émilie du Châtelet and Voltaire, both strong supporters of Isaac Newton, who, in the mid-18th century, chose the rational, scientific method as the marker of their intellectual age, the Enlightenment. This choice was adopted by their intellectual cohort, and in turn it was slowly accepted as the standard by European society overall. Thus Enlightenment science did not only lead to modern, 21st-century science, it also directly shaped modern attitudes toward the proper running of society and this continues until today. Yet, little work has been done on what it means to organize a society along scientific principles, especially given that this represented a sharp shift away from traditional decision-making on the state level, and a move towards secularization. How did this new, rational approach shift the priorities of European societies, particularly in terms of the distribution of resources? In the 18th century, there was also a desire by educated readers who were not themselves practicing science to learn more about both the history of science and contemporary scientific discoveries. In this century, emerging modern science was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans as well as privileged practitioners of science. Talented young men from less privileged backgrounds were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women (in a time when women had virtually no legal rights apart from their male relatives) were also active in scientific circles, perhaps most notably Margaret Cavendish, Émilie du Châtelet, and Caroline Herschel. Women were also the organizers of the intellectual salons in Paris and the political salons in London. In both cases, science was discussed as a normal topic of discussion, not just a subject for specialists. However, the professionalization and specialization of the sciences in the 19th century led to mixed results--it certainly allowed for a substantial increase in the scale of modern scientific work. Nevertheless, it also led to a less open attitude toward those not trained as scientists in the newly established manner. It also resulted in the end of educated people outside of the sciences considering science to be an area that they should know in order to be proper citizens, not just intellectuals. For centuries it was assumed that the modern age was drawn from the scientific advances of the European Enlightenment in the 18th century. Then, in the last few decades, many scholars started to attack what has been called the Enlightenment Project with its wholesale emphasis on science and rationality. Others have found that there were also valuable nonscientific achievements in Europe during the Enlightenment. However, there is a need to bring the scientific method and the technological advances of the 18th century back into the conversation about the science of that time and then of our own time. Given that we now live in an age both bettered and dominated by science and technology, it is of paramount importance to understand the origins of modern science and technology.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST261**
Prereq: **None**

COL214 The Modern and the Postmodern
In this course we will examine how the idea of "the modern" develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Identical With: **HIST214, CHUM214**
Prereq: **None**

COL215 Fact into Fiction
Although we think of literature as the realm of the imagination, many works of fiction are inspired by facts. A Kentucky slave's attempt to murder her child rather than let it grow up in bondage; a bombing in Saigon that ushered the U.S. invasion of Vietnam; the transformation of the Congo in the years after its independence from Belgium; and the epic journey of the bank robber Ned Kelly in Australia: all these are true events that have inspired the novels we might read in this seminar. How do novelists take history and turn it into story? How

do they fashion characters out of real people? And how do they create fully realized worlds none of us who are alive have seen? We will examine aspects of characterization, point of view, plot, narrative time, setting, dialogue, language, structure, themes, imagery, and subtext. We will also read some theoretical texts to help us expand the language we use to describe and discuss novels. The goal of this seminar is to teach you to read like a writer.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT215, ENGL259**
Prereq: **None**

COL216 European Intellectual History to the Renaissance
This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST215, MDST225**
Prereq: **None**

COL218 The Family Memoir: A Contemporary Study of the Genre
The course will focus on a series of contemporary family memoirs. Readings will include Mikal Gilmore' SHOT IN THE HEART, Edwidge Danticat's BROTHER I'M DYING, Sarah Broom's THE YELLOW HOUSE, Helen Macdonald's H IS FOR HAWK, and Mary Karr's THE LIAR'S CLUB. We will analyze different approaches to the genre, the diversity of ways and formats of telling stories about families, and what makes a particular memoir compelling and insightful. We will also discuss the elusive nature of truth versus fact in stories about families. Students will have the opportunity to write both analytical papers and short family memoirs of their own.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL219 Defiant Echoes: Resistance and Reinvention in the Spanish Canon
Can the literary canon be both a tool of oppression and a space for rebellion? In this course, we will challenge traditional notions of the Spanish canon, exploring how voices of dissent have reshaped it from the 18th century to today. Through literature, comics, memoirs, theater, and essays, we will uncover how writers and artists have resisted imposed identities and fought for a more inclusive cultural landscape. From the groundbreaking works of Emilia Pardo Bazán and Federico García Lorca to contemporary creators like Quan Zhou Wu, Ana Penyas, and Desiree Bela-Lobedde, we will analyze how these voices question authority, identity, and belonging. Through engaging discussions and critical analysis, students will examine the evolving definition of Spanish identity and consider how narratives of power, exclusion, and resistance continue to shape the literary world. Whether you are interested in literature, history, cultural studies, or activism, this course will give you new perspectives on the power of storytelling as a force for change.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN250**
Prereq: **SPAN221**

COL220 Catabasis/Anabasis: Journey to the Underworld and Other Worlds in Dante's Divine Comedy
With Virgil as our guide and Dante as our alter-ego, we will journey to the underworld of the Inferno as well as the other worlds of the Purgatorio and the Paradiso. From the initial poetry of decent (catabasis) in that 'selva oscura' to the ineffable ascent (anabasis) to Beatrice, this course sustains a close reading in English translation of one of the most significant works in the history of poetry. In addition to the Divine Comedy, we will explore the political, cosmological, and theological context of Dante's own period alongside some of his smaller works such as the Vita Nuova and the De Vulgari. This course is open to all readers of any major who have ever wanted to explore Dante's imaginative poetic fictions. We will read the Divine Comedy in a bilingual translation for any student who prefers to read in the Italian.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL221 Your Revolutionary Life: Biography as Political Power from Antiquity to Modernity
Death is not enough to turn a life into a political movement. That translation requires a story. This course asks why, since Gandhi, few leaders have successfully drawn upon the power of adopting a revolutionary approach to living as a means of effecting political, social, and cultural change. A student-centered collaborative pedagogy equips students with the tools and concepts to collectively workshop principles drawn from a wide range of examples of revolutionary living from the period known as the middle ages; from well-known and widely imitated examples such as the Buddha, the Prophet, and the Christ, to lesser-known examples including cross-dressing nuns, hermits on pillars, desert mothers, begging collectives, and much more. Students will then apply the ways these past lives were remembered and transmitted to contemporary movements such as Occupy Wall Street or the Black Lives Matter CHOP in Seattle. Course assignments consist of short essays, presentations, and a self-designed final project that can be analytical, creative, or demonstrative.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **MDST241, HIST232**
Prereq: **None**

COL222 Ruin and Redemption: Narrating Twentieth-Century Italy
When fugitive far-left terrorist Cesare Battisti was extradited to Italy in January 2019 to serve out a life sentence for crimes committed in the late 1970s, he provided fresh evidence for the way that 20th-century events still cast long shadows into contemporary Italy. The events, their narration and re-narration over time tell the story of unresolved conflicts and overturned verdicts in a context characterized by repression, revisionism, and rehabilitation. In this course we study three historical events of the past century that continue to haunt contemporary Italian society, culture, and politics: fascism; civil war and resistance; and the political violence of terrorism in the 1970s and 80s. We approach these events by examining the ever-changing narratives about them. For each narrative we focus on specific issues (e.g., for fascism: the rise of fascism, racism and anti-Semitism, colonialism, Mussolini's cult of personality, the exaltation of war, fascist intellectuals, the art of the regime, etc.), but we use these as an entry point to articulate contradictions and complexity. We explore these narratives through various media and forms of expression: from films to novels, from landmarks to newspaper articles, from poems to billboards. By exploring how the polarizations of these narratives flow into the 21st century, we unveil the fractures and conflicting agents at the core of contemporary Italy.

The course is conducted in Italian. Authors include: Gianni Amelio, Marco Bellocchio, Italo Calvino, Liliana Cavani, Umberto Eco, Beppe Fenoglio, Dario Fo, Natalia Ginzburg, Helena Janaczek, Primo Levi, Pier Paolo Pasolini, Luisa Passerini, Cesare Pavese, Rossana Rossanda, Roberto Rossellini.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL222**
Prereq: **None**

COL223 Home Movies: Italian "Families" on Film
What is "the family" in an Italian social and cultural context? How has it changed over time? How has it responded to the transformations of Italian society since the time of the postwar economic miracle until today? Have its contours changed to adapt to new values? Has it fossilized existing values? Are families limited to flesh-and-blood kinship or are they constructed along lines of shared values and loyalty? This course seeks some answers to these questions through a sustained exploration of a variety of types of families as they are presented in Italian cinema from roughly 1950 until today. We will take stock of representations of the "traditional" family and the related social values, seeking to understand how Italian filmmakers, through their focus on the family, enter into the debate concerning tradition and change within Italian society, culture, and history. To that end, we will examine family dynamics along a broad spectrum of relative and intersecting aspects including affiliation, love, and rivalry; elective families (organized around crime syndicates, families constituted according to affinity); "failed" and "challenged" families and what that means; and examples of single-parent and same-sex families that seek to challenge conventional heteronormative paradigms. Along the way, we will recur to some critical readings (in sociology, history, and anthropology) that will help us frame our inquiry. This course is conducted in Italian. ITAL 223 is an appropriate course for anyone seeking an advanced class after ITAL112.

We will screen one primary film each week, which will anchor our discussions and serve as the basis for that week's activities. Students will also make 10-15 minute presentations on a secondary film that will serve as a "companion" to the primary text and will thicken our understanding of that week's themes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL223**
Prereq: **ITAL221 OR ITAL222**

COL224 Humans and Other Animals
How have humans imagined the inner lives of other animals over time? What categories and roles have human societies assigned other animals, and how have we understood our responsibilities to them? This course presents readings from the earliest examples of world literature to contemporary theory and philosophy to explore human-animal relations across cultures and historical periods. How might these narratives and ideas inform our own relationships to other animals and our place in the planet's ecosystem? This co-taught course offers an interdisciplinary introduction to literature, animal studies, and environmental humanities, with a focus on close reading and effective academic writing.

Exemplary texts: the Sumerian epic Gilgamesh; selections from Homer's Odyssey and Vergil's Georgics; selections from the Sanskrit Ramayana; readings from Marie de France, Rilke, Kafka and J.M. Coetzee; readings on animal ethology, philosophy, and the legal status of non-human persons.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST227**
Prereq: **None**

COL225 Death and the Limits of Representation
The disciplines of history, philosophy, and literature all hinge on the issue of representation. The ability to communicate ideas, visions, or arguments all depend on the ability to represent these abstract notions in a concrete and recognizable form. In this course we will problematize the basis of all three disciplines by exploring death as the limit of representation -- as that which is ultimately unknowable (or knowable only secondhand) and thus beyond representation. Indeed, what is the concept of the ghost but an attempt to represent someone who is dead in the recognizable form of the body that once lived. Yet, the ghost appears and disappears, is not bound by the laws of time or space, and is largely present in its absence. By exploring texts by such authors as Plato, Shakespeare, Poe, and Levinas and by studying historical events such as the Black Death and the Shoah, we will attempt to understand the project of representation and its limits.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL226 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America
This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is organized around four primary dialogues: (1) the creative reception by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti) of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (jarchas) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic-American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN232, LAST232**
Prereq: **SPAN221**

COL227 Life Writing: Writing About the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/

symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include Shadd Maruna, William Styron, Mary Karr, Donna Tartt, James Joyce, and many others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **WRCT227, ENGL228**
Prereq: **None**

COL227Z Life Writing: Writing about the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include William Styron, Mary Karr, Ta-Nehisi Coates, Malcolm X, Donna Tartt, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL228Z, WRCT227Z**
Prereq: **None**

COL228 Virtue and Vice in History, Literature, and Philosophy
Examines the long, complex and sometimes contradictory associations of virtue with piety, salvation, righteousness, intensity, strength, and, more recently with vulnerability and suffering. Beginning with Confucius and Aristotle, and winding our way through Christianity, humanism, postmodernism until the present, we will explore the ethics, power, and politics of the ideas of virtue and vice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **CHUM228, PHIL112, HIST140**
Prereq: **None**

COL229 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History
This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic EL CID (12th-13th century); the bawdy and highly theatrical prose dialogue known as LA CELESTINA (1499); the anonymous LAZARILLO (1554), the first picaresque novel; and María de Zayas's proto-feminist novella THE WAGES OF VICE (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN230, MDST228**
Prereq: **None**

COL230 Longform Narrative
This course will explore techniques and theories that sustain multifaceted and long narratives in fiction and nonfiction. Students will read texts that transpire over many pages, over long periods of time, and which involve deep explorations of character, setting, and theme. Readings will draw on various genres: classics ("Crime and Punishment" and Thomas Mann's "The Magic Mountain"), crime fiction (Donna Tartt's "The Secret History"), and narrative nonfiction (Rebecca Skloot's "The Immortal Life of Henrietta Lacks" and Gay Talese's "Honor Thy Father"). We will examine and explore the elements that sustain long and complex stories. Students will write one very long (50-page) essay or piece of fiction over the course of the semester.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL242**
Prereq: **None**

COL232 Truth & the Poet: Introduction to Phenomenology and Lyric Thinking
What is lyric poetry? What is phenomenology? Can poetry think phenomenologically? What can phenomenology tell us about the way lyric poetry communicates experience? What is the nature of poetic experience, and how does it relate to the structure of experience more generally? What is the relationship between subjectivity and objectivity in experience and the meaning that we give to it? This course provides a foundation for (1) ways of reading and discussing lyric poetry, and (2) understanding and engaging with the school of philosophical thought known as phenomenology. We will read poems from a wide variety of periods, languages, and cultures including Sappho, Césaire, Vallejo, Plath, Dickinson, Rilke, Rimbaud, Stevens, Baudelaire, Dylan, and many others. We will build a basic approach to phenomenology through select readings of Husserl and Heidegger. This course is designed for students with no prior knowledge of philosophy or poetry. By working interdisciplinarily with various thinkers and poets, this course will introduce or continue familiarity with close reading in the College of Letters and other areas of the humanities. This course is recommended but not required prior to taking COL 309 (The Poet & Truth).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **PHIL217**
Prereq: **None**

COL233 Visual Sounds: Exploring the Landscape and Architecture of Musical Notation
This course examines a diverse range of musical works seeing their notation as a process of translation, transformation, provocation, and imagination. Tracing a thread from medieval notations through to contemporary scores, we investigate the shifting tensions between the sonic and the visual over the long arc of music history. Why were sounds inscribed in the ninth century? How do 1960s scores reflect the radicalism of their era? Connections across centuries help shed light on musicians for whom the creative potential of notation surpasses its descriptive and prescriptive functions. Featured composers will include Hildegard of Bingen, Guillaume de Machaut, La Monte Young, George Brecht, Earle Brown,

John Cage, Cornelius Cardew, Cathy Berberian, Yoko Ono, Pauline Oliveros, Mark Applebaum, and Claudia Molitor. Complementary materials comprise visual art, concrete poetry, and live theater. One of the reasons composers started to experiment with open scores in the 1950s and 60s was to develop a kind of musical notation that could be read, and therefore performed, even by those who did not identify as musically literate. This course is, accordingly, open to all students. No prior knowledge of musical notation or instrumental expertise is required. Meetings will involve discussion of a wide range of readings with the goal of expanding understanding of multiple relationships between music and visual materials. Learning Objectives: To gain familiarity with the diversity of forms of musical notation. To recognize the variable relationships between inspiration, transcription, performance, and recordings. To consider musical notation as a form of design, a language code, and a form of translation. To develop creative processes and understand the creative processes of others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC240**
Prereq: **None**

COL235 Re-imagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Drawing on innovative techniques of music, dance, painting, and theater Dante denounced political corruption and social injustice in a story that has inspired artists throughout the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th century prisoners of the Inquisition. Students will read selected cantos from Dante's "Commedia," consider contemporary news accounts of modern equivalents to medieval injustices, examine previous adaptations of the poem, and devise their own responses to Dante in the art form of their choice (theater, dance, poetry, playwriting, rap, music, spoken-word, visual arts).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222, ITAL244, MDST224, RL&L222**
Prereq: **None**

COL235Z Reimagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Combining autobiography and cinematic writing techniques Dante denounced political corruption and social injustice in a story that has inspired artists through the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th-century prisoners of the Inquisition. Students will read selected cantos from Dante's Commedia, consider contemporary equivalents of medieval injustice, examine previous adaptations of the poem, and devise their own responses to Dante in a form of their choice (prose monologue, poetry, playwriting, rap, music, song, spoken-word, drawing, painting, visual collage, epistolary dialogue, etc.).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222Z, MDST224Z, RL&L222Z**
Prereq: **None**

COL236 Don Quixote: How to Read the Ultimate Novel
No novel is more celebrated than "Don Quixote," albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and "life" or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for "the real world" is often as nutty as the hero himself. We will read, discuss, and write about "Don Quixote" in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L236, MDST236, WLIT247**
Prereq: **None**

COL237 Reporting for Narrative
Narrative nonfiction--a.k.a. feature writing, or literary journalism--deploys exhaustive reporting and research in a form that draws on the tools and traditions of literature: character, plot, and scene, along with essayistic inquiry and lyric attention to the line. This course, structured as a weekly writing seminar, will provide an editorial and critical scaffolding for students to produce a final work of long-form nonfiction of their own, which will go through a rigorous process of development and revision. Workshopped peer critique of writing in progress will be supplemented by discussions of readings in the craft of nonfiction, the theory of narrative, and classic and contemporary examples of the form, from magazine features to book-length dispatches.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT217, ENGL227**
Prereq: **None**

COL238 Animal Theories/Human Fictions
The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**

Identical With: **FGSS239, ENGL252**
Prereq: **None**

COL239 Rebels and Rebellions in Early Modern Spain
What does it mean to be a rebel? This course examines literary, visual, and historiographical representations of rebels and rebellions in early modern Spain. Students will examine the uprisings of aggrieved comuneros (proto-bourgeois revolutionaries) in Castile and of outraged moriscos (Muslims converts to Christianity) in Granada and Aragon, the covert spiritual rebellions of crypto-Jewish conversas (Jewish converts to Christianity) and crypto-Muslim moriscas, as well as texts composed by women writers who rebelled against gender norms and Spain's most famous playwright's classic rebellion play. We will analyze the scathing testimonies of expelled moriscos and paintings that reimagine the pre-expulsion revolts of Valencian moriscos alongside gripping examples of local resistance to the moriscos' banishment, an astonishing and unprecedented tragedy in Spanish history. The seminar will introduce students to a critical framework for analyzing visual and multilingual texts. Close readings of "rebellious" texts will acquaint students with both known and nameless rebels of Spain, as well as with the unresolved legacies they left behind.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN239**
Prereq: **None**

COL241 Sophomore Colloquium 1: Antiquity
This is the first of the five multidisciplinary colloquia required of all COL majors. It must be taken during the first semester of the major's sophomore year. The topic is antiquity, and the course covers major texts of the Greek and Roman/Latin traditions, along with selections from the Hebrew Bible and the New Testament.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-COL**
Prereq: **None**

COL242 Sophomore Colloquium 2: The Middle Ages
This is the second of the five multidisciplinary colloquia required of all COL majors and must be taken in the second semester of the major's sophomore year. The topic is the medieval period, and the course covers the literature, philosophy, and history of roughly a millennium, from 500 CE to 1500 CE.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **COL241**

COL243 Junior Colloquium: The Early Modern Period
This is the third of the five multidisciplinary colloquia required of all COL majors and must be taken in the first semester of the major's junior year. Its topics are drawn from the literature, history, and philosophy of Europe in the period 1475 to 1800.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-COL**
Prereq: **None**

COL244 Junior Colloquium 2: The Early Modern Period
For the COL class of 2022, this is the third of the five multidisciplinary colloquia required and must be taken in the second semester of their junior year. Its topics are drawn from the literature, history, and philosophy of Europe in the period 1475-1800.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL245 Senior Colloquium 1: The 18th and 19th Century
This is the fourth of the five multidisciplinary colloquia required of all COL majors and must be taken in the first semester of the major's senior year. The subject matters covered include literature, history, and philosophy in the 19th century, which in this context, can extend from 1789 to 1900.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-COL**
Prereq: **None**

COL246 Senior Colloquium 2: The 20th and 21st Century
This is the fifth and final of the five multidisciplinary colloquia required of all COL majors and must be taken in the second semester of the major's senior year. It includes texts from the literature, history, and philosophy of the 20th and 21st century, extending from 1900 to 2020.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL247 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"--one of the most persistent stories in history--using the very texts in which it was first articulated. We will work with selections from a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea, and many others--to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **CLST247, HIST247, MDST249**
Prereq: **None**

COL248 Foundations of Critical Theory: Marx, Nietzsche, and Freud
This course serves as an introduction to the main ideas of Marx, Nietzsche, and Freud, and their distinct yet similar techniques of interpretation. Michel Foucault once claimed that Marx, Nietzsche, and Freud "have changed the nature of the sign and modified the fashion in which the sign can in general be interpreted" -- which means that they changed the way in which we interpret and make sense of the world and of ourselves. Marx did so by leading his readers, in Capital, to "the hidden abode of production" where "the secret of profit-making must at last be laid bare;" Nietzsche did so by inviting his readers, in his Genealogy of Morality, to "go down and take a little look into the secret of how they fabricate ideals on earth;" Freud did so by teaching that we cannot know ourselves and are hence "not the master in our own house."

This course is designed to make critical theory and contemporary discourses in the humanities and social sciences more accessible by providing the modern historical and philosophical foundations for key critical concepts such as interpretation, subject/agency, history, origin, society and social power, value, modernity, capitalism, socialism, and religion/morality. We will explore some of the most influential writings of the respective authors in a comparative manner

and, thus, come to a better understanding of the genesis of critical modern thinking.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST268**
Prereq: **None**

COL249 Thinking By Analogy: The Philosophical Use of a Literary Form
"Juliet is the sun!" So says Romeo, but what does it mean to say someone is the sun? Presumably, Juliet is the sun in being the source of warmth, life, and light in Romeo's world. Yet Juliet is of course not the sun in being an object of astrophysical study, or a giant ball of burning gas. Romeo's claim works, it seems, through a curious interweaving of being and not-being; of sameness and difference. Analogical thinking serves as a source of illumination in all human cultures, and is a pivotal method of comparative and critical inquiry across a range of diverse fields. It facilitates the exploration of abstract themes in literature, aids in drawing insightful inferences in scientific discovery, navigates the complexities of case precedents in legal reasoning, and supports the crafting of compelling ethical arguments. This course will examine the art of analogy as a tool for philosophical understanding and creative thought, tracing its development in the history of philosophy through to its contemporary applications. Roughly half of the semester will focus on premodern perspectives on analogical thinking and verbal image-making, with an emphasis on the contributions of Plato and Aristotle. The remaining half will focus on later works of philosophy and literature that theorize about or employ analogical methods. Our interest throughout will be in how such thinking helps address issues surrounding the nature of reality, representation, and interpretation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL250**
Prereq: **None**

COL250 The Renaissance Woman
This course takes seriously the socioeconomic, cultural, religious, and physical restrictions placed on women writing in the 16th and 17th centuries. Through a selection of literary works, we will examine the ways in which early modern women exercised considerable authorial agency in the poetic-fashioning of the literary tropes, genres, and forms of thought that they inherited. Often re-forming, reinventing, revising, and re-imagining poetic spaces, these women developed their own styles of critique and creation from within their historically specific concerns. This course recovers works that were frequently written out of the study of the early modern during the 18th, 19th, and 20th centuries in order to grapple with the imaginative voices of women writing under the constraints of their time.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **FGSS250**
Prereq: **None**

COL251 Kafka: Literature, Law, and Power
Elias Canetti claimed that among all writers, Kafka was "the greatest expert on power." In this course we will focus on Kafka's narratives of power relations. We will read and discuss Kafka's sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships and how scrutiny and discipline are exercised over the body. We will also consider Kafka's depictions of physical violence and of apparatuses and institutions of power and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST251**
Prereq: **None**

COL252 Writing Love: Articulations of Passion, Genres of Intimacy
What is love? How do we understand the amorous? How do we write the erotic? Is the passionate necessarily opposed to the intimate? Can the prosaic be poetic? This course investigates literary works that depict, problematize, immortalize, and give expression to the varied and nuanced forms of erotic love in human relationships. We will examine and employ the art of verbal language in articulations of passion and genres of intimacy found in philosophical discourse, lyric verse, epistolary exchanges, prose fiction, and dramaturgical and cinematic representations. By working through a liminal space between the sensible and the intelligible, desire and devotion, ineffability and fidelity, absence and presence, mortality and immortality, we will posit and discuss the perennial question: What is love?

Students will be given the opportunity to write analytically and creatively in response to the assigned readings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL253 Journey to the Divine: Islamic Mysticism in Thought and Practice
This course will explore the history, practice, and theory of Sufism, typically understood as the expression of mysticism in Islam. By carefully reading classics of the genre, we will aim to get a deeper understanding of key Sufi principles and priorities. Our survey will extend to Sufi classics such as al-Ghazali's Deliverance from Error, mystical poetry by greats like Jalal al-Din Rumi, and modern Sufi compilations by such diverse figures as the Pakistani thinker Muhammad Iqbal and the British mystic and scholar Martin Lings. We will also delve into philosophical Sufism, with a focus on the insights of the preeminent Andalusian mystic Muhyiddin Ibn 'Arabi, renowned as the "Greatest Master" of the Sufi path (al-Shaykh al-Akbar). Beyond textual analysis, the course incorporates an experiential dimension by delving into Sufi art, including various musical genres such as qawwali. Themes to be explored include divine love, spiritual purification, and truth according to the Sufi way. While our focus will be on reading the greats of Sufi literature, we will also incorporate history in order to give a historically situated understanding of the development of Sufi thought.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL254 Folly & Enlightenment: Madness Before and After the Mind/Body Split
This course examines a variety of ways in which madness has been conceptualized in literary and philosophical texts. Through close readings of classical, early modern, and modern works we will consider forms of human disquiet which have been framed as amorous rapture, poetic furor, the wisdom of folly, visionary experience, satiric subversion, apotheosis, and enlightenment. We will reconsider Foucault's observation that madness is contingent on society by exploring the ways in which perceivably mad characters interact with the limits of their social restrictions and the boundaries of consciousness in order

to reveal truths and manifest new outcomes. Special attention will be paid to relationship between insanity and intellect. What is madness? What does it reveal to us about ourselves and our worlds? How does the history of madness inform our understanding of contemporary discourse on mental health and psychic well-being?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL255 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC260, ARCP270, ANTH260, MDST260, REES206**
Prereq: **None**

COL256 European Realist Novels
The realist novel has a strangely ambivalent legacy. On the one hand, like other literary forms, it is repeatedly consigned, sometimes dismissively, to an earlier moment in literary history: surpassed by modernism, reimagined by postmodernism, and replaced by film, television, and whatever forms of new media might soon emerge. Yet it has also clearly endured--in the popular imagination as well as in the academy--as a pervasive norm, continually setting the standard against which popular narratives may be judged to be successful and (more importantly) serious. Reading these novels, then, does not just teach about an important period in literary history (though it does that, too); it gives us a better understanding of what we continue to expect from the fictional stories that claim to represent the world around us.

We will spend the first six weeks on an overview of the influential tradition of French realism, reading representative texts by Stendhal, Balzac, and Zola. In the second half of the semester, we will delve into two longer novels that have often been regarded as exemplary (even paradigmatic) works of realist fiction: Eliot's Middlemarch and Tolstoy's Anna Karenina. While the emphasis will be on the novels themselves--what they do and how they work--we will also read a small selection of secondary texts (variously critical, historical, and theoretical) on realism, narrative, and the novel as genre.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL258 The Word for World is Information: Ideologies of Language in Science Fiction & Film
By the middle of the 20th century, it had begun to seem possible to produce a grand theory of communication that would use language as a basis for understanding all of human thought, behavior, and culture. As competing versions of such a theory circulated through academic disciplines as disparate as anthropology, neurophysiology, and the emerging field of computer science, they also filtered out--sometimes in strangely warped or oversimplified forms--into popular culture.

This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logic of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL260**
Prereq: **None**

COL259 The Human Condition: Arendt, Nietzsche, Marx
"God is dead," the philosopher Friedrich Nietzsche wrote at the close of the 19th century, "and we have killed him!" Nietzsche presents these words as being proclaimed by "a madman who in the bright morning lit a lantern and ran around the marketplace crying incessantly." Both the content of this famous quotation and its setting express a concern with the internal and external conditions under which modern humans live and make sense of their lives: without the certainty of divine guidance and order (internally), encountering one another only as impersonal buyers and sellers on the marketplace (externally). In this seminar, we will study three strikingly unique yet nonetheless intersecting ways of addressing the human condition after the death of god. We will start with Hannah Arendt's magisterial "The Human Condition" (1958), in which she presents the history of how in the Western philosophical tradition the active life (the vita activa, as distinguished from the vita contemplativa, the life of the mind) has been conceptualized. Drawing on Nietzsche's genealogical method, Arendt traces the genesis of concepts from their Greek, Latin, and Biblical origins to modernity. In doing so, she focuses on the activities of labor, work, and action: Labor is the "metabolism between humans and nature" (Marx), the process through which we appropriate the earth for our survival as a species; work is the transformation of the earth into a durable world; and plurality is the sharing of this world with others.

From Arendt's comprehensive conceptual history of the human condition, we will proceed in reverse chronological order to contextualize and challenge her claims. Arendt singles out Nietzsche and Marx as the paradigmatic modern "life and labor philosophers" and foremost representatives of philosophical "naturalism," and we will first examine Nietzsche's account of the devolution of European morality to nihilism and his critique of Western metaphysics as a "life-denying" death-cult, and will then, in the final third of the semester, investigate Marx's attempts to historicize and rethink the interdependence of humans and their natural environment in terms of an alienation of practice and the transformation (necessitated by the capitalist "law of value") of human labor into an abstract power of domination over humans and, eventually, the whole planet.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **GRST288**
Prereq: **None**

COL260 Detective Fiction: Procedure and Paranoia in Spanish Narrative
The detective genre is the point of departure for an investigation that will lead us to solve a mystery: How do fictions about the detective--a person who is generally outside the law and sometimes crazy or paranoid--help us to understand the social construction of Spain? We will follow this figure through time (from the 19th century to the present) and space (visiting many Spanish cities) to build a theory of the genre in Spain and a panorama of Spanish society and culture. Following the trail left by novellas, novels, and short stories, together with critical texts, our investigation will allow us to unravel the mysteries of a multidimensional society.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN259**
Prereq: **None**

COL262 Tolstoy
During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS252, REES252, RULE252, WLIT252**
Prereq: **None**

COL264 Civic Responsibility and Places of Remembrance: Historical Consciousness in Germany and Beyond
The Holocaust, Germany's STASI terror, resistance to dictatorships, debates about Germany's war memorials, and colonial history come to mind when we think of 20th-century Germany. In this seminar we will pursue the questions: What do we remember? How do we remember? What are places of remembrance, how are they created, and what functions do they have in our society and for us personally? The term "places of remembrance" comes from the French (lieux de mémoire, literally, places of memory). This term was coined by the French historian Pierre Nora. For him, places of remembrance are not only material places, but also the so-called 'immaterial' places such as people, data and concepts that are anchored in people's collective memory and have an identity-forming function. In relation to Germany, places of remembrance can be specific places (like Weimar) or memorial sites (the Auschwitz concentration camp), but also buildings (Kaiser Wilhelm Memorial Church in Berlin), monuments (Bismarck Monument in Hamburg), people (e.g., names of people on street signs), events (Fall of the Wall), customs (Christmas) or symbols. The French sociologist Maurice Halbwachs, who was murdered at Buchenwald, described memories as a connective structure. They connect people socially and temporally. But not only individuals, also societies, nations and cultures remember (= collective memory). According to Halbwachs, crystallization points or places of memory are needed for this process. Like pieces in a mosaic, these form the identity of a culture, a nation, or a society. Their meaning and their perception can change over time. Some things can also be forgotten, but places of remembrance can help us avoid forgetting. With this caveat in mind, we want--among other things--to explore, discuss, and present "places of remembrance" and the role of memory culture in Germany and beyond.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST294**
Prereq: **None**

COL265 Frankfurt School Critical Theory, Then and Now
This course serves as an introduction to Critical Theory as first envisioned and practiced in the 1930s and 1940s by a group of European refugee scholars in New York and Los Angeles associated with the "Institute for Social Research," which later became known as the "Frankfurt School" (the city of Frankfurt being the location of its European origin and post-WW2 abode). Drawing on the German philosophical (Kant and Hegel), sociological (Weber and Simmel), psychological (Nietzsche and Freud), and Marxist (Engels, Marx, and Lukacs in particular) intellectual traditions, "Critical Theory" was intended to shed light on the genesis of capitalist class societies' inherently antagonistic and irrational makeup. Uncompromisingly interdisciplinary, the critical theorists explored phenomena such as authoritarian movements, mass media, propaganda, and the culture industry, and in doing so championed the significance of art and radical thought for the prospects of liberation from authoritarianism and alienated social relations. For the first generation of Critical Theorists (who must be distinguished from their less radical heirs, such as Habermas and Honneth), critique was not a purely academic exercise, but was pursued for the sake of radical social transformation and thus was sparked by a utopian impulse.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **GRST284**
Prereq: **None**

COL266 History and Limits of Aesthetic Theory
This class will engage significant contributions to Aesthetic Theory in the West from antiquity to the modern period along three dimensions: theoretical, critical, and historical. From a theoretical standpoint, we will address perennial questions in aesthetics, such as what makes something a work of art in the first place, what it means for art to be "beautiful" or otherwise "successful," how differences in media condition and contribute to artistic meaning, what genera are and how they evolve, whether and how art can be ethically or politically significant, why we care about fiction, why and how we "enjoy" tragic plays or horror films, and how artistic tradition can (and should) inform individual works. From a critical standpoint, we will consider how works of art contemporaneous with each theoretical account either reinforce or challenge its specific proposals. And from a historical standpoint, we will seek to understand how aesthetic theories both respond to the specificities of their own epoch and situate themselves relative to

the artistic and aesthetic traditions of their predecessors. Readings will include texts by Aristotle, Hume, Kant, Lessing, and Hegel.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **PHIL267**
Prereq: **None**

COL267 Practical Criticism
In the early twentieth century, I.A. Richards, an instructor in English Literature at Cambridge, ran an experimental class he called "practical criticism." Each week, he distributed a single poem to his students without revealing the poem's title, author, and date of publication. He asked students to take the poem home, read it as many times as they felt necessary, and write a brief essay that simultaneously judged and interpreted the poem. This course revives Richards's experiment for the twenty-first century. We will follow Richards's protocols for a different set of twelve poems, which students must read, judge, and interpret. (Students must vow not to use Google to identify the authors.) The first half of seminar will be spent discussing the poems and the students' judgments of them; the second half will be spent reflecting on the discussions in the first half, with the help of theoretical writings by Immanuel Kant, Jeremy Bentham, Theodor Adorno, Frank Sibley, John Guillory, and Sianne Ngai.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **WRCT262, ENGL297**
Prereq: **None**

COL268 Introduction to Translation
Literary translation is popularly misunderstood to be the mechanical transfer of words from one language into the words of another. However, literary translators must also bring to life in a new language the intangibles of a text, such as the culture, the mood, the aesthetics, and the vibes. Our modern word vibes derives from an instrument often used in jazz performances called the vibraphone, a percussive instrument that produces a resonant, vibrato effect. In Sanskrit, this vibrato effect is defined by the versatile word dhwani, which is used to describe reverberations and echoes in music, poetry, and theater. In this class (taught by Distinguished Writer in Residence, Daisy Rockwell), we will try our hands at translating not just the words, but the dhwani of texts. This will help us explore what translation has entailed in various eras and cultures, and what we can learn from intermodal translation, when text is brought alive through non-linguistic media, such as sound, visual imagery, and dramatization. Students will formulate a final project halfway through the semester, such as the translation of a short story, a chapter of a book, or a set of poems.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT266, REES266, RL&L266, ENGL270**
Prereq: **None**

COL269 Modern Aesthetic Theory
As a philosophical discipline, aesthetic theory initially coalesced around a cluster of related issues concerning the nature of beauty and the norms governing its production, appreciation, and authoritative assessment. Beginning in the nineteenth century, however, both art and aesthetics undergo a conspicuous yet enigmatic shift, signaled by (among other things) Hegel's declaration that "art, in its highest vocation, is and remains for us a thing of the past." Rather suddenly, classical accounts of beauty, genius, aesthetic experience, and critical taste are beset by anxieties about the autonomy and significance of aesthetic praxis in human life and, subsequently, by a series of challenges to the tenebility of traditional aesthetic categories--author, text, tradition, meaning and interpretation, disinterested pleasure, originality, etc. Our aim in this course is to track these conceptual shifts and to interrogate the rationale behind them. (This course complements, but does not presuppose COL 266: History and Limits of Aesthetic Theory.)
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **PHIL269, GRST269**
Prereq: **None**

COL270 Modernist City-Texts
Since the 19th century, the city has been both a privileged and a problematic object of representation for narrative realism: privileged because urban spaces have increasingly been seen as shaping or producing the very social relations and individual experiences that realism wants to describe; problematic because the city itself, as a coherent totality that might explain those relations and experiences, is too vast, heterogeneous, and complex to be represented through the traditional techniques of realism. This course will approach the problems and possibilities of the city for realism through a close reading of two large, ambitious texts that attempt to represent the city as a totality: James Joyce's novel ULYSSES (1922) and David Simon's television series THE WIRE (2002-2008). We will be particularly concerned with two techniques, pioneered by Joyce, for representing the city: stream of consciousness, which creates a tour of the city from the perspective of a single, mobile flâneur; and montage, which creates a map of the city by juxtaposing various cross-sections of social life or various institutions central to the city's functioning.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL272**
Prereq: **None**

COL271 The Sonnet: Forms of Love, Death, and Beyond
This course explores motifs of love, death, and beyond through a single poetic form: the sonnet. We will read transhistorically from the "invention" of the sonnet in the 13th-century Sicilian School to its use in contemporary American poetry, touching on poets in a variety of languages and time periods. From individual poems to sonnet sequences, we will explore the way in which lyric poetry engages non-narrative modes of meaning-making within the formal expectations of the sonnet. Are sonnets uniquely adapted to types of experience which defy easy articulation? In what ways does the form of the sonnet make it possible to give literary representation to the ineffable? This course pays close attention to the relationship between form and content in a variety of poetic works. Poets to be read include Dante, Labé, Shakespeare, Inés de la Cruz, Barrett Browning, Yeats, Millay, Rilke, and Stallings. Writing assignments will include both creative and analytic writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL237, RL&L271**
Prereq: **None**

COL272 Theories of Fascism
Fascism came out of the horrors of the First World War and drove the world into the even greater horrors of the Second World War. Arguably, however, fascism is more ubiquitous and elusive than historical dates suggest: it was prefigured in how early-modern authoritarian leaders agitated the masses (as analyzed by Max Horkheimer), in France's Second Empire Bonapartism (as analyzed by Karl Marx), and in Richard Wagner's intoxicating spectacle of the total work of art (as analyzed by Friedrich Nietzsche, Charles Baudelaire, Theodor Adorno, and many more). After fascism as a political movement was largely defeated, its

theoretical value for understanding race, class, gender, and sexual domination in late-capitalist societies only increased, albeit in a fractured and often hazy way. Over the decades, the body of theoretical thought on fascism has grown to encompass not only its program, tactics, rhetoric, and organization, but also its aesthetics, psychology, and political economy. Because fascism, as Alberto Toscano observed, "is a matter of returns and repetitions," this course will study theories of fascism in thematic units rather than chronologically. Our focus will be on fascism's transatlantic dimension, and it will include the writings of fascist agitators (Mussolini, Hitler), intellectuals (Evola, Schmitt, Heidegger), and artists (Wagner, Marinetti, Riefenstahl, Jünger). In addition, the course will draw on the traditions of anti-fascist Critical Theory (from Zetkin and Lukács to the Frankfurt School to Žižek and Theweleit), French post-war thought (Lacoue-Labarthe, Guattari), and Black Radicalism (Césaire). We will also study reevaluations of fascism in the context of its political, cultural, and intellectual resurgence over the last decade (Marasco, Herzog, Massumi, Traverso, Toscano).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST270**
Prereq: **None**

COL273 The History of Science in Islam
This course will examine the intellectual legacy of the sciences in the Islamic world. Premodern Muslims cultivated various dimensions of what are today understood as the "hard sciences," including physics, mathematics, biology, and chemistry. In addition to exploring Islamic contributions to these fields during the classical period, known according to some sources as the "Golden Age of Islamic Science," we will explore Islamic medicine and medical theories, astronomy and astrological works (including tools used for astronomical observation), and the sciences of optics and alchemy. We will chart the development of these sciences while looking at the broader cultivation of scientific knowledge in Islamic societies, including the establishment of scientific institutions such as universities, observatories, hospitals, and pharmacies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **MDST273, RELI274, STS273**
Prereq: **None**

COL274 Outsiders in European Literature
Modern literature is replete with protagonists who represent a position or identity that is outside an accepted mainstream; they are different, peculiar and/or attractive, and potentially dangerous. This course will focus on the experience of being or being made into such an outsider, or other, and on the moral, cultural, racial, gendered, sexual, or national norms or boundaries such an outsider establishes for the inside. Reading both fiction and theory, we will ask how the terms of inside and outside are culturally and historically constructed as we also look for proposals for dealing with outsiders and their otherness. Authors may include Kafka, Mann, Camus, Colette, Fanon, Sartre, Beauvoir, Duras.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL264**
Prereq: **None**

COL275 Moral Complexity in Islam: Origins to the Present
Ethics seem straightforward, until you need to explain your choices. How do you judge actions of truth and deception, love and hate, wealth and poverty, pain and punishment, freedom and slavery? Over the long history of Islamic cultures, how did people describe a good, full life? Is there a unique Islamic ethos of action? Do Islamic thinkers tie values and decisions to divine revelation, or to reason? How do we determine the nature of good and evil? Can God do evil, and what would that even mean? In confronting these questions along with Islamic philosophers and thinkers we will find a surprising range and diversity, and some of history's most compelling answers. Diverse and creative, these answers from the Islamic past compel us to rethink some of our basic presuppositions. Blending theory with case studies from the Islamic past and present, we will approach some of the hard ethical questions that Muslims across the world have had to deal with historically and continue to address today.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **RELI275**
Prereq: **None**

COL276 Tolstoy: War and Peace and Other Works
Lev Tolstoy (1828-1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. This course will deal with the first half of Tolstoy's career, beginning with his experiments in the narration of consciousness ("A History of Yesterday" and Childhood) and in the narration of the experience of war (Sevastopol Stories). The main part of the course will be devoted to his epic War and Peace, in which the Napoleonic invasion of 1812 serves as the vehicle for considering the nature of Russian nationhood, the place of the individual in large historical events, and the very essence of how history should be narrated. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES290, RULE290, RUSS290, WLIT263**
Prereq: **None**

COL277 Tolstoy Part Two: Anna Karenina and Later Works
Lev Tolstoy (1828 -1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. His influence in Russia went far beyond literature. By the end of his life, he was the leader of a moral movement known as Tolstoyanism, the major tenets of which were pacifism, vegetarianism, and a resistance to state power verging on anarchism. This course begins with Tolstoy's mid-career masterpiece Anna Karenina, in which Tolstoy explores the problematic nature of the Russian family through the experiences of two main characters: an adulterous wife, for whom the novel is named, and an autobiographical stand-in, Konstantin Lyovin, who is a mouthpiece for many of Tolstoy's own concerns about the post-emancipation Russian economy and the pernicious influence of the West. We will also read Tolstoy's final major novel, Resurrection, which calls into question all the bases of modern society, with the prison system as the primary embodiment of societal evil. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES291, RULE291, RUSS291, WLIT264**
Prereq: **None**

COL279 Good, Evil, Human: German Fairy Tales and Their Cultural Impact
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST279, GELT279, WLIT251**
Prereq: **None**

COL279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact (FYS)
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST279F, GELT279F**
Prereq: **None**

COL280 Image/Word: Narrative and Photography in Contemporary Spain
The objective of this course is to analyze the relationship between literature and photography, questioning the idea of representation that usually unites them. This relationship goes further than the simple representation of the environment that surrounds us: literature and photography modify not only the perception of, for example, urban space, but also its organization; that is, they have a direct effect on the built environment. This effect creates a productive linkage that challenges the limits of these disciplines and the worlds in which they are created, proving how their work aims not exclusively to describe or represent but also to build. This idea of creating is the base for this seminar, where students will develop a photographic and a narrative/analytic project in which they will test firsthand the relationships and skills seen in the class. Thus, they will be able to see the connections between disciplines and cultures that guide our everyday life. In this seminar we will work with Cuban artist and writer Jacqueline Herranz-Brooks, who will work with students in their creative project.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN267**
Prereq: **SPAN221**

COL281 Histories of Race: Science and Slavery in an Age of Enlightenment
The concept of race was first "invented" during the 18th century by anatomists, natural historians, and, ultimately, the century's classifiers. This class will come to grips with the birth of this concept in two ways. First, we will read excerpts from travelogues to Africa and the Caribbean (as well as short excerpts from natural history) in order to chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. Having studied this "proto-raciology," the class will then examine 16 unpublished manuscripts that were submitted to a contest on the source of "blackness" organized by the Bordeaux Royal Academy of Sciences in 1739. These include essays submitted by priests, anatomists, and partisans of climate theory. Students in this class will actively engage with these materials by producing glossary definitions that will be published along with the entire collection of essays. The ultimate goal of this course is to provide students with an understanding of the concept of race that will inform their reactions to this question as both a historical concept . . . and an ongoing problem that affects all of us in the present.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RLAN**
Identical With: **FREN275**
Prereq: **None**

COL282 Death and the Limits of Representation
The disciplines of history, philosophy, and literature all hinge on the issue of representation. The ability to communicate ideas, visions, or arguments all depend on the ability to represent these abstract notions in a concrete and recognizable form. In this course we will problematize the basis of all three disciplines by exploring Death as the limit of representation: as that which is ultimately unknowable (or knowable only second-hand) and thus beyond representation. Indeed, what is the concept of the "ghost" but an attempt to represent someone who is dead in the recognizable form of the body that once lived. Yet, the ghost appears and disappears, is not bound by the laws of time or space, and is largely present in its absence. By exploring texts by such authors as Plato, Shakespeare, Poe, Derrida, Levinas, Mbembe, and Hartman, and studying historical events such as the "black death," the Middle Passage, and the Shoah, we will attempt to understand the project of representation and its limits.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **HIST284**
Prereq: **None**

COL283 The Rationalist Tradition in Early Modern European Philosophy
This course offers an intermediate-level survey of the Rationalist tradition in Early Modern European Philosophy. Broadly speaking, Rationalism (with a capital 'R') is the view that human reason can deliver insight into significant philosophical truths, without relying on sense experience. We will explore varieties of this methodological commitment in connection with several core topics - including the existence of God, the nature of the human mind (or soul), its relation to the body, and the possibility of empirical knowledge. We will read texts by René Descartes, Princess Elisabeth of Bohemia, Margaret Cavendish, Baruch Spinoza, G.W. Leibniz, and Emilie Du Châtelet.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **PHIL254**
Prereq: **None**

COL285 When the Empire Strikes Back: (Post) Colonial Theory and Fiction
Throughout its history, the rulers of Russia--the tsarist Russian Empire, the USSR, and now the Russian Federation--have been focused on the expansion of Russia's territory via the conquest, subjugation, and/or assimilation of neighboring peoples. Russia's colonial condition, expressed in fiction, film, and other media, will be the focus of this course. We will discuss global postcolonial theory (Chinua Achebe, Edward Said, Gayatri Spivak) and critical works with a

focus on Russian, East European, and Eurasian Studies (Ewa Thompson, Vitaly Chernetsky, Alexander Etkind), in order to see how Russia's colonial being can be compared to other empires. We will discuss such topics as The Empire and the Other, Culture and Imperialism, Language Politics, and strategies of resistance to imperial hegemony. Via specific cases in literature and art, we will see how Russian culture processes the colonization of Alaska, Siberia, and the Caucasus. We will pay special attention to the discourses of Chukchi, Tartar, Chechen, Khanty, and Ukrainian authors who write back to the Empire. The readings will include the writings of J.M. Coetzee, Joseph Conrad, Mikhail Lermontov, Yuri Rytkheu, Guzel Yakhina, Yeremey Aipin, and Viktor Astafiev. The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES265, RULE265, RUSS265, WLIT268**
Prereq: **None**

COL287 Nietzsche als Versucher (CLAC.50)
The term "Versucher" combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes "Versucher" as "the not-undangerous name [he] dares to bestow" on the "philosophers of the future"--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 "Nietzsche - Science, Psychology, Genealogy," though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **CGST290, GRST330, PHIL253**
Prereq: **None**

COL288 Introduction to Journalism: Constructing the News
Champions of journalism are fond of talking about bedrock values: fairness, objectivity, transparency. But like any idea -- or ideology -- these keywords have their own genealogies, and their own constructed natures; in other words, they came from somewhere. This course aims to pull apart our received notions of facticity, objectivity, and transparency in news/journalism/nonfiction, tracing their roots, understanding their historical context, and considering how we deploy them in our own work.

Students will learn the fundamentals of reporting in hands-on assignments that pull them out into the world to gather stories. This journalistic work will occur alongside class discussions of canonical (and neglected) strands of journalism history, drawn in part from Bruce Shapiro¿s anthology Shaking the Foundations: 200 Years of Investigative Journalism in America. These include readings from early Black press pioneers (Ida B. Wells; Marvel Cooke); muckrakers and investigative journalists (Lincoln Steffens; Vera Connolly); and pathbreaking science journalism (Rachel Carson¿s Silent Spring). Readings will also include criticism that examines our present media situation, including selections from Raven Lewis Wallace¿s The View from Somewhere: Undoing the Myth of Journalistic Objectivity and Ben Smith¿s, Traffic: Genius, Rivalry, and the Billion-Dollar Race to Go Viral.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT288, SOC206, CSPL288**
Prereq: **None**

COL288Z Solitude, Society and Loneliness in Romanticism and Modern Culture
We are now living in an age of constant connection to anybody, anywhere, at any time. An indirect result of this is that individual privacy and solitude are being sacrificed (sometimes consciously, sometimes not) for the pleasures as well as the risks of interconnection. The recent COVID-19 pandemic has, however, highlighted the risks of extended solitude, which has made reconnection a newly relevant theme in our lives. We thus find ourselves at a moment in history when we think of both solitude and connection with deep feelings of ambivalence. How can literature, sociology, art, and film about solitude and connection help us to think clearly and deeply about their roles in our lives?

We will read and discuss authors who consider the risks and pleasures both of solitude and interconnection, from early Romantic writers such as Mary Shelley, to American Romantics such as Henry David Thoreau and Emily Dickinson, to modern European writers such as Franz Kafka and Dino Buzzati. We will also examine non-fiction works such as Sherry Turkle's Reclaiming Conversation: The Power of Talk in the Digital Age and Virginia Woolf's A Room of One's Own. We will use these works ultimately to consider our own culture of interconnectivity. What place and meaning do the solitude and privacy so prominent in Romantic literature have in a modern culture that makes them virtually obsolete? What can films such as Kieslowki's A Short Film about Love and Hitchcock's Rear Window show us about the relationship of solitude and privacy? More generally, what can these books and films tell us about solitude and interconnection in and since the nineteenth century?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL268Z**
Prereq: **None**

COL289 Italian Filmmaking by the Book: Adaptations, Texts, and Contexts
This course explores the adaptations and transformations of Italian literary texts into their cinematic and televisual counterparts. We will principally study Italian narratives from the 20th and 21st centuries and their screen adaptations as a way of uncovering the modes and means by which Italian screen culture borrows from literary antecedents. Is the relation between literary texts and their screen adaptations a love story or bad romance? Is it characterized by a "faithfulness" to the text or a "betrayal"? Throughout the semester, students will acquire an enriched understanding of the assorted texts and their contexts by studying varied genres (short fiction, novels, nonfiction, detective stories), a variety of themes (crimes both real and imagined, petty and powerful; historical revisionism; personal and political dilemmas), and diverse geographical settings focusing principally on Southern Italy (including cities and islands reaching from the Mediterranean to the Adriatic).

All students in the course will study a common core of five author/director pairs. The core consists of "Il Gattopardo" (di Lampedusa/Visconti); "Io non ho paura" (Ammaniti/Salvatores); "L'amica geniale" (Ferrante/Costanzo); "Gomorra" (Saviano/Garrone/Sollima); and "Novelle per un anno/Caos" (Pirandello/Taviani). Additionally, students will, in consultation with the instructor, choose a sixth pairing from the list of the following titles, which will serve as the basis of their end-semester presentation as well as an element of the oral final exam: "Il giorno della civetta" (Sciascia/Damiani); "Il contesto/Cadaveri eccellenti" (Sciascia/ Rosi); "I Malavoglia/La terra trema" (Verga/Visconti); "Padre Padrone" (Ledda/Taviani); "Quo vadis, baby?" (Verasani/Salvatores); "Acciaio" (Avallone/Mordini); "Il conformista" (Moravia/Bertolucci); "Todo modo" (Sciascia/Petri); "Minchia di re/Viola di mare" (Pilati/Maiorca); "Benzina" (Stancanelli/Stambrini); "Il padrino" (Puzo/Coppola); "La tregua" (Levi/Rosi); and "Le forme dell'acqua" (Camilleri/Sironi). Students may also care to consider literary texts from earlier historical periods: Basile's 16th-century "Il cunto de li cunti/Il racconto dei racconti" (Garrone) and Collodi's 19th-century "Pinnochio" (with adaptations by Disney, Benigni, and Garrone). This course will be conducted in Italian. This course is appropriate for all students who have completed ITAL 112 or whose placement exam indicated a course numbered ITAL 221 or higher.

Students are encouraged to put the lengthened winter break to good purpose. All students are expected to read the first book of Ferrante's Neapolitan quartet, "L'amica geniale," during the winter break. It is a long novel, but students will find that the Italian is not challenging. Any edition in Italian will be fine (e.g., electronic, print, used, etc.). Reading in advance of the semester will facilitate students' workload as well as keep Italian flowing during the lengthy pause. It is further greatly recommended that students read di Lampedusa's "Il Gattopardo" in advance of the semester. If students have already taken an Italian course numbered 221 or higher, or have already studied in Italian, it is recommended that they read "Il Gattopardo" in Italian. Any edition will serve.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL249**
Prereq: **None**

COL290 Nietzsche - Science, Psychology, Genealogy
This course offers an intermediate survey of Friedrich Nietzsche's mature philosophical writings. Nietzsche's thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions--does human life have meaning? What makes an action right or wrong? Can we comprehend the true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche's reflections on the impact of modern science (especially the advent of Newton's mechanical physics and Darwin's evolutionary biology) on our conceptions of value and meaning in human life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **PHIL252, GRST290**
Prereq: **None**

COL291 Forward, Without Forgetting: The GDR in Literature and Film
In 1949, postwar Germany officially split into two separate countries with the formation of the German Democratic Republic. Also known as East Germany, the GDR was isolated from the Western world for four decades, and it developed its own, equally rich, literary and cinematic cultures. By looking at a range of textual and visual sources, students will engage critically with ways of understanding this "other" Germany and its distinctive cultural expressions, ideology, and history, including the role of the government and the Stasi. The course also explores phenomena like the "Ostalgie" and retro-chic that manifested themselves after the Fall of the Wall in 1989. The readings include short stories, songs, and excerpts by and among others: Wolf Biermann, Johannes Becher, Günther de Bryn, Stefan Heim, Rainer Kunze, Brigitte Reimann, Claudia Rusch, Susanne Schädlich, Maxi Wander, Christa Wolf. Participants will view and discuss films and TV series produced before and after unification.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST302**
Prereq: **GRST213**

COL292 Reason and Its Limits
This course offers a close study of Immanuel Kant's magnum opus, the Critique of Pure Reason, supplemented by related writings by Kant and some secondary literature. Kant observes that the history of philosophy is rife with disagreements, even though philosophers purport to traffic in necessary truths disclosed by reason alone. This scandalous fractiousness calls into question reason's ability to offer substantive insights into necessary truths. Kant's "critique" aims to vindicate reason by distinguishing, in a principled manner, the sorts of things we can know with certainty from those that lie beyond the limits of human understanding. His central thesis, "transcendental idealism," holds that "reason has insight only into what it produces after its own plan" (Bxiii). In other words, we can indeed be certain of key structural features of reality such as its spatiotemporality and causal interconnectedness--but only because those features are, in some crucial sense, mind-dependent. This class will explore in detail the arguments for these claims as well as prominent interpretations of their philosophical upshot.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL291, GRST292**
Prereq: **None**

COL293 Words and Sex: Storytelling, Censorship, and Boccaccio's Decameron
We will explore literary genres and representations of sex and gender in Boccaccio's Decameron. Through close readings of selected tales and cultural analyses of their trans-historical and transnational reception, we take the Decameron's words as point of departure for the study of storytelling and the politics of readership. As modern readers of Boccaccio's renowned and classic Medieval collection of short tales, we investigate the text's notions of love, gender, and sexuality by comparing and contrasting the Decameron with various

other texts across varying media, from the works of Petrarch and Chaucer to the modern readings of D. H. Lawrence and Pier Paolo Pasolini, and from visual arts to digital humanities. Students are invited to creatively engage with these and other texts of their choice (and with approval of the instructor) in order to produce, by the end of the course, either a) an analytic blog post that may be published on the H-Net of the Transnational Italian Studies working group; or b) an individual or collective project inspired by Boccaccio's Decameron.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL216**
Prereq: **None**

COL294 Soundscapes of Islam
From the melodious recitation of the Qur'an and Sufi-inspired sung poetry to popular soundtracks of religious revival and resistance, the world of Islam has generated myriad sonic expressions across its diverse historical and geocultural milieus. While recognized for its affective and transformative powers, music has also been the subject of a longstanding polemic in Islamic societies, its moral and ethical status being debated and contested. This course will survey the soundscapes and ideoscapes of Islam, exploring the manifold roles and meanings assigned to music among Muslim communities. It will examine a range of sound practices and related discourses to discover the ways in which locally distinct religious and social customs have shaped concepts of music and sonic articulations of Muslim identity. We will locate the varied and shifting attitudes toward music and musicians within the context of political censorship, colonialism, nationalism, and cosmopolitan modernity, and consider the impact of current conflicts and migratory processes on the local-global circulation of religious ideologies and sounds. Drawing from selected case studies of sacred and secular performance, we will explore the musical construction of gender, place, and architecture; the role of media in the formation of Muslim 'counterpublics'; and the mediation of aesthetic sensibilities through style. Topics covered will include: views on music within the Islamic tradition (the Qur'an and Sunna, shari'a law, theology, and Sufism); philosophies and cosmologies of music in Islam; music at the courts of Islamic rulers; religious chant and art singing in the Middle East; sound, healing, and exorcism in North Africa; ritual, devotional, and mystical practices in Central Asia; Islamic performing arts in Indonesia; Sufi world music and Muslim pop and hip-hop across Asia and Africa, and among immigrants and refugees in Europe and North America. Throughout the course, Islam will be encountered as a widely diverse spiritual and sociocultural system that has been a source and stimulus for creativity among Muslim peoples worldwide.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC296, REES296**
Prereq: **None**

COL295 Rome After Rome: Culture and Empire of Constantinople
Rome did not fall. Rome was swallowed by a new idea of what it means to be Roman when, in the fourth century, the empire left its own founding city behind and moved the capitol to the newly-minted city of Constantine, Constantinople. This course gives students a hands-on introduction to one of the most astounding sociopolitical transformations in human history, tracing out the cultural, political, and economic trajectories of the Roman empire of the Middle Ages.

In exploring the textual and material relics of this medieval metropolis on their own terms, students apply and publish their research interests on the collaborative place-based interactive teaching encyclopedia Constantinople as Palimpsest (https://arcg.is/0e4Lb4). For their final project students will design a unit for a high school history course, using Constantinople as Palimpsest to introduce the diversities and paradoxes of life in the city of New Rome.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **HIST230, MDST128**
Prereq: **None**

COL298 Music of Central Asia: From Throat-singing to Heavy Metal
The music of the Hu was chosen as the soundtrack to Star Wars Jedi: Fallen Order because it sounded otherworldly to Western audiences. In fact, the Hu draw on ancient musical traditions from Central Asia, one of the most culturally and musically diverse areas of the world. This course introduces students to a wide range of music practices, genres, and styles in historically nomadic and sedentary regions of Central Asia: throat-singing, sounds of shamanic and Sufi Islamic rituals, epic performance, narrative instrumental playing, oral poetry competitions, folk and art singing, Western-influenced classical and popular music genres, including Central Asian repertoires of opera and symphony, Azerbaijani jazz, Uzbek estrada, Kazakh Q-pop and crossover music, Mongolian heavy metal, and hip hop. The roles and meanings of music are discussed in relation to wider aspects of culture and social life, the impact of Soviet culture policies, post-Soviet national revival, and globalization.

The course includes a performance component. Students learn to play a variety of Kazakh and Kyrgyz musical instruments, including plucked and bowed lutes, a plucked zither, clay ocarinas, jaw harps, and percussion instruments. Previous musical training is not necessary. The course draws on extensive audiovisual materials and is open to students of all levels.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC297, REES297, RUSS297**
Prereq: **None**

COL299 Palestina: Another Middle Ages
The historical region of Greater Palestine (the Near East region located along the eastern Mediterranean coast) was a universal crossroads throughout the Middle Ages: maps drawn in the Anglian wilderness made Jerusalem the center of the world; Caesarea Maritima boasted a library second only to Alexandria; Damascus, Mecca, Cairo, and Antioch funneled and ferried capital and commodities to and from China, India, Africa, Europe, and (yes) North America. These diverse and overlapping networks shaped Greater Palestine into a key locus of global history. From the backdrop of Alexander the Great & the Hellenistic Era, our course will trace the region's history from the establishment of Roman governance, from Judaism's split between the messianic Hellenized followers of Jesus of Nazareth and diasporic Talmudic Rabbinism, to the Persian Wars, the rise of Islam, the Crusades, and finally conclude with the Mongol invasions -- halted in Gaza and repelled toward Syria. Relying on a dialogue-across-difference pedagogy we will combine translated sources with innovative historiographical methods, and highlight the interconnectedness of Jewish, Christian, and Muslim experiences across the region known broadly as Bilad al-Sham or Palaestina. In this work we will make an Other's Middle Age.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**

Prereq: **None**

COL300 Infinity and the Mathematization of Nature: Early Modern Perspectives
The "mathematization of nature" is a hallmark of the so-called "scientific revolution" in sixteenth- and seventeenth-century Europe. By privileging quantitative methods for measuring and explaining natural phenomena, thinkers broke with the largely "qualitative" forms of explanation typical of the Aristotelian tradition. Especially with the development of new mathematical methods--notably, advances in algebra, analytical geometry, and the development of infinitesimal calculus--the scope and explanatory power of natural philosophy was considerably extended. At the same time, however, new puzzles arose about how the pristine models of abstract mathematics could apply to the messy reality of concrete nature. This question was especially pressing in connection with new mathematics' exploitation the notion of infinity: infinite series, infinite extensions, infinitesimally small quantities, and even infinities greater than other infinities. Should we take the successful application of such infinitary mathematics to natural phenomena to imply that nature itself harbors an infinity of infinities? And how must we reconceive the cognitive powers of the human mind to make room for the fact that infinity has ceased to signify the unknowable as such and has instead become a primary tool for producing scientific knowledge?

In this seminar, we will examine some of the most prominent Early Modern applications of infinitary mathematical methods in the study of natural phenomena as well as central debates about what sense, if any, can be made of these procedures and their apparent success.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **STS304, PHIL304**
Prereq: **None**

COL301 Researching and Writing Historical Narrative Nonfiction: A Workshop
Historical Nonfiction will be a workshop-based course. Students will have the opportunity to work on a project led by Charles Barber, a book-in-progress of historical narrative nonfiction based in Palm Beach, Florida in the 1920s. The project involves a decade-longs conflict between a gang and two father and son sheriffs, set against the explosive (and often corrupt) growth of Palm Beach as a resort in the early 19th century. Students will work with court and governmental records, as well as archival materials of all sorts. Students will receive professional credit for their contributions. A focus of the first part of the course will be historical methodology and evaluation of records; the second half of the course will address the question of transforming historical materials into compelling narratives. Readings will include models of historically based nonfiction, such as David Grann's Killer of the Flower Moon and Patrick Radden Keefe's Say Nothing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL328**
Prereq: **None**

COL302 Cultural Criticism and Aesthetic Theory: Walter Benjamin and Theodor Adorno
This seminar introduces and explores the cultural criticisms and aesthetic theories of Walter Benjamin and Theodor Adorno, two of the 20th century's most notable Marxist thinkers and critics. Our aim will be to illuminate the intimate interconnections between cultural criticism and aesthetic theory taking place concurrently with the rise of the artistic avant-gardes (with which both thinkers felt deep affinities). We will study the intellectual origins, cultural contexts, methods, and critical aims of Benjamin's and Adorno's uniquely individual yet also closely related practices of cultural criticism. Further, we will examine the assumptions underlying their aesthetic writings and seek to reconstruct their respective contributions to aesthetics.

Over the course of the semester, we will study the works of our protagonists both on their own terms and in comparison to each other. Major thematic units will include (but are not limited to) their writings on literary aesthetics, narrative, and translation; architecture and the city (Naples, Moscow, Paris, Berlin); landscape and nature; mass culture and aesthetic autonomy. Our starting point will be Georg Lukács's Theory of the Novel, a work to which both Benjamin and Adorno were much indebted. On occasion, we will supplement our explorations with asides from the 1920s and 1930s (by Alfred Sohn-Rethel, Siegfried Kracauer, Bertolt Brecht, Asja Lachs, Ernst Bloch) as well as scholarship for optional reading (by Susan Sontag, Hannah Arendt, Fredric Jameson, Susan Buck-Morss, Miriam Bratu Hansen, Susan Ingram, Judith Butler, Esther Leslie).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST250**
Prereq: **None**

COL303 Radical Self-Care
This is a higher-level seminar on philosophy as a way of life that will explore how the notion of self-care has been developed and deployed throughout history by several political theorists and activists, including Mohandas Gandhi, MLK Jr., Nelson Mandela, Audre Lorde, Angela Davis, bell hooks, and Sara Ahmed.

When conducted in the present day, reflection on how one should live naturally requires attending to matters of sociopolitical concern, such as healthcare inequities, environmental degradation, wealth disparities, and prison reform. An investigation into the links between personal and social well-being has so far been something of a lacuna in the field of philosophy as a way of life, though in a variety of formulations and across several traditions, practices of self-care and self-formation have typically been seen as continuous with (and even a prerequisite for) a robust engagement with others and the pursuit of social justice causes. We will explore the connection between these two domains in this course. As a project during the semester, students will be asked to engage in a cause that matters to them by implementing selected ideas from the thinkers and activists that we'll be studying.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL350**
Prereq: **None**

COL304 The Formation of the Modern Self: German Romanticism
The 18th century in Europe saw tremendous changes in the ways people thought about and saw the world. In the process, old certainties, assumptions, and authorities collapsed, requiring new conceptions of self and world. In the decades around 1800, it became increasingly clear that the Enlightenment's optimistic view of progress was hiding some deeper concerns about unsettling and urgent problems, such as the reintegration of the newly "liberated" individual into society, the disconnect between scientific hypothesis and a more holistic view of the world, the role of language as the main mediator of human experience, or the sorting and ordering of the sheer mass of knowledge

and information that the Enlightenment produced. It was German authors and thinkers, in particular, who started asking and answering such questions, creating some of the lasting conceptualizations of the modern self in literature (Goethe), aesthetics (Kant), and anthropology (Herder), but also exploring roads not pursued any further, such as Goethe's theory of color. Later authors explored even more troubling questions about communal cohesion (Hölderlin), the dangers of misinformation and misconceptions (Kleist), and the disruption wrought by new technology (E.T.A. Hoffmann), topics of as much urgency then as they are today. By reading authors from this German "Romanticism," we will historicize, evaluate, and critique notions of the modern individual, just as this very self is starting to dissolve under the pressure of new technology and accelerating social and political processes.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **GRST289**
Prereq: **None**

COL305 The Critic and Her Publics
The critic and her public are difficult concepts to define or fix. The critic is not a creative writer, an academic, a journalist, or a reporter, yet criticism borrows from the protocols of all four professions. The critic's publics are not made up exclusively of scholars, specialists, artists, or lay readers, but span these divisions. The aim of this course is to trace the evolution of the critic, her function, her style, and her publics from the seventeenth century to the present. Readings will include essays by Jane Anger, Margaret Cavendish, Joseph Addison, Richard Steele, Eliza Haywood, John Dryden, Samuel Johnson, Matthew Arnold, Henry James, T.S. Eliot, Virginia Woolf, Walter Benjamin, José Ortega y Gasset, Jorge Luis Borges, Clement Greenberg, James Baldwin, Mary McCarthy, Roland Barthes, Susan Sontag, Elizabeth Hardwick, Edward Said, Toni Morrison, Renata Adler, Michael Warner, Anne Carson, Margo Jefferson, and Elif Batuman. The class will be linked with the Shapiro Center talk series, "The Critic and Her Publics," and the Shapiro Center Master Classes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **WRCT305**
Prereq: **None**

COL306 Spectacles of Violence in Early Modern French Tragedy
The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts--many of which staged physical violence--not only reflected but also actively participated in the debates surrounding the 'troubles civils.' In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN306, THEA292**
Prereq: **None**

COL307 Negotiating French Identity: Migration and Identity in Contemporary France
With the largest minority in France being of Maghrebi origin, Islam has become the second largest religion in France today. What are the repercussions of this phenomenon for French identity? How did French society understand its identity and regard foreigners in the past? What do members of the growing Franco-Maghrebi community add to the ongoing dialogue surrounding France's republican and secular identity? This course will analyze the recent attempts at redefining French identity through a study of literary texts, films, and media coverage of important societal debates (e.g., the Scarf Affair, French immigration laws, the Algerian war). Readings, discussions, and papers will be in French.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN305**
Prereq: **None**

COL308 Translation in Theory and Practice
This seminar is a workshop devoted to helping students from a range of disciplines and departments hone their practices of translation. Translation is part of a wide range of academic, publishing, and creative activities: humanities and social science scholars read texts in translation, translate while doing field work and archival research, and include translations in their articles and books; translation is an engine of creativity for many writers, bilingual or not. This course will begin by looking at various alternate translations of the same texts, to expand our sense of options and possibilities. The next five weeks of reading will introduce students to some of the main debates, theories, and practices of translation into English.

The second half of the course will focus on students' own translation projects. While you are welcome to pursue a project you already have in mind, most students will be choosing and starting a new project, guided by the discussions and topics in the first half of the course. The scope can be small (a single short story, a chapter of a novel or biography, a few poems or song lyrics), or you can have an eye to a bigger project you want to pursue after the end of the semester (a senior thesis, a short-story submission for publication, a book pitch). Week by week, all students will respond in class and in writing to translations-in-progress. In the last week, we will get to see and respond to everyone's revisions.

Facility in a language other than English is required; perfect fluency is not required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT210, ENGL273**
Prereq: **None**

COL308Z Contemporary Short Stories in Translation
This course will introduce students to a wide range of contemporary short stories from around the world, translated into English. We will read fiction from four geographical clusters--Nordic Europe, Latin America, East Asia, Western Europe--as well as from outside these relatively well-defined categories. Along with exploring the fiction itself, we will consider how the English-language publishing industry treats these different zones, as we acknowledge the risk of ending up with national or regional stereotypes. We will also keep in mind the translator's role as an active creator of the works we are reading. In week two, we will pay special attention to the crucial professional role of the translator in getting these

authors published and recognized, and there will be in-class visits from one translator in each cluster. The objective of the course is to get a basic overview of different contemporary trends and traditions, and their various paths to publication in English, as well as hopefully finding one or two new favorite writers.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT210Z, ENGL202Z**
Prereq: **None**

COL309 The Poet and Truth: Lyric Subjectivity, Phenomenology, and the Structure of Experience
Who is the poet? What is subjectivity? How is the "lyric I" located and articulated? How do lyric poems conceive of their own claims to truth? Is there a role for the poet in philosophy? What is phenomenology, and how did this particular branch of thought come about in the history of philosophy? Taking a key term for the exploration of the structure of experience in phenomenology, how might lyric poetry contribute to our understanding of 'intentionality'? Because phenomenology is not often taught, this course assumes no prior knowledge of phenomenological works. Some experience with close reading texts and prior familiarity with Descartes' Meditations will be useful but is not required. This course focuses on providing a foundation in phenomenology through the work of Edmund Husserl. Further developments in phenomenology will then be explored in Heidegger, Sartre, Levinas, Derrida, and Merleau-Ponty. Weekly selections of poetry will be taken from various time periods, cultures, and languages from antiquity to the present.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL310 More-Than-Human-Worlds: Theories and Fictions
How do we imagine the worlds of other life forms: what they know, what is meaningful to them, their ways of communicating? Which senses must we use and what forms of translation are necessary (if impossible) to turn their languages, their thoughts, their desires into our fictions or poetry or theory? What stories have been told and what stories could or should we tell in order to inspire more responsive and responsible relations between the diverse yet enmeshed worlds of human and non-human lives? These are some of the questions we will be asking as we move through a diverse range of writings about relations to other animals and to other worlds that are both within and beyond our own.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENVS320**
Prereq: **None**

COL311 Translation Workshop in Early Modern Spain: Topographies of Love, Arcadia, and History
This course takes a practical approach to the translation of early modern Spanish literature. We will begin by consulting various comments on the art and craft of translation made by 16th-century Spanish translators in their own works before we encounter the curious case of the "pastoral prosimetrum," a type of narrative fiction that reimagined the author and their contemporaries under literary pseudonyms in an updated version of an idyllic Arcadian landscape. From Spanish to English, from experience to poiesis, we'll recontextualize these topographies of love in their own literary and historical moment in order to translate those imaginaries into contemporary English. Readings will be in English and Spanish. Discussions and translations will be in English. There are no prerequisites, but reading knowledge of Spanish is required. Please consult the instructor if you have questions about your language ability.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **RL&L311**
Prereq: **None**

COL312 Love and Other Useless Pursuits
What is love? Is it an emotion? A judgment? A way of coming to know ourselves or others? What is the point of love? Does it have a defined object, a purpose, or an end? Does it have a logic or does it defy logic? What good or evil can it do in the world? "Love and Other Useless Pursuits" is an upper level seminar that approaches these questions through a comparative history of literature, literary theory, and philosophical aesthetics. The authors we read will likely include Plato, Andreas Capellanus, Tullia d'Aragona, Margaret Cavendish, Immanuel Kant, Stendhal, Johann Wolfgang von Goethe, Ralph Waldo Emerson, Marcel Proust, Djuna Barnes, James Baldwin, Simone de Beauvoir, bell hooks, and Lauren Berlant.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT304**
Prereq: **None**

COL313 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage
From 1580 to 1690, Spanish and Latin American playwrights created one of the great dramatic repertoires of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. A distinguishing feature of this theatrical tradition is the unusual prominence it lent to actresses (and roles written for them), as well as to women in the paying audiences. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists. Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us. We will examine five of the greatest of these plays by Cervantes, Lope de Vega, Calderón de la Barca, Tirso de Molina, and Sor Juana Inés de la Cruz (in Mexico or "New Spain") in a variety of genres and modes (history, epic, romantic comedy, tragedy, Islamic borderland, metatheater, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso; Calderón's "Spanish Hamlet" Segismundo; Lope's spitfire diva Diana, the Countess of Belflor; and Sor Juana's cross-dressing comic virtuosi) and their spirited dialogue, inventive plots, and dazzling metrical variety. We will look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to the shaping influence of women on the professional stage (in contrast to England) and to performance spaces and traditions. Organized around the careful reading of five key play-texts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with literary analysis. However, an interest in engaging these wonderful plays closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation. This counts as a Theater Method course for the Theater Major.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN231, THEA231**
Prereq: **None**

COL314 Cuban Literature and Film: Imagination, Revolt, and Melancholia
This course surveys the major aesthetic and socio-historical movements in modern and contemporary Cuba. Since the late 19th century, the island of Cuba has been at the center of a number of key epochal disputes: between colonialism and independence, racism and racial justice, neocolonialism and revolution, liberalism and socialism, isolationism and globalization. In the arts, the turn of the century launched a period of great imaginative invention. Considering the singular place of Cuba in Latin America, the Caribbean, and the globe, this course addresses some of the most representative works of Cuban literature and film since independence until the present time. Imagination, revolt, and melancholia are the three concepts that will orient our discussion. Imagination refers both to artistic creation and to the collective capacity of projecting new worlds, utopias, or impossible realities. Revolt, as opposed to revolution, is not restrained to politics as usual but relates rather to a deep experience of discontent and a return (from the Latin revolvere) to ancient psycho-social strata. Finally, melancholia serves as a point of view to understand what happens when history does not live up to emancipatory expectations. Special attention will be given to Afrocubanismo, ethnographic literature, the avant-garde aesthetics of the group Orígenes, Marvelous Realism, testimony, revolution, socialist experimental film, diaspora, the Special Period, and post-Soviet life.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN296, CGST324, LAST315**
Prereq: **SPAN221**

COL315 German Romanticism: Disenchantment and Re-enchantment
Famously, the sociologist Max Weber described the rational, enlightened age as "disenchanted": Unlike "the savage," he claimed, who uses "magical means" for manipulating "mysterious incalculable powers," the denizens of capitalist modernity use "technical means and calculation" to master "all things." At the same time, Weber indicated that the "process of disenchantment, which has been under way for millennia in Western culture," birthed abstract new enchantments: "Having lost their magic, the multiple gods of the past rise up from their graves in the form of impersonal forces, fighting for power over our lives and thus beginning anew their eternal struggle against one another." Against the backdrop of Weber's dialectic of disenchantment and re-enchantment, this course offers a representative overview of some of the key ideas, works, and authors of German Romanticism, a term that designates both a period that extends from about 1795 to 1848 and a style of creative and intellectual production that encompasses a remarkable diversity of phenomena, including the proto-avant-garde experiments with communal "sympoetry" and "symphilosophy" in the Early Romantic circles and the rise of "Dark Romanticism" that fuses a fascination with science and new technologies with a turn to the occult and demonic. In tracing the tensions between disenchantment and re-enchantment, we will consider works of literature, criticism, art, and music, including works by some of the key figures in the German intellectual and artistic tradition, such as Heinrich Heine, the Brothers Schlegel and the Brothers Grimm, E. T. A. Hoffmann, Ludwig Tieck, Caspar David Friedrich, Robert and Clara Schumann, Franz Schubert, Karoline von Günderrode, Bettina von Arnim, Novalis, Annette von Droste-Hülshoff, and the young Karl Marx.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST386**
Prereq: **GRST213**

COL316 The Corpse as Critique
From Ancient Greece to present-day Sri Lanka and Palestine, literary works have turned to the figure of the corpse in order to articulate critiques of domination and authority. In these texts, the dead human body, despite or perhaps because of its inertness, poses potent problems to the exercise of statist and racist violence, the depredations of plantation slavery and industrial capitalism, and the abuses of empire. What is this strange form of critique, rooted in mere matter that, itself, does nothing but decompose? And what might it teach us as we attempt to survive and thrive in a world defined by spiraling inequality, rising authoritarianism, and environmental catastrophe? In this course, we will begin to answer these questions by examining literary texts from authors including Sophocles, Nadine Gordimer, and Michael Ondaatje, as well as works of philosophy, history, anthropology, political theory, and literary theory from thinkers such as Walter Benjamin, Georges Bataille, and Katherine Verdery. In tracking invocations of the corpse at various historical junctures and in various literary genres, we will investigate what makes the dead human body such a compelling figure with which to expose and subvert the exercise of coercive power and violence. At the same time, we will attend to the unique affordances and limitations of literature, drama, and film in expressing this critical potential.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM314, ENGL358**
Prereq: **None**

COL318 French Renaissance Theater Lab
In this seminar students will explore a variety of dramatic texts written and performed during the French Renaissance (c. 1500-1610). The first two-thirds of the semester will provide an overview of the poetics, rhetoric, and performance of early French theater, followed by discussions about gender, religion, politics, violence, and other topics as they arise within each play. Authors will include Marguerite de Navarre, Jean de La Péruse, Étienne Jodelle, François d'Amboise, Louise Labé, Robert Garnier, and Catherine Des Roches. During the last third of the semester, students will participate in a collaborative digital (online) critical edition of one of the plays studied. Emerging technologies in the field of digital humanities will be integrated into this lab portion of the seminar, as well as more conventional methods of establishing critical editions. Readings, written assignments, and class discussions will be in French.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN318, THEA338**
Prereq: **None**

COL319 The Fact: Master Class on Fact Checking
How do you identify a fact? How do you verify it? In this master class, the head of the fact-checking department at The New Yorker, Fergus McIntosh, introduces students to the bizarre, delightful, and contentious world of fact checking. Across three sessions, students will learn what the roles and responsibilities of a fact checker are, how to approach the practice of checking, sourcing, and editing, and where to draw the line between fake news and the truth.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT413**
Prereq: **None**

COL320 Places of Remembrance: Historical Consciousness in Germany
Memorial days and monuments: every nation recalls its history. Antisemitism, the Holocaust, East Germany's STASI terror and the resistance to dictatorships, and the more recent debates about Germany's colonial history come to mind

when we think of 20th century Germany. In this seminar, we will explore the culture of remembrance (Erinnerungskultur) and visit places of remembrance (Erinnerungsorte) virtually. We will discuss how and what we do--and do not--remember, based on selected readings, documentaries, and memorial sites. Speakers from Germany will be invited via Zoom to talk about specific places and activities of remembrance. We will develop online projects, for example, one's own family history or that of others, or geo-mapping memorial sites.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST320**
Prereq: **GRST213**

COL321 Dialogues of Love: A Close Reading
Towards the end of the fifteenth century amidst the burgeoning cultures of the Italian Renaissance in Naples, Genova, and Venice, the exiled Ibero-Sephardic philosopher and physician Judah Abravanel (Leone Ebreo) composed a philosophical work on erotic ethics as a dialogue between love (Philone) and wisdom (Sophia). "The Dialogues of Love" (1535) presented early modern readers with an erotic cosmology which drew upon Ancient and Medieval texts including Plato, Neo-Platonism, Neo-Aristotelianism, Kabbalah, and scriptural commentary. Widely translated, read, and reprinted throughout the sixteenth century, this text animated literary and cultural life throughout sixteenth-century Europe, finding its way into the work of poets and fiction writers such as Miguel de Cervantes. This course engages this unique and breathtaking work of early modern philosophy through a close reading of a Renaissance cosmos staged as a lovers' courtship.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **RL&L321, MDST321, CJST321**
Prereq: **None**

COL323 Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book "Male Daughters, Female Husbands: Gender and Sex in an African Society" (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category.

This seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST291, FGSS269**
Prereq: **None**

COL323Z Gender and History: Global Feminist Theories and Narratives of the Past
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book Male Daughters, Female Husbands: Gender and Sex in an African Society (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. For the first three weeks of the summer session we will focus on 1) Producing a Gendered Discipline 2) Feminist Theories and Sexualities and 3) Gender in the Archive. In the final week, students will produce a final research paper relating to one of four possible themes: International Feminisms, Women's Rights, Queering Histories, or Gender and Labor. Our readings for the week will guide an in-depth discussion of each topic. The course is especially appropriate for prospective history and feminist, gender and sexuality majors (this is a gateway course for FGSS), though all students interested in using gender as a category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST291Z, FGSS268Z**
Prereq: **None**

COL326 Literary Movements: Conceptual and Experimental Fiction
The course seeks to examine the modern novel by focusing on fiction structured around a concept ("conceptual fiction") and fiction which deviates from the traditional modes of storytelling in a coherent enough way ("experimental fiction"). Together, we will examine novels and short stories in which an idea, an image, or metaphor directly informs the structure, plot, characterization, or all of the above of the work. We will also look at works of formal invention and/or subtle experimentation as far as they are constructed around a discernible and coherent pattern. There have been countless such works in the modern/contemporary period and some of the notable practitioners include Virginia Woolf, Moshin Hamid, George Saunders, Cormac McCarthy, Carlos Fuentes, Toni Morrison, and John McGregor, amongst others have work in this "movement." We will also look at critical essays around these books including from David Lodge, James Baldwin, and Victor Schlovsky, amongst others.

We will study texts from some of these writers (Woolf, Hamid, Saunders, McCarthy) closely and try to determine what it means to create fiction around a "concept." Implicit in this inquiry would be the broader question of form, formal invention, and the vagaries of experimentation. What makes a novel unique? What new grounds does this novel or story break? Does the experimental mode help or hinder meaning? What makes a novel unique? How does structure distinguish a novel rather than plot or characterization, or, for that matter, ideas? What are the ways by which a novel can subvert the traditional form of the novel? What are the strictures of genre and how do they constrain or help expand the art of storytelling?
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT310**
Prereq: **None**

COL327 Cervantes
Cervantes is known chiefly for DON QUIXOTE, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. DON QUIXOTE also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about DON QUIXOTE, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN236, MDST254**
Prereq: **SPAN221**

COL328 Constructing the Past: Theories of Historical Knowledge
This seminar will explore how we "make history" by exploring issues and debates in contemporary theory of history. Wesleyan is known as the epicenter for theory of history because of the academic journal "History and Theory," owned and edited by Wesleyan University faculty for the past 60 years. We will discuss such topics as the nature of historical truth; time and temporality; fiction and fact; history as a science with laws vs history as an art, with style; gender history; agency and causation; history of the emotions; of animals, and history's moral imperatives. We will give special attention to recent arguments about the theory of history, and how we construct the past. Key figures are likely to include Walter Benjamin, R. G. Collingwood, Michel Foucault, Hayden White, Frank Ankersmit, Nancy Partner, Joan Scott, and Reinhart Koselleck as well as publications by Wesleyan faculty past and present.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST338**
Prereq: **None**

COL329 Madness and Its Others: The Ethics of Intelligibility
What does it mean to make madness speak? In his 1961 "History of Madness," Foucault took a critical view of the history of censure and confinement which relegated madness to the periphery of the social whole. Within this view, Foucault historicized four phases (or epistemes) of madness: Antiquity, Renaissance, Classical, and Modern. But, as Derrida asked in his rejoinder essay, "Cogito and the History of Madness," is the historicization of madness not itself a kind of censure and confinement? This course takes up the question of madness and otherness at the intersection of ethics and intelligibility. In addition to the Foucault/Derrida debate on madness and reason in Descartes's "Meditations," we will consider the ethics of dialectic, understanding, and the sovereignty of reason in Shakespeare's King Lear, Truffaut's L'enfant sauvage, selections from Plato's Phaedrus, and Levinas's "Philosophy and the Idea of Infinity." Where intelligibility marks the boundary between reason and unreason--where what can be spoken, what can be thought, and the possibility of articulation and of being understood are contingent on the relation to the other--we will explore the ethics of reason and unreason, self and other, and the spaces in between.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL330 The Craft of Criticism
This seminar will explore the craft of writing criticism for magazines and newspapers. Over the course of the semester, we will look at different genres of the form--the book review and the "briefly noted," the 4,000-word review-essay and the blurb, memorial essays and "braided" criticism--to consider the protocols of writing for different publications and publics. Students will be assigned to write four works of criticism of varying lengths and will be asked to select a different object for each assignment (e.g. novel, film, album, exhibition). A series of shorter reflections will also be assigned on questions of rhetoric, affect, and style in response to weekly readings. The course will be offered in conjunction with the Shapiro Center's "The Art of Editing" series and its master classes on editing and fact-checking taught by members of The New Yorker staff.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT330**
Prereq: **None**

COL331 Love, Madness, & Politics
Is love a private or a public matter? What role does the madness of love play in a well-governed society? Love is the singular and personal experience par excellence. And yet by virtue of connection with another, it is also the experience that pulls us out of ourselves into linguistic, corporeal, and social worlds. Does our conception of erotic love directly inform our understanding of the social and political whole? Or does our conception of the social and political whole inform our understanding of erotic love? Are questions of hospitality a public or a private matter? What is the role of intimacy in a well-governed society? This course begins by engaging three of Plato's Socratic dialogues -- the Republic, the Symposium, and the Phaedrus -- that link eros to questions of governance, language, and enlightenment. Turning from eros, we then examine the personal and public features of friendship (philia) in Aristotle's Nicomachean Ethics, before exploring Plotinus On Beauty and its role in the overlapping of eros and philia in Abravanel's Dialogues of Love. Turning to modernity, we closely engage Rousseau's positioning of the love relationship at the center of society in Emile and Arendt's deep critical engagement with our classical inheritance in The Human Condition. This philosophical exploration will be grounded in a reading of Ishiguro's novel, Never Let Me Go.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL332 European Intellectual History since the Renaissance
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST216**
Prereq: **None**

COL332L European Intellectual History since the Renaissance- Service Learning
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

This course is designed for Service Learning. Students in this course will read short selections about Aging, meet with a specific senior citizen to talk about the books we are reading for class (5 times in the semester), and write 2-page papers responding to those meetings. Otherwise, both History 216L and History 216 will have the same class requirements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST216L**
Prereq: **None**

COL333 Do We Truly Choose? Free Will in Philosophy and Theology
Free will has been a central pillar of philosophical inquiry throughout history. While contemporary debates often focus on issues of consciousness, mechanics, neurobiology, and physics, premodern discussions frequently revolved around the role of God in defining the boundaries of human freedom. This seminar will delve into diverse perspectives on free will, drawing from philosophical traditions across time and place -- both past and present, East and West -- with particular emphasis on the Islamic context. Through a close reading of key sources, the course examines how different thinkers have conceptualized human agency and the extent to which it determines action. Ultimately, the seminar will grapple with the vexed question: do human agents actually enable their acts, or, in the final analysis, truly "do nothing"?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **PHIL393, CHUM313**
Prereq: **None**

COL334 History of Spanish Cinema
This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematics. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

For a detailed description of the objectives, materials, viewing requirements and modes of assessments, please visit the course web site at: https://span301.site.wesleyan.edu/
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L301, FILM301**
Prereq: **None**

COL336 Theories of Translation
This course will examine a range of predominately 20th-century theoretical approaches to literary translation in the fields of philosophy, linguistics, literary criticism, and translation studies. In an effort to derive a definition of literary translation, we will focus on two questions. First: What is literal (or word-for-word) translation? How does it differ from other kinds of translation; how does it conceptualize meaning; what are its purposes; and what oppositions (e.g., literal vs. figurative) can we use to make sense of it? Second: What is the relationship between language and culture? Can translation give us access to an unfamiliar culture; can literary translation affect the culture in which it is produced; or does translation simply colonize foreign texts by transforming them into something legible to a domestic culture?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL356**
Prereq: **None**

COL337 What is (a) Language?
Scholarly inquiries into language have always faced the distinctive (though not unique) problem of how to define their object of study. What is language? Language in general, human language, a particular language, language as opposed to dialect or idiolect, etc.

This course will not answer these questions. It will, however, examine the most important and influential ways that they have been formulated and answered throughout the Western tradition of linguistic inquiry. Our survey will be organized around two main tendencies that are sometimes distinct but often complementary. First, the question of origins: Where does (a) language come from, and what does this tell us about its nature? We'll look at etymology and theories of language change alongside thought experiments and evolutionary theories that try to narrate the emergence of language from nonhuman forms of animal communication. Second, the questions of structure and function: How does (a) language work; what do we use it to do? We'll look at the medieval trivium of grammar, logic, and rhetoric, alongside the (approximate!) modern analogues of morphosyntax, semantics, and pragmatics. Our goal will be to get a sense of the major theoretical issues that have run through scholarly inquiries into language(s) across disciplines ranging from linguistics and philosophy through anthropology, sociology, and literary theory, to cognitive studies and evolutionary biology.

While our scope is large, our method will be narrow, focusing on close readings of important primary texts in the history of Western linguistic thought. Since our emphasis will be on the coherence of theoretical positions rather the coherence of historical narratives, we'll focus especially on works that have exerted the strongest influence on contemporary understandings of language, particularly those from the 20th and 21st centuries.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **CGST215**
Prereq: **None**

COL338 Utter Nonsense: Modernist Experiments with Meaning
In "The Use of Poetry and The Use of Criticism" (1933) T.S. Eliot wrote," The chief use of the 'meaning' of a poem, in the ordinary sense, may be [...] to satisfy one habit of the reader, to keep his mind diverted and quiet, while the poem does its work upon him: much as the imaginary burglar is always provided with a bit of nice meat for the house-dog."

To extend this analogy: this course will look at texts by meatless burglars, writers who set out not to sedate but to conscript the sense-sniffing house-dog as they pillage the house for things of value.

This course will survey some of literary modernism's most defamiliarizing texts, ones that challenge interpreters by withholding or avoiding that digestible (and perhaps soporific) "meaning" Eliot referred to. We will look at modernist formal experiments from Gertrude Stein and Guillaume Apollinaire through Dada, surrealism, the French New Novel, and the theater of the absurd, alongside the less prominent but equally influential exploration of aleatory, procedural, and machine-generated poetry by writers such as Jackson Mac Low and the Oulipo. Working with authors' manifestos and critics' interpretations alongside the primary texts, we'll pay special attention to the varied relationships to meaning that can be found at work in texts that a casual reader might lump together as simply meaningless or nonsensical.

As the semester progresses and we get a clearer sense of what these texts require from their readers, we'll begin to ask (with the help of some basic readings in semiotic and psychoanalytic literary theory) how our interpretive behavior when confronted with seeming nonsense might relate to the various things we do when we read normal or typical texts--ones that strike us as already or obviously meaningful. Is making sense something that a text can ever do on its own or something that we must always do to (or for) the text?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **ENGL346**
Prereq: **None**

COL339 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **CLST393, CEAS340, RL&L290, GRST231, RUSS340, RULE340, REES340, ENGL295**
Prereq: **None**

COL340 Daemons, Enigmas, and the Cosmic Image: Classical and Modern Allegory
Allegories are everywhere--from novels, art, and philosophy to news, political rhetoric and the law. They confront us as something strange, as overly baroque or disappointingly simplistic, as a symbolic mystery that becomes blandly prosaic once the proper interpretive key has been found. Allegories can be abstract and ethereal (e.g. Dante traveling through the heavenly spheres), but they can also make abstract ideas concrete: the idea of justice becomes the Roman goddess Iustitia, blindfolded, holding a sword and a set of scales, a statue in front of a courthouse. They try to explain life's complexities, but the stories they tell are much stranger than the lives that we live: the insatiable longing for our significant other is really the search for our other true half, since once we were round creatures rolling happily around but were cut in half by Zeus for our transgressions. What are these allegorical texts doing for us, and why are they doing it in such bewildering ways?

This course looks at the persistence of allegory. We will inquire into its origins in the Classical world, and we will try to understand how it has been found (or made) useful by writers and literary theorists in the 20th and 21st centuries.

The texts that interest us will make simple things mysterious and mysterious things simple, transforming the imaginable into the visible and the visible into the imaginary. And we will try to find our way through this mode of writing and of reading that insistently brings opposites together, connecting different realms of experience, knowledge, and language in ways that both produce and defy sense.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **CLST340**
Prereq: **None**

COL341 Plato's REPUBLIC
"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's Republic. No other work in the Western tradition can lay claim to setting the tone so influentially for the development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today--on matters of ethics, politics, moral psychology, epistemology, metaphysics, and aesthetics--receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of The Republic alongside various perspectives that have been taken on this magisterial work in contemporary philosophy, journalism, and literature. We will focus on The Republic primarily as a work of moral psychology by investigating the topical question of the dialogue: Why is it better to live justly rather than unjustly? For Plato, a just life is one governed by the pursuit of wisdom or learning, and this he believes will also be a psychologically healthy one. By contrast, a life governed by the indiscriminate pursuit of power--the life of a tyrant--is psychologically corrupted. These are bold claims. What is Plato's argument for them? In raising this question, we will consider the political project Plato embarks upon in the Republic in constructing a just society, as well as connected issues he raises in the dialogue concerning the nature of human motivation, the distinction between belief and knowledge, the distinction between appearance and reality, the importance of a proper education to the human good, and the role of art and beauty in furthering the common good. Alongside Plato, we will read various works of secondary literature, journalistic pieces, and works of fiction this semester, all inspired by The Republic.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL303, CLST257**
Prereq: **None**

COL347 Foucault: IYKYK
In this course we will follow Michel Foucault's trajectory and methodologies throughout his career from his early work on archeology of knowledge to his genealogical history of the present, focus on bio-power, and then governmentality. Part intellectual history and part theory/method of history, the course will take up Foucault's work within the context of his own time but also

as a dynamic set of tools for critique, political activism, and history in the 21st century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Identical With: **HIST347**
Prereq: **None**

COL350 The First Female Historian: The Crusade-Era Epic History of Anna Komnena
Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena -- a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire -- to finally break into this most gendered of genres? And, how has Anna Komnena's accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with The Alexiad through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **MDST350, HIST328**
Prereq: **None**

COL351 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) impression of endurance and stability?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM339, GRST249, PHIL302, STS339**
Prereq: **None**

COL352 Coming Out/Coming of Age: Narratives of Becoming in Italian Culture
By examining narratives of "becoming" in Italian literary and screen texts, we will work to read against a dominant "master" narrative of Italian culture that is cis-male, patriarchal, and "white." The literary and screen texts we will explore in depth include some "classic" narratives of coming of age in the Italian cultural tradition which we will lay alongside Italian cultural "coming out" narratives, some "classic," others less so. What can we learn from such adjacencies? What does one "come out" of with regard to either strand of inquiry? Is adolescence a "closet" out of which one emerges with a sexual identity? Does one come of age as an artist or "come out" as a practitioner of a particular artistic genre (filmmaker, poet, novelist)? How do artistic choices of practice subtend and inform sexual identity? What gets left behind in this "progress" of "becoming"? These are some of the questions we will address in this course, conducted in Italian.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL247**
Prereq: **None**

COL354 Classical Islamic Theology and Philosophy
This course is a close-reading seminar on major debates in classical Islamic theology (kalam) and philosophy (falsafa). Instead of surveying Islamic civilization broadly, we will focus on key philosophical and theological problems that shaped disagreements among Muslim thinkers between the ninth and thirteenth centuries.

What can human beings truly know, and what are the limits of reason? Can truths about God, the soul, and the universe be demonstrated philosophically, or do they depend on revelation? Is philosophy an independent path to truth, or must it answer to theology? Is the world necessary or contingent? How should causation be understood? What counts as a legitimate method in theology or philosophy?

We will examine these questions through sustained engagement with Islamic sources in English translation. Readings include works by al-Farabi, Avicenna, al-Ghazali, and Averroes, alongside theological writings from major Islamic traditions. Particular attention will be given to tensions between philosophical and theological approaches, and to later efforts within theology to challenge, refine, or defend philosophical reasoning.

Although we will situate these debates historically, the primary emphasis of the course is on close reading, careful reconstruction of arguments, and philosophical analysis. Our aim is to understand what Islamic theologians and

philosophers themselves took to be at stake in engaging these debates within their own intellectual traditions.

An associated Arabic CLAC (Cultures and Languages Across the Curriculum) section will be offered alongside this course. While not required, students at any level of Arabic who wish to engage our sources in their original language are welcome to enroll.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL354Z Self and Text in Roman North Africa: Augustine's Confessions
The native North African Augustine of Hippo wrote the most influential autobiographical text in (so-called) Western literature. It remains the most brilliant text I have ever read: a mind-bendingly complex and yet fully coherent literary self. Let's read it together. Set between Carthage and Rome in 400, Augustine wrote just 10 years before the Eternal City would be sacked by the disaffected former legions of the empire (the Goths). Split between conqueror and conquered, civilization and apocalypse, Augustine wove humanity's existential and epistemological questions into a literary tapestry for the ages: Who am I? How do you speak? Who are you? How do I listen? Who are we? How do we know? At once memoir, critique of empire, philosophy, psychology, theology, personal history, criticism, and a letter, these Confessions require close, careful, focused, attentive readings from a diverse group of interpreters. Join our learning community and spend two snowbound weeks at Wesleyan with a book you will never forget.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **HIST354Z, MDST354Z**
Prereq: **None**

COL355 The Treason of the Intellectuals: Power, Ethics, and Cultural Production
In his 1928 essay Julien Benda railed against the "treason" of the European intellectual establishment who abandoned disinterested intellectual activity in favor of political and nationalist engagement. In this course we will explore the relation of intellectuals to politics and the ethical ramifications thereof. Beginning with the Dreyfus Affair, the course will emphasize political involvement in France to focus on the vexed relationship between political action and intellectual production. We will examine figures such as Zola, Benda, Breton, Celine, Sartre, Camus, Beauvoir, Aron, Fanon, Foucault, Mbembe, Derrida, Kristeva, and Cixous.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST391**
Prereq: **None**

COL356 Reading Classical Islamic Theology and Philosophy in Arabic (CLAC.50)
Offered alongside Classical Islamic Theology and Philosophy, this Arabic CLAC provides guided close reading of selected primary texts in their original language, including excerpts from al-F¿r¿b¿, Avicenna, and Averroes. Conducted primarily in Arabic, the course develops facility with classical philosophical vocabulary, argument structure, and transliteration, and is open to students at any level of Arabic study.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Prereq: **None**

COL357 Arabic Accounts of Free Will (CLAC .50)
This CLAC accompanies the course Do We Truly Choose? Free Will in Philosophy and Theology and focuses on reading classical Arabic discussions of human agency and divine predestination. Students will deepen their understanding of key philosophical and theological terms related to causation, responsibility, and choice while strengthening advanced reading skills in Arabic.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Identical With: **CGST357**
Prereq: **None**

COL359 Philosophical Classics I: Ancient Western Philosophy
This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL201, CLST217**
Prereq: **None**

COL360 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant
Can we ever hope to attain certain knowledge of the external world? Can we know ourselves? How is our mind related to our body? Are our senses more reliable than our intellect? Or is it the other way round? Can we have science without a belief in God? These are some of the questions that excited the philosophical imagination of the major intellectual figures of the early modern period, an era of unparalleled collaboration between science and philosophy. In this course we will examine how the Scientific Revolution encouraged philosophers toward radical innovation in epistemology and philosophy of mind, laying the foundations for our own modern conceptions of natural law, scientific explanation, consciousness and self-consciousness, knowledge and belief. We will be reading, analyzing, and arguing with some of the most influential works in the history of Western philosophy, including Descartes' MEDITATIONS, Locke's ESSAY CONCERNING HUMAN UNDERSTANDING, Hume's ENQUIRY CONCERNING HUMAN UNDERSTANDING, and Kant's CRITIQUE OF PURE REASON.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL202**
Prereq: **None**

COL363 (Un)Popular Performances/Performances (Im)Populaires
In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular "study-abroad destination" for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and

farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 "season" are preserved in his personal papers in the National Library of Scotland. This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FREN363, MDST363, THEA363**
Prereq: **None**

COL364 Body Politics: Desire, Sexualities, and Gender, Past and Present
Sexuality as a category to define, construct, and control the "self" has been seen as a product of the 18th and 19th century. This course turns to ancient Greek society to look at body politics before sexuality and to examine the different ways in which sex and gender are experienced and constructed.

We will approach sex and gender roles as organizing principles of private and public life. Using literary, scientific, historical, legal, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution, adultery); and ideas regarding desire, self-control, masculinity and femininity, and their cultivation in social and political contexts. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course by looking at theoretical approaches and contemporary movements and debates. We will end by looking at how ideas about sexuality in classical antiquity were used in Romer v. Evans, otherwise known as the 1993 Colorado Gay Rights Case.

For CLST Major requirements, this course counts toward the concentrations of Literature and Performance and History, Politics, and Social Justice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST363, FGSS363**
Prereq: **None**

COL367 Female Dicks: Police, Detectives, and Private Investigators in Contemporary Italian Culture
Through the act of detection and "solution" of a crime, classic detective stories and police procedurals often serve as consoling narratives, knitting up the unraveled social fabric and seeing that justice will either be served or promised. In solving the crime, the detective--sometimes called a "dick" in the classic American hard-boiled detective literature--often restores order to social chaos. What changes when women--female dicks--conduct the investigation? Do women investigators, as agents of detection, uphold existing (patriarchal) power structures, dynamics, and epistemologies? Challenge them? Transform them? These are some of the themes we will contemplate as we study Italian "gialli" published since 1995.

We will concentrate on three different types of female dicks: la Deferente (the deferential), la Scomoda (the disquieting, uneasy), and la Vendicatrice (the vindicator). We will read novels in several different book series privileging Bologna as a location; further, we will also explore films and television series, trying to plumb the relationship of these Italian screen texts to the phenomenon of global and transnational noir.

This course is conducted through the medium of Italian and is suitable for anyone who has already taken a fifth-semester course (or one that is more advanced) on the Middletown campus or who has participated on the ECCO Program in Bologna. If you have questions about whether this is the course for you, please contact the instructor.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL267**
Prereq: **ITAL112**

COL368 Nabokov
Vladimir Nabokov--brilliant writer, outrageous literary gamesman, and cosmopolitan exile--is a towering figure of 20th-century literature. His most famous novel, "Lolita," propelled him to international stardom and changed the transnational literary landscape. Child of a turbulent century, Nabokov wrote exquisite and at times disturbing prose in Russian and English, balancing between imaginary worlds and harsh realities. This seminar offers a sustained exploration of Nabokov's major Russian and American writings as well as film adaptations of his "Despair" (Rainer Werner Fassbinder) and "Lolita" (Stanley Kubrick). We will consider memory, exile, trauma, nostalgia, and identity as we read Nabokov, who saw existence as a "series of footnotes to a vast, obscure, unfinished masterpiece."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES268**
Prereq: **None**

COL369 Law, Personhood, and Democracy, Ancient & Modern
Legal texts -- law codes, decrees, and edicts, juristic discussions, law court cases -- help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, personhood in law and ethics, rights versus responsibilities, and the possibility of freedom and happiness -- some more progressive than our own. In an era when many of our democratic institutions and conventions are challenged, the classical sources offer alternate legal and social ways of thinking, and new tools for rethinking our own time. This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through narratives and case studies, we will examine Greek approaches to thorny legal issues that are still contested today: women's rights, freedom of gender and sexual expression, the right to trial, torture and coerced confession, immigration and the right to citizenship, foundational "myths" (and lies), and conspiracy theories, among

others. The ancient sources will be brought into dialogue with US supreme court opinions and debates on these issues. We will also explore how constitutional frameworks are constructed and deployed alongside religious and moral beliefs -- whether that be overtly or covertly --0 to cultivate "civic thinking." For CLST Major requirements, this course falls under the History, Politics, and Social Justice track.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST321**
Prereq: **None**

COL370 Writing Fiction
Chinua Achebe was famous for his quote "If you don't like another person's story, write your own." Although disliking another's story could inspire creative writing, there are various reasons why people write, ranging from the basic human desire to understand the world through storytelling down to the desire to respond to the issues of the day--be it moral, political, religious--through fiction. The course is designed to help students gain skills in writing fiction; recognizing the literary conventions of fiction; reading and critiquing published work from a writer's perspective; making deliberate creative choices; engaging the work of others in a workshop setting; and revising their work using feedback from their peers and other writing strategies. As such, our reading list will be diverse in scope, cutting across various continents, races, and creeds. We will hope to use the work on the reading list as stepping points for creating our own stories whether in response to various prompts or as original stories to be discussed in workshops. At the end of the semester, you will not only have read a good chunk of fiction and have a good sense of how fiction works, you will also have produced--and substantially revised--some of that writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT270, AFAM281, ENGL277**
Prereq: **None**

COL373 "Real" Love: Subjects of Unreason
Is love a special kind of madness? Do love and madness lead to kindred encounters with the limits of experience? What are the subjects of unreason that inform our conceptions of the world and the "real"? How might the novel (as a literary genre) help us to reason philosophically about irrational experience?

This course explores love and madness through depictions of reason and unreason in two major prose works by the author of "the first modern novel," Miguel de Cervantes through a close reading of Don Quixote and The Trials of Persiles and Sigismunda. From the adventures of a country gentleman turned knight-errant to the trials and tribulations of two sojourning lovers repeatedly separated and reunited on the road, we will explore the lived and the ideal, the rational and the irrational, the presence and the absence, the mortal and the immortal in the erotic encounter at the outset of the modern literary imagination.

Both texts will be read in contemporary English translation. No foreign language knowledge is required. Recommendations for appropriate critical editions in Spanish will be provided for any student who wishes to read in the original language.

This is a discussion-based close reading seminar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

COL375 Advanced Research in Digital History
The digital age has changed everything and nothing about the practice of historical research. After being equipped with core concepts, terminology, and practices of historical research, students will engage and explore various applications: across moth-eaten archives, curated library collections, optical scans, and digital-born objects. We will then immediately apply this work to collectively setting up an archival relational database through the digital tool Nodegoat. Students will finish the semester by curating their own historical archive and codifying it as a relational database. Depending on the specific project and student abilities, students will also connect this work to utilizing and/or learning skills in translation, GIS, database creation, database management, and digital visualization. Successful students will be connected to the Travelers' Lab international network: an opportunity to connect, receive feedback from, and collaborate with professors at higher education institutions in the United States and around the world. Depending on the year students may also be offered conference presentation and publication opportunities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **QAC375, HIST293**
Prereq: **None**

COL375Z Building a Relational Database: Introduction to Historical Research Data
This course empowers students to become not only readers of history but creators of historical data, new scholars actively seizing the current digital history moment as an occasion to break down history's myths through the activities of research, datafication, and analysis. The digital age -- even the advent of GenAI -- has changed nothing fundamental about the practice of historical research. But it could: the digital age is an opportunity for scholars to act as agents of change. This winter course focuses on the role of data in existing historical practices. Our series of focused workshops and targeted research investigations will enact and enable new methods and practices of history. Targeted readings address current theories and methods for working with the range of historical source materials: moth-eaten archives, curated library collections, digitizations, and digital-born objects. We will then get right to work on practices and your own research projects. Students will set up an archival relational database through the web-based tool Nodegoat. They will finish the session by curating their own historical archive, which they will codify as a relational database, and then explore development through further research or publication.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **HIST275Z, QAC205Z**
Prereq: **None**

COL382 Narrative Nonfiction and the Archive
Journalists, narrative historians, and biographers all work to reconstruct past events from interviews, archives, and in-person investigation before writing up their findings in an immersive and engaging form. This series of practical writing workshops with Distinguished Writer in Residence Cal Flyn will challenge its participants to produce nonfiction accounts of past events from decades ago, right into the present day -- and to grapple with the technical difficulties that

come with uncertain histories, gaps in documentary evidence, and unreliable memories. We will also undertake close reading of carefully selected extracts from writers including Katherine Boo, Sadiya Hartman, Truman Capote, and Patrick Radden Keefe, and practice our research skills using Wesleyan's own archives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT282, SOC295**
Prereq: **None**

COL384 How to Write about Pop Music and Why
What does it mean to write critically about a pop song or album at a time when anyone can listen to it with minimal effort? What is the value of an artist profile when artists' careers and lives are so publicly intertwined? How does a critic derive the aesthetic or moral authority to comment on music made by performers with dissimilar backgrounds, lifestyles, and values? In this class we'll look at the way the critical discourse around popular music has evolved in terms of immediacy, accessibility, scope, and purpose, paying attention to both "classical" pop journalism and ways of engaging with music that, while not quite reviews, nonetheless contribute significantly to the discourse around it. Most of all we'll listen to music together and explore different forms of interpreting and making sense of it.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT286, SOC298**
Prereq: **None**

COL385 Die Grenzen meiner Sprache bedeuten die Grenzen meiner Welt (CLAC .5)
This CLAC will explore the practice of translating philosophical German by focusing on Wittgenstein's Tractatus, its recent translations, and its (often unnamed) sources and influences -- including writings by Gottlob Frege and Immanuel Kant as well as by various Viennese intellectuals such as Karl Kraus and Otto Weininger. The Tractatus is a particularly productive focal point because it advances a theory of language and meaning that has immediate relevance for conceptualizing what is involved in translating from one language into another. In practicing translation, students will be testing the theory that they are attempting to translate. This will provide them an additional dimension in which to wrestle with the content of the text. Enrollment in the associated seminar, PHIL389/COL386, is encouraged but not required. The course is open to students at all levels of German study. Discussions will be conducted in a mixture of English and German, since we will be discussing the nuances of words and phrases in both languages. By preparing (and discussing) their own translations of texts, students will become familiar with the sorts of challenges that arise in rendering philosophical German into English and will develop strategies for negotiating these challenges. Students will also be encouraged to consider translations into other languages in which they are competent.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Identical With: **CGST243, GRST385**
Prereq: **None**

COL386 A Book of Nonsense: Wittgenstein's Tractatus
Wittgenstein's Tractatus Logic-Philosophicus is one of the most enigmatic and yet influential texts of 20th-century European philosophy. In this seminar we will explore its major themes in depth. In the Tractatus, Wittgenstein advances a conception of the nature of all representation. This conception invokes, on the one hand, the making of pictures, and, on the other, the uses of language. Central to the conception is the idea that representation and represented necessarily share a common form. So if language represents reality, then reality has the form of language. Wittgenstein thus declares, "The limits of my language signify the limits of my world." The pre-eminent place of language in the Tractatus is one of its most impactful legacies, contributing to the "linguistic turn" that can be observed in analytic philosophy around the turn of the twentieth century. Via this linguistic turn, Wittgenstein transforms the Kantian idea of the bounds of sense into a doctrine of meaningful linguistic use: distinguishing significant linguistic representations from signs that merely seem to make sense -- i.e., nonsense masquerading as sense. The Tractatus rejects "traditional" metaphysical philosophy as at bottom nonsense which says nothing true or false. But Wittgenstein also advances a distinction between what can be said by means of language, and what shows itself in our uses of language. And it turns out that what can be shown cannot be said. The twin ideas of nonsense and of showing lead to the deepest mysteries of the Tractatus: some seemingly "metaphysical" positions, such as solipsism and mysticism, in spite of being nonsense, nevertheless show what are, in some sense, truths. Most paradoxically, the words of the Tractatus themselves turn out to be nonsense and say nothing. Our final aim is an elucidation of what and how one is to learn from such a book of nonsense.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL389**
Prereq: **None**

COL387 Beyond Growth: Agrarian Visions
The era of endless growth has reached a point of crisis. In the face of climate catastrophe and widening inequality, of the proliferation of pointless work and spiraling burnout, it has become increasingly common to question the idea that human progress comprises ever-increasing levels of production and consumption. And yet in spite of a slew of attempts to transform the situation, from the Occupy movement to the recent mainstreaming of degrowth economics, it seems that things are only intensifying. How did we come to inhabit this world in which labor and economic growth are seen as ends in themselves? And how might we begin not just to refuse such understandings of labor and growth, but to imagine different forms that they might take? In this course we will confront these questions, exploring the relationship between labor, production, and human flourishing. We will begin by studying foundational articulations of this relationship from thinkers like Max Weber, Karl Marx, and Hannah Arendt, looking as well at the unique place that agricultural production, cultivation, has been understood to occupy therein. We will then turn to the agrarian realm as a particularly potent site from which to trouble and extend our conceptions of labor and growth, examining visions of spiritual labor, anticolonial resistance, and more-than-human entanglement in theoretical and literary texts from Leo Tolstoy, M.K. Gandhi, Mahasweta Devi, J.M. Coetzee, and others. Through our readings and discussions, we will learn to identify and critique the normative claims on which our current energy-intensive, exhaustion-inducting circumstances are based. At the same time, we will cultivate the skills required to seek out and imagine alternative forms of work, community, and the good life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM388, ENVS388, ENGL334**
Prereq: **None**

COL388 Weimar Modernism and the City of Berlin
One of the most fascinating aspects of Weimar modernism is the emergence of new forms of perception and consumption, reflected in a new urban consumer culture that generated an ever-changing array of visual and aural stimulations. This changed reality was perhaps best captured by the young medium of film,

but older media like literature and painting also responded to this modernist challenge. This course will examine not only exemplary works of literary and visual production from the Weimar period, but also other aspects of Weimar modernism, such as the development of radio, design, fashion, advertising, and architecture, emphasizing analyses of the new mass culture of entertainment, distraction, and "pure exteriority" (Kracauer) in combination with left-wing cultural and political criticism. The city of Berlin, then the third largest in the world and in many ways the international capital of modernism, will provide the main locus of investigation. All course readings, discussions, and assignments will be in German.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST391**
Prereq: **None**

COL391 Diderot: An Encyclopedic Mind
In this class we will come to know the most progressive and often radical thinker of the French Enlightenment, Denis Diderot (1713-1784). We will begin this seminar with an examination of how this country abbot grew into the most well known atheist of his generation. We will then move onto his famous 74,000 article Encyclopédie, a book that not only dragged sacrilege and freethinking out into the open, but triggered a decades-long scandal that involved the Sorbonne, the Paris Parliament, the King, and the Pope. (During this portion of the class, students will undertake translations of select entries [from French to English] of the "dictionnaire" for possible publication.) In the second half of the semester, we will also study the writer's freewheeling art criticism. Finally, we will read two groundbreaking novels. The first of these, "La Religieuse", is a gripping pseudo-memoir of a nun who suffers unspeakably cruel abuse after she announces that she wants to leave her convent. The second, "Jacques le Fataliste", is a freewheeling anti-novel where Diderot used fiction to take up the problem of free will. In the final portion of the class, we will also read selections from his anticolonial and antislavery writings.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN391**
Prereq: **None**

COL392 Empire, Memory, Translation: A Seminar on the Rings of Saturn
In this seminar, we will explore three themes: The lasting effects of European imperialism and colonialism in (mostly but not exclusively) Europe and their literary representations; the relationship between historical memory and fiction in these representations; and the role of translation in shaping the relationship between historical memory and fiction.

At the center of this course is W. G. Sebald's travelogue "The Rings of Saturn" ("Die Ringe des Saturn"), a work we will read in both its German original and its congenial English translation. Sebald's genre-defying narrative recounts the historical traces of empire, war, and colonialism in the observations and reminiscences of the protagonist's wandering through the de-industrializing landscape of England's Suffolk County during the early 1990s. Obsessively associating phenomena near and far in an almost paranoid fashion, Sebald's first-person narrator leads the reader to the devastations wrought in China during the Opium Wars and in the Congo during Belgian rule; the local and global effects of cycles of capital accumulation, resource exploitation, and climate change; and the challenges and pitfalls of memory's attempts to find an adequate narrative form for how the globally disparate effects of capitalist modernity are interlinked.

All discussions and papers will be in German, and readings will be in German and English, with a consistent focus on theoretical and practical questions of translating from German to English. We will proceed at a slow pace, with plenty of time to grant our superb primary text the time and attention it deserves.
This course is designed for students who have taken GRST 213 or have spent a semester studying abroad in a German-speaking country. We will focus on developing critical writing, reading, interpretation, and translation skills in German. Since the quantity of reading is fairly modest, we will put much emphasis on regular writing and rewriting.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST342**
Prereq: **None**

COL393 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L390, GRST291, MDST390, FREN390**
Prereq: **None**

COL398 Marxism and Climate Crisis
Since the Communist Manifesto of 1848, the notion of "crisis" has played a prominent role in Marxist theorizing. Today's intensifying climate crisis is lending new theoretical and political weight to the Marxist critique of extractive, productive, and consumptive practices that transform nature into a means of production for ensuring ceaseless economic growth through the accumulation of capital. The consequences of this are not only the exhaustion of human labor-power and human sociality but also of non-human nature (fossilized carbon, wild animal biomass, topsoil, clean water, forests, etc.). Our perspective for studying and understanding this destructive transformation of nature will primarily be informed by a set of recent "eco Marxist" writings that oppose eco-modernist technocracy and instead reconceptualize capitalism as "a way of organizing nature" (J. Moore); extend the notion of social alienation to a "metabolic rift" between the labor process and the natural environment (Saito's "degrowth communism"); and explore the economic and ideological drivers behind the current expansion of fossil fuel extraction (Malm and the Zetkin collective).
In light of the Center's semester theme of Energy and Exhaustion, we will ask three kinds of questions: historical (about the origins of the "Capitalocene" and of "fossil capital"); theoretical (how is Marx's "general law of accumulation" also a law of environmental depletion and planetary limits?); and political (traditional "Promethean" Marxism envisioned revolution as the full actualization of productive forces -- what is the meaning of social revolution in our age of emerging fascism and overshooting climate limits?).
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM398, STS398, GRST298**
Prereq: **None**

COL399 Burnout
Moderns have excelled at exhausting themselves, their others, and the planet. In this seminar we will explore the disposition toward depletion as a constitutive problem of life and thought in the twentieth and twenty-first centuries. Why do we wear the world out and who do we become in so doing? We will examine "burnout" as a condition connecting psychic, political, aesthetic, and ecological distress in the simultaneously listless and overexcited present. Convening resources from philosophy, history, anthropology, political theory, literary studies, and contemporary art, we will consider, among other things: fossil fuels, neoliberal economic thought, enervation and nervous over-animation, stimulants, thermodynamics, empty calories, extravagant gift-giving, geological science, secular finitude, the "End of History," the loss of utopias, and deficits of attention.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM399, ENVS398**
Prereq: **None**

COL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COL403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

COL404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

COL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

COL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

COL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

COL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

COL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COL419 Student Forum
Offering: **Host**
Grading: **Cr/U**

COL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

COL423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COL424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **Cr/U**

COL466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

COL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COLLEGE OF SOCIAL STUDIES (CSS)

CSS102F History and the Turn to the Present (FYS)
This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSS**
Prereq: **None**

CSS213 History and the Turn to the Present
This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSS**
Prereq: **None**

CSS220 Sophomore Economics Tutorial: Markets, Welfare & the State
This tutorial takes a topical approach to studying economic ideas and policy. We start with writers who drew either the admiration or ire of Adam Smith. These include the scholastics, mercantilists, and physiocrats. Next, we compare the classical school with competing schools of economic thought from Marxian, utilitarian, and Austrian to neoclassical and Keynesian. Throughout the course, we read radical critiques from the political right and left, touching upon monetarist theory, supply-side economics, institutional, behavioral and evolutionist schools. We see how the policy and economic debates reflect the socio-economic struggles of their time and shed light on the controversies of our own.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.50**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

CSS230 Sophomore Government Tutorial: State and Society in the Modern Age
This tutorial examines the rise and evolution of the modern state. While many of the readings focus on Western Europe and the United States, the course draws on cross-regional comparisons to tease out theoretical propositions, compare historical processes across different parts of the world, and consider different understandings of the body politic. We start by exploring what factors account for the rise and consolidation of the nation state in the Western context, after which we consider how the process of state-building occurred in the Middle East and North Africa and explore some of the challenges the sovereign state model faces outside the European context. We then move on to discuss the emergence of different systems of governance and some of the challenges to the state. We will consider whether there are certain paths that lead to democracy and whether there is something unique about American democracy. We will take into account the challenges posed by modernization and evaluate what factors best explain the rise of communism and fascism. We will then consider how the communist and fascist past impacted the rise of the social democratic model in Europe and compare the European and Japanese approaches to welfare provisions. We conclude by considering yet another model for organizing the political community--the religious state. We will examine when, how, and why the notion of the Islamic state emerged, reflect on the extent to which the concept of an Islamic state challenges Western notions of the nation-state and investigate how the discourse on Islam and the state has changed over time in Indonesia, the largest Muslim majority country.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.50**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

CSS240 Sophomore History Tutorial: The Emergence of Modern Europe
CSS Sophomore History is an intensive survey of European History from the French Revolution to the present. European history will be considered in terms of many types of history, often from conflicting perspectives -- including political history, economic history, social history, women's history, intellectual history, and psychohistory. Throughout the History Tutorial, emphasis will be placed on developing the students' skills in reading, writing, and debating. One of the astonishing benefits of the CSS sophomore year is that the students' academic skills develop as rapidly as if they were in a beginning language course. The History Tutorial is designed to ground the students in modern European history and also to develop the students' ability and confidence to master related materials in the future.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.50**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

CSS271 Sophomore Colloquium: Modern Social Theory
This colloquium examines a number of competing conceptual frameworks in the social sciences derived from major political philosophers and social theorists, such as Machiavelli, Hobbes, Locke, Rousseau, Mary Wollstonecraft, Marx, Durkheim, Weber, and Freud.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

CSS320 Junior Economics Tutorial
This is the CSS Junior Economics Tutorial.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

CSS330 Junior Government Tutorial: Uprisings and Revolutions in the Middle East: The Arab Spring in Context
The course examines the dynamics of uprisings and revolutions in the Middle East, with a primary focus on the "Arab Spring" and its historical antecedents. Drawing from theories of revolutions, contentious politics, and democratization, the readings examine both general patterns across the region and the political dynamics of individual cases. We will start with a discussion of the nationalist uprisings of the 1950s and the 1979 Iranian Revolution, after which we will examine the deep roots and major explanations of the Arab Spring. We will consider what explains the variation in protests and in government responses, what role different actors played during the uprisings, and what effects historical legacies had on the dynamics of the uprising. We will also attempt to understand

what factors led to the militarization of the protests and the descent into civil war in Syria. The course concludes with a discussion of the aftermath, exploring what factors led to the democratic breakdown in Tunisia a decade after the uprising.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

CSS340 Junior History Tutorial: The Historian as Detective
Whodunnit? In many ways, the craft of history is much like the art of detection. Historians arrive on the scene after the "crime" was committed. They look for traces, or clues, left behind. They try not to contaminate the crime scene. They pore over the evidence. They consider both motive and opportunity. They take note of silences. They keep an open mind. They seek the truth. And, as it happens, the professional historian and the professional detective -- in fact as well as fiction -- emerged roughly around the same time. They are like twins separated at birth. Perhaps, if the two are reacquainted, they will learn something useful about each other, and themselves. This course will draw upon classic (and not-so-classic) works of historical reflection, crime detection, and detective fiction to better understand the importance of forensics and method in the discipline of history, the role of history in the art of detection, and how both history and detection shape the emergence of the nation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

CSS371 Junior Colloquium: The Global Authoritarian Turn
This course provides a global history of the rise of political authoritarianism. It does so first by looking at numerous explanations for the crisis that liberalism has experienced since the mid-2010s as demonstrated by Trump's presidency, Brexit and the success of authoritarian movements throughout South America, continental Europe, and Asia. It traces the origins of today's authoritarian turn back to the 1990s, and specifically to the end of the Cold War and the rise of globalization that exploded in myriad sectarian reactions around the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

CSS391 Senior Colloquium: Visions of World Order in the Modern Era
This course offers a survey of how social scientists, philosophers, and statesmen have understood and imagined global order from the late 18th century until the present. The course first examines interpretations of global order that emerged during the late 18th and 19th centuries: Cosmopolitanism (Immanuel Kant), Positivism (August Comte, Saint Simon), Nationalism (Giuseppe Mazzini), and Marxism. The course then turns to the first half of the 20th century by examining the international thought of W.E.B. Dubois, Marcus Garvey, Rosa Luxemburg, and Gandhi, while also discussing fascist and liberal internationalist views of world order that emerged after World War I. The third part of the course discusses visions of Cold War order connected to American modernization theory (W.W. Rostow), neoliberalism (Friedrich Hayek), post-colonialism (Franz Fanon), Third Worldism, Neoconservatism (Jeane Kirkpatrick), and Systems Theory. The course concludes with the Post-Cold War period and how it has been imagined by such thinkers as Francis Fukuyama and Samuel Huntington along with a discussion of such topics as the global turn to nationalism, the Green New Deal, and the "New Cold War with China."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

CSS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **OPT**

CSS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

CSS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

CSS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

CSS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CSS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

CSS465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

CSS467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

CSS469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

CSS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

CSS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COMPUTER SCIENCE (COMP)

COMP112 Introduction to Programming
The course will provide an introduction to a modern, high-level programming language including a discussion of input/output, basic control structures, types, functions, and classes. The lectures will also discuss a variety of algorithms as well as program design issues.

The second meeting time for each section is a computer lab.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP112Z Introduction to Programming
This course will provide an introduction to imperative programming including a discussion of variables, basic control structures, and functions, with other topics as time permits. The lectures will also discuss a variety of algorithms as well as program design issues. The language is typically a standard high-level language like Java or Python, but the choice is up to the instructor, and may differ between different COMP 112 sections.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP113 Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265, MB&B265, CIS265**
Prereq: **[MB&B181 or BIOL181]**

COMP113Z Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics. MB&B/BIOL181 or POI: Those not meeting the prerequisite should contact the professor directly.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265Z, CIS265Z, MB&B265Z**
Prereq: **MB&B181 OR BIOL181**

COMP114 How to Talk to Machines
How do we tell robots and computers how to do what they do? Getting a handle on this question is the goal of this course. Since telling a device how to do something depends a lot on what that device can do, along the way we will learn a bit about what is "in the box." We will start with the kind of programming one might use to instruct a robot how to interact with the world around it. That will lead us to the Turing machine, a beautiful mathematical model of a computer. We will adapt that model to something that is closer to how most computer systems today are designed. We will end with an introduction to high-level programming, learning the fundamentals of programming in a language such as Python or Java.

The goal of the course is to understand not just programming, but how computers are designed, and how those designs are reflected in the way we program them. After passing this course, students will have a basic knowledge of programming and how a computer works. COMP 114 can be used to satisfy the COMP 211 prerequisite and also the mathematics major "elementary knowledge of algorithms and computer programming" requirement.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP114Z How to Talk to Machines
How do we tell robots and computers how to do what they do? Getting a handle on this question is the goal of this course. Since telling a device how to do something depends a lot on what that device can do, along the way we will learn a bit about what is "in the box." We will start with the kind of programming one might use to instruct a robot how to interact with the world around it. That will lead us to the Turing machine, a beautiful mathematical model of a computer. We will adapt that model to something that is closer to how most computer systems today are designed. We will end with an introduction to high-level programming, learning the fundamentals of programming in a language such as Python or Java.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP115 How to Design Programs
In this course, students will learn to systematically design programs, going from a problem statement to a well-organized solution in a step-by-step fashion. We will apply these program design skills to many applications within computer science and in other disciplines. Students will develop their mathematical skills, because we will use a symbolic view of computation that explains the process of running a program as simple manipulations of its text. Students will also develop their technical reading and writing skills, such as understanding complex problem descriptions and precisely articulating the design of solutions. No prior experience with programming or computer science is expected.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP116 Introduction to Programming and Machine Knitting
Knitting is a fabrication technique with a long history, producing items from everyday garments to e-textiles. Since the invention of the first knitting machine in 1589, knitting technology has evolved significantly, leading to the sophisticated computerized knitting machines we use today. This course serves as an introduction to programming, computer science, and machine knitting, especially for students interested in textile design and making. Students will learn imperative programming using a high-level programming language, covering topics such as data types, control structures, functions, and objects. We will also cover how to program and operate a knitting machine. No prior knowledge in programming or knitting is required. This course provides an equivalent introduction to programming to COMP 112/113/114/115 and will satisfy any requirements or prerequisites that those courses satisfy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA, NSM-MATH**
Identical With: **IDEA116**
Prereq: **None**

COMP131F Can Machines Think? (FYS)
In his 1950 article "Computing Machinery and Intelligence," Alan Turing considered the question "can machines think?" He proposed replacing it by a test, famously called the Turing test, or -- in Turing's words -- the imitation game, in which a subject can ask written questions to one of two hidden sources: a computer and a human being. The machine passes the test if its answers fool the subject into thinking it's the human being most of the time. In light of the quality of answers that we get from generative AI programs based on Large Language Models, such as chatGPT, can we say that the Turing test has been passed?

If one believes the answer is yes, or close enough to yes to warrant believing the moment is at hand, then Turing's reformulation of the "can machines think?" question is inadequate, because it's safe to say that few people believe chatGPT can think. In fact, it isn't even trying. That is to say, its creators aren't. As AI pioneer Geoffrey Hinton and others have pointed out, such programs are not implementing human thinking at all. And there is certainly no hint of a claim that consciousness is close to being reproduced by such programs, just imitated. Is that enough? I (and many others) are also interested in what I will call the rebound question: How does this sharpen or muddy our notion of what we humans are? (cf. B.F. Skinner's question "Can humans think?")

This brings to mind a trope that has had some vogue in philosophy of mind, namely the figure of the

zombie. Zombies are creatures "exactly like us in all physical respects but without conscious experiences." The subsequent literature on zombies is vast. One of many objections is that zombies cannot exist (Dennett). But, in the admittedly restricted but wide domain of expression in a natural language, aren't chatGPT and its progeny zombies? They cannot think or feel, have no concept of meaning, do not understand what they are doing, or anything else, but to an extent not remotely seen just a few years ago, they speak like us, more or less. Zombies bring into sharper focus the question: what's missing? What exactly is it that has to be added to zombies to make them conscious? This is the so-called hard problem of AI: how to define and reproduce consciousness.

Well, maybe there's another question coming round the bend. Will the two groups merge at some point? Will more and more refined imitations, possibly embodied, incorporating simulations (just simulations) of feelings, morality, pain, pleasure, be made and do much more? Will it turn out not just in theory, but backed up in practice that that's all we are? Are we Zombies 5.0?

These and other topics, including an introduction to programming with Python, the social and human

impact of AI, the issues in neuroscience, and philosophy of mind will be the subject of the course. Grading will be based on programs, essays, presentations, and three tests.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

COMP211 Computer Science I
This is the first course in a two-course sequence (COMP211-212) that is the gateway to the computer science major. It is intended for prospective computer science majors and others who want an in-depth understanding of programming and computer science. Topics to be covered in COMP211-212 include an introduction to the fundamental ideas of programming in imperative and functional languages, correctness and cost specifications, and proof techniques for verifying specifications.

Specifics such as choice of programming language, which topics are covered in which semesters, etc., will vary according to the tastes of the faculty offering the courses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP112 OR COMP113 OR COMP114 OR COMP115**

COMP212 Computer Science II
This is the second course in a two-course sequence (COMP211-212) that is the gateway to the computer science major. It is intended for prospective computer science majors and others who want an in-depth understanding of programming and computer science. Topics to be covered in COMP211-212 include an introduction to the fundamental ideas of programming in imperative and functional languages, correctness and cost specifications, and proof techniques for verifying specifications.

Specifics such as choice of programming language, which topics are covered in which semesters, etc., will vary according to the tastes of the faculty offering the courses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP211**

COMP260 Special Topics in Computer Science
This course is designed for nonmajors who wish to pursue some topic in computer science beyond introduction to programming. Topics will vary according to the instructor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **QAC260**
Prereq: **COMP112**

COMP260A Software Design and Engineering
Programming is only one ingredient for creating industry-grade software. Eliciting requirements from stakeholders, modeling the architecture of a system, selecting appropriate development tools, and testing and maintaining a codebase are some of the aspects that elevate programming to software engineering. Focusing on the development of mobile and web apps, students in this course will gain expertise in common front-end and back-end technologies as well as related tooling. We will also cover the organization of software projects and their social implications, which are so important to recognize for the modern software engineer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **COMP112**

COMP260B Scientific Computing
This course will introduce students from various disciplines to computing as applied to scientific problems. The course aims to provide a theoretical background in computational sciences and insight in understanding how popular algorithms and advances in hardware are used to solve problems drawn from chemistry, physics, biology, and bioinformatics. Topics covered will include simulation techniques, analysis of trajectories, clustering, probabilistic modeling, networks, artificial intelligence, neural networks, population dynamics, and high-performance computing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP211**

COMP266 Bioinformatics
This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL266, MB&B266, CIS266**
Prereq: **[MB&B181 OR BIOL181]**

COMP301 Automata Theory and Formal Languages
This course is an introduction to formalisms studied in computer science and mathematical models of computing machines. The language formalisms discussed will include regular, context-free, recursive, and recursively enumerable languages. The machine models discussed include finite-state automata, pushdown automata, and Turing machines.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP500**
Prereq: **COMP211 AND COMP212 AND MATH228**

COMP312 Algorithms and Complexity
The course will cover the design and analysis of efficient algorithms. Basic topics will include greedy algorithms, divide-and-conquer algorithms, dynamic programming, and graph algorithms. Some advanced topics in algorithms may be selected from other areas of computer science.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP510**
Prereq: **COMP212 AND MATH228**

COMP321 Design of Programming Languages
This course is an introduction to concepts in programming languages. Topics include parameter passing, type checking and inference, control mechanisms, data abstraction, module systems, and concurrency. Basic ideas in functional, object-oriented, and logic programming languages will be discussed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP521**
Prereq: **COMP212 AND MATH228**

COMP323 Programming Language Implementation
This course is an introduction to the implementation of programming languages.

Students will learn how to formally describe and implement major components of the implementation pipeline. Topics may include lexical analysis and parsing (checking whether source code is well-formed and converting it to an internal programmatic representation), type-checking and -inference (static program analysis for safety features), interpretation (direct execution of a high-level language program), and compilation (translation to a low-level language such as assembly or bytecode).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP523**
Prereq: **COMP212 AND MATH228**

COMP324 Program Analysis
Program analysis refers to techniques for describing program behavior as well as detecting "bad" behavior before execution or preventing it during execution. This course focuses specifically on information flow, where the goal is to ensure that secure or confidential information (such as passwords) is not transmitted to insecure or public channels. The course will cover techniques for describing program execution, how we describe permissible information flow, and dynamic (runtime) and static (compile-time) enforcement techniques.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP325 Logic and Functional Program Languages
Functional Programming Languages (Lisp, Scheme, ML, ocaml, Haskell, and many others) and Logic Programming Languages (Prolog, lambda-Prolog, etc.) have been developed within mathematical frameworks based on Logic. In this course, we will explore the basic structure of functional and logic programming languages starting from the Mathematical Logic foundation that gave rise to them. This will give some deep and interesting insights into present and (likely) future programming language design.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP327 Evolutionary and Ecological Bioinformatics
Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL327, BIOL527, COMP527, CIS327**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

COMP331 Computer Structure and Organization
The purpose of the course is to introduce and discuss the structure and operation of digital computers. Topics will include the logic of circuits, microarchitectures, microprogramming, conventional machine architectures, and an introduction to software/hardware interface issues. Assembly language programming will be used to demonstrate some of the basic concepts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP531**
Prereq: **COMP212**

COMP332 Computer Networks
This course will provide an introduction to the fundamentals of computer networks. Computer networks have become embedded in our everyday lives, from the Internet to cellular phones to cloud networking, enabling applications such as email, texting, web browsing, on-demand video, video conferencing, peer-to-peer file sharing, social networking, cloud computing, and more.
This course will delve into the infrastructure and protocols that have allowed computer networks to achieve their current ubiquity. While the primary focus of the course will be on the Internet's architecture, protocols, and applications, we will also touch on other types of computer networks. Programming assignments will be done using Python; prior knowledge of Python is not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 and MATH228**

COMP333 Software Engineering
Software engineering is the application of engineering principles to the software development process. Eliciting requirements from stakeholders, designing the architecture of a program, performing usability studies, and testing a codebase are some of the aspects that elevate program development to software engineering. Focusing on web and mobile apps, students in this course will gain expertise in state-of-the-art frontend, backend, and mobile technologies, as well as related tooling. We will also cover the collaborative organization of software projects, software licensing, software business models, and ethical considerations for professional software engineers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **IDEA333**
Prereq: **COMP211 AND COMP212**

COMP334 Information Security and Privacy
This course explores principles and practical applications of computer security and privacy. Some of the topics covered include static and dynamic code analysis, secure authentication, privacy enhancing technologies, usable privacy and security, and web tracking. We will also touch upon theoretical areas, such as

basic cryptographic concepts as well as differential privacy. The course has the objective to provide students with the conceptual knowledge and technical skills to identify and resolve privacy and security issues in the design, development, and evaluation of information systems.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP341 Artificial Intelligence
This course is an introduction to creating programs that appear to behave intelligently. Topics will include search algorithms for problem solving, as well as probabilistic reasoning, including regression, classification, and decision making. Sample topics include Bayesian networks, basic neural networks and reinforcement learning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP343 Machine Learning
This course will provide an introduction to machine learning. The field of machine learning studies how to design systems that learn from experience. We will cover fundamental concepts and algorithms used in machine learning, as well as give an introduction to basic probability and statistics. Sample topics include regression, classification, Bayesian networks, Gibbs sampling, particle filtering, maximum likelihood estimation, neural networks, deep learning, clustering, bias/variance trade-offs, cross-validation, and practical advice. Programming assignments will be done using Python; prior knowledge of Python is not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP350 Computational Media: Videogame Development
This course examines the interplay of art and science in the development of contemporary videogames using the Unity development platform and commercial artistic game tools. Students develop a comprehensive understanding of computational media, including legal and commercial aspects, combined with hands-on experience in a creative process that integrates design, art, and coding. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to better understand the challenges and rewards of producing graphic interactive software within a professional context.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **2.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **IDEA350, FILM250, CIS350**
Prereq: **None**

COMP353 Robotics
Students will use hands-on projects, building and programming Arduino-based robots to learn about the field of robotics. Topics will include perception, locomotion, localization, common programming frameworks for robotics, and ethical considerations. Some background in electronics and mechanical construction may be helpful but is not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **IDEA353**
Prereq: **COMP211**

COMP355 Computational Design and Fabrication
This course introduces students to computational design and fabrication, which is an exciting application of computing and lays the foundation for the future manufacturing industry. We will focus on how computing can support computational design and also working with fabrication technologies such as 3D printing and laser cutting. Lecture topics include hardware abstraction languages, geometry processing fundamentals, physics-based simulation, optimization techniques, and data-driven design methods. Hands-on activities will complement lectures, providing practical experience with fabrication hardware and software tools. No prior knowledge of fabrication is required. Some background in linear algebra (MATH 221 Vectors and Matrices or MATH 223 Linear Algebra) is helpful but not necessary. Students who have not taken one these classes may want to do some reading before the course or be prepared to learn some of that material as the course progresses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **IDEA355**
Prereq: **COMP212 AND MATH228**

COMP360 Special Topics in Computer Science: Information Security and Privacy
This course explores principles and practical applications of computer security and privacy. Some of the topics covered include static and dynamic code analysis, secure authentication, privacy enhancing technologies, usable privacy and security, and web tracking. We will also touch upon theoretical areas, such as basic cryptographic concepts as well as differential privacy. The course has the objective to provide students with the conceptual knowledge and technical skills to identify and resolve privacy and security issues in the design, development, and evaluation of information systems.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360A Special Topics in Computer Science
The course will be an introduction to automated reasoning for computer science. Decision procedures for the satisfiability of formulas of propositional logic and of various fragments of first-order equational theories will be covered. For the application part of the course, students will use the automated modeling tool Alloy to design and analyze software systems. Student work will include both mathematical exercises and programming exercises.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360B Special Topics in Computer Science
This course covers special topics in computer science. Topics will vary according to the instructor.

Spring 2026 topic: This course will give an introduction to quantum computing, cryptography, and communication from a computer science perspective. Basic concepts such as qubits, entanglement, teleportation, quantum gates, and quantum measurements will be introduced, and key algorithms such as Simons', Shor's and Grover's will be covered. This course will additionally involve some

coding using Qisket. Some background in linear algebra (e.g., MATH 221 or 223) and probability (e.g., MATH 132) is highly recommended, though the basics will be reviewed at the start of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360C Special Topics in Computer Science: Computer-Checked Programs and Proofs
There is a strong correspondence between mathematics and programming, under which mathematical proofs correspond to programs. A _proof assistant_ is a tool that a mathematician/programmer can use to represent proofs/programs, in such a way that a computer can verify whether or not they are correct. The use of proof assistants in math and computer science is becoming ever more important for managing the increasing complexity of proofs and programs. Proof assistants have been used to check significant mathematical theorems, such as the Four Color Theorem and the Feit-Thompson Odd-Order Theorem, as well as large pieces of software, such as a C compiler and the definition of the Standard ML programming language. In this course, students will learn to use the Agda proof assistant to write computer-checked programs and proofs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360D Special Topics in Computer Science
Special Topics in Computer Science
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360E Special Topics in Computer Science: Functional Data Structures
Advanced data structures from a functional programming perspective. The focus will be on the use of lazy evaluation as a technique for designing efficient data structures, especially in the presence of persistence (when the state of the structure must be preserved even after updates). Assessment will consist primarily of programming and written assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP360G Special Topics in Computer Science: High Performance Scientific Computing
Students will learn about high performance computing techniques as applied to scientific computations. We will work on Wesleyan's high performance computing (HPC) cluster, gaining familiarity with the HPC environment including the BASH shell and the multiuser queueing system for job submissions. We will design and implement high performance python code, including how to take advantage of parallel processing in central processing units (CPUs) and graphical processing units (GPUs).

We will consider the AMBER molecular dynamics package as a case study of a professional high performance computing package illustrating highly performant code optimized at many levels, and survey a selection of other packages for comparison. The final project will enable students to explore the major themes of the course as applied to their particular areas of interest.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **COMP212 AND MATH228**

COMP360H Topics in Computer Science: Static Program Analysis
Static program analysis refers to a collection of techniques for analyzing source code to predict execution behavior. It is used for areas such as compiler optimization, programming error detection, and security analysis. This course will focus on the latter two areas, to explore fundamental techniques and concepts. There will be foundational and programming work centered around a medium-scale project.

This course may be used to satisfy the PL Core Area requirement for the COMP major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **COMP212 AND MATH228**

COMP361 Advanced Topics in Computer Science
This course covers advanced topics in Computer Science. The precise topics will vary with the offering, but will typically have prerequisites beyond COMP 211-212. This course may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228 AND COMP212**

COMP401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

COMP404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

COMP407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

COMP408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

COMP409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COMP410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

COMP420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

COMP421 Undergraduate Research, Sciences
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **A-F**

COMP422 Undergraduate Research, Sciences
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

COMP423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COMP424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COMP465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

COMP468 Independent Study, Undergradua
Offering: **Host**
Grading: **OPT**

COMP469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

COMP491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COMP492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

COMP500 Automata Theory and Formal Languages
This course is an introduction to formalisms studied in computer science and mathematical models of computing machines. The language formalisms discussed will include regular, context-free, recursive, and recursively enumerable languages. The machine models discussed include finite-state automata, pushdown automata, and Turing machines.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP301**
Prereq: **COMP211 AND COMP212 AND MATH228**

COMP501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **A-F**

COMP504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **A-F**

COMP510 Algorithms and Complexity
The course will cover the design and analysis of efficient algorithms. Basic topics will include greedy algorithms, divide-and-conquer algorithms, dynamic programming, and graph algorithms. Some advanced topics in algorithms may be selected from other areas of computer science.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP312**
Prereq: **COMP212 AND MATH228**

COMP511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

COMP521 Design of Programming Languages
This course is an introduction to concepts in programming languages. Topics include parameter passing, type checking and inference, control mechanisms, data abstraction, module systems, and concurrency. Basic ideas in functional, object-oriented, and logic programming languages will be discussed.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP321**
Prereq: **COMP212 AND MATH228**

COMP523 Programming Language Implementation
This course is an introduction to the implementation of programming languages.

Students will learn how to formally describe and implement major components of the implementation pipeline. Topics may include lexical analysis and parsing (checking whether source code is well-formed and converting it to an internal programmatic representation), type-checking and -inference (static program analysis for safety features), interpretation (direct execution of a high-level language program), and compilation (translation to a low-level language such as assembly or bytecode).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP323**
Prereq: **COMP212 AND MATH228**

COMP527 Evolutionary and Ecological Bioinformatics
Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL327, COMP327, BIOL527, CIS327**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

COMP531 Computer Structure and Organization
The purpose of the course is to introduce and discuss the structure and operation of digital computers. Topics will include the logic of circuits, microarchitectures, microprogramming, conventional machine architectures, and an introduction to software/hardware interface issues. Assembly language programming will be used to demonstrate some of the basic concepts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP331**
Prereq: **COMP212**

COMP549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COMP550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

COMP571 Special Topics in Computer Science
Supervised reading course of varying length. This course may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

COMP572 Special Topics in Computer Science
Supervised reading course of varying length. This course may be repeated for credit.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

DANCE (DANC)

DANC102F Perspectives: Dance as Cultural Knowledge (FYS)
This FYS course--a writing intensive and introduction to Wesleyan's culture--investigates the various social, political, and historical contexts that have contributed to the explosive evolution of dance since the nineteenth century, and conversely, explores the ways that performers and choreographers have utilized the medium of dance to reflect their personal concerns back to society in powerful ways. Dynamic artistic movements, choreographers, and dancers examined will include Imperial Russian Ballet, Gesamtkunstwerk of Diaghilev's Les Ballets Russes, gender manipulation in the roles of Nijinsky; WWI and II and its aftermath in the German Ausdruckstanz of Mary Wigman and Kurt Jooss; Modernism's effect on seminal choreographers in America such as Martha

Graham; politics, race, class, and the Harlem Renaissance; the anthropological research in dance of Black choreographers Katherine Dunham and Pearl Primus; experimentations of Merce Cunningham; exploration of Postmodern rebellion of the Judson Dance Theater; and the response of choreographers and performance artists to Civil Rights and the AIDS crisis. Students will view performance videos and documentaries, pursue extended research, and be expected to speak and write about dance in a way that will prepare them for academic writing at Wesleyan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC103 Dancing Bodies
This course introduces students to basic dance literacy by viewing dances on film and video, making movement studies, and practicing writing in different modes about bodies in motion. The utopian ideal of "the natural" dancing body will guide our investigation of dance as art and culture, from Isadora Duncan to the postmoderns. We seek answers to such questions as, What do performance codes about the natural body feel and look like? How do dance traditions preserve, transmit, and reconfigure eco-utopian desires? No dance experience is necessary. The desire and confidence to create and move collaboratively with others is expected.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC104F Introduction to Contemporary Dance from Global Perspectives (FYS)
This interdisciplinary course aims to understand contemporary dance and the moving body from global perspectives. It draws from a range of approaches to aesthetics and choreography, politics, and understandings of culture-at-large. It examines an eclectic array of movement and choreographic styles from North America to Europe to Asia. The course is divided into 6 units: 1. Old and New Definitions of Contemporary Dance 2. "East Meets West" -- Global-Cultural Flows in Contemporary Dance 3. Social Justice and Contemporary Dance 4. Queering Contemporary Dance 5. Special Topics -- Stillness and Silence 6. Traditional Dance/Contemporary Dance -- Deconstruction and Reconstruction
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **GSAS108**
Prereq: **None**

DANC105 Dance Tech Lab: Lights, Screen, Projection
This class includes the practicum and experimentation of lighting design and production with use of projection, video-screen technology, stage management, costume and scene design, and set construction.

The practical experience in the Dance Department's production season is emphasized in the course.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC107 Writing Is Dancing, Dancing Is Writing
We watch dance and then we write about it. Dance needs writing to be understood and to endure. Or maybe not. Maybe dance needs no help. Then, what do we write? Writing as dance, in dance, of, from, alongside... As readers, writers, and performers, we will explore established and experimental modes of writing and choreography and look for ways that each form can stretch and challenge the other.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC111 Introduction to Dance
This is an introduction to dance as an educational, technical, and creative discipline for students with no previous formal dance training. Classes will introduce the basic components of dance technique--stretching, strengthening, aligning the body, and developing coordination in the execution of rhythmic movement patterns. Through improvisation, composition, and performing, students will develop a solid framework applicable to all forms of dance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC202 Ballet I: Practice and Theory
This elementary level ballet course is a mix of practice and theory. Ballet terminology and stylistic concepts will be introduced with emphasis on correct alignment, musicality, and movement flow. In addition to learning the basics of ballet technique, various ways that ballet choreographers have addressed issues of politics, race, and class are examined through films, readings, and discussions. Traditional ballets will be juxtaposed with iterations from contemporary choreographers who have created unique and powerful works addressing issues from the eighteenth century to today.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC203 Body and Earth: Emergent Strategies for Reimagining the Human-Environment Relationship
We live in a world in which humans are inextricably connected to nature, humanity's life support system. Yet at the same time we live on a planet in peril, in which environmentalists across the globe are working to catalyze societal transformation for sustainable living on Earth. This course explores these themes by 1) analyzing how social and ecological systems are intertwined, 2) exploring diverse ways of knowing nature through movement and mindfulness exercises, and 3) investigating and communicating mechanisms of sustainable environmental practice. The course will introduce conceptual frameworks and methodologies to explore the embeddedness of humans in nature--a task that remains critical for addressing today's environmental challenges. Students will engage with interdisciplinary frameworks engaging in environmental problem solving, as well as movement and place-based approaches for experiential learning. Through case studies and individual storytelling projects, we will examine how embeddedness in nature, interdisciplinary perspectives, and human agency provide sustainable pathways for both people and planet.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **ENVS201**
Prereq: **BIOL182 OR BIOL216 OR ENVS197 OR EES199**

DANC204 Spicy and Sweet-Bollywood Dance
Get ready to move, groove, and tell stories through dance! This intro-level Bollywood Dance course dives into the vibrant, high-energy world of Indian

film choreography -- where classical roots, folk traditions, and global dance styles collide. You'll learn signature Indian cinematic dance moves, explore their cultural history, and build confidence performing dynamic routines set to iconic film music.

Designed for students of all experience levels, the course emphasizes joyful movement, musicality, and expression over perfection. Along the way, you'll develop rhythm, coordination, and stage presence while collaborating with classmates in a supportive, inclusive environment. Expect lots of sweat, smiles, and a deeper appreciation for how dance functions as storytelling in popular culture.

By the end of the course, students will be able to:

-Perform foundational Bollywood dance techniques and choreography

-Understand the cultural, historical, and cinematic contexts of Bollywood dance

-Express emotion and narrative through movement and music

-Collaborate in group performances and reflect on dance as a global art form

No prior dance experience required -- just curiosity, energy, and a willingness to have fun!
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC205 Afro-Brazilian Dance I
Dance is a nexus between Africa and Brazil. It holds ancestral knowledge, and demonstrates a clear evolution of form, function, and tradition. This course will examine the study of embodied practices of the African diaspora as it relates to Brazilian life and culture. It will introduce various religious, social, and contemporary dance forms through a historical perspective of African identity in Brazil. Students will dive into the vibrant Afro-Brazilian culture and history through rigorous physical explorations, which will be complemented with lectures, readings, discussions, and video. Topics will include, yet are not limited to: the symbolic aspects of the body, historical context of movement behavior, the sociopolitical aspects of the dances, the derivation of the movement techniques, as well as connection of mind, body, and spirit in culture and dance.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC210 Afro-Brazilian Dance II
This level II course will bring deeper experience of embodied practices of the African diaspora as it relates to Brazilian life and culture. Level II will continue to explore various religious, social, and contemporary dance forms through a historical perspective of African identity in Brazil. Students will learn a greater perspective into the vibrant Afro-Brazilian culture and history through rigorous physical explorations, which will be complemented with lectures, readings, discussions, and video. Topics will include, yet are not limited to: the symbolic aspects of the body, historical context of movement behavior, the sociopolitical aspects of the dances, the derivation of the movement techniques, as well as connection of mind, body, and spirit in culture and dance.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC211 Contemporary Technique I: Partnering and Social Dance - The Athletics of Intimacy
ATHLETICS: involving the use of physical skills or capabilities, such as strength, agility, stamina and a sense of play; INTIMACY: closeness of observation or knowledge of a subject. These classes will combine skills and applications based on decades of movement research (martial arts Capoeira and Aikido, low acrobatics, partnering/social dancing, dynamic games, contact improvisation, somatic training). We will start with floorwork skills training (falls, rolling, quadrupedal crawling patterns, cartwheeling, inversion/upside-down arm balancing, etc). We will then move into strong investigations into partnering with one another and ensemble dancing. You will safely learn these skills through progressively scaled movement challenges in our class! Then our class will focus will be on the physical, sensorial, and imaginative challenges and risks with partnering movement practices using mutual touch, balancing, and weight sharing skills with one another. We will connect with our own bodies and to each other through playful focused interaction with our fellow group members/classmates. This class will honor the individual within the group. Each student brings their own unique history and movement experiences into the shared experience of creating duet and ensemble movement scores together. No previous partnering experience is necessary. All who are curious about connection and partnering are welcome!
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC212 Composition Across the Arts: Theory And Practice of Interdisciplinary Curating
Wesleyan's Center for the Arts (CFA) opened in 1972 with an understanding that throughout the 20th century, the arts have continued to move away from "tightly bound categories" once defined by medium or genre--and with the goal of providing "[a] complex in which the exploration of the role of the arts in society, their interrelationships and new forms may ... stimulate the student and provide a vital cultural force in the community." In short, the CFA's mission was (and remains) to foster interdisciplinarity both within and beyond the field of artistic practice. This course will explore both the theory and practice of interdisciplinary art curating and making. We will read texts that situate our keyword ("interdisciplinary") within the context of social, political, and pedagogical struggles from the 1950s to the present. Simultaneously, we'll look at how different artists, critics, and scholars have attempted to frame definitions of contemporary art in which the older discipline-specific criteria no longer apply. Throughout the course, we'll consider how the turn towards interdisciplinarity places pressure not only on artists but curators, while we work to envision what a liberatory, contemporary institution might be both aesthetically and politically.

Course readings relate to contemporary curating within the global arts ecosystem. Course work, however, will be derive directly from the skill sets most often sought in entry-level job postings for arts organizations--research, writing, project development, and management. Through this process, we will rethink the underlying assumptions and values reproduced by these skills and field-wide practices. Ultimately, students will be invited to experiment with day-to-day operations of the CFA and given a chance to have a direct impact on future programming for the CFA. One way we will do this is to invite enrolled students to help assemble and participate in a director's council that will impact the future of the Center for the Arts. If a director's council is traditionally populated with executive leaders, this student-led director's council will convene representatives from the largest and most impactful population of the Wesleyan community: the students.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC213 Jazz Technique
This course is an introduction to the African American jazz dance vernacular through the embodied practice of Simonson jazz. It will cover basic principles of alignment, centering, and technique through the context of jazz's African roots. Class sessions will principally consist of movement exploration including a comprehensive warm-up and will be supplemented by online discussions and media to better understand the place of jazz dance in society and culture at large.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Identical With: **AFAM262**
Prereq: **None**

DANC214 Hip Hop
This studio practice course introduces students to urban dance practices, aiming to broaden students' understanding of hip hop culture beyond the commercialized representations prevalent in the media today. This class will explore the history and practice of different forms of hip hop: b-boying/b-girling (breaking/breakdancing), uprocking, popping, waving, and locking. We will also look at hip hop's connection to other club forms such as house dance and house-ballroom forms, waacking, and voguing. Students will view video performances of cultural practice (battles and "cyphers"), as well as media- and theatrically-influenced forms of hip hop, to identify significant commonalities and differences within hip hop practices. Our classes will be conducted to hip hop, house, and dance music from the past four decades, and will begin with a set warm-up and follow with stretching and conditioning exercises. Class will always conclude with a combination that incorporates that week's dance form, and it will be compared to other hip hop dance forms we will be studying. Required readings will explore these forms through the lens of historical context and critical theory perspectives on urban dance, supporting an immersive studio practice.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC215 Hip Hop Dance II
This intermediate hip hop studio practice course further develops urban dance practices, and broadens the hip hop culture beyond the commercialized representations prevalent in the media today. This class will further explore the history and practice of different forms of hip hop: b-boying/b-girling (breaking/breakdancing), uprocking, popping, waving, and locking. We will also look at hip hop's connection to other club forms such as house dance and house-ballroom forms, waacking, and voguing. Students will view video performances of cultural practice (battles and "cyphers"), as well as media- and theatrically-influenced forms of hip hop, to identify significant commonalities and differences within hip hop practices. Our classes will be conducted to hip hop, house, and dance music from the past four decades, and will begin with a set warm-up and follow with stretching and conditioning exercises. Class will always conclude with a combination that incorporates that week's dance form, and it will be compared to other hip hop dance forms we will be studying. Required readings will explore these forms through the lens of historical context and critical theory perspectives on urban dance, supporting an immersive studio practice.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC216 Contemporary Dance Technique: Dancing During Pandemic
This combined-level dance class draws on multiple approaches to dance technique and the moving body in an outdoor, site-specific, pandemic-specific context. We will focus on large group ensemble movement as well as on individual movement specificity, and developing awareness of space, time, energy, technical precision, and dynamic variation. Course content will draw on modern dance techniques, contemporary/release techniques, and improvisational forms, as well as somatic practices.

During any major social transformation or crisis, like this pandemic, movement practice is essential. Our world and our rules of engagement are changing before our eyes. Creative physical movement is integral to our physical and psycho-social well-being, and through it we learn how to navigate the new context. On a basic level, we move our bodies to stimulate circulation of blood, breath, and digestive tract. But, equally important, and more central to higher education, we also need to move in ways that help us adjust to and make sense of our new circumstances--to orient ourselves to this new environment. This is the overarching purpose of this course: to collectively find new ways of being, understanding, moving, and creating our new world.

Classes will be held outside, and students will be expected to dress for the weather, and with freedom of movement in mind--in other words, wear safe footwear and clothing that does not constrict range of motion. Classes will only be canceled in the case of severe weather (i.e., hurricane). In those cases, hybrid practice-based assignments will be given to supplement in-class material.

This course is intended as an alternative to our regular Contemporary Technique course DANC300, which is being taught in an online format. Students are invited to choose the format that they feel most comfortable with. Both courses count toward major and minor requirements.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC220 Performing Indonesia
This course will examine the theater, dance, and puppetry of Indonesia in the context of its cultural significance in Indonesia and in the West. Students will read a variety of texts related to Indonesian history, myth, and religion. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts are integrated into the overall life of the island archipelago. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that are the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Indonesian texts will be analyzed and adapted for performance. The direct and indirect influence of Indonesian performance and history on the West will be discussed by examining the work of theater artists such as Robert Wilson, Arianne Mnouchkine, Lee Breur, and Julie Taymour, who have all collaborated with Balinese performers.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA220, CEAS229**
Prereq: **None**

DANC231 Performing Arts Videography
This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing and discussion of works such as Wim Wenders's Pina, Elliot Caplan's Cage/Cunningham, John Cohen's The High Lonesome Sound, and Peter Greenaway's Four American Composers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC231, THEA213**
Prereq: **None**

DANC236Z Writing the Body
How does the body write? Do we trace our words with fingers and toes, with a pen and paper, with flour or glitter or dust or the soles of our feet? Can the written word remind us that we are more than our eyes or our heads? Writing the body is an attempt to link the worlds of the written and the somatic through the act of writing. This class is both a generative creative writing course and a theoretical exploration of the ways in which the body has been rendered in literature, poetry, and philosophy. Putting queer studies, disability studies, Black studies, and Indigenous studies into conversation with prose, plays, and poetry, students will explore different strategies of embodied writing. Looking to the work of Maggie Nelson, Jean-Luc Nancy, Eileen Myles, Christina Sharpe, Aisha Sabatini Sloan, Melissa Febos, Hortense Spillers, Eve Tuck, Billy Ray Belcourt, Torrey Peters, Wendy Ortiz, Lidia Yuknavitch, Jordy Rosenberg, Gabrielle Civil, Ursula Le Guin, adrienne maree brown, and Frank O'Hara students will produce a written work that moves promiscuously between theory and creative nonfiction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA236Z, FGSS233Z, ENGL255Z**
Prereq: **None**

DANC237 Performance Art
This course can be understood as an ephemeral, time-based art, typically centered on an action or artistic gesture that has a beginning and an end, carried out or created by an artist. It also contains the elements of space, time, and body. This hands-on course explores the history and aesthetics of performance art and how it relates to the performing arts (dance and theater). In a project-based format, students conduct performance assignments and conceptual research within the gaps that exist between performative art forms. The course focuses on analyzing and studying artists who used the concepts of chance, failure, or appropriation in their work.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA237**
Prereq: **None**

DANC244 Delicious Movement: Time Is Not Even, Space Is Not Empty
This course contemplates massive violence and bodily experiences of time and space through interdisciplinary discourse. Taught by NYC-based movement artist Eiko Otake, students will examine how being or becoming a mover reflects and alters each person's relationships with the environment, history, and other beings. Topics of study and discussion include war, atomic bomb literature, postwar Japan, and environmental violence such as the Fukushima nuclear explosions. A key concept of study will be metaphorical nakedness and how distance is malleable. Please note that homework load is heavy with weekly assignments and journals. Seeking collective learning, the course will culminate with a final project sharing. The class is fiercely non-competitive and non-technical. No previous dance training is necessary, but willingness to move with and in front of others is important. Please visit eikootake.org to learn about this instructor.

Fall 2026 schedule:

First Class: Monday, September 7 (on Labor Day)

Sundays: 2:30 - 6:00 pm and

Mondays: 6:30 - 9:30 pm

Last Class: Sunday, November 1

Questions: Please email: eikootake@gmail.com
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS244**
Prereq: **None**

DANC249 Making Dances I: Solo Work
This course is a practical lab in body-based performance making with a focus on the solo form. Students will work towards developing and honing their personal artistic interests and goals, and supporting those of their peers. We will experiment with various modes of composition, viewing and researching a broad range of artistic work and ideas, expanding our notions of what constitutes a dance. Students will explore performance in public space, collaboration, and

work across artistic disciplines, engagement with technology, awareness of cultural context and appropriation, and social practice/participatory/community engaged art. Finally, we will develop methods for peer critique, working towards finding a challenging and supportive approach that pushes each artist forward. NOTE: This is a laboratory course for students interested in diving deeply into body-based artistic practice. It is appropriate to students with a background in any artistic discipline. An interest in rigorous (and playful) experimentation and research is key.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC250 Dance Composition: Choreography Workshop
This course in creating and performing choreography emphasizes the diversity of techniques, methods, and aesthetic approaches available to the choreographer. Assignments will revolve around inventing, organizing, and evaluating movement styles and on solving composition tasks that are drawn from various art mediums. This class will focus on the process of making a dance in a theatrical setting. Skills in organizing and leading rehearsals, creative decision-making, and movement observation will be developed within the context of individual students honing their approach and style as choreographers. Practical and theoretical issues raised by the works in progress will frame in-class discussions and all necessary technical aspects of producing the dances will be addressed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC251 Javanese Dance I
Instruction in the court dance of Central Java will begin with the basic movement vocabulary and proceed to the study of dance repertoires. Emphasis will be on the female and refined male court dance of the Kasultanan court of Yogyakarta. At the end of the semester, a recital will be arranged with the accompaniment of live gamelan music and as part of the Worlds of Dance concert.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC260 West African Dance I
West African dance is a gateway to the cultures and ways of life of its people. It is the medium on which the very existence of the people is reinforced and celebrated. In this introductory course, students will learn the fundamental principles and aesthetics of West African dance through learning to embody basic movement vocabulary and selected traditional dances from Ghana. The physical embodiment of these cultures will be complemented with videos, lectures, readings, and discussions to give students an in-depth perspective on the people and cultures of Ghana. Students will also learn dances from other West Africa countries periodically.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC261 Bharata Natyam I: Introduction of South Indian Classical Dance
This course is designed to introduce students to the fundamental aesthetic, social, and technical principles underscoring the culture of Bharata Natyam dance in its both indigenous and modern contexts. The course introduces students to Bharata Natyam largely through classroom practice (in the form of rhythmic and interpretive exercises), supplemented by brief lectures outlining the sociohistorical and cultural contexts of the form. Class lectures will also include video presentations. Occasionally, the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Identical With: **GSAS262**
Prereq: **None**

DANC300 Contemporary Dance Technique II/III
This course is an exploration of contemporary and modern dance techniques. Classical modern dance, contemporary release, somatics, improvisation, country line dance, Cunningham, and yoga will all inform our time together. Over the course of the semester, we will develop several set warm up sequences and utilize repetition as a way of getting deeper inside of our physical and intellectual work. We will spend each day warming the body from the inside; moving collectively and specifically; developing a sense of weighted momentum; and practicing technical skills and alignment. We will spend time on rigorous phrase material and improvisational methods together, with additional practice viewing dance, reading about dance, and writing our own scores.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC301 Anatomy and Kinesiology
This course is designed to develop understandings of anatomy and biomechanical principles of movement from both scientific and experiential perspectives. Studies include musculoskeletal and nervous systems, concepts for re-patterning and realigning the body, and prevention and care for common dance/sports injuries. Daily practice is based in embodied movement explorations and exercises in dialogue with scientific study and discussion of the mechanical/functional, poetic, and social context of our bodies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC302 Ballet II
This is an intermediate-level course. Strong emphasis on correct alignment and the development of dynamics and stylistic qualities will be prominent while students learn combinations.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC307 Mobilizing Dance: Cinema, the Body, and Culture in South Asia
This course focuses on questions of "mobility"--cultural, social, and political--as embodied in two major cultural forms of South Asia, namely "classical" dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of "flows of culture" at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years.

The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **FGSS307, ANTH306, GSAS307**
Prereq: **None**

DANC309 Modern Dance III
This advanced-level class draws on multiple approaches to dance technique and the moving body. Some of these include modern dance techniques, contemporary/release techniques, contact and other improvisational forms, as well as somatic practices. Modern III focuses on the exploration of complex dance movement sequences, cultivating a specific and personal engagement with movement material, along with heightened attention to the subtleties of phrasing, initiation, and musicality. The course's primary aim is each individual's continued development as a strong, well-rounded, creative, and thoughtful dancer.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **DANC215**

DANC310 Afro-Brazilian III
This advanced technique-based Afro-Brazilian course will build upon embodied knowledge gained in Afro-Brazilian I (DANC205) and Afro-Brazilian II (DANC210). Students who have prior experience in Afro-Brazilian dance, or West African dance may also consider this course. Evaluation for the course will be based on class participation, participation in the Worlds of Dance Concert, and a short journal due at the end of semester. Students will also be responsible for learning basic Portuguese words and phrases, learning contemporary choreographic investigations created by the instructor and will be guided through processes of improvisation in creating their own phrases. This advanced course is designed to continue students' knowledge and understanding of the technique, culture, and history of Afro-Brazilian dance as a means for preserving cultural legacy. As an advanced course, it will move rapidly.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC311 Immersive Theater: Experimental Design, Material Culture and Audience-Centered Performance
This course offers a comprehensive exploration of Third Rail Projects' approach to crafting and performing in immersive performance formats. Students will work closely alongside Co-Artistic Director Tom Pearson to explore Third Rail's toolbox of techniques, including:

- Developing presence and clarity around audience engagement

- Remaining spontaneous and responsive to the changing landscape of an active audience

- Generating game play for crafting immersive scenes

- Understanding ritual, narrative, and audience initiation through the study of a scene from one of our immersive productions
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA301**
Prereq: **None**

DANC320 Theatre for Social Change - Taught from Ecuador with Local Participants
This course is taught in Spanish. Students should have Spanish proficiency equivalent to SPAN 112 or higher. This course is designed to lead Wesleyan students and Ecuadorian community counterparts through the process of creating social change by practicing social change. Using exercises and activities that pull from the areas of Theatre of the Oppressed and Performance Activism, as well as traditional theatre tools such as movement and mask-making, we engage challenging concepts and conflicts by dialoguing via our performative work. Our exploration stretches from the theoretical foundations of structural and symbolic oppression to ongoing real-life events related to themes that are selected by the course participants (examples include cultural identity, systemic racism, privilege, power, environmental justice, and gender equality/equity). Each course participant chooses a thematic area and joins a small group with which they will apply learned methods to exploring their theme. Together, Wesleyan students with local counterparts create short virtual theatrical projects to be presented to the whole cohort. Readings cover theory and methods in Applied Theatre, community-based case studies, and articles related to the chosen themes. The readings are contextualized to the diverse lived realities of the course's participants as well as to our globalized society.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST321**
Prereq: **None**

DANC322 Storying and Re-Storying (Storytelling for Social Change) - Taught from Ecuador w Local Participants
This course is taught in Spanish. Students must have proficiency in Spanish equivalent to SPAN 112. When we consciously appropriate the power of stories to collectively reimagine our world, we turn the word story into a verb. We "story" our world. When our "storying" seeks to transform a system founded on unjust stories, we are "restorying" our world. This course begins with our human ability, and need, to tell stories, examining how we use them for communication, as well as how we become empowered or disenfranchised by them. Based on the realities present in our communities (our local community of place, college campuses, cities, neighborhoods, spiritual communities, etc.), students work with their counterparts, combining theory with practice, to create and tell stories with the goal of identifying shared conflicts and inspiring change. Since stories are told in many ways, the course engages the "telling" through various methods: writing stories and poems, Spoken Word, coloring/drawing, mapmaking, and moving our bodies. In each project, we implement the elements of storytelling, balancing distinct narrative traditions, such as myth and legend, with influences of the modern world. Readings look at a wide array of narrative theory and methods, focusing on storytelling as a form of creating and expressing knowledge. The course concludes with the interweaving of local and international stories into "our stories."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**

Identical With: **CGST322**
Prereq: **None**

DANC341 Dance Teaching Workshop
Whether you are interested in teaching a traditional dance class (like jazz, salsa, choreography), OR integrating movement into other classes (like 'science choreography' or 'poetry through movement') this class is for you!

Leap, spin, fall, and reach! Dance Teaching Workshop familiarizes students with methods and practices for teaching dance and movement to children and adults. Combining theoretical perspectives on education, dance, embodiment, and creativity together with hands-on practice teaching dance, students will gain practical skill in syllabus design and methods of teaching while developing a "teaching statement" reflecting on the role of dance/movement in education.

Prior dance training is not required; however, students should have an interest and some experience in either dance, arts, or education. It is highly encouraged that you take any dance or movement class concurrently with Dance Teaching Workshop. This can be a Wesleyan course, or an extracurricular club or movement practice. It is important to be engaged in a regular physical practice when teaching movement. Please email Katja at kkolcio@wesleyan.edu with a paragraph describing your interest and your experience in either dance or education (or both).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC354 Improvisation: Diasporic Modalities
Freestyle, groove, jam: Improvisation has always been a key tool in the creation and evolution of dances of the African Diaspora. This movement-based course will deepen the inquiry of the Africanist aesthetic in dance through an improvisatory experiential framework. What movement conversations are created through a deep listening to self and our impulses to engage with sound/ music, the environment, and our community? How do we honor the self in collective experiences? Students will embody explorations of the improvisatory concepts, sequences, and modalities that are rooted in the dances of: West African, Afro-Beats, Afro-Brazilian, Jamaican Dancehall, Capoeira, Jazz, African American Social Dances, House, and Bomba. We will use the foundational improvisational principles of these dance forms through a balance of play, investigation, and rigor. Studio work will be supplemented with readings, video, and homework assignments geared toward creating new improvisational scores. The course will also include visits from guest artists.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **THEA354**
Prereq: **None**

DANC357Z Space and Materiality: Performing Place
Scenography explores and shapes the material world in and through the performative event. In site-specific performances, it transforms place and time to create an alternative reality in which the materiality of the artistic design and the performer's body intervene in the architecture of a place and the spectator's reception of meaning. In this course, we will study site interventions through the lens of street performance, immersive theater, and the theatrical apparatus to build a theoretical and direct understanding of the material potential and limitations of the four key elements involved in the scenographic project -- artistic design, the actor's body, local architecture, and time.

This course is divided into three units: (1) site-specific; (2) street performance; and (3) immersive theater. Each unit includes scholarly readings, assignments in performance and scenography, and specific showings. There will be two written responses for the course (5-to-7-page papers) on two of the works experienced at the festival that demonstrate the student's cumulative grasp of site specificity, scenography, and materiality. There will also be a final media journal showing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **THEA357Z**
Prereq: **None**

DANC359 Space Design for Performance
In this course, students will study, construct, and deconstruct the performative space, whether in the theater or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including close reading, concept development, visual research, renderings or drawings, model making and drafting. In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements. Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA359, ENVS359, IDEA359**
Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

DANC360 West African Dance II
This intermediate-level course is intended for students who have had some previous training in West African dance. In this course students will learn more complex and physically challenging dances drawn from several cultures in Ghana. In addition, students will be presented with a rich pallet of general West African movement vocabulary and will continue to engage in the discussion of the cultural context in which the dances occur, through reading, writing, video, and lecture.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC362 Bharata Natyam II: Embracing the Traditional and the Modern
This advanced course is designed to further students' understanding of the technique, history, and changing nature of Bharata Natyam dance and of Indian classical dance in general. The primary aim of the course is to foster an

understanding of the role, function, and imaging of Bharata Natyam dance vis-à-vis ideas about tradition and modernity. Although the course assumes no prior knowledge of Bharata Natyam, we will move rapidly through the material. We will focus mainly on more complex studio work, extensive readings, and video presentations. In preparation for this course, students should have movement experience in other dance tradition(s). Occasionally, the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Identical With: **GSAS362**
Prereq: **None**

DANC363 Dancing Bodies, Cultures and Environments
This course will look at the intersections and common spaces between body/self, community/culture, and environment/place. To do this we will employ several research methods. Students will be asked to complete readings, participate in discussions, view relevant media, and participate in movement master classes. We will also create solo and group performance works that explore our individual and communal experiences of body/community/environment. Students will be asked to complete readings, participate in discussions, participate in improvisational movement sessions, and work in a collaborative context. Each student will develop a final project that contains both a written and a performative component.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC364 Media for Performance
This course examines the use of media and technology as it relates to dramaturgy and design for performance. Class time will be used for lecture, discussion, and experimentation, during which we will explore new technologies used in the industry, including projections, motion tracking, and software such as After Effects and Isadora. Throughout the semester, students will use the skills learned to create their own digital performances.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA360, IDEA360**
Prereq: **None**

DANC365 West African Dance III
Building on the knowledge gained in West African Dance I and II (DANC260 and DANC360), this course is intended for the very advanced student who has a lot of experience in West African dance. Students will learn rhythmically and physically complex traditional dances from selected ethnic groups in Ghana and will continue to hone in on the general movement vocabulary and discourse of West African dance in general. Students will also learn original contemporary West African dance phrases choreographed by the instructor and be guided through a creative process through improvisation to create their own phrases.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC366 Queering the Dancing Body: Critical Perspectives on LGBTQ Representation
This course focuses on questions of "queering" dance as a historical, cultural, social, and political enterprise. Focusing on both historical and postmodern dance contexts, the course explores key issues around gender and identity, with special reference to the concepts of performativity, impersonation, sexuality, and transformation. The course places the notion of "flows of gender and transformation" at its center, and examines historical, social, and aesthetic shifts in these ideas over the past 50 years. It draws on case studies ranging from female/male dance traditions of impersonation in India, China, Japan, and Indonesia, to postmodern shifts of "classical" dance (such as the all-male cast of Matthew Bourne's "Swan Lake") and more popular forms such as voguing and "RuPaul's Drag Race."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **FGSS366, GSAS366**
Prereq: **None**

DANC370 Choreography Workshop/Proscenium
This class will focus on the process of making a dance. Skills in organizing and leading rehearsals, creative decision making, and movement observation will be developed within the context of individual students' honing their approach and style as choreographers. Practical and theoretical issues raised by the works in progress will frame in-class discussions, and all necessary technical aspects of producing the dances will be addressed. Students will prepare to present for proscenium theater/audience.
Offering: **Host**
Grading: **A-F**
Credits: **2.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC371 Site-Specific Choreography
This course addresses the construction of contemporary performance in alternative, nontheatrical spaces. Students will create, design, and structure movement and image metaphors; design and realize scenic objects; and integrate technologies that enhance performance at large. Daily practice will focus on developing compositional tools to trigger events, to set off the performance space, and to create optimal conditions for audience and performer participation. Skills in movement observation, critical reading, and video analysis will inform the course's practical and historical frameworks.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **THEA372**
Prereq: **None**

DANC372 Choreography and Performance Art Perspectives
This course considers theories and methods of dance scholarship and takes a comparative approach to dance as research, research as choreography. This is a research methods course in which we will consider ways that knowledge is constructed and legitimated, focusing on the role of physical/somatic engagement, creativity, and performance in research. Problems and issues central to research pertaining representation, authority, validity, rigor, reliability, and ethics will be addressed in the context of dance studies and critical qualitative research studies. A final research project will be required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC374 Perspectives in Dance as Culture: Black Praxis
In this project-based course we are shedding light on the magic of praxis. Our focus will be rooted in the work of Black artists and dance makers, tuning into the choreographic seeds of their processes. Most Black artists go unrecognized for their contributions and tools they have shared in the field of dance--how they do what they do. Together we will uplift the rigor, complex methodologies, embodied research practices, tools, devices, recipes, and alchemy that is present in crafting works. We will engage in the art of archive through research, witnessing, writing, interviews, multimedia, and embodied practice, disrupting a Eurocentric lens on documented compositional methods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC375 Dance History: Why Dance Matters
Dance History: Why Dance Matters investigates myriad social, political, and historical events that have impelled performers and choreographers to create dances that broadcast their personal concerns to society in powerful ways. Artistic movements, choreographers, and dancers examined will include the aristocratic Imperial Russian Ballet; gender fluidity in Nijinsky's roles in Diaghilev's Les Ballets Russes; the microcosm of immigrant and black performers in vaudeville; dance and the Harlem Renaissance; the rejection of ballet by Löie Fuller, Isadora Duncan, and Ruth St. Denis; the political work of early modern dancers Martha Graham, Doris Humphrey, and Charles Weidman; war's aftermath in the German Ausdruckstanz of Mary Wigman and Kurt Jooss and Japanese butoh; the anthropological research of black choreographers Katherine Dunham and Pearl Primus; the psychological dance-theater of Antony Tudor and Pina Bausch; democracy within the postmodern rebellion of the Judson Dance Theater; Civil Rights-era social activist choreographers; and the response of choreographers and performance artists to the culture wars of the 1990s and the AIDS crisis. Students will pursue extended research, view performance videos and documentaries, and be expected to write and talk about dance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC376 The Artist in the Community: Civic Engagement and Collaborative Dancemaking
Through both theoretical analysis and practical application, students will grow their understanding of community-based performance and collaborative art-making. Grounded in readings and seminar discussions about the practice and process of community-based art, students will apply their learning through community-engaged research. Through direct practice, students in the course will explore how collaborative performance can address local issues, spark community dialogue, and encourage civic participation--whether on a college campus, in a neighborhood, or across a city.

Class meetings will take place virtually during the semester. Student research and project development will be conducted in person. Note: This course includes required Spring Break travel to work on a Forklift Danceworks project. Travel expenses for the trip are paid by the University.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **ENVS376, THEA376**
Prereq: **None**

DANC377 Perspectives in Arts as Culture: Dancing With the Machine
Perspectives: Dancing With the Machine is an intensive studio course exploring the breadth and depth of dance and technology. Students will learn advanced post-production, motion capture, and video recording techniques, and be introduced to historical examples of dancing with early modes of technology as well as to contemporary cutting-edge works. Class sessions will include viewings of dance works, technical demonstrations, group discussions, and conversations with practitioners in the field. Readings and screenings will examine the relationship between dance, technology, contemporary art, and popular culture. Students will learn how to use the 3D motion capture studio and record live dance performances. Software will include Adobe Premiere, AfterEffects, Blender, and DaVinci Resolve. Through weekly exercises and a final independent project, students will learn to work collaboratively and develop a distinct creative voice. The course will culminate with a final dance video project, to be screened at the end of the semester. Previous experience in Adobe Premiere Pro software is required. Preference will be given to students who have successfully completed ARST 286, ARST 386, DDC 108, or DDC 448. All students must be concurrently enrolled in the virtual production lab which meets Fridays 1:20 p.m.-2:50 p.m. in DDC 100.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC378 Repertory and Performance: The Jewel Thief: A Ballet of the Mind
In this permission of instructor repertory course, we will weave the past with the present in order to create a Neo-Baroque drama based on Alfred Hitchcock's thriller, To Catch a Thief that is studded with heiresses, thugs, and other underworld characters. Students will have the opportunity to learn 18th century French Baroque dance, the aristocratic entertainment that evolved at the court of Louis XIV. Once this foundation is laid, we will incorporate period dances and more contemporary movement into a lavish spectacle that draws inspiration from Madame Sevigny's reminiscences of the fêtes of Louis XIV's court, the 1920s modernist costume parties of the Bauhaus, and Truman Capote's infamous Black and White Ball of 1966. The course will culminate in a performance in the CFA theater December 6th and 7th, 2024, and is a collaboration with Wesleyan Music Professor Neely Bruce, composer of the score. Attendance is absolutely required. Three short reflections on your progression will be submitted over the span of the course. During performance week from Monday through Wednesday, students are required to be at all technical rehearsals in the CFA theater from 7:00 p.m. until 10:00 p.m. Dress rehearsal is Thursday, December 5th at 7:00, and the performances are on December 6th and 7th. This class is Permission of Instructor (POI). Students should have at least reached the level of Ballet II or Modern II at Wesleyan, however, movement ability of athletes and actors who have not taken those courses may all request permission of the instructor, and will be taken into consideration. Note: This narrative requires not only dancing, but the development of a character--students must be willing to abandon their comfort zone and go out on a limb! Sensational masks will be fashioned by students, and worn in performance. Please contact Professor (pbeaman@wesleyan.edu) if you have questions about the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC378A Repertory and Performance: Storied Places
Grounded in the experiences of the multiple African American migrations of the late-19th and early-20th centuries, this course will explore the ideas of migration, displacement, home, and place writ large. As a community, we will

collaboratively develop a performance that will utilize movement, text, and objects as research tools and creative processes as our methodology to engage these themes.

Our process in creating this work will include improvisation, development of set materials, readings, discussion, and writing. Students will have the opportunity to work alongside professional dancers as well as Wesleyan faculty and their peers in preparation for an interdisciplinary performance in the spring.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC379 Dance as Activism
How does art effect change? Why does the phrase "social movements," include the action word - movement? In what ways does dance instigate action as a means of resistance? This course is an investigation into these questions through both lecture/discussion and embodied practices. It will look at various choreographers whose work is rooted in grappling social justice issues, choreographic and community engagement tools, as well as protests as choreographed performance art. All course work and inquiry will lead up to a final project wherein students create their own choreographic sketch/community engagement using the language of dance/performance art, as the foundation for addressing a particular historical or present social issue of their choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC380 Transforming Bodies: Movement and Agency in West Africa
Dancers in West Africa embody human agency and transform historical worlds. As one elder farmer proclaimed: "Our ciwara have power[!]" Masked ciwara dancers on the Mande Pleateau call upon the collective labor of farmers to produce rural life, and more recently, have responded to transformations of the agricultural landscape. They emphasize the power of the human body over agricultural machines. Elsewhere in West Africa, the Atsiagbekor dance energized and celebrated Ewe male soldiers by acting out scenes from the battlefield. The dance movements were also secret codes used during battle to give instructions. How and when to fight, defend, or retreat depended on this embodied communication. The accompanying loud drum music served an added purpose of instilling fear in enemy ranks because it created the impression of a mighty army on the march. Still performed, the dance now symbolizes Ghanaian cultural heritage and helps to shape local historical memory.

In this course we will examine the body as an active agent in West African social and political life. We will study the historical and contemporary meanings of laboring bodies through dance and everyday movement, such as women's pounding of fufu or stirring of toh daily meals. We will also reflect on the ritual enactment of enslavement or colonial rule as a means to subvert old power structures. The body in these cases was a tool for resistance. We will also unpack multiple interpretations for specific women's embodied protests such as "sitting on a man." Collective body movement was powerful, but individual bodies might also enact healing or express religious devotion. Spirit possession, for example, marked the body as a site for human interaction with the supernatural. In this and other examples, the body is an archive in motion and subject to social renewal. By taking the body and movement as a lens, we will explore shifting histories of labor, performance, gender, politics, aesthetics, and religion from the pre-colonial era to the contemporary moment. We will also learn new ways to creatively move and narrate the African past and present.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-HIST, SBS-HIST**
Identical With: **HIST380**
Prereq: **None**

DANC382 Bharata Natyam III
This is an advanced technique-based Bharatanatyam course. Students are required to have taken both Bharata Natyam I (DANC261) and Bharata Natyam II (DANC362). This is to ensure that students have a foundation in both the practical and theoretical study of Bharata Natyam prior to enrolling in this course. Evaluation for the course will be based on class participation, a full-length studio performance of Bharatanatyam compositions and a short journal due at the end of semester. We will focus mainly on advanced studio work. Students will also perform one repertory piece at the Worlds of Dance concert. This advanced course is designed to further students understanding of the technique, history and changing nature of Bharatanatyam dance. The primary aim of the course is to foster an understanding of the role, function, and imaging of Bharatanatyam dance vis-à-vis ideas about tradition and modernity. The course will be moving rapidly through the material.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Identical With: **GSAS383**
Prereq: **[DANC261 or GSAS262] OR [DANC362 or GSAS362]**

DANC398 Senior Colloquium in Dance Research
This course focuses on workshopping senior capstone research projects/theses, critically analyzing and situating their work within the larger fields of dance and dance research. In addition to sharing senior capstone research in progress, the course incorporates opportunities to interact and study with successful dance artists/scholars, including but not limited to, CFA visiting artists and current faculty, and to thereby encounter the most current shifts happening in the field of dance and dance research. Issues concerning dance/research that will be addressed include the following: relevance, validity, rigor, diversity and globalization, interdisciplinarity, citizenship, and social justice as they pertain to dance and dance research and to the senior capstone projects/theses specifically. This is an opportunity for our students to delve deeper into their own research while expanding their focus to better understand and frame their work in a larger context.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

DANC404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

DANC407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

DANC408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

DANC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

DANC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

DANC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

DANC420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

DANC435 Advanced Dance Practice A
Participation as a dancer in faculty- or student-choreographed dance concerts. Course entails 30 hours of rehearsal and performance time.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC444 Applied Tech Practice
Students have been required to practice technical crew work as long as we have had a major. In other departments, this work is acknowledged through the allocation of credit. Offering credit for this curricular experience brings us in line with practice in the Theater Department, and acknowledges the value we attribute to learning about production aspects of dance. Students will work under the guidance of faculty member Chelsie McPhilimy.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC445 Advanced Dance Practice B
Identical with DANC435. Entails 60 hours of rehearsal and performance time.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC447 Dance Teaching Practicum
This course is an exploration and practice of creating programs/projects that are relevant and inspiring for specific communities. The practicum will involve engaging with a community beyond the Wesleyan campus through dance/ movement.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

DANC450 Senior Dance Colloquium
This colloquium is for all senior dance majors who intend to complete honors theses or senior projects. It is designed to enable students to pursue individual research projects in a group context, with attention to bridging creative practice with theoretical inquiry. The colloquium is structured as a workshop: each student will present their proposals and their work in progress, exchange writing, and discuss the process moving between stage and page; equally important is engaging with and offering constructive criticism of the projects presented by others. Thesis and Project students will participate in a public presentation of work-in-progress in mid-November.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-DANC**
Prereq: **None**

DANC491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

DANC492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

DANC501 Individual Tutorial, Graduate
Offering: **Host**
Grading: **OPT**

EARTH AND ENVIRONMENTAL SCIENCES (E&ES)

E&ES101 Dynamic Earth!
The earth is a dynamic planet, as tsunamis, hurricanes, earthquakes, and volcanic eruptions make tragically clear. The very processes that lead to these natural disasters, however, also make life itself possible and create things of beauty and wonder. In this course, we will study the forces and processes that shape our natural environment, as well as the effect we have on this world. Topics range in scale from the global pattern of mountain ranges to the atomic structure of minerals, and they range in time from billions of years of Earth history to the few seconds it takes for a fault to slip during an earthquake. Hands-on activities and short field trips complement lectures to bring the material to life. So put on your hiking boots and get ready to explore our planet.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES102 Dynamic Earth! Lab
Connecticut is rich with geologic features that can be reached by a short van ride from the Wesleyan campus! This course explores the Earth and environmental sciences through field trips that provide the opportunity to examine evidence for volcanoes, dinosaurs, glaciers, and rifting continents right here in Connecticut. This course is required for students enrolled in EES 101.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES102Z Natural History of the Connecticut River Valley
Please note: Readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

What did Middletown look like 200 million years ago? What about 20,000 years ago, or 200 years ago? The natural history of Middletown and the broader Connecticut River valley is a rich tapestry. In this course, we will explore some of its major threads, including the geologic, glacial, Native American, early European, and industrial histories. The primary goal of the course is to deepen your sense of place for this valley that you call home during your four years at Wesleyan. The majority of the class time will be spent visiting sites in the valley, both indoor and outdoor. You must be prepared to spend multiple hours outside, including walking up to two miles. The presence of snow may cause some trips to be postponed or cancelled. To remain flexible for these possible contingencies, students should keep the entire January 7-21 block open in their schedules.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES111F As the World Turns - Earth History, with Life's Ups and Downs (FYS)
An introduction to the major events that shaped our modern Earth over the 4.5-billion-year history of our planet. We discuss the composition of the early atmosphere devoid of oxygen, the great oxygenation event related to the emergence of cyanobacteria, snowball Earth, origin and evolution of life prior to 500 million years ago, and then a treatment of the major asteroid impacts, mega-volcanic periods, and other disasters that catastrophically modified the Earth and influenced all that lived on it. We close with possibly the biggest disaster of them all: the human era, with the climate crisis, pollution, and possibly the largest extinction event ever? We use the Earth and environmental sciences, astronomy, and the basic sciences to introduce and explain the processes that ultimately shaped our modern world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES115 Introduction to Planetary Geology
This course will examine the workings of Earth and what we can learn from examining Earth in the context of the solar system. Comparative planetology will be used to explore such topics as the origin and fate of Earth, the importance of water in the solar system, the formation and maintenance of planetary lithospheres and atmospheres, and the evolution of life. Exercises will utilize data from past and present planetary missions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES115F Introduction to Planetary Geology
This first-year seminar course will examine the workings of Earth and what we can learn from examining Earth in the context of the solar system. Comparative planetology will be used to explore such topics as the origin and fate of Earth, the importance of water in the solar system, the formation and maintenance of planetary lithospheres and atmospheres, and the evolution of life. Exercises will utilize data from past and present planetary missions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES125 Black Speculative Fictions and the Anthropocene
The genre of black speculative fiction--in the form of literature, art, music, and theory--provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the "future," black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term "Anthropocene" first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which "humans" had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a "species"? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human? Further, how does artificial intelligence complicate definitions of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific

studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM312, FGSS301**
Prereq: **None**

E&ES130F Digital Storytelling with Maps: Science Stories (FYS)
Digital storytelling describes the practice of using digital tools to tell a 'story' in an engaging and compelling format. A story map is a digital storytelling tool that combines maps with multimedia content (e.g., images, video, text) to convey geographic information as a narrative. In this course, students will employ elements of cartographic design, spatial analysis, and data visualization within story maps as a means for creating interactive 'stories' about empirical scientific data. (No prior experience with web maps or story maps is required.) Students will explore multiple story map formats and their utility in the effective communication of science to scientists, the public, and policy makers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

E&ES141F Out of Ice: Exploration of the Impact of Melting Glaciers, Esp. Mountain Glaciers on Humans (FYS)
Exploring the impact of melting glaciers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES142F Astrogeochemistry: The Search for Life in the Solar System and Beyond (FYS)
This course will examine the role that geochemistry plays in our search for life in the Solar System as well as exoplanetary systems. We will examine the habitability of different environments on different bodies (Venus, Mars, Europa, Enceladus), and compare them to the environments of the ancient and modern Earth. We will consider what would constitute geochemical evidence of life in these different systems, and how this can aid us to interpret chemical signals from exoplanets. We will also critically evaluate past and recent claims of extraterrestrial life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES151 The Planets
More than 100 planets are now known in the universe, eight of which circle the sun. NASA missions and improved telescopes and techniques have greatly increased our knowledge of them and our understanding of their structure and evolution. In this course, we study those eight planets, beginning with the pivotal role that they played in the Copernican revolution, during which the true nature of the Earth as a planet was first recognized. We will study the geology of the Earth in some detail and apply this knowledge to our closest planetary neighbors--the moon, Venus, and Mars. This is followed by a discussion of the giant planets and their moons and rings. We will finish the discussion of the solar system with an examination of planetary building blocks--the meteorites, comets, and asteroids. Additional topics covered in the course include spacecraft exploration, extrasolar planetary systems, the formation of planets, life in the universe, and the search for extraterrestrial intelligence.
Offering: **Host**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **NSM-EES**
Identical With: **ASTR103**
Prereq: **None**

E&ES154F Volcanoes of the World (FYS)
In this First Year Seminar, we will discuss how volcanology was historically a descriptive science: people watched eruptions, looked at the deposits, and then tried to relate older rocks to the newly-erupted analogs. However, the science has evolved as the theory behind volcanic processes has been developed and researchers pursue investigations in the field, lab, and via numerical modeling. In this class, we will explore the nature and composition of the Earth and how plate tectonics controls the global distribution of volcanoes. We will discuss volcano types, magmas, minerals and rocks, and the complex interplay of chemistry and physics that shapes volcanic eruptions via nine case studies. Moreover, we will consider the effects these eruptions have had on human history, politics, and art.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES155 Earth System Science
An introduction to Earth system science intended for students pursuing the Earth and environmental sciences major and others with good high school math and science preparation. Earth system science integrates chemistry, physics, biology and geology to understand the Earth as an integrated planetary whole. The course will focus on the four major earth systems: land, water, air, and life and how their interactions determine past, current and future global changes. Required laboratory sections will meet every other week and include a combination of lab and field exercises.
Offering: **Host**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES160 Life in the Oceans in the Anthropocene and Beyond
Little is known about life in the deep sea, the largest habitat on Earth, even about the largest animals living there, such as the giant squid. Humans, however, are severely affecting even these most remote areas of our planet, and wildlife populations in the oceans have been badly damaged by human activity. We will look at the amazing diversity of ocean life and the disparate building plans of its animals, and see how oceanic ecosystems are fundamentally different from land ecosystems. Then we will explore how human actions are affecting oceanic ecosystems directly, for instance by overfishing (especially of large predators and filter feeders), addition of nutrients (eutrophication) and pollutants, and the spread of invasive species, as well as indirectly, through emission of carbon compounds into the atmosphere. Rising atmospheric CO2 levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at ecosystem changes during periods of rapid warming in the geological past and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**

Identical With: **CIS160, BIOL160**
Prereq: **None**

E&ES195 Sophomore Field Course
This course is designed for sophomores who have declared a major in earth and environmental sciences. The course will give students a common experience and a more in-depth exposure to the department curriculum prior to their junior year. Students will be exposed to the wide variety of geological terrains and ecological environments of southern New England.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES197 Introduction to Environmental Studies
This course explores the interdisciplinary field of environmental studies to better understand the characteristics of human interaction with and dependence on the environment, and the causes and consequences of environmental degradation at local and global scales. We will explore key processes, characteristics, and phenomena of the natural world, and relevant human system and social dynamics. We will apply this information to identifying important issues and trends of global climate change and sustainability. Projects facilitate synthesis and application, skill development, reflection, and independent exploration.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS197, BIOL197**
Prereq: **None**

E&ES201 Geology of Connecticut
The geology of Connecticut offers a unique opportunity to study the formation and deformation of rocks dating back more than a billion years. These rocks occur in belts that each record the arrival of exotic (plate tectonic) terranes that together built and rebuilt the Appalachian mountain belt. Few states in the nation possess a similar diversity of exposed rock and mineral occurrences. The course consists of weekly Friday afternoon field trips to key localities. Students will learn how to recognize and classify different rock types and distinguish their formational and deformational histories. Emphasis will be on learning (1) to recognize the clues to identifying the origin and evolution of the large variety of sedimentary, volcanic, metamorphic, and igneous rocks in Connecticut and (2) to use them to reconstruct their plate tectonic context. We will include visits to historic sites that influenced our socioeconomic development such as the brownstone quarries and "copper" mines in the Connecticut Valley, and the granite quarries in the southeastern part of the state. A one-day required Saturday field trip will be scheduled during the first class meeting. Student co-enrollment in EE&S 213 or 223 or 230 is encouraged.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES213 OR E&ES223 OR E&ES230**

E&ES205 The Shaping of a Landscape: Exploring the Geology of Western North America
In this course, students will explore the geologic history that formed the western margin of the North American continent over more than 600 million years. The first half of the course will review fundamental solid earth processes, including plate tectonics, sedimentology, and volcanology in the context of the geology of western North America, in preparation for a mandatory one-week field trip to the region during the first week of spring break. In the second half of the course, students will interpret their observations from the field in the context of the ongoing study of the geology of western North America.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES213 Mineralogy
Most rocks and sediments are made up of a variety of minerals. Identifying and understanding these minerals are initial steps toward an understanding of the genesis and chemistry of Earth materials. Crystallography is elegant in its own right. In this course, we will study the crystal structure and composition of minerals, how they grow, their physical properties, and the principal methods used to examine them, including polarized-light microscopy and x-ray diffraction.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES214 Laboratory Study of Minerals
This lab course presents practical aspects of the recognition and study of the common minerals in the lab and in the field. It includes morphologic crystallography and hand specimen identification, the use of the polarizing microscope, and x-ray powder diffractometry.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES215 Earth Materials
This course introduces students to the solid, natural, and nonbiological materials that make up our world. We will cover the fundamentals of mineralogy and the petrology of igneous, metamorphic, and sedimentary rocks. We will also discuss materials that are used by humans and form the basis of societies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES216 Earth Materials Laboratory
This course will introduce students to laboratory techniques used in identifying and understanding rocks, minerals, and other Earth materials.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES220 Geomorphology
This inquiry into the evolution of the landscape emphasizes the interdependence of climate, geology, and physical processes in shaping the land. Topics include weathering and soil formation, fluvial processes, and landform development in cold and arid regions on Earth and other planets. Applications of geomorphic research and quantitative theories of landform development are introduced throughout the course where appropriate. This course must be taken concurrently with E&ES 221: Geomorphology Laboratory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197 OR EES199**

E&ES221 Geomorphology Laboratory
This course will introduce various methods of measuring landforms in the field, including stream measurement, hazard assessment, and the classification of glacial, volcanic, coastal, and tectonic features. The course includes laboratory exercises in the utilization of topographic maps, aerial photographs, and various remote-sensing techniques. This will include field trips to various locations in CT. This laboratory class must be taken concurrently with E&ES 220: Geomorphology.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197 OR EES199**

E&ES223 Structural Geology
Structural geology is the study of the physical evidence and processes of rock deformation, including jointing, faulting, folding, and flow. Geologic structures can be used to interpret tectonic history and understand physical process responsible for geologic hazards such as earthquakes, volcanoes, and landslides. Many structures also exert a primary control on fluid flow in the earth's crust and thus play an important role in determining the distribution of natural resources and environmental contaminants. In this course students will learn the theoretical foundations, observational techniques, and analytical methods used in modern structural geology. Case studies are drawn from local field work (see description of E&ES224) and published data sets from around the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES523**
Prereq: **E&ES101 OR EES199 OR E&ES115 OR [ENVS197 or BIOL197 or E&ES197]**

E&ES224 Field Geology
This course is designed to provide students with a basic understanding of geological principles in the field. Emphasis will be on describing, measuring, and mapping bedrock geology and structures with applications to tectonics, mountain building, earthquake science, volcanology, and groundwater hydrology.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR EES199 OR E&ES115 OR [ENVS197 or BIOL197 or E&ES197]**

E&ES230 Sedimentology
Sedimentary geology impacts many aspects of modern life. It includes the study of sediment formation, erosion, transport, deposition, and the chemical changes that occur thereafter. It is the basis for finding fossil fuels, industrial aggregate, and other resources. The sedimentary record provides a long-term history of biological evolution and of processes such as uplift, subsidence, sea-level fluctuations, climate change, and the frequency and magnitude of earthquakes, storms, floods, and other catastrophic events. This class will examine the origin and interpretation of sediments, sedimentary rocks, fossils, and trace fossils. Students must take E&ES231 Sedimentology Laboratory concurrently. There may be optional weekend field trips.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR ENVS197 OR E&ES155**

E&ES231 Sedimentology Laboratory
This course provides macroscopic and microscopic inspection of sedimentary rocks. It will include laboratory analyses and field trips. There may be optional weekend field trips. E&ES230 must be taken concurrently.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

E&ES234 Geobiology
Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology). Typically, this involves studying fossils within the context of their sedimentary setting. In this course, we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on the climate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **BIOL233, ENVS233**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES199 OR [ENVS197 or BIOL197 or E&ES197]**

E&ES235 Geobiology Laboratory
This laboratory course will explore more deeply some of the concepts introduced in E&ES234. Both the fundamental patterns and practical applications of the fossil record will be emphasized.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **BIOL229**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES199 OR [ENVS197 or BIOL197 or E&ES197]**

E&ES237Z Forests: Ecology, Conservation and Futures
Forests are critical to the survival of humans and their fauna. Tropical and temperate forests, by their structure and composition, contain extraordinarily high biological diversity and provide critical ecosystem services with complex interactions with humans. This course will examine the structure, function, and diversity of tropical and temperate forests, with an emphasis on the ecological processes that shape plant and animal communities within these unique and diverse ecosystems. The class will examine major threats to the global forests and measures that may be put in place to allow for their recovery post disturbance. The course will be delivered though lectures, student-led discussions and debates and other in-class activities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS237Z**
Prereq: **None**

E&ES238 The Forest Ecosystem
This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.
Offering: **Host**

Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL346, BIOL546, E&ES538, ENVS340**
Prereq: **[BIOL182 or MB&B182] OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

E&ES242 Irrigation
Irrigation is the artificial application of water to support crop growth, playing a crucial role in ensuring sustainable agricultural production and global food security. This course provides students with a comprehensive understanding of irrigation techniques, systems, and management practices essential for optimizing water use efficiency and enhancing crop productivity. Students will explore various irrigation methods, including surface, sprinkler, and drip irrigation, analyzing their advantages, limitations, and suitability for different crops and environments. Key topics include soil-water relationships, crop water requirements, irrigation system components, irrigation scheduling techniques, and sustainable water management strategies. Through a combination of theoretical learning and hands-on activities, students will gain the skills needed to design, implement, and manage efficient irrigation systems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES542, ENVS231**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

E&ES244 Soils
Soils represent a critical component of the world's natural capital and lie at the heart of many environmental issues. In this course we will explore many aspects of soil science, including the formation, description, and systematic classification of soils; the biogeochemical cycling of nutrients through soil systems; and the issues of soil erosion and contamination.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197 OR EES199 OR BIOL182**

E&ES245 Soils Laboratory
This course will explore more deeply the concepts introduced in E&ES244 in a laboratory setting. Emphasis will be placed on the analysis of soil profiles both in the field and in the laboratory.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197 OR EES199 OR BIOL182**

E&ES246 Hydrology
This course is an overview of the hydrologic cycle and man's impact on this fundamental resource. Topics include aspects of surface-water and ground-water hydrology as well as discussion about the scientific management of water resources. Students will become familiar with the basic concepts of hydrology and their application to problems of the environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES546, ENVS219**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

E&ES248 Environmental Investigation and Remediation
This course will cover environmental investigation and remediation methods in varying geologic settings and how they have changed over time due to regulatory changes and advances in technology. An introduction to various aspects of environmental consulting will be incorporated throughout the term using case studies, guest lecturers, and emerging trends and research from online sources.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS248**
Prereq: **E&ES101 OR E&ES115 OR EES199 OR E&ES197**

E&ES250 Environmental Geochemistry
This course is a qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, oceans, and the atmosphere. General topics include equilibrium thermodynamics, acid-base equilibria, the carbonic acid system, oxidation-reduction reactions in nature, and isotope geochemistry. The associated lab course (E&ES 251) must be taken concurrently if offered. The lab course will be a service-learning course in which students work with a community organization to solve an environmental problem or a semester-long research project. There are no official prerequisite classes, but students should be comfortable with chemical concepts or should have taken introductory college chemistry or advanced high school chemistry courses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS280**
Prereq: **None**

E&ES251 Environmental Geochemistry Laboratory
This course will supplement E&ES 250 by providing students with hands-on experience of the concepts taught in E&ES 250. Students must enroll in E&ES 250 at the same time. This course will emphasize the field collection, chemical analysis, and data analysis of environmental water, air, and rock samples. This course will be taught as a service-learning course where the class works with a community organization to solve an environmental problem or will work on a semester-long research project. The subject of this class will be announced on the first day of class.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS281**
Prereq: **None**

E&ES254 Renewable Energy
This course is an introduction to renewable energy from an Earth science perspective, covering the physical principles of power generation from natural energy flows and the transformation, transmission, and storage of energy on the electrical grid, as well as topics from energy markets and utilization. We focus on hydroelectric, wind, solar, geothermal, wave, and tidal energy, along with modern bioenergy. For comparison, we also briefly cover the conventional energy technology of fossil fuels and nuclear power. We discuss each renewable-energy resource, including the advantages, disadvantages, and environmental impacts of its accompanying technology. The course is quantitative with bi-weekly problem sets. Students are expected to gain theoretical and practical knowledge of renewable energy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS239**
Prereq: **None**

E&ES255 The Changing Ocean
The Earth is always changing, and we're currently experiencing some of the most rapid changes to have occurred within the history of life. This course presents a topical approach to major oceanographic concepts, particularly those impacted by an anthropogenic change, by linking core concepts in modern oceanography with paleoceanographic proxies and the fossil record. We will integrate geological, chemical, physical, and biological oceanography across multiple timescales to build a conceptual understanding of not only how the ocean works but how we can understand the past, present, and future of the world's ocean.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES257 Environmental Archaeology
Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the "collapse" of civilizations such as the ancient Maya. The course will involve hands-on preparation and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ARCP257, ENVS257, ANTH257**
Prereq: **None**

E&ES258 Community Paleoecology
The study of community paleoecology seeks to derive ecological meaning from the reconstruction of ancient ecosystems. From this vantage point, fossil assemblages are used to observe long-term patterns in biogeography, evolution, and organism-environment interactions. The overarching themes in this course will emphasize theoretical frameworks in community ecology and stratigraphic paleobiology that advance the collective understanding of how to read and interpret the fossil record to document ecosystem interactions over geologic history. Case studies from across Earth's history will underscore the necessity of examining past ecosystems to contextualize modern and future ecosystem structure. We will accomplish these aims with lectures, readings and discussion of the primary literature, and student presentations. Pre/co-requisites: BIOL182, E&ES101, E&ES115, E&ES155, E&ES197, or E&ES199.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS288**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR ENVS197 OR EES199 OR BIOL182**

E&ES259 Introductory Ecological Methods in R
This lab class is required of students enrolled in the accompanying lecture (EES 258). We will learn to use R to analyze paleontological records with multivariate methods and specifically become familiar with the vegan package for interpreting large ecological datasets such as species abundance data. Prior knowledge of or experience with R is not a prerequisite and beginners are especially encouraged to enroll in this course. Students with intermediate and advanced R skills are still welcome to enroll, but should recognize that much of this course will focus on the beginner experience. Assignments and projects will be collaborative, such that students across experience levels will work together to complete the course material. Pre/co-requisites: BIOL181/BIOL182, E&ES101, E&ES115, E&ES155, E&ES197, or E&ES199.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ENVS289**
Prereq: **E&ES101 OR E&ES115 OR EES155OR ENVS197 OR EES199 OR BIOL182**

E&ES260 Oceans and Climate
Earth's climate is not static. Even without human intervention, the climate has changed, but mostly at a slower rate. In this course we will study the major properties of the ocean and its circulation and changes in climate during the Cenozoic Era (the past 66 million years). We will examine the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. Once a basic understanding of the climate system is attained, the focus will be on how we know about past climates. Through reading and in-class exercises students will look at data from sediment cores, ice cores, and tree rings to learn about past climates. The final project will investigate measures humans can take to slow the rate of climate change. It is possible and must be done. Although this course is offered pass/fail, participants are expected to maintain a grade of B- or better to pass.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS290, E&ES560**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

E&ES261 Techniques in Ocean and Climate Investigations
Weekly field trips, computer and/or laboratory exercises will allow us to see how climate and oceans function today and in the past. We will use data sets from international organizations to examine what we know about past climates. There may be an opportunity to use a climate model, En-ROADS, with a community group to investigate what can be done to reduce greenhouse gases input to the atmosphere. Although this course is offered pass/fail, participants are expected to maintain a grade of B- or better to pass.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS292**
Prereq: **E&ES101 OR E&ES115 OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

E&ES262 An Inspection of Human-Wildlife Interactions
Humans adore their animals, but only some types of animals. Do animals adore humans? Do all animals care about humans? While this class does not set out to specifically answer these questions, it will explore the complex relationship between humans and animals, in particular how humans view and approach wild animals. The class will take a historical view of humans and their interactions with wildlife and move through to the more modern tools and strategies used to better appreciate the value of wild animals in both terrestrial and marine settings. Through a series of lectures, data analysis sessions, and data collection exercises, the class will examine how humans perceive wild animals, in particular, and seek to understand how human wildlife-interactions scenarios may impact the survivability of both humans and wildlife alike. Students will analyze data on human-wildlife conflict, and develop projects aimed at understanding how people perceive various species of wild animals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**

Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES 197 OR EES199**

E&ES270 Quantitative Methods for the Biological and Environmental Sciences
This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL242, BIOL542, E&ES570, ENVS242**
Prereq: **None**

E&ES271Z Mapping the Pandemic
The COVID-19 pandemic has altered the global community's daily relationship with space and movement, both at a hyperlocal scale of social distancing to a global scale of disease spread. Spatiotemporal visualizations in the form of maps and apps have allowed us to watch the worldwide spread of COVID-19 and keep tabs on local case counts in our own spaces. Geographic information systems (GIS) provide citizens, researchers, health care providers, and policy makers with a powerful analytical framework for visualization, data exploration, spatial pattern recognition, response planning, and decision making within our life in the time of COVID-19. This course is designed to develop spatial thinking and visualization skills relevant to COVID-19. Students will look at (and critically evaluate) existing maps and apps related to the current pandemic, create their own maps and apps, and critically evaluate their classmates' maps and apps. Class meetings will consist of case study lectures/discussions, instructor-led skill-building workshops, studio work sessions, and presentation/critique sessions. Spatial data collection, management, analysis, and visualization will occur within a cloud-based GIS (ArcGIS Online). Readings prior to the first class will establish a baseline for student comprehension of the breadth of applied geospatial thinking in today's research arena. The course is aimed at students with limited or no prior GIS experience.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **QAC232Z**
Prereq: **None**

E&ES274 Strategies in Conservation and Environmental Action
This course is only open to Wesleyan sophomores and above, with permission of instructor during pre-registration. This course provides students with a framework for better understanding how environmental policy, programs, and change goals are developed and actions are taken. Content will provide students with information from different disciplines in order to better understand the context, challenges, and intent of a specific environmental project to be addressed by the class over the course of the semester. The class project will have a land or material management focus and be developed with an environmental partner. Content topics may include logistics and impacts of various management systems; ecosystem function and landscape ecology; environmental policy and stakeholder dynamics; data collection and analysis; and communications and education. Project work will include research, meetings, and field work, including service work that contributes to short-term goals and tests protocol. Time required may vary by week. Class periods, assessments, and readings will be right-sized to facilitate this time commitment. Students will be assigned project tasks according to their major and skills. The class will collectively produce and present finished products to the environmental partner. Projects change with each semester and vary in emphasis and ecological vs. social components.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS244**
Prereq: **None**

E&ES275 Remote Sensing for Natural Hazards
This course explores the role of remote sensing in monitoring and mitigating natural hazards. Students will learn how to acquire, process, and analyze remote sensing data, with a specific focus on both optical and radar satellite data. These technologies will be applied to assess the spatial extent, severity, and risk of natural hazards such as earthquakes, landslides, floods, hurricanes, wildfires, and volcanic activity. Emphasis will be placed on understanding how different types of remotely sensed data interact with various environmental features, such as landforms, vegetation, and water bodies. Through a combination of lectures, data analysis exercises, and practical applications, students will gain hands-on experience in using remote sensing tools to develop hazard models and response strategies. Case studies from recent natural disasters will be used to illustrate key concepts. Prior knowledge of GIS or geospatial analysis is recommended.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS258**
Prereq: **None**

E&ES280 Introduction to GIS
Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities; literally any field that uses spatially distributed information. In this course, we will explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Coursework will include lectures, discussions, and hands-on activities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES580, ENVS278**
Prereq: **None**

E&ES281 GIS Service-Learning Laboratory
This course supplements E&ES280 by providing students the opportunity to apply GIS concepts and skills to solve local problems in environmental sciences. Small groups of students will work closely with community groups to design a GIS, collect and analyze data, and draft a professional-quality report to the community.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES581**
Prereq: **None**

E&ES282 Earthwatch: Satellite Data Storytelling for Science Communication
The fingerprint of human activity on planet Earth continues to magnify as we move deeper and deeper into the Anthropocene. Satellite remote sensing is a rapidly developing field for monitoring and visualizing planetary change in real time. Vast amounts of satellite data are now freely available for documenting,

mapping, and communicating the impacts of natural and human disturbances on the Earth system. Students in this course will learn how to 1) analyze remotely sensed imagery using open-source software, 2) make high-quality maps documenting planetary change, and 3) communicate satellite data patterns to broad audiences using data storytelling. Students will master a wide range of techniques for detecting and articulating the stories behind satellite images and data sets through visual, oral, and written assignments aimed at diverse public audiences.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **None**
Identical With: **ENVS298**
Prereq: **E&ES115 OR E&ES101 OR E&ES155 OR E&ES197 OR ENVS197**

E&ES283 Drones and Change
Civilian use of unoccupied aerial vehicles or drones to capture data and measure change can enhance our understanding of the natural and built environments. While drones are increasingly available for entry-level to professional level adoption, there remains value in understanding how the infrastructure for their development and deployment have evolved and what is required to ensure their continued safe and ethical utility of these devices. In this class, we will explore the legal and infrastructure elements of drone development and deployment for civilian utility of drones, while working on data collection, analysis, and interpretation that will allow students to better appreciate the value and utility of drones. Over the course of the semester, students will work on understanding and building drones, collecting data with small drones, examining the commercial versus open-source platforms for drones, and preparing to take the Federal Aviation Authority Part 107 license to allow them to fly drones safely.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS269, IDEA283**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

E&ES284 Drones and Change Lab
Civilian use of unoccupied aerial vehicles or drones to capture data and measure change can enhance our understanding of the natural and built environments. While drones are increasingly available for entry-level to professional level adoption, there remains value in understanding how the infrastructure for their development and deployment have evolved and what is required to ensure their continued safe and ethical utility of these devices. In this class, we will explore the legal and infrastructure elements of drone development and deployment for civilian utility of drones, while working on data collection, analysis, and interpretation that will allow students to better appreciate the value and utility of drones. Over the course of the semester, students will work on understanding and building drones, collecting data with small drones, examining the commercial versus open-source platforms for drones, and preparing to take the Federal Aviation Authority Part 107 license to allow them to fly drones safely.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS299**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

E&ES301 New England Geology
For more than a century, students and professionals interested in the geology of New England have gathered at the annual meeting of the New England Intercollegiate Geologic Conference (NEIGC), a weekend of field-based education. In this seminar, we will choose three NEIGC fieldtrips to attend, study the appropriate background material in preparation for the trips, and compile our own guide to the trips that summarizes the appropriate background material. The class will culminate in attendance at the annual NEIGC meeting on the weekend of October 12-14, 2018 in the Lake George region of Upstate New York and Vermont.

At the end of this course, you will not only know a lot more about New England geology and have met many current and future field geologists, but you will also have learned to synthesize the literature to assess the current state of knowledge and evaluate how field studies can advance our understanding of regional geology and environmental issues.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES306 Ecology and Natural History of Freshwater Fishes of South America
South America has the highest diversity of freshwater fishes anywhere in the world. In fact, there are more than twice the number of mammals and about the same number of birds in the world. Why has this remarkable radiation occurred in a relatively short period of time? How can so many fishes coexist in the same rivers, utilizing the same resources? In this intensive course, we will travel to Colombia during spring break (March 7-21) in order to gain firsthand knowledge about the ecology and natural history of freshwater fishes in South America. We will learn about the ecological and environmental factors that contribute to perhaps the largest biological radiation on the planet.

Students will obtain firsthand experience with the South American tropics, freshwater fishes, and with doing experiments in the field. Each day there will be a combination of lectures and field or laboratory exercises. We will travel to and explore fish ecology in different types of rivers at different elevations. Students will gather and analyze data about biological, physical, and environmental issues that are covered in the lectures. The habitats that we explore will be both terrestrial and freshwater rivers. Our base will be at the Instituto Humboldt in Villa de Leyva, Colombia. We will interact with Colombian students who are studying ecology and biodiversity at the Institute in order to exchange ideas about current environmental issues.

All the costs of travel, lodging, and meals will be covered by the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **ENVS306, BIOL306**
Prereq: **None**

E&ES312 Global Change Biogeography
On our home planet, Earth, the current geologic epoch is characterized by rapid changes to the environment due to human behavior. Biogeography examines the spatiotemporal distribution of life on Earth, from species to ecosystems and from landscapes to continents. How is anthropogenic climate change modifying the distribution and function of organisms and ecosystems? What can we learn from the evolutionary history of the life-planet system that can help us understand the possible impacts of future climates on the biosphere? To address these questions rigorously, we will explore primary literature from a wide range of

theoretical and empirical studies. The course emphasizes inquiry, contact with primary literature, discussion, statistical and spatial coding, learning to obtain data, and visualization. The beginning of the semester provides an overview of physical geography and the Earth System, with field and data experiences that build remote sensing and spatial analysis skills. The second half of the semester is focused on the exploration of relevant scientific literature based on student interests and recent papers, as well as independent research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **BIOL312, ENVS311**
Prereq: **None**

E&ES313 Petrogenesis of Igneous and Metamorphic Rocks
This course studies the occurrence and origin of volcanic, plutonic, and metamorphic rocks and how to read the record they contain. Topics will include the classification of igneous and metamorphic rocks, but emphasis will be on the geological, chemical, and physical processes taking place at and beneath volcanoes, in the Earth's mantle, and within active orogenic belts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES513**
Prereq: **E&ES213 OR E&ES215**

E&ES314 Laboratory Study of Igneous and Metamorphic Rocks
This lab course focuses on the recognition and study of volcanic, plutonic, and metamorphic rocks in hand specimen and in thin section.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **(E&ES213 AND E&ES215)**

E&ES317 Volcanology
Volcanic eruptions, among the most impressive natural phenomena, have been described throughout history. In this course, we will look at the physical and chemical processes that control volcanic eruptions and their environmental impacts. We also examine the direct impact on humanity, ranging from destructive ashfalls to climate change, and the benefits of volcanoes for society (e.g., geothermal energy, ore deposits).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES517**
Prereq: **E&ES101 OR E&ES213 OR E&ES215**

E&ES319 Meteorites and Cosmochemistry
This course will focus on the materials in the world's collection of extraterrestrial samples and what they tell us about Earth, our nearest planetary neighbors, and the origin of our solar system. Planetary geochemical processes will be discussed through the examination of samples from comets, asteroids, Mars, the moon, Vesta, and Earth. Other topics covered will be impact cratering and the delivery of meteorites to Earth. Meteorites teach us about the earliest history of planet formation in this solar system, and we will compare this to what is observed in other solar systems. The course is intended for majors and graduate students in Wesleyan's Natural Science and Mathematics (NSM) division.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES519**
Prereq: **None**

E&ES320 Meteorites Laboratory
This will be the lab component of E&ES319 Meteorites and Cosmochemistry and must be taken concurrently. This class will be primarily hands-on learning using extraterrestrial materials and their terrestrial analogs.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES520**
Prereq: **None**

E&ES321 Planetary Evolution
Why are we the only planet in the solar system with oceans, plate tectonics, and life? This course examines how fundamental geologic processes operate under the unique conditions that exist on each planet. Emphasis is placed on the mechanisms that control the different evolutionary histories of the planets. Much of the course will utilize recent data from spacecraft. Readings of the primary literature will focus on planetary topics that constrain our understanding of geology as well as the history and fate of our home, the Earth.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES521**
Prereq: **E&ES213 OR E&ES220 OR [E&ES223 or E&ES523] OR [E&ES250 or ENVS280]**

E&ES325 Geologic Field Mapping
In this project-based service learning course students will learn to construct accurate large-scale (>1:24000) geologic maps (2D) and photo-realistic outcrop models (3D). They will apply these skills to make maps and models of local open-spaces to enhance recreational use and environmental education. The specific mapping technologies learned and applied will depend on the project and be determined in consultation with community partners. Methods may include GPS and/or total station surveying, structure from motion (photogrammetric) ranging, lidar data processing and analysis, drone imaging, and GIS synthesis. The instructor will introduce the theory and practice for each method used.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES201 OR E&ES213 OR E&ES215 OR E&ES220 OR E&ES223 OR E&ES230**

E&ES327 The Microbial Fossil Record
This course invites students to investigate the fossil record of microbial life to reveal the outsized impact microbes have on Earth and environmental systems. We will explore topics such as the origin of life, micropaleontology, marine biogeochemistry, biological oceanography, environmental microbiology, and astrobiology. This course will present students with the opportunity to engage with primary literature, write integrative narratives, and craft microbially inspired creative works.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **ENVS327, E&ES527**
Prereq: **None**

E&ES329 Fire Ecology and Management
Fire is a fundamental ecological disturbance process that regulates the structure and function of plant communities worldwide. However, increasing aridity under

climate change and shifting human land use in recent centuries have altered fire behavior, imperiling many species. This course explores the ecological and social aspects of fire and sustainable fire management on planet Earth. Students examine shifting fire regimes over time, from indigenous use of fire prior to European colonization of the globe, to contemporary fire management. Class participants study the effects of global climate change on fire regimes and how such changes influence contemporary fire regimes and human livelihoods. The course format consists of a mixture of lectures, field exercises, active class discussions, student presentations, and research papers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS329**
Prereq: **BIOL182 or ENVS197 or BIOL216 or EES199**

E&ES336 Global Change Biogeography
On our home planet, Earth, the current geologic epoch is characterized by rapid changes to the environment due to human behavior. Biogeography examines the spatiotemporal distribution of life on Earth, from species to ecosystems and from landscapes to continents. How is anthropogenic climate change modifying the distribution and function of organisms and ecosystems? What can we learn from the evolutionary history of the life-planet system that can help us understand the possible impacts of future climates on the biosphere? To address these questions rigorously, we will explore primary literature from a wide range of theoretical and empirical studies. The course emphasizes inquiry, contact with primary literature, discussion, statistical and spatial coding, learning to obtain data, and visualization. The beginning of the semester provides an overview of physical geography and the Earth System, with field and data experiences that build remote sensing and spatial analysis skills. The second half of the semester is focused on the exploration of relevant scientific literature based on student interests and recent papers, as well as independent research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES342 Ecological Resilience: The Good, the Bad, and the Mindful
This course will examine the concepts of resilience, fragility, and adaptive cycles in the context of ecosystem and social-ecological-system (SES) structures. These concepts have been developed to explain abrupt and often surprising changes in complex ecosystems and SES that are prone to disturbances. We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory.

All of the terms--resilience, fragility, adaptation, restoration, reconstruction--are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS369, BIOL368**
Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]**

E&ES350 Animals in Archaeology
This laboratory course will explore how zooarchaeological methods for analyzing animal bones and teeth excavated from archaeological sites allow us to reconstruct ancient human-animal-environmental interactions. We will cover a range of topics and techniques, including hands-on sessions for the identification and quantification of faunal remains. By the end of the course, students will be able to identify every bone in the mammalian skeleton and distinguish between the bones of common non-mammalian taxa. Additional topics will include ancient DNA in zooarchaeology, bone stable isotope analyses, human-caused extinctions, animal domestication, bone artifact production, and animal sacrifice.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ARCP350, ENVS348**
Prereq: **None**

E&ES359 Global Climate Change
The climate of the earth has been changing over the course of earth history. Over the last few decades, we have come to realize that humans may be the strongest driver of climate change in the 20th century and near future. In this class we evaluate that hypothesis in some depth, using the basic physical foundations of climate science with a focus on radiative principles. We study the details of the short carbon cycle and the empirical climate record of the last 1000 years, with data from the instrumental record, historical indicators, and physical (pollen, geochemical/isotopic temperature indicators) records. Besides the principles of fundamental climate science, we will deal with some of the results of climate change, mainly sea-level rise and feedbacks on the biosphere. We look at the impact of humans on atmospheric chemistry and how human civilization has caused changes in the carbon cycle, possibly as early as the transition period from hunter-gatherers to agricultural society. The final part of the lecture section is on future climate, using economic scenarios, mitigation and adaptation efforts, and climate/economics models. Parallel to the lectures, several experimental projects are done by groups of students: studies with our experimental "analog earth" climate model; monitoring CO2 in Middletown air for a semester; working with data from the Wesleyan weather station to calculate theoretical climate fluctuations; experimental work on the absorption of CO2 into water for the geochemically inclined; the impact of increased CO2 levels on plant growth for the biologically inclined; and a social-economic global assessment on carbon policies for the environmental studies types. In other years, students built solar ovens and a basic infrared spectrometer among projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES360 An Inspection of Human-Wildlife Interactions
Humans adore their animals, but only some types of animals. Do animals adore humans? Do all animals care about humans? While this class does not set out to specifically answer these questions, it will explore the complex relationship between humans and animals, in particular how humans view and approach wild animals. The class will take a historical view of humans and their interactions with wildlife and move through to the more modern tools and strategies used to better appreciate the value of wild animals in both terrestrial and marine settings. Through a series of lectures, data analysis sessions, and data collection exercises, the class will examine how humans perceive wild animals, in particular, and seek to understand how human wildlife-interactions scenarios may impact the survivability of both humans and wildlife alike. Students will analyze data

on human-wildlife conflict, and develop projects aimed at understanding how people perceive various species of wild animals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES361 Living in a Polluted World
This course treats the occurrences and origins, natural pathways, toxicologies, and histories of the major environmental contaminants. We all know about lead and its effects on humans, but how about cadmium and hexachromium, or the many unpronounceable organic contaminants, usually referred to by some acronym (e.g., DDT, POPs)? We also deal with the larger topics of CO2/climate change, the environmental nitrogen-oxide balance, and eutrophication of coastal waters (the "dead zones"). To be effective in this course, students will need basic high school/college-level proficiency in chemistry and math as we will delve into aspects of geochemistry, geology, toxicology, environmental law, and some simple modeling. The class consists of lectures, one problem set, one Hg-in-hair class study, and a class project on lead in drinking water in the Middletown area. This is also a service-learning course, providing environmental outreach to the larger Middletown community on local pollution.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS361**
Prereq: **None**

E&ES368 Isotope Geochemistry
This class introduces the theory and application of the main radiogenic (Rb-Sr, Sm-Nd, U-Th-Pb, and K-Ar) and stable (O, H, C, N, S) isotopic techniques used in environmental geochemistry and geology. Applications include geochronology, earth evolution, provenance, biogeochemical cycles, paleoenvironments, paleoclimate, hydrology, paleontology, ecology, and archaeology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES568**
Prereq: **None**

E&ES375 Modeling the Earth and Environment
Models can provide insights into Earth systems that are difficult to obtain by direct experimentation or observation. This course will introduce students to the process of translating Earth systems into idealized mathematical models, specific methods for solving the resulting equations, and implementation of models in MATLAB. We will explore cases from a range of topics in the earth and environmental sciences to gain a better appreciation of the insights models can offer. Students should have MATLAB installed on a laptop computer for in-class work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES575, IDEA375**
Prereq: **MATH120 OR MATH121**

E&ES376 Mass Extinctions in the Oceans: Animal Origins to Anthropocene
Geoscientists are debating whether we are living in the Anthropocene, defined as a period during which humans are having a significant effect on atmospheric, geologic, hydrologic, and biospheric earth system processes. There is considerable discussion whether we are indeed affecting the biosphere to such an extent that life on Earth will suffer an extinction similar in magnitude to these that have occurred during earth history. Studies of the fossil record provide unique evidence that is used to evaluate the large extinctions of the past and compare them to ongoing extinction processes, extinctions rates and patterns, and magnitude. Organisms with hard skeletons are most easily and most abundantly preserved in the rock record. Many of these are invertebrates that lived in the oceans (e.g., clams, sea urchins, corals). In the first part of this course, students will become familiar with the nature of the fossil record, the most common marine animals in the fossil record, and their evolution and diversification. Lectures will be combined with studying fossils. In the second part of the course, possible causes for mass extinction will be considered, together with their specific effects on environments and biota, and these predicted effects will be compared to what has been observed. Potential causes include asteroid and comet impacts, large volcanic eruptions, "hypercanes," and "methane ocean eruptions," and more exotic processes. Students will present in class on these topics, and we will compare rates and magnitude of environmental change with severity and patterns of extinction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **CIS375**
Prereq: **E&ES101 OR E&ES115 OR ASTR155 OR MB&B181**

E&ES385 Remote Sensing
This course studies the acquisition, processing, and interpretation of remotely sensed images and their application to geologic and environmental problems. Emphasis is on understanding the composition and evolution of the Earth and planetary surfaces using a variety of remote-sensing techniques. This course will discuss the theory and technology behind a number of remote sensing platforms and how data at different wavelengths interacts with rocks, soils, water and vegetation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES585**
Prereq: **[E&ES234 or BIOL233 or ENVS233] OR E&ES213 OR E&ES220 OR [E&ES223 or E&ES523] OR [E&ES250 or ENVS280] OR [E&ES260 or ENVS290 or E&ES560] OR E&ES215**

E&ES386 Remote-Sensing Laboratory
This laboratory course includes practical application of remote-sensing techniques, primarily using computers. Exercises will include manipulation of digital images (at wavelengths from gamma rays to radar) taken from orbiting spacecraft as well as from the collection of data in the field. Students will learn the software program ENVI, a marketable skill.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES213 OR E&ES220 OR [E&ES223 or E&ES523] OR [E&ES234 or BIOL233 or ENVS233] OR [E&ES250 or ENVS280] OR [E&ES260 or ENVS290 or E&ES560]**

E&ES390 Environmental Geophysics
In this course you will learn to apply physics to tackle real-world challenges under our feet. You will learn the theory and application of near surface geophysical methods including ground penetrating radar, GPS surveying, electrical resistivity, magnetics, and seismology. Applications will focus on societally relevant questions with a focus on the environment but also touch on broader applications in archeology, engineering, geology, and planetary science.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **NSM-EES**
Prereq: **MATH120 OR MATH121**

E&ES391 Environmental Geophysics Laboratory
In this laboratory course you will get hands-on experience designing, completing, and analyzing near-surface geophysical studies.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **MATH120 OR MATH121**

E&ES395 Quantitative Chemical Analysis
Measurement and chemical analysis are at the very heart of the chemical sciences. Practicing chemists depend heavily on chemical analysis, as do medical professionals, environmental scientists, and many others. Quantitative chemical analysis is the science of determining "how much" -- as in, "how much toxic lead is in your drinking water?" In this course, you will first learn how to treat measured chemical data to extract meaningful information, and then we will proceed to study classical methods of chemical analysis, expanding upon your knowledge of general chemistry. A practical laboratory experience will reinforce the curriculum and build your skills as a chemist. This course is part of the required curriculum listed in the American Chemical Society Guidelines for Bachelor's Degree Programs, and this course is highly recommended for students who intend to pursue graduate studies and/or employment in a chemical discipline.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM317**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144 OR CHEM145) AND (CHEM152 OR CHEM152Z)**

E&ES395L Quantitative Chemical Analysis Laboratory
This laboratory course is designed to accompany Quantitative Chemical Analysis (CHEM 317) and provides hands-on experience with the techniques and principles covered in the lecture. This course is a required component of CHEM 317, and only students concurrently enrolled in CHEM 317 may register for this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CHEM317L**
Prereq: **CHEM152**

E&ES396 Instrumental Analysis
Chemical analysis has kept pace with the advent of modern technology through the development of instruments capable of ever-improving levels of detection for both qualitative and quantitative analysis. Many students are exposed to the use and interpretation of these modern methods of chemical analysis, but this experience typically comes with little understanding of how and why these instruments work. This course will investigate instrumentation across three broad categories of analysis: electrochemical, spectrochemical, and separations. The lecture course will be supplemented with a practical laboratory experience. Instrumental analysis is part of the required curriculum listed in the American Chemical Society Guidelines for Bachelor's Degree Programs, and this course is highly recommended for students who intend to pursue graduate studies and/or employment in a chemical discipline.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM318**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM152 OR CHEM152Z)**

E&ES399 Calderwood Seminar in Public Writing: Environmental Science Journalism
This is a seminar for science majors who want to develop skills in communicating science to non-scientists, by writing about environmental science topics. The course will concentrate on writing, public presentations and interviews. Students will read scholarly articles, interview scientists, and/or conduct independent research to write articles, essays and op-eds. Each week students will take alternating roles as writers and editors. The course is only open to science majors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

E&ES401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

E&ES408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

E&ES409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

E&ES410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

E&ES411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

E&ES420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

E&ES421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

E&ES422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

E&ES423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

E&ES424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

E&ES465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

E&ES466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

E&ES469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

E&ES491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

E&ES492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

E&ES497 Senior Seminar
This seminar-style capstone course for E&ES seniors focuses on career-building and improving scientific research skills by completing an original research project. In groups, students will develop original, field-based research projects, write a proposal, and complete the project. The goal of the course is to help students transition to independent, professional scientists. This year's trip is to Puerto Rico in mid-January 2025 for approximately one week. The department will cover the costs of airfare, food, and lodging. Students need to be comfortable being outside for hours with moderate hiking. Participation in the trip and the spring course (E&ES 498) is required to receive credit. In contrast to previous years, the course is not required for the E&ES major, but still counts toward major requirements as an elective. This class requires the approval of the instructor (POI). To register for this class, please complete the Google Form that will be emailed to all current EES junior majors once pre-registration opens on April 2, 2024. POI decisions will be handled promptly.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES497A Introduction to Portuguese and the Azores (CLAC .25)
This course will be an introduction to Portuguese/Azorean history and geography. It will include an introduction to Portuguese pronunciation, greetings, basic expressions, food, weather, and vocabulary related to the geology and culture of the islands.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Identical With: **CGST497A**
Prereq: **E&ES497**

E&ES498 Senior Field Research Project
This course is a continuation of the E&ES 497 Senior Seminar and focuses on improving scientific research skills for E&ES Seniors. The class includes a research field trip to Puerto Rico in January 2025 and will conclude with student group presentations and reports before spring break in March.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Prereq: **E&ES497**

E&ES500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**

Prereq: **None**

E&ES501 Individual Tutorial for Graduate Students
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

E&ES503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

E&ES513 Petrogenesis of Igneous and Metamorphic Rocks
This course studies the occurrence and origin of volcanic, plutonic, and metamorphic rocks and how to read the record they contain. Topics will include the classification of igneous and metamorphic rocks, but emphasis will be on the geological, chemical, and physical processes taking place at and beneath volcanoes, in the Earth's mantle, and within active orogenic belts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES313**
Prereq: **E&ES213 OR E&ES215**

E&ES517 Volcanology
Volcanic eruptions, among the most impressive natural phenomena, have been described throughout history. In this course, we will look at the physical and chemical processes that control volcanic eruptions and their environmental impacts. We also examine the direct impact on humanity, ranging from destructive ashfalls to climate change, and the benefits of volcanoes for society (e.g., geothermal energy, ore deposits).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES317**
Prereq: **E&ES101 OR E&ES213 OR E&ES215**

E&ES518 E&ES Colloquium I
This course includes presentations by outside experts and discussion of material at the forefront of the discipline. The course is open to graduate students and undergraduate majors and potential majors. Attendance at all meetings required. Undergraduates may take this course up to four times for credit towards graduation.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

E&ES519 Meteorites and Cosmochemistry
This course will focus on the materials in the world's collection of extraterrestrial samples and what they tell us about Earth, our nearest planetary neighbors, and the origin of our solar system. Planetary geochemical processes will be discussed through the examination of samples from comets, asteroids, Mars, the moon, Vesta, and Earth. Other topics covered will be impact cratering and the delivery of meteorites to Earth. Meteorites teach us about the earliest history of planet formation in this solar system, and we will compare this to what is observed in other solar systems. The course is intended for majors and graduate students in Wesleyan's Natural Science and Mathematics (NSM) division.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES319**
Prereq: **None**

E&ES520 Meteorites Laboratory
This will be the lab component of E&ES319 Meteorites and Cosmochemistry and must be taken concurrently. This class will be primarily hands-on learning using extraterrestrial materials and their terrestrial analogs.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES320**
Prereq: **None**

E&ES521 Planetary Evolution
Why are we the only planet in the solar system with oceans, plate tectonics, and life? This course examines how fundamental geologic processes operate under the unique conditions that exist on each planet. Emphasis is placed on the mechanisms that control the different evolutionary histories of the planets. Much of the course will utilize recent data from spacecraft. Readings of the primary literature will focus on planetary topics that constrain our understanding of geology as well as the history and fate of our home, the Earth.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES321**
Prereq: **E&ES213 OR E&ES220 OR [E&ES223 or E&ES523] OR [E&ES250 or ENVS280]**

E&ES523 Structural Geology
Structural geology is the study of the physical evidence and processes of rock deformation, including jointing, faulting, folding, and flow. Geologic structures can be used to interpret tectonic history and understand physical process responsible for geologic hazards such as earthquakes, volcanoes, and landslides. Many structures also exert a primary control on fluid flow in the earth's crust and thus play an important role in determining the distribution of natural resources and environmental contaminants. In this course students will learn the theoretical foundations, observational techniques, and analytical methods used in modern structural geology. Case studies are drawn from local field work (see description of E&ES224) and published data sets from around the world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES223**
Prereq: **E&ES101 OR EES199 OR E&ES115 OR [ENVS197 or BIOL197 or E&ES197]**

E&ES527 The Microbial Fossil Record
This course invites students to investigate the fossil record of microbial life to reveal the outsized impact microbes have on Earth and environmental systems. We will explore topics such as the origin of life, micropaleontology, marine biogeochemistry, biological oceanography, environmental microbiology, and astrobiology. This course will present students with the opportunity to engage with primary literature, write integrative narratives, and craft microbially inspired creative works.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES327, ENVS327**
Prereq: **None**

E&ES528 E&ES Colloquium II
This course includes presentations by outside experts and discussion of material at the forefront of the discipline. The course is open to graduate students and undergraduate majors and potential majors. Attendance at all meetings required. Undergraduates may take this course up to four times for credit towards graduation.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

E&ES533 Planetary Science Journal Club
Presentation and discussion of current research articles in the field of planetary science.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES538 The Forest Ecosystem
This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES238, BIOL346, BIOL546, ENVS340**
Prereq: **[BIOL182 or MB&B182] OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

E&ES542 Irrigation
Irrigation is the artificial application of water to support crop growth, playing a crucial role in ensuring sustainable agricultural production and global food security. This course provides students with a comprehensive understanding of irrigation techniques, systems, and management practices essential for optimizing water use efficiency and enhancing crop productivity. Students will explore various irrigation methods, including surface, sprinkler, and drip irrigation, analyzing their advantages, limitations, and suitability for different crops and environments. Key topics include soil-water relationships, crop water requirements, irrigation system components, irrigation scheduling techniques, and sustainable water management strategies. Through a combination of theoretical learning and hands-on activities, students will gain the skills needed to design, implement, and manage efficient irrigation systems.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES242, ENVS231**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

E&ES546 Hydrology
This course is an overview of the hydrologic cycle and man's impact on this fundamental resource. Topics include aspects of surface-water and ground-water hydrology as well as discussion about the scientific management of water resources. Students will become familiar with the basic concepts of hydrology and their application to problems of the environment.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES246, ENVS219**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

E&ES547 Environmental Biology Journal Club
Presentation and discussion of current research articles in the field of environmental biology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL547**
Prereq: **BIOL182 OR E&ES197**

E&ES548 Environmental Biology Journal Club II
Presentation and discussion of current research articles in the field of environmental biology.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL548**
Prereq: **BIOL182 OR E&ES197**

E&ES549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

E&ES550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

E&ES555 Planetary Science Seminar
This course will examine topics and methods in the interdisciplinary field of planetary science. Students will join several faculty members in the planetary science group to discuss the origin, evolution, and habitability of planets in this and other solar systems. This class is intended for graduate students who are pursuing or who intend to pursue the planetary science concentration. Other graduate and undergraduate students may request admission to the course.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Identical With: **ASTR555**
Prereq: **None**

E&ES557 Research Discussion in Earth & Environmental Sciences
This course focuses on the specific research projects of individual graduate students in the E&ES department, and it comprises student presentations and discussion, including the department faculty and graduate students. The course offers a forum for presenting new results and exploring new ideas, as well as for providing researchers with feedback and suggestions for solving methodological problems. It also provides an opportunity for graduate students in the program to become familiar with the wide range of research taking place in the department. This course may be repeated for credit.
Offering: **Host**
Grading: **Cr/U**

Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

E&ES558 Research in Progress in Earth & Environmental Sciences
This course focuses on the discussion of research projects, strategies and challenges between the department faculty, postdocs, graduate and undergraduate students. The course offers a forum for presenting new results and exploring new directions, as well as for providing researchers with collaborative feedback and suggestions for solving methodological and analytical problems. It also provides an opportunity for students in the program to become familiar with the wide range of research taking place in the department. This course may be repeated for credit.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-EES**
Prereq: **None**

E&ES560 Oceans and Climate
Earth's climate is not static. Even without human intervention, the climate has changed, but mostly at a slower rate. In this course we will study the major properties of the ocean and its circulation and changes in climate during the Cenozoic Era (the past 66 million years). We will examine the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. Once a basic understanding of the climate system is attained, the focus will be on how we know about past climates. Through reading and in-class exercises students will look at data from sediment cores, ice cores, and tree rings to learn about past climates. The final project will investigate measures humans can take to slow the rate of climate change. It is possible and must be done. Although this course is offered pass/fail, participants are expected to maintain a grade of B- or better to pass.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES260, ENVS290**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

E&ES568 Isotope Geochemistry
This class introduces the theory and application of the main radiogenic (Rb-Sr, Sm-Nd, U-Th-Pb, and K-Ar) and stable (O, H, C, N, S) isotopic techniques used in environmental geochemistry and geology. Applications include geochronology, earth evolution, provenance, biogeochemical cycles, paleoenvironments, paleoclimate, hydrology, paleontology, ecology, and archaeology.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES368**
Prereq: **None**

E&ES570 Quantitative Methods for the Biological and Environmental Sciences
This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL242, BIOL542, E&ES270, ENVS242**
Prereq: **None**

E&ES575 Modeling the Earth and Environment
Models can provide insights into Earth systems that are difficult to obtain by direct experimentation or observation. This course will introduce students to the process of translating Earth systems into idealized mathematical models, specific methods for solving the resulting equations, and implementation of models in MATLAB. We will explore cases from a range of topics in the earth and environmental sciences to gain a better appreciation of the insights models can offer. Students should have MATLAB installed on a laptop computer for in-class work.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES375, IDEA375**
Prereq: **MATH120 OR MATH121**

E&ES580 Introduction to GIS
Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities; literally any field that uses spatially distributed information. In this course, we will explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Coursework will include lectures, discussions, and hands-on activities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES280, ENVS278**
Prereq: **None**

E&ES581 GIS Service-Learning Laboratory
This course supplements E&ES280 by providing students the opportunity to apply GIS concepts and skills to solve local problems in environmental sciences. Small groups of students will work closely with community groups to design a GIS, collect and analyze data, and draft a professional-quality report to the community.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES281**
Prereq: **None**

E&ES585 Remote Sensing
This course studies the acquisition, processing, and interpretation of remotely sensed images and their application to geologic and environmental problems. Emphasis is on understanding the composition and evolution of the Earth and planetary surfaces using a variety of remote-sensing techniques. This course will discuss the theory and technology behind a number of remote sensing platforms and how data at different wavelengths interacts with rocks, soils, water and vegetation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES385**

Prereq: **[E&ES234 or BIOL233 or ENVS233] OR E&ES213 OR E&ES220 OR [E&ES223 or E&ES523] OR [E&ES250 or ENVS280] OR [E&ES260 or ENVS290 or E&ES560] OR E&ES215**

ECONOMICS (ECON)

ECON101 Introduction to Economics
A general introduction to the principles of economic analysis and their implications for public policy, covering concepts and issues in both microeconomics (concerning the function and performance of individual markets, organizations, or institutions) and macroeconomics (concerning the function and performance of the economy as a whole). This course is intended primarily for students without significant prior study in the discipline, and it satisfies the prerequisites for most 200-level economics electives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON102 Mathematical Tools for Economic Analysis
This course will cover the basic mathematical tools students will need to understand and apply in ECON 110, the gateway introductory course for the economics major. Topics covered include basic arithmetic and algebraic calculations; analysis of functions, including the properties of specific functional forms; graphing of single-variable functions; basic single-variable differentiation and integration; and optimization of univariate functions. This course is not recommended for students who have taken two or more semesters of calculus or who have placed out of MATH 121
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON103 Introduction to Probability and Statistics for Economic Analysis
This course studies the mathematical concepts of probability and statistics as needed for ECON 300 and upper-level economics electives. Topics include sampling, descriptive statistics, probability distributions, estimation, and hypothesis testing. Students who received a 4 or 5 on the AP Statistics exam or have completed a course equivalent to MATH 132 or 231 are not allowed to take this course.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON108F Race, Ethnicity, and Economic Disparity (FYS)
This seminar explores the following questions: (1) How do economists explain economic disparity by race, ethnicity, and gender? (2) What policies follow from those explanations? The course devotes particular attention to the interplay among market forces, institutional structures, and the social constructs of race. Market outcomes by ethnicity, gender, and gender identity form another central line of inquiry. In the process of studying these topics, students investigate markets for labor, housing, and financial assets. Students will learn economists' methods for analyzing these markets. The seminar includes a strong writing component with assignments that emphasize writing for the social sciences. While exploring approaches used by economists, the seminar also introduces students to central debates within the discipline.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON110 Introduction to Economic Theory
An introduction to the principles of micro- and macroeconomic theory, this course is intended for prospective majors and students wishing to prepare themselves for a broad range of upper-level elective courses in economics. Mathematical tools essential for further study in economics are introduced throughout the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **MATH120 OR MATH121 OR MATH122 OR MATH221 OR ECON102**

ECON124F Political Economy (FYS)
Economic and political processes are intertwined in that political institutions have an impact on economic outcomes and vice versa. This course is a survey of some of the important topics in political economy. Some of the questions that will be addressed with the help of country-studies are: Do democratic institutions and greater political freedom result in higher economic growth? Is the size of government determined by political decentralization and federalism? What is the role played by the different constituents in shaping societies' economic priorities? Do interest groups weigh economic outcomes in their favor?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON127 Introduction to Financial Accounting
In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting choices allowed to firms for reporting to stockholders and creditors and learn how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **CSPL127**
Prereq: **ECON101 OR ECON110**

ECON127Z Introduction to Financial Accounting
In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting choices allowed to firms for reporting to stockholders and creditors and learn how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **CSPL127Z**
Prereq: **ECON101 OR ECON110**

ECON129 Selected Problems in American Criminal Law
Crime and punishment are constantly in the news, and lay observers of the American system of criminal justice are often puzzled by its procedures and outcomes. What exactly is the criminal law trying to do? Why does it seem so difficult to convict criminals? What are the governing principles of American criminal justice, and how are they actually applied in the courts? This First-Year-Initiative course is intended to address these questions through a close analysis of cases and related materials concerned with the substantive criminal law and, at the same time, to introduce students to the legal method itself and the close-case-analysis characteristic of legal argument. It is thus not a course in law and economics, or law and philosophy, or law and government, but a course in law itself, much as it is taught to law students. Topics include the legal definition of criminal acts, causation, the mental element of crime, basic principles of justification, criminal responsibility and mental abnormality, and the law of homicide. Readings consist entirely of judicial opinions and related materials, and in class we will analyze these readings in detail to expose their logic and consider their practical implications. These readings are dense and intensive, and students will be asked in class to address difficult issues and defend their answers against rigorous critical questioning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON145 Culture, Commerce, and Context
In this course, students will learn the importance of "culture" in a commercial and economic context. More precisely, students will have the opportunity to examine the nexus between individual interactions and broader structure, market, and particularly business. Students will read business and organizational ethnographic works only to be reinforced with empirical research from the field of business economics. Moreover, given the study of business organizations is inherently multidisciplinary and interdisciplinary, we will leverage the principles and wisdom of anthropology (i.e., business anthropology, business archaeology, design anthropology). Principles of futurity, precarity, "studying up," and "financescapes" and "economicscapes" will be explored. Students will also learn the craft of business and organizational ethnography, which is critical to the fields of entrepreneurship, engineering, marketing, and design studies -- covering the entire research process which includes designing a project, ethical considerations, and fieldwork (e.g., participant observation and interviews). In the end, students will learn why it is fundamental for current and rising leaders to understand culture and the material impacts different cultural values and preferences have on the success or failure of business.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON168F Globalization and Development (FYS)
This class aims to provide first year students with a set of critical skills to succeed through their undergraduate studies while also introducing them to classic and contemporary discussions on development and globalization. Before getting into the core topics of the class, we will start by discussing the contemporary disciplinary fragmentation in social science, while reading about integrative approaches introduced to the discussion about the past, present, and future of social science. Additionally, the class will discuss the contributions of classic authors such as Karl Marx and Max Weber, who presented the founding theories about the interconnections between development and social change. Later, issues on modernization and development will be studied, as well as critiques on these issues coming from the Latin American Dependency School. This intellectual debate will set the ground to discuss contemporary approaches to development and globalization considering insights coming from the rise of East Asia and feminist approaches to development theory. Finally, the class will discuss what globalization is and how to approach development and social change in the current globalization era.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON206 Race and Education Policy
This course will provide a broad introduction to contemporary education policy centered on issues of race/ethnicity. This course introduces the application of economic analysis to education policy. The course will analyze major education policy debates such as school desegregation, school finance, school resources, school choice, student tracking, accountability, educator policies (diversity, certification), special education, college entrance, and the current policy landscape.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **EDST206**
Prereq: **ECON110**

ECON207 Demographic Economics
This course explores topics in demographic economics. It is divided into three main modules: macroeconomic effects of demographics, human migration, and family economics. In the first module, we explore issues such as population aging, population distribution across the globe, the Demographic Transition and the Industrial Revolution, and the environmental effects of population growth. In the second module, we discuss the costs and benefits of human migration from the point of view of both sending and receiving countries. Finally, in the third module, we investigate how economic incentives shape family formation and family decision-making.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON208 Healthcare Economics Policy
This course introduces the economic principles underlying health and medical care and public policies. Students will analyze how economic forces shape health behaviors, healthcare delivery, and policy decisions. Emphasis is placed on understanding the structure of the healthcare system, the role of incentives, and the impact of policy interventions on health outcomes and equity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON210 Environmental Economics
This course introduces students to the role of applied economics in climate change policy and analysis. Students will learn how economists view climate change causes, mitigation, adaptation, and policy challenges. Key topics include: economics of market failures, socially optimal greenhouse gas emissions, overview of theoretical and real-world policies to reduce emissions, evaluating

the relative abatement costs of command and control versus market-based policies, valuing climate change impacts, evidence of adaptation strategies in the economy, discounting costs and benefits across multiple generations, impacts of uncertainty on optimal policy design, the role of international cooperation and consequences of unilateral action, and distributional effects.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ENVS214**
Prereq: **ECON110 OR ECON101**

ECON211 Introduction to Behavioral and Experimental Economics
This course compares what economic theory predicts with what economic agents actually do when faced with decisions. A number of in-class experiments will be conducted to identify systematic deviations or to confirm theoretical models. Students will learn new material both by participating in experiments and by studying related economic theory. This course will investigate some of the major subject areas that have been addressed by laboratory and field experiments: market behavior, decisions under risk, self-control issues, bargaining, auctions, public goods, cooperation, trust, and gender effects.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON213 Economics of Wealth and Poverty
Who are the very wealthy and how do they acquire their wealth? Why is poverty still with us after almost 50 years of antipoverty programs? What explains rising inequality in the distribution of income and wealth? These are just a few of the questions that we address in this course. The problem of scarcity and the question of production for whom are basic to the study of economics. Virtually all courses in economics give some attention to this topic, yet few study the distribution of income in depth. This course takes a close look at evidence on the existing distribution of income and examines the market and nonmarket forces behind the allocation process. Our investigation makes use of U.S. economic history, cross-country comparisons, and fundamental tools of economic analysis. Topics include normative debates surrounding the notions of equality and inequality, analytic tools for measuring and explaining income inequality, determinants of wage income and property income, the importance of inheritance, the feminization of poverty, and the economic analysis of racial discrimination. A central subject throughout the course is the role of policy in altering the level of poverty and inequality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON214 Introduction to Economic Networks
This course will serve as an introduction to networks and discrete structures as they're used in economics, sociology, and computer science. In this course, we will study the relationship between economic incentives and the structure of connections that are inherent in collections of individuals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON215 Labor Economics
This course will introduce topics, theories, institutions, and policy issues relating to the functioning of labor markets. The topics we will cover include labor supply decisions, investments in human capital, compensating wage differentials, firms' labor demand decisions, compensation programs, the economics of unemployment, and labor market discrimination. We will begin the course by analyzing the neo-classical labor supply, demand, and equilibrium. Then, we will explore the possible reasons why labor market outcomes may deviate from what the perfectly competitive neo-classical model predicts: factors such as human capital accumulation choices, productivity heterogeneity, institutional rigidities (e.g., minimum wage, unions), labor mobility, and discrimination.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON220 Alliances, Commons, and Shared Resources
Some resources are only useful in large units and therefore need to be shared by multiple users. Examples include agricultural and forest land, fisheries, streaming video and music services, highways, computer platforms, and news reporting. This course studies methods of sharing resources including common property, formal and informal alliances, clubs, open source, and government regulation and ownership. Students interested in the environment, rural development, news and entertainment media, transportation, and communications should consider this course, as we will cover all of those topics and see their economic similarities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON221 Economic Topics in Sports
This course intends to provide students with a new perspective on both sports and economics. It will not only shed light on the business components of professional sports, but also lead students through analyses of other aspects of sports such as the nature of the game on the field, how leagues are organized, how playing rules are formulated and enforced, and how owners and coaches make personnel decisions. The goal of this course is to reveal the persuasiveness of economic reasoning underlying such decision-making in the world of sports.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON222 Public Economics
In this course, we examine the economic roles of government and the tools that governments use to fulfill these roles. We will start with the questions, Under what circumstances is it possible for governments to improve on the outcomes that would occur in their absence? And how do we decide whether one outcome is better than another? The course will continue with an examination of the performance of governments in the United States. The primary questions addressed will be, What policies do governments pursue? How do they spend money to achieve the goals of these policies? How do they raise the money that they spend? And what sorts of undesired side effects might result from taxation and expenditure policies?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON223 Finance, Regulation, and the Economy
With recent financial scandals and crises, it is important to ask whether the finance industry should be regulated and should undergo further policy reforms.

Many scholars and policy experts contend that the current system is simply not designed to make policy choices on behalf of the public. In this course we will explore current financial innovations (e.g., mutual funds, hedge funds, securitizations, cryptocurrencies) and potential policy options in order to protect "Main Street" from "Wall Street." Additionally, we will explore the manner in which modern finance has grown out of powerful theories, both mathematical and psychological.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON224 Regulation and Antitrust: Government and the Market
Firms and the public sector interact via regulation and antitrust. Firms use (or fail to use) the regulatory process for competitive advantage, and agencies and legislators use (or misuse) regulation to accomplish their policy objectives. Topics covered in this course include the analysis of market power, predation and discrimination, mergers, regulation of infrastructure industries, and health and safety regulation. Case studies include railroads; telephone, cable, and broadband; the energy industry; differences between the EU and United States in merger reviews; and cybersecurity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON225 Economic Analysis and the Law
This course uses economic analysis as a way of understanding the structure and evolution of the legal system from an economic perspective. Selected rules and institutional forms are drawn from the common law of tort, contract, property, and crimes. Students will be able to apply microeconomic theories (and thus develop economic intuition) by learning how legal rules evolve to handle imperfect information and especially moral hazard, which lead to disputes and lawsuits.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON227 Introduction to Financial Analysis
The course introduces students to the primary sources of information and data used in equity and debt valuation and portfolio management. Both corporate finance and investment finance topics will be covered: financial statement analysis, micro- and macroeconomic analyses of how industry trends and economic growth impact corporate performance, discounted cash flow analysis, asset pricing models (bonds, DDM, CAPM, APT), portfolio theory, and, time permitting, capital structure. This will be a very intense, inquiry-based course with significant hands-on work analyzing data of publicly traded companies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON228 Investment Finance Principles
The course aims to develop an understanding of the application of the principles of economics to the study of financial markets, instruments, and regulations. The course emphasizes major financial institutions and methods: insurance, portfolio management, corporate management of dividends and debt, forwards and futures, options, and swaps. We will discuss the importance of human psychology in developing and utilizing financial tools as well as the difficulty of battling moral hazard. Students will work with financial data and case studies to explore the potential and limitations of financial theory in dealing with real-world problems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON229 Alternative Investments
A study of alternative investment vehicles and their economic impacts. Students will learn how fast-growing investment strategies such as private equity, private credit, venture capital, and hedge funds impact capital flows, risk assessment, and corporate strategy in today's complex economy. Regulation, conflicts of interest, and systemic risks associated with alternative investment vehicles will also be explored, along with current trends.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON231 Corporate Finance Principles
The course aims to develop an understanding of the application of the principles of economics to the study of the theory of corporate finance. Topics that will be covered include financial statement analysis, project valuation, and asset pricing (equity and debt). Students will work with financial data to explore the potential and limitations of financial theory in dealing with real-world problems
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON233 Economics of Discrimination
This is an applied economics course that introduces students to intuitions and concepts relating to race and gender discrimination in the labor market. It will provide an overview of the historical context, important economic models, and empirical research on this issue. While we will not delve into intensive analyses of the techniques used in these papers, we will discuss and present the findings and implications. The exams and assignments will focus on being able to explain the causes and consequences of gender and racial disparities and discuss the possible impacts of hypothetical polices.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON234 Economics of Religion
This class explores how economic ideas and statistical tools can be used to look at the role of religion in society. This course examines both the application of economic techniques to the study of religion and the relationship between economic and religious behaviors. Course topics may include: the demand for religion, religious supply, giving behavior, religion-based terrorism/extremism, and religion and economic development.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON237 Financial Crises: Beginning to End
This course provides an introduction to the economics of financial crises. Using introductory economics we will examine banking, security, and currency crises in

order to illuminate the role of financial crises more generally in the archetypical life cycle of financial systems. By the end of the course, students will be able to define what causes financial crises, how they lead to contractions in economic activity, why they reoccur, and what policy measures can be used to promote financial stability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 or ECON110**

ECON238 Gender Economics
Gender Economics (200-level) explores gender issues from an economic perspective within diverse societies. This course investigates theoretical frameworks and empirical analyses to examine the changes in labor force participation, the gender gap in pay, workplace discrimination, social norms, household decision-making, and human capital. Through a multidisciplinary approach drawing from economics, sociology, and feminist theory, students critically assess topics such as the gender wage gap, occupational segregation, caregiving responsibilities, and the impact of policy interventions on gender equality. By engaging with contemporary research and real-world case studies, students will develop a nuanced understanding of the intersections between gender, economics, and social justice, preparing them to navigate complex issues in both academic and professional spheres.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **FGSS344**
Prereq: **ECON101 OR ECON110**

ECON241 Money, Banking, and Financial Markets
This course provides an introduction to money, banking, and financial markets, from both a theoretical and policy perspective. The class will emphasize the evolution of banking and financial market institutions--both in the United States and in other developed countries.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110 OR ECON101**

ECON242 Banking and Financial Fragility
Why are banks susceptible to financial crises? This course studies the mechanisms behind banking crises as an introduction to the microeconomics of banking. Motivated by a survey on historical and empirical evidence on banking crises, we will study why an economy needs financial intermediation and why such intermediaries face crises. Based on these analyses, the last part of the course will discuss optimal design of financial regulation on banking systems. This course will also discuss topics such as recent developments in shadow banking and digital currencies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON245 Global Markets and Financial Institutions
With the advent of globalization and financial innovation, the financial markets and financial institutions are more globally integrated than ever. This course is designed to help students understand the structure and evolution of financial markets, financial instruments, and financial institutions, all through a global lens. The course covers financial intermediaries in detail, particularly new entrants on the global scene, and central banks. Finally, the course will delve into the most recent global financial crisis to understand its causes and lessons.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON251 Economics of Alexander Hamilton's America
What was Alexander Hamilton's contribution to the early American republic? This course combines concepts and models from introductory economics with a mix of primary sources and modern-day scholarship. After a survey of the colonial American economy, we will focus on the role of economics in the American Revolution, the movement from the Articles of Confederation to the Constitution, and major economic policy debates of the early republic. Throughout, students will encounter the views and influence of the first U.S. Treasury Secretary, Alexander Hamilton. By the end of the course, students will be equipped to assess Hamilton's economic legacy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON254 State and Economy in Industrial America, 1870--1940
This course considers the transformation of the political and economic institutions of the United States in the 70 years ending in 1940 and the revolution in political ideology that occurred alongside this transformation and helped bring it about. We begin by examining the growth of large corporations after 1870, the new techniques of management they called forth, and the antitrust movement that arose in response to them. We then turn to the many changes in American government brought by the Fourteenth Amendment, the granting of constitutional personality to business corporations, and the attempt of Progressives before World War I to analogize the administrative state to business firms and bring the newly developing techniques of management science to bear in politics and policy, an effort with profound effects on American life. Finally, the role played by war in these changes, the creation of the modern American economy in the 1920s, and the New Deal's attempt to adapt the nation's political and legal institutions to the economic and ideological realities of the 20th century are considered. Along the way, the course addresses a range of theoretical issues, including the contrast between markets and central planning as ways of organizing economic activity, the tension between the individual and the collective in complex societies, technocracy and social engineering, and the impact of war on economic and political institutions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 or ECON110**

ECON255 Introduction to Open-Economy Macroeconomics
The course will explore current issues, models, and debates in the international finance and open-economy macroeconomics literature. Topics to be covered include international financial transactions and the determination of the current account balance, models of exchange-rate determination, monetary and fiscal policy in open economies, optimal currency areas, currency crises, and the international financial architecture. There may be scope for student input into the topics covered. Theoretical and empirical approaches will be explored.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON258 History of Economic Thought
In this course, we will explore the conceptual foundations of economics and political economy through original source materials. By viewing economists as 'worldly philosophers,' we will examine how they developed analytical frameworks to study the social world while simultaneously shaping it with their ideas. We will begin with the classical political economy school, represented by Adam Smith and David Ricardo. Next, we will analyze Karl Marx's work, which provides one of the major critiques of capitalism and economic theory. Finally, we will explore more contemporary paradigms, focusing on the 19th-century neoclassical school of economics--today's dominant theory--and Keynes' innovations in economic thought. Throughout this journey, we will assess the impact of these ideas on the development of economic theory and policy design.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON261 Latin American Economic Development-Macro
In this course, we try to understand the puzzle of differential economic development of Latin America as a region and its countries in particular. Our lens of analysis is employing economic tools but also draws on other disciplines such as history and sociology. The course covers a broad range of economics and introduces you to aspects of macroeconomics, microeconomics, international economics, labor and development economics. Initially, we will study different ways to measure development in Latin America. We will then begin our journey to identify reasons and causes for various development outcomes of the Latin American region and differential economic success and failure of specific countries. In the first half of the semester we will examine the historical background and endowments, policies of export-led growth and import-substitution, the debt crisis and the subsequent stabilization. We will cover the financial crisis of the late 1990s and the early 2000s. Then we will turn our focus to the recent years and challenges to economics growth in Latin America and Latin American countries. Here, we will assess trade, investment climate, poverty, and inequality in the region. The situation and policies addressing the informal economy, education and health in Latin America will be discussed in detail. Thereafter, we will analyze gender and ethnicity in the context of Latin American development.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **LAST219**
Prereq: **ECON101 OR ECON110**

ECON263 China's Economic Transformation
China is a country that is both transitioning to a market-oriented economy and developing rapidly into a global economic power. As such, it has characteristics of both an emerging market economy and a developing country. China is large enough to create its own institutional infrastructure to support a third way between capitalism and socialism. This course examines in detail China's great economic transformation beginning in 1978 in what is often described as a "gradualist" transition to market economy. In the past three decades, the speed of China's development and its growth rates of GDP are without precedent in history. The course concludes by addressing the incompleteness of China's transition to a mature, developed market economy and by probing the issue of what is left to be done to create a harmonious society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **CEAS263**
Prereq: **ECON110 OR ECON101**

ECON266 The Economics of Developing Countries-Lower Level
This course provides students with the foundations of the study of development economics. It begins by reviewing how economists think about and measure income, poverty, and inequality, and then explores how these outcomes shape and are shaped by human development (including, e.g., education and health), institutions, and markets.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON268 Economic History of Latin America Since Bretton Woods
In most historical accounts, Latin America has been cited as an example of underdevelopment, institutional instability, and external dependence. However, these perspectives often oversimplify its complex political economy. This course aims to examine the key institutional and structural elements that have shaped Latin American economies. To begin, we will explore the response to the Great Depression, which influenced Latin American positions on the Bretton Woods agreements. In the second part, we will review the region's macroeconomic, financial, and institutional evolution during the Golden Age of capitalism (1950-1970), noting the divergence between agricultural and industrialized economies. In the third part, the course will cover the impact of the Latin American Lost Decade, characterized by debt and currency crises. Afterwards, we will study the stabilization period of the 1980s-1990s, known as the Washington Consensus. Finally, we will analyze the commodities boom period of the 2000s.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON270 International Economics
This class examines the economic interactions between countries in the world economy and recent international economic events. The first part of the course will focus on explaining trade patterns between countries and the gains and losses associated with international trade. Trade policies such as tariffs and the institutional arrangements governing them (e.g., the World Trade Organization) will also be analyzed. The second part of the course covers international finance topics including the balance of payments, exchange rates, and the history of the international monetary system. We will also discuss how international linkages between countries affect economic development. Economics majors who want to be exposed to a more advanced treatment of international trade and international finance topics are encouraged to take ECON371 and/or ECON331.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON272 Macroeconomics: Selected Topics
The course aims to explore select topics in macroeconomics that may have been introduced loosely in Econ 110 or may not have been covered at all. It covers a variety of topics in macroeconomics, including the determinants of economic growth, inflation, the role of central banks, exchange rates, cross-border capital flows, and more. Students will use Matlab and be instructed in the software.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON273 Economic Growth and Development in Sub-Saharan Africa
This course will focus on macroeconomic theories and practices of growth and development by using the Sub-Saharan African economies as case studies. The course will be both a retrospective and prospective analysis of the Sub-Saharan African economies. In particular, it will attempt to provide some answers to various questions such as:

What are the determinants of long-run growth? Why has Sub-Saharan Africa lagged behind the rest of the world in terms of economic growth and development? What are the economic explanations and implications of some of the conflicts in Sub-Saharan Africa? What are the long run growth implications of foreign aid, remittances, and immigration?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON281 Introduction to Game Theory
This course is a quantitative introduction to game theory and its applications to economics. This means the application of algebra and logic to solving formal models of strategic situations. Topics will include strategic and extensive form games, pure and mixed strategies, Nash equilibrium, subgame perfect equilibrium, games of incomplete information, formation of expectations, collective action games, evolutionary games, and the suitability of equilibrium concepts. Examples will be drawn from bargaining, auctions, market competition, employment markets, voting and collective choice, and other areas. In-class experiments as time permits.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON101 OR ECON110**

ECON301 Microeconomic Analysis
This course develops the analytical tools of microeconomic theory; studies market equilibrium under conditions of perfect and imperfect competition; and considers welfare economics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110**

ECON302 Macroeconomic Analysis
This course focuses on the study of economic aggregates such as employment and inflation and on the public policies (monetary and fiscal) aimed at controlling these aggregates. The first half of the course will concentrate on short-run issues: aggregate demand and supply in closed and open economies, business cycles, and stabilization policies. The second half of the course will focus on long-run issues: economic growth and microfoundations of unemployment and consumption. Upon completion of this course, students should be capable of an informed analysis of recent macroeconomic debates and should be prepared for upper-level electives on a variety of macroeconomic subjects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON110 AND (ECON103 OR PSYC200 OR MATH132)**

ECON303 Introductory Econometrics
This course is an introduction to econometric techniques widely used by economists. The weekly lab sections are required; labs explore issues relating to the nature and sources of economics data and introduce appropriate statistical computing tools. This class will meet three times each week: twice with an economics professor, and once with a Quantitative Analysis Center (QAC) instructor.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 AND ECON302**

ECON306 Economics of Education
This course introduces the application of economic analysis to education policy. The theoretical basis for private and public investment in education is examined. Additionally, the tools of empirical analysis are used to evaluate research. Topics covered include the returns to education, the importance of school resources, teacher labor market, school financing, school choice, and accountability among other education economics topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON308 Healthcare Economics
In this course, we examine the United States healthcare system in some detail, with some attention to useful international comparisons. We will start with the questions: What makes healthcare provision different from that of other goods and services? And How are these differences reflected in the structure of the healthcare industry in the United States? We will use our new understanding of the U.S. health system to evaluate various reforms that have been proposed. Other questions that we will address include, What is health? How is it measured and valued? What do we get for the money that we spend on health care? And How do we decide whether what we get is a "good value" or not?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON310 Economics of the Environment and Climate
This course introduces environmental economics: we begin with the theory, including cost-benefit analysis, externalities, and concepts of economic efficiency that combine standard economic consumption with environmental benefits. We then turn to practical applications of the theory to policy questions: for example, in the contexts of air and water pollution, energy use, the economics of the climate, and sustainability. These topics will be treated mathematically using formal economic models and also acknowledge that the the field is heavily influenced by the natural sciences and policy constraints.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ENVS312**
Prereq: **ECON301**

ECON311 Behavioral Economics
This course is an advanced undergraduate treatment of behavioral economics. Behavioral economics is the study of human behavior that falls outside of the standard model of perfect rationality, pure selfishness, and exponential discounting. The objectives of this course include the following: (1) review the standard economic model; (2) show empirical evidence (both experimental and observational) that deviates from the standard model; (3) discover new models of decision making that better explain behavior in certain areas; and (4) learn about best practices in data collection and analysis. Course work will include readings of economics research papers as well as textbooks, along with problem

sets with both theoretical and empirical aspects. Students will participate in classroom experiments and, as part of a final project, will write a behavioral economics research proposal.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON301**

ECON313 Economic Inequality
This course examines the determinants and consequences of income and wealth inequality. We study how economic growth, technological change, globalization, discrimination, and public policies -- such as taxation, welfare programs, and labor market regulations -- shape the distribution of resources within and across countries. The course is divided into three parts: (1) measurement and empirical trends in inequality; (2) theoretical frameworks explaining inequality in labor income, capital income, and wealth; and (3) policy analysis, evaluating the effectiveness and trade-offs of redistributive and inclusive growth policies. By the end of the course, students will understand key concepts, models, and policy debates surrounding economic inequality in modern economies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON302**

ECON314 Comparative Economics of Child and Family Policy in Postindustrial Countries
This course uses tools of economic analysis and measures of child well-being to make cross-country comparisons of policies and outcomes. Children rank high on the list of a country's most valuable resources. Yet equally rich nations differ dramatically in funding investments for children and providing support for the people who raise them. These differences in investment persist despite a growing body of research that shows costly negative consequences for early child development of both absolute and relative deprivation. With these observations in mind, this course investigates the following questions: Why do equally wealthy nations differ so profoundly when evaluated by these fundamental indicators of economic success? What factors and policies explain the differences? What are the economic consequences? How might the research on international comparisons inform the construction of more successful child and family policy?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON300 AND ECON301) OR (ECON300 AND ECON302)**

ECON315 Labor Economics
This course will survey the economics of labor markets with a focus on the determinants of labor supply and labor demand. Other topics will include the returns to education, globalization, automation, pay gaps, and the minimum wage.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON301**

ECON316 Urban Economics
This course uses economic methods and perspectives to analyze urban issues. The first half of the course has a more theoretical focus; the second half, a more applied and empirical focus. Topics covered include how and why cities arise and develop and how their growth or decline is affected by various events. Policy areas studied in the second half of the course include regional development and zoning, housing programs and regulations, antipoverty programs, local public finance, development of transportation systems, education, and crime.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON317 Low-Wage Labor Markets: A Data-Driven Exploration
Students will read journal articles on low-wage labor markets and will be introduced to several data sets that are useful for exploring such markets. Throughout the course, students will work on their own empirical projects and will be guided in carrying out these individual investigations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON300 AND ECON301)**

ECON318 Economics of Science and Technology
This course examines technology and technological change using the tools of microeconomics. We will study the historical evolution of technology and compares it with modern developments. Then we will analyze the interaction of technology with industrial market structure and public policy. Particular emphasis is given to transportation, communications and the Internet, big data, and blockchains, .
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON319 Low-wage Labor Markets - A Data-driven Exploration
This course is a data-driven exploration of low-wage labor markets providing students with the skills to work independently on a major project of their own design. In the first half of the course, students will be introduced to several data sets including the Panel Survey of Income Dynamics, the Current Population Survey, and the National Longitudinal Studies of Young Men and Women. During that time, students will also be introduced to useful resources for exploring research topics and will begin to craft research questions. In the second half of the course, students will design and complete their own research papers using the data sets and research resources introduced in the first half of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 OR ECON302**

ECON321 Industrial Organization
This course focuses on game-theoretic models of oligopoly, investment and preemption, and vertical interaction. Extensive use is made of Mathematica.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON322 Public Finance
This course analyzes the government's influence on economic efficiency, resource allocation, income distribution, and economic growth. The course covers government spending, regulation, and tax policy. Concepts discussed include tax incidence, public goods, market imperfections, and externalities. Reference is made to issues of health care and environmental issues, welfare reform, the U.S. tax system, the federal budget, and the Congressional budget process.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON323 Media Economics
This course covers the economics of entertainment and news both in their traditional forms (newspapers, magazines, radio, television) and their social media manifestations (social networks, media sharing, discussion forums, blogging). It uses economic analysis to understand the structure of media industries, the characteristics of media products, the effects of regulation in media markets, and changes brought about by digital technology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON301**

ECON324 Regulation and Antitrust - Upper Level
Firms and the public sector interact via regulation and antitrust. Firms use (or fail to use) the regulatory process for competitive advantage, and agencies and legislators use (or misuse) regulation to accomplish their policy objectives. Topics covered in this course include the analysis of market power, predation and discrimination, mergers, regulation of infrastructure industries, and health and safety regulation. Case studies include railroads; telephone, cable, and broadband; the energy industry; differences between the EU and United States in merger reviews; and cybersecurity. Microeconomic models will be used to understand each topic.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON325 Law and Economics
This course examines the efficacy of alternative legal arrangements using microeconomics as the basic investigative tool. The core of the course consists of a thorough analysis of the common law, with emphasis on the areas of tort, contract, property, and criminal law.

To analyze tort law, a microeconomic model of accidents is developed; using this model, the rules of caveat emptor, strict liability, negligence, and contributory negligence are compared for determination of causation, damages, activity levels, and accident risk. With a discussion on product liability, we will shift the topic to contract law, in which we will study the contracting process as well as the rational conditions for breach of contracts. Viewing the relationship between the government and its people as a social contract, we will study cases of eminent domain and discuss whether the government performs land acquisitions with "just compensation." Lastly, we will analyze criminal law under a framework assuming that crime is a rational act (in some contexts). If time permits, we will study how different cost allocation rules influence litigation and settlement.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON326 Empirical Political Economy
This upper-level elective brings politics and political institutions into economics. In standard micro and macro classes, politics are absent from agents' decisions. In this class, we will study how states emerge, how dictators manage to remain in power, why countries democratize and what are the benefits of democratization, how electoral institutions affect policy outcomes, why people vote, what motivates politicians, and why groups engage in costly conflicts and war. By the end of this course you should have gained a deeper understanding of political processes both in the developed world and in developing countries, and how important it is the think about political power to understand economic policy. In terms of methodology, we will focus on empirical approaches and on how to critically read and understand academic articles in the field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 AND ECON300**

ECON327 The Global Firm: A Calderwood Public Writing Seminar
Students will combine their knowledge of economics, including macro, micro, and quantitative methodologies, with their skills at exposition in a journalistic format, in order to address current economic issues related to firm-level decisions (e.g., where to locate production) and the economic consequences of these decisions at home and abroad for different shareholders. Students will conduct independent research to produce weekly articles. Assignments may include coverage of journal articles, book reviews, and interviews with academic economists. Class sessions will be organized as workshops devoted to critiquing the economic content of student work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 OR ECON302**

ECON328 Investment Finance
This course explores theoretical and empirical aspects of investment finance. Topics include portfolio theory, portfolio evaluation, and asset pricing models for equities, bonds, and options.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 AND ECON300**

ECON329 Corporate Finance
The course aims to develop an understanding of the applications of the principles of economics to the study of financial markets, instruments, and regulations. The objective is to provide an understanding of the theory of corporate finance and how it applies to the real world. Students will work with financial data and case studies to explore the potential and limitations of financial theory in dealing with real-world problems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301 AND ECON 300**

ECON330 The Multinational Enterprise
An examination of the economic consequences of the globalization of markets and industries will be used as the foundation for discussion of firm-level responses, focusing on foreign direct investment and corporate strategy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302 OR ECON301**

ECON331 Open-Economy Macroeconomics
This course will consist of three broad modules all relating to international finance/open-economy macroeconomics. First, we begin by a discussion of national income accounting, and we will discuss concepts such as the balance of payments, current account, financial and capital accounts, and their interrelations. Second, we discuss how exchange rates are determined, and their role in shaping countries' macroeconomic trajectories. We will cover important concepts such as interest rate parity, purchasing power parity, and real exchange rates. Third, we will apply what we learned to discuss topics such as fixed versus flexible exchange rate regimes, how the international monetary system works and its history, optimum currency areas and the eurozone, and other relevant case studies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302**

ECON332 Economics of Firms, Market Power, and Competition
In this course, we study firm decision-making by exploring the fundamentals of demand and identifying categories of costs that firms must consider like pricing, exit, or market entry. We learn about market power, antitrust, and how the interplay between cost and demand fundamentals of various industries (e.g., healthcare, fintech/blockchain, social media, retail, fine arts, entertainment, and financial services to name a few) determines profit-maximizing decisions for firms. Lastly, we will explore strategic interactions between firms by way of games and "tactics." Specific, industrial organization frameworks such as holdouts, switch costs, multi-sided markets, network effects, and economies of scope will assist in deciphering firm behavior. Case studies will be used to sharpen and reinforce the principles of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON 110**

ECON333 Financial Intermediation and Crises
This course applies economic theory to understand the functions and fragility of financial intermediation. The main focus of this course is to learn theoretical models of strategic interactions among economic agents to examine the causes and amplification mechanisms of banking crises. Through the lens of the models, we will discuss how to interpret the recent episodes of banking crises. We will then use the models to evaluate the effectiveness of various government policies in decreasing fragility. These concepts apply not only to traditional depository institutions but also to shadow banks and digitization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON341 Money, Banking, and Financial Markets
This course applies macroeconomic theory and econometric tools to selected topics in money, banking, and financial markets. The course will cover monetary policy, financial crisis, financial regulation, and the role of financial development in economic growth. Students will replicate the key empirical results in the literature throughout the semester and, toward the end of the semester, write an empirical paper of their own. Proficiency in statistical softwares (e.g., Eviews or Stata) is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302**

ECON342 Finance and Economic Growth
This course studies the role of financial systems in long-run economic growth. We examine how banks, financial markets, and institutions affect capital allocation, innovation, productivity, and macroeconomic stability. Topics include financial development, credit constraints, misallocation, financial crises, and the interaction between finance and technological change. The course combines theoretical models with empirical evidence from cross-country, historical, and firm-level data.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON303**

ECON347 Transmission Mechanisms of Monetary Policy
This course applies macroeconomic theory and econometric tools to evaluate the empirical evidence on the timing and effect of monetary policy decisions on the economy. The course will explore several transmission channels of monetary policy, such as the interest rate, asset price, credit, and unconventional channels. Students will read about and evaluate key empirical results in the current literature throughout the semester and, toward the end of the semester, write a research paper of their own.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON302**

ECON348 Equilibrium Macroeconomics
Since the 1970s, macroeconomics has witnessed a methodological shift away from models based on relationships among aggregate variables in favor of models based on optimizing individual behavior in multiperiod settings. This course will develop skills and introduce concepts and techniques necessary to understand these models. Likely topics include the Solow growth model, dynamic consumption theory, the equity-premium puzzle, and real-business-cycle theory. This course introduces some graduate-level material and makes intensive use of mathematics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302**

ECON349 Economic Growth
This course examines the causes and consequences of cross-country differences in economic performance. We will investigate why some nations are much wealthier than others. Using the neoclassical growth model as a starting point, we will explore the fundamental determinants of per-capita income and growth. In addition to the use of a standard textbook, we will work through a number of journal articles and policy papers to obtain a deeper understanding of the long-run drivers of economic development. Over the course of the semester, we will discuss numerous controversial issues with regard to economic growth. Examples include the importance of openness for the development process as well as the long-run impacts of colonialism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302 AND ECON300**

ECON351 Introduction to Income and Wealth Inequality: Theory and Empirics
This course is an introduction to the research on income and wealth inequality. The first part of the course presents the main statistical and mathematical

concepts applied to the study of income and wealth distribution. In the second part, we will deal with the conceptualization of income distribution from the time of the pre-classical and classical political economists (Petty, Quesnay, Ricardo, Marx) to the 20th-century economists (Pareto, Kuznets, Atkinson, Taylor, Milanovic, Piketty). In the third part, we will explore the methods for reconstructing income and wealth data and the main results exposed in several databases such as the World Inequality Database (WID), the LIS Database, and the Estimated Household Income Inequality Data Set (EHII). Finally, we will discuss the literature on the determinants and consequences of income and wealth inequality from a critical perspective. That literature review includes discussions about race, gender, class, and global inequality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON301 AND ECON302**

ECON352 Political Economy
This course introduces the tools of rational-choice and evolutionary game theory and applies them to the study of social interactions with both political and economic elements. This study concerns the distinction between public and private elements of social life. Topics covered include the economics of lawlessness and the emergence of property rights, the economic nature of the state, effects of political structure on economic development, and the economic determinants of democracy and dictatorship.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON353 American Economic History
This course focuses on 19th- and 20th-century U.S. economic history. The course emphasizes the application of economic tools to the analysis of U.S. history. In addition, it aims to provide students with a sense of the historical dynamics that have shaped the contemporary economic system. Rather than providing a general survey of the economic history of the entire period, the course will focus on topics including cyclical fluctuations, the evolution of the monetary and financial systems, immigration, labor markets, and the role of government policy.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON303 AND ECON301) OR (ECON303 AND ECON302)**

ECON354 Institutions
Neoclassical economic theory has relatively little to say about the problem of economic organization, how the economic activity of individuals is structured and governed by a complex network of social institutions that includes the law of property and liability, informal codes of morality and fair dealing, and formal organizations. This course attempts to address this imbalance by examining the origins and historical development of two of the most important of these institutions, firms and states. Why do firms and states exist? What functions do they perform in economic systems? How do they arise, and how do they change over time? In considering these questions, students will be introduced to several contemporary alternatives to neoclassical analysis, including the institutional, Austrian, public-choice, and constitutional approaches to the problem of economic organization. All of these traditions have both a rich history and an active research community, and readings will include both classic texts and modern scholarship in each of them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON355 Financial History
This course will focus on the evolution of financial institutions and markets from the ancient world until today. Topics covered will include contracts and property rights, the emergence of money and payments mechanisms, the beginnings of public debt and central banks, the development of joint stock commercial banking and banking regulation, debt and equity markets, and financial crises. The course will emphasize the application of the tools of economic analysis to financial history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON356 American Macroeconomic Policy
What can history teach us about macroeconomic policy? This course will use American macroeconomic history from 1870 to the present to explore key issues in macroeconomic policy which remain relevant today. We will both extend the theoretical frameworks presented in ECON302 and delve into the empirical literature on both historical and contemporary monetary and fiscal policy. Students will produce an original, independent research paper on a topic relating to macroeconomics. Previous completion of or concurrent enrollment in ECON385 is useful though not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON302**

ECON357 Topics in European Economic History
This course emphasizes the application of economic tools to the analysis of European history since the Industrial Revolution. Much of the course will center on Britain, although the experiences of France, Germany, Scandinavia, and other countries will also be discussed. Rather than providing a survey of all of modern European economic history, the course will focus on topics such as industrialization, demography, the evolution of money and capital markets, and cyclical fluctuations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON303 AND ECON301) OR (ECON303 AND ECON302)**

ECON358 History of Economic Thought
This course explores the major ideas of the classical school of political economy as developed by its central figures and traces the unfolding legacy of these ideas in the history of economic thought. For each author studied, the goals will be to understand the arguments presented on their own terms, interpret those arguments in the terms of modern economic theory, and consider their contemporary empirical relevance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302 OR ECON301**

ECON361 Latin American Economic Development-Micro
This upper-level elective course will look specifically at the literature of labor markets and related human capital accumulation, mostly in the context of Latin America, which has emerged as an entirely separate area of research in recent years. Readings about other regions will be used to better develop a framework for studies of Latin America. In this course, students will read recent economic

research papers, drawing on journal articles and policy papers in this area, and discuss the theoretical and empirical results from research and its implication for economic policy. Students are expected to actively present and discuss them and work on individual or group projects, and also have to produce their own research paper. Basic quantitative methods will be taught throughout the course, relating to the economic research papers, and the course will also draw on the resources provided by the Quantitative Analysis Center (QAC).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **[ECON 300 AND ECON 301]**

ECON362 Financial Markets, Policy, and Crisis: Insights from Japan
This course will use modern macroeconomics and economic history of Japan to shed some light on important questions in macroeconomics. Students will read empirical macroeconomics research not only on the Japanese economy but also on the United States and other countries to develop a sense of empirical research in macroeconomics. The course will also emphasize the major developments of macroeconomic policy in Japan since the Meiji Restoration to appreciate the role of history in understanding contemporary macroeconomic policy debates.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **CEAS251**
Prereq: **ECON301 OR ECON302**

ECON363 Microfoundations of Growth in China
The rise of China is one of the most remarkable, if not miraculous, economic events in recent history. The course seeks to present a comprehensive overview of the transition challenges China faces as it continues to move from a centrally planned economy to adopting a greater reliance on market-based mechanisms. By reviewing the microeconomic literature on China's recent economic and institutional transformation, the class hopes to provide a general analytical framework for understanding the economic implications of the process.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **CEAS363**
Prereq: **ECON301 AND ECON300**

ECON366 The Economics of Developing Countries
This course presents an examination of the characteristics of developing economies and an evaluation of various policies to foster development. Specific topics include health, education, savings and credit, microfinance, insurance, and institutions, with particular emphasis on experimental and quasi-experimental methods of rigorous evaluation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON300 AND ECON301**

ECON371 International Trade
This course examines the causes and consequences of cross-border flows of goods and services. We will investigate various theories of international trade and discuss the empirical validity of their predictions. Particular emphasis will also be placed on the motives for countries to restrict or regulate trade and the institutional arrangements governing the world trading system. Moreover, we will discuss how trade between countries can shape economic development. Over the course of the semester, we will also address numerous controversial issues with regard to international trade. Examples include the impact of trade on the environment, labor standards, wages, jobs, and inequality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON380 Mathematical Economics
The uses of mathematical argument in extending the range, depth, and precision of economic analysis are explored. The central goal of the course is to promote sophistication in translating the logic of economic problems into tractable and fruitful mathematical models. Particular attention is paid to the analysis of optimization and strategic interaction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON301 AND MATH221 AND MATH222) OR (ECON301 AND MATH223 AND MATH222)**

ECON381 Advanced Game Theory
This course is a quantitative introduction to game theory. This means the application of algebra and logic to solving formal models of strategic situations. Topics will include dominance and rationality, pure and mixed strategies, Nash equilibrium, collective action problems, subgame perfect equilibrium, strategic moves, credibility, repeated interactions, asymmetrical information, adverse selection, signaling, and the suitability of equilibrium concepts. Wide applications of game theory in everyday life, economics, politics, international relations, management, sociology, and sports will be discussed in class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON301**

ECON385 Advanced Econometrics
Econometrics is the study of statistical techniques for analyzing economic data. This course reviews multiple regression and develops several more advanced estimation techniques. Students work on individual research projects and learn to use econometric software.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **(ECON301 OR ECON302) AND (MATH221 OR MATH223 OR QAC220)**

ECON386 Introduction to Forecasting in Economics and Finance
This course is an introduction to forecasting widely used by economists; forecasts are constantly made in business, finance, economics, government, and many other fields, and they guide many important decisions. The course focuses on core modeling and forecasting methods that are very widely applicable. We first introduce several fundamental issues relevant to any forecasting exercise, and then treats the construction, use, and evaluation of modern forecasting models.

Students work on individual research projects and learn how to build and use forecasting models.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **ECON302**

ECON387 Causal Inference in Applied Economics
Learn modern tools economists use to identify cause-and-effect relationships in real-world data. The course emphasizes research design, credible identification, and hands-on empirical work through replications and original projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Prereq: **None**

ECON401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ECON407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ECON408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ECON409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ECON419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ECON420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ECON466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ECON469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ECON491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ECON492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **Cr/U**

ECON495 Research Apprentice, Undergrad
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

ECON496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

EDUCATION STUDIES (EDST)

EDST101 Introduction to Education Studies
This seminar will provide a space for newly declared education studies majors and minors to come together and develop as a cohort through learning about each other's educational backgrounds and scholarly interests. In addition, students will learn more about the areas of research and pedagogy being implemented by the Wesleyan faculty in education studies and build rapport with faculty members. The course content will cover the areas defined in the education studies major--including human development and learning; pedagogy; social, cultural, historical, and philosophical disciplines in education; transformative justice in education; methodologies in the study of education, including qualitative and quantitative; and the connection and tension between academic coursework and practical experiences in educational settings--and will introduce students to additional approaches and subfields.

Course components will include cohort-building activities to introduce the newly declared majors to each other and their educational backgrounds; collaborative reading and discussion of work taking place at Wesleyan and being studied by faculty in education studies; creating a space to discuss and read further about

talks by visiting speakers, colloquia, or other events in the College of Education Studies; guest teaching by EDST and outside faculty; and a reflection paper on the path they plan to pursue through the major/minor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST105 Foundations of Education Studies
This course introduces students to the interdisciplinary field of Education Studies. Drawing on the fields of sociology, cultural studies, political science, psychology, history, and philosophy, this course emphasizes the key tensions and debates in the field of education. Through course readings and class discussions, students will grapple with questions such as: What is the purpose of education? How do we conceptualize what it means "to learn" or "to educate"? What do we teach in schools, and why? What social, cultural, political forces shape the educational opportunity structure and student outcomes? How do students learn, and what does this mean for educational practice? How do we support developmentally appropriate pedagogy in K-12 settings? How do we determine how to assess or measure student progress toward our goals for the purpose(s) of education? Students will be responsible for a variety of course readings and demonstrating understanding through in-class critical writing assignments throughout the course. Students should expect to read about three articles or chapters to prepare for each class session. Discussion facilitations and a final self-study project will allow students to synthesize and deepen their learning. This course is required for Education Studies majors. The course is designed for students in their second year who are seriously considering the major. Prospective Education Studies minors and current majors/minors may be admitted if seats are available during add/drop.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST110F Writing about Teaching: An Exploration of American Educational Ideals through Writing and Film (FYS)
This seminar explores conceptions of teaching and learning through examination of fictional, ethnographic, and documentary accounts of teachers and their work. We will examine the portrayal of teaching in literature, creative nonfiction, journalism, and scholarly field research, as well as in film. What do these forms of representation tell us about cultural perceptions of schooling, teaching, and learning in the 20th and 21st century? What can we learn from close analysis of the ways in which authors use words and images to portray teachers and students? Participants in this seminar will have the opportunity to reflect upon their own perceptions of teaching and learning, to ground those perceptions in a philosophy of education, and to explore the ways in which writing well about teaching, from many disciplinary perspectives, can impact the profession and our understanding of the enterprise of teaching and learning. Students will practice a variety of modes of writing (critical and analytical essays; personal essays; creative writing; brief ethnography and Lightfoot's social science "portraiture" method) and analysis of both writing and film, as well as visual thinking strategies and techniques for observing and documenting cultures of learning.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-EDST**
Prereq: **None**

EDST114F Why You Can't Write (FYS)
Institutions of higher education have required first-year students to take writing courses for well over a century. In doing so, they have made it clear that educational and professional success are deeply tied to writing skills. But why is this? This class asks what it means to teach students how to write by probing seemingly stable concepts and practices like language and communication. We will discuss the history of writing studies in higher education before taking up debates over literacy, language standardization, education as imperialism and colonialism, theories of writing instruction, assignment design, and assessment practices. In addition to introducing students to the field of composition, rhetoric, and writing studies, so, too, will this course center the practice of writing. As such, students can expect to write, revise, and comment on classmates' writing regularly. Assignments will include a personal literacy narrative, response papers, weekly journals, and creative projects like assignment and rubric design.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT114F**
Prereq: **None**

EDST116F Bad Ideas About Writing: Introduction to Writing Studies
Writing can be a divisive subject. Some people love writing poetry, fantasy, or romance in their free time but start biting their nails at the mention of an assigned writing project in class. Many have grown up hearing their writing is not good enough, that they need to "learn proper English," or that they "can't say that" in a school paper. Bad Ideas About Writing: An Introduction to Writing Studies provides a venue for reflection on writing education and personal literacy. We will analyze attitudes and practices around writing that stem from cultural movements and systemic discrimination. Additionally, students can expect to participate in peer review sessions to develop skills in giving and receiving feedback. This course is ideal for students interested in writing/literacy education as well as those who seek a better understanding of the process and theory of writing to benefit their own practice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT145F**
Prereq: **None**

EDST140 Introduction to TESOL
This Community-Engaged Learning course will explore social issues, classroom management, and current debates related to Teaching English to Speakers of Other Languages (TESOL), as well as learning languages in general. The course introduces the "best practices" of TESOL through current research, practical assignments, and students' reflection on their experience teaching English over the course of the semester. Students will critique existing materials, create their own lesson plans and activities, and conduct teaching demonstrations for our class. Working with community partners, students will also complete 20 hours of teaching/tutoring English Language Learners. This course fulfills both the pedagogy and practicum requirements for the Education Studies major and minor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL143L, WRCT140L**
Prereq: **None**

EDST201 Writing Theory and Practice
Writing is central to education in the U.S., but how does someone learn to write? In this course, students will consider this question by reading theories of composition, debating key concepts of writing such as reflection, transfer, and translanguaging, as well as discussing scholarship out of cultural studies, literacy studies, genre studies, technical and professional writing, and public writing. Together we will explore the potential of writing education, carefully considering

how we, as educators, can foster just and innovative writing education. As we read about writing instruction, literacy, and assessment, students will be expected to bring scholarship in dialogue with lived experience. To do so, they will engage in a number of praxis-based assignments, including group work to develop assignments, assessment practices, and curricular recommendations. The course will culminate in a final project of each students' design, that tackles the practicalities of teaching writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT201**
Prereq: **None**

EDST201Z Teaching English as a Foreign Language (TEFL)
This course is designed for students that are considering teaching English outside of the United States in the future. It may be particularly useful for those considering applying for a Fulbright English Teaching Assistant, the JET program, the Peace Corps, or continuing after Wesleyan to get a TEFL or TESOL certificate or master's degree. The course will include basic language acquisition theory, TEFL teaching techniques, readings by sojourners in various programs, and opportunities to reflect on personal reasons for choosing to teach abroad.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT201Z, CGST201Z**
Prereq: **None**

EDST202 Pedagogy for Teaching English to Speakers of Other Languages Tutors
This course offers an introduction to pedagogical techniques and theories for teaching English to Speakers of Other Languages (TESOL). The class is ideal for students considering a career in K-12 education, as the number of students whose first language is not English is rising in the US every year. Students enrolled in this course will gain practical experience by committing to volunteer with an organization working with English Language Learners (options will be provided). They are encouraged, but not required, to continue their service afterward with the Wes ELL Program. There is a volunteering commitment of two hours/week, or 20 hours a semester, minimum during the semester.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT202**
Prereq: **None**

EDST204 Teaching Spanish K-12: Second Language Pedagogy (CLAC 0.5)
This is a community engagement course in which students learn basic principles of language pedagogy and language acquisition to inform their teaching of Spanish to children at one of the Middletown public schools. Readings in English and Spanish; class discussion and assignments in Spanish. Students will familiarize themselves with characteristics of second language (L2) learning and teaching, a basic know-how on analyzing and preparing materials for language learning/teaching, and L2 teaching as a profession.

Language and course requirement: Students must have recently taken a SPAN course numbered 221 or above. Preference will be given to EDST and HISP majors, as well as juniors and seniors.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN204, CGST218**
Prereq: **None**

EDST205 Multilingual Language Policy
This course explores how explicit and implicit language policies in institutions of power affect businesses, schools, and the legal system. More specifically, the course investigates how language choices, translations, and the policies regarding both affect education, the languages spoken in a country and the policies to preserve or suppress them, bilingual businesses, immigration policies, and the US legal system. We will also discuss the recommendations of scholars for increasing multilingualism in the USA and changing the attitudes toward it, improving education for English-language learners, and efforts to improve non-native English speakers' ability to navigate the legal system. The course is recommended for anyone considering working with English-language learners such as teachers, tutors, NGO personnel, and legal or business professionals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT205**
Prereq: **None**

EDST206 Race and Education Policy
This course will provide a broad introduction to contemporary education policy centered on issues of race/ethnicity. This course introduces the application of economic analysis to education policy. The course will analyze major education policy debates such as school desegregation, school finance, school resources, school choice, student tracking, accountability, educator policies (diversity, certification), special education, college entrance, and the current policy landscape.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON206**
Prereq: **ECON110**

EDST207 Philosophy of Education
This course will explore central questions of philosophy of education such as: What does human flourishing entail? What is knowledge, how does it differ from belief, and how do we gain it? What is learning and what conditions make learning possible? What constitutes a teacher and what role should a teacher have? What should be learned and who should decide? What are the highest and most important aims of education? What does it mean for an education to be liberatory? What kind of education is needed in a democracy? We will seek perspectives from philosophers from traditions including transcendentalism, pragmatism, existentialism and critical theory, and class participants will be invited to articulate their own philosophies of education and to reflect on their educational experiences, placing them in conversation with our course readings. This course fulfills the Category 2 requirement for the Education Studies Major and Minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST209F Religion, Science, and Empire: Crucible of a Globalized World (FYS)
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism: it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today

as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI209F, GSAS209F, STS209F, HIST112F**
Prereq: **None**

EDST210 Educational Gaming Lab: Project-Based, Game-Based Pedagogy Approaches
In the past two decades, crowdfunding and renewed interest in games--board games, role-playing games, digital games, and instructional games--have created an increased and diverse gaming production, which has become the subject of several studies, articles, and projects related to all areas of education, from hard sciences to language learning and the arts. In an effort to explore how a game-informed pedagogy can work in various types of courses and to highlight analog and/or digital gaming approaches that have worked inside and outside the language classroom, this course will explore the basics of game-based learning (GBL) and discuss how games of all kinds can inform pedagogical discussions and the creation of learning materials. Educational Gaming Lab is designed as a project-based gaming laboratory that will focus on why and how analog games can be effective tools for pedagogy. Examples will include board games, tabletop role-playing games, escape games, and puzzles. Participants will discuss the application of gaming principles to various subjects and types of classrooms; then, they will engage in a final project in which they will either adapt existing games for specific learning outcomes or create brand new educational games. The course will be conducted in English and games will be created in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **IDEA209**
Prereq: **None**

EDST211Z Understanding Inequality: Psychological and Educational Perspectives
This class focuses on recent work by psychologists, economists, and education researchers examining the effects of growing inequality on our collective mental health and on the school-related performance of children in particular. One class theme is that U.S. economic inequality has grown substantially in the past few decades, so that we now have one of the highest levels of inequality of any advanced industrialized country in the world. A second key theme is how few Americans are aware of the extent of these changes and their effects on the well-being of children and adults. The course also focuses on the nature of the "American Dream" and how distorted perceptions of social mobility affect many Americans' concerns about inequality. The overall class concentrates on how these economic realities and related psychological misperceptions have combined to create a cascade of negative psychosocial and educational consequences, ranging from "deaths of despair" in adults, to increased mental health issues in children, to the growing polarization of educational opportunities and outcomes at all ages. Among the topics that will be covered are: the growth of wealth and income inequality in U.S. (including comparisons with other advanced, industrialized countries); psychological research on how people perceive and misperceive inequality; the moral nature of inequality in relation to thinking about distributive justice; the psychological literature on the consequences of inequality; and, finally, the limitations of a meritocracy for addressing these consequences. This course fulfills the Category 1 requirement for the Education Studies Major and Minor, and an elective credit for the Psychology Major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **PSYC287Z**
Prereq: **None**

EDST212 Un-Ruley Grammar: Teaching English Grammar to Speakers of Other Languages
What is the past perfect progressive and how do I explain it to my students? Many English teachers use grammar correctly but can't explain why and this course bridges that gap. We'll learn grammatical rules from the ground up and explore effective teaching strategies. As part of that process, we'll explore various theories of grammars from scholars like Chomsky and Halliday, as well as investigate who decides what's "correct" in different contexts and how academic grammar standards emerged. Cross-linguistic comparisons encouraged but not required. This course is designed for writing tutors, English majors, Education Studies students, and anyone interested in English grammar.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-EDST**
Prereq: **None**

EDST213Z Introduction to Social Justice Education
What is social justice? What are the origins and theoretical foundations of social justice education? What are effective methods of teaching social justice? This course will provide a space for students to learn about liberatory methods for teaching and practicing social justice while interrogating the historical discourses that have shaped social justice education. The first half of the course will focus on understanding the history and theoretical underpinnings of social justice education. In this section, we will focus on liberation philosophy, critical pedagogy, feminist theory, postcolonial theory, intercultural communication theories, queer theory, indigenous studies, and disability studies.

The second half of the course will focus on contemporary practices and perspectives related to social justice education with a particular focus on liberatory, dialogic, and nonviolent approaches to social change. The coursework will involve reflection essays on class lectures and readings as well as intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. The culminating project/final will be a research paper wherein students will explore one aspect of their own educational journey and connect it to the course content. Students will be provided a course pack for this class with all required reading materials.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST221 Decolonizing Education
Who determines what is true and worth knowing? How has the construction of knowledge and academic traditions from across the globe been impacted by such phenomena as (post)modernity, (neo)colonialism, and (neo)liberalism? Why do any of the questions above matter to your own personal history, beliefs, and identity? This course will provide a space for students to critically examine the history and development of the discourses that have shaped their educational experiences and their understanding of the purpose of education. The first half of the course will focus on texts and assignments that interrogate how some of our modern epistemological discourses were formed and maintained through the lens of postcolonial studies and critical educational studies.

The second half of the course will center on ways people have worked within these dominant modes of thought to resist hegemonic modern discourses that privilege logical positivism, quantification, objectivism, and Western European histories and ideologies above all else. This course will involve reflection essays on weekly readings, intergroup dialogue, and activities that will encourage students to examine their own connection to the theoretical concepts presented in class. The culminating project/final will be a scholarly personal narrative wherein students will synthesize both what they learned about themselves and the content that was presented during the course.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST221Z Decolonizing Education
Who determines what is true and worth knowing? How has the construction of knowledge and academic traditions from across the globe been impacted by such phenomena as (post)modernity, (neo)colonialism, and (neo)liberalism? Why do any of the questions above matter to your own personal history, beliefs, and identity? This course will provide a space for students to critically examine the history and development of the discourses that have shaped their educational experiences and their understanding of the purpose of education. The first half of the course will focus on texts and assignments that interrogate how some of our modern epistemological discourses were formed and maintained through the lens of postcolonial studies and critical educational studies. The second half of the course will center on ways people have worked within these dominant modes of thought to resist hegemonic modern discourses that privileges logical positivism, quantification, objectivism, and Western European histories and ideologies above all else. This coursework will involve reflection essays on class lectures and readings due before the class starts on Jan. 4th. The synchronous coursework will include intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. The culminating project/ final will be a scholarly personal narrative wherein students will synthesize both what they learned about themselves and the content that was presented during the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST223 Second Language Acquisition and Teaching
This course introduces students to the field of Second Language Acquisition (SLA) and addresses the following questions: How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language?

We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting. Students of French and Spanish may also wish to enroll in RL&L 223L, a 0.5 credit service learning course in which students volunteer in the Middletown Public Schools.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L223**
Prereq: **None**

EDST223L Second Language Acquisition & Pedagogy - Teaching Romance Languages
How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language? This course is intended for students who may be considering a career in education. We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting.

In this service-learning course, students are required to volunteer a minimum of two hours per week in the Middletown Public Schools, assisting French, Italian, and Spanish teachers in their world language classes. Students will write weekly journal entries reflecting on their classroom experience, and will learn to evaluate, adapt, and create pedagogical materials. By the end of the semester, they will have created a portfolio of activities that can be used in a foreign language classroom.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L223L**
Prereq: **None**

EDST224 History & Current Forces Shaping Special Education
In the course History & Current Forces Shaping Special Education, students will critically examine how social/political forces and varying conceptions of disability have shaped special education in the United States over time. Course themes include the historical and legal context of the education of students with disabilities within public schools, the contested nature of disability labels and its effect on pedagogical methods, the racialization of high incidence disabilities in schools, and the lived experiences of students living and learning with disabilities. Students will engage in readings, film viewings, lectures, discussions, and other activities to promote their understanding of the course content. Students will complete two major assignments--an analysis of an education policy or case and its effects on students or special education processes and an in-depth interview with an individual associated with a special education program. This course is intended to prepare students to critically examine past and present special education policy and processes while imagining the possibility of what such supports could do for students in schools.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST225Z Education and Empire
Wherever the U.S. has sought to gain or maintain control, whether by way of enslavement, forced assimilation, settler colonialism, or military occupation and imperialist rule abroad, education has played an all-too-often-overlooked supporting role. Yet wherever this is true, there are also people who have used education as a means of resistance, rebellion, revolution, and liberation. This course offers an introduction to the transnational history of education in relation to the development of U.S. empire both at home and abroad.

By bringing together topics often approached separately--like immigration, pedagogy, settler colonialism, African American history, and the history of the U.S. empire--we will interrogate the ways that education has been mobilized to deploy power: controlling knowledge, categorizing and policing difference, administering unequal paths to citizenship/belonging, forcing assimilation, promoting socioeconomic divides, and asserting discipline and control. Topics to be covered include American Indian education and self-determination, African American education in slavery and freedom, U.S. colonial education in the Philippines/Cuba/Puerto Rico, immigration and forced Americanization schooling, Latinx fights for educational access and autonomy, State Department experiments in educational diplomacy, and knowledge production for national security and the war on terror. Throughout, we will draw links between the past and the present and between the classroom and geopolitics. Together, we will ask what it might mean to "decolonize" or "indigenize" education today and work on developing the ability to imagine otherwise.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST226 Contemporary Literacy: What Does It Mean to Be Literate in the 21st Century?
How do humans learn to read and write -- and how has that learning evolved in a rapidly changing media landscape? This course explores the cognitive, social, and cultural processes involved in literacy acquisition, from early development to advanced academic and digital literacies. Rooted in Paulo Freire's concept of literacy as a practice of meaning-making and empowerment, the course invites students to critically examine how literacy is shaped by power, identity, and access.

Drawing on contemporary multiliteracies research, students will explore the diverse ways literacy is practiced in today's digitally mediated world. Special attention will be given to media and information literacy--essential skills for navigating misinformation, algorithms, and fragmented media environments. This course will also center on literacy as the foundation for civic learning and engagement, inviting students to think about the ways schools scaffold citizenry through literacy instruction. Through critical inquiry, hands-on analysis, and reflective practice, students will develop the tools to access, evaluate, and produce information in a way that is ethical, critical, and socially responsive.

This course is ideal for students interested in education, media studies, communication, and anyone seeking to understand literacy beyond the printed word in our complex digital age.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **PSYC286**
Prereq: **None**

EDST230 Schools in Society
What role have schools played in the evolution of American society? This course invites you to take a step back from your own K-12 experiences and critically position those experiences within a broader understanding of the U.S. education system. We will consider how education, broadly conceived, has the capacity to maintain and transform social inequalities. We will explore crosscutting themes of race, schooling, democracy, and notions of "progress" by examining topics in school segregation/integration, market-based reforms, pedagogy, learning theories, and the curriculum. This course fulfills the Foundations, Breadth Category 2, or Elective requirement for the Education Studies major and minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST231Z Developmental Psychology
In this two-week, full-credit course, students will learn how children develop across different domains -- physical, cognitive, language, social-emotional, identity, personality. We will emphasize the primary research literature in developmental science and expose students to the fundamental methods and theories used to study how children develop. In the process, we will learn to appreciate the beauty and detail of human development, as well as the ingenuity of research in the field over the last several decades.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC230Z**
Prereq: **None**

EDST232 Italy at School: Biography of a Nation
Soon after the unification of Italy (1861), the Coppino Law extended primary school to five years, making it free of charge and mandatory for its first three years (1877). Edmondo De Amicis would subsequently depict these reforms in his best-selling novel Cuore (1886), a text that introduced some enduring features of school narratives but also many stereotypes, thus attracting constant criticism and inspiring several parodies of its moralistic underpinnings. Ever since then school narratives have become a key component of Italian culture, creating a genre that has thrived especially in the last three decades, with a number of both fiction and nonfiction books published by teacher-writers who have reflected on their experience.

In this course we will study Italy from the perspective of these texts about school that often originated within school walls themselves. In so doing, we will reconstruct the history of a relatively young country, Italy, through the institution that, like no other, has been given the responsibility of "making Italians." At the same time we will question the image of Italian society that school narratives have, intentionally or not, contributed to portraying. In addition to reading Lucio Mastronardi's Il maestro di Vigevano (1962), we will focus on a wide range of materials, including novels, memoirs, poems, popular songs, films, and works of art that, even in the absence of a unanimously acclaimed "classic" of the genre, have shaped the Italian collective imaginary. Materials will be organized around five poles that have been quintessential to the debate on school in Italy across politics and culture: characters (teachers and students, obviously, but also colleagues, classmates, and families), labor and working conditions (including themes such as precarious work, class conflict, labor rights), gender and identity (questioning traditional gender roles and discussing integration of migrants at school), places and geographies (addressing topics from school design to teaching in prisons, as well as center-periphery integration and north-south divide), and actions (both those of teachers and of students, such as obtaining a certification vs. passing a test, disciplining students vs. questioning teachers' authority, resigning from job vs. cutting classes). The course will be conducted in Italian.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL232**

Prereq: **ITAL112**

EDST235 Globalization and Education
As we've seen with the COVID 19 pandemic and social movements against injustice such as the Movement for Black Lives and the movement for reproductive justice, our world is deeply interconnected in many ways, including socially, economically, culturally, technologically, and politically. The ways in which we understand who we are and our place(s) in the world are deeply informed by events, beliefs, narratives, and ideologies that circulate globally. Education has long been a space where these ideas and frameworks have been taken up, contested, and reimagined. In this course, we will draw on scholarship from a variety of disciplines, such as anthropology, sociology, political science, economics, and history, trace key theoretical frameworks and definitions of globalization, such as world culture theory and de/coloniality, and examine globalization's impacts on education around the world. We will also look at major global actors working in education, such as the World Bank, USAID, and UNESCO, and the ways they shape and impact education. The central question that we will grapple with is: How can understandings of the complex forms and impacts of globalization help us track and make sense of our experiences and ideas about what education is and what it could be? This course is a prerequisite for Theory and Methods in Comparative Education. It counts towards the Category 2 requirement of the Education Studies Major and/or Minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST237 Imperial Education: Colonial Template
Where, how, and for what reasons did our modern structures of education originate? Beginning with the sketching out of an educational model in the British Raj, we will examine the dissemination of that model globally, in the British and French colonies of Asia, Africa, the Americas, and among immigrants and the proletariat. How and where does that model change, and to what effect? History will provide the context for our major subject matter: literature focussing on the educational experience. Among our historical and theoretical readings will be Macaulay's Minute on Indian Education, Viswanathan's The Beginnings of English literary study in British India, Wa Thiong'o's Decolonizing the Mind, Freire's Pedagogy of the Oppressed, and José Marti's On Education. We will also analyze literary texts and films, including Narayan's The English Teacher, Beti's Mission to Kala, Dangarembga's Nervous Conditions, Adichie's Purple Hibiscus, the film Sugar Cane Alley, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **GSAS237, ENGL247, AFAM238**
Prereq: **None**

EDST240 Critical Youth Studies
This course will use sociocultural lenses to examine, unpack, and trouble traditional understandings of youth and adolescence--or how society determines, monitors, and polices how human beings move towards and then reach adulthood. We will use various critical theoretical frameworks to study the assumptions placed on young people by different institutions and systems and the ways those assumptions control how, where, and who young people are allowed to be. Such an exploration is vitally important for the study of education because so much time is spent thinking about what and how young people should learn without ever really considering how we learn what a "youth" is thought to be. This course seeks to let go of normative modes of approaching and understanding the idea of "development" to better appreciate the myriad of ways that young people experience the process of moving toward adulthood.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST241 Children's Literature
Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the "golden age" of children's stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-EDST, SBS-EDST**
Identical With: **ENGL235**
Prereq: **None**

EDST241Z Children's Literature
Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, giving us ways of seeing and understanding the world, investing us with important mythologies, and guiding our identities and behaviors. But who or what is a child? Who creates "children's literature" and what is a child's relationship with it? "Literature," in this case, is often pictorial as much as literate. Our intensive Winter session class will begin with definitions of the child, using images as well as historical and scholarly discussions, then move to an examination of picture books. Illustrations and fairy tales both guide lessons in literacy and language skills, and illuminate the world the child is entering. Next, we examine three authors from the golden age of children's literature in the U.S.: Louisa May Alcott, Mark Twain, and Frances Hodgson Burnett. The course moves into the twentieth century with Laura Ingalls Wilder's creation of the American frontier mythology -- and Louise Erdrich's answer to it. We conclude with Christopher Curtis's The Watsons Go to Birmingham and J.K. Rowling's Harry Potter: a specific history of the U.S., and the allure of historical nostalgia.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-EDST, SBS-EDST**
Identical With: **ENGL235Z**
Prereq: **None**

EDST245 Children's Educational Media: Historical, Psychological, and Pedagogical Perspectives
This course will focus on the evolution of children's educational media from multiple perspectives, including a psychological lens to analyze learning and social emotional development, a pedagogical lens to analyze media content and delivery, and a historical lens to situate educational media within the context of larger society and political trends. Content will also include an exploration of digital media development for children and adolescents, including applications and supportive educational technology through the lens of academic achievement and learning. Students will explore theories, commentaries, and empirical research surrounding children's media production, including an in-depth look at psychological and educational supports for children's media (parental mediation, co-viewing). The course will mainly focus on preschoolers to late elementary students but will discuss the limited educational media intended for adolescents.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST250 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS250, CHUM250, SOC281**
Prereq: **None**

EDST250Z Zero to Infinity: The Psychology of Numbers
What are the origins of mathematical thinking, and why do some people become experts while others get nervous calculating a tip? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their intuitive understanding of numbers, geometry, and space to successfully navigate their environments. Yet, individual differences in math achievement emerge early in development and often persist throughout children's education. In this course we read and discuss both foundational and cutting-edge articles from cognitive science, education, and psychology to understand how mathematical thinking develops. We will also tackle questions such as: How do culture and varying social contexts affect numerical understanding? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? This class will involve a blend of synchronous class-time meetings and asynchronous work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **PSYC288Z**
Prereq: **None**

EDST251 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP250, SOC255**
Prereq: **None**

EDST252 Introduction to Comparative Education
This course offers an introduction to the field of Comparative & International Education. If the central question is what is education, then how might a comparative perspective yield some insight? In this course, we will consider education in different regions of the world: what counts as education? What spaces and practices are recognized as educational? Who participates? What social, political, and economic purposes and outcomes are associated with education? Why and how do they make "sense"?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST252Z School Systems Around the World: An Introduction to Comparative Education
Nearly every town across the entire planet has a local school. In what ways is the nature of formal schooling the same across vastly different cultural contexts and in what ways does it differ? What kinds of contextual factors (e.g., infrastructure, population size, location, political situation, etc.) influence the setup and approach to schooling in different contexts? In this course, we will examine school systems across a wide variety of cultural contexts and compare them in terms of their underlying philosophy of education, their different approaches to implementing education within their cultural context, and consider the ways in which educational systems around the world are compared (both appropriately and inappropriately).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST253 Educational Psychology
This course will focus on three major topics and how they relate to current educational policy debates. The first topic will be an examination of the fundamental purpose of school. We will discuss theoretical and empirical perspectives on why schools exist and ways in which school purpose varies by school type (e.g., public, private, charter) and location (e.g., by state and country). The second topic to be covered relates to the implementation of school mission. In this context, we will reflect on how theories of child development, student motivation, classroom management, and pedagogy inform instructional practice. Finally, the third major topic that will be covered is how to determine whether schools are achieving their stated goals. We will examine the appropriate (and inappropriate) uses of assessment for understanding whether students are learning, whether teachers are effective, and whether a school has a positive or negative climate. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC253**
Prereq: **None**

EDST266 Language, Inequality and Education
This course explores the complexities of language use and policy in formal schooling, and interrogates the role of education as a site of both linguistic oppression and assimilation as well as linguistic revitalization and diversity. Drawing on research, theory, and practice from a variety of disciplines--such as anthropology, sociolinguistics, language policy and planning, and applied linguistics--we will explore issues such as language ideologies, language and identity, raciolinguistics, and educational language policies (e.g., bilingual education policies). We will also examine specific cases at the global, regional, country, and district level to better understand how micro-level language use,

ideologies, and policies are linked to larger macro structures such as white supremacy, capitalism, and coloniality.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST267 Qualitative Methods in Education Research
This course serves as an introduction to qualitative research methods in education and related disciplines. Through readings, lectures, and class discussions, students will develop an understanding of the purposes, philosophical assumptions, applications, and limitations of qualitative research for education-related inquiries. We will explore approaches to qualitative research, such as case study, ethnography, discourse analysis, and youth-led/participatory action research (YPAR/PAR). We will discuss what it means to conduct ethical research, how our backgrounds influence our observations of the world and what we learn from others, and how, if at all, qualitative research can inform education policy and practice. Students will have opportunities to practice qualitative research skills and become critical consumers of qualitative research. This course fulfills the Category 3 requirement of the Education Studies Major and/or Minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST275 Uses and Abuses of Education Research
The class will critically analyze how research has been utilized--for better or for worse--by scholars who study education, schooling, and young people. Instead of asking "How does one do research?" we will focus our inquiry on a broader set of questions about research within the field of Education Studies. Namely:

- What is research?

- Who does research and/or who gets researched?

- What does research produce?

- What is the relationship between research and knowledge? Research and truth? Research and power?

- How has research been done?

- Who has it traditionally served?

- And what does research do?

By asking these (and other) questions about what comprises "research," we will engage in unpacking how it is we see, observe, perceive, and analyze the educational worlds around us specifically through the lenses of race, gender, class, sexuality, Indigeneity, and ability. Because Education Studies is a field that investigates how and what we learn--and because research, put succinctly, deals with the production and reproduction of knowledges--studying research through the field of Education Studies allows us to study how we learn about knowledge itself.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST288 Teaching and Learning: Designing Opportunities for People to Think, Create, and Innovate
What impacts what we learn and how we learn it? Understanding sociological, psychological and cultural influences--as well as modern brain science--will dramatically affect how we design, plan for, and teach others about specific content and concepts. Written curriculum is the roadmap to learning and reflects the beliefs and values of the organization implementing it. Instruction is how that learning is delivered to the students. Curriculum and instruction--teaching and learning--are the cornerstones of what we learn and how we learn it. Many variables (e.g., language, culture, poverty, race, gender, etc.) impact an individual's ability to access and think deeply about the curriculum. This course will engage in inquiry about how people learn and what impacts their learning, as well as how we can effectively plan for and design learning that everyone can access, regardless of the variables that could potentially impact them.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST301 Senior Seminar in Education Studies
The senior seminar will provide a space for seniors in the education studies major, as a learning community, to reflect on and deepen their knowledge and understanding in core areas of education studies. Students will be expected to bring in relevant material from their other courses; to learn and discuss new material; and to work collaboratively to develop a grounding in the study of education individually and as a group. The course content will cover the areas defined in the education studies major, including human development and learning; pedagogy; social, cultural, historical, and philosophical disciplines in education; transformative justice in education; methodologies in the study of education, including ethnography and quantitative approaches. Discussions will explore the connection and tension between academic coursework and practical experiences in educational settings, and introduce students to additional approaches and subfields. Course components will include: (1) bridging across different students' distinct experiences in their classes relevant to each content area; (2) collaborative reading and discussion of new work beyond the scope of the existing EDST courses; (3) creating a space to discuss and read further about talks by visiting speakers, colloquia, or other events in the College of Education Studies; (4) guest teaching by EDST and outside faculty; and (5) an independent senior project (for thesis writers, this can serve as a scaffold to make progress on the thesis).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

EDST307 Multilingual Learners Literacy Development
In 2021, in the state of Connecticut, approximately 14% of the K-12 population were English Language Learners (ELL) (https://portal.ct.gov/-/media/SDE/Performance/Research-Library/EL-DEMOGRAPHICS-10012020.pdf). This growing population includes students whose written languages vary considerably from English, students whose education has been interrupted due to the chaos of war and resettlement in the U.S., and students who have undiagnosed learning disabilities. This service-learning course focuses on an area of great need for

this population -- English literacy. This course will offer students an opportunity to tutor ELLs for 20 hours during the semester while studying and applying the theories and best practices of ELL literacy development. In addition, this course will discuss best practices for teaching math to ELLs, lesson planning, classroom management, and other necessary skills for successful teachers in any field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT207**
Prereq: **None**

EDST310 Practicum in Education Studies
This seminar is intended to help students develop the skills to learn from experience in educational settings, through rigorous reflection, analysis, scholarly inquiry into educational questions, and action/implementation of new ideas. It is designed for students with previous coursework in education, experience in educational settings, or both. Students will be placed in a variety of educational settings in the community and each student will craft an independent study, with ongoing guidance from the professor and from the group, related to their placement. Class sessions will be seminar-style with students sharing and workshopping their studies and their practice. There will be group readings on aspects of education studies including reflective practice, classroom ethnography/teacher research, and observational techniques, but students will also develop individualized reading lists according to the focus of their independent study. In addition to ongoing written work in the form of analytic journals and critical reading synopses, students will complete an individualized final paper or project integrating their research and experience over the semester, and give a final presentation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST311 Community Impact Practicum: Building Capacity to Support Educational Enrichment
In this practicum course, students will build an intellectual and practical framework to guide their volunteer work in educational settings in the local community. What does it mean to "help"? How do we assess the needs of community partners and build the knowledge and skills that will allow us to address those needs? What do we need to know and understand about the people with whom we work? What does research have to say about effective tutoring techniques and practices? How can we design meaningful learning experiences? How can we maximize not only our impact in the community, but also our own growth and learning? Through reflection on experiential learning and the study of scholarship addressing these questions, students will develop knowledge and skills to improve their effectiveness in supporting educational enrichment. Students taking this course must be engaged in at least 90 minutes per week of community service in an educational setting throughout the semester. Please note: If you are looking for a practicum that is more focused on the K-12 classroom experience, please see EDST310: Practicum in Education Studies. In that practicum seminar, students carry out their own independent study related to their classroom placement.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **CSPL311**
Prereq: **None**

EDST315 Education Law in an Age of Change
This course is an introduction to the legal processes that shape public education in the United States. This course examines constitutional, statutory, regulatory, and case law in education in order to see the efficacy and limitations of using the court to advance change in education. Through readings, class discussions, and assignments, we will grapple with the following questions: 1. What legal processes inform public education in the United States? 2. Which seminal court cases have shaped public education? 3. Who effects legal change in public education? 4. Do the various constituencies of public educational law function within symbiotic relationships? This course is a school law class, not a law school class.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **EDST206 OR EDST207 OR EDST221 OR EDST224 OR EDST226 OR EDST230 OR EDST235 OR EDST241**

EDST320 Early Childhood Practicum: Theory, Practice and Making Learning Visible
In this small intensive practicum course, students will spend a minimum of 2 hours per week working in early childhood education settings. The practical experience will be complemented by contemporary research about early child development, education, policy, and practice. Course topics will be driven by the interests of the group, by the questions that naturally emerge from the practicum placement experience, and by current debates in the field. Such topics include, but are not limited to: assessment and documentation of learning and development in early childhood settings; the unique functions of exploratory play in human learning and development; exploration and critique of developmental milestones and developmentally appropriate practice; in-the-field consequences of new legislation (e.g., Connecticut's 2023HB-06880-R02-BA mandates on play-based learning and raising the kindergarten age); and constructivism and social emotional development. In addition to reading primary sources and working within early childhood classrooms, we will benefit from conversations with experts actively working to integrate research, practice, and policy. Students will write "learning stories" documenting their observations in their field placements, submit response papers to class readings, participate actively in class discussions, and complete an in-depth exploration of a topic of their choice that bridges across the scholarly literature and the field placement experience. This class is available by Permission of Instructor (POI). Previous coursework in education or psychology is recommended.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST323 It's All Happening in the Cafeteria: The (In)Justice of School Food
The National School Lunch Program (NSLP) is a federally-assisted meal program operating in public and nonprofit private schools across the US. In FY 2022, the NSLP provided nearly 5 billion meals to children in preK-12th grade. Given the scale of this operation, school food serves as an important lever for food systems change and a window into food justice through examining production, procurement, distribution, and consumption. This course will look at school feeding programs to explore a variety of facets of the food system including school food policy (with state-level advocacy for universal free meals), farm-to-school, food service workers, and child and household food security. This course is intended as an advanced seminar for students with a background and interest in the related areas of food systems and social justice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **ENVS323**
Prereq: **ENVS197 OR ENVS219F OR E&ES155 OR EES199**

EDST333 Social Media and Development: Constructing the Self Online
Humans typically develop their view of themselves, or their self-concept, through interactions with others in their community. For adolescents, this takes place typically within school environments and other community institutions as they begin to rely less on their parents. With the dawn of social media, these interactions are taking place on a global scale with increased anonymity. How does this social and technological change impact how teens and young adults form their views of themselves? What implications do these changes have for adults who work with adolescent populations? This course will explore these questions, illuminating an understanding of the accepted model of self-concept development and the impacts of social media. Students will also explore related concepts of self-esteem and social development. This course will use empirical research to examine and critique the overall negative view of social media usage amongst adolescents, and train students to probe commonly accepted viewpoints using careful scholarship. The course will provide a discussion of research standards in the field of social media research and encourage critical evaluation of empirical research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **PSYC303**
Prereq: **None**

EDST335 Celebrating Learner Differences: Creating Inclusive Classrooms Using Research
How do humans develop the capacity to learn? This course will focus on the dynamic influence of the cognitive, social emotional, and demographic factors involved in this process, using a research-based framework. Students will be encouraged to evaluate the learning process throughout K-12 educational settings and will explicitly learn to read and critique research in the learning sciences. Students will also evaluate the utility of research in different learning settings and the effectiveness of associated pedagogical tools and strategies.

The course will begin with a discussion on learning sciences research and explicit instruction for research evaluation. Topical considerations will include the development of human memory, executive function, attention, and other cognitive processes that underlie learning and information processing. Students will also explore background factors, including socioeconomic status, and social emotional factors, including motivation and emotion, as predictive and associated factors for learning and information processing.

This course fulfills the Category 1 requirement for the Education Studies Major and Minor. It satisfies the ELECTIVE only requirement for the PSYC major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **PSYC304**
Prereq: **None**

EDST336 Introduction to Comparative Education
This course offers an introduction to the field of Comparative and International Education. If the central question is "what is education," then how might a comparative perspective yield some insight? In this course, we will consider education in different contexts, ranging from regional foci such as Latin America and Sub-Saharan Africa to country-specific case studies to explore the following questions: What counts as education? What spaces and practices are recognized as educational? Who participates? What social, political, and economic purposes and outcomes are associated with education? Why and how do they make sense? Topics we will explore include gender and education, literacy, and privatization.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST340 The Politics of Education
This course is an introduction to the complex political processes that shape public education in the United States. This course integrates concepts from multiple fields, including political science, government, sociology, and education, to examine how education is both a site of and a tool to manage broader social conflicts. Through readings, class discussions, and assignments, we will grapple with the following questions: Who governs public education in the United States? What forces and processes shape the formulation, enactment, and impact of education policies? How do educators, parents, and youth wield power to propel or resist education policy decisions? How do institutions of higher education, philanthropic organizations, governmental agencies, and other organizations influence the trajectory of education policy? This course will also introduce students to analytic tools that will allow them to unpack and interpret the politics surrounding education.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST341 Case Studies in Educational Innovation and Entrepreneurship
Entrepreneurship, innovation, and reform are defining parts of the fabric of K-12 education in the US and other places, presenting opportunities and risks. For the first two months of the course, we will be visited most weeks by one or more experts who have led or studied innovative or entrepreneurial projects in the education sector. Perspectives and cases to be discussed include the founding of schools and businesses, start-up ventures, social entrepreneurship and nonprofit organizations, educational law and policy, and innovation within public schools and districts. A visit to New York City to visit multiple start-ups and investors is also planned, schedules allowing.

Students will learn from conversations with experts in the field about how to define problems in education, how different people have approached solutions to these problems, and lessons learned. The professor and students will work together to draw connections between the various case studies and to articulate larger principles. Our study will culminate in a guided project in which students will develop or investigate an educational innovation to solve a specific problem that they have learned about, following some of the principles of design and innovation that they have learned.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Prereq: **None**

EDST342 Questioning Authority: On the Politics of the Teacher-Student Relationship
What is the authority of the teacher in an era where the legitimacy of institutions and curriculum are under fire? Can hierarchical relationships between teachers and students be beneficial for learning and for political life? What are alternative conceptions of the teacher-student relationship? This course will explore different models of teaching within the history of political thought and beyond.

From Socrates to the present, the context and manner of teaching has been just as important to political theorists as the content itself. The course will consider how questions of power, sexuality, risk, wisdom, and friendship inform different pedagogical styles and their implications for preparing citizens for democratic life. Readings include John Locke, Immanuel Kant, Alexis deTocqueville, John Dewey, Hannah Arendt, Mr. Rogers, Jacques Ranciere, Bernard Stiegler, Laura Kipnis, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT342**
Prereq: **None**

EDST345 Education Technology - Sociological Perspectives & Implications
How do computers, smartphones, the internet, and other educational technologies impact students and teachers? In this course, students will apply the fundamental tools and approaches of educational and social science research to better understand and evaluate the effectiveness of the educational technologies that surround and support students and teachers around the world. As such, students will learn about the history of education and evolution of technology with a focus on teaching, learning, and assessment applications in K12 education.

Through readings, class discussion, assignments, and analyses of real-world teaching and learning data, students will consider educational technology frameworks, research, practice, and policy. Specifically, students will consider how different student, teacher, and system-wide educational technologies: 1) have impacted students, teachers, families, schools, and communities across a broad range of educational outcomes and groups, i.e., gender, class, race/ethnicity.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST346 Schools and the Carceral Regime: Antiblackness, Education Policy, and the (Un)Free
Over the past several decades, American schools have come to increasingly resemble prisons due to the adoption of certain policies and practices. Specifically, zero-tolerance policies, school-based police officers, metal detectors, randomized searches, and security cameras render the learning environment a container of social control. Although recent policy decisions have worked to undo some of these policies, many remain intact while others have been replaced with new prison-like structures. Together, these approaches illustrate what is commonly called the "school-to-prison pipeline" or "school-prison nexus," and underwrite the ideological justifications for the hyper surveillance of students of color. Moreover, punitive discipline policies are an outgrowth of an antiblack racial imaginary that positions Black youth as inherently a problem needing to be monitored and controlled.

This course will examine the multiple ways that schools function as carceral sites for Black, Latinx, and LGBTQ+ youth with special attention to antiblackness, education policy, and justice. Through this course, students will have the opportunity to explore expanding notions of carcerality and how carceral approaches inflict physical, psychic, and symbolic violence on vulnerable populations. This course will also explore abolition as a useful praxis to transform schools and improve educational outcomes.

This undergraduate seminar leverages theoretical insights from neighboring disciplines, such as sociology, critical criminology, geography, and philosophy to explore how the carceral regime(s) shapes education policy and school practices. Students enrolled in this course will explore the expanding nature of carcerality and the implications for youth academic outcomes, sense of belonging, school engagement, and conceptions of safety. Given the context-dependent nature of carcerality, students will explore various educational contexts as case studies. In addition to case studies, students enrolled in this seminar will have the opportunity to engage with scholarly texts, podcasts, and films and learn through active class discussion, lectures, and group activities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST346Z Schools and the Carceral Regime: Antiblackness, Education Policy, and the (Un)Free
Over the past several decades, American schools have come to increasingly resemble prisons due to the adoption of certain policies and practices. Specifically, zero-tolerance policies, school-based police officers, metal detectors, randomized searches, and security cameras render the learning environment a container of social control. Although recent policy decisions have worked to undo some of these policies, many remain intact while others have been replaced with new prison-like structures. Together, these approaches illustrate what is commonly called the "school-to-prison pipeline" or "school-prison nexus," and underwrite the ideological justifications for the hyper surveillance of students of color. Moreover, punitive discipline policies are an outgrowth of an antiblack racial imaginary that positions Black youth as inherently a problem needing to be monitored and controlled.

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

EDST349 Urban Education Policy and the Politics of Reform
This course examines enduring issues embedded in the policy and politics of urban education reform. This course will introduce students to a broad range of education reform strategies, such as market-based approaches to education, state takeover of school districts, and enhancing school, family, and community partnerships. Additionally, we will examine the political dynamics that propel reform efforts. This course conceptualizes urban as a geographic location and as a specific set of issues associated with urban environments. Although we will primarily focus on the policy and politics of education reforms within the context of urban centers across the United States, students will have opportunities to apply their knowledge to a wide range of contexts. This course fulfills the Category 2 requirement of the Education Studies Major and Minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST352 Human Rights and Education
Since the end of World War II, the idea of human rights has spread around the world with numerous documents, laws, and programs created to promote human rights in and through education. Within human rights discourses, education has emerged as simultaneously a right in and of itself, a crucial space that can either reproduce discriminatory practices or subvert and resist them, and a means through which knowledge of human rights can be promoted. But what do these developments in human rights and education mean in the everyday lives of formerly and currently colonized and oppressed peoples in the US and around the world, for whom education has been and continues to be used explicitly as a tool of oppression, forced assimilation, and violence? This class will explore this and other key questions related to human rights and education. What does it mean to be human, and how do we learn to be human? What rights mark a human being, who has them, and how do we learn who has them? Who, if anyone, should have a right to education? If they have a right to education, what kind of education is it? How does education as a human right relate to human rights education, and what are the implications of this relationship for our understanding of what changes to existing schooling systems might accomplish in terms of expanding and improving all humans' rights?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST354 Seminar on Intelligence and Creativity
What does it mean to be smart? Who decides whether something or someone is creative? The answers to these questions are of great consequence as they often determine who gets access to scarce resources. This course will introduce students to some of the most vibrant and lively debates in the fields of intelligence and creativity. Our goal will be to discuss relevant theories and evaluate empirical data associated with various perspectives and approaches to understanding these important constructs. In addition, students will gain familiarity with and critically evaluate how intelligence and creativity are measured, as well as the usefulness of different measures for predicting the success of individuals and organizations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC354**
Prereq: **None**

EDST354Z Seminar on Intelligence and Creativity
What does it mean to be smart? Who decides whether something or someone is creative? The answers to these questions are of great consequence as they often determine who gets access to scarce resources. This course will introduce students to some of the most vibrant and lively debates in the fields of intelligence and creativity. Our goal will be to discuss relevant theories and evaluate empirical data associated with various perspectives and approaches to understanding these important constructs. In addition, students will gain familiarity with and critically evaluate how intelligence and creativity are measured, as well as the usefulness of different measures for predicting the success of individuals and organizations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC354Z**
Prereq: **None**

EDST355 The Long Struggle: Examining New Perspectives on Education Reform
Black Teachers' ongoing struggle to enact anti-racist practices and policies while navigating segregation and significant resource challenges provide powerful testimony of the peculiar limitations of traditional urban education reform movements.

This course will help students understand the inextricable links between student achievement, opportunity, and community progress by examining African American teachers' experiences in schools. The historical and present-day experiences of Black teachers will be used to anchor the analysis of education reform through the eyes of too often marginalized communities. This course will review historical narrative, examine present-day policy, and allow students to gain first-hand perspectives from "front-line" education and policy leaders.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST358 Fugitive Perspectives on Education and Civil Society
In 1946, the African American novelist Ann Petry imagined what a white schoolteacher might think about working with black students in Harlem, New York: "Working in this school was like being in a jungle. It was filled with the smell of the jungle, she thought: tainted food, rank, unwashed bodies." Petry had herself worked in Harlem schools. She also held credentials from well-heeled white schools in Connecticut. Despite her own academic success, she questioned the inherent value of schools that regarded black children as if they were untamed savages. Challenging prevailing narratives of excellence and achievement, this course examines fugitive perspectives of black, Indigenous, LBGTQ, and poor folks who resisted compulsory schooling and avoided conscription into so-called civilized society. If, as historian Michael B. Katz has argued, US schools "are imperial institutions designed to civilize the natives; they exist to do something to poor children, especially, now, children who are black or brown," then why should any self-respecting black or brown child endure such schooling? What might so-called truants, illiterates, failures, burnouts, dropouts, and delinquents teach us about education and civil society? The history of education, however, has largely been interpreted from a biased perspective--namely, those who have been successfully schooled. We will therefore search for contrary voices in fragments of oral culture, ranging from slave narratives to folktales and recorded music. Contemporary scholarship will inform our analysis. Interdisciplinary scholars such as James Scott, Eric Hobsbawm, Tera Hunter, Saidiya Hartman, Lisa Brooks, and Audra Simpson will illustrate how to read against the grain and unearth hidden transcripts from classic authors such as W.E.B. Du Bois, Carter G. Woodson, Anna Julia Cooper, and Gertrude Simmons Bonin.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **AFAM358**
Prereq: **None**

EDST360 Curriculum Analysis & Design: What We Teach, Why It Matters, and What Could Be
The topic of curriculum -- what is taught, what counts as knowledge, who gets centered, and what is left out or made invisible -- is a central component of education studies. All stakeholders are impacted by the curricular decisions about what is taught in schools. The concept of what curriculum is -- a pre-packaged textbook or a district-created roadmap -- has shifted across time and has implications for what it means to be a teacher. Curriculum also impacts whose experiences are included and excluded from courses and how we prepare students for life beyond school. This course will help students develop understanding of the scholarship around curriculum as well as gain first hand experience both analyzing and creating curriculum themselves. In this course, students will come to understand what curriculum is and isn't, the process of creating and adopting curriculum from a systems perspective, and the many competing forces behind decisions that get made. A deep dive into curriculum can add a bridge between theories of culturally responsive pedagogy, critical studies, conceptions of literacy, civic education and actual practice. Course content will be useful for students thinking about careers as teachers, policymakers, journalists, researchers, or educational publishers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST364 Race, Nation, Empire, and Education
This course engages students in developing frameworks for understanding the historical and contemporary role of education in race-making, nation-building, and imperial projects. We focus on how educational processes shape the material, cultural, social, and political aspects of people's lives, and how these contend within a changing global landscape. Topics include education's dual role in settler colonialism and its potential for decolonization; scientific racism and discourses about intelligence; institutions of higher education and their entanglements with slavery and imperialism; education in colonial and post-colonial settings; legislating bodies and intimacies among young women of color; and education as a site for producing hegemonic notions of ideal citizen-subjects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **EDST230 OR EDST235 OR EDST241 OR EDST349 OR EDST221**

EDST373 Religion, Science, and Empire: Crucible of a Globalized World
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism, it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI373, STS373, GSAS373**
Prereq: **None**

EDST380 Advanced Research Practicum in Media and Literacy
Students in this course will participate in new and ongoing research projects within the College of Education Studies. Students will also be given the opportunity to design aligned individualized research projects to enhance their experience and help them to explore individualized areas of interest. This course will require students to search for and synthesize relevant literature to create literature reviews, practice extensive academic writing, and evaluate methodology. Students will also participate in data collection when appropriate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Prereq: **EDST335 OR EDST226 OR EDST333**

EDST399 Abolitionist University Studies
This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten's provocation to reinterpret abolitionism as "not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society." Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **SOC399M, FGSS311**
Prereq: **None**

EDST400 Ford Seminar
The Ford Seminar continues the training and professional development of the Writing Workshop staff.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT400**
Prereq: **None**

EDST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST405 Teaching Fellowship for National Education Leaders
This course is for students to serve as Teaching Fellows for a course with the National Education Opportunity Network (neonopportunity.org), which provides

college courses to Title I and Title I-eligible high schools nationwide. Please inquire with the instructor for information on course topics available this semester. Students will: -Host weekly 45-minute synchronous discussion sessions with 15-25 high school scholars via Zoom to enhance their engagement with course content, expose them to college-level seminar-style discussions, and help improve their analytical and metacognitive skills. -Evaluate and provide feedback on student work. Specific time assignments for sessions with high school students and required Teaching Fellow group meetings will be scheduled at the same time every week based on availability. This course counts for 10 hours toward the 20-hour practicum requirement in the EDST major or minor. The other 10 hours can be completed by repeating this class or through an independent practicum.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **QAC302, CSPL305, PHIL208**
Prereq: **None**

EDST406 Education Research Lab
In this lab course students will learn about and participate in educational qualitative research. Students will learn how to do document analysis focused on legislative mandates on professional development in Connecticut over the last 15 years. In addition, they will observe the professor conducting interviews and focus groups with educators to help identify themes. Students will be trained to use qualitative data to identify trends, themes, and possible findings.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-EDST**
Prereq: **None**

EDST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

EDST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

EDST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

EDST465 Education in the Field, Undergraduate
Offering: **Host**
Grading: **OPT**

EDST466 Education In The Field
Offering: **Host**
Grading: **OPT**

EDST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

EDST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ENGLISH (ENGL)

ENGLINB Indian Baccalaureate Credit
Offering: **Host**
Grading: **Transfer**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ENGL111F 21st Century American Literature (FYS)
This course will explore American literature of the 21st century and in so doing, we will consider the portrayals of race, class, ethnicity, religion, trauma, citizenship, migration and sexuality. We will approach these portrayals in engaged class discussion as well as in writing, both analytical and creative. We will also discuss the ways in which these authors conceptualize and problematize American identity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL112F Reading Black Culture (FYS)
Blackness is the lifeblood of the culture industry. U.S. popular culture--which traverses national boundaries due to the workings of imperialism and global capital--has a predominantly Black face, at the same time that Black people, in the United States and across the globe, are made to live in unrelenting proximity to death and destitution. This introductory course aims to tackle this seemingly contradictory state of things by considering the manifold ways Blackness circulates in the global cultural landscape. With the ultimate aim of increasing cultural literacy, we will engage with key questions such as: What makes a Black text? What, if any, political duty does the Black cultural worker have to the larger "Black community"? How does a critique of capital figure into Black culture? How might we conceptualize intellectual work as central to Black cultural traditions? This course traces these questions through the analytic of "reading"--as a mode of critical engagement that exceeds the textual. We will contend with Blackness in its varying permutations and figurations across the domains of literature, music, film, sport, visual art, and performance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM112F**

Prereq: **None**

ENGL113 A Nation of Immigrants?
America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT113**
Prereq: **None**

ENGL113F A Nation of Immigrants? (FYS)
America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT113F**
Prereq: **None**

ENGL121F Are You a Feminist? (FYS)
Taking our cue from Beyoncé and the debates her music has produced, this First Year Seminar investigates the meaning of feminism by considering how writers, artists, activists, academics, and public intellectuals discuss the topic. Students' curiosity about feminism - as topic, politics, identity, and practice - will guide class meetings where we will discuss readings by prominent feminist writers, scholars, and critics. Students will leave the course with a clear sense of themselves as writers and thinkers, as well as an understanding of the ways in which gender and sexuality intersect with race, class, and other social identities and of the multiplicities of feminisms in our contemporary moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **WRCT121F, FGSS121F**
Prereq: **None**

ENGL122F Magical Creatures & Phantastic Allegories in Spenser's Faerie Queene (FYS)
This course explores the imaginative worlds of magical creatures through a study of phantastic allegory in Edmund Spenser's Faerie Queene. Through a sustained careful reading of this major work of imaginative poetry, we will come to understand the way in which Spenser employs rich and dynamic poetic figurations towards the construction of highly nuanced and complex allegorical meaning which responded to the political, philosophical, and social context of Spenser's own day. This course is open to all readers of any major who have ever wanted to explore Spenser's imaginative poetic fictions, or who have wanted to extend their knowledge of early modern English poetry beyond Shakespeare.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL122F**
Prereq: **None**

ENGL131B Writing About Places: Africa
This course is one in a series called "writing about places" that explore the long tradition of writing about travel and places and changing attitudes toward crossing cultural borders. We will examine historical and cultural interactions/ confrontations as portrayed by both insiders and outsiders, residents and visitors, colonizers and colonized--and from a variety of perspectives: fiction, literary journalism, travel accounts, and histories. Writing assignments will include critical and analytical essays as well as encouraging students to examine their own experiences with places and cultural encounters.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **CGST131B**
Prereq: **None**

ENGL132F The Library (FYS)
The library is not just a physical repository of texts. Rather, it is an institution organized around the fear of oblivion. It has developed all sorts of protocols and systems to save ideas, texts, and people from being lost to history. But fantasies of the infinite library and the pursuit of the perfect cataloguing system have, in turn, disciplined knowledge, produced new categories, and rendered entire traditions and histories unfindable via its organizing logics. In this course, we will approach the library as both a space for democratizing knowledge and a locus of exclusion too -- a lifeline and a tomb all at once. While we will read and write about different libraries across time and space, we will also ground many of our discussions in the holdings, spaces, and history of our very own Olin Library. One of the aims of this course, beyond introducing students to the intellectual history of the library as such, is to familiarize students with Wesleyan's libraries so that they can learn how to navigate its many resources in future courses and intellectual pursuits. To this end, we will spend a considerable amount of time in the stacks, in Special Collections, and learning from our librarians.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL135 Writing about Research: U.S. Style
This course is designed to prepare non-native speakers of English to write about research in U.S. academia. Students will focus on the structure, cohesive devices, citation styles, and academic vocabulary commonly used in literature reviews, theoretical papers, and primary research studies. As a topic of common interest, example readings will focus on language research including statistical analyses of language learners; anthropology studies of how gender, race, and socioeconomic group affect language; and overviews of theories about language acquisition. Throughout the course, students will learn organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT135**
Prereq: **None**

ENGL141F The Revolutionary Rupture: Slavery, Latifundio & Rev. in Caribbean & Lat. Amer. Lit. & Cinema (FYS)
The word "Revolution" often evokes a vertical and/or eruptive image: a standing militant who was once a "premodern," non-European figure; a bottom-to-top explosion of imperial and colonial disorder and normative violence; a rising and

world-overturning wind or "natural event." Does the eruption of an "event" worthy of the name "Revolution" begin on the imagined x-axis, say, of the earth's surface? Or does it point beyond that plane of seemingly commonly shared life? Or to that notion itself--i.e., commonly shared life--as a question? How do configurations of hell, heaven, God, Satan, the dead--what's below, what's above--come to bear in representations of "Revolutions"?

In this course, we will slow down, read, and work through these and other questions and figurations on the verge, in the midst, and/or seemingly on the other side of revolutionary ruptures--ruptures which are also returns. We will read select literatures and cinemas of Haiti, The Dominican Republic, Mexico, Guatemala, Puerto Rico, and Cuba that convey refusals of "given" life and death and that render different imperial, colonial, and neo-liberal systems of oppression and their attendant philosophies of the human, non-human, animal, native, enslaved, and blackened. The Haitian Revolution of the late 18th and early 19th century, insurrections in Chiapas before and after the Mexican Revolution of 1910, and 20th-21st century armed movements against U.S. economic and military invasions of the Caribbean and Central American regions would be the historical "flashpoints" of the course. While de-romanticizing the commercialized Che-t-shirt notion of "Revolution" in the U.S., we will, more importantly, encounter and deconstruct discourses of hetero-masculinity, modernization, mestizaje, whitening, and "development" that sometimes appear radical and/or revolutionary.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM141F**
Prereq: **None**

ENGL143L Introduction to TESOL
This Community-Engaged Learning course will explore social issues, classroom management, and current debates related to Teaching English to Speakers of Other Languages (TESOL), as well as learning languages in general. The course introduces the "best practices" of TESOL through current research, practical assignments, and students' reflection on their experience teaching English over the course of the semester. Students will critique existing materials, create their own lesson plans and activities, and conduct teaching demonstrations for our class. Working with community partners, students will also complete 20 hours of teaching/tutoring English Language Learners. This course fulfills both the pedagogy and practicum requirements for the Education Studies major and minor.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST140, WRCT140L**
Prereq: **None**

ENGL150F American Crazy: Four Myths of Violence and National Identity (FYS)
Among the industrialized nations of the world, the United States has long had unusually high levels of crime, violence, and imprisonment. This course will explore five especially prominent cultural explanations for American violence. We will consider the origins of these explanations in American myth and history, and we will investigate their appearance in literary expression, journalistic reporting, popular culture, and social science.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL152F The Armchair Adventurer (FYS)
At the turn of the 20th century, stories of travel, action, and adventure enjoyed enormous market success and cultural prominence. This course examines the interaction between the adventure stories told in popular genre fiction--science fiction, historical romance, detective novels, children's literature, stories of overseas adventure, etc.--and their "high" literary cousins. We will read classic works of genre fiction in order to understand the appeal of these stories and storytelling modes, for both writers and readers, and to identify their generic structures, plots, and premises. And we will examine how prestige-oriented fiction drew from, adapted, and altered these conventions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL156F Contemporary American Literature (FYS)
This course will explore contemporary American literature by focusing on novels written by Jhumpa Lahiri, Colson Whitehead, Junot Diaz, Tommy Orange, Ocean Vuong, Mbue Imbolo, Edwige Danticat, and a play by Lynn Nottage. Extra readings will include poems and short stories. We will consider the portrayals of race, class, ethnicity, religion, trauma, citizenship, migration, and sexuality in these works, as well as the ways in which these authors conceptualize and problematize American identity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL157F Caribbean Literature and Writing the Environment (FYS)
This is a writing and reading course in which students will use Caribbean literature focused on the environment and the environment around them as starting points for writing of their own.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL161F Captive and Confined: Literatures of Imprisonment (FYS)
Is it more than just a metaphorical turn of phrase that causes us to speak of being held captive by works of literature and art? Or are there links between writing, reading, and being imprisoned that are as material as they are psychological? Our class will consider the relationship between spaces of confinement and writing to explore how various writers have used writing to respond to various states of captivity. Is carceral writing particularly captivating to readers, and if so, why? We will read texts about prisons (physical and psychological), as well as texts written in prisons, to explore relationships among writing, power, literacy, and freedom.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL162 Poetry Lab
The Poetry Lab is intended for first-year students interested in literature or creative writing. Come join us for a semester of hands-on experiments with the stuff of poetry -- interpreting and translating but also taking apart, writing over, scrambling, collaging. We will ask big questions: What is poetry, anyway? How and why do we read it? We will read some of the most powerful poems in the English tradition and explore how modern poets speak back to them or make

new poems from their pieces. We will engage with important scholarly debates and encounter various theoretical and methodological approaches, inviting us to approach poetry as a self-enclosed artifact, as historical evidence, as a kind of thinking, or as political action. And we will also constantly tinker with poems, imitate them, and creatively play as we investigate the fundamental workings of language and meaning.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL162F The Past and Present of American Journalism (FYS)
This course will expose students to the history of print culture in the United States and familiarize students with the current state of affairs in American journalism. Each week we will read historical and contemporary texts alongside one another, seeing how recent journalism continues in the tradition of older forms of public writing but also deviates from and altogether abandons them. Some of the assignments for the course will be critical, asking students to describe, explain, and make arguments about the texts they encounter; others will be creative, asking students to generate their own journalistic practices informed and inspired by the assigned readings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL163F Literature of London (FYS)
This first-year seminar examines the role of London in the literary imagination of nineteenth-century Britain. A vibrant multi-class and multi-ethnic jigsaw puzzle, London was a "world city" at the center of the empire, the seat of crown and Parliament, and a place of both danger and opportunity. In addition to being the economic and political center of Great Britain, some authors viewed London as the nation's narrative center as well. Together, we will explore how writers depicted the city, how they envisioned the relationship between urban living and modern life, how they understood London's inhabitants and their plots, and how they placed the city in networks of stories reaching around the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL165F Querying the Nation: American Literature and Ethnic Studies (FYS)
This course poses the study of American literature as a way to explore issues of race and ethnicity in the United States. From 1960s student strikes demanding ethnic studies courses in California to recent dismantlings of the field in some high schools and colleges, the role of ethnic studies in education has been a topic of heated debate. We will examine a range of multiethnic texts to understand how they have generated critical frameworks for cultural study that are attuned to the contradictions of various American ideals. Toward the end of the course, we will direct some of our energies to investigating how ethnic studies has circulated at Wesleyan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL175F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST125F, AFAM152F, FGSS175F, THEA172F, COL125F**
Prereq: **None**

ENGL176F August Wilson (FYS)
During his lifetime, the world-renowned African American playwright August Wilson graced stages with award-winning plays from his "Century Cycle." This course examines the cycle's 10 plays in the order in which the playwright wrote them, from Jitney (1982) to Radio Golf (2005). In all cases, we pay special attention to the playwright's presentation of language, history, memory, religion, visual art, and music within his oeuvre.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **THEA175F, AFAM177F**
Prereq: **None**

ENGL178F The Literature of Business, and Vice Versa (FYS)
This course will consider some of the ways that business, markets, and commercial enterprise have been depicted in American fiction from the 19th century to the current moment. Our focus will be on the ways that writers sought, at various stages in history, to understand the changing features of capitalism. At the same time, we will consider the development of the American publishing industry and the ways that it influenced literary production and literary values.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL190F Place, Character, and Design: Techniques in Writing Nonfiction and Fiction (FYS)
We begin this writing course with questions central to students' work in both nonfiction and fiction: how to establish characters and a narrator's voice and how to frame the spatial and emotional world of the piece. The course encourages students to explore questions of design and structure while focusing also on style and technique at the sentence level. This creative writing course explores features of narrative and design that are central to work in fiction and creative nonfiction. We will also compare the design of college papers, written for academic courses, with pieces written for general readers. Readings include works by writers interested in these questions, including, in fiction, Andre Aciman, Vladimir Nabokov, Henry James, Robert Stone, Deborah Eisenberg, and Edward P. Jones, and, in nonfiction, Brian Doyle, Junichiro Tanizaki, Joan Didion, Charles Bowden, Mark Doty, Linh Dinh, Dubravka Ugresic, and George Orwell.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL200 The Narratives of Illness and Recovery
This course provides a detailed examination of primarily first-person accounts of illness and recovery. The focus will be on narratives that deal with mental illnesses and trauma or the psychological aspects of physical illnesses. We will explore the relationship of story and narrative to the healing process. Students will analyze across texts the common psychological traits that lead to recovery and generativity, as well as the response to loss and the experience of suffering. Particular emphasis will also be placed on the role of "the wounded healer," those persons who have suffered and then choose to assist others who face similar predicaments.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL200, PSYC285**
Prereq: **None**

ENGL201A Ways of Reading: Originality and Its Opposites
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL 201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

Believe it or not, the idea that a work of art should be unique, new, and inventive has a history, and it's a fairly recent one. In this section we will read novels, poems, and plays that embody or somehow resist the ideal of originality. We will start with theories of originality that emerged at the end of the 18th and beginning of the 19th century, and with contemporaneous texts that exemplify that aesthetic philosophy. Then we will turn to originality's many opposites: translations, collaborations, adaptations, forgeries and hoaxes, parodies, hymns and vernacular songs, and works that are so conventional or derivative as to fail the originality test. Throughout, since this is a section of "Ways of Reading," we'll pay attention to our expectations, experiences, and strategies as readers as well as to developing skills in discussing and writing about literature.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201B Ways of Reading: Unreliability
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. In this "Ways of Reading" course we will examine how notions of unreliability and indeterminacy shape literary writing and interpretation alike. We see this most obviously in the figure of the unreliable narrator in fiction, but we also grapple with the (un)reliability of poetic speakers in lyric poems. In fact, unreliability might as well be another way of naming and representing subjectivity. Learning to recognize and parse signs of subjective and/or unreliable accounts is a keystone of literary analysis because it helps us make sense of--and take pleasure in--how the story is told in addition to the content of story. Conversely, some literary texts turn the mirror on us (the readers); that is, they prompt us to reevaluate how our own assumptions, biases, and blind spots figure in our interpretations of texts and dynamics. In this course, students will read and write about a wide range of literary genres including novellas, short stories, lyric poems, and plays that thematize unreliability, confusion, and misprision. In so doing, they will learn to develop their own interpretations of literary texts and craft compelling and nuanced arguments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201C Ways of Reading: Texts and Territories
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This is a course on reading and writing about literary works from a variety of genres and historical periods. We will focus on how these texts describe and define territory -- land, space, nature, environment, and sovereignty. Over the course of the semester, we will work toward an understanding of how our texts function both formally and historically, as documents of their respective eras -- from the Middle Ages to the present day. Together with each text, we will engage with critical articles that show how other scholarly readers approach literature using a wide range of methodologies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201D Ways of Reading: Stories and Storytelling
In this course we will read literary, philosophical, and scholarly works that explore stories and storytelling. Some of the questions we will consider are: what makes a story a story? What are its building blocks? How does it matter if a story is told in verse or prose, in a book or onstage, orally or in print? What human, personal, and societal needs are served by telling and consuming stories? How do literary texts incorporate or represent the activities of telling stories and of listening to, reading, and watching them? We will define and examine foundational aspects of literary narration, including first-person and third-person narrators, events, plot, voice, and setting and worldbuilding. We will also practice and develop skills in literary analysis and interpretive, scholarly writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201E Ways of Reading: Gifts, Debts, and Promises
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course will offer an introduction to the formal study of literature. Our discussion will be oriented by a consideration of poems, plays, and novels that address the bonds created among people by the exchange of gifts, promises, and debts. We will consider the way changing ideas about such bonds have been represented in literary texts and the way such ideas have affected our understanding of literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201G Ways of Reading: Contact Zones
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

In this course, our studies of 20th- and 21st-century works will focus on how various forms of "contact"--interracial encounters, travel and migration, genre mixing, etc.--produce literary tensions that comment on broader social and political worlds. In addition to analyzing texts from a range of genres, we will situate them in their historical contexts, approach them from a variety of critical perspectives, and examine how literary expressions of "contact" shape perceptions of the contemporary world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201H Ways of Reading: Influence, Imitation, Invention
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.
Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This "Ways of Reading" course will consider how works of literature respond to one another, imitating and departing from what has come before. We will learn to identify a writer's stylistic, rhetorical, and generic commitments, and we will develop a set of technical and conceptual approaches to reading to generate a facility and ease with the practice of close reading. At the same time, we will remain alert to the influence of historical, geographic, and social contexts on the production and reception of works of literature. As responsible readers, we will combine attention to a text's formal properties with an awareness of its situatedness within worlds--and literary histories--outside the text.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201J Ways of Reading: Literary Form and Forms
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course focuses on the techniques of interpretation, beginning with words and tropes like metaphor and metonymy and advancing to narrative theory. It introduces students to different theoretical approaches to the text, including formalist, psychoanalytic, cultural, and new historicist studies.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201K Ways of Reading: Borrowing and Stealing: Authorship and Originality in Literature
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will explore the meaning of authorship and originality in literary study. What does it mean to be original within a literary tradition? How do genres retain their coherence while also enabling originality? When does inspiration become plagiarism? Where do we draw the line between borrowing and stealing in literature? What legal, ethical, and historical frameworks help us to distinguish between them? How do such norms vary across genres and media? This course will focus on the different ways that poetry, fiction, and drama foster the recirculation of particular plots, figures, and formal structures while still maintaining the value of originality. We will pay particular attention to the crises of authorship that mark what Walter Benjamin famously called the "Age of Mechanical Reproduction." But we will also look at the central role that borrowing and rewriting has played in the very constitution of the idea of a literary tradition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201L Ways of Reading: Forms of Difference
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will focus on the politics of literary form--that is, how literary form and content work together to produce arguments about the social world. We will pay special attention to how 20th- and 21st-century writers use literary form to explore, illuminate, negotiate, and challenge categories of social difference, including race, gender, and sexuality. In addition to practicing techniques of close reading on a range of texts from different genres, we will also read literary criticism from a variety of theoretical and political perspectives--psychoanalytic, feminist, postcolonial, historicist, etc.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201M Ways of Reading: Literature and/as Philosophy
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will consider what lies at the intersection of literature and philosophy. We will read philosophies of literature-texts that consider the function, context, and fundamental characteristics of literary production-alongside literary texts that foreground key philosophical questions. We will consider the literary dimensions of philosophical writing alongside the philosophical dimensions of literary writing, toward a way of reading that destabilizes the notion of a fixed boundary between the two categories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201N Ways of Reading: Adaptations: From Page to Stage
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course investigates Black dramatic adaptations that have originated from poetry, short stories, novels, and historical events. Through multiple modes of inquiry, we interrogate form, genre, narrative, aesthetic, and intended audience as well as the social, political, gender, sexuality, and/or racial context of each literary piece. Within these various "page to stage" adaptation processes, we track the evolution of our source texts and chart the longevity and changeable dynamics of elements, such as character, theme, plot, point of view, setting, and time, as they appear within each dramatic iteration.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201P Ways of Reading: Autobiography
"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

"Ways of Reading" courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry, drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays; but also in political speech, in popular culture, and in the discourses that shape everyday life.

This "Ways of Reading" course will explore autobiography as an elusive and multifaceted literary form. We will ask: Who or what is the subject of autobiography? Who besides the author is implicated in the acts of writing and reading autobiography? How elastic are the distinctions between fiction and fact, self-reportage and self-fabrication within autobiography? What kinds of narratives and artistic forms count as autobiographical? To pose these questions, we will explore hybrid texts that splice together varying genres and forms under the umbrella of autobiography, including poems, memoirs, graphic memoirs, personal essays, metafictional novels, documentary films, performance pieces, and biomythographies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201Q Ways of Reading: The Pleasures of the Text
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course introduces the bundle of characteristics we think of as "literary" and the methods for studying them, with an eye toward pleasure: What spurs us to read, and what spurs us to return to certain texts? We will develop strategies for careful and close reading and techniques for the analysis of poetic and narrative forms; we will examine the idea of literature as a social institution and explore ways of making connections between textual details and the world beyond the text.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201R Ways of Reading: Strange Inheritance
Language precedes us. Nay, writing does. What do "we" do with this inheritance? What is the relationship between language, writing, speech, technology, and violence in the "strange inheritance" configured in this course? And what specific insights into that relationship does this uncanny thing called "English" reveal? This foray into the English major weaves together Caribbean and British literature with literary and critical theory that meditate sometimes literally on each other and always on "shared" linguistic and colonial heritages--ones alternately preserved, cursed, and/or set on fire. We will reckon with "inheritance" as a figure and unravel what is destructive, desirous, and gothic in it by reading: Jamaica Kincaid's Annie John and Lucy; Jean Rhys' Wide Sargasso Sea; Charlotte Bronte's Jane Eyre; and parts of Gayatri Spivak's A Critique of Postcolonial Reason: Towards a History of the Vanishing Present. All of these texts structure and deconstruct themselves via unruly "feminine" figures who happen, also, to be damningly good readers. Supplemental to our readings of the aforementioned are select poems by Aimé Césaire, Derek Walcott, and William Wordsworth; selections from Frantz Fanon's Black Skin, White Masks; key works of structural linguistics and deconstruction; and some cinema. The framework and assignments are designed with both the literary and creative writing tracks of the major in mind.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201S Ways of Reading: Imitation and the Real Thing
Are artworks imitations of "the real world," or are they "real things" in themselves? And what happens when one artwork imitates another? This Ways of Reading course explores the relationship between artistic representation and the reality it tries to capture, paying particular attention to what happens when literature engages with other kinds of art. We'll read variations of the Pygmalion myth--in which an artist falls in love with his creation and it comes to life--across a range of genres: poems, short fiction, novels, plays, and film. We'll also turn to various forms of literary critical inquiry, from close reading to psychoanalytic theory, and various kinds of historicism to ask how these depictions imagine the act of artistic creation and the kind of truth-claims that literature makes. Along the way, we'll think about the ways that these meditations on the mediated nature of literature--depictions of the relationship between the art objects and the world, the act of reflection, copying, or imitation--are used to imagine social difference, including questions of class, gender, race, and national identity. Throughout the course, we'll be paying attention to the ways that texts construct and convey meaning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201T Ways of Reading: Literature About Literature
"Ways of Reading" courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit. "Ways of Reading" courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry, drama, and prose narratives like novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the

time: in poems, novels, and plays; but also in political speech, in popular culture, and in the discourses that shape everyday life. This "Ways of Reading" course will ask: What is literature? We will read literature written by authors in their most playfully self-aware, self-interrogating moods: William Shakespeare raising questions about the nature and limits of imagination, Jane Austen dramatizing the perils of novel reading, and Tyehimba Jess celebrating the history of Black expression. Throughout, we will reckon with literary texts on their own terms but also with the ways they have been read at different moments in history. What is literature and what was it? How do we read it? What methods and theories have been ascendant at different moments? And *why* do we read it? What are its pleasures, problems, and possibilities? How did we end up with an English Department organized like this anyway?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201V Ways of Reading: Imitation and the Real Thing
Are artworks imitations of "the real world," or are they "real things" in themselves? And what happens when one artwork imitates another? This Ways of Reading course explores the relationship between artistic representation and the reality it tries to capture, paying particular attention to what happens when literature engages with other kinds of art. We'll read variations of the Pygmalion myth--in which an artist falls in love with his creation and it comes to life--across a range of genres: poems, short fiction, novels, plays, and film. We'll also turn to various forms of literary critical inquiry, from close reading to psychoanalytic theory, and various kinds of historicism to ask how these depictions imagine the act of artistic creation and the kind of truth-claims that literature makes. Along the way, we'll think about the ways that these meditations on the mediated nature of literature--depictions of the relationship between the art objects and the world, the act of reflection, copying, or imitation--are used to imagine social difference, including questions of class, gender, race, and national identity. Throughout the course, we'll be paying attention to the ways that texts construct and convey meaning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL201Z Ways of Reading: Gifts, Debts and Obligations
Ways of Reading courses introduce students to the characteristics thought of as literary, and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading as well as techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. While students will become adept literary critics, they also will learn that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, popular culture, and the discourses that shape everyday life.

This course will offer an introduction to the formal study of literature. Our discussion will be oriented by a consideration of poems, plays, and novels that address the bonds created among people by the exchange of gifts, promises, and debts. We will consider the way changing ideas about such bonds have been represented in literary texts and the way such ideas have affected our understanding of literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL202 Investigative Storytelling
This creative writing workshop is designed for students who aim to craft new narrative work through investigative or documentary research. Students might create a play, a screenplay, poetry, fiction, creative nonfiction, a digitally driven project, or something else. We will study some existing investigative artworks--dramatic pieces by Moises Kaufman, nonfiction by Leslie Jamison, poetry by Robin Coste Lewis, documentary film by the Maysles brothers, long-form journalism by Nikole Hannah-Jones, and podcasts by Brian Reed. We will cover interview techniques, research strategies, issues of rights and intellectual property use, and structure/dramaturgy as we plan, research, write, and workshop material together. Class members will regularly share work-in-progress and offer feedback to one another. By the end of the semester, students will be well acquainted with best practices for crafting investigation-based pieces and will have completed full or partial drafts of their projects, depending on project scope. Students are expected to have some workshop experience.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT203**
Prereq: **None**

ENGL202Z Contemporary Short Stories in Translation
This course will introduce students to a wide range of contemporary short stories from around the world, translated into English. We will read fiction from four geographical clusters--Nordic Europe, Latin America, East Asia, Western Europe--as well as from outside these relatively well-defined categories. Along with exploring the fiction itself, we will consider how the English-language publishing industry treats these different zones, as we acknowledge the risk of ending up with national or regional stereotypes. We will also keep in mind the translator's role as an active creator of the works we are reading. In week two, we will pay special attention to the crucial professional role of the translator in getting these authors published and recognized, and there will be in-class visits from one translator in each cluster. The objective of the course is to get a basic overview of different contemporary trends and traditions, and their various paths to publication in English, as well as hopefully finding one or two new favorite writers.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT210Z, COL308Z**
Prereq: **None**

ENGL203 American Literature to 1865
This lecture course charts a selective path through the English-language literatures of conflict in North America. Our optic will be double: one eye on history, the other on literary form, and we will experiment with ways of dialectically combining these two lines of vision. The scope of the course is wide, but we will proceed in the style of an anti-survey. Rather than unifying America through a gathering of textual parts, we will attempt to understand how literary

forms supply an important index of historical evidence even as their pleasures and contradictions refuse the stabilities of the evidentiary.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST243**
Prereq: **None**

ENGL203A American Literature on Fire: Conquest, Capitalism, Resistance: 1492-1865
We begin with a 1938 Langston Hughes poem, a north star shining light on American unexceptionalism and then move back in time: from Columbus's dismemberment and enslavement of the Arawaks when demanding gold; to Cabeza de Vaca's feel-good handbook for the conquest of indigenous peoples; to Puritan inventions of a "God" that pulls the trigger; to Franklin's blowing the whistle on a mercantile capitalism he supercharged with a secular work ethic; to a Declaration of "Independence" in 1776 that provoked alternative declarations written by workers, women, and formerly enslaved persons in the 19th century; to Poe's readings of a Divided States of America (race, gender, domesticity) as gothic; to Douglass's representations of the tactical artfulness and subversions of "slave" culture; to Hawthorne's deconstruction of the Americanization of power; to Thoreau's entwining of collective protest and what he hoped would be an individualized escape route; to Melville's attacks on imperialism, racism, and class domination; to Elizabeth Stuart Phelps's critique of domestic slavery; to Stowe's socially transformative antislavery novel (whose sentimentalization recirculated stereotypes). Along the way, we will draw on Howard Zinn's classic A PEOPLE'S HISTORY OF THE UNITED STATES to help historicize the Americanization of inequality. During our literary-intellectual time travel, we will engage some of America's most "on fire" writers who make possible insights into the ideological foundations of American cultures, identities, and hegemonies that provocatively illuminate America's situation today (and offer some lessons for how to change it). And, not least of all, we will have critical fun throughout.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST243A**
Prereq: **None**

ENGL204 American Literature, 1865-1945: The Americanization of Power
Together we'll explore not only the complexities of American literature from the 1860s to 1940s, but also how this literature is usable today and excels as critical equipment that can advance our understanding of the modern Americanization of power (put narrowly, we'll develop insights into a "democratic" capitalism, what some called a "Robber Baron" plutocracy, that pulled off and contrived to maintain systemic class, gender, and ethnoracial hierarchies to reproduce its power). As we unpack the relationship of literary form and social form, we'll trace connections between historical developments such as the gothic genre and gender ideologies, domestic romance and the social reproduction of labor, realism and mass-urbanism, naturalism and immigration, modernism and imperialism, and narrative experimentation and anti-racism. The creative works of Emily Dickinson, Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnutt, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Eugene O'Neill, Nathanael West, William Faulkner, Richard Wright, and Zora Neale Hurston will help teach us to be more imaginative readers of literature, ourselves, and what America was, is, and might be. While pooling ideas about this, we'll savor the pleasures of reading inspiring and transformative writing. This is very much a thinking-intensive course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST235**
Prereq: **None**

ENGL204A American Literature, 1865--1945
This course considers the way a large range of American writers responded to the industrial transformation of the United States. We will look at the way writers conceived and understood the rise of the corporation, the growth of the metropolis, the surge of migration, and the expansion of American power through war and settlement, and we will consider the way such visions related to the writers' understanding of the nature of American culture and the significance of literary expression. Among the authors discussed will be William Dean Howells, Charles Chesnutt, Henry James, Mark Twain, Stephen Crane, Sarah Orne Jewett, Mary Wilkins Freeman, Kate Chopin, Edith Wharton, Frank Norris, T. S. Eliot, Willa Cather, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Jean Toomer, and Richard Wright.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL205 Shakespeare
This lecture course is designed to introduce students to the often-demanding texts of Shakespeare's plays, their major genres (comedy, history, tragedy, and romance or tragicomedy), and the contexts in which they were produced. Shakespeare's career spanned a period of remarkable social, political, religious, and economic change, including the Protestant Reformation, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the rise of the first purpose-built, commercial theaters. Innovations in dramatic form and genre, which Shakespeare helped craft, sought to make sense of these momentous shifts for a diverse public theater. The lectures assume no prior knowledge of Shakespeare or his times and are designed to illuminate the texts of the plays by examining their cultural contexts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **THEA210**
Prereq: **None**

ENGL206 British Literature in the Enlightenment: Individualism, Consumer Culture, and the Public Sphere
England was changing rapidly in the 17th and 18th centuries. Indeed, it is often said that this period was crucial for the emergence of individualism, consumer culture, and the public sphere--for the modern world itself. The period is sometimes described as the Age of Reason, but it was also an age of bawdy laughter, intense emotion, brazen self-promotion, serious faith, and gossip in coffeehouses and magazines. It was an age, too, of flourishing marketplaces, imperial expansion, slavery and abolition. This course will track how literary writers celebrated, condemned, participated in, or simply tried to make sense of their changing moment (and the changing understandings of literature available in it).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL204**
Prereq: **None**

ENGL207 Chaucer and His World
In this course, we will read Chaucer's fascinating dream-visions, The BOOK OF THE DUCHESS and THE HOUSE OF FAME and his best-known work, THE CANTERBURY TALES. We will also read selections from Chaucer's sources and consider how he adapts these texts in his own literary works. Some of the

topics we will explore are the various genres of Chaucer's poetry (allegory, epic, romance, satire), medieval ideas about psychology and dreams, the ideology of chivalry, Chaucer's reinvention of the classical world, and views of gender and sexuality. All readings will be in Middle English, so we will read slowly and carefully, with attention to the language.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **MDST207**
Prereq: **None**

ENGL208 Feminist Theories
How does "feminist" (a political commitment) modify "theory" (an intellectual practice)? We will address this question by reading a range of contemporary feminist theorists working to analyze the complex interrelations of social differences (gender, race, class, sexual orientation, religion, and so on), and relations of social domination and economic exploitation in a globalized world. The question "what is to be done?" will oversee our work.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS209**
Prereq: **None**

ENGL209 From Seduction to Civil War: The Early U.S. Novel
This course examines the relationship between nation and narrative: the collective fantasies that incited reading and writing into the 19th century. We will study the novel as a field of literary production both in dialogue with European models and expressive of changes in national culture, a form that both undermined and reinforced dominant ideologies of racial, gender, and class inequality during this turbulent period of national formation and imperial expansion. We will consider the ways the pleasure of novel-reading depends upon, even as it often disavows, the world outside the story. Throughout our reading, we will trace the ways these novels both reflect and participate in the historical development of the United States during a period that spans national founding, the consolidation of northern capitalism and an exacerbated North/South division, expansion into Mexico and the Pacific, and civil war. Through close attention to literary form, we will continually pose the question, What is the relationship between literary culture and historical change? We will examine who was writing, for whom they wrote, and the situation--political, commercial--in which the American novel was produced and consumed. We will begin with the novel of sentiment and seduction and conclude with reflections on slavery and racial revolution on the eve of the Civil War, all the time asking about the ways the novel might seduce us into either tolerating or resisting the way of the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST298**
Prereq: **None**

ENGL210 The Rise of the Novel
What is a novel? And where did this literary form come from? This course will explore some of the complexities of the "rise of the novel," one of the most important and oft-told tales of literary history. As we read fictions full of criminals, love letters, scandals, and satirical self-referentiality, we will think about the differences between early novels and the not-quite novels that preceded them. We will focus on how novels work through plot, character, and realist prose, as we also explore the ideological work that the form does. We will ask, too, about the workings of scholarly narratives like "the rise of the novel": how do these critical narratives help us, as novel readers, understand our relationship to the past and to the novel as a form? What do we get from thinking about novels as, say, first written by white men to express the attitudes and capitalize on the reading practices of an emergent middle class? Or as evolving from a less respectable, altogether sexier tradition of romance writing by and for women? What's at stake in our tendency today to keep continually returning -- and trying to remake as our own -- the world of early English novels, in Jane Austen fan fiction and shows like Bridgerton?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL211 Calderwood Seminar in Public Writing: Writing Science, Writing Science Studies
This Calderwood Seminar in Public Writing will give students practice writing about science, technology, and medical studies for general audiences. It will also function as a capstone experience for SISP majors: students will have a chance to reflect on the methodologies and theories they have learned during their time in the program, while also using those methodologies and theories to analyze issues and texts in our world today. Students will work collaboratively, editing each other's work, and significant class time will be spent workshopping student writing. The aim will be to produce publishable pieces of cultural analysis for the popular press.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP213**
Prereq: **None**

ENGL212 Too Much to Know: Nineteenth-Century British Fiction in the Age of Information
This course will investigate the relationship between literary production and new models of scientific evidence during the heyday of Britain's global power. We'll ask how novels grappled with new scientific paradigms and forms of evidence, the invention of anthropological fieldwork, the police archive, the geological and fossil record, the statistical average and explore how those developments were reimagined through British fiction between 1830 and 1900. We'll focus on the theories of self and other that accompanied new scientific methods the categories of primitive, deviant, minor, pathological, everyday and the relation of this research to the construction of evidence, the scientific self, labor, and gender as social, historic, and economic processes. We will read fiction by Gaskell, Eliot, and Carroll, alongside social theory by foundational thinkers of the nineteenth century (Marx, Simmel, Martineau) and our own (Barthes, Said, Steedman). As a part of the course, we will also extend the conceptual questions raised by research to our own work, as we explore a range of scholarly tools and methods -- from special collections archives to digital databases -- in reflecting on the practices and infrastructures of research. The class will include trips to Wesleyan Special Collections.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL213 Literature and Black Feminism: The Dramas of Black Capital
This class explores Black women's fiction as a mode of critique and intervention into Black Americans' complicated relationships with social and economic capital in the wake of US chattel slavery. How do Black people negotiate the transition from being to owning property? How does the persistence of capital, even in the absence of the system of racial slavery that ushered it into being, continue to shape Black institutional access and Black intramural relations? How are white, Western regimes of value--constructed as they are through the production of

racial-sexual difference in dominant habits of thought and representation--contested and, at times, recapitulated in Black social life? How does Black women's literature take up these questions, and what about Black women's literature uniquely equips it to meet this challenge? Ultimately, the course takes seriously Black women's literature as Black feminist thought, exploring how it indicts and imagines beyond the violence of modern racial capitalism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS220, AFAM222**
Prereq: **None**

ENGL214 Writing Nonfiction
In this creative course, students will address the elements of creative nonfiction, such as narrative, character, voice, tone, conflict, dialogue, process, and argument. The work of nonfiction writers such as James Agee, George Orwell, Joseph Mitchell, Walker Percy, Anne Lamott, Caroline Knapp, and Dave Eggers will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week.

Charles Barber is the author of two works of nonfiction and a novel in progress. He is a lecturer in psychiatry at Yale Medical School and a visiting writer at the College of Letters.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL201**
Prereq: **None**

ENGL214Z Reading and Writing Memoir
In this intensive Winter Session class, we will read a variety of short and long works from the beloved, bewitching nonfiction genre of memoir, paying close attention to how the authors parse the past--and which parts they parse--to convert memories into lyrical works of literature that are at once personal and universal. We will also write our own examples of memoir, which will be the course's primary assignments. Students will have short writing exercises every day in class, so the course will offer a writing immersion experience.

Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus: http://www.wesleyan.edu/wintersession.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL215Z Art and Practice of Literary Publishing
The Art and Practice of Literary Publishing is an introduction to the editorial and acquisitions process in academic and literary publishing. Students will gain hands-on experience with the life cycle of a book -- from submission and review to production, marketing, and distribution -- while learning how publishers shape literary and scholarly cultures. The course combines practical exercises with discussions of publishing theory and contemporary industry challenges.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT208Z**
Prereq: **None**

ENGL216 Techniques of Poetry: Self, Self Divided, Self Revised
One difference between poetry and the other arts is the reader never asks of a poet "how did they do this," because the only possible answer is both poet and reader arrive to language simultaneously. No one really questions the why of a poem because language is already communion. After all, we use language every day to get by. But in those moments of extreme feeling, there is an overwhelming desire -- to borrow George Eliot -- to roar on the other side of silence. So, why and what is poetry? In this introductory course, we'll read variously from a breadth of traditions, exploring poems of the self, the self no longer possible as it lives, and the self revised and revived to an ever-shifting world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL216A Techniques of Poetry: Hidden Histories
Through a series of immersive reading and writing experiments, we will work toward uncovering and preserving histories that might otherwise be forgotten. In order to do this, we will study the documentary and investigative techniques poets have employed while attempting to write about hard-to-articulate events like grief, secrecy, unrecorded events, ecological disasters and environmental concerns, traumas, racism, gender politics, bright-but-fleeting moments of existence, and hauntings of all kinds. We will read and record accounts that cannot be told but must be told. We will work to uncover--and possibly heal--areas of historical numbness. We will explore poetry's relationship to preservation and the dynamic bonds between representation and reparation. And we will rewire history through history, making use of archival materials, public testimony, newspaper accounts, photographs, family documents, and more.

Guided by critical and creative investigations, in-class writing experiments, and extended projects, students will compose poems inspired by their own research. There will be presentations on the literature we read, as well as class discussions and workshops of one another's creative work. The class will culminate in a book arts project and a reflective essay.

Special attention will also be given to cultivating community and the benefits of sustaining an embodied artistic practice during extreme times and how doing so may benefit the health of the whole artist.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL217 Recent American Fiction
This course explores American fiction of the last fifteen years. We will discuss the particular demands that contemporary texts place on their readers while developing a map of the styles and preoccupations that mark our own moment of literary production.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL218 "The History that Hurts": Reading Saidiya Hartman
This course will introduce students to the major works of the Black literary theorist and cultural historian Saidiya Valarie Hartman (b. June 25, 1961), who was named a 2019 MacArthur "Genius" Fellow in Literary History and Criticism and American History. After graduating from Wesleyan in 1984, Hartman earned her PhD in American Studies from Yale in 1992; she is currently a professor in the Department of English and Comparative Literature at Columbia University. Students enrolled in this course will read and write about Hartman's trilogy of scholarly monographs: "Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America" (Oxford University Press, 1997); "Lose Your Mother: A Journey Along the Atlantic Slave Route" (Farrar, Straus and Giroux, 2007); and "Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals" (W. W. Norton, 2019). Finally, if her new book project is published before the syllabus is finalized, then students enrolled in this course will also read and write about Hartman's fourth scholarly monograph (tentatively titled "N Folio: An Essay on Slavery and the Archive"").
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM219, FGSS219**
Prereq: **None**

ENGL219 The Great American Novel
In this survey of classic works of American fiction, we will focus on texts celebrated not just for their literary achievement but for their aspiration to define the nature of American life and the aesthetic forms suitable to it.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL219Z Homer and the Epic
IN-PERSON COURSE: 10:00am-noon and 1:00pm-3:00pm, Monday through Friday. Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings.

In this course we will read both the Iliad and the Odyssey (in English translation). These two great epics are recognized as the first major texts of the Western literary tradition, and they have had an incalculable influence on everything from literature, to history, to the visual arts. Through a close reading of both epics, we will consider issues such as Homeric composition and poetic practice, heroes and the heroic code, the relation between humans and gods, the role of fate, and the structure of Homeric society (e.g., the status of women; clan and community). We will also read a number of contemporary critical essays to help us frame our discussions.

Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST220Z**
Prereq: **None**

ENGL220 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT280, CLST285, GRST280, RL&L279, RUSS281**
Prereq: **None**

ENGL221 The African Novel
This class considers several canonical novels from sub-Saharan Africa. Our focus will be on their aesthetic and thematic properties; the novels are not meant as introductions to African histories, cultures, peoples, or practices. We will explore instead the specific subjects and styles of each work in the context of wider debates about orality, language, colonialism, gender, and the novel. To fathom the political and aesthetic stakes of African literary canon formation, we will also attempt to identify what makes a work canonical.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM221**
Prereq: **None**

ENGL222 Poetics of Blackness
This course brings together Black critical theory and contemporary Black poetry in order to think through key sites of conflict in the theorization of Blackness. Rather than offer a literary history of Black poetry, this course is interested in approaching poetry as a crucial node of Black critical thought. Throughout this course we will pay particular attention to questions of form, genre, archive, queerness, gender, affect, visuality, ontology, and temporality as they approach and are undone by Blackness.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM220**
Prereq: **None**

ENGL223 The African Novel II: After Achebe
Chimamanda Ngozi Adichie's 2003 novel, Purple Hibiscus, summons Chinua Achebe, the "grandfather of African literature," in its opening line: "Things started to fall apart at home when my brother, Jaja, did not go to communion." While Achebe is a formative influence on Adichie and on many other contemporary African writers, the central preoccupations of African literature have shifted considerably in recent years. This class will consider recent topics animating the field. These include debates about Afropolitanism, the role of publication houses and prize committees in the canonization and circulation of texts, queer African literature, African-language literature, and the position of

African literature vis-à-vis world literature. Readings will be chosen from among the newest novels and short stories in publication.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL224 Special Topics: Merging Forms
In this workshop for first- and second-year students, we will explore works that unsettle, cross, merge, hybridize, and otherwise play with genres--fiction, poetry, nonfiction--and with readers' expectations of such boundaries and conventions. We will look closely at how a range of writers both depend on and interrogate definitions of genre, while keeping in mind that such definitions are themselves historical constructs. Students will experiment with various forms in their own work, in shorter exercises, and in longer assignments.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL225 Transpacific Ecologies: Race, Literature, Environment
Although our climate emergency is undoubtedly planetary, the writer Amitav Ghosh has argued that the continent of Asia is in fact "conceptually critical to every aspect of global warming." This course explores how writers from both sides of the Pacific confront the Anthropocene and its related disasters of climate change, species extinction, deforestation, chemical pollution, and oceanic waste. Theoretical readings will address the challenges that the Anthropocene poses to literary representation, the literary innovations and strategies that have emerged in response to environmental crisis, and the question of what a specifically Asian/American (or transpacific) perspective on the environment introduces to ecocriticism. Fictional works will address specific ecological crises such as the 2011 Tohoku earthquake and tsunami and also attend to less punctual conundrums, including: recognizing nonhuman interests and assemblages; envisioning collective human agency; representing vast and complex planetary systems; coordinating human and geological histories; and assimilating scientific models and perspectives. In all cases, we will be particularly attuned to the question of how ecological problems impact literary form, asking which tools writers use to capture the new realities of today's climate emergency?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL226 Sublimity, Visions, and the Self in British Literature, 1789-1830
This course is an introduction to British literature from the 1790s to the 1820s. We will trace three central thematic and formal preoccupations through the poetry, fiction, and philosophical prose of the era: (1) sublimity and the Gothic; (2) the imagination, dreams, and visions; and (3) individualism and interiority.

No experience with philosophy, history, or British literature is expected; the course functions as an introduction to all of them and, in this sense, to the interdisciplinary study of literature.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL227 Reporting for Narrative
Narrative nonfiction--a.k.a. feature writing, or literary journalism--deploys exhaustive reporting and research in a form that draws on the tools and traditions of literature: character, plot, and scene, along with essayistic inquiry and lyric attention to the line. This course, structured as a weekly writing seminar, will provide an editorial and critical scaffolding for students to produce a final work of long-form nonfiction of their own, which will go through a rigorous process of development and revision. Workshopped peer critique of writing in progress will be supplemented by discussions of readings in the craft of nonfiction, the theory of narrative, and classic and contemporary examples of the form, from magazine features to book-length dispatches.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT217, COL237**
Prereq: **None**

ENGL228 Life Writing: Writing About the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include Shadd Maruna, William Styron, Mary Karr, Donna Tartt, James Joyce, and many others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL227, WRCT227**
Prereq: **None**

ENGL228Z Life Writing: Writing about the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include William Styron, Mary Karr, Ta-Nehisi Coates, Malcolm X, Donna Tartt, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL227Z, WRCT227Z**
Prereq: **None**

ENGL230 Introduction to Asian American Literature
This course introduces students to Asian American literature, culture, and literary criticism. In addition to exploring narratives concerning Asian American migration, exclusion, citizenship, and intersectionality, we will also focus on newer critical trajectories. These include Asian Americans and the U.S. and Global South, genealogies of violence, recent trends in Asian American and diasporic popular culture, climate change, and critical refugee studies. By examining a range of genres and critical methods, this course will advance understanding of how Asian America has shaped the making of American culture and history.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL231 Foundations: Nation, South Asia, Diaspora
This course examines the relationships between the central narratives of South Asia and those of the global diaspora. What stories have been central to the idea of South Asian identity, experience of imperialism and colonialism, and nationhood? How have those stories been useful in navigating going to and living in global diasporic locations? Beginning with The Ramayana, our class will see its characters, plots, and messages adapted to diaspora, in such works as Life Isn't All Ha Ha Hee Hee, and Sita Sings the Blues. Salman Rushdie's Midnight's Children and The Satanic Verses respond to fairy tales and even the Koran, as they circulate globally. India's much loved R.K. Narayan's The Guide serves to direct us to the worldwide phenomenon of Bollywood films, particularly those considering what it means to be South Asian in diaspora, such as Dilwale Dulhania Le Jayenge or Swadesh.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS150**
Prereq: **None**

ENGL232 Mystics and Militants: Medieval Women Writers
In this class we will read a wide range of works written by European women between ca. 1100--1400, including courtly, devotional, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the antifeminist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical religious experience, heresies, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **MDST238, FGSS224, RL&L231**
Prereq: **None**

ENGL233 All Ah We: Contemporary Afro-Caribbean Drama & Performance
What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present "Caribbean" and/or "West Indian" subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM233, THEA233, CHUM233**
Prereq: **None**

ENGL234 Introduction to Postcolonial Theory
The 1978 publication of Edward Said's Orientalism signaled the presence of postcolonial studies, a field of intellectual inquiry that proved influential in the humanities and social sciences. How, from our vantage point, do we understand both the age of imperialism/colonialism, and what happens afterwards? What are the conditions of decolonization and national independences? How do the cultures of the formerly colonized countries use and modify imperial vestiges, and invent themselves anew? Central to our course will be the work of three major theorists in the field of postcolonial studies: Edward Said, Gayatri Spivak, and Homi Bhabha. Among other important ideas, we will discuss Orientalism, subalternity, and mimicry.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GSAS**
Identical With: **GSAS233, AFAM236, COL207**
Prereq: **None**

ENGL235 Children's Literature
Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the "golden age" of children's stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-EDST, SBS-EDST**
Identical With: **EDST241**
Prereq: **None**

ENGL235Z Children's Literature
Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, giving us ways of seeing and understanding the world, investing us with important mythologies, and guiding our identities and behaviors. But who or what is a child? Who creates "children's literature" and what is a child's relationship with it? "Literature," in this case, is often pictorial as much as literate. Our intensive Winter session class will begin with definitions of the child, using images as well as historical and scholarly discussions, then move to an examination of picture books. Illustrations and fairy tales both guide lessons in literacy and language skills, and illuminate the world the child is entering. Next, we examine three authors from the golden age of children's literature in the U.S.: Louisa May Alcott, Mark Twain, and Frances Hodgson Burnett. The course moves into the twentieth century with Laura Ingalls Wilder's creation of the American frontier mythology -- and Louise Erdrich's answer to it. We conclude with Christopher Curtis's The Watsons Go to Birmingham and J.K. Rowling's Harry Potter: a specific history of the U.S., and the allure of historical nostalgia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-EDST, SBS-EDST**
Identical With: **EDST241Z**
Prereq: **None**

ENGL236 British Modernist Fiction
This course will introduce students to British novels from the modernist period of 1900-1945, a time of massive formal innovation. We will explore the formal, thematic, and philosophical features of British modernist fiction through close readings of novels and through occasional readings in essays of the period and more recent criticism. This course will provide a broad, if necessarily selective, picture of modernist fiction in all its considerable variety. In addition to some iconic examples of high modernism, we will read some arguably minor novels as well. Much of our attention will be on modernism's recurrent concern with the meaning of modernity itself. Are modernism and modernity identical, antagonistic, or mutually dependent? How is modernism implicated in Britain's

waning imperial fortunes? Is modernism avant-garde or canonical, elitist or engaged with popular culture?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL237 The Sonnet: Forms of Love, Death, and Beyond
This course explores motifs of love, death, and beyond through a single poetic form: the sonnet. We will read transhistorically from the "invention" of the sonnet in the 13th-century Sicilian School to its use in contemporary American poetry, touching on poets in a variety of languages and time periods. From individual poems to sonnet sequences, we will explore the way in which lyric poetry engages non-narrative modes of meaning-making within the formal expectations of the sonnet. Are sonnets uniquely adapted to types of experience which defy easy articulation? In what ways does the form of the sonnet make it possible to give literary representation to the ineffable? This course pays close attention to the relationship between form and content in a variety of poetic works. Poets to be read include Dante, Labé, Shakespeare, Inés de la Cruz, Barrett Browning, Yeats, Millay, Rilke, and Stallings. Writing assignments will include both creative and analytic writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL271, RL&L271**
Prereq: **None**

ENGL238 ST: Nest, Wave, Spiral, Bloom: A Cross-Genre Workshop
With Gaston Bachelard's classic The Poetics of Space and Jane Alison's Meander, Spiral, Explode: Design and Pattern in Narrative as our guides, we will examine a series of natural forms to deepen our writing practice and to discover new narrative possibilities. What can the spirals of nautilus shells and galaxies reveal to us about how to map a timeline of events for our poems or stories? What can the horizon teach us about consciousness? What can the effects of tidal patterns help us understand about trauma's effect on epigenetic inheritance and how to best represent that complexity on the page syntactically and visually? What can the silkworm teach us about poetic structure? What can a glacial moraine teach us about time in the sentence? What can a river teach us about narrative voice? In the company of writers like Mei-Mei Berssenbrugge, M. Nourbe, Se Philip, Jamaica Kincaid, Anne Carson, Inger Christensen, Jen Bervin, Clarice Lispector, Cecilia Vicuña, Angela Rawlings, and others, we will discover what becomes possible when we write in collaboration with (re)generative forms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL238Z Jane Austen and Her World
In this course we will explore Jane Austen's unique approach to the realist novel and her distinctive engagement in contemporaneous debates about art, personhood, and politics. Austen was a sharp, subtle, and principled writer who tended to explore competing arguments and assumptions rather than render explicit judgments. She weighed in on aesthetic controversies involving beauty and the picturesque, the appropriate language for literature, the ethics of readers' identification with characters, and the truth claims inherent in realism. She considered philosophical questions about how individuals come to know the world and themselves, and the value and danger of a complex inner life of emotion and imagination. She examined the competing claims her contemporaries made for the primacy of the individual, the family, and the community, and for local rootedness and cosmopolitan independence. Our course reading will consist of three novels by Austen as well as works of painting, literature, and nonfiction prose. Students will complete frequent exercises designed to open up new ways of encountering and investigating a literary text. Curiosity and a willingness to experiment are the only prerequisites.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL239 Anticolonial/Decolonial: Literature and Film
This course examines how histories of twentieth century anti-imperialist writing and cinema are relevant for contemporary decolonizing agendas. We will compare works by colonial and postcolonial theorists, writers and filmmakers, to examine how literature and film address processes of colonization, anti-imperialist struggle, decolonization, and neo-colonization. Readings will be drawn from a range of countries in both the Global North and South and films include Ousmane Sembène's La Noire de.../Black Girl (1966), Gillo Pontecorvo's The Battle of Algiers (1966), Sarah Maldoror's Léon G. Damas (1994), Stephanie Black's Life & Debt (2001), and Ciro Guerra's Waiting for the Barbarians (2019).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **WLIT208**
Prereq: **None**

ENGL240 Introduction to African American Literature
This course will introduce students to African American literature. It will be divided into two parts. The first will pay particular attention to the experience of enslavement by focusing on several unique primary and secondary textual couplings, including (but not limited to): Frederick Douglass's "Narrative of the Life of Frederick Douglass, an American Slave" (1845) and Saidiya Hartman's "Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America" (1997); and Harriet Jacobs's "Incidents in the Life of a Slave Girl" (1861) together with Hortense Spillers's "Mama's Baby, Papa's Maybe: An American Grammar Book" (1987). In addition to these classic 19th-century slave narratives and contemporary sources, then, the first part will also include supplementary readings by Kenneth Warren, David Blight, Angela Davis, Alexander Weheliye, Spillers, Hartman, Farah Jasmine Griffin, Shelly Eversley, Jennifer Morgan, and Frank Wilderson. The second part will focus on 20th- and 21st-century African American literature and literary criticism. It will bring together a wide range of readings from across genres and disciplines, attempting to sketch out the major aesthetic and political features of the black literary project. Authors here will include W. E. B. Du Bois, Booker T. Washington, Michael Rudolph West, Hazel Carby, Cheryl Townsend Gilkes, Alain Locke, Shane Vogel, Alice Walker, Zora Neale Hurston, Richard Wright, Ralph Ellison, Asia Leeds, Roderick Ferguson, Claude McKay, Amiri Baraka, James Baldwin, Toni Morrison, Samuel Delany, Octavia Butler, Teju Cole, Ta-Nehisi Coates, Cornel West, Claudia Rankine, Warren, and Fred Moten.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **AFAM202**
Prereq: **None**

ENGL241 Reading Toni Morrison: Blackness and the Literary Imagination
This course will introduce students to the major works of the late Nobel laureate Toni Morrison (1931-2019). In addition to the trilogy--"Beloved" (1987), "Jazz" (1992), and "Paradise" (1997)--and "Playing in the Dark: Whiteness and the Literary Imagination" (1992; originally delivered as the William E. Massey, Sr. Lectures in the History of American Civilization at Harvard University in 1990), readings may also include the following novels (in chronological order): "The Bluest Eye" (1970); "Sula" (1973); "Song of Solomon" (1977); "Tar

Baby" (1981); "Love" (2003); "A Mercy" (2008); "Home" (2012); and "God Help the Child" (2015).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM229**
Prereq: **None**

ENGL242 Longform Narrative
This course will explore techniques and theories that sustain multifaceted and long narratives in fiction and nonfiction. Students will read texts that transpire over many pages, over long periods of time, and which involve deep explorations of character, setting, and theme. Readings will draw on various genres: classics ("Crime and Punishment" and Thomas Mann's "The Magic Mountain"), crime fiction (Donna Tartt's "The Secret History"), and narrative nonfiction (Rebecca Skloot's "The Immortal Life of Henrietta Lacks" and Gay Talese's "Honor Thy Father"). We will examine and explore the elements that sustain long and complex stories. Students will write one very long (50-page) essay or piece of fiction over the course of the semester.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL230**
Prereq: **None**

ENGL243 Caribbean Writers in the U.S. Diaspora
The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **GSAS247, AFAM243, LAST247**
Prereq: **None**

ENGL244 Kill Anything That Moves: The Vietnam War in Literature and Film
This course examines various forms of literature and film to understand the legacies of one of the most transformative events in American culture and history: the Vietnam War. "Kill anything that moves" was the order that American soldiers reportedly received while on the ground in Vietnam, yet, to a large extent, the historical focus on the American experience of the conflict has overshadowed other perspectives. Thus, this class will take a comparative approach, exploring works by canonical and noncanonical American, Southeast Asian, and Southeast Asian American authors and directors. Among the diverse genres we will study are prose, poetry, graphic narrative, and narrative and documentary film. To think about the Vietnam War's broader relevance, we will situate the works under study within current debates concerning refugees, genocide, human rights, and the complex politics and aesthetics of war representation. Students will have the opportunity to investigate an under-studied aspect of the Vietnam War toward the end of the semester.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL245 Introduction to Literary Theory: Suspicion, Ideology, Deconstruction
There are ways of reading concerned with fixing, policing, and reifying assumed meanings, as well as the violent, normative structures that ground them, and there are ways of reading to the limits of what is (un)certain yet articulatable--reading that renders visible so as to destabilize antiblack, colonial, sometimes literalist and other times deceptively metaphorical constraints on language and invention. This course is devoted to the latter, as it is to disturbing normativity's self-entrenched truths, for normativity's colonial and imperial impunity and sedimentation are not the same things as eternal. While some approaches to language, and the ideologies they shroud and animate, might promise the seeming comforts of sudden breaks with history and complicity, or safekeep status quo notions of prophetic fulfillments of history as it was allegedly supposed to be, the texts of this course are less pious, and move more slowly, suspiciously, and "weirdly" with the linguistic structures of being and time. The reading modes featured in the course (i.e., deconstruction, black critical theory, Afro-Caribbean negative thought, speculative theories, and mysticism) would compel ideologically gnarly forces to tremble--exposing their violence and suspending any swift retrenchment to the very mechanisms that made such possible. And they ask us: what transformations might be necessary to not restore power to the very juggernauts we, as readers, have worked to possibly make tremble? In other words, how do we read literature and theory to learn how to read any use of language for ideology and not only locate, say, representations of sovereign violence in such, but even--dare we think it?--initiate depositions of power, and invent?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL247 Imperial Education: Colonial Template
Where, how, and for what reasons did our modern structures of education originate? Beginning with the sketching out of an educational model in the British Raj, we will examine the dissemination of that model globally, in the British and French colonies of Asia, Africa, the Americas, and among immigrants and the proletariat. How and where does that model change, and to what effect? History will provide the context for our major subject matter: literature focussing on the educational experience. Among our historical and theoretical readings will be Macaulay's Minute on Indian Education, Viswanathan's The Beginnings of English literary study in British India, Wa Thiong'o's Decolonizing the Mind, Freire's Pedagogy of the Oppressed, and José Marti's On Education. We will also analyze literary texts and films, including Narayan's The English Teacher, Beti's Mission to Kala, Dangarembga's Nervous Conditions, Adichie's Purple Hibiscus, the film Sugar Cane Alley, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST237, GSAS237, AFAM238**
Prereq: **None**

ENGL248 Shakespearean Revolutions
Shakespeare's works emerged during a period of revolutionary social, political, religious, economic, and cultural change, including the Protestant Reformation, the rise of print culture, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the emergence of the first, purpose-built, commercial playhouses. Innovations in dramatic form and genre, which Shakespeare helped craft, sought in varying ways to make sense of these momentous shifts for diverse theater publics. Revivals and adaptations of his works on stage and screen during times of revolutionary change have rendered the Shakespearean canon a site of subsequent social and cultural contestation. This class considers the "revolutionary" dimension of four Shakespeare plays both in their own time and place, and in later theatrical and

filmic productions and adaptations. We will trace first-, second-, and third-wave feminist reimaginings of "The Taming of the Shrew"; Second World War- and Vietnam War-era renderings of "Henry V"; civil rights and anti-apartheid era restagings of "Othello"; and attempts to decolonize "The Tempest."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **CHUM248**
Prereq: **None**

ENGL249 Data and Culture
What does the mass digitization of the print cultural record mean for the making and study of literature, art, and culture? This course introduces students to the critical and cultural study of data by introducing key debates around the meaning of data in the humanities. Like "slow food"--a movement where diners, farmers, and chefs rethink what and how we produce and consume--we will explore data as local, embedded, and requiring careful critical reflection. How can computational tools help us to understand art and literature? What do digital archives reveal (or obscure) about the people who make them? What kinds of writing have, historically, been seen as "uncreative" or automatable and what might this reveal about ideas of labor, gender, race, class, and computation? We will explore the foundations of this field while also discussing concerns that emerge when accessing and maintaining digital cultural artifacts in time and across global and local contexts. Weekly readings will introduce concepts for understanding the cultures (and cultural artifacts) that produce and are produced by data and key techniques that humanities researchers use to organize, mediate, and analyze digital sources. This course will draw on a range of critical traditions, including history of the book, media studies, science & technology studies, computational literary studies, and critical data studies. Students will explore these methods through reflection papers, short code assignments, exercises in data curation and critique, and final projects. Course meetings will alternate between discussions and workshops with data from local libraries and special collections, including Olin Library Special Collections & Archives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL250 Technologies of the Self
Where does the idea of an authentic self come from? The desire to represent the authentic self informs the narrative genres of the confession and memoir and visual ones of the selfie and self-portrait alike. Yet both the memoir and the selfie "self" are mediated, first, via the technologies of print and screen, and second, via the conventions of particular genres that make these legible as a memoir and selfie, as opposed to, for example, an interview or a portrait. In this course, we will examine how different technologies not only represent but produce the self. These technologies include "writing" technologies: print and digital; genre and medium (autobiography, the slave narrative, memoir, self-portraits, and selfies); and technologies of the state, which produce citizens, subjects, and humans.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM237**
Prereq: **None**

ENGL252 Animal Theories/Human Fictions
The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL238, FGSS239**
Prereq: **None**

ENGL253 Science and/as Literature in Early Modern England
Seventeenth- and 18th-century Britain saw the development and popularization of the "new science." Microscopes, telescopes, air pumps, automata, and experiments captured the popular imagination. The first important scientific societies and journals were founded, and the public learned about new discoveries through sermons and coffeehouse lectures. British science was brought to its colonies across the globe, and it was shaped, in turn, by the different natural products and the brutal realities of slavery there. This course will trace the literary reaction to these cultural changes. A woman natural philosopher wrote utopian science fiction, and satirists skewered mathematicians and experimenters. While the best of early 18th-century nature poetry takes Newton quite seriously as it depicts the way light glimmers off objects, by the century's end William Blake villainized Newtonian thought as reductive and deadening. We will try to understand what writers found exhilarating, scary, confusing, hilarious, or important about science at this key moment of its development. At the same time, we will read this science as literature--considering, say, Francis Bacon's symbolically fraught "idols" and Robert Boyle's "literary technology," the role of poetry in spreading scientific ideas and the importance of analogy and metaphor to the very logics that structured scientific thought. The disciplines of science and literature were not as cleanly separated in this period as they are now, and we can better understand both by exploring their intersections.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **STS253**
Prereq: **None**

ENGL254 India: Identity, Globalization, and Empire
In this course, we will read literature and watch films that shed light on how various socio-economic and political trends have impacted India and its inhabitants during the twentieth and twenty-first centuries. We will begin our study in the early 2000s, when the country made international headlines for being a "globalization" success story and a new global superpower, and then move backwards in time to the post-colonial and colonial eras. We will discuss various questions: What exactly is globalization, and is it something new and inevitable? How is it related to empire, and how do entities like globalization and empire impact the evolution of both individuals and communities? We will watch Bollywood and Hollywood films and closely examine the literature of Partition. We will discuss the undying presence of communal violence in modern India, and the rise of the Hindu Right. We will read English-language texts, and also texts translated from Urdu, Hindi, Kannada, Malayalam, and Bengali. English/GSAS 254 fulfills the gateway requirement for the GSAS major and minor
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **GSAS254**

Prereq: **None**

ENGL255 The Comic Novel in the Long Nineteenth Century
This course examines the tradition of the comic novel from the origins of the novel itself to the early twentieth century. We will begin by examining the two models for the comic novel that emerged at the beginning of our period, Fielding's TOM JONES and Austen's PRIDE AND PREJUDICE: a narrator who is colloquial and digressive or reclusive and ironic; a plot that is episodic and fragmentary or unified and spare; an ethical scheme that relies on satire and social commentary or on poetic justice and the implications of theme. We will then trace the ways later writers drew on and rebelled against those two modes. While enjoying these very funny books on their own terms, we will also take seriously their experiments with narrative form; their complicated relationship to the categories of "the novel," comedy, realism, and modernism; and their engagement with the social, economic, and political tensions of the world they depict, however hilariously.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL255Z Writing the Body
How does the body write? Do we trace our words with fingers and toes, with a pen and paper, with flour or glitter or dust or the soles of our feet? Can the written word remind us that we are more than our eyes or our heads? Writing the body is an attempt to link the worlds of the written and the somatic through the act of writing. This class is both a generative creative writing course and a theoretical exploration of the ways in which the body has been rendered in literature, poetry, and philosophy. Putting queer studies, disability studies, Black studies, and Indigenous studies into conversation with prose, plays, and poetry, students will explore different strategies of embodied writing. Looking to the work of Maggie Nelson, Jean-Luc Nancy, Eileen Myles, Christina Sharpe, Aisha Sabatini Sloan, Melissa Febos, Hortense Spillers, Eve Tuck, Billy Ray Belcourt, Torrey Peters, Wendy Ortiz, Lidia Yuknavitch, Jordy Rosenberg, Gabrielle Civil, Ursula Le Guin, adrienne maree brown, and Frank O'Hara students will produce a written work that moves promiscuously between theory and creative nonfiction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA236Z, FGSS233Z, DANC236Z**
Prereq: **None**

ENGL256 Comedy and the Comic Spirit in the Long 19th Century
This course follows the Comic Spirit (as novelist George Meredith called it) as it frolics through nineteenth-century literature and popular culture. We will examine how writers experimented with traditional elements of comedy such as courtship plots, playful language, and eccentric characters as well as with universal aspects of storytelling such as the narrator's voice and the ethical implications of poetic justice. While enjoying these hilarious works on their own terms, we will also take seriously their experiments with narrative form; their complex relationship to the categories of the novel, comedy, and realism; and the ways humor created links between literature and the visual and musical arts. This course fulfills the English Department's Literary History II, Theory, and British Literature requirements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL257 Introduction to Detective Fiction
This seminar introduces two intertwined genres: detective fiction and crime fiction. Surveying a range of British, American, as well as postcolonial writers from Kenya and India, we'll explore how novelists and short story writers imagined the operations (and failures) of law, justice, and truth in different historical moments, and towards different ends. We'll learn some techniques for analyzing detective fiction--from its form, to its format in early periodicals, to its social and historical and political subtexts. We will pay particular attention to the ways of knowing the genre enables--from the early colonial detective fictions and constructions of race to the later-day crime fiction that uses the genre to stage problems of adjudicating and redressing imperial harms. Along the way, we'll use these at-times pulpy mysteries to think through the status of genre fiction in the university canon and the relationship of art, entertainment, and commodity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL258 New World Poetics
God and money, love and beauty, slavery and freedom, war and death, nation and empire: The themes of early American poetry will carry us from London coffeehouses to Quaker meetinghouses, from Philadelphia drawing rooms to Caribbean plantation fields. Our texts will range from pristine salon couplets to mud-bespattered street ballads, from sweetest love poems to bitterest satire. Digging deeply into the English-language poetry written, read, and circulated after the first English settlement in North America, we will trace the sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature in our own time. Our poets ignored false divisions between art and society, and so will we.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AMST269**
Prereq: **None**

ENGL259 Fact into Fiction
Although we think of literature as the realm of the imagination, many works of fiction are inspired by facts. A Kentucky slave's attempt to murder her child rather than let it grow up in bondage; a bombing in Saigon that ushered the U.S. invasion of Vietnam; the transformation of the Congo in the years after its independence from Belgium; and the epic journey of the bank robber Ned Kelly in Australia: all these are true events that have inspired the novels we might read in this seminar. How do novelists take history and turn it into story? How do they fashion characters out of real people? And how do they create fully realized worlds none of us who are alive have seen? We will examine aspects of characterization, point of view, plot, narrative time, setting, dialogue, language, structure, themes, imagery, and subtext. We will also read some theoretical texts to help us expand the language we use to describe and discuss novels. The goal of this seminar is to teach you to read like a writer.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT215, COL215**
Prereq: **None**

ENGL259Z The Art of the Personal Essay
We all have stories to tell. But there is hard work in the act of transforming our intimate experiences into meaningful and captivating stories. This course dives into this labor by focusing on the craft of essay writing. Quite specifically, students will practice a variety of creative nonfiction writing techniques as a means of critically reflecting and analyzing personal experiences in order

to produce essays that speak to readers in and outside of our immediate communities and contexts. Course assignments will include a writer's journal, workshop letters to classmates, two micro/flash essays, a longer essay whose subject and style is decided by the writer, and a reflective collage essay. Readings will include essays published notable essayists and memoirists such as (but not limited to) Kiese Laymon, Jose Antonio Vargas, Zadie Smith, and Gloria Anzaldúa. We will also read chapters from Mary Karr's book on writing craft, The Art of Memoir.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **WRCT228Z**
Prereq: **None**

ENGL260 The Word for World is Information: Ideologies of Language in Science Fiction & Film
By the middle of the 20th century, it had begun to seem possible to produce a grand theory of communication that would use language as a basis for understanding all of human thought, behavior, and culture. As competing versions of such a theory circulated through academic disciplines as disparate as anthropology, neurophysiology, and the emerging field of computer science, they also filtered out--sometimes in strangely warped or oversimplified forms--into popular culture.

This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logic of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL258**
Prereq: **None**

ENGL261 "Before the 'Body' there is the 'Flesh'": Reading Hortense Spillers
This course will introduce students to the major works of the black feminist theorist and literary critic Hortense J. Spillers (b. April 24, 1942), one of the greatest essayists and most gifted intellectuals of our times. While her published writings are legion, Spillers is perhaps best known for her scholarly article titled "Mama's Baby, Papa's Maybe: An American Grammar Book" (originally published by Diacritics in 1987). In addition to "Mama's Baby," then, together we will read and engage at close range with the essays collected in "Black, White, and in Color" (published by the University of Chicago Press in 2003) in order to reveal the extraordinary complexity and clarity of her thought.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **AFAM264, FGSS262**
Prereq: **None**

ENGL262 Beyond the Talking Book: Reading African American Literature in the Newspapers
The majority of late-nineteenth and early twentieth century African American writers, such as Frances Harper, Martin Delany, Pauline Hopkins, W.E.B. Du Bois, and Langston Hughes, published their work in African American periodicals. In this course, we will examine the works of these canonical authors (as well as some lesser known ones) in their original publication context, the magazine archives of The Christian Recorder; The Anglo-African Magazine; The Colored American Magazine; The Crisis; Opportunity; and Fire!! The guiding question in our readings is this: how does our understanding of African American Literary History change when we spotlight the original magazine and newspaper contexts of its key texts? We will thus examine the serial installments of novels like Blake and Hagar's Daughter in relation to the various texts and images alongside which they were published and read. In addition to honing students' literary close-readings skills, this course aims to teach students how to do original research and critically engage with multi-genre, mixed forms like the magazine. Learning how to read a newspaper as both a historical document and a literary one will require you to navigate between multiple different texts on the same page, in the process of which you will acquire a new reading practice. Students will write five (5) 200-250-word blog posts and four (4) short papers, including a creative assignment, a paper on reading literature in newspaper formats, an essay on illustrations and visual culture in African American Magazines, and an essay that tells the story a literary text's significance through a discussion of its different reprints and editions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM261**
Prereq: **None**

ENGL263 Black Performance Theory
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheilye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA266, AFAM266, FGSS276**
Prereq: **None**

ENGL264 Outsiders in European Literature
Modern literature is replete with protagonists who represent a position or identity that is outside an accepted mainstream; they are different, peculiar and/or attractive, and potentially dangerous. This course will focus on the experience of being or being made into such an outsider, or other, and on the moral, cultural, racial, gendered, sexual, or national norms or boundaries such an outsider establishes for the inside. Reading both fiction and theory, we will ask how the terms of inside and outside are culturally and historically constructed as we also look for proposals for dealing with outsiders and their otherness. Authors may include Kafka, Mann, Camus, Colette, Fanon, Sartre, Beauvoir, Duras.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL274**
Prereq: **None**

ENGL266 Body and Text
In this class, students will study authors who are considering their own identities and those of their writings, working through and working out affinities. Readings will generate larger discussions about language, art, genre, (body) politics, and aesthetics. Students will also write texts of various types--stories, notebooks, essays, fictions, and/or poetry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL267 Pessimism, Nihilism, and Black Literature
This course considers Black literature's interventions into philosophical discourses of pessimism and nihilism. In contrast to the pathologization and dismissal with which they are often met, we will take both seriously as schools of thought. How are pessimism and nihilism distinct from each other? What do they offer as interpretative lenses for and approaches to Black art and Black existence? How are they reflected in literary form? We will closely consider these, and related, questions, looking to the work of authors such as Percival Everett, Jesmyn Ward, Dambudzo Marechera, Frank B. Wilderson III, and Gayl Jones.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM269**
Prereq: **None**

ENGL268 Spiritual Autobiography: Building Community Through Interfaith Literacy
This course will invite students to learn about the art of spiritual autobiography (SAB) and consider the impact of one's spiritual, religious, and cultural identities and beliefs, and how they are influenced by, and influence, their context, communities, and experiences. This course carefully blends intellectual curiosity and learning with self-reflection, self-integration, and civic engagement.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CSPL207, RELI207**
Prereq: **None**

ENGL268Z Solitude, Society and Loneliness in Romanticism and Modern Culture
We are now living in an age of constant connection to anybody, anywhere, at any time. An indirect result of this is that individual privacy and solitude are being sacrificed (sometimes consciously, sometimes not) for the pleasures as well as the risks of interconnection. The recent COVID-19 pandemic has, however, highlighted the risks of extended solitude, which has made reconnection a newly relevant theme in our lives. We thus find ourselves at a moment in history when we think of both solitude and connection with deep feelings of ambivalence. How can literature, sociology, art, and film about solitude and connection help us to think clearly and deeply about their roles in our lives?

We will read and discuss authors who consider the risks and pleasures both of solitude and interconnection, from early Romantic writers such as Mary Shelley, to American Romantics such as Henry David Thoreau and Emily Dickinson, to modern European writers such as Franz Kafka and Dino Buzzati. We will also examine non-fiction works such as Sherry Turkle's Reclaiming Conversation: The Power of Talk in the Digital Age and Virginia Woolf's A Room of One's Own. We will use these works ultimately to consider our own culture of interconnectivity. What place and meaning do the solitude and privacy so prominent in Romantic literature have in a modern culture that makes them virtually obsolete? What can films such as Kieslowki's A Short Film about Love and Hitchcock's Rear Window show us about the relationship of solitude and privacy? More generally, what can these books and films tell us about solitude and interconnection in and since the nineteenth century?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL288Z**
Prereq: **None**

ENGL269 Introduction to Playwriting
This course provides an introduction to the art and craft of writing for theater. In the course of the semester, students will create plot and characters, as well as compose, organize, and revise a one-act play for the final stage reading. The course will help students develop an artistic voice by completing additional playwriting exercises, as well as reading and discussing classic and contemporary plays. The instructor and students' peers will provide oral and written feedback in workshop sessions. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA199**
Prereq: **None**

ENGL270 Introduction to Translation
Literary translation is popularly misunderstood to be the mechanical transfer of words from one language into the words of another. However, literary translators must also bring to life in a new language the intangibles of a text, such as the culture, the mood, the aesthetics, and the vibes. Our modern word vibes derives from an instrument often used in jazz performances called the vibraphone, a percussive instrument that produces a resonant, vibrato effect. In Sanskrit, this vibrato effect is defined by the versatile word dhwani, which is used to describe reverberations and echoes in music, poetry, and theater. In this class (taught by Distinguished Writer in Residence, Daisy Rockwell), we will try our hands at translating not just the words, but the dhwani of texts. This will help us explore what translation has entailed in various eras and cultures, and what we can learn from intermodal translation, when text is brought alive through non-linguistic media, such as sound, visual imagery, and dramatization. Students will formulate a final project halfway through the semester, such as the translation of a short story, a chapter of a book, or a set of poems.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT266, COL268, REES266, RL&L266**
Prereq: **None**

ENGL271 Distinguished Writers/New Voices
Students will read a range of nonfiction and fiction as well as works by writers visiting Wesleyan for our reading series. The class will survey past and contemporary American authors who have successfully captured the artistic, social, and political stakes of the world they inhabit. We will juxtapose literary generations ("distinguished writers" and "new voices"), examine their legacies and ruptures, and explore topics such as the voice, positionality, identity, gender, and the archive. Readings include pieces by well-known writers ranging from Virginia Woolf, James Baldwin, George Orwell, Joan Didion, Claudia Rankine, Cathy Park Hong, Teju Cole, Anne Boyer, Valeria Luiselli, Robin Wall Kimmerer. On several Wednesdays throughout the semester, critically acclaimed and award-winning authors will be reading on campus. You are required to attend

and respond to these readings. We will prepare for these authors' visits by reading selections of their work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL272 Modernist City-Texts
Since the 19th century, the city has been both a privileged and a problematic object of representation for narrative realism: privileged because urban spaces have increasingly been seen as shaping or producing the very social relations and individual experiences that realism wants to describe; problematic because the city itself, as a coherent totality that might explain those relations and experiences, is too vast, heterogeneous, and complex to be represented through the traditional techniques of realism. This course will approach the problems and possibilities of the city for realism through a close reading of two large, ambitious texts that attempt to represent the city as a totality: James Joyce's novel ULYSSES (1922) and David Simon's television series THE WIRE (2002-2008). We will be particularly concerned with two techniques, pioneered by Joyce, for representing the city: stream of consciousness, which creates a tour of the city from the perspective of a single, mobile flâneur; and montage, which creates a map of the city by juxtaposing various cross-sections of social life or various institutions central to the city's functioning.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL270**
Prereq: **None**

ENGL273 Translation in Theory and Practice
This seminar is a workshop devoted to helping students from a range of disciplines and departments hone their practices of translation. Translation is part of a wide range of academic, publishing, and creative activities: humanities and social science scholars read texts in translation, translate while doing field work and archival research, and include translations in their articles and books; translation is an engine of creativity for many writers, bilingual or not. This course will begin by looking at various alternate translations of the same texts, to expand our sense of options and possibilities. The next five weeks of reading will introduce students to some of the main debates, theories, and practices of translation into English.

The second half of the course will focus on students' own translation projects. While you are welcome to pursue a project you already have in mind, most students will be choosing and starting a new project, guided by the discussions and topics in the first half of the course. The scope can be small (a single short story, a chapter of a novel or biography, a few poems or song lyrics), or you can have an eye to a bigger project you want to pursue after the end of the semester (a senior thesis, a short-story submission for publication, a book pitch). Week by week, all students will respond in class and in writing to translations-in-progress. In the last week, we will get to see and respond to everyone's revisions.

Facility in a language other than English is required; perfect fluency is not required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT210, COL308**
Prereq: **None**

ENGL274 Caribbean Poetry and Cinema: "Fields of Islands" in an Open Sea
In this course, we will consider poetry and cinema that make radical images, sounds, and shapes of the Caribbean as a "field of islands"--islands that presume other islands, islands of foraging, convening, gathering, and concentrating on the small, in the words of Édouard Glissant--in an open, relational sea.

We will trace how the Enlightenment installs itself in the longstanding colonial tropes that render the Caribbean as a space outside of time, outside of history, perpetually under the sun, and, were it not for machetes, filled with redundantly bursting vegetation. This course will present an array of 20th-21st century Caribbean poetics and cinemas that deviate from, challenge, escape, and mangle these tropes and their spatio-temporal unimaginativeness. And we will investigate the ways that these texts and forms make use of the figures of sea, plantation, slavery, indigeneities, uprising, marronage, desire, revolution, apocalypse, vengeance, and imagination. Concerns of nationalism, development, humanism, capitalism, and subjectivity will manifest.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL275 Introduction to Writing Fiction
Fiction is a lie--a beautiful lie that holds inside it a human truth. In this class, we will explore this apparent contradiction and learn how to craft truthful lies. Over the course of the semester, we will read selected contemporary fiction, with a special emphasis on the craft of writing. We'll discuss characterization, point of view, plot, structure, dialogue, fictional time, and fictional space. You'll write one short story and bring it to class for your peers to critique, in a format commonly known as the "workshop." You will also revise this story, using techniques discussed in class. The aims of this course are: (a) to refine your understanding of the attributes, techniques, and styles of fiction; and (b) to help you improve your own writing through effective use of reader feedback and revision strategies. Readings may include work by Franz Kafka, Alifa Rifaat, J.M. Coetzee, Louise Erdrich, Julie Otsuka, Gabriel García Márquez, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT229**
Prereq: **None**

ENGL276 South Asian American Literature
The South Asian diaspora spans the world; communities are located in Africa, the Middle East, England, North and South America, and the Caribbean, as well as Southeast Asia. Using novels, poems, short stories, and film, as well as scholarship on history, this course will focus upon the literary and cultural production of the South Asian diaspora in the Americas, focusing especially on the United States. We will examine the conditions of historical arrival and identity-making under shifting regimes of politics, economics, and culture. What does being in the United States mean for the claiming of "Indian" and "American" identities, and how is this inflected by relationships with other ethnic or racial communities? The relationship with an often romanticized "India" is a central question, expressed through the concepts of diaspora, exile, and transnationalism. Consequently, what are the conditions of "authenticity," and of cultural authority? What aesthetic forms, questions, and issues express or preoccupy the artists of the South Asian American community?
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GSAS**
Identical With: **GSAS273**
Prereq: **None**

ENGL277 Writing Fiction
Chinua Achebe was famous for his quote "If you don't like another person's story, write your own." Although disliking another's story could inspire creative writing, there are various reasons why people write, ranging from the basic human desire to understand the world through storytelling down to the desire to respond to the issues of the day--be it moral, political, religious--through fiction. The course is designed to help students gain skills in writing fiction; recognizing the literary conventions of fiction; reading and critiquing published work from a writer's perspective; making deliberate creative choices; engaging the work of others in a workshop setting; and revising their work using feedback from their peers and other writing strategies. As such, our reading list will be diverse in scope, cutting across various continents, races, and creeds. We will hope to use the work on the reading list as stepping points for creating our own stories whether in response to various prompts or as original stories to be discussed in workshops. At the end of the semester, you will not only have read a good chunk of fiction and have a good sense of how fiction works, you will also have produced--and substantially revised--some of that writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT270, AFAM281, COL370**
Prereq: **None**

ENGL278 Writing on and as Performance
This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and staging live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Toni Morrison, Lidia Yuknavitch, Oliver Baez Bendorf, Glenn Ligon, Eve Sedgwick, Fred Moten, and Billy Ray Belcourt, this course will challenge students to craft ideas and arguments by enhancing critical and creative writing skills. We will experiment with style and form from academic arguments, to performance lectures, artist interviews, and free-form creative prose essays. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists. Students will also be asked to complete hybrid creative writing assignments in response to prompts that imagine writing as always in conversation with performance. More specifically, students will write pieces about embodiment, sound, and the visual. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for "insurrection" (Moten) and "listening in detail" (Vazquez).

This course encourages students to experiment with their writing practices. Over the course of the semester students will be asked to write four separate creative/critical pieces, all of which will be workshopped in the space of the classroom.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA235, FGSS235**
Prereq: **None**

ENGL278Z Writing On and As Performance
This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and doing live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Hilton Als, Glenn Ligon, Claudia Rankine, Eve Sedgwick, Fred Moten, and Ann Pellegrini, this course will challenge students to craft ideas and arguments by enhancing critical reading skills, creative thinking, and clear writing. We will experiment with style and form from academic essays to performative writing, performance lectures, artist interviews, and free-form prose. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for "insurrection" (Moten), "gaps, overlaps, dissonances" (Sedgwick), and "listening in detail" (Vazquez). Online course. Special schedule: 11am - 4pm (EST) January 10-13, 16-19.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA235Z**
Prereq: **None**

ENGL279 Introduction to Latina/o/x Literature and Art
We will study Latina/o/x aesthetics and poetics to ask questions about the history, sociality, and semiotics of Latinidad, as well as the formation of Latina/o/x studies in the U.S. university. The course understands Latinidad as an assimilable disturbance, around which specific ethical questions may emerge. We will study modes of "ethnic," aesthetic, poetic, theoretical, and geographic disturbance--assimilated and unruly--specific to the semiotics of Latinidad and Latinx studies, as well as their relationship to Blackness, anti-Blackness, whiteness, form, language, ontology, race, gender, and assumptions of futurity. Readings, viewings, and listenings focus on the 20th century, but that temporal provision will surely be shot through by reference points from 1500 to 2020.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL280 On the Essay
This course is a sustained meditation on the literary and cinematic genre of the essay. What makes an essay an essay? How do we understand the sign "essay," which holds within it the French (le essai) for "attempt" (which, by implication, can fail) and the Latin (exagium) for "weigh" and "measure" (which, by implication, reckons with imbalance) -- and how does one write a really "good" one? Is a really "good" one, given the contradictions at play, a "bad" one? What's the relationship between the essay as mode and genre and the representationally unwieldy, destructive, mysterious, and unresolvable? This course will be a sustained essay-writing experience, one thematized, partly but not only, via the metaphorical and figurative uses of cats in 20th-century Western literatures, experimental cinema, continental philosophy, and legal studies. We will consider various representations and rhetorical positions of cats, sometimes by looking at them directly (though one risks their disdain or indifference with direct engagement) in select essays and essay films by Jacques Derrida, Agnès Varda, Chris Marker, José Lezama Lima, Beatriz Santiago Muñoz, and others, and sometimes indirectly -- through juxtaposition in a bestiary of animals that seem to generate other kinds of metaphors, such as dogs, pigs, possums, and snakes. But we will start out in our readings and screenings by tracking certain tendencies that accumulate around cats or, perhaps, that they set off, such as the uncontrollable, peripatetic, esoteric, mysterious, luciferian, blackened, feminine -- that which understands and perhaps even has speech, but will not lower itself to mirror or mime the limits of "civilized language." And

we will draw direct connections between some of those signs and what it means to write an essay -- to suspend the arrogance of knowing for the exacting and risky attempt at saying -- in the letter. The assigned readings and viewings for this class engage Caribbean, southern U.S., and "World" literatures, continental philosophy and specifically deconstruction, black critical theory, French "New Wave" cinema, and experimental Caribbean cinema.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL281 Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM279, THEA280**
Prereq: **None**

ENGL281Z Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first third of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM279Z, THEA280Z**
Prereq: **None**

ENGL282 Joyce's ULYSSES
A study of Joyce's 1922 text that looks closely at its formal innovations and its historical context. While secondary readings will include a range of critical responses to the novel, our emphasis will be on a close reading of Ulysses itself.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Prereq: **None**

ENGL283 Old Poetics for New Poets
We today tend to assume that poetry is lyrical, personal, emotional, and short. These assumptions are not universal truths but products of a specific historical moment; they were popularized by Romantic poets such as William Wordsworth at the turn of the 19th century. This class will explore poetry and poetics before Romanticism, when poems were as often public and political as personal, as often philosophical and scientific as emotional, as often book-length as quite short. These are poems in which metaphors are stretched to their furthest limits, and passions pop to life to figure in allegorical plots. In them, the lyric "I" is less important than the didactic "you," the narrative "he"/"she," or the satirical persona. We will explore the workings of different forms and figures in this old poetics, including meter, rhymes, couplets, personas, personifications, periphrases, and conceits. Wonderfully, some of these old techniques are in the ascendant again today: hip hop privileges rhyme, and post-humanism raises new questions about personification.

Students in this course will read poetry, but they will also write it. We will think about how older poetic techniques and tropes offer resources to new poets. Both trained and amateur poets are welcome!
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL284 Literary Perversions: Revolution, Democracy, Identity
The Federalist Papers wrote under the strong impression that the American Revolution was imperiled by an overwhelming debt and the lack of a national authority and identity to bind the States together. Public fear of moral degeneration via the replacement of the "Old World" symbolic order with a "New World" order under the aegis of "representative democracy" loomed over the republic.

Taking these concerns and the dissemination of The Federalist Papers as our point of departure, this course will examine how representations of "non-normative" identities in several major 19th-century works relate to the problems of representing democracy in the aftermath of the American Revolution. Many of the most famous canonical literary texts in the United States during the 19th century write about "non-normative" topics such as maternity, slavery, bestiality, and gender inequality in the context of narratives that attempt to rewrite the legacy of the American Revolution. By focusing on the literary treatment of these "perverse" topics, we shall attempt to understand whether the authors we will undertake close readings of in this course were successful in their endeavors to not only amend the shortcomings of the Revolution, but also to think more rigorously about the history of slavery and gender inequality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM288**
Prereq: **None**

ENGL285 Victorian Modes and Moods
This course offers an introduction to British literature from the 1830s to the 1870s, with an emphasis on the main artistic modes of the era such as realism, gothic, "sensation," scientific essays, and religious meditations. Each half of the course will center on a big novel that incorporates these storytelling styles: Wilkie Collins's *The Woman in White* and George Eliot's *Middlemarch.* We will also examine poetry, nonfiction prose, and paintings to explore how these modes opened up cross-genre and cross-media conversations. Central themes include changing concepts of personhood; relations between science, nature, and faith; the experience of embodiment; the languages of everyday life and of literature; and the role of art in the modern world. Throughout, we will investigate how artists used these modes to capture moods they saw as

distinctively modern, from pessimism to optimism, from alienation to friendship and love.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL285Z Fantasy And Speculation
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

In this class we will read fantasy written by multi-ethnic authors in a variety of genres, mostly in the United States in the long nineteenth century (1770-1920). Our readings include texts that feature supernatural beings and events in imaginary settings -- but also texts that take on well-known myths and legends, create fictional characters to participate in historical events, fold time and space to place historical characters in the midst of fictional events, or gesture toward radically different futures. This broad understanding of fantasy will challenge us to redefine its constitutive features. The choice of readings draws on the work of scholars committed to the recovery of little-known texts, especially by African American authors.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL286 Harlem Renaissance Literature
During this course, students will read canonical and popular literary works by early 20th-century African American authors in tandem with the vibrant body of literary criticism that emerged from this cultural moment in order to arrive at a richer understanding of how the early 20th-century African American canon was curated and proliferated. To this end, we will pay special attention to the role of anthologies and literary magazines (such as "The Crisis," "Opportunity," and "Fire!!") in collating an emergent modern African American literary tradition. At the end of this course, students will be familiar with not only the key authors and works of the Harlem Renaissance, but also with the central debates about the direction and uses of African American literature in the early 20th century. These discussions of the uses and selection criteria of the book-form anthology on the one hand, and the serial literary magazine on the other will prepare students for one of the main assignments: curating a new syllabus entry for future versions of this course. The aim of this assignment is to alert students to the politics of knowledge production that determine which texts get taught, anthologized, and studied. Finally, the differing lengths and types of course assignments will require students to learn how to present their ideas across a variety of genres (syllabus proposal, annotated bibliography, research paper, short close-reading paper).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM286**
Prereq: **None**

ENGL286Z "Writing Should Do Something": The Essays of James Baldwin
Baldwin's essays, both deeply personal and political, speak of a divided self in a divided country. As a Black man, he saw himself as a problem for America; as a gay man, he was a problem for many; and as a self-described "maverick," he resisted any identification other than "writer." He wrote frankly of hating, and being hated, while insisting that without love and compassion, even for those who hated him, a decent life was unattainable. In this course, we will consider Baldwin as one of the greatest essayists of his century, a social critic who believed that "writing should do something," in the words of a letter he wrote to his brother.

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

This is not a theory course, either social or literary. While our supplementary material will place Baldwin's essays within their historical and social context, our focus will be on the narrative nonfiction techniques Baldwin used to such startling and timeless effect. We will read Baldwin's most famous essays, and some that are less well known. Our supplementary readings and viewings will explore his continuing influence, and the influence of Black music on Baldwin.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM288Z**
Prereq: **None**

ENGL287 Class and Contemporary Literature
On one account, the political and cultural conflicts that have roiled the US in recent decades are rooted in a widening gulf between people who are employed in information, media, and technology industries and people working in extractive, construction, and service industries. The former are typically people whose careers depend on college and, often, post-graduate education and who value expertise. The latter are often people who have some or no years of college education and who in some cases express skepticism or hostility toward technical expertise and institutional authority. In this seminar, we will consider the way literary artists have responded to these developments and the way in which their work may be influenced by the close association between contemporary literary expression and university education.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL288 Poets, Radicals, and Reactionaries: Romantic Poetry in Conversation
This course provides an introduction to major poets of late eighteenth- and early nineteenth-century Britain -- Blake, Wordsworth, Coleridge, Byron, and Keats -- and to questions central to the study of Romanticism as an artistic movement. These questions include: how do people experience nature? What is poetry's relationship to music, storytelling, and visual arts? How did Romantic poets respond to the French Revolution and the social and economic change that mark the period? What new ideas about originality and literary experimentation did they promote? Why do their works continue to resonate today? No experience with poetry or with British literature is expected; the course functions as an introduction to both.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL290 Place, Character, and Design: Techniques in Writing Nonfiction and Fiction
The distinction between creative nonfiction and fiction is that nonfiction professes to tell the truth with very little embellishment. Rather than present reality as a series of raw facts, CNF writers borrow techniques of fiction writing--description, anecdote, scene construction, characterization, and dialogue--to tell dynamic and compelling true stories. In this course we will investigate craft aspects that are relevant in nonfiction and fiction such as establishing characters and a narrator's voice, building the spatial world and emotional tone of the narrative, and using structure to communicate what we want to say with the story or essay. This course will explore topics to help writers mine their lives and experiences for material in both genres. We will emphasize reading, writing, and critical thinking about narrative craft, operating on the philosophy that you must become a skilled critical reader to become a better writer. Students will study the work of a diverse range of established writers, respond to weekly writing prompts and exercises, and participate in several small group workshops leading to a longer narrative along with developing a writing habit founded on the knowledge that, as with any skill, good writing requires consistent practice and revision.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL291 The First Stories: Oral Poetry in Greece and Anglo-Saxon England
An introduction to the themes, techniques, poetics, and ideologies of the oldest surviving poems in Greek and Old English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL292 Techniques of Nonfiction
In this introductory workshop on nonfiction writing -- which has also been termed the literature of fact -- we will read personal essays and profiles, writing about place and experimental prose. The writers you will study join a compulsion to bear witness to a commitment to style. They also, invariably, investigate the status of the facts they are documenting or representing. Reading these texts, we will ask: How do they ask us to understand nonfiction writing? What strategies do they use to assert and/or undermine their own authority? What is the relationship between fact and imagination in this work? How might we articulate an ethics of nonfiction writing? Over the semester, you will work on exercises, experiments, and longer essays, and build a critical vocabulary for analyzing your own and one another's writing. Lydia Davis has said: "You need at least two brains to write. You need to ... [work] intuitively and at the same time remain in some kind of control." This semester, you will learn to follow your best intuitions and to develop a more controlled editorial eye.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL292A Techniques of Nonfiction: Memory and Memoir
Taking the shifting nature of memory--sometimes fluid, often repressed, shape-shifting, nonlinear, occasionally contradictory--as our starting point, we will read and write memoirs, personal essays, and experiments. We will examine how writers convey not only remembered events but also the events' lasting emotional and symbolic significance, almost invisibly, within the technical aspects of their texts. As we read and write, we will consider the relationship between content and form in personal nonfiction, and we will explore the various ways writers employ narrative and anti-narrative structures when writing about oneself and one's own life. In other words, this semester, you--everything that composes who you are as an individual--will be your primary subject matter as we think about memory, consciousness, the (un)reliability of linearity and "truth," and language's relationship with time, presence, and place. We will look deeply into the complexities of what it means to be a person in the world with language alive inside of us. We will walk into the rooms of our memories and heritages. We will question our relationships with temporality and language, and we will dredge up--in order to write through--our most impossible thoughts. We will divide our time between reading contemporary investigations into nonfiction forms--the memoir and anti-memoir, experimental fictions that cull from one's life and heritage, the lyric essay, and hybrid essay forms--and writing our own nonfiction texts in response. There will be biweekly presentations, in-class writing experiments, and intensive workshops of one another's work. The class will culminate in a book arts project and a reflective essay.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL292Z Techniques of Nonfiction
Techniques of Nonfiction is a five-week introductory-level course in creative writing. We'll be focusing on some of the basic elements of writing nonfiction. You'll write four nonfiction assignments, contribute weekly writing prompts and written reflections on assigned readings, and generate peer reviews of your classmates' writings. Through guided practice in writing, and through assigned readings and video lectures, you'll learn the basics of writing nonfiction. (The course will consist of a blend of recorded lectures and synchronous office hours and conferences, scheduled according to student availability.)
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL293 Afro-Asian Intersections in the Americas
This course explores a range of historical, cultural, and political intersections between African and Asian diasporic people in the Americas from the late 19th century to the present. Taking an interdisciplinary approach, we will examine key moments in the history of Afro-Asian encounters in the Americas, including the importation of slave and coolie labor in the 19th century, the formation of anticolonial and antiracist "Third World" movements in the United States and abroad, and the 1992 Los Angeles uprising. We will also study forms of cultural interracialism, from African Americans' mania for kung fu in the 1970s, to interracial buddy films like Rush Hour (1998), to the contemporary fiction of writers such as Patricia Powell and Charles Johnson.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AFAM291**
Prereq: **None**

ENGL294 Edith Wharton and the Art and Science of Fiction
Edith Wharton's prolific literary career coincided with two major developments in the history of fiction: the emergence (associated with Flaubert and Henry James) of the novel as a form of high art, and the rise (associated with Zola and Frank Norris) of the "naturalist" novel and its claim to represent a newly scientific depiction of human life. Although these new schools of fiction have often been thought of as antagonists, Wharton participated enthusiastically in both. In this research seminar, we will consider the ways that Wharton responded to both

aestheticism and naturalism and the reasons she considered them appropriate to her depiction of contemporary life--especially in relation to the issues crucial to her fiction of gender, marriage, and sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL295 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, RL&L290, GRST231, RUSS340, RULE340, REES340**
Prereq: **None**

ENGL296 Techniques of Fiction
This introduction to the elements of fiction and a range of authors is for students who want to write and, through writing, increase their understanding and appreciation of a variety of short stories. In this course, we will learn how to write and revise short pieces of fiction. To achieve this goal, we will constantly be working on creating and editing our own fiction, and we will perform various writing exercises. Moreover, we will read our colleagues' short stories and offer them thoughtful, generous, and rigorous feedback. Finally, we will scrutinize stories by veteran authors in order to understand some integral elements of fiction writing. Upon completing this course, students will have a deeper understanding of the process-oriented nature of crafting successful prose. They should also have a more profound knowledge of concepts like plot, dialogue, character, and interiority.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL296Z Techniques of Fiction
ONLINE COURSE: Synchronous class meetings via Zoom 1:00pm-4:30pm, Classes held on Jan 4, 5, 6, 8, 9, 10, 12, 13, 14, 16, 17. Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings. ENGL 296 is an introduction to fiction course that emphasizes reading, writing, and critical thinking about story. This workshop operates on the philosophy that you must become a skilled critical reader of fiction to become a better writer and to articulate your impressions and criticisms when we workshop the stories of your peers. We will read selected stories to facilitate our craft discussion, supplemented by the textbook readings. You will write a story of approximately 4000 words, and we'll use the techniques of fiction and feedback from workshop to take it from rough first draft to a polished story. Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL297 Practical Criticism
In the early twentieth century, I.A. Richards, an instructor in English Literature at Cambridge, ran an experimental class he called "practical criticism." Each week, he distributed a single poem to his students without revealing the poem's title, author, and date of publication. He asked students to take the poem home, read it as many times as they felt necessary, and write a brief essay that simultaneously judged and interpreted the poem. This course revives Richards's experiment for the twenty-first century. We will follow Richards's protocols for a different set of twelve poems, which students must read, judge, and interpret. (Students must vow not to use Google to identify the authors.) The first half of seminar will be spent discussing the poems and the students' judgments of them; the second half will be spent reflecting on the discussions in the first half, with the help of theoretical writings by Immanuel Kant, Jeremy Bentham, Theodor Adorno, Frank Sibley, John Guillory, and Sianne Ngai.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **WRCT262, COL267**
Prereq: **None**

ENGL297Z Creating Children's Books
The goal of the course is to introduce and begin to develop the skills necessary to create stories and sequential art specifically aimed at young readers, and produce a written story and small dummy book that could eventually be developed into a picture book submission to a publisher if the student chooses to pursue publication of their story idea. In an industry that welcomes unique voices and styles, there are underlying guidelines that inform children's literature and typically apply to most picture books. The course will cover specific considerations for writing manuscripts for children as well as the creation, style, layout, and pacing of sequential art for picture books. By looking at, reading, and analyzing picture books -- both current titles and classics from the past -- and reading about the work process of published authors and illustrators, students will examine the elements that help create compelling narratives, engaging characters, and memorable themes. In addition to studying the craft of effective storytelling, we'll look at how imagery reinforces and expands the narrative through the use of dynamic elements like scale, perspective, texture, line, color, lighting and pattern. We'll also take a look at the business of publishing. There will be a visit, in person or virtual, by a publishing professional -- an editor or literary agent -- to discuss what expectations are for manuscript and dummy book submissions, current trends in book proposals being bought by publishing houses, the business of publishing, and what their jobs entail beyond editing books for young readers. The class will operate in a workshop format with group feedback and support on story concepts and development, thumbnail sketches demonstrating the pacing of the written and visual narrative, and book dummies with text and sketches in place.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL298 Richard Wright and Company
This course offers an in-depth consideration of the work and career of Richard Wright, a defining figure in 20th-century African American literature, and seeks to understand Wright's interactions with a wide array of mentors, proteges, and enemies. By placing Wright amid the network of supporters, admirers, and detractors who surrounded him, we will gain a deepened understanding of Wright's development and a useful map of 20th-century African American literary expression and American literary history more broadly. Writers to be covered in the course may include, along with Wright, Hannah Arendt, James Baldwin, Gwendolyn Brooks, Horace Cayton, Ralph Ellison, James T. Farrell,

Dorothy Canfield Fisher, Chester Himes, Langston Hughes, Zora Neale Hurston, Alain Locke, Gertrude Stein, Margaret Walker, John Williams, and Frank Yerby.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL299 Introduction to Fiction
This course introduces students to the craft of short-story writing. In the first half of the course, we'll read and discuss stories by Joyce Carol Oates, Edward P. Jones, Kazuo Ishiguro, Akhil Sharma, and other successful writers as a means of exploring the conventions (and contentions) of the short-story form. In the second half of the course, students will use their newly filled "writer's toolbox" to plan, draft, and ultimately share their own stories with the rest of the class, while also learning to provide focused, supportive feedback for each other along the way.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT212**
Prereq: **None**

ENGL300 Shakespeare's Sonnets
An investigation of the Mona Lisa of literature, Shakespeare's Sonnets, that will undertake a close reading of the texts considered both as formal models and as a narrative of both homoerotic and heteronormative sexualities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL300A Creative Writing Workshop: Multi-Genre: Writing Ecologies
How can environmental literatures wake us up to the more-than-human world, re-wild our senses and syntaxes, realign our perspectives, and call forth an awakened sense of belonging? How do the lenses of culture, gender, and class affect how we observe and describe the world in which we live? How might thinking, synergistically, as an ecosystem forge new lenses, new emotional and intellectual centers?

In this open-genre workshop, we will read and write texts that honor a wider ecological consciousness, that celebrate the interconnectedness of the biota, and that are a call to action. We will keep field notebooks, perform site-specific writing experiments, apply permacultural perspectives to the ways we language and read our environments, take steps toward bioregional literacy, consider interspecies encounters, climate change, sustainability, environmental justice, geologic time, artistic-practice-as-research, and bear witness as acts of remediation.

We will divide our time between reading environmental literatures in nonfiction, fiction, poetry, and hybrid forms and writing our own texts in conversation. There will be weekly presentations, writing experiments, suggested field trips, and workshops of one another's work. The class will culminate in a book arts project and reflective essay.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL292 OR ENGL296ENGL216 OR ENGL292 OR ENGL296**

ENGL301 1492: States of War
This course approaches 1492 as a signifier and time-stamp of modernity. It signifies an ongoing "war" against people of African descent -- one that goes beyond the terrestrial plane. It anchors systems of representation, racialization, colonization, and religion with which we must reckon -- ones that preceded it and that we continue to inherit. The course uses the specific historical frame of 1440 into the late 18th century. This frame holds with reference to Frank B. Wilderson III's notion of when the "gratuitous violence" of the Middle Ages begins "to mark the Black ontologically" and Sara E. Johnson's notion of "slavery in the plantation Americas as a 'veritable state of war.'" Thus, we will read symptomatic, primary historical documents and fiction about "blood," race, African slavery, and geography and being (including 15th and 16th century Castilian law, sundry genres that represent early Spanish colonial Mexico, Santo Domingo (contemporary Dominican Republic), Cuba, and French Saint Domingue (contemporary Haiti)), as well as contemporary fiction, cinema, and theory that configure historicity via the Caribbean. We will read sometimes for imperial notions of sovereignty, selfhood, force, indigeneity, (anti)blackness, property, labor, and the relation between conceptions of the heavens and "just wars" on earth, and other times for Caribbean notions and narratives that are at war with said Western theological and onto-epistemological schemata. Conceptually, the course thinks from and/or about Caribbean literary studies, black critical theory, demonology, scholasticism, mysticism, the functions and tropes of (anti)blackness in the discursive formation of the New World, Vodou(n) in the Haitian Revolution, colonialism and international law, and deconstruction.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM303**
Prereq: **None**

ENGL302 Special Topics: Environmental Fiction
In this course, we will study contemporary fiction that grapples with our changing environment alongside critical texts that contextualize environmental literature through the lenses of race, sexuality, and place, as well as post-coloniality, decolonization, and tourism, with a view to understanding what this means for fiction writers interested in writing about such topics. Some questions we might ask include: What do we mean by terms such as 'wilderness' or 'nature'? To whom does 'nature' belong, and what are the differing or contradictory ways in which different groups of individuals interpret and navigate it? How do we, as creative writers, write about the environment, especially in the current moment, in a manner that is urgent, ethical and fresh? If we believe in the power of fiction to change the world around us, what tools of craft do we have at our disposal to imagine a future we want to live in? This course is a seminar-workshop hybrid, i.e. the first half of the semester will be spent reading and discussing assigned books, the second half of the semester will be a workshop in which students write and discuss their own stories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL296**

ENGL303 Narrative Theory
Narrative, one great critic suggests, may be the central function of the human mind. It is, as another once wrote, "simply there, like life itself." As these claims indicate, narrative gives form to our collective experience: from the shadow of history and the shape of the future to the very texture and meaning of time itself. This course provides an introduction to the tradition of narrative theory -- the theory of how stories work and of how we make them work -- through a sustained engagement with three core narrative-theoretical concepts: structure,

text, and time. A single book will anchor and orient each of the course's units: for structure, Vladimir Propp's Morphology of the Folktale; for text, Roland Barthes's S/Z; for time, Gérard Genette's Narrative Discourse. Herman Melville's novella Benito Cereno will supply our "control text," a narrative to which we will return as we study the theory and through which we will test the powers and the limits, both analytical and historical, of our theorists. In each of our units, we will begin with a careful reading of our main theorist, move on to consider work that elaborates on the theory, and then turn to robust approaches -- Marxist, historicist, queer, psychoanalytic, sociological -- that challenge or modify the theoretical terms with which we started.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL304 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice
Lyric poetry may be the most musical of literary forms. In one of its basic definitions, the lyric poem begins after the overhearing of a sound. This sound may be familiar and pleasant, like the timbre and cadence of a lover's voice. Or it may be unrecognizable and terrifying. It may be imbricated with other senses and feelings, provoking a memory that stimulates a sense of touch or smell. Or it may stimulate a sense of horror at the inevitability of death. In any of these cases, sound is thought to reveal an attachment, a memory, and to give rise to composition in the poet's effort to reshape memory and feeling in lyric form. But such articulations do not always come out as evenly as this description may imply. Indeed, moans, screams, stutters, cries, and the madness of possession by the Muses are part of lyric's history and practice. In this course, we will read from African American, African diasporic, Caribbean, Latina/o/x, and Indigenous poetics, and we will consider their relation to myth and musical forms, such as the blues, son, bomba, biguine, jazz, reggae, hip-hop, salsa, among others. The dynamics between lyric speakers and musicians, sound and story, seen and voiced language will play out.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM305**
Prereq: **None**

ENGL305 Shakespeare's Macbeth: From Saga to Screen
A close reading of Shakespeare's play that will position the play in terms of its historical and political contexts and its relation to early modern discourses on the feminine, witchcraft, and the divinity of kings. We will begin with a consideration of the historical legends that constitute Shakespeare's "sources," then read the play slowly and closely, coupling our discussions with readings from the period, exploring how Shakespeare's contemporaries thought of the political and cultural issues raised in the play. We will then compare how our contemporaries have recast these concerns by comparing scenes from films of MACBETH from 1948 to the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **THEA310**
Prereq: **None**

ENGL306 Asian American Posthumanisms: Biopolitics, Ecopoetics, and Literature
From 19th-century anxieties concerning subhuman coolies to 21st-century celebrations of suprahuman cyborgs, United States discourses have always figured people of Asian descent as peripheral to the category of the human. While Asian Americanist scholarship has often responded by asserting the humanity of Asian Americans, a number of scholars and writers have begun to explore and even embrace the inhuman character of the Asian American. Drawing from recent scholarship in science studies, political ecology, anthropology, and literary studies, this course will consider what it looks like to shift the scale of analysis from the individual, organismal human to the social logics, biopolitical infrastructures, and ecological entanglements that supersede the human, or conversely, to the bodily fragments, molecular processes, and fragments that subtend the scale of the human. We will pay particular attention to the question of what consequences decentering the human has for the ethnic novel, a genre often valued for its ability to affirm the humanity of racialized subjects. For instance, what kinds of aesthetics and politics emerge from an imaginary centered not on the human individual but on systems, landscapes, entanglements, and other imaginative forms and social practices? What does a novel centered not on a human protagonist but on an object, a clone, or an ecosystem look like?

To explore these non-human centered logics and forms, we will read theoretical texts by Anne Cheng, Rey Chow, Donna Haraway, Aihwa Ong, Rachel Lee, Nikolas Rose, Anna Tsing, and others, alongside a selection of contemporary (and capaciously defined) Asian/American novels by writers such as Kazuo Ishiguro, Larissa Lai, Chang-rae Lee, Ruth Ozeki, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

ENGL307 Literature, Laughter, Philosophy: Tristram Shandy
Laurence Sterne's novel, The Life and Opinions of Tristram Shandy, Gentleman (1759-67) has been described as a literary masterpiece, a hilarious satire, a sentimental tear-jerker, and a pornographic abomination. It was a favorite of Karl Marx and Friedrich Neitzsche, and it was heralded (in a recent film adaptation) as "a postmodern classic written before there was any modernism to be post about." The book is deeply learned -- engaging texts from skeptical philosophy to 18th-century science and from Hamlet to early novels. It is also, indisputably, very odd. Though Tristram is trying to tell the story of his life, he fails to get himself born in the first hundred pages, and the text is full of doodles, blank pages, madcap digressions, and missing chapters. In this course, we will read Tristram Shandy alongside the many, many texts it references, borrows from, and mocks, as well as the many, many texts it has influenced. Throughout, we will take Tristram Shandy as our rich test case for some fundamental questions: What is literature, and why do we tell stories anyway? How is literature related to philosophy? How do our minds work? What is the meaning of human life -- of laughter, learning, love, and death?

This course is a research seminar that will prepare students to write an English thesis (though it will be valuable even for students who don't plan on thesis writing). Students will cultivate their skills in writing and research, in engaging thoughtfully and confidently with theoretical and critical secondary sources. The course will culminate in a major research paper.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL309 Entertaining Social Change
"Our problem," Tom Frank writes, "is that we have a fixed idea of what power is, of how power works, and of how power is to be resisted." This is especially

true of "entertainment." Power that may not seem like power -- only, say, like "fun" or "amusement" -- can be especially powerful. A thread that connects all of our texts will be: how has the systemic critique of social contradictions been popularized as compelling and fascinating in modern times? A related concern: what are the seductions and violence built into "enjoyment" -- "enjoyment" that reproduces "Americans"? We will "entertain" the diverse strategies that progressive moviemakers have developed to entertain Americans -- to teach, persuade, seduce, provoke, upset, anger, and move them through laughter, tears, and, not least of all, ideas -- so that Americans will be more inclined to "entertain" social critique that inspires and envisions social change. Our critical focus will be on the popularizing (and sometimes the selling) of social critique in movies including Straight Outta Compton, Malcolm X, Medium Cool, Network, El Norte, Smoke Signals, Before the Flood, The Black Panthers: Vanguard of the Revolution, Salt of the Earth, Matewan, and The Big Short. We will place special emphasis on self-reflexive movies about "entertainment" and about labor/social movement organizing. Entertainment, we will see, plays a key role in organizing and reorganizing Americans. In doing so, it can place limits on our vision of what -- and who -- needs to be changed. By putting our movies in conceptual dialogue and making these limits more visible, we will help one another think, see, and feel beyond these limits. As we are "entertained" (and we will be) we will consider the stakes of being "entertained."
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST315, FGSS315**
Prereq: **None**

ENGL310 The Medieval Beast
How did medieval writers think about the distinction between human and animal? This course will begin with the categories of soul and body, ruler and ruled, speech and noise--among others. We will also read about human-animal hybrids like werewolves and bird-men in order to think through some of these binaries. Texts will include bestiaries (encyclopedias of animals), treatises on hunting, beast-fables from Christian, Muslim, and Jewish traditions, Marie de France's "Lais" and "Fables," Chrétien de Troyes's "Knight of the Lion," "Sir Gawain and the Green Knight," and Chaucer's "Parliament of Fowls."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **MDST312**
Prereq: **None**

ENGL311 Modernist Writers: Virginia Woolf and Jean Rhys
This course will allow readers to explore and engage with the oeuvres of two important but very different female modernist writers. We will read major and minor works of both novelists, but we will also dip into their short stories, essays, diaries, and/or memoirs. In addition, we will also read some of the most significant criticism on both authors to understand how their critical status has been established and modified in the decades since their works were first published.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL312 Vitalism and Black Aesthetics
What is the relationship between Black art and Black life? Does Black art, broadly construed, serve a mimetic function-merely re-presenting reality-or is it a vital expression of the essence of Blackness? These questions are at the root of Black Cultural Studies' engagements with the problem of the aesthetic. In the current conjuncture, reacting to the theorization of Black social death, many theorists have (re)turned to the aesthetic as "proof" of the mattering of Black life and "evidence" of a vibrant sociality. This course will consider the connection between (the theorization of) Black aesthetics and (the affirmation of) Black life. In so doing, we will question the political stakes of Black aesthetics, as well as the value placed upon the concept of life as such, in and through the aesthetic encounter. Additionally, we will explore ways of thinking of the aesthetic that challenge presumptions of its innate liveliness. Readings will include canonical texts in aesthetic theory and vitalist philosophy, as well as more contemporary engagements with these questions from the perspective of Black performance theory, literary theory, and Afro-pessimism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM311**
Prereq: **None**

ENGL313 Literatures of Empire
This seminar will reexamine the literary and cultural history of Britain by tracing the emergence of "English literature" from the same transatlantic crucible as the racial categories of Enlightenment empire. Through readings from English literature's early origins in the Anglo-American transatlantic to its consolidation during the apex of the British empire, we will look at how the genres most frequently associated with liberal individualism (novels, lyric poetry) run parallel to the emergence of visual and rhetorical categories for imagining the boundaries and limits of the human and the individual. We'll focus on the techniques of literary form--and literary study--that helped construct and make sense of empire. Over the course of the semester, we will consider how the conceptual crises and contradictions in the production of British imperial power through the tangled nexus of capitalism, colonialism, and slavery spurred on new genres (the historical novel, the colonial anti-bildungsroman, the imperial gothic), and how novelists wrestled with the period's key categories of race, gender, class, sexuality, and nationality. Along the way, we'll trace how an archive of imperial writings have been taken up by anti- and decolonial theorists and writers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL314 Circulating Bodies: Commodification, Sex Work, and Enslavement in Eighteenth Century England
In the newly booming consumer culture of Enlightenment England, people were constantly buying and selling things--bespoke suits and manufactured trinkets as well as human bodies. Sex workers used their bodies to enter into trade agreements, and the imperial economy was built on the enslavement of African people. This course will explore how people and things were turned into circulating objects, and it will trace these as they were passed from hand to hand, valued and revalued, used, abused, and discarded. We will listen as the "things" themselves tell ethically and socially urgent stories. In the period, consumer objects, sex workers, and enslaved peoples all wrote memoirs (or had ones imagined for them). We will read these texts alongside contemporary debates about economics, labor, race, abolition, and women's rights, and we will return again and again to fundamental questions about personal identity, individual agency and passivity, commodification, objectification, and the very limits of the human.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL315 Close, Distant, Archival, Experimental: New Methods of Literary Study
What does it mean to craft a "new" approach to literary study? And why is it that since at least the early twentieth century literary critics have insisted on the need for "new" methods? This course examines the different moments in literary history when literary critics developed "new" methods to read literature--particularly efforts to understand literature at scale and in context. We will look at theoretical approaches to literature, ranging from Edith Rickert's obscure 1927 New Methods for the Study of Literature through mid-century New Criticism, up to the movements and methods of the late twentieth century and present day, alongside the archives of everyday sites where literature is constituted and practiced--such as colonial lending library records and course syllabi--in order to examine what's at stake in determining the object, scope, and ends of literary study.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL316 Rethinking World Literature
Globalization has changed the speed at which people, goods, information, and ideas circulate in space, altering how we read and write and what we read and write about. This course examines the resurgence of the category "world literature" to explore how globalization affects practices of writing and reading in the 21st century. What does the "world" in "world literature" mean, and who writes world literature? To better understand how economic, environmental, technological, and political transformations affect our understanding of world literature, we will read pivotal theoretical works in the expansive field of world literature alongside several recent novels that thematize these scales of global comparison.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL317 Gothic Bodies
This seminar examines the Gothic mode and its literary afterlives in the texts of the British empire. During the nineteenth-century, the Gothic mode--darkened old houses, discoverable family secrets, mysterious moving objects, threatened bodies--migrated to a wide range of narrative forms. We will read some of this range, exploring early political fiction, science fiction, slave narratives, domestic fiction, and the ghost story. We'll think about how the Gothic mode was used to imagine different kinds of harm to bodies. We'll explore how these formal conventions involving unseen terrors, old family houses, and threatened bodies intersected with some of the key formations of the period: the rise of individualism, industrial and racial capitalism, Orientalism, automation, changes in property and inheritance law, theories of freedom and slavery and sexual consent. Along the way, we'll read key theorists who write about the Gothic as we develop our own theories of how to read the ways this genre still haunts our present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL318 Black Literary Theory
This course will bring together readings both literary and critical/theoretical, beginning with Frantz Fanon's "Black Skin, White Masks" (1952). Taking Fanon as its point of departure, then, this course will necessarily turn to a discussion of the recent discourse on Afro-pessimism and Black optimism, attempting to introduce students to important issues and questions of race, race relations, anti-Black racism, Black sociality, the universality of whiteness and white supremacy, the fungibility of the Black body, and the vulnerability and precarity of Black life; and together we will think more closely about how the complex and "unthinkable" histories and afterlives of chattel slavery, racial capitalism, settler colonialism, and the Middle Passage, for examples, continue to challenge the representational limits and potentialities of traditional literary genres and modes of emplotment. In addition to Fanon, authors will include Orlando Patterson, Toni Morrison, Hortense Spillers, Saidiya Hartman, Achille Mbembe, Frank Wilderson, Jared Sexton, Fred Moten, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **AFAM315**
Prereq: **None**

ENGL319 Asian American Posthumanisms: Biopolitics, Ecopoetics, and Literature
From 19th-century anxieties concerning subhuman coolies to 21st-century celebrations of suprahuman cyborgs, U.S. discourses have always figured people of Asian descent as peripheral to the category of the human. While Asian Americanist scholarship has often responded by asserting the humanity of Asian Americans, a number of scholars and writers have begun to explore and even embrace the inhuman character of the Asian American. Drawing from recent scholarship in science studies, political ecology, anthropology, and literary studies, this course will consider what it looks like to shift the scale of analysis from the individual, organismal human to the social logics, biopolitical infrastructures, and ecological entanglements that supersede the human, or conversely, to the body parts, molecular processes, and fragments that subtend the scale of the human. We will pay particular attention to the question of what consequences decentering the human has for the ethnic novel, a genre often valued for its ability to affirm the humanity of racialized subjects. For instance, what kinds of aesthetics and politics emerge from an imaginary centered not on the human individual but on systems, landscapes, entanglements, and other imaginative forms and social practices? What does a novel centered not on a human protagonist but on an object, a clone, or an ecosystem look like? To explore these nonhuman centered logics and forms, we will read a selection of theoretical texts by Asian American and other authors, alongside a selection of contemporary (and capaciously defined) Asian/American novels by writers such as Kazuo Ishiguro, Larissa Lai, Ruth Ozeki, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Prereq: **None**

ENGL320 The Senses and the Subject in Cinema and Poetry
In this course, we will study a mixture of emotionally stimulating and structurally difficult contemporary cinema and lyric poetry, as well as select philosophical and theoretical approaches to the senses and the subject. Do theories and notions of the senses assume the subject, and/or subjectivity? If so, then how? What is the relationship between embodiment, the senses, the world, racialization, blackness, and being? How do select Western theoretical, aesthetic, and poetic frameworks represent and think as such? While cinema and lyric poetry might seem like strange neighbors, this course specifically foregrounds them as "repositor[ies] of synesthesia," where not only the reconstitution of the subject after some disturbance (i.e., sensorial, physiological, social, historical, etc.) will be relevant to how we read, but also when that either does not happen or constitutively cannot happen. (Note that some short fiction may also be part of the course readings.)
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**

Identical With: **FGSS310**
Prereq: **None**

ENGL321 Insubstantial Pageants: Late Shakespeare
This seminar examines the Center for the Humanities' Spring 2020 theme of "Ephemera" through the lens of four late plays by Shakespeare ("Hamlet," "King Lear," "The Winter's Tale," "The Tempest") and their preoccupation with the time, temporality, belatedness, and the ephemerality of theater (and the world-as-stage).

In addition to considering the mutability of the play-texts themselves (several of which exist in multiple versions), we will consider how they refashion their sources, and how they are themselves refashioned in later productions and adaptations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM337, THEA337**
Prereq: **None**

ENGL322 Samuel Beckett
This seminar will be an adventure through immersion in the prose of an uncompromising modernist whose work would have revolutionized the possibilities for literature--and didn't.

We will focus intensively on Beckett's major novels (anti-novels) and short prose, with some attention to the poems and letters. Our reading will concern matters of style and form, and we will attempt to situate the texts within the political and social force fields they so often seem to defy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL323 Staging the Real in Early Modern England
The stage in Shakespeare's time was by modern standards "relatively bare," lacking illusionistic sets that would later be relied upon to conjure the reality of a particular time and place onstage. What, then, defined the "real" prior to the emergence of modern theatrical realism and the illusionistic conventions associated with it? What representational strategies (of text, costume, props, sound, stage machinery, etc.) were used to convey "realness" onstage at the Globe and other early English theaters, which lacked the "fourth wall" of the proscenium arch that separated the realities of the play-world from those of everyday life?

This course explores the dramaturgy of the "real" in early modern England in conjunction with the Center for the Humanities Spring 2024 theme of "Get Real," in plays by Shakespeare and his contemporaries that experimented with new ways of bringing to life the realities of war, true crime, sex and gender "deviance," street life and lingo in London's underworld, serendipitous wealth gleaned from capitalistic enterprise, and other sensational news ripped from the headlines.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM320**
Prereq: **None**

ENGL324 Black Power and the Modern Narrative of Slavery
The historical moment immediately after the Civil Rights and Black Power movements saw an explosion of African American writing about slavery. In the past half-century, black writers wrote award-winning novels that gave unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers--the slave narrative--into a fictional form that has served them as they dissect their own cultural moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM324**
Prereq: **None**

ENGL324Z Black Power and the Modern Narrative of Slavery
The historical moment immediately after the Civil Rights and Black Power movements saw an explosion of African American writing about slavery. In the past half-century, black writers wrote award-winning novels that gave unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers -- the slave narrative -- into a fictional form that has served them as they dissect their own cultural moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM324Z**
Prereq: **None**

ENGL325 Intermediate Nonfiction Workshop
This workshop is designed for experienced writers looking to deepen their practice in narrative nonfiction. Students will explore a range of forms -- including memoir, criticism, interviews, travel writing, and autofiction -- while engaging with core elements such as plot, structure, character, and place. Together, we'll grapple with questions like: How do we write about the self in conversation with broader social and political realities? How can we depict others with both acuity and empathy? And how might we write about art and literature in ways that are both intellectually rigorous and emotionally resonant? The course will include local field trips and visits to author readings. By semester's end, students will have crafted and refined several original works of nonfiction and developed greater confidence as both writers and editors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL224 OR ENGL228 OR ENGL278 OR ENGL292 OR ENGL326 OR ENGL266**

ENGL326 Advanced Nonfiction Workshop
In this upper-level nonfiction workshop, we will read texts that investigate the meanings of place, particularly as they concern intersecting intimacies and violences of home, of migration, of colonial settlement, of environmental racism, and of climate crisis. Being from, leaving, and returning to both actual and imagined spaces are often at stake in these texts, as are forms of enclosure, naming, and mapping. Questions about how language moves on a page are

inextricable from these concerns. Your own writing will include short exercises and experiments, a longer essay, revision, and responses to the published work, and throughout the semester, we will attend collectively to your work, as well as to these published texts. This course is part of the Sustainability and Environmental Justice Pedagogical Initiative.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL327 Criticism and Psychoanalysis
This course introduces some classical psychoanalytic methods of reading and interpretation, with accent on the four concepts Jacques Lacan identified as foundational: the unconscious, repetition, the transference, and the drive. We will approach psychoanalysis as a style of close reading whose influence on forms of interpretation--especially literary interpretation--has been immeasurable. One central concern will be the capacity of psychoanalysis to enable us to read ourselves reading, to make the interpretive situation itself the object of our analysis. Students with an interest in literary-critical methods will benefit from the course, as will students with an interest in the internal logic of an important body of thought.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **RL&L327, GRST227**
Prereq: **None**

ENGL328 Researching and Writing Historical Narrative Nonfiction: A Workshop
Historical Nonfiction will be a workshop-based course. Students will have the opportunity to work on a project led by Charles Barber, a book-in-progress of historical narrative nonfiction based in Palm Beach, Florida in the 1920s. The project involves a decade-longs conflict between a gang and two father and son sheriffs, set against the explosive (and often corrupt) growth of Palm Beach as a resort in the early 19th century. Students will work with court and governmental records, as well as archival materials of all sorts. Students will receive professional credit for their contributions. A focus of the first part of the course will be historical methodology and evaluation of records; the second half of the course will address the question of transforming historical materials into compelling narratives. Readings will include models of historically based nonfiction, such as David Grann's Killer of the Flower Moon and Patrick Radden Keefe's Say Nothing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL301**
Prereq: **None**

ENGL330 Facts, Counterfactualisms, and the Historical Novel
The aim of this course is to explore "the fact" as the site of contradictory desires and investments in nineteenth-century fiction. Charting two paths through both foundational examples of historical novel and through early counterfactual work (Uchronie, Aristopia: A Romance History of the New World), this course will trace the versions of historical thinking made possible within these traditions. As part of the course, we will explore some of the ephemera materials novelist's working notebooks, research sources, and unpublished manuscripts. Seminar work will include both theoretical readings on historical fiction, philosophy of history, and critical archival studies. We will read novels and narrative fiction from the Brontë siblings, George Eliot, Walter Scott, Maria Edgeworth, Charles Renouvier, and Thomas Hardy, alongside critical work by Georg Lukács, Catherine Gallager, Roland Barthes, Frederic Jameson, Michel Foucault, Saidiya Hartman, Hayden White, Dipesh Chakrabartky, Paul Ricouer, Carolyn Steedman, Natalie Zemon Davis, Kumkum Sangari, Elaine Freedgood, and Michel-Rolph Trouillot.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **CHUM350**
Prereq: **None**

ENGL332 About Clothes: Styles, Histories, Activisms, Poetics
What kinds of work go into the making and wearing of clothes, and what kinds of work do clothes do? This course is a chance to think together about how a range scholars, journalists, curators, and others have written about, handled, studied, preserved, and displayed clothing. At the same time, we will pay close attention to what it means for you to live in relation with your clothes. In conversation with works of literature, historical and curatorial scholarship, visual art, reporting, activism, and more, we will investigate clothes as objects of imagination and resistance, as well as elements of material culture. As we think about the global circuits that have informed various fashion systems, we will consider how particular textiles and textures, cuts of cloth, and racialized, gendered, and sexualized ideas of style emerged in conjunction with particular forms of labor -- and will also note how sustained attention to this multi-billion-dollar business has been devalued historically. Over the semester, you will conduct your own writing experiments at the intersections of language, image, identities, and the materiality-ephemerality of clothing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS333**
Prereq: **None**

ENGL333 Special Topic: Novel Forms
In this special topics course, we will undertake a study and writing in long-form prose work. While our primary examples might most easily be classified "fiction," we may also engage periodically in complicating such designation. Engagement with the reading list will be based upon arising concerns within current and more historical pieces. Classroom discussion will help us develop a series of theories and practices beyond the pale of the standardized.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL292 OR ENGL296**

ENGL334 Beyond Growth: Agrarian Visions
The era of endless growth has reached a point of crisis. In the face of climate catastrophe and widening inequality, of the proliferation of pointless work and spiraling burnout, it has become increasingly common to question the idea that human progress comprises ever-increasing levels of production and consumption. And yet in spite of a slew of attempts to transform the situation, from the Occupy movement to the recent mainstreaming of degrowth economics, it seems that things are only intensifying. How did we come to inhabit this world in which labor and economic growth are seen as ends in themselves? And how might we begin not just to refuse such understandings of labor and growth, but to imagine different forms that they might take? In this course we will confront these questions, exploring the relationship between labor, production, and human flourishing. We will begin by studying foundational articulations of this relationship from thinkers like Max Weber, Karl Marx, and Hannah Arendt, looking as well at the unique place that agricultural production, cultivation, has been understood to occupy therein. We will then turn to the agrarian realm as a particularly potent site from which to trouble and extend our conceptions of labor and growth, examining visions of spiritual labor, anticolonial resistance, and more-than-human entanglement in theoretical and literary texts

from Leo Tolstoy, M.K. Gandhi, Mahasweta Devi, J.M. Coetzee, and others. Through our readings and discussions, we will learn to identify and critique the normative claims on which our current energy-intensive, exhaustion-inducting circumstances are based. At the same time, we will cultivate the skills required to seek out and imagine alternative forms of work, community, and the good life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM388, ENVS388, COL387**
Prereq: **None**

ENGL335 Wordsworth and Blake
This course examines the long, parallel careers of the two greatest poets of their generation writing in English: William Wordsworth and William Blake. Although they exerted little or no influence upon one another, their writing developed along strikingly similar paths as it responded to--and shaped--the rapidly changing, often disorienting literary, political, and cultural world of late 18th- and early 19th-century Britain. We will examine the artists and events that inspired them, from John Milton to Robert Burns to the French Revolution. We will bring into conversation their songs, autobiographical poems, aesthetic manifestos, and prophetic and visionary works. Throughout, we will pay attention to how they approached traditional and experimental literary forms, engaged with visual arts and with music, and developed a theory and practice of literary and everyday language.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL336 Intermediate Poetry Workshop: Music and the Poet
There may be no greater compliment than "your poem is musical." Then a problem presents itself -- what does that really mean? "Musical" -- used synonymously with that other adjectival nightmare, "beautiful" -- corners the poem and the poet to the mercy of one kind of sound. But just as we have various notions of beauty, poetry also occupies multiplicity -- every poet has their own set of voices. Whether in the variety of languages generating its own sound sensibilities -- to borrow from the pianist Rudolf Serkin who was, in his day, accused of the occasional "ugly sound," his response is "music isn't just about la la la tra la la" -- even ugliness is a repertoire of personal sound, or voice. In this intermediate class, we will identify and perform the voices your poems inhabit, and work to recognize the voices of others troubling the neutral voice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL216A OR ENGL372 OR ENGL226 OR ENGL224**

ENGL337 Advanced Poetry Workshop
This seminar-style course will focus on the reading and constructive discussion of poetry submitted by members of the workshop. We will explore an extensive reading list of contemporary poetry as well as philosophies of art-making written by both writers and artists. A final book arts project--consisting of 15 pages of revised poetry and a statement of poetic--is due at the end of the semester.

This course may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL337A Advanced Poetry Workshop: Radical Revision
"Poetry," writes Yusef Komunyakaa in his essay collection Blue Notes, "is an act of meditation and improvisation. And need is the motor that propels the words down the silent white space." In this intermediate poetry workshop, students will consider various perspectives on the revision process and explore strategies for redrafting poems-in-progress. While this class is open to any poetry student with previous workshop experience, those who stand to gain the most are those who've already amassed a sizable body of work--poems, drafts, notes--with which they are, for the most part, dissatisfied and eager to improve. It is imperative that students come with an open mind and a willingness to surprise themselves and one another.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL336 OR ENGL337**

ENGL338 Serial Sensations
Regardless of their medium or period, serial texts are often associated with sensationalism. Not only do they frequently feature sensational plots, but by virtue of producing intense fan cultures the texts themselves become public sensations. From Bleak House to Marvel comics, and from Game of Thrones to the podcast Serial, serials have produced vibrant if not fanatical fan forums and fan cultures. This course will examine the aesthetics and politics of serial texts ranging from didactic novels to gory and racy ones, and from television shows to podcasts and audio books. Throughout the course of the semester, students will engage in forms of serial reading, listening, and writing, and will discuss the effect of the serial format on plot, characterization, and genre. Moreover, they will examine the ways in which the serial format shapes narrative desire, and the ways in which it molds reading and viewing habits -- that is, the mechanisms and logics through which a serial reader, listener, or viewer is produced. This course asks you to engage with the long history of serial forms from the nineteenth century to the present, and in so doing, examine the continuities between Victorian reading practices and our reading and viewing habits today. Contributes to fulfillment of ENGL major requirements: American Literature, British Literature, Literary History 2, Theory, elective.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL339 Intermediate Fiction Workshop
This course may be repeated for credit. This workshop is for students who already have a basic understanding of how to write literary fiction, either by having taken an introductory course (e.g., ENGL296 Techniques of Fiction) or by other means.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL296 OR ENGL342 OR ENGL224**

ENGL339A Intermediate Fiction Workshop: Vernacular
This workshop examines English-based vernaculars from around the world. Students will compose at least two short-stories incorporating the vernacular.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL296**

ENGL340 Special Topics: Ecopoetics - Experimental Poetry in the Anthropocene
How do poets speak for and from a world in flux and crisis? How do poets register and attempt to restore the degradation of the planet through language? How might altering the boundaries of conventional language use "through poetry" alter the bounds of conventional thinking and behaving, thus leading to more engaged and sustainable modes of living? This course, in part, will serve as a tour of contemporary eco-poets invested in looking at and caring for the current state of our planet through poetry. We will read poems that reflect the most critical environmental concerns of our time, and we will learn to see how these poems resist closure and are instead guided by exploration and interrogation in an attempt at reorienting our attention and intention as inheritors of this planet.

This is an advanced workshop for students committed to developing an understanding of eco-poetry's place in the more-than-literary world, as well as developing a personal eco-poetics from which to write. Students will choose an environmental topic to research and write in service of for the semester and, by the end of the semester, will have a project-centered collection of poems. There will be bi-weekly presentations on the poetry collections we read, in-class writing experiments, in-the-field experiments, and intensive workshops of participants' work. The class will culminate in an eco-book arts project and a reflective essay.

Special attention will also be given to cultivating community and the benefits of sustaining an embodied artistic practice during extreme times and how doing so may benefit the health of the whole artist.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENVS330**
Prereq: **(ENGL216 AND ENGL336) OR ENGL337**

ENGL341 Writing the War on Terror: Literature and Film after 9/11
September 2026 marks the twenty-five year anniversary of the tragic 9/11 terrorist attacks at the World Trade Center and Pentagon. In this interdisciplinary seminar, we will explore how contemporary literature, film, and television have depicted 9/11 and the ensuing War on Terror, while considering the historical roots of these events. We will examine the ethical implications and underlying biases of stories about violence, warfare, and torture, and study the techniques artists use to craft meaningful narratives that shape our understanding of justice, power, and human experience. This course will include a significant workshop component, in which students will create essays and fictional stories that engage critically with our course material. By the end of the seminar, students will have a deeper understanding of how 9/11 and the War on Terror have influenced literature, film, and society, and they will develop stronger skills in writing thoughtfully about historical and political issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL296 OR ENGL292 OR ENGL216 OR ENGL292A OR ENGL216A OR ENGL380 OR COL227 OR COL227Z**

ENGL342 Advanced Fiction Workshop
This course in short fiction is for people who have already had an introduction to fictional technique and, preferably, an additional course in creative writing. Students will generate and engage in their own writing projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL343 The Library: Its Past, Present, and Future
The library is both a repository and a site for disciplining information. It is, at once, a space for democratizing knowledge and a locus of exclusion. A lifeline and a tomb. A place of radicalization and community, but also the handmaiden of state power. Indeed, the library's vexed role in the history of Western colonization has prompted scholars of African and postcolonial literature like Simon Gikandi to ask whether one can be a revolutionary in the library. This question has shaped the archiving sensibilities of African American collectors and librarians like Arthur Schomburg and Dorothy Porter Wesley as well as those of contemporary Black librarians and artists. This will be one of the central questions we explore in this course, too. We will examine artistic and literary representations of libraries, archives, and museums ("The Library of Babel," The Shadow Book, Lote, The Name of the Rose, Voyage of the Sable Venus, Yinka Shonibare's "The British Museum"), paying special attention to the fantasies, nightmares, and cultural narratives that cohere around the idea of the library. We will pay special attention to the place of the library in the Black literary imagination and to the theoretical and political interventions that Black librarians and bibliophiles brought into systems for categorizing and recovering knowledge.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM393**
Prereq: **None**

ENGL344 Women's Lib, Women's Lit
The social movement known as second-wave feminism, but often referred to at the time as "Women's Lib," took center stage in much of the best-selling fiction of the 1970s. This course will look at popular fiction that concerned itself with women's issues and the way it popularized, memorialized, complicated, and contested feminism in the popular imagination. We will look at a range of novels that focused attention on the nature of and possible solutions to women's political, material, and sexual subjection by men. Although our focus will be on the 1970s, we will look at both some important pretexts, and some later responses to the ongoing crises of gendered inequality in the 1980s. We will pay particular attention the gendering of publishing and reception, exploring the contexts in which these books were produced, marketed, reviewed, and read.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **FGSS345**
Prereq: **None**

ENGL345 Plague and Care-Work in Shakespeare's England
Plague exerted an enormous influence on the plays of Shakespeare and his contemporaries, and indeed on theater as a commercial enterprise. Pandemic theater closures and quarantines were frequent throughout his career, and it is likely that his son Hamnet died of plague. This seminar examines four Shakespeare plays (Romeo and Juliet, Hamlet, King Lear, The Winter's Tale) and their preoccupations with time, temporality, belatedness, mortality and ephemerality (of theater and the world-as-stage) and with an ethics and recognition of the work of care, as these are shaped by the recurrence of plague- a perspective that will allow us to draw connections and discern differences between Shakespeare's time and our own.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**

Identical With: **CHUM348, THEA347**
Prereq: **None**

ENGL346 Utter Nonsense: Modernist Experiments with Meaning
In "The Use of Poetry and The Use of Criticism" (1933) T.S. Eliot wrote," The chief use of the 'meaning' of a poem, in the ordinary sense, may be [...] to satisfy one habit of the reader, to keep his mind diverted and quiet, while the poem does its work upon him: much as the imaginary burglar is always provided with a bit of nice meat for the house-dog."

To extend this analogy: this course will look at texts by meatless burglars, writers who set out not to sedate but to conscript the sense-sniffing house-dog as they pillage the house for things of value.

This course will survey some of literary modernism's most defamiliarizing texts, ones that challenge interpreters by withholding or avoiding that digestible (and perhaps soporific) "meaning" Eliot referred to. We will look at modernist formal experiments from Gertrude Stein and Guillaume Apollinaire through Dada, surrealism, the French New Novel, and the theater of the absurd, alongside the less prominent but equally influential exploration of aleatory, procedural, and machine-generated poetry by writers such as Jackson Mac Low and the Oulipo. Working with authors' manifestos and critics' interpretations alongside the primary texts, we'll pay special attention to the varied relationships to meaning that can be found at work in texts that a casual reader might lump together as simply meaningless or nonsensical.

As the semester progresses and we get a clearer sense of what these texts require from their readers, we'll begin to ask (with the help of some basic readings in semiotic and psychoanalytic literary theory) how our interpretive behavior when confronted with seeming nonsense might relate to the various things we do when we read normal or typical texts--ones that strike us as already or obviously meaningful. Is making sense something that a text can ever do on its own or something that we must always do to (or for) the text?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL338**
Prereq: **None**

ENGL347 Black Grammars
In her text In the Wake: On Blackness and Being, Christina Sharpe argues that Blackness, due its rearrangement of and resistance to hegemonic modes of meaning making, is "anagrammatical." As a concept, anagrammatical Blackness points to "the failure of words and concepts to hold in and on Black flesh." Taking this provocation as a point of departure, this course will consider the relationship between Blackness and the grammatical, with a particular focus on rhetoric and poetics. Each week will focus on a particular rhetorical figure or grammatical concept: subject, metaphor, metonymy, apostrophe, tense, irony, catachresis, parataxis, etc., considering how Blackness shifts our understandings of their operations. Readings will include Ronald Judy, Barbara Johnson, Jacques Derrida, Zakiyyah Iman Jackson, Fred Moten, and Paul de Man, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM347**
Prereq: **None**

ENGL348 Special Topics: Conversations with Writers
What is a writer like, beyond their book(s)? How might they discuss the preoccupations and questions that inform their work? Structured as a seminar that extends on select days to include the Russell House Reading Series, this course will give students the opportunity to speak with some of the writers whose books we will read in class. In addition to this, we will read/watch interviews of those other writers assigned in class. Together, we will discuss how writers grapple with complex questions about being alive today. We will analyze structure, content, idea, and writerly intent. We will attend the Russell House Reading series prepared to engage in informed conversations with the guest. What we bring back to class will be an understanding of some aspect of literature that will help us frame our ongoing readings. This course will be dynamic and expansive in how it imagines (and reimagines) the ideas resting within a text, and those complicated further by having a conversation with its author.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL216A OR ENGL292A OR ENGL266 OR ENGL296**

ENGL349 Historicizing Early Modern Sexualities
This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1680). Our focus will be the historical construction of sexuality in relation to categories of gender, race, religion, and social status in a variety of sources, both literary and nonliterary, verbal and visual, including poetry, plays, masques, medical treatises, travel narratives, and visual media. Topics covered include intersecting constructions of the sexed/gendered/racialized body; diverse sexual practices; sexual identities prior to the homo/hetero divide; and the histories of pornography and masturbation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **FGSS350, CHUM345**
Prereq: **ENGL201**

ENGL350 The Law, the Citizen, and the Literary and Cinematic Imaginations
What gives the law its authority? (Can it remember?) Does it have rational or mystical foundations? What are the functions of the categories of slave, savage, scapegoat, stranger, other, family, and citizen in and for the law? How do we apprehend the relationship between the extensively legalized violations of the earth, the black, and the feminine? What gives the ongoing event of the Middle Passage so much force, and on a planetary scale? If laws of hospitality are sacred, then what are the implications of their prolific sacrilege? And what, for we can trace it, do such laws' selective "application" have buried within them? This course will attune us to who/what may be incorporated into the body politic and who/what cannot be borne in the letter, by design, and on safeguarded, terrorizing terms -- legal, historical, and metaphysical, yes, and harboring those, ontological. We will read and analyze how literary and cinematic texts represent, critique, as well as reproduce the rhetorical and psychic effects of the law.
To echo Calvin Warren, "[Our] concern is not a particular law, but that all the laws are subordinate to a Law." Thus, while we will look at the language and aesthetic configurations of specific legal events and echoes -- the Zong Case, partus sequitir ventrem, Jim Crow, Nuremberg Laws, The Code of Native Status (in French-occupied Algeria), and so on -- we will not do so "comparatively" nor to inadvertently idolize encoded violence, but to apprehend what is buried and stirs beneath the law's foundations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-ENGL**
Identical With: **AFAM350**
Prereq: **None**

ENGL351 Aesthetics and/or Ideology
An introduction to prominent works of aesthetic theory and to their influence on Anglo-American literary theory and literary expression.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL352 Flaunting: Extreme Fashion on the Early Modern Stage
Frilly ruffs and cuffs, bulging codpieces, towering "chopines" (platform shoes) -- oh my! This course considers the early modern stage as an engine of fashion and the forms of sartorial ostentation to which it gave rise. How did fashion contribute the rise of the commercial theater? How did clothing shape gender, sexuality, class, and race in plays by Shakespeare and his contemporaries, which were performed by adult men and gender-fluid, "boy" actors? How did sartorial excess and the sumptuary laws that sought to control it affect social status and mobility during the rise of capitalism? And how were early modern fashion trends updated in later productions of these plays?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

ENGL353 Race, Ethnicity, and Religion in Medieval Literature
Why do white supremacists celebrate the European Middle Ages as a lost era of racial and religious purity? This course approaches that question and related issues by considering the emergence of medieval ideas of race, ethnicity and religious difference. We will also think through the meaning of these categories and recent controversies about locating "race" in medieval studies. Our focus will be on a selection of texts dealing with encounters -- real and imaginary -- of Western European Christians with cultures ranging from the Mongol Empire to the Jewish communities in their own territories. The readings will begin historically with the Crusades and the gruesome chronicles written by Christian, Muslim, and Jewish authors. We will move on to religious polemics, travel accounts, and romances: fictions that re-imagine the past in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **MDST353, CJST353**
Prereq: **None**

ENGL354 Why Literary History?
Why should poems, novels, and plays written centuries ago engage our attention? Why should we care? And how have answers to these questions themselves changed over the course of literary history? We will dwell, in particular, on two key historical turning points: eighteenth-century Britain, when influential canonizing projects in print worked to define a native "English" tradition at the same time as the country pursued imperial expansion, and mid-twentieth-century America, when New Criticism institutionalized certain modes of reading historical literature just as English as a discipline was taking something like its modern shape. And, of course, we will grapple with the purposes, the pleasures, and the possibilities of literary history now. Throughout, we will also be attending to the practical work of doing literary history. Students will work in Special Collections to produce their own edition of a historical text.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

ENGL356 Theories of Translation
This course will examine a range of predominately 20th-century theoretical approaches to literary translation in the fields of philosophy, linguistics, literary criticism, and translation studies. In an effort to derive a definition of literary translation, we will focus on two questions. First: What is literal (or word-for-word) translation? How does it differ from other kinds of translation; how does it conceptualize meaning; what are its purposes; and what oppositions (e.g., literal vs. figurative) can we use to make sense of it? Second: What is the relationship between language and culture? Can translation give us access to an unfamiliar culture; can literary translation affect the culture in which it is produced; or does translation simply colonize foreign texts by transforming them into something legible to a domestic culture?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL336**
Prereq: **None**

ENGL357 Black Texts, Lost and Found
This course examines histories of loss and recovery of black texts in the US and the Atlantic world more broadly. We will bring a three-pronged approach to our subject matter. We will analyze first the constitutive silences of the archive: epistemic and material neglect, or what Michel Trouillot has termed the "silencing of the past"; second, the preservation efforts of black newspaper editors, librarians, and bibliophiles; and third, the "counter-archiving" work of Afro-diasporic historical and speculative fiction. As we traverse different periods and empires we will consider what the concepts of the "black archive" and "black ephemera" mean to different disciplines. We will study the repressions of black Arabic writing practices in the US South and our fragmentary recovery of them in the late 20th century, unfinished novels about Black Atlantic revolutions such as Martin Delany's "Blake," incomplete runs of historic black newspapers, debates about the illusions and desires of "recovery," and the criteria that determine what counts as ephemeral and when.

We will move across different media, from print--"I, Tituba," "M Archive," "Blake," "(Dis)forming the American Canon: African-Arabic Slave Narratives and the Vernacular"--to films--"The Watermelon Woman," "Looking for Langston," "The Last Angel of History"--and from digitized databases of photographs at the ongoing archiving project The Missing Chapter: Black Chronicles to digitized newspaper archives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM336, AFAM336**
Prereq: **None**

ENGL358 The Corpse as Critique
From Ancient Greece to present-day Sri Lanka and Palestine, literary works have turned to the figure of the corpse in order to articulate critiques of domination and authority. In these texts, the dead human body, despite or perhaps because of its inertness, poses potent problems to the exercise of statist and racist violence, the depredations of plantation slavery and industrial capitalism, and the abuses of empire. What is this strange form of critique, rooted in mere matter that, itself, does nothing but decompose? And what might it teach us as we attempt to survive and thrive in a world defined by spiraling inequality,

rising authoritarianism, and environmental catastrophe? In this course, we will begin to answer these questions by examining literary texts from authors including Sophocles, Nadine Gordimer, and Michael Ondaatje, as well as works of philosophy, history, anthropology, political theory, and literary theory from thinkers such as Walter Benjamin, Georges Bataille, and Katherine Verdery. In tracking invocations of the corpse at various historical junctures and in various literary genres, we will investigate what makes the dead human body such a compelling figure with which to expose and subvert the exercise of coercive power and violence. At the same time, we will attend to the unique affordances and limitations of literature, drama, and film in expressing this critical potential.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM314, COL316**
Prereq: **None**

ENGL359 Criticism and Marxism
This course introduces students to the Marxist (or historical-materialist) tradition, with an accent on its centrality to interpretative methods in literary studies and to related fields in the human sciences. We will study foundations, beginning with Marx and Engels, and our reading will carry us through the range of Marxisms that inform contemporary critical practice. We will focus on historical materialism as a style of dialectical thought, uniquely equipped to grasp both our immediate objects of study (literary texts and other cultural productions) and the social forces through which those objects are determined. In the same dialectical mode, we will reflect often on the relation between our work in the classroom and our contemporary social and historical situation. Students with an interest in literary and social theory will benefit from the course, as will students who know a little bit about Marxism but want to understand the logic of this crucial body of thought.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **GRST259**
Prereq: **None**

ENGL360 Special Topics: Writing Lives
In this course, students will read profiles, biographies, and theories of biography, texts that focus on the stakes of writing the lives of women, people of color, people with disabilities, and queer subjects. As we analyze these attempts to capture a life, to define the problems of this form, and to expand its possibilities, students will work on their own biographical writing. Throughout the semester, we will ask: Whose lives get written, and by whom? What constitutes evidence of a life, according to whom--and what gets left out? What kinds of research are necessary? How does a writer's relationship to her subject inform such a portrait, and what are the ethics of that relationship?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **FGSS360**
Prereq: **None**

ENGL361 After Orientalism: Asian American Literature and Theory After 2000
From early articulations of cultural nationalist pride to today's transnational, intersectional, deconstructive, feminist, and queer critiques, Asian American studies is a field that has radically expanded and transformed since its original emergence out of the Third World and student strikes of the late 1960s. Fifty years after the field's inception, this course seeks to take the temperature of Asian America today by exploring a range of contemporary works published after the millennium. Alongside a selection of novels, poetry, short stories, and essays by some of the most acclaimed contemporary writers in America, we will also consider critical and theoretical texts that offer different perspectives on our contemporary historical moment, as ways of situating contemporary Asian America's aesthetic innovations. Though not required, it is strongly recommended that students have taken ENGL230 Introduction to Asian American Literature or a comparable substitute prior to enrolling. *Students may wish to read Ed Park's Same Bed Different Dreams in advance due to the length of the novel and the timing of the author's campus visit early in the semester.*
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL362 Friendship and Collaboration: In Theory, In Practice
How do we conceive of friendship, collaboration, love, and collectivity? In an interview, Michel Foucault stated that the relational task of the homosexual was to "invent, from A to Z, a relationship that is still formless, which is friendship: that is to say, the sum of everything through which they can give each other pleasure." This course considers theories and performances of relationality, queer belonging, and friendship with an emphasis on forms of belonging and recognition that exceed normative protocols. We will ask how queer practices, Black thought, and Indigenous epistemologies inform our own imaginings of collaborative projects. Beginning with philosophical determinations of friendship, we will branch out to imagine ways in which artists, lovers, friends, and/or co-habitators enact togetherness. This class will focus on theoretical readings and creative exercises and will culminate in a collaborative project.

This counts as an Expanded Field of Theater course for the Theater Major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA364**
Prereq: **None**

ENGL364 Destroying the Audience: Limits of Performance and Representation in the Theater of (Non) Being
Young Jean Lee's Theatre Company, active between 2003 and 2016, is most known for a series of "racial-identity plays," written and directed by Lee, which adopt an experimental approach to the critique of racial politics, driven by the motto "destroy the audience." On the one hand, this course will explore literary and artistic works that express an ambivalent, if not antagonistic, relationship to the presence of an audience. On the other hand, this course will consider the role and function of the audience as a social category by considering how the concept of audience (broadly understood) contributes to cultural production about race and gender as a potentially active element in the creative process. Students can expect to read and/or view drama, visual art, performance, film, and self-writing (autobiography and memoir) which, explicitly or implicitly, address the presence of the audience as a way of tackling larger social and cultural problems related to race and ethnicity. The goal will be to foster an understanding of the politics of gender, sexuality, ability, language, and class that determine how these issues are conceptualized and articulated. This course will employ an interdisciplinary approach to the discussion of primary and secondary texts, engaging audience studies, performance studies, ethnic studies, and disability studies, in addition to queer/trans of color, postcolonial, and legal theory, to historically contextualize and theoretically ground a cultural understanding of the relation between audience and racial performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS353, THEA353**
Prereq: **None**

ENGL365 Ethics and Literature
P.B. Shelley's claim that "the great instrument of moral good is the imagination" lacks the twentieth-century pessimism of his inheritor, W.H. Auden, who wrote that "poetry makes nothing happen." Beginning from this disagreement about the influence of creative work on social and material relations, this course explores the ethical effects of aesthetic production. Drawing on a historically broad set of readings, from the Enlightenment and Romantic period through the twenty-first century, we will look at how writers and philosophers address the relationship between literature and moral transformation. These works help us examine Wittgenstein's assertion that "words are also deeds."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL366 Dangerous Realisms
The aim of this course is to explore realism's ideological possibilities, past and present. We will begin with an introduction to realism as the preeminent formal technique for narrating novels and proceed by looking at other genres that either adapt, or respond to, realist writing. Readings will be drawn from 19th-century Europe and 20th-century Africa and will include works of realism, naturalism, and modernism. These will be considered alongside theories of realism and the novel. Theorists may include Aristotle, Armstrong, Barthes, Hartman, Jameson, Lukács, and Watt. We will read novels by Chinua Achebe, Buchi Emecheta, J.M. Coetzee, Daniel Defoe, and Gustave Flaubert.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL367 Nature Description: Literature and Theory
What happens to the world when we describe it using language? What happens to language? How much can we really know about nature as it is, in itself, outside of our representational strategies? In what ways do different kinds of description -- and the often unexamined assumptions that structure them -- limit what we can see? Do different modes of description and figurative language do different things to the world? And what do they do *in* the world -- what ideological or political work? How, in short, does language reflect, touch, and transform the material world? This course will grapple with big questions about nature, language, race, class, history, science, literary form, and human minds, as well as the complex interactions between and among these. We will seek answers by attending closely to literary, scientific, and theoretical texts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **STS365**
Prereq: **None**

ENGL368 Faulkner and the Thirties
An investigation of Faulkner's work and career in the context of American literature and politics of the thirties.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL369 Performance Remains: Slavery in the Black Dramatic Imagination
As sociologist Orlando Patterson notes, "In the absence of historical records, one way to explore the inner lives of slaves is to exercise one's literary imagination" (Slavery and Social Death, 2018). Taking direction from Patterson, this course is interested in mining the literary imagination of contemporary Black playwrights who are interested in recovering, reconstructing, rewriting, repairing and, in some cases, revolting against the fragmented and muted histories of the African slave trade and the lost experiences of the Black lives therein. From Aimé Césaire's A Tempest (1969), a bold postcolonial adaptation of Shakespeare's Tempest, to Winsome Pinnock's Rockets and Blue Lights (2020), an examination of British history inspired by two 19th-century paintings by the English romantic painter J.M.W. Turner, our plays originate from the Caribbean, England, and the United States. As African diasporic texts, these plays are exercises in the dramatic power of Sankofa, a principle derived from the Akan people of Ghana, meaning that the plays become the vessels through which audiences, readers, and characters return to the past in order to better understand and move forward in the present. We will engage in a thorough exploration of form, region, dialect, adaptation, and aesthetics, among other aspects, as we align lost and documented histories with dramatic conjuring.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM369, THEA369**
Prereq: **None**

ENGL370 The Novel as History
Ever since the historical novel's appearance in the early 19th century, the genre has flourished as a way to describe and invent the past. But historical novels tend to narrate history differently than traditional historiography, supplementing historical records, attending to overlooked psychic and material experiences, reimagining past lives and events to do work in the present. This course will examine the historical novel to explore how its formal strategies amend or improve upon conventional modes of writing history. Each week we will read historical novels paired with theoretical readings. Together this will allow us to think about how fiction might be uniquely positioned to address a range of topics including, but surely exceeding: memory, utopia, nationalism, romance, trauma, commemoration, objectivity, war, archives, realism, speculation, and the everyday.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**

Identical With: **FGSS371, THEA371, AFAM371**
Prereq: **None**

ENGL372 Special Topics: Poets in Translation
In this craft seminar, students will read texts on the challenges of translation, then dive into the close readings of poems in various translations. What inclinations might we observe of poets of different regions and times, which break the customary "rules" of the American workshop poem? What new possibilities might we glimpse--and "translate" into our own work? In turn, we will read contemporary poets who exercise their own form of translation out of the English language elsewhere. Students will be invited to translate poems into English, as well as experiment with the techniques they have observed in poems in translation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL373 From Courtly Love to Cannibalism: Medieval Romances
Romance is the narrative form of medieval sexualities and courtly love, but it also gives literary shape to social worlds in which a protagonist switches genders, skin color changes with religion, and a dog might be the hero of a narrative. In this course, we will begin with texts that date from the Romance's origins in 12th-century France and continue with the form's development up to the well-known Middle English texts of the 14th century, including Sir Gawain and the Green Knight set at King Arthur's court. Some of the topics we will consider are Romance's engagement with "chivalry," the religious and racial conflicts of the Crusades, and of course, Christian mysticism and the Holy Grail.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **MDST373**
Prereq: **None**

ENGL374 Literature in the Age of Social Media
What does it mean to write, and to read, when the predominant form of self-expression for many of us resides in social media? What does it mean to construct a digital self, separate and apart from the selves that exist IRL? To interact primarily through the mediation of screens? In what ways do we commodify ourselves, and are we commodified? What risks do we run in revealing our inner most thoughts and feelings in an age of autocratic and capitalist surveillance, in which algorithms direct the attention once guided by more organic social forces? And how do all these issues affect the core mission of literature, which is to tell stories that reflect both the public self and the private one? We'll examine all these questions through a collection of texts, ranging from novels (Megha Majumdar's A Burning, Patricia Lockwood's No One Is Talking About This, Tao Lin's Taipei), essays (Jia Tolentino's Trick Mirror, Samantha Irby's wow, no thank you), and poems (Emily Berry's "Paris," Tommy Pico's "Junk"). We'll also consider these questions through some short writing assignments that ask students to engage in the creative act through the lens of social media.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT350**
Prereq: **None**

ENGL375 Black Global Cities
In this course, we will analyze representations of cities and Black urban modernity in Afro- diasporic literature of the twentieth and twenty-first century. Placing special emphasis on the global hubs of London, Cape Town, Kinshasa Lagos, New York, Marseilles, and Kingston, we will ask what makes these former imperial sites Black global cities? We will read literary works on and from Black Global Cities alongside sociological texts on urbanization, globalization and discuss the extent to which literary representations either collude with or challenge dominant national and transnational narratives about Black urban modernity. Although each week's readings will focus on a different location, we will approach these locales as nodes in larger global networks of people, texts, and goods rather than as discreet, bounded places. To this end, we will trace how histories of racial formation move across borders and are transposed onto different spaces, and to what effect. Authors we will read include: Claude McKay, James Baldwin, Gabeba Baderoon, Petina Gappah, Kei Miller, and Teju Cole. We will also watch films such as Girlhood (2014), Black Panther (2018), The Harder They Come (1972), Bad Friday: Rastafari After Coral Gardens (2011), Welcome to Nollywood (2007).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM375**
Prereq: **None**

ENGL376 Negativity in Black Critical Thought
Lack, nothingness, negation, the void, the abyssal, absence, wretchedness these and other corollary terms are omnipresent grammars within Black critical thought's attempts to explicate the singularity of Blackness. Conversant with philosophical genealogies of pessimism, nihilism, and negativity, this course will examine various theorizations of the relationship between Blackness and the negative. Rather than framing negativity as essentially apolitical or unproductive, this course will consider what a fidelity to the negative portends for questions of Black politics, Black theorizing, and revolutionary action. In so doing we will pay particular attention to questions of affect, gender, sexuality, aesthetics, and psycho-politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **AFAM372**
Prereq: **None**

ENGL377 Shakespeare's Islands
How did England's insularity and expansionist ambitions on the world's stage shape Shakespearean dramaturgy in his many plays with island settings? This course, taught in conjunction with the Center for the Humanities' spring 2022 theme of "Islands as Metaphor and Method" considers how Shakespeare's island locales (e.g., in ancient and medieval Britain, the Mediterranean, and the Americas) transformed the Globe theater into a physical and conceptual site for imagining the utopian and dystopian potential of early English nation-building and colonial expansion, and for exploring the poetics of relation and alterity, peripherality and centrality, archaism and futurity. In addition to studying the play-texts themselves, we will consider how their island settings are explored in subsequent theatrical and film productions and adaptations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM364, THEA346**
Prereq: **None**

ENGL378 Creative Writing, Post-Modernism, and Future Theories
Two main lines of inquiry will guide this class. First, what historically has been the place of creative writing workshops and the products they have galvanized? Second, how has post-modernism been defined in the past and how is it defined now? With various strategies and daily practice alongside long-term goals, we will think and write to create assemblages of compositions that go beyond

traditional expectations, and potential exhaustion with generic form, towards renewed inspiration and commitments.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM395**
Prereq: **None**

ENGL379 American Modernism in a Time of Crisis
The heyday of modernist literature in the United States, the 1920s, was also a time of severe political and cultural conflict. In the wake of global war and a global pandemic, the US experienced multiple sources of social discord: renewed conflict between labor and capital; ascendent nativist politics and, in the Ku Klux Klan, a populist movement for authoritarian ethnic nationalism; and an intense culture war pitting cultural traditionalism against the emerging liberalization of norms about sex, gender, family, and race. All these conflicts were compounded by disruptive new media and technologies (movies, radio, the automobile) and a febrile consumer culture. In this seminar, we will consider the way literary artists responded to these conflicts and the possible comparison between their time and ours.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL380 Ecstatic Grief
In this hybrid forms workshop, we will devote ourselves to the study of the grieving body and composing hybrid texts as rituals of care. In the company of writers like Prageeta Sharma, Carolina Ebeid, Dawn Lundy Martin, dg okpik, Divya Victor, Christina Sharpe, angela rawlings, Heather Christle, Ilya Kaminsky, Mathias Svalina, Kristin Prevallet, Anne Carson, and Diana Khoi Nguyen, we will explore new elegiac forms and the many ways grief's dysregulation can reshape our syntactical tendencies. In part, this course is about learning to develop a writing practice that supports the grieving body as we consider the physiological effects of grief, the voice's connection to breath, lung health, epigenetic inheritance, and grieving rituals across the world. Special attention will also be given to cultivating community and the benefits of sustaining an embodied artistic practice during extreme times and how doing so may benefit the health of the whole artist. There will be presentations on assigned readings, in-class writing experiments, and intensive workshops of one another's work. The class will culminate in a book arts project and a poetics statement.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL381 The Gothic and the Sentimental
The gothic and the sentimental are hallmarks of modern literary imagination. Since the late 18th century, storytellers have returned time and again to tales of obsession and horror and to narratives of emotional affiliation, continually reinventing the trappings of the genres while seeming nevertheless to preserve their core concerns. Why did these two imaginative modes spring up contemporaneously, and why have they proven to be so durable? In this course we will examine classic texts in the gothic and sentimental traditions while reading them alongside influential theoretical texts that seek to explain the force of their preoccupations. Students will evaluate a range of critical approaches and develop a research project examining a contemporary example of gothic and/or sentimental narrative.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL382 Reading Between Freedom and Necessity
Mostly the culture of literacy has taken shape within a realm of freedom, seemingly distant from the needs of the body and the demands of sustenance. At the same time, the world represented within so much of the world's narratives, both truth and fiction, has been saturated in struggle and deprivation. In this seminar we will try to make some sense of this juxtaposition, freedom on one side and necessity on the other, to explore the flip side of the drama of revolution in modern times. For us, revolutions, those great upheavals that unite hope with practical action, will be the background against which we will try to understand the gravity and persistence of dispossession itself: the pull of past or residual forms of unfreedom in the sphere of cultural representation, within and against new or emerging expressions of emancipation, themselves accompanied or countered in modern times by ever-novel styles of exploitation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **CHUM383**
Prereq: **None**

ENGL383 Fascism and American Literature
American writers were deeply engaged by the rise of 20th-century European fascism. A number of American writers took part in a generational critique of liberal democracy and thus played a role in establishing the intellectual context for the success of fascist ideology. Some American writers were fascinated by the seeming dynamism and innovation of fascist regimes. Others recognized early on the rising threat of authoritarianism and militant nationalism. In the years after World War II, many American writers surveyed the wreckage of global war and the consequences of genocidal racism and worried about their significance for art and literary expression. Were literary writers meaningfully complicit in the rise of fascism? Had totalitarianism discredited literature and culture? Or could art be a challenge to the forces that drove the rise of fascism? This research seminar will examine a range of ways in which American writers responded to fascism. We will consult the historiography and theory of fascism, as well as scholarship in the sociology of culture, with the aim of understanding how the rise of fascism affected American writers' fundamental beliefs about literature, democracy, and modern society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL384 Special Topic: Between Forms: Intermedia Arts Workshop
This advanced project-based workshop is for poets and artists interested in interdisciplinary practices crossing over between poetry, visual art, and performance. It is taught in conversation with the Fall 2021 exhibition, The Language in Common, in Zilkha Gallery including the work of Cecilia Vicuña, Tanya Lukin Linklater, Julien Creuzet, Jasper Marsalis, and Alice Notley.

Facilitated by Professors Benjamin Chaffee and Danielle Vogel, with modules taught by visiting artists from across the arts, this workshop is designed for students interested in working outside of--or between--their primary mediums. Professors will guide students as they choose "companion mediums" to work in for the semester while employing interdisciplinary approaches to writing and art-making in order to discover their own unique and hybrid forms.

We will divide our time between intensive laboratory-like spaces for composing work, conversations with visiting artists, student presentations and workshops, and studying the works of artists working between forms, all in an attempt to root ourselves more dynamically in our individual practices. The course will culminate in a reflective essay or artist statement, as well as an exhibit of poems, objects, installations, and performances created during our time together.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ARST384**
Prereq: **None**

ENGL385 Staging Blackness: African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. We begin with a deep historical examination of 19th century blackface minstrelsy that then progresses into a long-view of how black American dramatists and theater-makers have self-fashioned black dramatic narratives, black aesthetics, and black representations into the twenty-first century. In all cases, we are interested in surveying the ways in which these artists work within varying modes of dramatic expression and focus their plays and performances on such topics as class, ethnicity, era, fragmentation, gender, history, region, revolution, nationality, race, sexuality, and spectatorship.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **THEA323, AFAM323, FGSS323**
Prereq: **None**

ENGL386 Special Topics: Improvisation--Collaborating with the Unknown
To improvise is to compose as one goes along, to arrange the unexpected, to make work from whatever materials and sources are at hand without previous planning. In this course, students will cultivate their relationships with what lies outside their realm of knowledge or experience in order to invent unforeseen but dynamic written works. We will study contemporary practitioners (e.g., poets, composers, essayists, dancers, and visual artists), who use found materials, somatic experiments, creative acts of translation, divination, and other innovative modes of improvisation to generate work. Together, while always keeping language close, we will create a forum in which bewilderment guides us. The class will culminate in an installation of creative writing projects spanning fields.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL292 OR ENGL296 OR ENGL216**

ENGL387 Literature of London
This course examines the role of London in the literary imagination of nineteenth-century Britain. A vibrant multi-class and multi-ethnic jigsaw puzzle, London was a "world city" at the center of the empire, the seat of crown and Parliament, and a place of both danger and opportunity. In addition to being the economic and political center of Great Britain, some authors viewed London as the nation's narrative center as well. Together, we will explore how writers depicted the city, how they envisioned the relationship between urban living and modern life, how they understood London's inhabitants and their plots, and how they placed the city in networks of stories reaching around the world. Along the way, we will read works of literary and social theory from the nineteenth century to the present, and we will conduct our own investigations. Students will choose whether to undertake a single project culminating in a long research paper (fulfilling the requirement for honors thesis writers) or a combination of papers and targeted research projects, which may have a creative component.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL388 Calderwood Seminar in Public Writing: The Literature of the American 1960s
This workshop course will give students experience in writing for public audiences about literary and social history, along with practice in editing and collaborating to produce effective prose. Our focus will be on the literary and social history of the 1960s in the U.S. Each student will select an author or publication to research and report on and will work collaboratively with classmates to sharpen his or her writing. Featured genres in which students will practice will include: book review, interview, profile, memoir and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL389 Blackness and Affect
Critical theory and the humanities are in the throes of what has been termed "the affective turn," wherein scholars theorize affect--broadly construed as social feeling or bodily intensity--as central to understanding (post/human) relationality, the social, ethics, and the political. Haunting this field of inquiry is a series of questions: Can a turn to affect account for the figure of the Slave? Can an embrace of affectivity, as potential, bring Blackness into the realm of our understanding "without trying to fill in the void" (Hartman)? Rather than conceptualizing affect as the connective thread between bodies and worlds, or as a purely relational force, how might we think about affect and non-relationality; affect outside of and against the world; affect without the body? This seminar will engage these, and related, questions through extended explorations of the relationship between affect theory and Blackness. Readings will include: Frantz Fanon, Lauren Berlant, Brian Massumi, Sarah Ahmed, Rizvana Bradley, Xine Yao, Sianne Ngai, and Darieck Scott, among others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM325**
Prereq: **None**

ENGL390 Special Topics: Generative Novel Workshop
In this course, students will study contemporary novels, including the work of Toni Morrison, Julie Otsuka, Namwali Serpell and Kazuo Ishiguro with an eye for what differentiates the craft of writing a novel from that of writing a short story. Students then will conceptualize, explore, and write a substantial portion of a new novel project in class. They will submit outlines and excerpts for peer critique and participate in workshopping their peers' writing. The focus of this course will be generative rather than critical; that is, we aim to formulate questions, spark inspiration, and create momentum for a new novel project, rather than seek answers or completeness.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL296 OR ENGL339 OR ENGL342**

ENGL391 Unsovereign Elements, Caribbean Poetics
This course aims to study and question sovereignty, begin to theorize "unsovereignty," and stake out what may be meant by "anticolonial imagination" in literary and other aesthetic forms, as well in the theories of history that it arranges under its name, "Unsovereign, Caribbean." Unsovereignty and the

anticolonial will not be imagined as exact and liberated opposites of sovereignty and colonialism, but rather as epistemically and linguistically entangled therewith, and inviting further thought from Afro-Caribbean historical and deconstructive vantages. By reading richly symptomatic, primary, historical documents about race, geography, and slavery in San Domingue/Santo Domingo, as well as contemporary fiction, art, and criticism that re-narrate and theorize Caribbean history, we will focus on the historical frame of ~1492 into the 19th century. This frame holds with specific reference to Sara E. Johnson's notion of a foundational "state of war" against black people in the Americas and Frank B. Wilderson III's notion of when the "gratuitous violence" of the Middle Ages begins "to mark the Black ontologically." The 19th century will be studied comparatively, and not as the era of heralded "emancipation," but of abduction, re-enslavement, "travestied freedom" (Hartman), anti-emancipation (Eller), and white psychosis. We will read sometimes for imperial notions of sovereignty, force, race, property, and labor, and other times for Caribbean notions and narratives that are sometimes at war with and sometimes in bed with said imperial schema and this episteme. In the face of some contemporary critical theoretical tendencies to use terms like "fugitivity," "resistance," "freedom," "abolition," "the commons," etc., as ones that are equally at stake for all, or that signify one shared known, fixed, and agreed-upon meaning, we will, rather (and especially), attend to the historical specificity and signifying work of marronage in the Caribbean region and the complex tropology of unsovereignty and "unruliness" in the Caribbean. Conceptually, the course thinks from and about Caribbean studies, Black critical theory, Black studies, Enlightenment thought, and Deconstruction. Students who want to nerd-out on critical theory, history, and Caribbean aesthetics are encouraged to apply.

We will study digitized versions of imperial naval and commercial maps held at the John Carter Brown Library, Archivo de Indias, and in other archives, as well as primary texts of different genres (e.g., pilotes, ledgers, letters, legal documents), including the writing and thinking of Christopher Columbus, Moreau de Saint Mery, Baudry des Lozieres, María de las Mercedes Santa Cruz, Immanuel Kant, and G.W.F. Hegel. We will also read selections from some of the following scholars, artists, writers: Colin Dayan, Sara E. Johnson, Evelynne Trouillot, Jacques Derrida, Robin Derby, Maryse Conde, Alejo Carpentier, Demetrius Eudell, Anne Eller, Dixa Ramírez D'Oleo, Ronald Mendoza de Jesús, Frank Wilderson III, Walter Benjamin, Gayatri Spivak, Aimé Césaire, Beatriz Santiago Munoz, Joiri Minaya, Jean Rhys, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM391**
Prereq: **None**

ENGL392 Topics in the Early Modern Lyric: Metaphor
This course involves studies in the practice and theory of metaphor in 16th- and 17th-century lyric poems by Wyatt, Sidney, Shakespeare, Drayton, Daniel, Jonson, Donne, Herbert, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL393 Special Topic: Difficult Novels, Uneasy Narratives
These are turbulent times, but they are not entirely unique. In this class, we, as writers, will consider how other writers have accommodated histories and experiences that often feel too overwhelming to describe. How have the techniques of fiction and nonfiction helped them to construct narratives that take into account the incoherence and confusion of political and personal events? We will be reading challenging works that seek to embrace complexity. We will write extensively, continually in class and outside of class. We will be asking ourselves how novels, plays, and nonfiction can both verbalize and quiet some of the questions we have all been asking as one inevitable occurrence seems to lead to the next in this world and in our lives. This is a course dedicated to rigorous reading and writing. Bring a notebook specifically for this class. You will be thoroughly immersed in literary exchanges. You will be asked to reckon with complex questions that spring from each literary work, and to set several books in conversation with each other to see what surprising, new dialogue emerges. This is a class deeply engaged in the ideas that spring from your own careful interpretations of the texts we read together.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL292 OR ENGL296 OR ENGL339 OR ENGL342 OR ENGL325 OR ENGL326**

ENGL394 Special Topics: Writing the Poetic Sequence
In this special topics seminar, students will continue to hone their creative and critical skills while focusing on the joys, opportunities, and challenges of crafting the long poetic sequence. Throughout the semester, students will write, revise, and workshop their own drafts-in-progress, and will study some of the greatest sequences written in the language. Poets and artists under consideration include Francis Bacon, Black Thought, Erykah Badu, Gwendolyn Brooks, Lucille Clifton, John Coltrane, T.S. Eliot, Ross Gay, Allen Ginsberg, Aracelis Girmay, Robert Hayden, Major Jackson, Galway Kinnell, Yusef Komunyakaa, Layli Long Soldier, Adrienne Rich, Nicole Sealey, Danez Smith, Patricia Smith, and Walt Whitman.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216**

ENGL395 Hell: An Introduction
An inquiry into the changing experience of damnation, from sin to despair, in Dante's Inferno and Milton's Paradise Lost. Both are epics, poems of history, but their notions of history and of its lessons, belong to the specific historical moments of their composition. Both struggle, as Milton puts it, "To justify the works of God to man" but in different ways: Dante, through a representation of how hell represents divine justice as an expression of divine love: his sinners are not so punished for their sins as by them. Their torments are representations of the false good they pursue in their sins. They pursue damnation. For Milton, as for Shakespeare, original sin is not so much pride, an inborn sense of superiority, as ambition, an inborn sense of lack and intolerable sense of inadequacy that can be dispelled only by equaling the "most high," even if it means to reign in hell rather than serve in heaven.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL396 Thinking with Objects: Processing a Museum Collection from Southern Africa
In Thinking with Objects, students will gain hands-on experience processing a collection of Namibian artifacts in Wesleyan's care. The course will introduce students to many of the ethical and practical challenges facing museum collections today, providing an opportunity to apply the ideas we discuss all semester by processing a collection of decorative and everyday objects made from diverse materials (wood, beads, animal hide, and shells). Part of the course will be the investigation of the origins and function of these objects. Learning how to handle, label, store, and potentially exhibit objects from the collection will enable students to reflect on Wesleyan's relationship to the

African continent, and to think more generally about university and museum collections and methodologies
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST364**
Prereq: **None**

ENGL397 Black Grief Geographies
This course introduces students to literature and practices centered on post-slavery and post-colonial bereavement. Employing an interdisciplinary framework of Black Geography, Feminist geography, and post-colonial thought, students will examine the spatial orientations of Black grief and mourning. Here students will also evaluate the connections and frictions between queries on emotional geographies and Black grief. What are the affective and material forces of Black grief and mourning, and do they vary by place? How can we read Black grief and mourning beyond narratives of dispossession? What are the human and non-human assemblages that constitute Black grief and mourning? Is it possible to repair infrastructures that mark Black death? This course invites students to meditate on the above questions as well as to apply Black framings on grief to their own research by developing a 15-page visual essay or a 30-minute in-class lecture that draws on any of these questions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM392, FGSS392**
Prereq: **None**

ENGL398 Laureates
Why do some writers win prizes? What is originality? This class will focus on two recent winners of the Nobel Prize in Literature, novelist J.M. Coetzee (winner 2003) and poet Louise Glück (winner 2020), to develop a deep familiarity with their decades of work and its reception. As time allows, we will also explore other Nobel Laureates' writing, including poetry by Derek Walcott, fiction by Abdulrazak Gurnah, and autobiography by Annie Ernaux. Placing the Nobel within wider sociological contexts, we will examine the changing history of notions of literary merit and taste, the politics of literary prizes and "best of" lists, and the predominance of Europhone languages in global cultural prestige economies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

ENGL399 Advanced Playwriting: Long Form
This is an immersive workshop for students working at a rigorous, committed level of playwriting. We will focus on long form as students begin, develop, and rewrite full-length plays, challenging themselves to expand their technique as they articulate their creative vision. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA399**
Prereq: **[THEA199 or ENGL269]**

ENGL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ENGL404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ENGL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ENGL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ENGL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENGL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ENGL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ENGL420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

ENGL420B Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**

Grading: **Cr/U**

ENGL450 Senior Seminar in Creative Writing
This course is for seniors interested in the chance to devote more time to their creative writing. Structured as a space for workshop and exchange, the goal of this class will be to foster a community of ideas for students working on their own, independently directed creative writing projects. Our concerns and topics will be generated as a group with an eye toward flexibility with commitments. In part we will be exploring what it might mean to be a writer beyond the classroom. A spirit of generosity and adventure will be expected. We will be open to considering work in all its stages, and participants will have a part in setting readings to introduce issues and supplement concerns pertinent to ongoing writing, as we embark from inspirations to questions of generating goals, both as a group of writers and as individual artists.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **ENGL216 OR ENGL292 OR ENGL296 OR ENGL325 OR ENGL336 OR ENGL339 OR ENGL326 OR ENGL337 OR ENGL342**

ENGL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ENGL466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

ENGL467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

ENGL469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ENGL470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ENGL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ENGL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ENGL496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

ENGL501 Individual Tutorial, Graduate
Offering: **Host**
Grading: **OPT**

ENGL502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENVIRONMENTAL STUDIES (ENVS)

ENVS105Z Plant Communities of New England
Students will become familiar with the fundamentals of plant structure, physiology, reproduction, adaptation and evolution. We will also explore community interactions, the role and impact of disturbance, invasive species and strategies in conservation. Four New England terrestrial plant communities will be used as case studies and exemplars: the northern mountains of New Hampshire, temperate deciduous forests of southern New England, the various terrestrial communities of outer Cape Cod, and natural and managed early succession habitats throughout. Our class periods will include discussions and other activities. While there is no formal lab component, students will have independent activities to provide hands-on observation and application of information. These include winter identification of native species and seed germination and growth observations which students will begin over break with seeds provided by the end of fall term. In addition to individual work, there is one group project.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS125F Community Gardening (FYS)
This course will provide students with skills and hands-on training so they can garden and grow food for themselves and their community.

Students will participate in UConn's Master Gardener Program, which has been offered to members of the community for 40 years and is well-respected in the gardening and farming community. Course topics will include: "botany, plant pathology, soils, entomology, pesticide safety, integrated pest management (IPM), woody ornamentals, herbaceous ornamentals, vegetables, trees and small fruits, turf grass, invasive plants, weeds, water quality, environmental factors affecting plant growth, and diagnostic techniques for the home gardener."

Hands-on training and application of the skills learned from the UConn Master Gardner Program will take place at Long Lane Farm on Wesleyan University's campus or at home for students learning remotely.

Students who complete this course will receive a certificate and name badge designating them as a University of Connecticut Certified Master Gardener.

This course is offered in partnership by the College of the Environment, Allbritton Center for the Study of Public Life, and UConn Extension Master Gardener Program.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS130F Thinking Animals: An Introduction to Animal Studies (FYS)
In 1789, British philosopher Jeremy Bentham wrote: "The question is not, 'Can they reason?' nor, 'Can they talk?' but, 'Can they suffer?'" This question, which challenged the social and legal norms of the 18th century that denied sentience to non-human animals, has influenced disciplines across the social sciences and humanities to focus on what has more recently become known as, "the question of the animal." Bentham's question has sparked centuries of debate about the sentience of non-human animals and our relationship to them. In this course, we will examine a range of theories and representations of "the animal" to understand the desire to tame or objectify animals (through zoos, factory farming, and taxidermy), as well as why they are often conceived of as guardians of inaccessible experience and knowledge, and how the human and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality. Readings may include Poe, Kafka, Derrida, Bataille, Haraway, and Coetzee (among others).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL130F, FGSS130F**
Prereq: **None**

ENVS135 American Food
This course investigates topics in the history of food production from the colonial period to the present, with emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics to be addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST135**
Prereq: **None**

ENVS186 Justifying Space: The History and Future of Space Exploration Visions
This will be a seminar class about the changing visions and motivations for space exploration, historically and to the present day. Readings will include historical perspectives such as those of K. Tsiolkovsky, H.G. Wells, Arthur C. Clarke, Gerard O'Neil, and Carl Sagan, the poetry of Diane Ackerman, the newsletters of space enthusiast organizations such as the National Space Society, the L5 society, and the Planetary Society, as well as more current readings from the popular and space policy literature. Perspectives will also include other cultural reference frames through readings from the literatures of Afrofuturism and Chinese science fiction. Through selected readings from both the fiction and nonfiction literature, students will become familiar with the history of space advocacy, and the various idealistic and utopian predictions and visions that have been associated over time with ideas of human crewed and uncrewed space exploration. We will look critically at how past visions and promises have measured up against the reality of space exploration and also, through this lens, critically examine the visions and motivations being espoused by today's range of government and corporate space organizations and enthusiasts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Prereq: **None**

ENVS188 Neotropical Acuatic Ecosystems: Their Importance, Sustainable Use, and Conservation (CLAC 1.0)
(English translation below Spanish text) El curso de Ecosistemas Acuáticos Neotropicales permitirá a los estudiantes buscar información y discusión sobre la diversidad y complejidad de los ambientes acuáticos en la América tropical. Comenzaremos a aprender definiciones, características, distribución y ejemplos de humedales, lagos, ríos y muchos otros hábitats acuáticos en todo el neotrópico. El origen del sistema hidrológico. Evolución de las principales cuencas: Amazonas, Magdalena, Orinoco y Paraná. El Paleo Orinoco-Amazonía: Importancia geológica y biótica. Dinámica geológica. Evidencia geológica y biológica. Hipótesis evolutivas de la fauna piscícola. Evolución del paisaje amazónico como parte del conocimiento para comprender los diversos procesos y patrones de riqueza y distribución de la biodiversidad. Los humedales (sabanas inundadas) de Colombia-Venezuela como ejemplo de humedales neotropicales. El Pantanal brasileño y las llanuras colombo-venezolanas como "áreas de criadero" para la biota acuática y terrestre y su importancia para el mantenimiento de la biodiversidad. Los estudiantes también leerán y buscarán información sobre el Sistema Fluvial Orinoco como ejemplo de estudio. La importancia biótica, el desarrollo sostenible y la conservación. Identificar los factores antrópicos que afectan al sistema. El desarrollo social y económico, y las contribuciones a través de los Programas de Evaluaciones Acuáticas Rápidas (RAP's) como metodología para producir información que permitió proponer áreas para la conservación de la biodiversidad. Terminamos con un análisis de los recursos y la importancia pesquera de las principales cuencas neotropicales: Amazonas, Orinoco y Paraná-Paraguay. Seguridad alimentaria. Ejemplos de ríos en riesgo.

This course will examine why the Orinoco and Amazon basins in South America harbor a biological richness much larger than other river basins around the world. About 50% of all higher plant species of the world are included in these basins. Data on vertebrates showed that about 3,000 freshwater fish species, thousands of birds (migratory and local), and hundreds of amphibians, reptiles, and mammals have been found so far in those basins geographically included in six countries: Bolivia, Brazil, Colombia, Ecuador, Peru, and Venezuela. We will examine the key factors that have affected their historical-geological development, the actual richness, and the threats to sustainable development and conservation. We will ask questions about the nature and interactions of the key factors and agents that harbor and transformed the high ichthyological and other aquatic biota diversity, reflected by the wide range of landscapes and aquatic ecosystems included in those basins. We will try to identify fragile aquatic ecosystems depending upon the biological richness, endemicity, importance for local communities, and potential threats. We will examine the

current trends in the fisheries, forest exploitation, and agriculture for human consumption, noting that stocks of many species of fish are in steep decline, and that current fishing practices are not sustainable. Finally, the major impacts and threats faced by the fishes and aquatic ecosystems of the Orinoco River Basin are discussed with the purpose of studying potential plans for sustainable development. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **CGST266, LAST260**
Prereq: **SPAN221**

ENVS195 Environment and Society: Introduction to Environmental Studies through the Social Sciences
The environmental social sciences (ESS) examines how humans interact with their surroundings and the contexts for their behaviors that have impacts across local, regional, and global scales. ESS draws from multiple disciplines that address various aspects of environmental experience including, but not limited to anthropology, geography, psychology, public health, and sociology. This course utilizes ESS as a framework to explore the interdisciplinary field of environmental studies to better understand the characteristics of human interaction with, and dependence on, the environment and the causes and consequences of environmental degradation at local and global scales. We will explore the disciplinary frameworks in ESS, as well as touch on key elements of related research approaches commonly utilized across this interdisciplinary field. This is a fundamental, introductory, survey course. In addition to providing the opportunity to apply and synthesize material, the course will likely fill in knowledge gaps. Many students will find that some information will be a review--but what that information is, will vary with the student!
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Prereq: **None**

ENVS197 Introduction to Environmental Studies
This course explores the interdisciplinary field of environmental studies to better understand the characteristics of human interaction with and dependence on the environment, and the causes and consequences of environmental degradation at local and global scales. We will explore key processes, characteristics, and phenomena of the natural world, and relevant human system and social dynamics. We will apply this information to identifying important issues and trends of global climate change and sustainability. Projects facilitate synthesis and application, skill development, reflection, and independent exploration.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **BIOL197, E&ES197**
Prereq: **None**

ENVS201 Body and Earth: Emergent Strategies for Reimagining the Human-Environment Relationship
We live in a world in which humans are inextricably connected to nature, humanity's life support system. Yet at the same time we live on a planet in peril, in which environmentalists across the globe are working to catalyze societal transformation for sustainable living on Earth. This course explores these themes by 1) analyzing how social and ecological systems are intertwined, 2) exploring diverse ways of knowing nature through movement and mindfulness exercises, and 3) investigating and communicating mechanisms of sustainable environmental practice. The course will introduce conceptual frameworks and methodologies to explore the embeddedness of humans in nature--a task that remains critical for addressing today's environmental challenges. Students will engage with interdisciplinary frameworks engaging in environmental problem solving, as well as movement and place-based approaches for experiential learning. Through case studies and individual storytelling projects, we will examine how embeddedness in nature, interdisciplinary perspectives, and human agency provide sustainable pathways for both people and planet.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **DANC203**
Prereq: **BIOL182 OR BIOL216 OR ENVS197 OR EES199**

ENVS202 Constructing the Human: Humans and Animals in the Hebrew Bible
How do we define "humanness" and what assumptions do we make about our own distinctions between "humans" and "animals" through this definition? This course will look at the process of constructing the human category in the ancient world and Hebrew Bible and then compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI202, CJST202**
Prereq: **None**

ENVS203 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology
New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP203, ANTH212, STS203, IDEA203**
Prereq: **None**

ENVS206 Public Policy
"Public policy" describes the actions employed by the government to achieve a variety of social goals. Some of these actions may be of great consequence (e.g., incarcerating prisoners, providing income maintenance to the poor, preventing deaths from pollution or workplace hazards). This course provides a survey of several key public policies in the U.S. It will begin with an exploration of the policy-making process, policy design, and policy evaluation. The remainder of the course will be devoted to the examination of several key policy areas including criminal justice, education, social welfare, economic management, health care, and environmental protection regulation. In each case, the current Trump administration has made significant changes that we will place in the larger historical context. By integrating theoretical debates and the historical evolution of core public policies, the course aims to develop analytical skills as well as an appreciation for the technical and political complexities of policy-making.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT206**
Prereq: **None**

ENVS207 Introduction to Archaeology
What can fragments of pottery, stones, and bones reveal about the lives of people who lived thousands or even millions of years ago? What does the archaeological record reveal about human evolution, past human diets and health, ancient socioeconomic systems, and the emergence of early cities? And how can we preserve archaeological sites and artifacts for future generations? This course will introduce students to the interdisciplinary field of archaeology. We will discuss key methods and principles that archaeologists use to study the human past while covering a survey of world prehistory from the earliest stone tools to the archaeology of contemporary material culture. Students will have the opportunity to examine real archaeological artifacts -- including artifacts excavated from historic Middletown -- and will be encouraged to think critically about the ways that archaeology informs our understanding of both the past and the present.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP204, ANTH214, IDEA204**
Prereq: **None**

ENVS208 System Mapping for Social and Environmental Impact
In recent years, growing interest in social entrepreneurship has pushed students to "solve" complex social and environmental problems with new ventures of their own design. Unfortunately, this approach often overlooks a critical foundation of social change: understanding the root causes of problems and the contexts that surround them before seeking solutions.

In this six-week, half-credit class, students will study a problem and the systems that surround it. By the end of the course, students will create a "systems map" that documents the economic, political, and cultural factors behind their problem, as well as the current "solutions landscape."
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL257, AFAM257**
Prereq: **None**

ENVS209F Interrogating Sustainability (FYS)
In 1987, the United Nations' publication "Our Common Future" -- also known as the "Brundtland Report" -- elevated sustainability as a central concern in international policymaking. The report focused on sustainable development as an essential method for achieving sustainability, defining it as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs." Since then, sustainable development and other methods for fostering sustainability have played an important role in debates related to environmental, economic, and social policies at multiple scales around the world. In this course, we will interrogate the concept of sustainability, examining its history, its impact on environmental policies and social and economic development, critiques of the sustainability concept, and alternative visions for securing equity between current and future inhabitants of the earth. As a first year seminar, the course will use a variety of scaffolded writing assignments along with readings, discussions, and films to explore concepts including the commons, climate change, water scarcity, petrochemical and plastic pollution, land use, biodiversity loss, industrial agriculture, One Health, degrowth, ethical consumers, and circular economies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS210 Evolution in Human-Altered Environments
Human activities have altered natural environments and, indeed, have created entirely novel ecosystems such as cities and high-input farms. This course examines how these human alterations to the environment affect the evolution and coevolution of diverse organisms. Starting with an intensive overview of microevolutionary processes, we will consider a number of contemporary scenarios: evolutionary response to environmental contaminants, exploitation of natural populations, and global climate change; evolution in urban and agricultural ecosystems; and the evolutionary impact of nonnative, invasive, and genetically modified organisms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL215, BIOL515**
Prereq: **[BIOL182 or MB&B182]**

ENVS210Z Evolution in a Changing World
Human activities have dramatically altered natural environments, and have even created entirely novel ecosystems such as farms and cities. How do these changes affect the evolution of animal and plant populations? In contrast to the traditional view that evolution takes place over millions of years, 21st-century scientists have been astonished to observe that rapid, human-caused environmental changes can lead to evolution in just a few short generations. Can the process of adaptive evolution keep up with the rapid pace of human-caused environmental change and allow species to cope with new conditions? What factors can promote "evolutionary rescue," and what may constrain it in different types of organism?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL215Z**
Prereq: **MB&B182 OR BIOL182**

ENVS211 History of Ecology
The word "ecology" has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST221, STS221**
Prereq: **None**

ENVS212 Introduction to Ethics
This course will begin with some ancient questions about values. We find that two ancient approaches to right living (Platonic-Stoic and Aristotelian) differ radically over how much experience or society can teach us about what is good. Yet both insist that moral life is essentially connected to individual happiness. Turning next to modern ideas of moral action (Kantian and utilitarian), we find that they both emphasize a potential gulf between individual happiness and moral rightness. Yet, like the ancients, they disagree over whether morality's basic insights derive from experience. The last third of the course explores more recent preoccupations with ideas about moral difference, moral change, and the relation between morality and power. Especially since Marx and Nietzsche, moral theory faces a sustained challenge from social theorists who allege moral norms and judgments serve hidden ideological purposes. Some have sought to repair universal ethics by giving an account of progress or the overcoming of bias, while others have argued for plural or relative ethics. Ecological critics have challenged moral theorists to overcome their preoccupation with exclusively human interests and ideals. What kinds of moral reflection might be adequate to problems of global interdependence? Students will come to understand the distinctive insights and arguments behind all of the positions considered, to recognize more and less cogent lines of response to them, and to shape their own patterns of moral reasoning through careful reflection.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL212**
Prereq: **None**

ENVS213 Invoking the Earth Mother: Ecofeminisms and Indigenous Spiritual Ecologies
Over the past 50 years, a radical reshaping of our relationship to the organic world has infused national economic strategies, United Nations discourses, indigenous land rights movements, environmental legal frameworks, and a subtle mainstreaming of neopagan ritual practices and goddess worship in the Americas. This seminar will explore the social, legal and metaphysical aspects of myriad eco-feminist and indigenous spiritual ecologies. We will explore these worldviews and ritual practices from animist, pantheist, monist, and panentheist perspectives, with a particular focus on gender constructs, implicit and explicit, within these movements. What is the relationship between the 1970s environmental movement and the rise of Goddess worship in the U.S.? Between the United Nations and Amazonian ayahuasca practitioners? Legally, Should Trees Have Standing (Stone 1972)? Politically, Is the Goddess a Feminist (Hiltebeitel & Erndl 2000)? Is Mother Earth, ultimately, empowering for LGBTQ2S folks? Engaging emerging podcasts, shamanic documentaries, social manifestos, and provocative religious studies texts, students will wrestle with a profound set of humanistic questions that may prove crucial to our survival as a species, namely: under what circumstances do we successfully invoke the gods to self-regulate the ecologically destructive practices of our late-stage capitalism? Who invokes who, how and when, shared where? To whom do we tend to listen on these matters, and why are they quaked to speak?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI204, FGSS204**
Prereq: **None**

ENVS214 Environmental Economics
This course introduces students to the role of applied economics in climate change policy and analysis. Students will learn how economists view climate change causes, mitigation, adaptation, and policy challenges. Key topics include: economics of market failures, socially optimal greenhouse gas emissions, overview of theoretical and real-world policies to reduce emissions, evaluating the relative abatement costs of command and control versus market-based policies, valuing climate change impacts, evidence of adaptation strategies in the economy, discounting costs and benefits across multiple generations, impacts of uncertainty on optimal policy design, the role of international cooperation and consequences of unilateral action, and distributional effects.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON210**
Prereq: **ECON110 OR ECON101**

ENVS215 Humans, Animals, and Nature
A variety of important issues are central to understanding the complexity of relationships between humans, nonhumans, and the rest of nature. The goals of the course are to help students to think critically, to read carefully, to argue well, and to defend their own reasoned views about the moral relations between humans, animals, and nature.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL215, STS214**
Prereq: **None**

ENVS216 Ecology
Ecology is the scientific study of interactions between organisms and their environment, both biotic and abiotic. We will look at how these interactions shape fundamental characteristics of populations, communities, and ecosystems. Topics will include predation, competition, symbioses, and effects of stress and resource limitation in diverse environments. We will cover important consequences of interactions such as coevolution, population outbreaks, ecological coexistence, patterns of biodiversity, ecological succession, species invasions, food web dynamics, nutrient and energy cycling, variation in ecosystem goods and services, and global change.

This course emphasizes several learning goals in biology, including skill in formulating original ideas and experiments, using quantitative and graphical tools and interpreting quantitative information, and scientific writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL216**
Prereq: **[BIOL182 or MB&B182]**

ENVS217 The Environment, The Bible, and Moral Debate
The environment is a pressing concern for many people and is the center of much modern debate. Within this debate, many people draw on biblical texts for a source of religious or moral superiority. These biblical texts have been used to support many different, and often contradictory, arguments within the environmental debate. So what does the bible actually say about the environment? Is there a singular "biblical" view about what the environment is and how one should treat it? This course aims to look at how the bible has been

used in environmental debate and then look at the texts cited, analyzing both in a modern and ancient context.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI217, CJST219**
Prereq: **None**

ENVS218 Nature/Culture
In this course, we are going to explore--and problematize--the boundary between the so-called "natural" world and human social and cultural life. Rather than assuming that "nature" is something that already exists in the world that humans have systematically excoriated and transformed, we consider instead the idea that nature and culture are fundamentally co-constitutive concepts--that is to say, that one cannot exist without the other. As we go, we will explore pressing concerns such as the boundaries between human and non-human, the nature of the Anthropocene, the question of what it means to be "modern," and the power of ecological politics in our contemporary orders of global capitalism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH215, STS255**
Prereq: **None**

ENVS219 Hydrology
This course is an overview of the hydrologic cycle and man's impact on this fundamental resource. Topics include aspects of surface-water and ground-water hydrology as well as discussion about the scientific management of water resources. Students will become familiar with the basic concepts of hydrology and their application to problems of the environment.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES246, E&ES546**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

ENVS219F Knowing the Natural World (FYS)
As humans we interact with the natural world through a wide array of perspectives. Nature is an adversary, a food pantry and medicine cabinet, a force to be reckoned with, mimicked, managed and revered. This course will explore various ways that humans experience and understand the natural world through a series of sensory, scientific, intellectual and creative investigations (some outdoors), and reflection and synthesis. Topics include the human biology that shapes our views (e.g., sensory systems), ecological interactions, land development and conservation, environmental assessment, biomimicry, food production and diversity, wildlife interactions, aesthetic and spiritual appreciation, and sustainability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS220 Conservation Biology
This course will focus on the biology of conservation rather than cultural aspects of conservation. However, conservation issues will be placed in the context of ethics, economics, and politics. We will cover the fundamental processes that threaten wild populations, structure ecological communities, and determine the functioning of ecosystems. From this basis, we will explore important conservation issues such as habitat loss and alteration, overharvesting, food web alteration, invasive species, and climate change. We will use readings from the primary literature and field projects to learn about current research methods used in conservation biology. This course emphasizes reading and interpreting primary scientific literature and quantitative information, thinking critically about morals and ethics in society, and includes some hands-on research methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL220**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

ENVS221 Environmental Policy
Arguably, environmental protection is the most complex and fascinating regulatory policy area. This course explores U.S. environmental regulation. We will examine the key features of policy and administration in each major area of environmental policy. Moreover, we will place regulation in a larger context and examine the factors that shape the environmental decisions of various economic actors. Although the course focuses primarily on domestic policy, at various points in the course we will draw both on comparative examples and the challenges associated with coordinating national policies and practices on an international level.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT221**
Prereq: **None**

ENVS222 Metabolism and Technoscience
This course will investigate the scientific idea of metabolism through the lens of technoscience. Metabolism is a flexible and mobile scientific idea, one that has been applied at the micro-level of analysis within biological organisms, at the meso-level of social collectivities, and at the macro-level of global ecologies. Metabolism encompasses all of the biological and technosocial processes through which bodies (both human and not human) and societies (again, human and not) create and use nutrients, medicines, toxins, and fuels. The lens of technoscience enables us to investigate the technological and scientific practices that define and drive metabolic processes within sciences, cultures, and political economies. These processes implicate forces of production, consumption, labor, absorption, medicalization, appropriation, expansion, growth, surveillance, regulation, and enumeration. Accordingly, as we will learn, metabolism is also a profoundly political process that is inextricably linked to systems that create structural and symbolic violence as well as modes of resistance and struggle. In these contexts, we will interpret some of the most pressing metabolic crises facing human societies, including ecological disaster, industrial food regimes, metabolic health problems, and industrial-scale pollution.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP215**
Prereq: **None**

ENVS223 Chinese Eco-Civilization: History, Experience, and Myths
The course traces the historical roots of the ideas of eco-civilization, a policy platform that appeared in the twenty-first century by examining how Chinese agrarian civilizations and their nomadic neighbors transformed the bio-physical environment over the course of 3,000 years of history. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore the relationship between power and social inequities as we explore the everyday politics of agrarian civilizations through China's transformation from feudal ages to the modern period. How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of

ecojustice? Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST223, CEAS223, STS284**
Prereq: **None**

ENVS224 Intro to History: Biodiversity and its Histories
Biodiversity loss may portend the next mass extinction, but what is biodiversity? Euro-American concepts of biodiversity have become a category of policy and politics at local, regional, national, and international levels. This course will track the development of these concepts from the 18th century to the present, paying special attention to the growth of natural history collections to document taxonomy, evolution, biogeography and ecology of species. How does the idea of living variation in genes, traits, species, and ecosystems relate to human and non-human beings?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST179**
Prereq: **None**

ENVS225 Liminal Animals: Animals in Urban Spaces
This course examines the major ways in which nonhuman animals influence and are influenced by human-built environments, with specific attention to the ethical, political, and social dimensions of human-animal interactions in these spaces. Discussions, films, readings, and an independent research project will introduce students to key concepts related to urban/suburban animal life. Specifically, it will focus on topics including the use of animals for food, the use of animals as spectacle or entertainment, animals as human companions, urban wildlife, "invasive" species, "vermin" and "problem" animals, animals and the law, ecological webs, and human encroachment in animal spaces.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **STS223**
Prereq: **None**

ENVS227 A Thousand Years of Iteration: Design for an Uncertain Future
The climate emergency is a product of design. Centuries worth of aesthetic and industrial innovation have created extractive infrastructure, efficient machines, and disposable products that make it increasingly easy to consume energy and resources on a global scale. As new conversations about just transitions, a circular economy, and a Green New Deal have begun to proliferate among designers, the discipline's troubled relationship to notions of "progress" remains largely unquestioned.

This reading- and research-intensive studio asks students to examine this history of technology and to critically evaluate shifting theoretical perspectives on nature and human development as they relate to design. Topics will include the lifespan of buildings and products, relationships with and obligations to materials and resources, and strategies for de-growth in indigenous and vernacular design precedents. These will be studied through assigned readings and in-class discussion, a series of design exercises, and the production of a final project from materials immediately at hand in Middletown.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST221, IDEA221**
Prereq: **None**

ENVS229 What Can the Middle Ages Teach Us About Nature?
Today nature is at the center of our preoccupations. This course will go back to a time before human beings thought they were the masters of nature, when nature was at the same time teaching and allegory, metaphor and science. We will explore the different functions of nature in bestiaries, poems, romances, and herbaria from the Middle Ages to the beginning of the Early-Modern period (in modern French translation). We will be able to see a real herbarium in the Special Collections & Archives. Students will also visit the Davison Center for the Arts and the Joe Webb Peoples Museum to explore visual representations of nature as well as scientific displays. During the semester, students will put together a herbarium that will be displayed in an exhibition at the end of the semester.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN229, MDST227**
Prereq: **None**

ENVS230 Startup Incubator: The Art and Science of Launching Your Idea
The Startup Incubator is a one-semester, experiential learning program designed to teach and enable student entrepreneurs to develop sustainable business models from their ideas. The program will bring together an ambitious, committed, and diverse group of individuals from all classes and majors who are passionate about developing successful solutions to challenges; identify as entrepreneurs, disruptors, and thought leaders; and have the tenacity, work ethic, and ability to succeed. All participating students should have a promising business idea and take the course with the intention of launching or running their own venture. Student Incubator students actively participate in one cohort meeting a week: most are "classes" that take the form of lectures or workshops, and some are "practice days" that provide time to practice theories and methods necessary for success. Students also dedicate at least 10 additional hours per week to assignments, self-directed work, customer discovery, networking, and mentoring sessions. This course will feel like a combination of a college class and a rigorous startup incubator program. Success is a student using theories learned in class to validate their ideas by developing and accurately testing business assumptions, identifying and researching their target market, and pivoting to develop a sustainable business model. By enrolling, students make a commitment to themselves, the instructor, and the other members of the class. Note: This course is offered by the Patricelli Center for Social Entrepreneurship (wesleyan.edu/patricelli/) in partnership with the MEWS+ (themewsplus.co/).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL239**
Prereq: **None**

ENVS230F The Simple Life (FYS)
As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors--as individuals, groups, societies, and cultures--affect the conditions under which we, future

generations, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an "après moi, le déluge" attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living "green" make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives and threats to the environment in the present moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST230F, GELT230F**
Prereq: **None**

ENVS231 Irrigation
Irrigation is the artificial application of water to support crop growth, playing a crucial role in ensuring sustainable agricultural production and global food security. This course provides students with a comprehensive understanding of irrigation techniques, systems, and management practices essential for optimizing water use efficiency and enhancing crop productivity. Students will explore various irrigation methods, including surface, sprinkler, and drip irrigation, analyzing their advantages, limitations, and suitability for different crops and environments. Key topics include soil-water relationships, crop water requirements, irrigation system components, irrigation scheduling techniques, and sustainable water management strategies. Through a combination of theoretical learning and hands-on activities, students will gain the skills needed to design, implement, and manage efficient irrigation systems.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES242, E&ES542**
Prereq: **E&ES101 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR EES199**

ENVS232 Ecological Design I: Being at Home in the World
Being at Home in the World is an introduction to the skills and thinking involved in the ecologically responsible creation of objects. This course is intended to provide a foundational understanding of the language of design, sources of materials, and energy systems. The studio encourages students to develop a rigorous, iterative working method to deeply analyze the nature of land and resources, explore options, and test ideas. This process of making is complemented and supported by an introduction to the history and theory of design, training with techniques and equipment, and active practice in keeping a sketchbook. Early exercises and projects in the course build familiarity and confidence with analytical drawing, making, and modeling techniques, which build toward the creation of a novel piece of design work presented at the final review.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST220, IDEA120**
Prereq: **None**

ENVS233 Geobiology
Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology). Typically, this involves studying fossils within the context of their sedimentary setting. In this course, we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on the climate.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES234, BIOL233**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR EES199 OR [ENVS197 or BIOL197 or E&ES197]**

ENVS234 A Tale of Three Food Systems: Accessing Food in the US
The US food system is complex and characterized by both abundance and scarcity. In this course we will investigate the three main streams of the food system (conventional, alternative, and emergency) to understand the various ways food is procured in everyday life. We will utilize interdisciplinary food studies and health equity approach to explore the social, ecological, and health implications of these various streams and the impacts on different communities, with a focus on populations experiencing food insecurity. The course is intended as an introductory foundation in food systems and will include historical background and ongoing policies that have shaped the current food landscape, access, and inequities. We will also explore alternatives and actions in the ongoing struggle for food justice. We will use a range of texts from a variety of disciplines, as well as materials from popular culture including films, TV, and podcasts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS235 Calderwood Seminar in Public Writing: Radical Sustainability
The environmental challenges widely known and discussed for the past 50 years not only remain: they have grown. Maybe we haven't worked hard enough, or maybe we've been going about sustainability the wrong way. Radical sustainability explores the intersection of these now-critical challenges--extinction, climate change, and many others--as well as the physical and social constraints on action to address them. Our aim is to identify the pressure points for an effective response within the geo-ecosystem and the human systems embedded within it, and then to focus on making change through writing.

Calderwood Seminars in Public Writing are writing-intensive courses that emphasize writing for general audiences about expert subject matters. Students work with their peers to hone the skills that enable them to translate scientific understanding of sustainability for the public. Using an intensive author/editor model, students will explore public communication in a variety of forms, including news articles, radio features, and editorials. The goal is prose that is polished and persuasive. Course readings are chosen to highlight the physical nature of human systems as they relate to natural systems. While there is no prerequisite, the course is intended for upper-level students with experience in environmental and sustainability studies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS105, WRCT235**
Prereq: **None**

ENVS237 Introduction to History: Environment
Humans have profoundly altered the character of Earth's environment since the advent of agriculture and settled societies some 10,000 years ago. This course is a study of the historical relationship between human beings and their habitats,

with additional attention to arid lands as places of settlement, cultivation, and development. We explore how global problems such as climate change, biodiversity attenuation, and depletion of fossil soils, fuels, and water are linked to social problems such as economic inequality, food insecurity, conflict, and declining public health. The course reviews evidence of major environmental problems; considers how varied academic disciplines address them; and models a historical approach to understanding environmental change.

The course is divided into two parts: "Environmental Concepts," and "Case Studies." In Spring 2022, the case studies will be devoted to biodiversity.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST190, STS190**
Prereq: **None**

ENVS237Z Forests: Ecology, Conservation and Futures
Forests are critical to the survival of humans and their fauna. Tropical and temperate forests, by their structure and composition, contain extraordinarily high biological diversity and provide critical ecosystem services with complex interactions with humans. This course will examine the structure, function, and diversity of tropical and temperate forests, with an emphasis on the ecological processes that shape plant and animal communities within these unique and diverse ecosystems. The class will examine major threats to the global forests and measures that may be put in place to allow for their recovery post disturbance. The course will be delivered though lectures, student-led discussions and debates and other in-class activities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **E&ES237Z**
Prereq: **None**

ENVS238 Bioethics and the Animal/Human Boundary
In this course, we will explore the construction of the animal/human boundary through the lens of bioethics. We will define bioethics as the study of the ethical consideration of medical, scientific, and technological advances and their effects on living beings. At the same time, we will pay close attention to the cultural contexts in which these advances emerge, imagining the realms of scientific progress and popular culture as mutually constitutive. We will consider topics such as cloning, organ transplantation, pharmaceutical testing, and gestational surrogacy, with a focus on the late 20th and early 21st centuries. We will begin by interrogating how ideas of the "animal" and the "human" are constructed through biomedical and cultural discourses. We will ask, How is the human defined? By intelligence or consciousness levels? By physical capabilities or esoteric qualities? Similarly, how has the human been defined against ideas of the animal? Or, what ethical justifications have been cited in the use of animals in biomedicine? What makes certain species "proper" research subjects and others not? What do these formulations tell us about our valuation of animal and human life, and what kinds of relationships exist between the two? To answer these questions, we will consult a wide range of interdisciplinary scholarship, from authors in the fields of animal/ity studies, bioethics and medicine/science history, sociology, anthropology, and philosophy. Students will also be exposed to the basics of biopolitical theory.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST260, STS260**
Prereq: **None**

ENVS239 Renewable Energy
This course is an introduction to renewable energy from an Earth science perspective, covering the physical principles of power generation from natural energy flows and the transformation, transmission, and storage of energy on the electrical grid, as well as topics from energy markets and utilization. We focus on hydroelectric, wind, solar, geothermal, wave, and tidal energy, along with modern bioenergy. For comparison, we also briefly cover the conventional energy technology of fossil fuels and nuclear power. We discuss each renewable-energy resource, including the advantages, disadvantages, and environmental impacts of its accompanying technology. The course is quantitative with bi-weekly problem sets. Students are expected to gain theoretical and practical knowledge of renewable energy.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES254**
Prereq: **None**

ENVS240 Abolition Geographies
"Space always matters, and what we make of it in thought and practice determines, and it is determined by, how we mix our creativity with the external word to change it and ourselves in the process. In other words, one need not be a nationalist nor imagine self-determination to be fixed in modern definitions of states and sovereignty, to conclude that at the end of the day, freedom is a place. How do we find the place of freedom? More precisely, how do we make such a place over and over again?" --Ruth Wilson Gilmore, "Abolition Geographies" This course is not only an introduction to the burgeoning field of abolition geographies, introduced through the work of Ruth Wilson Gilmore, but invites students to engage with abolition geography as an intellectual and political practice. In this seminar, we will consider the relationship between freedom and place-making (the production of places) by examining Ruth Wilson Gilmore's analytics and by also engaging in a range of geographic struggles. For example, students will consider the extent to which enslaved rebellions, not limited to the Haitian Revolution, remade what we envision today as the Atlantic. Students will also have the opportunity to apply an abolitionist framework to their own research.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM213**
Prereq: **None**

ENVS241 Startup Accelerator: The Art and Science of Growing Your Idea
The Startup Accelerator is a one-semester, experiential learning program designed to build upon the foundation of CSPL 239 Startup Incubator. The program will bring together an ambitious, committed, and diverse group of individuals who are passionate about growing their social venture. The group will explore core topics such as: 1) developing a product or service beyond an MVP, 2) marketing, and 3) pitching an idea. Each founder will create and work towards specific goals for their own social venture.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL249**
Prereq: **CSPL239**

ENVS242 Quantitative Methods for the Biological and Environmental Sciences
This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric

perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL242, BIOL542, E&ES270, E&ES570**
Prereq: **None**

ENVS243 Averting Catastrophe: Public Policy and Risk Management
The U.S. faces several significant risks that, if poorly managed, could have significant implications for the economy, the environment, and public health. This course focuses on the government's role as risk manager. We will explore how public policies can be used to manage risk, mitigate the extent of damages to the environment, the economy, and public health, and avert catastrophic outcomes. After examining the concept of risk, decision-making under conditions of uncertainty, and competing policy instruments, we will turn to a series of case studies, including offshore oil spills, nuclear accidents, financial crises, the COVID-19 pandemic, and climate change. In each case, we will seek to better understand the factors that shape performance and consider the implications for strengthening the government's role as risk manager. We will conclude with an examination of an emerging issue: the regulation of artificial intelligence, a technology that even its strongest advocates admit could result in unprecedented dislocations and risks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT222**
Prereq: **None**

ENVS244 Strategies in Conservation and Environmental Action
This course is only open to Wesleyan sophomores and above, with permission of instructor during pre-registration. This course provides students with a framework for better understanding how environmental policy, programs, and change goals are developed and actions are taken. Content will provide students with information from different disciplines in order to better understand the context, challenges, and intent of a specific environmental project to be addressed by the class over the course of the semester. The class project will have a land or material management focus and be developed with an environmental partner. Content topics may include logistics and impacts of various management systems; ecosystem function and landscape ecology; environmental policy and stakeholder dynamics; data collection and analysis; and communications and education. Project work will include research, meetings, and field work, including service work that contributes to short-term goals and tests protocol. Time required may vary by week. Class periods, assessments, and readings will be right-sized to facilitate this time commitment. Students will be assigned project tasks according to their major and skills. The class will collectively produce and present finished products to the environmental partner. Projects change with each semester and vary in emphasis and ecological vs. social components.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **E&ES274**
Prereq: **None**

ENVS246 People and Places: An Introduction to Environmental Psychology
This course explores human-environment interactions and the relationships between natural, social, and built environments in shaping people as individuals, and in turn, how people shape their environment(s). This course will critically explore theories and research that serve as the foundation of the field, as well as examine applications to real-world problems. This course will incorporate inquiry-based approaches to environmental psychology including the methods of participant observation and PhotoVoice. This course will engage ecological approaches and multi-level concepts in understanding human-environment dynamics and interactions from the home/personal space, community, and urban life, among others, as well as reflect on students' experience of their physical and social environments. As a survey course, this course will cover myriad topics with consideration to social justice, and varying conceptualizations and experiences addressing gender, race, class, age and people with disabilities. Considering the COVID-19 pandemic, this course will give special consideration to public space and home environments. As a discussion-based seminar, topics will ultimately be driven by student interest. Several films and podcasts may be incorporated into class. This course counts as an elective towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **PSYC282**
Prereq: **None**

ENVS247 Ecologies of Attention: Biosemiosis, Attunement, and Ethics
We consider variants on biosemiotic accounts of meaning, following one thread through Emerson to Nietzsche, another from Peirce and James to Bateson (Ecology of Mind, 1972) and Gibson (Ecological Approch to Visual Perception, 1979), and a third through contemporary indigenous thinkers and anthropologists attempting to bridge scientific ecology and animist panpsychism--Kimmerer, Whyte, Kohn, Ingold, Strathern. While most of the texts here focus on the nature of meaning as a living process, they are also in constant dialogue with normative concerns, being both motivated by subversive or non-humanist ecological values and inspiring distinctive insights about how to lead meaningfully connected lives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM366, PHIL354**
Prereq: **None**

ENVS248 Environmental Investigation and Remediation
This course will cover environmental investigation and remediation methods in varying geologic settings and how they have changed over time due to regulatory changes and advances in technology. An introduction to various aspects of environmental consulting will be incorporated throughout the term using case studies, guest lecturers, and emerging trends and research from online sources.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES248**
Prereq: **E&ES101 OR E&ES115 OR EES199 OR E&ES197**

ENVS249 Energy Legacies and Ecological Futures
Manresa Island, on the coast of South Norwalk, Connecticut, was the site of an NRG coal-fired power plant (and later oil). The plant, slated for decommission, was shuttered overnight after heavy flooding during Hurricane Sandy. Its planned transformation, funded by a 501(c)3 non-profit corporation, includes the remaking of its massive turbine hall as a community space and the remediation of the entire peninsula for use as a public park. The 125-acre site includes a birch

forest on a coal ash dump, salt marsh, and other coastal wetland habitats that currently harbor populations turkey, osprey, and deer. Casual observers liken Manresa's abandoned spaces to those of Chernobyl, with the detritus of human settlement engulfed by resurgent vegetation and wildlife. This flawed analogy obscures as much as it reveals, conjuring ethically compromised aesthetics of post-industrial ruin photography and associated practices of dark tourism. But there is a parallel history of energy, hazard, and aftermath with which we have yet to reckon locally or globally. The objective of this course is to produce histories of energy transition calling on (1) records of Manresa Island recently acquired by the 501(c)3, and (2) the testimonies of NRG workers present during Hurricane Sandy. The course will train students in modalities of archival and oral history with reference to these untapped resources. This course will require 2-4 field site visits to Manresa Island, to be scheduled 12-5 p.m. Thursday or Friday. Multiple scheduling options will be available, and students should be able to commit to at least two field trips per semester. Transportation will be provided.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST161, STS161**
Prereq: **None**

ENVS250 Capitalism and the Politics of Climate Change: When an Unstoppable Force Meets an Immovable Object
This course explores the complex relationship between capitalism and climate change. In the first part of the course, taking a comparative approach with a primary focus on the US, we begin by examining how capitalism has evolved since the Industrial Revolution, and how various capitalist models have developed worldwide, depending on the role of the state. In the second part, we question the "hegemony of growth" -- how growth has been perceived as an indicator of progress and distributive justice -- and explore competing visions of green growth and degrowth. In the third part, the course shifts to the political economy of decarbonization. We discuss the history and current realities of carbon dependency, examine cross-national variations in decarbonization efforts, consider the challenging trade-offs, and explore the economic and political factors underlying the struggle over climate policies. Our discussion will also focus on the role of economists and other experts in shaping mitigation efforts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT254**
Prereq: **None**

ENVS250Z Pandemic and the Environment
The COVID-19 pandemic is a global disturbance with important environmental causes, effects, and interactions. We will explore four key topics, evaluating what occurred and implications for future policy and practice. Wildlife: SARS-CoV-2 is a zoonotic disease, facilitated by "bush meat" markets and development of habitat that bring wildlife in close proximity to each other and humans. Stay-at-home orders, and temporary abandonment of human spaces released wildlife from constraints, while exposing the nature of our interdependence. Air pollution: Rates of hospitalization and mortality are greatest for those living with chronically high levels of air pollution, particularly PM

We will examine these themes through readings and apply our understanding of scientific process, peer-review, sources of data, context, voice, and audience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS254 Architecture of the 20th Century
The course considers influential works in architecture, its theory and criticism, and ideas for urbanism, mostly in Europe and the United States, from about 1900 to the present. Early parts of the semester focus on the origin and development of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, postmodernist, and deconstructivist work, urbanism and housing, computer-aided design from the 1990s, green buildings, and postwar architecture in Latin America and Japan and in postcolonial India and Africa. Major movements and architects considered include the Viennese Secession, the Bauhaus, Le Corbusier, Mies van der Rohe, Frank Lloyd Wright, Alvar Aalto, and Louis Kahn, among many others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA254, IDEA254**
Prereq: **None**

ENVS255 The Flooded Savannahs of the Orinoco River: Biodiversity, Aquatic Ecology and Sustainable Use
The flooded savannahs, known as Llanos (pronounced Yan-nos), are the largest ecotype in the world extending more than 570,000 km2. During the peak rainy season of May through July, more than 106,000 km2 are flooded. The rains are torrential, and a vast wetland emerges. The ecology of the llanos changes dramatically from a principally terrestrial savannah ecotone to one of a water-dominated wetland. With the inundation of the llanos, the biomass and species richness of the fishes increases dramatically to be among the richest of the planet, exceeding all estuaries in richness and biodiversity. In this course we will discuss the aquatic ecology principally of the fishes to learn about their diversity and the historic evolution of the habitat. Other species such as birds, amphibians, reptiles and mammals will also be discussed. The course will include analyses of the intersection of human use and the ecology of the fishes, which provide sustenance for hundreds of thousands of people. Through seminars and discussions this course will allow an analysis of the importance of the fish as natural resource. The evolution, ecological adaptations and natural history will be examined with an emphasis to understanding how sustainable use can be achieved.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS256 A Celebration of Women in Jazz: A Critical Analysis of Gender
How can we take the lessons of Jazz with us into other spaces? In this course, students will study Women in Jazz and examine the broad impact of our social structures and power systems to consider how the lessons of Jazz can help us navigate our future. How can we take the values of Jazz, such as improvisation, listening skills, democracy, a celebration of diversity, and equity work, and use our agency to effect change for the better in our communities? This course will examine the traditionally male-dominated nature of Jazz, its history of misogyny, and underrepresentation of women and other gender expressions. Students will learn in general about the musical art form of Jazz, its history as Black American music, and its unique qualities including improvisation, the blues, and swing. There will be a strong focus on listening to music from women musicians, and students will learn how to actively listen to jazz and all music. Together, we will look at case studies of successful women musicians and composers from the history of Jazz through the present, reading biographical information and reviewing their performance and compositional contributions. Musicians may include Mary Lou Williams, Carla Bley, Terri Lynn Carrington, esperanza spalding,

Nina Simone, Billie Holiday, Ella Fitzgerald, Melba Liston, Lil' Hardin Armstrong, Dinah Washington, Abbey Lincoln, Toshiko Akiyoshi, and Marian McPartland.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **AFAM256, MUSC256, FGSS258**
Prereq: **None**

ENVS257 Environmental Archaeology
Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the "collapse" of civilizations such as the ancient Maya. The course will involve hands-on preparation and cataloging of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available for one weekend class meeting to complete the first stage of animal skeleton preparation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ARCP257, ANTH257, E&ES257**
Prereq: **None**

ENVS258 Remote Sensing for Natural Hazards
This course explores the role of remote sensing in monitoring and mitigating natural hazards. Students will learn how to acquire, process, and analyze remote sensing data, with a specific focus on both optical and radar satellite data. These technologies will be applied to assess the spatial extent, severity, and risk of natural hazards such as earthquakes, landslides, floods, hurricanes, wildfires, and volcanic activity. Emphasis will be placed on understanding how different types of remotely sensed data interact with various environmental features, such as landforms, vegetation, and water bodies. Through a combination of lectures, data analysis exercises, and practical applications, students will gain hands-on experience in using remote sensing tools to develop hazard models and response strategies. Case studies from recent natural disasters will be used to illustrate key concepts. Prior knowledge of GIS or geospatial analysis is recommended.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES275**
Prereq: **None**

ENVS259 Development, Disasters, and Beyond: The Global Politics of Aid
Development is one of the most important ideas of our times. It is a powerful way of reorganizing the world into the Global South and the Global North (or the Third and First Worlds) and promising modernity to "backward" places and people. It is an equally powerful way of intervening in "underdeveloped" regions in the name of progress and beneficence through aid programs. Our purpose in this course is to use the spy lens of anthropology to critically examine the global politics of development aid, whether given for poverty alleviation, infrastructure projects, disease and healthcare, or disaster relief. While development aid is certainly a potent way to exert power over and regulate Third World Others, it is also a fiercely contested space of struggle. This course approaches it as a "problematic"--an unsettled, contentious, and unpredictable formation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH259**
Prereq: **None**

ENVS260 Global Change and Infectious Disease
This course will cover how human demands upon the environment have come back to bite us through infectious diseases. The most devastating infections, now and in the past, have spilled into humanity from other animals through our quest for food, either through hunting and trade of wild animals (COVID-19 and HIV) or through agriculture (smallpox and measles). Additionally, taking over huge swaths of land has fragmented natural habitats, with the result that some pathogens have increased in abundance (Lyme disease) and some pathogens have moved closer to humanity when humans have encroached on natural lands (Ebola). Living at high density in interconnected cities has sustained the severe infections that became humanity's childhood diseases (mumps, measles, smallpox); high densities have also brought us diseases brought by fecally contaminated water, as well as those diseases brought by the animals that cohabit our cities and suburbs (rats, robins). Our demand on energy has brought us global warming, which is transporting tropical diseases, such as malaria, poleward from the tropics; the extreme weather events of a changed world are leading to outbreaks of zoonotic diseases (hantaviruses). Moreover, our penchant for transporting wild animals and ourselves has had the potential to spread any local flare-up of any novel disease to the whole world (plague, COVID-19). We will discuss how, even if we mitigate every existing human infection, we should expect an unending stream of new pathogens. We will discuss technological solutions to infectious diseases, as well as how changes in our ethics might help contain existing pathogens and avoid future spillovers. Lectures will cover these and other topics. There will be two 65-minute lectures each week, with frequent opportunities for students to break out into smaller sections to figure out interesting biological challenges. There will also be a 30-minute discussion each week for each of 11 discussion sections (probably about 15 students each). These discussions will focus mostly on how policy changes might best mitigate the environmental disturbances that are bringing us infections. The course has no formal prerequisites and will introduce material from ecology and microbiology, as needed, to allow students to read and interpret the recent literature on global change and infectious disease.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL173**
Prereq: **None**

ENVS261 Science Materials For a Malagasy Classroom
Students will design and produce a variety of educational science materials to be used in a fifth grade classroom in Madagascar. These items include a science logo, bookmarks, educational science games, posters, and a comic book with conservation themes for children. Students who are interested in design and natural history as a means through which to communicate science themes on wildlife endemism, evolution, and climate change would be appropriate for this course. All students will need to conduct independent research into science topics, distill down the salient features, and use that information to design elementary school materials. Working both individually and in teams, students will conceive, design, critique, and move into product production (MakerSpace). In addition, prototypes of the materials will be reviewed and rated by fifth graders in a Middletown elementary school for feedback.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL161, IDEA261**
Prereq: **None**

ENVS262 Archaeology of Food, Trade, and Power in South India
This course examines patterns of life in premodern South India, focusing on the millennium from about AD 600 to 1600. It explores the persistent practices and institutions that structured social life--agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority--as well as historical events and processes that brought change to those patterns. The course capitalizes on South India's rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and various forms of coinage and coin hoards informing on economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART, SBS-ART**
Identical With: **ARHA292, ARCP292**
Prereq: **None**

ENVS263 Botanizing Worlds
What can plants tell us about the human condition, and more broadly about the rapidly changing conditions on Earth? In recent years, scholars, writers, and artists have been calling for new ways to address "plant blindness"; finally, it appears that plants are having a moment. Plants are crucial to the survival of human life. From the food we eat to the air we breathe to the clothes we wear, plant bodies are used to build homes, cure our ailments, and feed our addictions. Putting plants to use is tantamount to survival, but this course aims for a less extractive relationship with plants. This course explores what we might gain by learning from plants -- to know them, think with them, and attune our senses to their liveliness -- raising fundamental questions about human-plant relations to reconsider what it means to be human. This course aims to gather the lively energies surrounding plants today and the expertise of scholars and regional collaborators, and direct them toward the development of a cutting-edge, interdisciplinary curriculum by bringing together researchers, artists, and curators from multiple institutions to read and discuss key works in the botanical humanities and connect with related sites (botanic gardens, greenhouses, laboratories, archives, special collections, etc.) at our campuses. This course will showcase exercises, assignments, and reading lists that can promote humanistic research and thinking with and about plants.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST252, STS252**
Prereq: **None**

ENVS263B Curatorial Workshop: Art and the Ecological Imagination, 1840-1870
This course examines the emergence of an "ecological consciousness" in art during the mid-19th century through readings, discussion, and firsthand study of works in the Davison Art Center print collection. Although the term "ecology" was first coined in 1866, 19th-century thinkers had long been concerned with the interrelationship of organisms, including humans' place and impact on nature. This class examines how visual artists before Impressionism contributed to the 19th century's "ecological imagination" through their representations of landscapes. Known as the "Barbizon School," this group of artists left the metropolis of Paris to immerse themselves in the wild and rugged terrain of the Fontainebleau Forest while also embarking on journeys to remote regions of France. These members of the first artists' colony seceded from the French Academy of Fine Arts and pursued strategies of independence that were allied at the time with radical politics. In their works they experimented with new materials and approaches to composition that included but no longer prioritized humans, in order to foreground processes of transformation internal to nature itself. The consciousness that artists forged through painting and printmaking led them to become among the world's first conservationists; they successfully petitioned the French government to protect parts of the Forest of Fontainebleau some 20 years before the creation of the first National Park in the United States.

The first half of the course will be devoted to reading and discussion; the second half will center on the study of works in the Davison Art Collection, which includes a superb collection of original and experimental prints by Barbizon School artists. The final project will be the curation of a temporary exhibition of works from the collection, including a selection and arrangement of works, explanatory texts, and a public gallery talk.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA263B, RL&L235B**
Prereq: **None**

ENVS264 Waterways: Maritime World History
Human history has been shaped by the sea. Whether as a source of food, a frontier, a boundary, or a bridge, the sea has represented a site of both opportunity and danger. This course will examine the way humans have responded to their marine and maritime environments, both in terms of the technologies they have developed to navigate and exploit them but also insofar as the sea has shaped the way humans think about themselves. While our inquiry will extend into the deep past and the early development of human culture and civilization, we will focus on maritime history over the past millennium, the development of oceanic worlds, the rise of the "age of sail" between the 16th and 19th centuries, and the transformation of global navigation and politics with the rise of steam, diesel, and nuclear power.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **HIST264**
Prereq: **None**

ENVS265 Environmental Justice & Health Equity
The environmental justice movement (EJM) has evolved over the last several decades, both in the US and globally. The EJM seeks to respond to environmental inequalities that directly impact human health and safety, particularly among people who live or work in settings that put them at higher risk of exposure to environmental hazards. The Agency for Toxic Substances and Disease Registry (ATSDR, part of the Centers for Disease Control and Prevention) describes the goal of environmental justice as "...when everyone enjoys the same degree of protection from environmental and health hazards, and equal access to the decision-making process to live, learn, and work in a healthy environment." In this course we recognize the current environmental crisis as rooted in systemic inequities that are implicated in social determinants of health (SDOH) and have major implications for health outcomes of affected populations. Therefore, we will explore the EJM from a health equity lens, including racial capitalism, intersectionality, and other forms of structural violence that serve as SDOH, to explore the implications of environmental injustices on health equity. In addition, we will examine how academics, nonprofit/community-based

organizations, community members, and government agencies collaborate to address environmental justice-related health equity. Finally, we will look at the notion of "just sustainabilities" to investigate and imagine solutions to these ongoing challenges that build community power to advance sustainable communities and health equity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **BIOL197 OR E&ES197 OR ENVS197 OR ENVS219F OR E&ES155 OR EES199**

ENVS266 Free the Land: Histories of Environmental Racism
This course will introduce students to the study and discussion of environmental racism and environmental justice in the United States that centers the histories and experiences of communities of color. Environmental racism is defined by Dr. Robert Bullard ("the Father of Environmental Justice'') as "any policy, practice or directive that differentially affects or disadvantages (where intended or unintended) individuals, groups or communities based on race." This course expands and illuminates this definition through examinations of watershed moments--from the Transatlantic Slave Trade to struggles in the greater Connecticut River Valley today--in which communities of color in the United States bear the deadly brunt of toxic fumes, poisoned groundwater, nuclear waste, perilous disaster work, land theft, and the slow violence of biological extermination. Throughout the semester, we will read scholarly texts, engage primary sources, analyze popular and independent media, and study testimony and self-published materials from activists and eyewitnesses.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST271**
Prereq: **None**

ENVS267 Development in Question: Conservation in Africa
"Why not plant trees?" In 1977 Wangari Maathai started the Green Belt Movement, a popular environmental revolution, in Kenya. Then in the 1990s Nigeria Ken Saro-Wiwa fought for the rights of local communities against the multi-national oil industry. Like many African activists, scientists, and farmers, they placed African experiences at the center of environmental policy and conservation. Yet, popular images of the continent's environment in perpetual crisis blame African practices or disregard African efforts. Such depictions of "desertification" or "over grazing" have impacted international and governmental policy. Recent scholarship suggests that such common perceptions of the environment in Africa and conservation policy are misleading. This course will allow students to critically study the history of environmental management on the continent and the development of the idea of conservation. We will examine game park politics, the history of resource extraction, climate change, and other pressing environmental concerns. We will also study diverse African environmental perspectives from the guardians of sacred forests to activists such as Wangari Maathai and Ken Saro-Wiwa.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST267, STS267**
Prereq: **None**

ENVS268 Environmental and Industrial History of the Long Island Sound
This course is a history of the Long Island Sound, the body of water which stretches from the East River in New York City to Block Island in Rhode Island and connects the eastern seaboard states of New York and Connecticut to the Atlantic Ocean. After a brief account of the sound's glacial history and riverine geography, we will focus on the environmental, social, and economic history of the region from the 18th to 21st centuries, with a focus on exploitation for textiles, metal production, fishing, and oystering. We will dedicate special attention to industrial pollution and federal, state, and local efforts to assess environmental impacts and restrict dumping in the sound. Field trips will include a visit to Manresa Island, the site of a coal-fired power plant (and later, oil), shuttered amid heavy flooding during Hurricane Sandy (2012). Topics discussed include the regulation and remediation of dumped sediment in Norwalk Harbor and Manresa Island containing heavy metals and coal ash.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST290**
Prereq: **None**

ENVS268Z Environmental Justice Advocacy: Assessing Law, Community-Based Engagement, and More
ONLINE COURSE: Synchronous class meetings via Zoom,10am-noon and 2-5pm. Classes held Jan 4, 6, 8, 10, 12, 14, 16, 18. (Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings.) The concept of "environmental justice" focuses on the equitable distribution of pollution and health burdens--such as the siting of fossil fuel infrastructure and pollution-emitting facilities--as well as benefits such as clean air and clean water. Procedural justice and restorative justice are also key demands of the environmental justice movement. In addition, as communities of color and low-income communities disproportionately bear the burdens of climate change and resulting "climate gentrification," the overlap between environmental injustice and climate change is becoming increasingly apparent. After a brief introduction to the concept of environmental justice, this course will focus on advocacy efforts to promote environmental justice and, in particular, the benefits and limitations of various tools including the law, grassroots organizing, and policy work. For their final project, students will use what they learn in the course to design and propose their own environmental justice intervention. By the end of the course, students will understand the history, foundational theory, and key case studies of environmental justice as well as the tools and strategies that environmental justice advocates use. Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL309Z**
Prereq: **None**

ENVS269 Drones and Change
Civilian use of unoccupied aerial vehicles or drones to capture data and measure change can enhance our understanding of the natural and built environments. While drones are increasingly available for entry-level to professional level adoption, there remains value in understanding how the infrastructure for their development and deployment have evolved and what is required to ensure their continued safe and ethical utility of these devices. In this class, we will explore the legal and infrastructure elements of drone development and deployment for civilian utility of drones, while working on data collection, analysis, and interpretation that will allow students to better appreciate the value and utility of drones. Over the course of the semester, students will work on understanding and building drones, collecting data with small drones, examining the commercial versus open-source platforms for drones, and preparing to take the Federal Aviation Authority Part 107 license to allow them to fly drones safely.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **NSM-EES**
Identical With: **E&ES283, IDEA283**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

ENVS270 Environmental Philosophy
This course offers philosophical resources for understanding and addressing environmental concerns. At the same time, we will recognize how ecological insights challenge some of the most influential ideas in the European philosophical tradition--human-centered and individualist accounts of existence, agency, knowledge, and value. Shared questions may include: Is there a coherent way of distinguishing "nature" from the non-natural? What can we understand about non-human experience and value? How do people become motivated to recognize and respond to problems whose effects play out in far-away or unfamiliar bodies? How do concepts of moral responsibility apply to climate change? How does environmentally directed action relate to social justice? When there are ecological impacts attached to choices that are conventionally seen as matters of personal liberty (such as food choices, living arrangements, reproductive choices), how do we constructively engage with one another? Despite near consensus about our times being rife with environmental crises, concepts like "environment" and "nature" defy any straightforward account. Similarly, it seems even when people come together around problems of injustice and unsustainability, they may not share any clear positive account of justice or of sustainability. Rather than be defeated by the lack of shared foundational concepts, students will become familiar with at least three patterns of critique--each of these being not a theory or kind of information but a set of skills with perceptual, conceptual, and dialogical aspects. These three patterns of critique are ecological critique, standpoint critique, and sustainability critiques, and they correspond roughly to three traditional domains of philosophy: inquiry into being (metaphysics), inquiry into knowledge and understanding (epistemology), and inquiry into norms and ideals for action (ethics). Understanding these three patterns of critique allows students to address emerging environmental problems more effectively, recognizing the intertwined relations among empirical inquiry, moral accountability, and social justice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL270**
Prereq: **None**

ENVS271 Designing With Living Systems: Soft + Hairy
In this part seminar, part studio course, students will go on field trips and read extensively to develop an understanding of mycelium and how it is explored in design. We will explore temporality in design with particular focus on how biodegradable materials such as mycelium can form our experience of an object. We will study how mycelium can be utilized as a living material to form a built ecology. In particular, we will study how to design for impermanence -- sometimes using waste materials -- and develop an understanding for material recovery. Students will work both individually and collaboratively in a studio environment. Field trips to New York City museums, fabricators, and galleries, as well as around CT may be expected as part of this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST271, IDEA271**
Prereq: **ARST131 OR IDEA110 OR IDEA180**

ENVS272 Knowing Their Place: Two Centuries of Women Generating Wonder in the Natural World
This seminar will examine the intersection of natural science, women's history, and poetic prose through the writings of Rachel Carson and the female nature writers who both preceded and succeeded her, including Mary Treat, Anna Botsford Comstock, Mabel Osgood Wright, Annie Dillard, Terry Tempest Williams, Robin Wall Kimmerer, Camille Dungy, and others. These women looked closely at the natural world and wrote intimately on botany, birdwatching, and the ecology of their local landscapes, teaching their readers to feel wonder and a sense of connection with place. What does it mean to know a landscape or an ecosystem intimately? How does a sense of place become political? How does gender affect perspective on the natural world and environmental stewardship? Each student will put these ideas into play in a portfolio of place-based personal essays.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **FGSS272, WRCT272**
Prereq: **None**

ENVS273 Environmental Politics in East Asia
This is an upper-division course on the environmental politics of East Asia. It will focus on the major environmental issues of our time (pollution, conservation, energy, waste, environmental justice, etc.), and how East Asian countries are coping with them from both policy and politics perspectives. It will cover both transnational and international efforts, as well as national and local initiatives. The course will require that students "do" environmental politics as well as study environmental politics through a civic engagement component.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT273, CEAS273**
Prereq: **None**

ENVS274 Narratives of the Latin American Jungle
This course is a critical exploration of the ways in which forests and its plurality of beings, and particularly the tropical territories marked as jungle or rainforest in South America (the Amazon, the Darién), have been narrated, imagined, and contested in cultural production and in indigenous and peasant ontologies and place-based practices for more than a century. We will investigate the construction of jungle as a territory of dwelling shaped by the relational condition between human and other-than-human beings (plants, animals, water) and as a place where diverse anxieties about sovereignty, politics, race, development, gender, and subversion collide. We will examine this cultural geography in relation to diverse histories of modernization, development and extractivism, the global angst over the environment and its destruction, local processes of (cosmopolitical) resistance, and the various political and environmental conflicts that have shaped the region over the past century. Attending to Amazonian indigenous thought and to political ecology and other intellectual practices emerging from Latin America, as well as to literature, film, popular culture and visual art, we will discuss the potential to disavow modern/colonial binaries like nature-culture, human-nonhuman and civilization-barbarism, in a place that has been central to the way in which Latin America has been imagined for centuries.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN278, LAST278**
Prereq: **None**

ENVS276 Law and Policy of Natural Resources: Water, Air, Biodiversity, and Climate Change
How do we protect our environmental and natural resources, and why have we chosen this path? When and how do the public, NGOs, and regulated industries have a voice? When is an environmental impact statement required and which alternatives must be considered? When and how are environmental

considerations part of the decision-making process? Is there a path forward to better address greenhouse gases and climate change? How can we protect endangered and threatened species and preserve their habitats? Where do we go from here as we confront the more complex issues associated with greenhouse gases/climate? How do our energy sources impact our environment? This highly interactive course will examine the source of environmental and natural resource law, its evolution, and boundaries. It will explore how and when we have access to the process and then turn attention to the programs most central to natural resource and environmental protection: the National Environmental Policy Act, The Clean Water Act, The Clean Air Act, as well as certain land-focused state and municipal programs. Given renewed commitments to alternative energy and environmental justice (EJ), the course devotes time to considering both through the lens of environmental law and policy. The course concludes with a capstone project in which students are assigned to a team as either proponent or opponent. Each team is then provided an information packet setting a scenario, setting, certain facts, and any legal information beyond course coverage. Following this, each team prepares for and advances technical, legal, and policy arguments in support of its goals and is afforded the opportunity to cross-examine the opposition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **ENVS195 OR ENVS197 OR ENVS219F OR EES199 OR E&ES155**

ENVS277 Law and Policy of Contamination, Cleanups, Communities (Environmental Justice), and Chemicals
How do we protect our environment and ourselves from wastes and chemicals? Why have we chosen this path? When and how do the public, NGOs, and regulated industries have a voice? When is something that is not used considered waste, and when is that waste a hazardous waste? When does someone need to clean up the contaminated environment? Who is that someone? How clean is clean? How have chemicals ended up in commerce? When and under what circumstances can new chemicals enter our lives? When and how are environmental and health considerations part of the decision-making process? How do we avoid environmental disasters? What is required in terms of thinking about and planning for the "unthinkable"? What drives sustainability initiatives, beneficial reuse, and life cycle analysis? This highly interactive course will examine the source of environmental law, its evolution, and boundaries. Students will explore how and when we have access to the process and examine: (i) the Resource Conservation Recovery Act, Superfund, and related brownfield initiatives; (ii) the Toxic Substances Control Act and international counterparts; (iii) the Emergency Planning and Community Right To Know Act; (iv) environmental justice in the context of waste and chemical management; and (v) sustainability, product stewardship, and related initiatives. The course concludes with a capstone project in which students are assigned to a team as either proponent or opponent. Each team is then provided an information packet setting a scenario, setting, certain facts, and any legal information beyond course coverage. Following this, each team prepares for and advances technical, legal, and policy arguments in support of its goals and is afforded the opportunity to cross-examine the opposition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **ENVS195 OR ENVS197 OR ENVS219F OR EES199 OR E&ES155**

ENVS278 Introduction to GIS
Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities; literally any field that uses spatially distributed information. In this course, we will explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Coursework will include lectures, discussions, and hands-on activities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES280, E&ES580**
Prereq: **None**

ENVS279 Eating Others: Histories and Cultures of Animal Edibility
For many people, animals form a significant and cherished part of their diet. Indeed, humans have used other animals as sources of nutrients for hundreds of thousands of years. What can these animal-based dietary practices tell us about humans and their relationships with other animals? Of course, these inter-species relationships have varied as radically across time and cultures as the dietary practices that have shaped them. To better understand some of these practices and the relationships they generate, this course will explore the following questions: How did animal-based food practices develop from pre-domestication to the contemporary era of industrialized animal agriculture? How have cultural categories of "edibility" developed in different cultural contexts? What is meat, and how does it differ from inedible flesh? How have gender, class, race, sexuality, and other categories of difference intersected with and shaped animal consumption practices in different times and contexts? How has animal consumption shaped and been shaped by animal ethics, philosophy, and scientific knowledge production? How has large-scale animal consumption contributed to the ecological crises of the Anthropocene, and how have these in turn affected animal consumption practices? What is the future of animal-based food? This course will use ethnographies, historical and legal analyses, and philosophical inquiries to examine the histories and cultures of animal edibility. Specifically, it will focus on topics including human evolution, animal domestication, slaughter practices, industrialized animal agriculture, indigenous ecological ontologies, hunting, dairy and egg consumption, cannibalism, cultural conflicts over the edibility of specific species, and recent technological innovations that can produce animal products without animals.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS266, ANTH279**
Prereq: **None**

ENVS280 Environmental Geochemistry
This course is a qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, oceans, and the atmosphere. General topics include equilibrium thermodynamics, acid-base equilibria, the carbonic acid system, oxidation-reduction reactions in nature, and isotope geochemistry. The associated lab course (E&ES 251) must be taken concurrently if offered. The lab course will be a service-learning course in which students work with a community organization to solve an environmental problem or a semester-long research project. There are no official prerequisite classes, but students should be comfortable with chemical concepts or should have taken introductory college chemistry or advanced high school chemistry courses.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES250**
Prereq: **None**

ENVS281 Environmental Geochemistry Laboratory
This course will supplement E&ES 250 by providing students with hands-on experience of the concepts taught in E&ES 250. Students must enroll in E&ES

250 at the same time. This course will emphasize the field collection, chemical analysis, and data analysis of environmental water, air, and rock samples. This course will be taught as a service-learning course where the class works with a community organization to solve an environmental problem or will work on a semester-long research project. The subject of this class will be announced on the first day of class.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES251**
Prereq: **None**

ENVS282 Sustainable Agriculture and Food Systems
This course explores strategies to create a sustainable agriculture and food system. The course will begin with an overview of the environmental issues associated with our agriculture and food system along with current production and consumption trends. Other topics covered in the course will include: environmental certification, starting and managing a farm, organic versus conventional farming, and the impact of diet choice on the environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS283 Venezuela: The Effect of Oil Discovery on People, the Environment, and on Democracy (CLAC 1.0)
(English translation follows below) Este curso examinará los factores clave que han afectado el desarrollo de Venezuela y su entorno desde el período precolonial hasta el presente. Dividiremos la historia de Venezuela en dos períodos críticos: antes y después del descubrimiento de petróleo. Haremos preguntas sobre la naturaleza y las interacciones de los factores y agentes clave que transformaron a Venezuela de una colonia a la de un país económicamente independiente. Al examinar los períodos económicos anteriores y posteriores al petróleo por separado, aprenderemos que los factores clave, como la agricultura, el uso de la tierra y la influencia colonial europea, cambiaron drásticamente, transformando así muchas instituciones sociopolíticas. Los contrastes incluirán la resiliencia y la erradicación de enfermedades, los derechos humanos y la esclavitud, la propiedad de la tierra, la salud humana, los impactos en la biodiversidad y la salud humana, y la protección de las culturas indígenas. En última instancia, examinaremos los factores que han llevado al colapso de la democracia. Leeremos una literatura interdisciplinaria que incluye antropología, religión, sociología, ciencias ambientales, derecho e historia. El curso se presenta en un formato de lectura / discusión en el que todas las lecturas, escritos y discusiones serán en español. This course will examine the key factors that have affected the development of Venezuela and its environment from the pre-colonial period to the present. We will divide the history of Venezuela into two critical periods: before and after the discovery of oil. We will ask questions about the nature and interactions of the key factors and agents that transformed Venezuela from a colony to that of an economically independent country. By examining the pre- and post-oil economic periods separately, we will learn that the key factors, such as agriculture, land use, and European colonial influence, changed dramatically, thereby transforming many sociopolitical institutions. The contrasts will include resilience to and eradication of diseases, human rights and slavery, land ownership, human health, impacts on biodiversity and human health, and protections of indigenous cultures. Ultimately we will examine the factors that have led to the collapse of democracy. We will read an interdisciplinary literature that includes anthropology, religion, sociology, environmental sciences, law, and history. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **LAST383, CGST283**
Prereq: **SPAN221**

ENVS284 Animal Law and Policy
This course will provide an overview of law and public policy as they apply to non-human animals. The course will explore the historical and philosophical treatment of animals; discuss how such treatment impacts the way judges, policymakers, lawyers, legal scholars, and lay people see, speak about, and use animals; survey current animal protection laws and regulations, including overlap with such policy issues as food and agriculture, climate change, and biodiversity protection; consider recent political and legal campaigns to reform animal protection laws; examine the concept of "standing" and the problems of litigating on behalf of animals; interrogate the current classification of animals as "property" and the impacts of that classification; and debate the carceral turn in animal legal advocacy.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS293, PHIL283**
Prereq: **None**

ENVS285 Environmental Law and Policy
If you are interested in the environment and want some perspective on where our environmental law and policy came from, how it works, where it has succeeded and failed, what the unresolved issues have been and which remain, where the emerging topics (e.g. climate, PFAS, Environmental Justice) may take us, and a sense of the past and present battlegrounds of environmental law, then Environmental Law and Policy is for you. This course is taught using the Socratic (highly interactive) method, includes a "brownfield" negotiation, and culminates in student run hearings in which you will prepare, present, and argue about issues from what is a "water" of the U.S. to recycling and reclamation to what is solid and hazardous waste?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Prereq: **[ENVS197 or BIOL197 or E&ES197] OR EES199**

ENVS286 Plant Form and Diversity
The course begins with an overview of plant evolutionary history, then covers the basic structure and function of the plant body, the plant life cycle in nature, including interactions with animals, and ecological diversity of plants in contrasting habitats. Special events include a field trip to the Smith College Botanic Garden, two hands-on days for working with living specimens, and a special guest lecture by a local plant biologist.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL290, BIOL590**
Prereq: **BIOL182 OR MB&B182 OR BIOL182Z**

ENVS288 Community Paleoecology
The study of community paleoecology seeks to derive ecological meaning from the reconstruction of ancient ecosystems. From this vantage point, fossil assemblages are used to observe long-term patterns in biogeography, evolution, and organism-environment interactions. The overarching themes in this course will emphasize theoretical frameworks in community ecology and stratigraphic paleobiology that advance the collective understanding of how to read and interpret the fossil record to document ecosystem interactions over geologic

history. Case studies from across Earth's history will underscore the necessity of examining past ecosystems to contextualize modern and future ecosystem structure. We will accomplish these aims with lectures, readings and discussion of the primary literature, and student presentations. Pre/co-requisites: BIOL182, E&ES101, E&ES115, E&ES155, E&ES197, or E&ES199.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES258**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR ENVS197 OR EES199 OR BIOL182**

ENVS289 Introductory Ecological Methods in R
This lab class is required of students enrolled in the accompanying lecture (EES 258). We will learn to use R to analyze paleontological records with multivariate methods and specifically become familiar with the vegan package for interpreting large ecological datasets such as species abundance data. Prior knowledge of or experience with R is not a prerequisite and beginners are especially encouraged to enroll in this course. Students with intermediate and advanced R skills are still welcome to enroll, but should recognize that much of this course will focus on the beginner experience. Assignments and projects will be collaborative, such that students across experience levels will work together to complete the course material. Pre/co-requisites: BIOL181/BIOL182, E&ES101, E&ES115, E&ES155, E&ES197, or E&ES199.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **E&ES259**
Prereq: **E&ES101 OR E&ES115 OR EES155OR ENVS197 OR EES199 OR BIOL182**

ENVS290 Oceans and Climate
Earth's climate is not static. Even without human intervention, the climate has changed, but mostly at a slower rate. In this course we will study the major properties of the ocean and its circulation and changes in climate during the Cenozoic Era (the past 66 million years). We will examine the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. Once a basic understanding of the climate system is attained, the focus will be on how we know about past climates. Through reading and in-class exercises students will look at data from sediment cores, ice cores, and tree rings to learn about past climates. The final project will investigate measures humans can take to slow the rate of climate change. It is possible and must be done. Although this course is offered pass/fail, participants are expected to maintain a grade of B- or better to pass.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES260, E&ES560**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

ENVS291 East Asian Archaeology
This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with "Peking Man" and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th-century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ARCP**
Identical With: **ARCP291, ANTH291, CEAS291, IDEA291**
Prereq: **None**

ENVS292 Techniques in Ocean and Climate Investigations
Weekly field trips, computer and/or laboratory exercises will allow us to see how climate and oceans function today and in the past. We will use data sets from international organizations to examine what we know about past climates. There may be an opportunity to use a climate model, En-ROADS, with a community group to investigate what can be done to reduce greenhouse gases input to the atmosphere. Although this course is offered pass/fail, participants are expected to maintain a grade of B- or better to pass.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES261**
Prereq: **E&ES101 OR E&ES115 OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

ENVS293 Environmental Justice: Community-based Participatory Research
This course provides a foundation for addressing environmental and food justice through community-based participatory research (CBPR). Students will develop competencies to prepare them to work with communities to identify and understand environmental, food security, health, and social conditions that impact their communities and organizations. We will be drawing on theoretical and practical approaches from across the environmental social sciences (ESS) including psychology, anthropology, sociology, community health, and geography to help us frame ways of looking at critical community issues. Specifically, we will discuss a wide range of mixed methods with an emphasis on participatory approaches to developing research questions and hypotheses, community-engaged evaluation planning, needs assessments, and landscape scans. Students will also learn about ethical issues in research, particularly as pertaining to working with community stakeholders. Over the course of the semester, students complete a variety of practical exercises designed to gain experience with qualitative and quantitative data collection, analysis, and community learning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **BIOL197 OR E&ES197 OR ENVS197 OR ENVS219F OR E&ES155 OR EES199**

ENVS294 Current Environmental Issues in Latin America (CLAC 1.0)
(English translation below Spanish text) Este curso proporcionará información histórica y actual sobre el desarrollo de temas ambientales en América Latina. La información se dividirá en la evaluación del uso del medio ambiente durante los períodos precolombino y colonial (a); y b) período moderno. Se discutirá la organización, estructura y gobernanza del medio ambiente. El desarrollo de políticas públicas, planes de gestión, factores que se deterioran y los posibles usos sostenibles del medio ambiente y sus recursos. Leeremos literatura interdisciplinaria incluyendo: académica, informes, documentos oficiales gubernamentales y proyectos de ONG dedicados al diagnóstico, desarrollo y uso o nuestros recursos en América Latina. Por último, se estudiarán casos particulares de países latinoamericanos como Argentina, Brasil, México, Costa Rica, Perú y Venezuela. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. This course will provide historical and current information on the development of environmental issues in Latin America. The information will be divided into assessing the use of the environment during (a) pre-Columbian and colonial periods and (b) the modern period. The organization, structure, and governance of the environment will be discussed, as will the development of public policies,

management plans, factors that deteriorate, and the potential sustainable uses of the environment and its resources. We will be reading interdisciplinary literature including academic, reports, official governmental documents, and NGOs' projects dedicated to the diagnostic, development, and use of resources in Latin America. Finally, particular cases of Latin American countries such as Argentina, Brazil, Mexico, Costa Rica, Peru, and Venezuela will be studied. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **CGST267, LAST290**
Prereq: **SPAN221**

ENVS295 Saving Animals: The Politics of Rescue, Captivity, and Care
This course examines the major issues related to captive animal care and rescue across a wide variety of contexts, especially the current global extinction crisis, with specific attention to the ethical, political, and social dimensions of human-animal interactions. Discussions, films, readings, and an independent research project will introduce students to key concepts related to animal care and rescue. Specifically, the course will focus on topics including the ethical dilemmas of care, the politics of extinction and conservation, animal trafficking, wildlife rehabilitation efforts, wildlife refuges, captive animal sanctuaries, and zoos.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **STS294**
Prereq: **None**

ENVS296 Environmental Art: Research through Art/Art through Research
How can communities understand the conditions wrought by fossil fuel infrastructure and anthropogenic climate change? How should they confront environmental crisis and imagine ecological futures? What can we know about our environment, and what eludes us? Co-taught with visiting artist-composer Ari Benjamin Meyers, this class is a practical experiment in "Research through Art," and "Art through Research" (Dombois, 2009) focusing on the site of coal and oil-fired power plant shuttered amid heavy flooding during Hurricane Sandy. The landscapes of Manresa Island (South Norwalk, CT) include an abandoned turbine hall, a birch forest on a coal ash dump, and an array of wetland and coastal habitats. Participants will use practice-based research methods to develop works of art engaging with the site in its past, present, and future conditions. The course models artistic research methods with reference to a specific site and set of environmental conditions, bringing together students from arts/performance, sciences, humanities, and social sciences to produce site-specific works in a coastal ecosystem transformed by fossil fuel infrastructure.

At the heart of this course is a concern with what it means to be uncertain. The sciences provide tools to address problems of uncertainty. Practices of research, within and beyond the sciences, gather varied approaches to not knowing. Artists employ methods drawn from multiple academic disciplines (ethnography, sociology, history, the sciences), media (technoscience, video, audio, installation, multimedia), and sites of research (archive, laboratory, biome, habitat). While artists may engage many of the same practices as academic researchers, their works break the analytic frame. Art may be prescriptive or descriptive, didactic or agnostic, pointed or indeterminate; it may delight, frustrate, provoke, agitate, or inspire. Art may be curious or inquire; it may also make space for the experience of uncertainty. How does uncertainty make us feel? How should we respond? Students across disciplines -- performance, visual arts, music, ecology, biology, geochemistry, history, religion, sociology, psychology, anthropology, economics, government, etc. -- are encouraged to submit a statement of interest for permission of instructor (POI). The purpose of the POI is to secure a collaborative balance of students across disciplines, toward the production of environmental art that engages a broad public.

This course will require 4-6 scheduled site visits to Manresa Island in South Norwalk, CT, requiring students to leave campus by 12 p.m. Friday and return by 5 p.m. Transportation will be provided.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST297, CSPL297, STS297**
Prereq: **None**

ENVS297 Food Security and Environmental Conservation (CLAC 1.0)
(English translation below Spanish text) En este curso los estudiantes investigarán información y discusión sobre la seguridad alimentaria y el uso del medio ambiente en una selección de países de América Latina. Haremos preguntas sobre la base de la producción y disponibilidad de alimentos. También examinaremos la información disponible de las agencias públicas y privadas sobre los programas establecidos por los países para garantizar la seguridad alimentaria de sus habitantes y el uso sostenible y la conservación del medio ambiente. Discutiremos conceptos como: La soberanía alimentaria y la seguridad como un sistema alimentario en el que las personas que producen, distribuyen y consumen alimentos también controlan los mecanismos y políticas de producción y distribución de alimentos; La nutrición como normas mundiales y particulares de consumo de alimentos; La Justicia social relacionada con la accesibilidad de los alimentos; y el derecho humano a una alimentación adecuada y a la libertad del hambre como uno de los objetivos del milenio de las Naciones Unidas. El estudiante revisará casos particulares en América Latina. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. In this course students will research and discuss food security and the use of the environment in a selection of Latin American countries. We will ask questions about the basis of food production and availability. We will also examine the available information from public and private agencies about programs established by countries to ensure the food security of their inhabitants and the sustainable use and conservation of the environment. We will discuss concepts such as: food sovereignty and security as a food system in which the people who produce, distribute, and consume food also control the mechanisms and policies of food production and distribution; nutrition as a global and particular standard of food consumption; social justice related to the accessibility of food; and the human right to adequate food and freedom from hunger as one of the United Nations' objectives of the millennium. Students will look at particular cases in Latin America. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **CGST268, LAST298**
Prereq: **SPAN221**

ENVS298 Earthwatch: Satellite Data Storytelling for Science Communication
The fingerprint of human activity on planet Earth continues to magnify as we move deeper and deeper into the Anthropocene. Satellite remote sensing is a rapidly developing field for monitoring and visualizing planetary change in real

time. Vast amounts of satellite data are now freely available for documenting, mapping, and communicating the impacts of natural and human disturbances on the Earth system. Students in this course will learn how to 1) analyze remotely sensed imagery using open-source software, 2) make high-quality maps documenting planetary change, and 3) communicate satellite data patterns to broad audiences using data storytelling. Students will master a wide range of techniques for detecting and articulating the stories behind satellite images and data sets through visual, oral, and written assignments aimed at diverse public audiences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **None**
Identical With: **E&ES282**
Prereq: **E&ES115 OR E&ES101 OR E&ES155 OR E&ES197 OR ENVS197**

ENVS299 Drones and Change Lab
Civilian use of unoccupied aerial vehicles or drones to capture data and measure change can enhance our understanding of the natural and built environments. While drones are increasingly available for entry-level to professional level adoption, there remains value in understanding how the infrastructure for their development and deployment have evolved and what is required to ensure their continued safe and ethical utility of these devices. In this class, we will explore the legal and infrastructure elements of drone development and deployment for civilian utility of drones, while working on data collection, analysis, and interpretation that will allow students to better appreciate the value and utility of drones. Over the course of the semester, students will work on understanding and building drones, collecting data with small drones, examining the commercial versus open-source platforms for drones, and preparing to take the Federal Aviation Authority Part 107 license to allow them to fly drones safely.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES284**
Prereq: **E&ES101 OR E&ES115 OR E&ES155 OR E&ES197**

ENVS301 The Art of Narrative Science
There is neither conflict nor antagonism between the realms of art and science. Indeed, the two infinitely complement and complete one another in ways so intimate, intricate, and oft-times invisible that only great storytelling, artful narrative, can fully reveal them. A poet, through metaphor, builds bridges from entangled inscapes of thought and emotion to a place of shared understanding. A good narrative science writer must do the equivalent with the often recondite minutia of modern scientific exploration, and do so with ever-increasing urgency as new discoveries and insights mount daily across a broad array of disciplines.

As we'll be highlighting in our course readings, writing assignments, and class discussion, all the key tenets of good storytelling are at play in effective narrative science writing: voice, point of view, narrative arc, dramatic tension, setting and scenes, characters, action, and dialogue. Science, in this sense, is incidental to this course's primary concern. The singular challenge that science does pose to writers, however, is how not to be cowed and/or overwhelmed by the daunting complexities of the subject matter; how to, through your own powers of observation, accrued research, and fearless, persistent questioning, own the material in such a way that frees you to imaginatively represent it again to the lay reader as story.

In this course students will learn:

1) How to read effective creative nonfiction about scientific subjects and understand what techniques different writers use to achieve both clear and compelling narratives.

2) How to choose the subjects they'd like to write a story about and how to compose a proposal describing that story to prospective editors at a variety of different publications.

3) How to compile research and conduct interviews for their stories.

4) How to construct the story itself using all the techniques of effective storytelling in feature-length narratives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Prereq: **None**

ENVS302 Extinction/Rebellion: Christianity and the Climate Crisis
Although this course is not devoted specifically to the subject of "XR"--the decentralized environmental activist organization and global campaign of civil disobedience--it borrows the movement's self-designation as a point of departure for an exploration of the historical, conceptual, and geopolitical significance of Christianity to the "Anthropocene." How is Christianity entangled among the "historical roots of our ecologic crisis"? What is "eco-theology"? How do ancient narratives of creation and traditional Christian teachings regarding the origin of humankind continue to shape modern, scientific, and popular assumptions about the natural world and our place in it? What does the book of Genesis have to say about commercial agriculture, ethical veganism, and the relation of divinity with the more-than-human, animal-vegetal-mineral web of life? Whence this "planet of slums" and whither Paradise or the Promised Land? Which elements of the Christian imagination enabled colonization of the New World, indigenous displacement and genocide, the transatlantic slave trade, and capitalist globalization? Is another world still possible, and could Christian thought and practice play a pivotal part in actualizing an alternative planetarity today? We will pursue these questions together by way of readings in theology, philosophy, critical science studies, ecology, geography, political economy, Black feminism, queer theory, and Indigenous studies. Ultimately, the course analyzes aspects of Christianity's intimate involvement in the history of climate change and considers how critical attention to this history may contribute to collective acts of rebellion against mass extinction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI303, STS313**
Prereq: **None**

ENVS303 Ukraine and Its Environment
International perspectives on environmental issues are critical in order to address the challenges facing the world. Developing an international perspective requires more than learning from printed literature--it requires in-country experience and the desire to be able to view issues through different cultural lenses. This course will provide such experience by learning about the diversity of Ukrainian environments, people, and cultures both in the classroom at Wesleyan and by traveling to Ukraine during Spring Break. During our time in Ukraine we will receive lectures in English from noted scholars, politicians, professors and scientists on topics such as environmental law, global environmental security,

urban environment, environmental policy in developing states, and sustainable development for the developing world. We will travel and learn from scientists at Chernobyl about the regeneration of forest ecosystems, learn from agronomists about agriculture on the steppes, and learn from politicians and scholars about Ukrainian environmental policy and their views of U.S. policies. We will also enter into round table discussions with university students to exchange ideas about potential international solutions and approaches to environmental problems. These are just some of the experiences that are planned for our visit. Ukraine, as a pivotal democracy of the former Soviet Bloc, is an amazing place to witness how a nation wrestles with dramatic changes in policy. At the same time Ukraine is culturally diverse, which presents interesting challenges to formulating fair and cohesive policies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **CGST303**
Prereq: **ENVS197 OR EES199**

ENVS304 The History of Global Warming
Our planet is now hotter than at the beginning of modern industrialization, and more places on earth are on the brink of becoming uninhabitable due to extreme heat. There is little prospect that the steady rise of global surface temperatures is going to stop or revert anytime soon. We are only beginning to see the dangerous ecological and social consequences of this planetary heating up. With the collective failure to meet the Paris climate goals, the planet has entered a period described by Wim Carton and Andreas Malm as "The Long Heat." Drawing on their and the work of other historians and critical theorists, we will explore the past and future history of global warming, from the mass adoptions of first coal and later oil as the "prime movers" of industrial production, to the politically embattled introduction of alternative energy sources. We will ask why there has not been a large-scale transition to green energy, and why the proposed technological solutions to planetary overheating are so inadequate. Throughout the semester, we will pay close attention to the political, social, economic, and cultural causes that have shaped both high- and low-carbon technologies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST293**
Prereq: **None**

ENVS306 Ecology and Natural History of Freshwater Fishes of South America
South America has the highest diversity of freshwater fishes anywhere in the world. In fact, there are more than twice the number of mammals and about the same number of birds in the world. Why has this remarkable radiation occurred in a relatively short period of time? How can so many fishes coexist in the same rivers, utilizing the same resources? In this intensive course, we will travel to Colombia during spring break (March 7-21) in order to gain firsthand knowledge about the ecology and natural history of freshwater fishes in South America. We will learn about the ecological and environmental factors that contribute to perhaps the largest biological radiation on the planet.

Students will obtain firsthand experience with the South American tropics, freshwater fishes, and with doing experiments in the field. Each day there will be a combination of lectures and field or laboratory exercises. We will travel to and explore fish ecology in different types of rivers at different elevations. Students will gather and analyze data about biological, physical, and environmental issues that are covered in the lectures. The habitats that we explore will be both terrestrial and freshwater rivers. Our base will be at the Instituto Humboldt in Villa de Leyva, Colombia. We will interact with Colombian students who are studying ecology and biodiversity at the Institute in order to exchange ideas about current environmental issues.

All the costs of travel, lodging, and meals will be covered by the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL306, E&ES306**
Prereq: **None**

ENVS307 The Economy of Nature and Nations
On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek oikos, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the oikos over this period, from cameralism's vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, the course explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the "economy of nature," to the design of markets for carbon credits today.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST307, STS307**
Prereq: **None**

ENVS308 Comparative Urban Policy
Cities are home to more than half of the world's population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now--individually and collectively--major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives--from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what cities in the global north are learning from the cities in the global south, and how cities are bypassing toxic partisan politics in their nations' capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the city of Middletown.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT308, CEAS308, IDEA308**
Prereq: **None**

ENVS309 Animate Landscapes: Spirits and Sovereignty in Indigenous Religions
Scientific understandings of the world are grounded in a distinction between animate beings and inanimate matter, but people all over the world have understood land and landscapes as alive and filled with agency. Indigenous

religious practices often include relationships with mountains, rivers, glaciers, and other powerful "other-than-human persons" who must be respected, who can protect, but who are also feared. In the eyes of early Christians and often in contemporary popular culture, these animate and agentive landscapes can seem monstrous. We will explore medieval ideas about the Wild Man of the Forest, Indigenous and Feminist theory, and draw on case studies from North America, Siberia, Mongolia, and the instructor's fieldwork materials with landscape beings in Buryatia. The class will explore the different relationships human beings have with animate and sacred landscapes, think about the ramifications these relationships have for sovereignty over and in the "natural" world and why the idea that land is alive might be threatening. The course includes a 4 day/3 night trip to Penikese Island off Cape Cod for an immersive learning experience with the Gull Island Institute during Fall Break. The trip will be fully funded with no cost to the students). The trip is required, and in order to take the class you must be available to participate in this travel during Fall Break (10/24-10/27).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI306, REES306**
Prereq: **None**

ENVS311 Global Change Biogeography
On our home planet, Earth, the current geologic epoch is characterized by rapid changes to the environment due to human behavior. Biogeography examines the spatiotemporal distribution of life on Earth, from species to ecosystems and from landscapes to continents. How is anthropogenic climate change modifying the distribution and function of organisms and ecosystems? What can we learn from the evolutionary history of the life-planet system that can help us understand the possible impacts of future climates on the biosphere? To address these questions rigorously, we will explore primary literature from a wide range of theoretical and empirical studies. The course emphasizes inquiry, contact with primary literature, discussion, statistical and spatial coding, learning to obtain data, and visualization. The beginning of the semester provides an overview of physical geography and the Earth System, with field and data experiences that build remote sensing and spatial analysis skills. The second half of the semester is focused on the exploration of relevant scientific literature based on student interests and recent papers, as well as independent research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES312, BIOL312**
Prereq: **None**

ENVS312 Economics of the Environment and Climate
This course introduces environmental economics: we begin with the theory, including cost-benefit analysis, externalities, and concepts of economic efficiency that combine standard economic consumption with environmental benefits. We then turn to practical applications of the theory to policy questions: for example, in the contexts of air and water pollution, energy use, the economics of the climate, and sustainability. These topics will be treated mathematically using formal economic models and also acknowledge that the the field is heavily influenced by the natural sciences and policy constraints.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON310**
Prereq: **ECON301**

ENVS314 The Environmental Crisis and Nuclear Testing Narratives in Global Francophone and Arabic Cultures
This interdisciplinary course examines nuclear themes, with a particular focus on nuclear testing as depicted in novels, film documentaries, and poetry within Francophone and Arabic cultures. It emphasizes the profound impact of nuclear testing on human life and the environment. The course analyzes literature in French and English as well as visual materials (photography and films), archival materials, political writings, news articles, and websites. Students must possess reading ability in French and an interest in North African culture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM360, CGST316**
Prereq: **None**

ENVS315 Eat, Grow, Heal: The Anthropology of Food and Justice
This course uses the lens of justice to examine the politics of food. We will look at the cultural and political-economic dynamics of food production and consumption, considering questions of taste, class, labor, marketing, and food sovereignty. We will also examine the environmental and social impact of food production and the consumption choices we make, from organic, to vegan, to animal proteins, to foraging and hunting. We will use a range of texts, including ethnographies, theory, film/documentary/TV shows, creative nonfiction, fiction, cookbooks, blogs, and magazine articles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH312**
Prereq: **None**

ENVS316 Community Research Seminar
Small teams of students will carry out research projects submitted by local community groups and agencies. These may involve social science, natural science, or arts and humanities themes. The first two weeks of the course will be spent studying the theory and practice of community research. Working with the community groups themselves, the teams will then design and implement the research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC316**
Prereq: **None**

ENVS317 Colonizing Space: Exploration, Extraction, and Inhabitation
In his 2025 Inauguration Address, the US President promised that the nation "will pursue our manifest destiny into the stars, launching American astronauts to plant the Stars and Stripes on the planet Mars." What is "manifest destiny," and what does it have to do with outer space? Would planting a flag on Mars amount to claiming it as territory? And why is this administration setting its highest hopes on Mars? This course will track the ideological and colonial history of the Apollo era before approaching the scientific, economic, and legislative landscape of the corporate sector known as "NewSpace." It will explore the mythological underpinnings, narrative imaginings, and theological justifications for the unfettered exploitation and inhabitation of Earth, the Moon, asteroids, and Mars. Finally, it will ask whether an ethically and ecologically sustainable space program is possible.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI317, STS327**

Prereq: **None**

ENVS317F Colonizing Space: Exploration, Extraction, and Inhabitation (FYS)
Under its "Artemis Mission," NASA plans to put "the first woman and first person of color" on the Moon to build a permanent outpost. This lunar base will allow NASA to mine the Moon, extract precious metals from asteroids, and eventually colonize Mars--hopefully before China and Russia do the same. Thanks to recent legislation, NASA will rely throughout this mission on the rocket and extractive technologies of private corporations like SpaceX, Blue Origin, Moon Express, and Deep Space Industries, whose CEOs proclaim they are saving the human race by expanding it into space. It will also rely on the backing of the newly-created sixth branch of the U.S. military: the Space Force.

This course will track the ideological and colonial history of the Apollo era before approaching the scientific, corporate, and legislative landscape of "NewSpace." It will explore the mythological underpinnings, narrative imaginings, and theological justifications for the unfettered exploitation and inhabitation of the Earth and its cosmic neighbors. Finally, it will ask whether an ethically and ecologically sustainable space program is possible.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI317F, STS327F**
Prereq: **None**

ENVS318 The Politics of Death: The Living, the Dead, and the State
This course will explore the intersections between the living, the dead, and the state, focusing on the ways that death and the dead body raise particular questions and problems for different kinds of political regimes. The course will examine the collisions between the state and the dead, both symbolic and material, by investigating spaces where the state and death intersect in revealing ways: cemeteries, cremation, monuments, rituals, and religious institutions and cultures. The course will also follow, borrowing anthropologist Katherine Verdery's term, "the political lives of dead bodies," the ways in which states mobilize dead bodies to reconfigure the political order.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **HIST318, REES318**
Prereq: **None**

ENVS319 Animals in Film
Some of the oldest known visual art--the paintings on the walls of Chauvet Cave--appear to depict animals in motion. Today, 36,000 years later, humans are still deeply fascinated with depictions of animals and their actions, from television documentaries to animated films to viral Internet videos. John Berger argues in his famous essay "Why Look at Animals?," "animals are always the observed," while the "fact that they can observe us has lost all significance. They are the objects of our ever-extending knowledge." The history of film provides many examples to support Berger's claim. But can film also help us understand how animals see us, or the rest of the world? And what can film tell us about how we see and attempt to understand other animals? Through an examination of the history of animal depictions in documentary, animated, and live-action fictional films, this course will explore these questions and provide a deeper understanding of how the cinematic medium shapes our relationships with other species. Films may include Electrocuting an Elephant, The Hunters, Babe, The Bear, White God, Kedi, Stray, Gunda, and Zootopia.

Readings will include: John Berger, "Why Look at Animals?"; Andre Bazin, "What is Cinema?"; Anat Pick, "Vegan Cinema"; Anat Pick and Guinevere Narraway, "Screening Nature: Cinema Beyond the Human"; Gregg Mitman, "Reel Nature: America's Romance with Wildlife on Film"; Cynthia Chris, "Watching Wildlife"; Helen Hughes, "The Contemplative Response"; and Akira Mizuta Lippit, "Electric Animal: Toward A Rhetoric of Wildlife."

Examination and Assignments: A final project, film review paper, and weekly reflection papers.

Consent: No special consent required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Prereq: **None**

ENVS319Z Animals in Film
Some of the oldest known visual art--the paintings on the walls of Chauvet Cave--appear to depict animals in motion. Today, 36,000 years later, humans are still deeply fascinated with depictions of animals and their actions, from television documentaries to animated films to viral internet videos. In his famous essay, "Why Look at Animals?," John Berger argues that "animals are always the observed," while the "fact that they can observe us has lost all significance. They are the objects of our ever-extending knowledge." The history of film provides many examples to support Berger's claim. But can film also help us understand how animals see us, or the rest of the world? And what can film tell us about how we see and attempt to understand other animals? Through an examination of the history of animal depictions in documentary, animated, and live-action fictional films, this course will explore these questions and provide a deeper understanding of how the cinematic medium shapes our relationships with other species.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Prereq: **None**

ENVS320 More-Than-Human-Worlds: Theories and Fictions
How do we imagine the worlds of other life forms: what they know, what is meaningful to them, their ways of communicating? Which senses must we use and what forms of translation are necessary (if impossible) to turn their languages, their thoughts, their desires into our fictions or poetry or theory? What stories have been told and what stories could or should we tell in order to inspire more responsive and responsible relations between the diverse yet enmeshed worlds of human and non-human lives? These are some of the questions we will be asking as we move through a diverse range of writings about relations to other animals and to other worlds that are both within and beyond our own.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL310**
Prereq: **None**

ENVS321 Ecological Design II: Worn Out/Broken In
This course will function as a design studio that examines the afterlife of material production. While designers have traditionally focused their attention on the creation, distribution, and consumption of new products, this course asks students to carefully consider everything that follows those acts. By scrutinizing the use, care, maintenance, repair, and eventual demise of designed objects, students come to understand the intended and unintended consequences of making. Rigorous observation and research lead to the creation of analytic drawings and models for presentation at project reviews.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARST320, IDEA320**
Prereq: **ARST270 OR ARST235 OR ARST220**

ENVS322 Polycrisis: Investigating Our World Crisis of Ecology, Economics, Empire
Our world crisis of ecology, economics, and empire continues to interact and metastasize in surprising ways. It is shaking confidence in all of our established worldviews and in ruling elites everywhere. People are searching for big, urgent, powerful frames of analysis. This course will explore the interdisciplinary frame of polycrisis to characterize the newness, unprecedented scale, and pace of our planetary predicament. What is new and what is old about this polycrisis? Why is there no money for some things and plenty for others? Why is there a return of war? Why are people so angry? What should be done about the escalating ecological and climate crisis? And why, oh why is everyone talking about supply chains and industrial policy? In exploring these questions, we will pick up the lens of different academic disciplines, emphasizing their interconnections, with a focus on global political economy, namely the politics of who wins and who loses and how people and nations make justice. The four thematic units of this course will introduce students to: (1) Finance, analyzing distinct causes of recent financial crises and their unequal impacts on people and countries, spanning the 2008 global financial crisis, the 2010s eurozone crisis, the 2020s Covid Crisis, and the Global South debt crisis still unfolding today; (2) commodities (markets of energy, food, metals), trade, and the return of Industrial policy; (3) geopolitics, the return of war, (nuclear) arms races, the end of unipolarity, and the rise of multipolarity; and (4) the escalating climate and ecological crisis. Students will be expected to write a weekly blog post of 250-500 words responding to course material, and a final paper or collaborative media project. Grades will be based on in-class participation, assigned discussion leading, two written papers, or a final collaborative media project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Prereq: **None**

ENVS323 It's All Happening in the Cafeteria: The (In)Justice of School Food
The National School Lunch Program (NSLP) is a federally-assisted meal program operating in public and nonprofit private schools across the US. In FY 2022, the NSLP provided nearly 5 billion meals to children in preK-12th grade. Given the scale of this operation, school food serves as an important lever for food systems change and a window into food justice through examining production, procurement, distribution, and consumption. This course will look at school feeding programs to explore a variety of facets of the food system including school food policy (with state-level advocacy for universal free meals), farm-to-school, food service workers, and child and household food security. This course is intended as an advanced seminar for students with a background and interest in the related areas of food systems and social justice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **EDST323**
Prereq: **ENVS197 OR ENVS219F OR E&ES155 OR EES199**

ENVS324 Wood: Building with the Forest
This studio introduces students to full-scale design and construction through the production of a single, collaborative project over the course of the semester. Working from land-based research and precedent analysis, students develop a detailed design for a structure on a specific site in Middletown, then build it together in the field. Materials will be sourced from the northern hardwood forest and the design crafted to suit its ecosystem.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-ART**
Identical With: **ARST321, IDEA321**
Prereq: **ARST270 OR ARST235 OR ARST220**

ENVS325 Biocapital and the Commodification of Life
Karl Marx described capital as "dead labour, that, vampire-like, only lives by sucking living labour." But what happens when capital itself is alive? Biotechnological and scientific advancements have enabled the commodification and exploitation of living organisms and tissue at a scale barely imaginable in Marx's time, opening new global markets for the circulation of "biocapital." What is biocapital, and how might it transform our understandings of labor, value, property, and even life itself? Drawing on a variety of course material -- including critical theory, ethnography, literature, and films -- the seminar seeks to answer these questions by exploring the historical, socio-cultural, and political-economic dimensions of biocapital and the technoscientific processes employed to extract value from living things.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS323, ANTH323**
Prereq: **None**

ENVS327 The Microbial Fossil Record
This course invites students to investigate the fossil record of microbial life to reveal the outsized impact microbes have on Earth and environmental systems. We will explore topics such as the origin of life, micropaleontology, marine biogeochemistry, biological oceanography, environmental microbiology, and astrobiology. This course will present students with the opportunity to engage with primary literature, write integrative narratives, and craft microbially inspired creative works.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES327, E&ES527**
Prereq: **None**

ENVS328 Human Rights and Spiritual Ecologies of Indigenous Peoples
This seminar will explore the social, legal, and metaphysical aspects of indigenous spiritual ecologies and their relation to United Nations discourses, indigenous community media production, and land rights movements. We will consider how indigenous peoples both respond to legal frameworks and press their positions into national and international human rights standards, on issues ranging from governance to cultural survival, from environmental management to language policy.

A particular emphasis will be put on the Andean and Amazonian regions of South America, the Mesoamerican highlands (Chiapas, Guatemala), the United States, and the United Nations Permanent Forum on Indigenous Issues, but

students are encouraged to pursue their research projects across Abya Yala (the Americas).

This course focuses on developing critical thinking skills and places a special emphasis on writing and thoughtfully responding to the materials presented in class. Classes will not only consist of framework lectures and discussion questions, but also a combination of student panel presentations and writing in a collaborative environment. Participation in these activities is crucial to success in this course. Opportunities for student engagement in Manhattan at the April 2024 United Permanent Forum on Indigenous Issues are currently in development.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI316**
Prereq: **None**

ENVS329 Fire Ecology and Management
Fire is a fundamental ecological disturbance process that regulates the structure and function of plant communities worldwide. However, increasing aridity under climate change and shifting human land use in recent centuries have altered fire behavior, imperiling many species. This course explores the ecological and social aspects of fire and sustainable fire management on planet Earth. Students examine shifting fire regimes over time, from indigenous use of fire prior to European colonization of the globe, to contemporary fire management. Class participants study the effects of global climate change on fire regimes and how such changes influence contemporary fire regimes and human livelihoods. The course format consists of a mixture of lectures, field exercises, active class discussions, student presentations, and research papers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **E&ES329**
Prereq: **BIOL182 or ENVS197 or BIOL216 or EES199**

ENVS330 Special Topics: Ecopoetics - Experimental Poetry in the Anthropocene
How do poets speak for and from a world in flux and crisis? How do poets register and attempt to restore the degradation of the planet through language? How might altering the boundaries of conventional language use "through poetry" alter the bounds of conventional thinking and behaving, thus leading to more engaged and sustainable modes of living? This course, in part, will serve as a tour of contemporary eco-poets invested in looking at and caring for the current state of our planet through poetry. We will read poems that reflect the most critical environmental concerns of our time, and we will learn to see how these poems resist closure and are instead guided by exploration and interrogation in an attempt at reorienting our attention and intention as inheritors of this planet.

This is an advanced workshop for students committed to developing an understanding of eco-poetry's place in the more-than-literary world, as well as developing a personal eco-poetics from which to write. Students will choose an environmental topic to research and write in service of for the semester and, by the end of the semester, will have a project-centered collection of poems. There will be bi-weekly presentations on the poetry collections we read, in-class writing experiments, in-the-field experiments, and intensive workshops of participants' work. The class will culminate in an eco-book arts project and a reflective essay. Special attention will also be given to cultivating community and the benefits of sustaining an embodied artistic practice during extreme times and how doing so may benefit the health of the whole artist.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL340**
Prereq: **(ENGL216 AND ENGL336) OR ENGL337**

ENVS331 Race, Colonialism, and the Nonhuman
This course responds to growing scholarly attention to the entwinement of racial slavery and settler colonialism as foundational forces in U.S. society as well as to the relationships between colonial, racial, and ecological violence. Through materials from anthropology, Black studies, Indigenous studies, environmental history, and critical animal studies, this class will explore the entanglement of human and nonhuman difference--primarily in North America--both historically and in the present. Students will become familiar with conversations about racialization, settler colonialism, and the figures of the human/nonhuman that are increasingly prominent in anthropology as well as adjacent fields in the humanities and humanistic social sciences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **ANTH331**
Prereq: **None**

ENVS332 Botanical STS: Plants as Nature, Capital, Empire
Interest in the social and technoscientific lives of plants has been rising. Described as the Plant Turn or Critical/Transnational Plant Studies, this multidisciplinary field of study encompasses the social and environmental sciences, experimental humanities, and visual/sonic/literary arts. In this course, we will delve into contemporary works that situate the relationship between plants and botanical studies at the center of critical analysis and creative practice. What happens to notions of agency/intelligence, property/exchange, and power/knowledge when we think with and about plants? We will explore answers to these questions by engaging in three types of activities: readings and film screenings, field visits to botanical collections and agricultural stations, and online use of global plant databases.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS310**
Prereq: **None**

ENVS333 Media and Environment: In/Sensible Worlds
In this seminar, we will examine the relationship between media technologies, sensory apparatuses, and changing environments. How do various kinds of media shape perceptions and interactions with our surroundings, multispecies ecologies, and planet Earth? How might we study the environment AS media? These seemingly simple questions matter because, like never before, media and environment co-produce who/what becomes sensible or insensible--and, ultimately, available or not available for life. This seminar will include readings from the fields of Critical Media and Communication Studies, Feminist/Postcolonial Science, and Technology Studies, Environmental/Digital Arts, and Humanities. Importantly, we will examine a range of creative media projects that explore ecology, environment, and earthly survival: films, games, sensors, and web projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-SISP**
Identical With: **STS311, IDEA311**
Prereq: **None**

ENVS334 Pacific Ecologies
From the Whanganui River of the Whanganui Maori in Aotearoa (New Zealand) to Litekyan of the CHamoru people in Guåhan (Guam), Pacific Indigenous peoples' conception of the environment challenges the Western dichotomy that separates humans from nature. Grounded in islands and flowing with oceanic currents, this upper-level seminar will engage with Indigenous and migrant histories of what constitutes the "natural world," including attention to more-than-human relations. We will also examine the effects of militarism, imperialism, and climate change in shaping human-to-environment relations; and engage with how Pacific Indigenous peoples have led environmental movements rooted in Pacific genealogies, motivations, and worldviews. In doing so, we will examine how different perspectives of the environment and ecologies can influence notions of time and temporality in historical narration and writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST331**
Prereq: **None**

ENVS337 The Origins of Bacterial Diversity
Wherever there is life, there are bacteria. Free-living bacteria are found in every environment that supports eukaryotes, and no animal or plant is known to be free of bacteria. There are most likely a billion or more species of bacteria, each living in its unique ecological niche. This course will explore the origins of bacterial biodiversity: how bacteria evolve to form new species that inhabit new ecological niches. We will focus on how the peculiarities of bacterial sex and genetics facilitate bacterial speciation. Topics will include the characteristics of bacterial sex, why barriers to genetic exchange are not necessary for speciation in bacteria, the great potential for formation of new bacterial species, the evolutionary role of genetic gifts from other species, and the use of genomics to identify ecologically distinct populations of bacteria.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL337, BIOL537**
Prereq: **[BIOL182 or MB&B182]**

ENVS338 Nature and Nurture: The Interplay of Genes and Environment
Ever since Watson and Crick proposed the DNA molecule as a heritable genetic "code," biology has emphasized genes ("nature") rather than environmental influences ("nurture") as the primary agents of biological causation. This genetic determinism continues to shape perspectives beyond research, including such critical concerns as public health and human diversity. Recent insights to environmental and inherited epigenetic factors demand that we rethink this established view to build a more integrated understanding. In this advanced seminar, we consider how genetic and environmental factors jointly determine the development and behavior of organisms, including ourselves. After an initial series of lecture/discussion sessions on foundational concepts, this seminar course will consist of student-led discussions of scientific articles on genetic and environmental causes of specific diseases, capacities, and behaviors. Subject to class choice, possible topics will include: causes of lung cancer and of asthma; variation in IQ; the Human Genome Project; and "personalized medicine." Any 200-level course in genetics, development, or neuroscience can fulfill the required prereq; interested COE or other students without this background are encouraged to directly contact Prof Sultan to request a prerequisite override. Students gain understanding of scientific inquiry and interpretation, as well as specific knowledge of a range of human health issues and behavioral capacities. Through reading recent data papers, participating actively in small-class discussions, and giving short oral presentations, students will build their skills in critical thinking about biological and environmental questions and related ethical issues, scientific scholarship, and oral communication of scientific information.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL318, BIOL518**
Prereq: **BIOL214 OR BIOL218 OR [BIOL210 or MB&B210] OR [BIOL224 or NS&B224]**

ENVS340 The Forest Ecosystem
This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **E&ES238, BIOL346, BIOL546, E&ES538**
Prereq: **[BIOL182 or MB&B182] OR [ENVS197 or BIOL197 or E&ES197] OR EES199**

ENVS344 Renewable Energy and Negative Emission Technologies
This course explores renewable energy solutions society must transition to in order to mitigate global climate change. The course will focus on renewable energy technologies such as solar, wind (onshore and offshore), geothermal, biofuels, hydro, and wave power. It will also cover negative emission technologies including soil carbon sequestration, reforestation, and carbon capture and storage (CCS).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS, SBS-ENVS**
Prereq: **None**

ENVS347 Ethics, Ecology, and Moral Change
People commonly recognize that in facing global climate crises, we need to change our habits and practices. Yet our activities are bound up with our perceptions and with our embodied experience of value and possibility. This seminar dives into recent attempts to radically rework our ways of understanding and inhabiting the world. As the flip-side of environmental alienation is alienation from our embodiment, our sessions will incorporate movement and other challenges to sedentary classroom habits.

Given an account of thinking and action as always actively embodied and embedded in our surroundings, we will consider the hypothesis that shifts in action emerge together with shifts in perception. Radical accounts of metaphor and its uptake will help us develop accounts of perceptual change. Our readings will follow a variety of metaphorical directions, including animism and animacies, affordance and hyperobject, process, event and intra-action, native and other, inflammation and balance, dwelling and death, consumption and sustainability. How -- and with what risks and unexpected outcomes -- can these patterns of recognition help in orienting us to the challenges of environmental interdependence and volatility?

This course benefits from collaborative visits with philosopher-dancer Jill Sigman, via Wesleyan's Creative Campus Initiative. Sigman will co-shape discussion and activities during at least two of our sessions.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL347**
Prereq: **None**

ENVS348 Animals in Archaeology
This laboratory course will explore how zooarchaeological methods for analyzing animal bones and teeth excavated from archaeological sites allow us to reconstruct ancient human-animal-environmental interactions. We will cover a range of topics and techniques, including hands-on sessions for the identification and quantification of faunal remains. By the end of the course, students will be able to identify every bone in the mammalian skeleton and distinguish between the bones of common non-mammalian taxa. Additional topics will include ancient DNA in zooarchaeology, bone stable isotope analyses, human-caused extinctions, animal domestication, bone artifact production, and animal sacrifice.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ARCP, SBS-ARCP**
Identical With: **ARCP350, E&ES350**
Prereq: **None**

ENVS350 Environmental Justice and Sustainability
The US Environmental Protection Agency defines environmental justice as "the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies." Although we still have a long way to go in achieving this goal, over the last fifty years a vibrant environmental justice movement of racially-diverse activists and international coalitions has struggled to create a more equitable and sustainable world. Specifically, they have worked to expose and end the vastly disproportionate impacts of environmental degradation, climate change, air and water pollution, waste disposal, draught, wild fires, and famine on Black communities, Indigenous communities, and other communities of color around the globe. In this course, students will examine the environmental justice movement, its historical development, its strategies and tactics, and the many contemporary environmental harms it strives to eliminate. Discussions, films, readings, and an independent research project will introduce students to topics including environmental racism, environmental health, (un)natural disasters, climate refugees, agricultural and industrial pollution, international waste export, seed imperialism, food sovereignty, water contamination, reproductive justice, environmental reparations, the extinction crisis, and just forms of sustainability.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **STS349**
Prereq: **ENVS197 OR EES199**

ENVS350Z Environmental Justice and Sustainability
The United States Environmental Protection Agency defines environmental justice as "the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies." Although we still have a long way to go in achieving this goal, over the last fifty years a vibrant environmental justice movement of racially diverse activists and international coalitions has struggled to create a more equitable and sustainable world. Specifically, they have worked to expose and end the vastly disproportionate impacts of environmental degradation, climate change, air and water pollution, waste disposal, drought, wildfires, and famine on Black communities, Indigenous communities, and other communities of color around the globe. In this course, students will examine the environmental justice movement, its historical development, its strategies and tactics, and the many contemporary environmental harms it strives to eliminate. Daily readings and discussions, weekly films, and an independent research project will introduce students to topics including environmental racism, environmental health, (un)natural disasters, climate refugees, agricultural and industrial pollution, international waste export, seed imperialism, food sovereignty, water contamination, reproductive justice, environmental reparations, the extinction crisis, and just forms of sustainability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **STS349Z**
Prereq: **None**

ENVS352 Energy and Modern Architecture, 1850-2020
This seminar explores the evolution of mechanical systems for heating, ventilating, and cooling in modern architecture from the mid-19th century to the present. The aim is to show how architects, engineers, fabricators, and urban governments worked to develop modern systems of environmental controls, including lighting, as means of improving both the habitability of buildings and health of their occupants. The course will trace the adaptation of technical innovations in these fields to the built environment and how those responsible for it sought to manage energy and other resources, such as funds and labor, to create optimal solutions for different building types, such as factories, theaters, assembly halls, office buildings, laboratories, art museums, libraries, and housing of various kinds, including apartment buildings for higher- and lower-income residents. An important theme will be the relationship of energy systems for individual buildings and urban infrastructure, including water systems, electrical, and other utilities. The last part of the course focuses on contemporary green, or sustainable, architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling, LEED certification, wind and geo-exchange energy, green skyscrapers, net-zero energy buildings, vertical farming, and zero-carbon cities in the United States, Europe, and Asia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA352**
Prereq: **None**

ENVS357 AI, Algorithms, & Power
This seminar offers an interdisciplinary approach to the study of artificial intelligence, cybernetics, and robotics. Students will critically engage with "generativity" as a social theoretical concept: as a structural effect of capitalist accumulation, as a metaphor for creativity, and as an ethos for futures of care. The course begins with texts in the history of technology that examine the extraction of labor and environmental resources to power artificial systems under racial capitalism. Students will engage with feminist cyborg studies to consider how categories and classifications of humanity and intelligence have organized techniques of resource extraction. The seminar continues with contemporary scholarship on the constructions of intimacy and affect in social robotics and care infrastructures.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **STS357**
Prereq: **None**

ENVS358 Post-Animal Agriculture: Biotechnology, Alternative Proteins, and the Future of Food
The burgeoning alternative protein industry seeks to use biotechnological innovations to produce animal products outside the bodies of animals. With the long-term potential to entirely remove animals from the industrial food system, the successful implementation of these new technologies could ameliorate many of the negative impacts of animal agriculture on the environment, human health, and animal welfare. But what are the social, political-economic, and ontological implications of a post-animal food system, and how might they transform human relations with animals currently used for agriculture? How might these innovations transform understandings of food categories like meat and dairy, and how likely is their commercial success? This seminar will draw on ethnographies, legal analyses, design theory, media coverage, techno-economic analyses, and speculative fiction to examine the recent historical development of the alternative protein industry and its potential impacts on the futures of both food production and interspecies relations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS358**
Prereq: **None**

ENVS359 Space Design for Performance
In this course, students will study, construct, and deconstruct the performative space, whether in the theater or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including close reading, concept development, visual research, renderings or drawings, model making and drafting. In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements. Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA359, DANC359, IDEA359**
Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

ENVS360 Art and Ecology, 1960s to the Present
This seminar examines the place of ecological thinking in modern and contemporary art since the 1960s. Through a series of case studies, we will explore a range of approaches, from works investigating systems of interconnecting flows binding the living and non-living, to interventions that more directly confront ecological destruction and climate emergency. Projects of activist immediacy will be considered alongside works of more distanced aesthetic experimentation, across a range of modalities including lens-based media, performance, painting, site-specificity, and sculpture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA360**
Prereq: **None**

ENVS361 Living in a Polluted World
This course treats the occurrences and origins, natural pathways, toxicologies, and histories of the major environmental contaminants. We all know about lead and its effects on humans, but how about cadmium and hexachromium, or the many unpronounceable organic contaminants, usually referred to by some acronym (e.g., DDT, POPs)? We also deal with the larger topics of CO2/climate change, the environmental nitrogen-oxide balance, and eutrophication of coastal waters (the "dead zones"). To be effective in this course, students will need basic high school/college-level proficiency in chemistry and math as we will delve into aspects of geochemistry, geology, toxicology, environmental law, and some simple modeling. The class consists of lectures, one problem set, one Hg-in-hair class study, and a class project on lead in drinking water in the Middletown area. This is also a service-learning course, providing environmental outreach to the larger Middletown community on local pollution.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **E&ES361**
Prereq: **None**

ENVS365Z Writing 21st Century Science
Twenty-five years ago, the landscape of biology looked very different. As the century began, the "rough draft" of the Human Genome was nearly complete, a year ahead of schedule. Biomedical scientists envisioned an era of unparalleled progress, leading in a straight line from the new DNA sequence data to human health and behavior. At the same time, new technologies were expected to produce genetically modified crops that would end global hunger. Any evolutionary impacts of climate change on animals and plants in nature were thought to be far in the future. Instead, molecular insights have uncovered unexpected factors in development and disease including epigenetics and the microbiome. Genetically modified crops have led to unforeseen threats to their wild relatives, while constructed ecosystems are providing completely new ways of farming. For natural populations, twenty-first century biologists are scrambling to understand the human-caused evolutionary changes taking place within our lifetimes. Tools are available not just to decode genes but to edit them, at once raising new possibilities and urgent ethical questions.

This course invites students to grow as writers by engaging with these new areas of scientific investigation in an intensive workshop format. Drawing on common content from recent journal articles, Q&A sessions with guest researchers, and a virtual field trip to an innovative farm, students will unpack contemporary biology by explaining the basic science in their own voices, while considering the science in larger societal contexts through connections to their own knowledge and experience. Through science journalism pieces, blogposts, Powerpoint slideshows and researcher profiles, students will learn to communicate cutting-edge scientific findings in clear, non-specialist language. The course will build strengths in communication and collaboration through individual writing and revising, active peer editing, and in-class workshopping of each piece, in a collective student-led format. In place of a final exam, students submit a final essay reflecting on their experience in the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL365Z, STS369Z, WRCT301Z**
Prereq: **None**

ENVS369 Ecological Resilience: The Good, the Bad, and the Mindful
This course will examine the concepts of resilience, fragility, and adaptive cycles in the context of ecosystem and social-ecological-system (SES) structures. These concepts have been developed to explain abrupt and often surprising changes in complex ecosystems and SES that are prone to disturbances. We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory.

All of the terms--resilience, fragility, adaptation, restoration, reconstruction--are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **E&ES342, BIOL368**
Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]**

ENVS374 Food Security: History of an Idea
The Food and Agricultural Organization of the United Nations has held that "food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life." This course is a history of food insecurity as a material condition and a geopolitical concept for explaining uneven access to provisions. Although we begin with the emergence of food security as a concept during World War II, we will spend the majority of the course studying other ways of organizing access to the means of subsistence. Topics discussed will include why human beings share food, the invention of agriculture, transportation infrastructure, international trade, food aid, agricultural research and development, poverty, conflict, and famine.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST374, STS374**
Prereq: **None**

ENVS376 The Artist in the Community: Civic Engagement and Collaborative Dancemaking
Through both theoretical analysis and practical application, students will grow their understanding of community-based performance and collaborative art-making. Grounded in readings and seminar discussions about the practice and process of community-based art, students will apply their learning through community-engaged research. Through direct practice, students in the course will explore how collaborative performance can address local issues, spark community dialogue, and encourage civic participation--whether on a college campus, in a neighborhood, or across a city.

Class meetings will take place virtually during the semester. Student research and project development will be conducted in person. Note: This course includes required Spring Break travel to work on a Forklift Danceworks project. Travel expenses for the trip are paid by the University.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **DANC376, THEA376**
Prereq: **None**

ENVS382 Physical Chemistry for the Life Sciences
The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of physical chemistry in the life sciences. Theory, methodology, and biophysical concepts are distributed throughout the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B381, CHEM381, MB&B581**
Prereq: **(CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

ENVS383 Anthropocene as Modern Grand Narrative
The Anthropocene refers to the new age in which humankind started to have a significant impact in altering or rupturing the Earth's systems, where the Earth is now moving out of its current geological epoch (the Holocene) and into "a less biologically diverse, less forested, much warmer, and probably wetter and stormier state." (Steffen, Crutzen, and McNeill 2007, Sciences Module, 614). This course begins by examining the debates on the definition and periodization. It then explores precursors to the concept of the Anthropocene, such as Confucian and Daoist writings on the taming of the natural environment for human needs, the catastrophism versus uniformitarianism debate, and contesting definitions of sustainability. Finally, it looks at how recent works of environmental history engaged with the concept of the Anthropocene and brought our attention to the impact of the transition from organic economy to carbon economy. Is the Anthropocene a new meta-narrative that professes to be the theory that explains all human activity? Is the Anthropocene a call to arms for environmental justice? Is the Anthropocene just a declensionist fairy tale--one that leads us down a dead end, throwing up our arms in resignation over the irreversible destruction of the natural environment?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST382, STS382**
Prereq: **None**

ENVS387 History of the End
How will it end? Scientific hubris, a nuclear event, an asteroid, environmental disaster, overpollution, resource scarcity, commodity price spikes, riots, social chaos, social control? This seminar investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-HIST**
Identical With: **HIST387, STS387**
Prereq: **None**

ENVS388 Beyond Growth: Agrarian Visions
The era of endless growth has reached a point of crisis. In the face of climate catastrophe and widening inequality, of the proliferation of pointless work and spiraling burnout, it has become increasingly common to question the idea that human progress comprises ever-increasing levels of production and consumption. And yet in spite of a slew of attempts to transform the situation, from the Occupy movement to the recent mainstreaming of degrowth economics, it seems that things are only intensifying. How did we come to inhabit this world in which labor and economic growth are seen as ends in themselves? And how might we begin not just to refuse such understandings of labor and growth, but to imagine different forms that they might take? In this course we will confront these questions, exploring the relationship between labor, production, and human flourishing. We will begin by studying foundational articulations of this relationship from thinkers like Max Weber, Karl Marx, and Hannah Arendt, looking as well at the unique place that agricultural production, cultivation, has been understood to occupy therein. We will then turn to the agrarian realm as a particularly potent site from which to trouble and extend our conceptions of labor and growth, examining visions of spiritual labor, anticolonial resistance, and more-than-human entanglement in theoretical and literary texts from Leo Tolstoy, M.K. Gandhi, Mahasweta Devi, J.M. Coetzee, and others. Through our readings and discussions, we will learn to identify and critique the normative claims on which our current energy-intensive, exhaustion-inducting circumstances are based. At the same time, we will cultivate the skills required to seek out and imagine alternative forms of work, community, and the good life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM388, COL387, ENGL334**
Prereq: **None**

ENVS391 Senior Colloquium: Environmental Studies
This course provides an opportunity for students to share and workshop their environmental studies senior capstone projects. Each student will present a live or videorecorded report to the class once during each semester. Before their presentation, the student will make available readings and questions they have regarding the most challenging issues about their research project. Classmates will prepare for each student's presentation by reviewing the materials made available before class. During class, students will discuss and critique each project with the goal of 1) improving the depth and content of senior capstone research projects and 2) sharing project content and goals among the wide range of student interests across the environmental studies major.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

ENVS392 Senior Colloquium: Environmental Studies
This course provides an opportunity for students to share and workshop their environmental studies senior capstone projects. Each student will present a live or videorecorded report to the class once during each semester. Before their presentation, the student will make available readings and questions they have regarding the most challenging issues about their research project. Classmates will prepare for each student's presentation by reviewing the materials made available before class. During class, students will discuss and critique each project with the goal of 1) improving the depth and content of senior capstone research projects and 2) sharing project content and goals among the wide range of student interests across the environmental studies major.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

ENVS398 Burnout
Moderns have excelled at exhausting themselves, their others, and the planet. In this seminar we will explore the disposition toward depletion as a constitutive problem of life and thought in the twentieth and twenty-first centuries. Why do we wear the world out and who do we become in so doing? We will examine "burnout" as a condition connecting psychic, political, aesthetic, and ecological distress in the simultaneously listless and overexcited present. Convening resources from philosophy, history, anthropology, political theory, literary studies, and contemporary art, we will consider, among other things: fossil fuels, neoliberal economic thought, enervation and nervous over-animation, stimulants, thermodynamics, empty calories, extravagant gift-giving, geological science, secular finitude, the "End of History," the loss of utopias, and deficits of attention.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM399, COL399**
Prereq: **None**

ENVS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENVS402 Individual Tutorial, Undergrad
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENVS403 Senior Essay: Environmental Studies
All ENVS majors are required to complete a senior capstone project in a form that is approved by their primary major with a topic that is approved by the student's ENVS advisor. In the event that the student cannot find a mentor for their capstone project, the student may complete a special written research project to meet the research requirement. The topic must be approved by the ENVS advisor and progress must be reported to both the ENVS advisor and the Program Director during the fall semester. The written project is a senior essay, using primary sources and must concern an environmental topic from the perspective of the student's primary major. The senior project is due at the senior thesis deadline. It will be the responsibility of the ENVS Program Director to find a suitable reader to evaluate the written work.
Offering: **Host**
Grading: **OPT**

ENVS404 Senior Essay: Environmental Studies
All ENVS majors are required to complete a senior capstone project in a form that is approved by their primary major with a topic that is approved by the student's ENVS advisor. In the event that the student cannot find a mentor for their capstone project, the student may complete a special written research project to meet the research requirement. The topic must be approved by the ENVS advisor and progress must be reported to both the ENVS advisor and the Program Director during the fall semester. The written project is a senior essay, using primary sources and must concern an environmental topic from the perspective of the student's primary major. The senior project is due at the senior thesis deadline. It will be the responsibility of the ENVS Program Director to find a suitable reader or to evaluate the written work.
Offering: **Host**
Grading: **OPT**

ENVS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ENVS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ENVS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ENVS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENVS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ENVS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ENVS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ENVS427 Central Asian Music Ensemble
The Central Asian Music Ensemble is dedicated to the study and performance of music from a region at the crossroads of Eurasia, encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan. Established in Fall 2023, the ensemble currently comprises Kazakh and Kyrgyz plucked and bowed lutes, plucked zithers, end-blown flutes, clay ocarinas, jaw harps, frame drums, and other percussion instruments. Students learn the basic techniques of playing the instruments and singing in a variety of regional styles while exploring the history and cultural significance of music in nomadic and sedentary Central Asian societies through individual tutorials, group rehearsals, and engagement with visiting artists from Central Asia. In addition to playing traditional and contemporary repertoires from the region, students are encouraged to compose and improvise with ensemble instruments. Previous experience with string or wind instruments such as the guitar, violin, cello, or flute is desirable but not required. Students from diverse backgrounds are welcome to participate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC427, MDST427, REES227**
Prereq: **None**

ENVS465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

ENVS467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ENVS469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

ENVS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ENVS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ENVS493Z Summer Research Fellowship
This course is open to students engaged in summer research fellowships and receive .25 credit upon successful completion of a summer research educational experience. Summer Research Fellows conduct independent research with faculty mentors in one or more departments. Students must satisfy the requirements of the fellowship and complete the course assignments in order to receive credit. Requirements are specific to the program students are sorted into (CIS, COE, QAC, or Other). Please see your program's webpage for details. Please email scienceresearch@wesleyan.edu with any questions.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CIS493Z, QAC493Z**
Prereq: **None**

FEMINIST, GENDER, AND SEXUALITY STUDIES (FGSS)

FGSS102F Sex and Sexuality in Islam (FYS)
Islamic societies have long traditions of commentary about the body and sexuality. Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims throughout time. Instead of essentializing the Islamic "viewpoint" on sexuality,

we will survey the variety of opinions and ideas about sex from medieval Islam to the modern world. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and modern sex manuals and debates, among other sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct in Islam, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL102F, RELI102F, HIST120F**
Prereq: **None**

FGSS105 Body, Self and Society (FYS)
In this course we explore the relation between the body, self, and society, and how the body can be viewed from social and cultural perspectives. We will examine the social construction of the normative body, looking at these in relation to gender, race, sexuality, and ability/disability and other social categories, and also consider representations of marginalized bodies. We will look at the coding of bodies in gendered, classed, racial, and ethnic terms, and consider how bodies 'figure,' so to speak, in current political struggles. We will also pay attention to how embodiment is felt and experienced, not as a universal site for perception, but rather as a potential space of feeling social difference and differentiation. The course will use a range of texts and materials from a range of scholarly fields, including feminist and queer theory, phenomenology, philosophy of mind/embodied mind theory, the medical humanities, and disability studies, and will look at representations of the body in film, social media, performance art, and other cultural sites.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS113F Reproductive Politics (FYS)
This course explores the history and current status of reproductive politics in the United States. Particular attention will be given to the intersection of scientific and bioethical concerns with matters of social difference and cultural meaning. Issues covered will include: the history and legacy of the birth control movement; the ideological construction of "infancy" and "childhood"; changing attitudes towards pregnancy and childbirth; conceptions of parenthood; abortion rights; the fetal personhood debates; the regulation of pregnancy within institutionalized settings; disability, selective abortion, and genetic engineering; race, gender, and reproductive justice; and more.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST115F**
Prereq: **None**

FGSS115F Reporting from the Inside: Journalism, Activism, and Intimacy (FYS)
What is the role of the reporter in today's divided and divisive America? While one approach has been to dip into the lives of others, get the story, and get out, this class will focus on pursuing the deeply human stories that matter most to you, guided by your own experience so that you can intimately connect with your subjects, your world, and yourself. From Black Lives Matter to the #MeToo movement to LGBTQ and Trans Rights, we are seeing writers and activists reporting events in real time, as they happen to and around them, celebrating the journalist as participant. This is hardly a new phenomenon. Many major historical moments--the Great Depression, the fight for Civil Rights and Women's Rights, the AIDS crisis--have had reporters on the inside, covering their own communities. In this First Year Seminar, students will immerse themselves in this kind of "intimate reporting" and its historical contexts, and also create a newsroom of their own design: learning the fundamentals of journalism through story idea meetings, research, and interview strategies; editing and fact-checking techniques; social media engagement; and pitching their work. Students will leave the class with a portfolio of writing that explores, from their own points of view, issues of gender, class, race, and sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS118 Reproduction in the 21st Century
This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL118, PHIL118, STS118**
Prereq: **None**

FGSS121F Are You a Feminist? (FYS)
Taking our cue from Beyoncé and the debates her music has produced, this First Year Seminar investigates the meaning of feminism by considering how writers, artists, activists, academics, and public intellectuals discuss the topic. Students' curiosity about feminism - as topic, politics, identity, and practice - will guide class meetings where we will discuss readings by prominent feminist writers, scholars, and critics. Students will leave the course with a clear sense of themselves as writers and thinkers, as well as an understanding of the ways in which gender and sexuality intersect with race, class, and other social identities and of the multiplicities of feminisms in our contemporary moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **WRCT121F, ENGL121F**
Prereq: **None**

FGSS123 Love, Sex, and Marriage in Renaissance Europe
This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to: How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123, MDST125**

Prereq: **None**

FGSS123F Love, Sex, and Marriage in Renaissance Europe (FYS)
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about homosexual love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123F, MDST125F, WLIT249F**
Prereq: **None**

FGSS123Z Love, Sex, and Marriage in Renaissance Europe
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, the Italian Peninsula, the Low Countries, Portugal, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about "homosexual" love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how have contemporary (21st-century) writers reimagined Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123Z, COL123Z, MDST125Z, WLIT249Z**
Prereq: **None**

FGSS130F Thinking Animals: An Introduction to Animal Studies (FYS)
In 1789, British philosopher Jeremy Bentham wrote: "The question is not, 'Can they reason?' nor, 'Can they talk?' but, 'Can they suffer?'" This question, which challenged the social and legal norms of the 18th century that denied sentience to non-human animals, has influenced disciplines across the social sciences and humanities to focus on what has more recently become known as, "the question of the animal." Bentham's question has sparked centuries of debate about the sentience of non-human animals and our relationship to them. In this course, we will examine a range of theories and representations of "the animal" to understand the desire to tame or objectify animals (through zoos, factory farming, and taxidermy), as well as why they are often conceived of as guardians of inaccessible experience and knowledge, and how the human and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality. Readings may include Poe, Kafka, Derrida, Bataille, Haraway, and Coetzee (among others).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL130F, ENVS130F**
Prereq: **None**

FGSS164F Hurting (FYS)
This course examines representations of harm (both received and enacted) at the intersections of race, gender, class, and sexuality. Through engagement with both artistic and social movements, we will explore questions about the ethics of representing pain. How do artists navigate depicting pain without simply reproducing violence? What constitutes an effective apology? (How) can complexly narrating the harm one has inflicted on others offer a reckoning rather than an excuse? How might we consider the relationship between identity and formal artistic choices, and how might such considerations open onto a more rigorous engagement of the social spaces texts make? How might we imagine and enact ecologies of care in the midst of ongoing histories of harm? We will consider these questions across media and genre and amidst structured self-reflection.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS175F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL175F, AMST125F, AFAM152F, THEA172F, COL125F**
Prereq: **None**

FGSS187 From Shirtwaists to Hoodies: Fashion and Public Life
Pictured prevalently and worn close to the body, fashion is a powerful and personal means of expression and documenting public life. With a focus on the United States, this course presents a loose chronology of fashion, from the late nineteenth century to today, through a selection of themes that will allow students to consider it in terms of its social, political, economic and aesthetic impact. Through the interplay of image, clothing, and text, each week, we will explore the fashion industry from various perspectives, examining the key role makers and consumers play in constructing fashion both historically and today. Guest speakers and museum visits will enhance these perspectives. Specifically, we will question the ways we deploy dress and style to document public life, from the personal to the political, and how it informs our material and visual relationships with the world. In addition to lectures and readings discussion, class time will be allotted to students' fashion documentation projects. Fashion theory will also be introduced to ground our explorations of fashion, variously as a pictured and cultural entity, embodied practice, site of technological innovation, and tool for shaping one's identity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL187, IDEA187, SOC265**
Prereq: **None**

FGSS188 Introduction to History: Revolutionary Women
"I do not think the war would have been won without the women.... Now women have to liberate themselves." The fighter Maudy Muzenda's reflection on the role of women in Zimbabwe's liberation war speaks to a broader pattern in global history. Women have been central to the radical transformation of societies in Africa, Asia, Europe, and the Americas from the early modern era to the present. In this course we will examine revolutionary women who took up arms and others who protested for improved working conditions, voting rights, sexual liberty, and human rights. Our cases will include the history of political revolutions in France, Cuba, Russia, and China, as well as in Zimbabwe. We will also explore the critical role of women in the global Industrial Revolution, the Suffrage Movement, the rise of international feminisms, and the everyday struggles of women in multiple sexual revolutions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST188**
Prereq: **None**

FGSS200 Sex/Gender in Critical Perspective (FGSS Gateway)
Feminist, gender and sexuality studies is an exciting interdisciplinary field that addresses gender, sex, and sexuality as well as related issues of race, class, nation, and citizenship across multiple disciplines, epistemologies, methods, and vantage points. At its most fundamental, the field addresses how persons are identified and identify themselves as similar to and different from each other and the relation of these categories of difference to power relations. The study of feminist and queer thought on sex/gender and sexuality offers a critical lens through which to examine social structures and social problems, inequality, difference and diversity, identity and the self, belonging and community, and the possibility of social change, among other topics. This course will offer a broad introduction to the field and provide a foundation for further study of specific areas of interest. The primary goals are to (1) explore the multiple ways feminist and queer scholars have understood sex, gender, and sexuality; (2) explore different methods and styles of feminist thought and expression; (3) situate these in time and place, with attention to historical and cultural contexts; and (4) explore the intersections of sex, gender, and sexuality with race, nation, and other categories of difference. The course will cover aspects of first-wave feminism (e.g., suffrage and the abolitionist movement); second-wave feminism and critical theories of sex/gender; and contemporary feminism, including queer theory, intersectionality and race, and transnational and postcolonial feminism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS200F Sex/Gender in Critical Perspective (FGSS Gateway)(FYS)
Feminist, gender and sexuality studies is an exciting interdisciplinary field that addresses gender, sex, and sexuality as well as related issues of race, class, nation, and citizenship across multiple disciplines, epistemologies, methods, and vantage points. At its most fundamental, the field addresses how persons are identified and identify themselves as similar to and different from each other and the relation of these categories of difference to power relations. The study of feminist and queer thought on sex/gender and sexuality offers a critical lens through which to examine social structures and social problems, inequality, difference and diversity, identity and the self, belonging and community, and the possibility of social change, among other topics. This course will offer a broad introduction to the field and provide a foundation for further study of specific areas of interest. The primary goals are to (1) explore the multiple ways feminist and queer scholars have understood sex, gender, and sexuality; (2) explore different methods and styles of feminist thought and expression; (3) situate these in time and place, with attention to historical and cultural contexts; and (4) explore the intersections of sex, gender, and sexuality with race, nation, and other categories of difference. The course will cover aspects of first-wave feminism (e.g., suffrage and the abolitionist movement); second-wave feminism and critical theories of sex/gender; and contemporary feminism, including queer theory, intersectionality and race, and transnational and postcolonial feminism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS201 Queer Theories
This seminar will give you a solid foundation in queer studies. Although "queer" is a contested term, it describes -- at least potentially -- sexualities and genders that fall outside normative constellations. This theory-based, reading-intensive seminar considers multiple genealogies of queer theory, from foundational texts and authors in queer theory, queer of color critique, trans theory, and crip theory, to lesser-known but critically important interventions. Structured as a series of conversations, we explore multiple locations of theory and notions of "queer." Rather than understanding queer studies as a singular school of thought, we will continuously problematize queer studies as a mode of analysis, asking: What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its failures? What is the future of queer? This course is excellent preparation for a queer studies concentration in American studies. Students should expect to end the semester confident of their ability to read and draw on a range of queer theories.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST201**
Prereq: **None**

FGSS202 Feminist and Queer Methods Across the Disciplines
This course aims to better equip students to conduct rigorous and politically-engaged interdisciplinary research by exposing them to (and inviting them to reflect on) the range of methodological approaches that feminist and queer thinkers employ across the humanities and social sciences. Engaging feminist and queer uses of such methods as oral history, ethnography, visual-cultural analysis,

literary criticism, and archival research, we will explore how feminist and queer thinkers intervene in dominant knowledge production. Further, we will consider how, in our own research, feminist and queer commitments might necessarily reshape how and what kinds of questions we ask, how we select and marshal evidence, and how we engage our subjects and objects of analysis. Students will be expected to practice using methods that are unfamiliar to them and to reflect on their relationships to power, method, and disciplinarity as they develop their own research programs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS203 Sex and Sexuality in Islam
Islamic societies have long traditions of commentary about the body and sexuality. Medieval Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims, both historically and in the contemporary world. Instead of essentializing the Islamic "viewpoint" on the body, we will survey the variety of opinions and ideas about the body that Muslims have held. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and contemporary sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature. While the course primarily focuses on the premodern period, it will also delve into contemporary Islamic discourses.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL202, RELI208**
Prereq: **None**

FGSS204 Invoking the Earth Mother: Ecofeminisms and Indigenous Spiritual Ecologies
Over the past 50 years, a radical reshaping of our relationship to the organic world has infused national economic strategies, United Nations discourses, indigenous land rights movements, environmental legal frameworks, and a subtle mainstreaming of neopagan ritual practices and goddess worship in the Americas. This seminar will explore the social, legal and metaphysical aspects of myriad eco-feminist and indigenous spiritual ecologies. We will explore these worldviews and ritual practices from animist, pantheist, monist, and panentheist perspectives, with a particular focus on gender constructs, implicit and explicit, within these movements. What is the relationship between the 1970s environmental movement and the rise of Goddess worship in the U.S.? Between the United Nations and Amazonian ayahuasca practitioners? Legally, Should Trees Have Standing (Stone 1972)? Politically, Is the Goddess a Feminist (Hiltebeitel & Erndl 2000)? Is Mother Earth, ultimately, empowering for LGBTQ2S folks? Engaging emerging podcasts, shamanic documentaries, social manifestos, and provocative religious studies texts, students will wrestle with a profound set of humanistic questions that may prove crucial to our survival as a species, namely: under what circumstances do we successfully invoke the gods to self-regulate the ecologically destructive practices of our late-stage capitalism? Who invokes who, how and when, shared where? To whom do we tend to listen on these matters, and why are they quaked to speak?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI204, ENVS213**
Prereq: **None**

FGSS206 Feminist Technoscience: Making Bodies, Bits, and Bombs
This course focuses on feminist transnational approaches to the study of science and technology. It introduces students to a range of critical and experimental figurations, post/decolonial theories and methods, and interdisciplinary reading and writing practices proposed by leading and emerging scholars who shape today's vibrant field of feminist STS. While the various approaches share strong commitments to justice, difference, and collective agency, they don't always mean the same thing. Students will learn to unpack affinities, tensions, and radical possibilities for living with greater care and less violence in a more-than-human, more-than-Western world. The course has three parts. Part I grounds students in canonical texts that have opened up multiple pathways for critically examining patriarchy, war, and technoscientific progress. These texts challenge binaries and hierarchies of nature-culture, organism-machine, modern-traditional, center-periphery and so on. Part II focuses on analyses of colonialism and racial capitalism, and the material-discursive apparatuses deployed to reconfigure how bodies, bits, and bombs come to matter. Part III looks at new works that refuse the end of history and propose a pluriverse of bold alternatives.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS210**
Prereq: **None**

FGSS209 Feminist Theories
How does "feminist" (a political commitment) modify "theory" (an intellectual practice)? We will address this question by reading a range of contemporary feminist theorists working to analyze the complex interrelations of social differences (gender, race, class, sexual orientation, religion, and so on), and relations of social domination and economic exploitation in a globalized world. The question "what is to be done?" will oversee our work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **ENGL208**
Prereq: **None**

FGSS211 Queer Pop Culture
This course introduces students to the intersections between sexualities and popular cultures in historical and contemporary contexts, focusing on queerness(es). We think about the politics of sexuality in and across a range of cultural forms -- including fashion, food, music, cinema, and beauty. We attend to how normative and non-normative notions and forms of sexuality are shaped by differences of race, language, ethnicity, gender, class, religion, region, and nationalism. We think of pop culture in an expansive way, that is, as everyday cultural forms, texts, practices, products, spaces, and histories that we engage with, use, enjoy, and participate in. We draw on women of color feminist studies, transnational feminist studies, global cultural and media studies, and queer/trans of color studies to explore the politics of sexuality through an intersectional framework across a range of public cultures and arts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

FGSS211Z Sexual Politics
This subject introduces ideas developed in feminist theory about the social and political construction of areas of experience relating to the body, gender and sexuality. Issues analysed in the subject include transsexualism, reproduction, pornography, sex work, sexual violence and sexual orientation. Students who complete this subject should be able to understand the ways in which issues connected with the body and sexuality are socially and politically constructed, understand the ways in which the construction of masculinity and femininity affects the learning and regulation of such areas of experience, and apply a variety of feminist approaches to the analysis of these issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS216 Global America: Gender, Empire & Internationalism Since 1890
This course explores the cultural history of America's relationship to the world across the long 20th century with particular attention to the significance of gender and sexuality. We will locate U.S. culture and politics within an international dynamic, exposing the interrelatedness of domestic and foreign affairs. While exploring specific geopolitical events like the Spanish-American War, World War I and II, and the Global Cold War, this course emphasizes the political importance of culture and ideology rather than offering a formal overview of U.S. foreign policy. How have Americans across the 20th century drawn from ideas about gender to understand their country's relationship to the wider world? In what ways have gendered ideologies and gendered approaches to politics shaped America's performance on the world's stage? How have geopolitical events impacted the construction of race and gender on the home front? In the most general sense, this course is designed to encourage students to understand American cultural and gender history as the product of America's engagement with the world. In so doing, we will explore the rise of U.S. global power as an enterprise deeply related to conceptions of race, sexuality, and gender. While reading key American studies texts in the history of the United States and the World, we will also examine films, political speeches, visual culture, music, and popular culture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS217 Key Issues in Black Feminism (FGSS Gateway)
This course surveys key issues in the historical development of black feminist thoughts and practices through readings of canonical works especially from the 1980s and '90s that contribute to this extensive body of knowledge. Our aim is to engage black feminist and womanist theorists, activists and artists from the diaspora who are exploring intersections of race, class, sexuality, religion, and other indices of identity affecting their daily lives. To that end, we will take an interdisciplinary approach to unpacking the historical tensions and politics and poetics in theory/practice, representation/self-making and expression/performance. We will also examine more recent turns in #BlackLivesMatter, #SayHerName and #BlackGirlMagic and conclude with Post-Zora Interventions--feminist interrogations on the borders anthropology, art, and activism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **ANTH201**
Prereq: **None**

FGSS218 Introduction to Queer Studies
This course will examine major ideas in the field of queer studies. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based identities as they have been formed within the contemporary United States. We will explore the idea of sexuality as a category of social identity, probing the identities of lesbian, gay, bisexual, and transgender to try to understand what they really mean in various cultural, social, legal, and political milieus. In doing so, we will ask, What does it mean to study queerness? What do we mean by "queer studies"? How do institutions--religious, legal, and scientific--shape our understandings of queer identities? In what ways do sexuality and gender interact, and how does this interaction inform the meanings of each of these identity categories? How do other social categories of identification--race, ethnicity, and class--affect the ways in which we understand expressions of queerness? Moreover, what does studying queerness tell us about the workings of contemporary political, cultural, and social life?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST218**
Prereq: **None**

FGSS219 "The History that Hurts": Reading Saidiya Hartman
This course will introduce students to the major works of the Black literary theorist and cultural historian Saidiya Valarie Hartman (b. June 25, 1961), who was named a 2019 MacArthur "Genius" Fellow in Literary History and Criticism and American History. After graduating from Wesleyan in 1984, Hartman earned her PhD in American Studies from Yale in 1992; she is currently a professor in the Department of English and Comparative Literature at Columbia University. Students enrolled in this course will read and write about Hartman's trilogy of scholarly monographs: "Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America" (Oxford University Press, 1997); "Lose Your Mother: A Journey Along the Atlantic Slave Route" (Farrar, Straus and Giroux, 2007); and "Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals" (W. W. Norton, 2019). Finally, if her new book project is published before the syllabus is finalized, then students enrolled in this course will also read and write about Hartman's fourth scholarly monograph (tentatively titled "N Folio: An Essay on Slavery and the Archive"").
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM219, ENGL218**
Prereq: **None**

FGSS220 Literature and Black Feminism: The Dramas of Black Capital
This class explores Black women's fiction as a mode of critique and intervention into Black Americans' complicated relationships with social and economic capital in the wake of US chattel slavery. How do Black people negotiate the transition from being to owning property? How does the persistence of capital, even in the absence of the system of racial slavery that ushered it into being, continue to shape Black institutional access and Black intramural relations? How are white, Western regimes of value--constructed as they are through the production of racial-sexual difference in dominant habits of thought and representation--contested and, at times, recapitulated in Black social life? How does Black women's literature take up these questions, and what about Black women's literature uniquely equips it to meet this challenge? Ultimately, the course takes seriously Black women's literature as Black feminist thought, exploring how it indicts and imagines beyond the violence of modern racial capitalism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **AFAM222, ENGL213**

Prereq: **None**

FGSS222 Identity and Jewish Literature: Sexuality, Race, and Gender
What, if anything, is Jewish literature? What, if anything, does it tell us about the history of the people called Jews? This course explores those questions through a variety of sources from Jewish writers, including Sholem Aleichem, Cynthia Ozick, Franz Kafka, I.B. Singer, and others (flexible based on student interest). Through these readings, we will explore how Jewish literature relates to broader questions of sexuality, race, gender, colonialism, etc., as well as specific questions of Jewish history, like the Holocaust and the state of Israel. All works will be read in translation and no previous knowledge of Jewish studies or Judaism is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST222, RELI222**
Prereq: **None**

FGSS223 Sex, Money, and Power: Anthropology of Intimacy and Exchange
Sex and money--intimacy and economy--are often imagined to occupy distinct and separate spheres. Sex and intimacy are located in the private or domestic realm, in spaces of leisure, feelings, care, and personal connections. Money and economy, on the other hand, are purportedly public, located in the market and tied to labor, rationality, and impersonal (non)-relations. This course brings these spheres together, focusing on the links, exchanges, and circuits between the intimate and the economic in diverse cultural contexts.

Drawing on anthropological, feminist, Marxist, queer, and critical race theory, we will build

working definitions of key concepts: intimacy, division of labor, domestic labor, sexual labor, exchange, commodity, value, neoliberalism, consumer culture, and more. We'll test, apply, critique, and expand these concepts as we work through ethnographic case studies on contemporary sex work and tourism, marketing and pornography, reproduction and domestic labor, marriage, class and sexual lifestyle, labor and care work, and sex stores and commodities. We will connect economic, cultural, and political formations with race, ethnicity, nation, sexuality, class, and gender, scaling up to consider global and transnational exchanges and down to consider how these circuits impact families and communities. Throughout, we will ask: Whose labor is valued and recognized, and why? How do bodies accrue value, and in what kinds of marketplaces? When are intimacies--sexual and social--commoditized? How is race, gender, and sexuality central to these exchanges? How do new transnational circuits constrain and/or empower people? And finally, who benefits from these relations, and who does not?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH203**
Prereq: **None**

FGSS224 Mystics and Militants: Medieval Women Writers
In this class we will read a wide range of works written by European women between ca. 1100--1400, including courtly, devotional, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the antifeminist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical religious experience, heresies, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL232, MDST238, RL&L231**
Prereq: **None**

FGSS226 Performance Curation as Relational Praxis
When we hear the word "curator" we might think of the iconic fictional character of Bette Porter--someone who works in a museum or gallery with a vision for how paintings, sculptures, and wall texts are put together for a show. In this class we will expand on this idea of the curator to explore what happens when we add performance to the task of curation. Or, put differently, we will ask what happens when we remove performance from the more theatrical tradition to add it into the gallery and museum space. Thinking between performance studies, visual art, and museum studies, this course explores the role of the performance curator. Connecting performance curation to community engagement, social practice, and transformative justice, we will explore the ways in which performance might address questions of racial inequality, gender variance, class access, and dis/ability. We will ask: How does performance live in art institutions? How do you compensate a performer for a fleeting piece of work? How does performance help us reimagine the space of the art institution itself? Does performance curation make possible new genres of performance? Can, and how, might we apply its practices back to more traditional theater contexts at the university, in the art world, and beyond?

In this class students will explore theories of performance curation as a practice of not only selecting and choosing, but of building relationships. We will look at museum shows, arts organizations, and performance scholars to eventually build individual proposals for our own performance events. Artists and scholars to be discussed include Nivald Acosta, Mariana Valencia, Justin Allen, Morgan Bassichis, Jamie Shearn Coan, Ralph Lemon, Thomas Lax, Adrienne Edwards, Tourmaline, Carolyn Lazard, The Poetry Project, Center for Experimental Lectures, Wendy's Subway, Adult Contemporary, and more.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA216**
Prereq: **None**

FGSS227 Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa
The 1929 Women's War is a touchstone for women's history in Africa. By 'sitting on a man' women in Nigeria shocked colonial authorities and demanded economic rights and a public voice. These unruly women danced in protest and rioted (sometimes nude), but their actions were not uncommon sights for their African audience. African women across the continent had long wielded power as queen mothers, prophets, and traders. Others challenged the constraints of ordinary domestic life through their labor, dress, or spirit possession. Gender and contested authority are central to everyday life and politics in Africa. In this course, we will study the history of political and domestic authority on the continent with special consideration for the ways in which gender, sexuality, and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of gender in African history. However, students who satisfactorily complete the course will be able to write knowledgeably about the major debates surrounding gender and sexuality in Africa. Major themes include: spiritual authority; domestic and sexual life; the division of labor; and the impact of colonial rule and post-colonial politics. We

will examine how women (and also men) have grappled with these intricate social and political relations from the pre-colonial period into the post-colonial era.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST226**
Prereq: **None**

FGSS228 Performing Identities (FGSS Gateway)
Despite the ways that "difference" matters in our social world, identity categories--particularly race, class, gender, and sexuality--are largely constructed. This course uses "performance" as a lens through which to better understand the constructedness of identity. Further, it explores how minority artists and theorists mobilize art and "performance" in their efforts to scrutinize these identity categories' coherence and authority. We will explore the following questions: To what extent can "identity" be understood as a biological truth? How do historical and political needs shape how categories of difference appear? What political potential might art and performance generate, especially for helping us to imagine beyond our current identificatory regimes? Ultimately, this course suggests that the "performativity" of identity might suggest possibilities for undoing its real oppressive implications.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS229Z Thinking with Octavia Butler's "Wild Seed"
Blend: Monday and Thursday class time synchronous; additional class hours asynchronous.

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

The seminar unfolds part-synchronously (via Zoom) and part-asynchronously (via writing assignments, screenings, and research project check-ins). Twice-weekly virtual meetings will be centered on presentations of research projects that students will develop over the course of the month, engaging a particular theme or question that they will identify in Butler's work. As such, the syllabus texts are subject to change. Students will be expected to read "Wild Seed" in its entirety in advance of the first class and to have begun thinking about topics they might explore for their presentation and research project (the former being preparation for the latter). The seminar's asynchronous component will consist primarily of weekly writing exercises asking students to reflect on how the assigned texts converse with Butler's novel and vice versa and to comment on one another's analyses. Shared annotatable pdfs will be used to generate conversations about the readings outside of class and to identify questions and topics for discussion. The professor will consider proposals for a creative final project, but it, too, will require substantive research.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **AFAM228Z**
Prereq: **None**

FGSS230 Contemporary Korean Cinema and Society
This course offers an in-depth exploration of contemporary Korean cinema from the late 1990s to the present, emphasizing its intricate relationship with societal issues. Students will engage with a diverse array of films that not only demonstrate the artistic innovations of Korean filmmakers but also reflect the dynamic sociopolitical landscape of South Korea. Through guided analyses of film texts, we will employ various critical perspectives, including auteurism, national cinema, cultural studies, and genre theory, to enhance our understanding of cinematic narratives. A central focus of the course will be the examination of how gender, sexuality, and identity are portrayed in contemporary Korean films. Additionally, the course will investigate the impact of economic factors and transnational influences on the production and reception of Korean cinema, including the rise of genres such as "K-horror" and the rhetoric of transgressive violence. All films will have English subtitles, and all readings will be available in English; no prior knowledge of Korean film, history, or culture required. Join us on this captivating cinematic journey as we explore the intersections of films and society in contemporary Korea.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS239, WLIT230**
Prereq: **None**

FGSS231 Black Women and the Sacred
This course examines how Black women engage spiritual practices, in and beyond religious traditions to remake an anti-Black world. Black women have famously been called the "mule of the world." In this role, the Black woman is beast of burden, property, ungendered, enslaved. As such the Black woman constitutes a limit for the normal, the human, and thus the religious. In the study and practice of religions in the modern, western world, Black women are included through exclusion as heretics, demons, and witches. Nevertheless, Black women and their practices across normative formations of nation, race, and religion have cultivated social practices, ideas, and communities which form a counter-poetics, a counter-mythology, and an otherwise possibility of what religion, unbounded and non-normative might be. This course examines typical accounts of Black women in different religious traditions, but more importantly, the course examines how Black women's practices upset normal accounts of nation, race, gender, sexuality, and religion. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI211, AFAM210**
Prereq: **None**

FGSS232 Gender and Spirituality in the United States
Reclaim your goddess energy. Worship at the altar within. Celebrate your moon cycle. Good vibes only. Messages like these invite women to sanctify themselves, find meaning in the workings of their bodies, and connect to supreme natural

forces. They also have powered spiritual and political movements over the past 70 years. While we might we be inclined to relegate an interest in astrology, crystals, aromatherapy, yoga, or reiki to the realm of hobbies or health practices, this course will instead provide a more nuanced view. We will learn the historical and religious contexts of contemporary American spiritualities, particularly as they have been practiced by and marketed to women. We will answer questions such as: How different is spirituality from religion? Why has spiritual practice been commodified and gendered feminine since the New Age era of the 1960s? How has women's spirituality reflected changing ideals of womanhood and the feminine over time? Throughout the class, we will read and listen to popular spiritual content and contextualize it within broader struggles over identity, sexuality, and feminism. In particular, we will interrogate issues of religious appropriation and consider the effects of contemporary movements on the communities who have cultivated sacred practices for centuries.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI210**
Prereq: **None**

FGSS233 Global Queer Studies
This course explores global experiences of LGBT/Q life, bringing an explicitly transnational lens to a field too often dominated by U.S.-centered perspectives.

Drawing on queer ethnography and film, we will explore the contours of queer and trans life around the globe, from the lives of gay men in Indonesia to Muslim yan daudu in Nigeria, gay tourism in post-Revolutionary Cuba, queer mati work among working-class Afro-Surinamese women, lesbian activism in India, LGBT asylum claims in Canada, the queer art of Carnival in Trinidad and Tobago, the everyday lives of lalas (lesbians) in China, and and the transnational lives of Filipino gay men in New York. Our aim is to challenge and expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative) and to center the ways sexual/gendered identities, cultures, and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST233, ANTH233**
Prereq: **None**

FGSS233Z Writing the Body
How does the body write? Do we trace our words with fingers and toes, with a pen and paper, with flour or glitter or dust or the soles of our feet? Can the written word remind us that we are more than our eyes or our heads? Writing the body is an attempt to link the worlds of the written and the somatic through the act of writing. This class is both a generative creative writing course and a theoretical exploration of the ways in which the body has been rendered in literature, poetry, and philosophy. Putting queer studies, disability studies, Black studies, and Indigenous studies into conversation with prose, plays, and poetry, students will explore different strategies of embodied writing. Looking to the work of Maggie Nelson, Jean-Luc Nancy, Eileen Myles, Christina Sharpe, Aisha Sabatini Sloan, Melissa Febos, Hortense Spillers, Eve Tuck, Billy Ray Belcourt, Torrey Peters, Wendy Ortiz, Lidia Yuknavitch, Jordy Rosenberg, Gabrielle Civil, Ursula Le Guin, adrienne maree brown, and Frank O'Hara students will produce a written work that moves promiscuously between theory and creative nonfiction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA236Z, ENGL255Z, DANC236Z**
Prereq: **None**

FGSS234 Queer Russia
Russia is accustomed to playing the role of the "evil empire." The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called "gay propaganda"--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES235, RULE235, RUSS235**
Prereq: **None**

FGSS235 Writing on and as Performance
This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and staging live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Toni Morrison, Lidia Yuknavitch, Oliver Baez Bendorf, Glenn Ligon, Eve Sedgwick, Fred Moten, and Billy Ray Belcourt, this course will challenge students to craft ideas and arguments by enhancing critical and creative writing skills. We will experiment with style and form from academic arguments, to performance lectures, artist interviews, and free-form creative prose essays. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists. Students will also be asked to complete hybrid creative writing assignments in response to prompts that imagine writing as always in conversation with performance. More specifically, students will write pieces about embodiment, sound, and the visual. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for "insurrection" (Moten) and "listening in detail" (Vazquez).

This course encourages students to experiment with their writing practices. Over the course of the semester students will be asked to write four separate creative/critical pieces, all of which will be workshopped in the space of the classroom.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA235, ENGL278**
Prereq: **None**

FGSS236 Activism and Theories of Change
In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United

States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. We will apply concepts and lessons from past movements to explore organized actions intended to protect communities and resist authoritarianism in our current climate. What strategic, ethical, or moral questions are raised by various types of protest and communications? What do history, research, and current events teach us about what causes social change? How do we measure whether various strategies and tactics work? The instructors will draw on their own experiences as activists for women's rights, queer rights, and social and economic justice. The course will be co-taught by Distinguished Visiting Professor of Public Policy Leslie Gabel-Brett and guest instructor Beverly Tillery, former Executive Director of the Anti-Violence project in New York City, who will focus on the ways BIPOC and Queer BIPOC communities are reshaping the social justice landscape by addressing the safety of trans people, challenging the gender binary, and rethinking accountability and the carceral legal system. We will allow time to apply the course concepts to events occurring in real time during the semester. The instructors are deeply committed to maintaining a safe space for inquiry and learning where divergent opinions are welcome and respected. This course will be relevant to students interested in public policy, feminism, racial justice, gender and sexuality studies, and other social sciences, and will provide useful insight for current and future organizers and activists, lawyers, and public policy advocates.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL235, AFAM235, IDEA235**
Prereq: **None**

FGSS239 Animal Theories/Human Fictions
The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL238, ENGL252**
Prereq: **None**

FGSS240 The Gendering of Music in Cross-Cultural Perspective
This course presents a critical examination of issues explored and debated in recent studies of gender, sexuality, power, identity, and music from diversified music traditions, including Western art music, popular music, and world musics. Drawing upon interdisciplinary discourse on theories of feminism and gender, gay and lesbian musicology, as well as queer theory in ethno/musicology, through case studies and analysis of various musical examples, we will investigate the following topics: women's multiple roles in the historical and contemporary practices of music; desire, sexuality, and women's images in music; and how gender ideology, contextualized by sociocultural conditions, both constructs and is constructed by musical aesthetics, performance practice, creative processes, and the reception of music.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC291**
Prereq: **None**

FGSS241 Writings from the Abyss: Andean Women Authors Between Territory, Memory, and Body
This course explores literature written by Andean women through a lens that centers the body, gender, and territory as key axes of resistance writing. We will ask ourselves how authors from regions such as Peru, Bolivia, and Ecuador -- from the mid-20th century to the present -- articulate their experiences and genealogies from positions that engage with ancestral knowledge, Indigenous worldviews, Andean spiritualities, and political memory. The selected texts highlight representations of the female body as a site of conflict, pleasure, maternity, trauma, and rebellion. Topics will include the coloniality of gender, state violence, language and orality, racialization, and sexual dissidence. The course is organized thematically and combines literary analysis with approaches drawn from cultural studies, Andean feminisms, and decolonial theory. Readings will include texts written in Spanish as well as bilingual or translated works from Quechua, Aymara, or Kichwa, alongside visual materials, interviews, and digital archives when relevant.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN240, LAST239**
Prereq: **SPAN221**

FGSS242 Intimate Histories: Black Women's Sexuality
Black feminist theory teaches us that African American women have historically confronted racism and sexism in addition to other forms of oppression. How has this experience shaped the sexual lives of everyday black women and famous figures? This course places the sexual at the center of African American women's history. It will examine how regimes of violence have intervened in black women's sexual freedom, from intimate bonds to reproduction to same-sex desire. It will cover black women's resistance to these regimes; to their sexual agency in diverse spaces from the plantation to the porn industry. This course will also tackle the enduring impact of the Jezebel stereotype in the history of black women's sexuality. Using primary and secondary sources, this class will fundamentally investigate the significance of African American women's sexual history in the histories of American sexual, racial, gender, and class politics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM242, HIST258**
Prereq: **None**

FGSS243 Television: The Domestic Medium
Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course.

We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH244, FILM349**
Prereq: **None**

FGSS244 Feminist and Queer Theories of Social Reproduction
This course will introduce students to the study of social reproduction and power with an emphasis on feminist, queer, and transnational approaches to inquiry and action. We will begin by exploring key methodologies and theoretical framings for understanding contemporary "American" cultural, social, and political formations both within and beyond the territorial U.S., focusing on the effectiveness of discursive and historical modes of critical analysis. The subsequent sections of the course will turn to three case studies of the historical routes and transnational implications of U.S.-based political discourses around (1) population control and reproductive justice, (2) abolition and the prison-industrial complex, and (3) debt and higher education. By engaging with each area of inquiry through theoretical, historical, and grounded activist texts, we will think through the possibilities for utilizing academic work in concert with movement-based engaged scholarship to address the uneven distribution of life chances and the potential of imagining the world otherwise.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC244**
Prereq: **SOC151**

FGSS245 Intersectionality and Identity (FGSS Gateway)
Intersectionality has emerged as a central motif within both social analysis and political debate. We will examine the origins of this framework within black feminism and women-of-color activism, as well as the way this framework traveled to, and is used within, sociology and other disciplines. The course will also address critiques of intersectionality that have emerged within and outside of feminist theory, and extends the concept of intersectionality to think through intersections between various social identities and social institutions such as capitalism and colonialism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC245**
Prereq: **None**

FGSS246 Girlfriend, Sister, Self: 20th-c. Black Women's Writing
This course will examine textual and visual constructions of the girlfriend, sister, cousin, and daughter in 20th-century black women's writing. We will read works by Toni Morrison, Alice Walker, Veronica Chambers, and Marita Golden as narratives of women loving women (sexually and not) and as sites through which to engage black women's subjectivity more generally. In this course we will attend to the interior landscapes of individual black female subjects as well as the social landscapes that produce and/or complicate notions of love, kinship, friendship, and self. We will draw on African American literary theory, queer and affect theory, and black cultural memory as well as turn to influential works by bell hooks, Deborah McDowell, Kevin Quashie, and Valerie Smith, among others. How do writers of the period imagine and articulate the relationship between black women and their others?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM244**
Prereq: **None**

FGSS247 Gender and Power in Chinese Literature
This course explores the intersections of gender, power, and performance in Chinese society. Drawing on literary and historical sources, theories of gender and sexuality, and with reference to media forms such as theater and film, we assess the significance of gender as an analytical framework for studying Chinese literature, culture, and society. What power dynamics drive conceptions of gender and gender ideology in Chinese literature and history? And how do discussions around gender roles and sexuality change in the modern and contemporary periods? Course topics include: Chinese feminism; depictions of women in classical literature; gender roles, family, and marriage; conceptions of the body; constructing identities; women writers; the "new woman"; themes of cross-dressing; classical romance narratives; gender performance in Chinese theater; queer narratives; and more.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS240, WLIT229**
Prereq: **None**

FGSS250 The Renaissance Woman
This course takes seriously the socioeconomic, cultural, religious, and physical restrictions placed on women writing in the 16th and 17th centuries. Through a selection of literary works, we will examine the ways in which early modern women exercised considerable authorial agency in the poetic-fashioning of the literary tropes, genres, and forms of thought that they inherited. Often re-forming, reinventing, revising, and re-imagining poetic spaces, these women developed their own styles of critique and creation from within their historically specific concerns. This course recovers works that were frequently written out of the study of the early modern during the 18th, 19th, and 20th centuries in order to grapple with the imaginative voices of women writing under the constraints of their time.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL250**
Prereq: **None**

FGSS252 Guns and Society
Students will discuss some of the key questions that animate the emerging interdisciplinary field of gun studies, considering guns as objects and symbols and as sites of both shared and contested meanings in everyday life. Readings will include recent scholarship about the evolution of gun technologies and the changing place of guns in U.S. society, from the colonial era through to the present day, exploring how the history of guns in U.S. history is relevant to other histories, including studies of race, gender, class, labor and capital, social movements, and military and civilian life. Special focus will be put on visual studies, museum studies and public history, science and technology studies, public health, and legal history. Assignments include four shorter (2-page) papers and a 15-page final research paper. Each student, working in small groups, will also deliver a 10-minute presentation and have opportunities for site visits to local museums and gun violence memorials such as the Coltsville National Historic Park (Hartford), Springfield Armory National Historic Site (Springfield, Massachusetts), and the Connecticut Gun Violence Memorial (New Haven).

(This course is a prerequisite for individualized humanities "labs" designed for students to delve into a particular aspect of the topic of guns and society in

a more applied way in the spring semester, through special projects that can include an individually designed research paper, a museum/archives project, a theater sketch, a podcast, a high school teaching module, an art project, an exhibit in a local museum, an oral history project, or a syllabus, among other possibilities to be discussed with the instructor.)
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST231, STS231**
Prereq: **None**

FGSS255 Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences that form sex work, as well as the way in which prostitution is used as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **SOC256**
Prereq: **SOC151**

FGSS255Z Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences which form sex work, as well as the way in which prostitution is utilized as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationships? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world. The course will be taught synchronously, but students who are in time zones that would make participation difficult will have an asynchronous option.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC256Z**
Prereq: **None**

FGSS256 Social Movements
How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce some of the major ways scholars have approached such questions and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including racial justice, class, gender, and sexuality-based activism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC246**
Prereq: **SOC151**

FGSS258 A Celebration of Women in Jazz: A Critical Analysis of Gender
How can we take the lessons of Jazz with us into other spaces? In this course, students will study Women in Jazz and examine the broad impact of our social structures and power systems to consider how the lessons of Jazz can help us navigate our future. How can we take the values of Jazz, such as improvisation, listening skills, democracy, a celebration of diversity, and equity work, and use our agency to effect change for the better in our communities? This course will examine the traditionally male-dominated nature of Jazz, its history of misogyny, and underrepresentation of women and other gender expressions. Students will learn in general about the musical art form of Jazz, its history as Black American music, and its unique qualities including improvisation, the blues, and swing. There will be a strong focus on listening to music from women musicians, and students will learn how to actively listen to jazz and all music. Together, we will look at case studies of successful women musicians and composers from the history of Jazz through the present, reading biographical information and reviewing their performance and compositional contributions. Musicians may include Mary Lou Williams, Carla Bley, Terri Lynn Carrington, esperanza spalding, Nina Simone, Billie Holiday, Ella Fitzgerald, Melba Liston, Lil' Hardin Armstrong, Dinah Washington, Abbey Lincoln, Toshiko Akiyoshi, and Marian McPartland.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **ENVS256, AFAM256, MUSC256**
Prereq: **None**

FGSS262 "Before the 'Body' there is the 'Flesh'": Reading Hortense Spillers
This course will introduce students to the major works of the black feminist theorist and literary critic Hortense J. Spillers (b. April 24, 1942), one of the greatest essayists and most gifted intellectuals of our times. While her published writings are legion, Spillers is perhaps best known for her scholarly article titled "Mama's Baby, Papa's Maybe: An American Grammar Book" (originally published by Diacritics in 1987). In addition to "Mama's Baby," then, together we will read and engage at close range with the essays collected in "Black, White, and in Color" (published by the University of Chicago Press in 2003) in order to reveal the extraordinary complexity and clarity of her thought.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-AFAM**
Identical With: **AFAM264, ENGL261**
Prereq: **None**

FGSS267 Revolution Girl-Style Now: Queer Performance Strategies
Looking to the rich cultural history of queer and feminist performance in the U.S, this course examines performances of gender, sexuality, obscenity, and refusal. In this class, we will ask how the terms "feminist" and "queer" come to determine a specific piece of theater or performance art. Is it the author's own political affiliation that establishes the work as feminist? Is it the audience's reading that gathers a work of art under a queer rubric? Furthermore, where

does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing in on strategies for engaging the many meanings of the words "queer," we will pair theoretical readings with theatrical sites.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA267**
Prereq: **None**

FGSS268Z Gender and History: Global Feminist Theories and Narratives of the Past
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book Male Daughters, Female Husbands: Gender and Sex in an African Society (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. For the first three weeks of the summer session we will focus on 1) Producing a Gendered Discipline 2) Feminist Theories and Sexualities and 3) Gender in the Archive. In the final week, students will produce a final research paper relating to one of four possible themes: International Feminisms, Women's Rights, Queering Histories, or Gender and Labor. Our readings for the week will guide an in-depth discussion of each topic. The course is especially appropriate for prospective history and feminist, gender and sexuality majors (this is a gateway course for FGSS), though all students interested in using gender as a category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST291Z, COL323Z**
Prereq: **None**

FGSS269 Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book "Male Daughters, Female Husbands: Gender and Sex in an African Society" (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category.

This seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST291, COL323**
Prereq: **None**

FGSS271 Bad Sex
In a 2003 op-ed in support of same-sex marriage, conservative New York Times columnist David Brooks writes, "Anybody who has several sexual partners in a year is committing spiritual suicide. He or she is ripping the veil from all that is private and delicate in oneself, and pulverizing it in an assembly line of selfish sensations." Brooks is far from alone in this critique of promiscuity. What is it about "casual encounters" and hookup culture that so disturbs? Why is sex a magnet for anxieties about selfishness and irresponsibility? Why do we think of anonymity and intimacy in sex as mutually exclusive? What do we make of desires that are politically troubling? On what basis are particular forms of sex and sexuality vilified or valued? Is love the antidote to sexual hedonism, or hedonism in disguise? This course will consider widespread cultural anxieties about sex, sexuality, desire, and pleasure from sociological and psychoanalytic perspectives.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **SOC269**
Prereq: **SOC151**

FGSS272 Knowing Their Place: Two Centuries of Women Generating Wonder in the Natural World
This seminar will examine the intersection of natural science, women's history, and poetic prose through the writings of Rachel Carson and the female nature writers who both preceded and succeeded her, including Mary Treat, Anna Botsford Comstock, Mabel Osgood Wright, Annie Dillard, Terry Tempest Williams, Robin Wall Kimmerer, Camille Dungy, and others. These women looked closely at the natural world and wrote intimately on botany, birdwatching, and the ecology of their local landscapes, teaching their readers to feel wonder and a sense of connection with place. What does it mean to know a landscape or an ecosystem intimately? How does a sense of place become political? How does gender affect perspective on the natural world and environmental stewardship? Each student will put these ideas into play in a portfolio of place-based personal essays.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS272, WRCT272**
Prereq: **None**

FGSS273 Unruly Knowledges: Remixed Methods and Creative Practices
This course offers an introduction to methods for all students who are interested in experimental, critical and creative approaches to research and scholarly inquiry in the social sciences and humanities. This course examines a variety of methodological approaches used in feminist studies, queer studies, and trans studies as (comparatively newer) fields of inquiry into complex intersections of sexuality, gender, race, nation, state, disability, class, ethnicity, religion, and diaspora. We draw from disciplines and fields in the humanities and social sciences (including literary studies, cultural studies, anthropology and sociology, history, and urban studies) and explore how scholars in feminist, queer, and trans studies have used, re-used, mixed, and re-mixed methods, including ethnography, archival research, close reading, oral history, and creative

work. Through these (re)uses and (re)mixes, feminist, queer, and trans studies scholars have provided rich and complex questions of methodology (the study of method) and epistemology (the study of knowledge), and draw attention to how methodology and epistemology are intricately and inextricably linked. How do we know what we know about where, when, and whom -- and why does it matter, and in what ways? Considering questions of methodology and epistemology is particularly powerful and urgent for questions of sexuality and gender precisely because these terms gather together categories of intense attachment, categories and forms of experience, desire, value, belonging, infrastructure -- in other words, categories and forms of power -- produced through frames of race, citizenship, diaspora, disability, class, ethnicity, religion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS274 Self & Social Transformation
Racism, sexism, and classism are deeply ingrained in our habits and feelings. It seems that in order to change objective conditions we need to change ourselves and our communities. But given that our habits and feelings are often unconscious and resistant to change, how do we philosophically go about doing this? This class tries to answer this question. It starts theoretically with ancient Greek and ancient Chinese virtue ethics as well as Foucault's later work on self-transformation. It then takes these concepts/theories and sees them in action in contemporary movements of self/community transformation. We start with a paradigmatic political activist movement of self-transformation: the Black feminist transformative justice movement with the goal of prison abolition. But as we progress, we will explore less obvious and seemingly more mundane movements of self- and community transformation such as Saba Mahmood's dawa movement from Egypt, Weight Watchers, and finally "ballroom" culture from Detroit. Anthropological ethnographies of these movements will help show how we can self-reflexively shape our own habits and transform ourselves.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL274, ANTH274**
Prereq: **None**

FGSS275 Feeling Black Feminism
In this course we will explore the connected histories of the "felt life of black feminism" (Nash 2019) and Black feminist contributions to empowerment movements both inside and outside of the academy. Our class proceeds by reading some of the seminal texts that circulate as theory in US academic Black feminism alongside 20th and 21st century memoirs and poetry to explore how Black feminists articulate the relationship between their politics and the everyday psychic negotiations that comprise moments of rage, anxiety, melancholy, tenderness, joy, etc. This course engages in the study of collective minoritarian affect, feelings, and emotions as well as outlines their relationship to Black and/or women's liberation movements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **AFAM274, AFAM275**
Prereq: **None**

FGSS276 Black Performance Theory
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheilye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA266, AFAM266, ENGL263**
Prereq: **None**

FGSS277 Feminist Philosophy and Moral Theory (FGSS Gateway)
This course explores the dialogue between feminist concerns and moral theory. It will explore not only how moral theory might support certain central feminist insights and aims but also why some feminists cast doubt on the project of "doing moral theory." Does the language of existing philosophical moral theories (reason, fairness, equality, utility, human nature, rights) sufficiently allow articulation of feminist problems? If not, how can feminist moral theorists move us beyond the grip of familiar gender-loaded oppositions? After surveying a range of perspectives on feminism and philosophy, we will give a deep reading to three book-length developments of feminist ethics: one from a Kantian perspective, one focused on care, and one focused on virtue ethics. As a gateway course for the FGSS program, this course serves to introduce critical thinking about the construction of gender and the intersection of gender with race, ethnicity, class, and sexuality.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL277**
Prereq: **None**

FGSS278 Magick and Her Practices, of Late
In this course we ask why paganism and Goddess worship have become "the fastest growing American religion," examining the tensions between science and society that so often provoke magic-infused social resistance movements. We explore the rise of Goddess worship in the Americas since the 1970s, considering its ties to ecofeminist, womanist, indigenous, and environmentalist movements. We examine the force of agency and its relation to ritual magic.

We then dive into the purported roots of several modern magic traditions, including Wicca, Dianic witchcraft, Feri traditions, and Haitian Vodou, among others, and ask how these cosmovisions define and/or transcend our gendered personhoods.

As we find our way back to a renewed understanding of modern paganisms, students will design individual or small group projects wherein they experience, ethnographically consider and/or perform extant manifestations of magic and ritual, bringing peoples lived experiences into conversation with course readings. This class is taught as a twice-weekly seminar designed around written assignments and engaged discussions, while inviting but not requiring students to engage in phenomenological experiences outside of class that may inform their written work. Students will produce ethnographic essays that are both analytical and personally reflective.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**

Identical With: **RELI277**
Prereq: **None**

FGSS279 Magick and Her Practices, of Late: A Digital Humanities Course
As soon as you step foot into this course, you will become an active member of a podcasting production team, and the teaching modalities and weekly DH seminar format of this course are designed to promote small team engagement, pre-and post-production workshops, and an approach to aural argumentation that moves from written reflective essay to effective audio storytelling intended for public engagement.

In this course we ask why paganism and Goddess worship have become "the fastest growing American religion," examining the tensions between science and society that so often provoke magic-infused social resistance movements. We explore the rise of Goddess worship in the Americas since the 1970s, considering its ties to ecofeminist, womanist, indigenous, and environmentalist movements. Student teams will then dive differentially into case studies that explore the purported roots of these reclaiming traditions, including Wicca, Dianic Witchcraft, Feri traditions, and Haitian Vodou, among others, and produce podcast episodes for the broader University community that ponder where our human practices of magic originated, and why.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI278**
Prereq: **None**

FGSS284 Displaying Clothes: Fashion in the Museum
What are clothes doing in the museum and why do they attract so much public attention? This course explores fashion exhibitions in history and the practice of fashion curation today, a key component of critical cultural analysis. Part curatorial workshop, part seminar, in this class students consider issues that influence professional curatorial practices through readings, discussions, and site visits. Topics include the origins of museums, museum architecture, the ethics and cultural impact of collecting and display practices, the role of dress and textile objects in art, history, and science museums, visitor experience research, and the challenges facing museums in the twenty-first century. As a group the students will work on an exhibition project, developing its organization and design, object selection and research, and accompanying texts and label writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL289, IDEA289, SOC279**
Prereq: **None**

FGSS285 Gender and Slavery in the Atlantic World
For most of the 20th century, historians of slavery in the Atlantic world overlooked the critical role of gender in shaping the marketplace, culture, and experience of the institution. Slaveholding and its attendant violence were presumed to be the domain of men. With a tragically limited archive, the popularity of slave narratives such as Frederick Douglass's "Narrative of the Life of Frederick Douglass, an American Slave" (1845) reveal how the voices and perspectives of men have dominated our understanding of the enslaved experience. Since the 1980s, the work of black feminist historians such as Deborah Gray White's, "Ar'n't I a Woman?: Female Slaves in the Plantation South" (1985) have unpacked the profoundly gendered nature of slavery in colonial America, the United States, and the Caribbean. This course embarks on an exploration of this important intervention. We will engage primary sources to illuminate the voices of enslaved women and debunk some of the historical myths of slavery and slaveholding. We will also visit classic and fresh secondary literature to understand the evolution of the field. Major themes include but are not limited to the Middle Passage experience, gendered violence, fertility, reproduction and motherhood, the Southern Belle archetype and slaveholding mistresses, notions of beauty and purity in black and white, and fugitivity.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM285**
Prereq: **None**

FGSS286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice
This course explores the relationship between scholarship and activism, with a focus on intersectional radical queer scholarship and activism--queer left, black radical, trans, immigration, prison abolition, and sex work--in the United States. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making in and outside the so-called "ivory tower," explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, and community archive), and gain insight into the histories and current realities of social justice movements, campus activisms, the work of a radical imagination, art and activism, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization--past or present--of their choice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST286, ANTH286**
Prereq: **None**

FGSS288 Gender and Sexuality in Chinese Narrative
This course pays particular attention to gender relations and representations of sexuality in Chinese narrative. This course will require close readings of translated Chinese novels, short stories and movies. We will explore themes and motifs such as gender roles in Confucianism, female chastity, same sex desire, cross-dressing, masculinity and femininity, manhood and misogyny, eroticism, the cult of qing (passion), the New Woman, socialist and post-socialist desires, and writing bodies in the era of globalization. In addition to providing a platform for appreciation of the aesthetic beauty of Chinese narrative, the course encourages students to think about how representations of gender and sexuality incorporate or confront the mainstream moral values and social principles in China. All readings are in English, no prior knowledge of Chinese language or culture is required. No text book requirement.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS278**
Prereq: **None**

FGSS290 Too Much: Global Melodrama in Film
Often patronizingly dismissed as "women's weepies," this course will examine the proliferation and transformation of melodrama film within various national, subnational, postcolonial, queer, and global contexts. The course will focus on the specific language ad conventions of melodrama. We will watch a wide range of films from India, China, Japan, South Korea, Hong Kong, Hungary, Iran, Egypt, Kenya, Spain, Venezuela, Cuba, Argentina, and Mexico among various global film contexts. Importantly, this course will ask, what are the stakes and implications of "Global" in "Global Film Melodrama"? Moving away from an additive model that often present global film histories as an addendum to the "mainstream" cinemas, the focus will instead be on the emergence and significance of melodrama, and its specific idioms within transnational contexts.

The course is open to all sophomores, including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM290, CEAS292**
Prereq: **None**

FGSS291 Writing Women's Bodies: Gender and Sexuality in Latin America
This class explores the narrative fiction of 21st century Latin American women. Through an analysis of visuality, art, ecology, nanotechnology, sexuality, and memory, among other themes, we study the ways in which women construct their bodily experience and forge ethical relations with the world through linguistic and aesthetic innovation. We will read authors such as Samanta Schweblin, Gabriela Wiener, Brenda Navarro, María Gaínza, Gabriela Cabezón Cámara, Juliana Javierre, and Lina Meruane.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN293, LAST293**
Prereq: **SPAN221**

FGSS293 Pleasure and Power: An Introduction to Sexuality Studies (FGSS Gateway)
This course seeks to denaturalize some of what are often the most taken-for-granted aspects of daily life: our bodies and genders, our erotic desires, and our sexual identities. To this end, this course will provide a critical-historical overview of dominant Euro-American understandings of sexuality and their embodied legacies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

FGSS294 Queering Latin America: Contemporary Gay, Lesbian, and Transgender Literature and Film
This course studies important and groundbreaking films, novels, and poetry by contemporary gay, lesbian, and transgender artists. It focuses on their strategies to survive, respond to, and defy the changing socio-political Latin American landscape of the last 80 years. We will introduce some key critical concepts and debates from queer theory to guide our discussions. Some of the artists we will study include: Alejandra Pizarnik, Lucía Puenzo, Manuel Puig, Pedro Lemembel, Karim Aïnouz, Lorenzo Vigas, Rosamaría Roffiel, and Norma Mosgrovejo, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN294, LAST294**
Prereq: **None**

FGSS295 Queer Opera
Opera is a total art: It weds elaborate fashions with scene design and lighting to create incredible dramas set to music. For this reason, opera forces us to think interdisciplinarily about the narratives it portrays. Every action, every emotion, every decision and recognition in the drama is conveyed to the audience in multiple and sometimes contradictory ways. Operas are also fantastic living experiments in the performative representation of human sexuality. In addition to all of the love and sex that occurs explicitly on the opera stage--and there is plenty of that--operatic narratives also bear witness to changing structures of normativity; regimes of social control are thematized, sometimes lampooned, and often transgressed within the drama, and operas allow us to see how this unfolds within an interconnected ensemble of media. This course serves to introduce students to the world of the opera stage and, through that world, the foundational texts of queer theory. Together we will explore operas from the 17th century to the present day, opera theory of the past century, and queer theory of the past three decades to ask what these bodies of knowledge have to teach each other.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC294**
Prereq: **None**

FGSS299 Constructing Black Interiors
An allusion to Elizabeth Alexander's noteworthy book of essays, this course will consider the way in which notions of the "interior" or "interiority" have been central to Black identity formation and Black cultural expression. We will begin by exploring the social and political reasons for this development and investigate the relationship between African American cultural production and the regulative force of race, gender, sexuality, class, and ability as systems of social organization. Making recourse to Black studies, theater and performance studies, affect theory, queer theory, geography, sociology, and their disciplinary intersections, we will attempt to engage the materiality of this spatial metaphor, encountering writers and artists who use text and image to construct interior space and do so in ways that challenge social structures and normative conceptions of identity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS301 Black Speculative Fictions and the Anthropocene
The genre of black speculative fiction--in the form of literature, art, music, and theory--provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the "future," black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term "Anthropocene" first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which "humans" had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a "species"? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human? Further, how does artificial intelligence complicate definitions of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM312, E&ES125**
Prereq: **None**

FGSS302 Critical Perspectives on the State
This course builds on Marxist, poststrucuturalist, feminist, anarchist, and cultural analyses to take a critical approach to the state--what it is and what it does. We will examine how the state is imagined by those who write about it and struggle against it. Where does the state begin? How do states act, and what are the consequences of these acts? How is rule consolidated and how are individuals and communities annexed to the project of rule? How do people engage with state acts and ideologies? We will read texts drawn from a variety of disciplines, including anthropology, feminist theory, political theory, philosophy, sociology, and geography, that examine the nature, everyday workings, and effects of state power. Drawing upon ethnographic examples from around the world, we will analyze how states are cultural artifacts that produce and regulate people's identities and bodies, reproduce social inequalities, and engender resistances of all sorts. Some of the topics we will discuss include bureaucracy, governmentality, the security state, the prison industrial complex, terror and militarism, law and justice, citizenship, democracy, refugees, anti-state movements, the "man" in the state, and welfare and post-welfare politics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **ANTH302**
Prereq: **None**

FGSS303 Reproductive Politics and the Family in Africa
This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal and sexual health and technologies of reproduction, but for us reproduction will be an object of historical inquiry. One of the driving questions for this course will be how reproduction has been given meaning socially. How have African societies understood abortion, infanticide, or other medical means of controlling fertility and childbirth? What has been the relationship between the family and the state? We will also examine ideas about sexuality and love, changing notions of parenthood, childhood health, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced health policy and political ideologies which, in turn, changed conceptions of motherhood, fatherhood, and the family.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST302, STS302**
Prereq: **None**

FGSS304 Pantheologies: Animal, Vegetable, Mineral, World
Pantheism teaches that the world itself is divine. The idea seems simple enough, yet it has suffered extraordinary ridicule at the hands of western philosophers and theologians, who have considered "matter" to be lifeless, dark, and feminine (which is to say, as different as possible from "God.") This course will explore this generalized panic over pantheism--in particular, the anxieties it encodes over gender, race, nationality, and class, and the contribution such anxieties have made to an unequally distributed attack on the "environment."

Seeking an alternative to our raced and gendered ecocidal metaphysic, the course then turns to contemporary pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, anti-racist, and ecological stakes of these theories? Properly conceived, what is pantheism; is it ultimately distinguishable from atheism; and what use are any of these platforms in developing an ethic and politic of environmental justice?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI305, STS305**
Prereq: **None**

FGSS305 Techniques of the Liar: Performance, Artifice, Fraud
This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. We will explore both specific performance practices as well as theorizations of artifice, fraud, and authenticity. Topics will include illusion, ventriloquism, and sleight of hand; mimetic acting and the manufacture of "emotion"; dance technique and the concealment of effort; and musical improvisation and the politics of invention. We will also consider the complexities of drag, camp, and minstrelsy and historicize their surrounding discourses, centering the contributions of feminist, queer, and critical race studies. Looking at a range of (predominantly U.S.-based) practices from the mid-19th century to the present, we will consider how artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; how "authenticity" is both gendered and racialized; and how hiding, fabulation, exaggeration, and duplicity have also offered means of freedom or resistance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **THEA306**
Prereq: **None**

FGSS306 Black Feminist and Trans Theories of the Hu/Man
This seminar provides an introduction to Black feminist and trans theories' interventions into the modern Western category of the human and its violent exclusions. Since their inception, Black feminist and trans theories have brought attention to the violence of what Sylvia Wynter has called our "genres of the human," and in so doing, have laid bare the very preoccupations of power that condemn the non-white, non-cisgender being to sub-Human status and death in the material and discursive economies of racial capitalism. Students will develop broad knowledge of Black feminist and trans theories' provocations regarding the intersecting identity categories that organize our world, and will be encouraged to develop their own critical approaches that are attentive to the hegemony of racialized gender and its attendant violences.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **AFAM304**
Prereq: **None**

FGSS307 Mobilizing Dance: Cinema, the Body, and Culture in South Asia
This course focuses on questions of "mobility"--cultural, social, and political--as embodied in two major cultural forms of South Asia, namely "classical" dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of "flows of culture" at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years.

The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.
Offering: **Crosslisting**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC307, ANTH306, GSAS307**
Prereq: **None**

FGSS309 Christianity and Sexuality
This course will explore a range of Christian teachings on, attitudes toward, and technologies of sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and trans practices and identities, and reproductive justice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI379, MDST379**
Prereq: **None**

FGSS310 The Senses and the Subject in Cinema and Poetry
In this course, we will study a mixture of emotionally stimulating and structurally difficult contemporary cinema and lyric poetry, as well as select philosophical and theoretical approaches to the senses and the subject. Do theories and notions of the senses assume the subject, and/or subjectivity? If so, then how? What is the relationship between embodiment, the senses, the world, racialization, blackness, and being? How do select Western theoretical, aesthetic, and poetic frameworks represent and think as such? While cinema and lyric poetry might seem like strange neighbors, this course specifically foregrounds them as "repositor[ies] of synesthesia," where not only the reconstitution of the subject after some disturbance (i.e., sensorial, physiological, social, historical, etc.) will be relevant to how we read, but also when that either does not happen or constitutively cannot happen. (Note that some short fiction may also be part of the course readings.)
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL320**
Prereq: **None**

FGSS311 Abolitionist University Studies
This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten's provocation to reinterpret abolitionism as "not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society." Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **SOC399M, EDST399**
Prereq: **None**

FGSS312 Women's Political and Sexual Revolutions--Middle East and South Asia
This course examines the role of politically organized women's movements, individual pioneers, hashtag and virtual campaigns, and the activism of grassroots and working-class movements in 20th-century Middle Eastern and South Asian contexts, with a focus on their political and sexual struggles, demands, and achievements.

The course is divided into two parts; it introduces a brief history of the nature and dynamics of women's movements in the MENA and SA regions. The second half of the course focuses on feminist documentation and debates around Muslim women's piety, sexuality, and political representation in a broader interdisciplinary frame. The course will examine how religious sensibility intersects with sexual orientation, gender identity, violence, sex work, the military, and even fashion. It will study these intersections as reflected in Muslim women's writings, desires, activism, and demands for sexual freedoms or against sex crimes, in different countries and under different legal regimes and geographies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS313 The Black Charismatic
In this course we will explore the interplay between black politics and popular culture in the post-civil rights era. More specifically, we will examine the aesthetics of affective (commonly called "charismatic") black political leadership by attending to Tavis Smiley's yearly "State of the Black Union" address, 2000-2010. We will rely almost entirely on film, video, and digital archives in order to trace the eleven-year-long evolution of Smiley's annual event, while focusing our hermeneutic attention on the racialized and gendered performances of Louis Farrakhan, Michael Eric Dyson, Cornel West, and others. Through close readings of their televised performances, then, this course will require students to think and write about the practice and rhetoric of the black charismatic. How might the black charismatic threaten to undermine the political opportunities afforded by the success of the modern civil rights movement? How did Smiley's yearly event create the illusion of a black public sphere? What are the unintended consequences of substituting affect for political action? Similarly, what are the potential perils of a politics that results in ephemeral catharsis without dangerous political consequences? While participating in the general discussion across the semester, students will be searching out specific research topics of their own, topics relating the seminar conversation to original research questions about: the new liberalism of black politics; the crisis of the black public intellectual; the importance of technology (particularly the ways in which new media have changed, even upended the political habitus itself); and the relationship between gender (particularly black masculinity), charismatic leadership, and respectability politics. Authors will include (in no particular order): Adolph Reed, Richard Iton, Hazel Carby, Hortense Spillers, Houston Baker, Erica Edwards, Melissa Harris-Perry, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM314, RELI323**
Prereq: **None**

FGSS315 Entertaining Social Change
"Our problem," Tom Frank writes, "is that we have a fixed idea of what power is, of how power works, and of how power is to be resisted." This is especially

true of "entertainment." Power that may not seem like power -- only, say, like "fun" or "amusement" -- can be especially powerful. A thread that connects all of our texts will be: how has the systemic critique of social contradictions been popularized as compelling and fascinating in modern times? A related concern: what are the seductions and violence built into "enjoyment" -- "enjoyment" that reproduces "Americans"? We will "entertain" the diverse strategies that progressive moviemakers have developed to entertain Americans -- to teach, persuade, seduce, provoke, upset, anger, and move them through laughter, tears, and, not least of all, ideas -- so that Americans will be more inclined to "entertain" social critique that inspires and envisions social change. Our critical focus will be on the popularizing (and sometimes the selling) of social critique in movies including Straight Outta Compton, Malcolm X, Medium Cool, Network, El Norte, Smoke Signals, Before the Flood, The Black Panthers: Vanguard of the Revolution, Salt of the Earth, Matewan, and The Big Short. We will place special emphasis on self-reflexive movies about "entertainment" and about labor/social movement organizing. Entertainment, we will see, plays a key role in organizing and reorganizing Americans. In doing so, it can place limits on our vision of what -- and who -- needs to be changed. By putting our movies in conceptual dialogue and making these limits more visible, we will help one another think, see, and feel beyond these limits. As we are "entertained" (and we will be) we will consider the stakes of being "entertained."
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST315, ENGL309**
Prereq: **None**

FGSS316 Decoloniality, Feminism, and Human Rights
Is decolonialism only about flag-burning, taking a knee, and bringing down statues of colonial figures? The course will study anticolonial critiques and theories about historic and current settler colonialism and connect these with the prevailing racial, gendered, and economic imperial order. Key classic texts will be studied about how former imperial powers continue to neocolonize the world through tax havens, as well as by leveraging the concept of human rights and often at the expense of gender rights. Specific case studies will be examined to illustrate the range of activism and global creative protests that widen the paths to a decolonized feminist future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS317 Sexuality, Gender, and Science
This course will consider how the concepts of gender and sexuality have been treated in scientific fields, focusing primarily on the 19th and 20th centuries. We will examine the history of ideas about gender and sexuality as reflected in the development of sexology, theories of homosexuality, psychology, and endocrinology. We will also discuss contraceptive and reproductive technologies, the inclusion of women in clinical trials, women in scientific professions, and recent studies that use algorithmic predictions of sex or sexual orientation. Readings may include selections from Sigmund Freud, Siobhan Somerville, Emily Martin, Sarah Igo, Laura Briggs, Ronald Bayer, Sandra Morgen, David Serlin, Allan Bérubé, Dorothy Roberts, Johanna Schoen, Jennifer Terry, Carolyn Herbst Lewis, Steven Epstein, Riley Snorton, Rebecca Jordan-Young, Mar Hicks, and Safiya Noble.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP317**
Prereq: **None**

FGSS319 Enemies of the State: Gender, Race, and the Nation
This course analyzes how gender and race function as boundaries for defining national belonging in contemporary political life. Students examine the construction of borders -- both literal and figurative -- that determine who counts as part of "the nation" and who is cast as a threat to it. Studying both right-wing movements and liberal opposition, their strategies and their failures, the course addresses anti-trans politics, migration and border enforcement, reproductive governance, and the reconfiguration of gender and racial hierarchies. Focusing primarily but not exclusively on the contemporary U.S., the course considers authoritarian and populist formations, liberal responses, and practices of refusal and resistance.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS321 BioFeminisms: Science, Matter, and Agency
This course rethinks feminism's relationship to nature, the body, and biological matter in light of new considerations of ontology in science studies, cultural studies, and feminist thought. We will read contemporary treatments of science, of Darwin and evolutionary theory, of neurobiology and epigenetics, and other fields and disciplines that consider biological matter, and think about them in feminist and queer frameworks. Readings will include "new materialists" alongside other works on the "new biology" and the "new sciences," and we will also revisit some second- and third-wave feminism. The course raises issues that challenge traditional boundaries of the body and self, conventional ideas of agency, and dualisms of mind/body. Readings include works by Donna Haraway, Anne Fausto-Sterling, Elizabeth Grosz, Karen Barad, Vicki Kirby, and Elizabeth Wilson, among others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **STS321**
Prereq: **None**

FGSS322 Decolonizing Gender and Sexuality
This course seeks to examine ways in which the history and ongoing presence of coloniality (including the deeply embedded forms of racial domination which coloniality generates) have shaped and been shaped by structures of gender and sexuality. The class will examine ways in which gender and sexuality have been mobilized historically and are mobilized today in ways that support imperial projects, even when presenting themselves in the guise of "protecting human rights," humanitarianism, or feminist/LGBT projects. In addition to linking together what Chandra Mohanty has described as the "One Third" and "Two Thirds" worlds, this discussion-based seminar seeks to reconnect the disparately gendered intimate and global spheres, situating the feminized "private" domains of love, sex, and caring within and around fields of action such as geopolitics and global political economy. Decolonial thinkers challenging Eurocentric framings will receive particular attention within the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS323 Staging Blackness: African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. We begin with a deep historical examination of 19th century blackface minstrelsy that then progresses into a long-view of how black American dramatists and theater-makers have self-fashioned black dramatic narratives, black aesthetics, and black representations into the twenty-first century. In all cases, we are interested in surveying the ways in which these

artists work within varying modes of dramatic expression and focus their plays and performances on such topics as class, ethnicity, era, fragmentation, gender, history, region, revolution, nationality, race, sexuality, and spectatorship.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL385, THEA323, AFAM323**
Prereq: **None**

FGSS324 Interpreting the "New World": France and the Early Modern Americas
The impact and long-lasting effects of the "discovery" of the "New World" on Europeans cannot be overestimated. This advanced seminar will compare and contrast styles of expedition and conquest among the European nations, though the course will focus on the French context and the various events and encounters that occurred in the early modern Americas, particularly between 1492 and 1610, a period that laid the groundwork for the subsequent colonial project. Throughout the course, we will pay special attention to the Amerindians' points of view. In turn, students will examine the insights and blind spots in 16th-century French navigators', cosmographers', cartographers', and intellectuals' interpretations, representations, and negotiations of difference by critically engaging with concepts such as nature, culture, alterity, gender, sexuality, marriage, religion, exchange, possession, conquest, and war. Reading, writing, and class discussions will be in French.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN324**
Prereq: **None**

FGSS326 Using Drugs: Race, Drugs, and the Colonial Present
This course addresses a variety of issues ranging from the social variation in and construction of drug experiences; the nature of scientific knowledge regarding drug use and the brain; the global trade in drugs and its relationship to histories of colonialism and contemporary forms of Western hegemony; notions of health, harm, and rehabilitation; and the various strategies that contemporary states rely upon in addressing issues pertaining to drug use (particularly criminal justice measures and interventions focused on harm reduction). The course places particular emphasis on the ways drug use is framed in relation to questions of freedom, justice, and the self, ultimately forming a part of a disciplinary apparatus that impacts everyone, whether we directly use drugs or not. Ultimately, drug use is often framed as an issue of "lost productivity" and/or "lost reproductivity," with "rehabilitation" framed as a way of restoring productive activity and eugenic reproduction.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM329**
Prereq: **None**

FGSS327 Litanies for Survival, Plots for Revolution
This seminar centers black-feminist and queer-of-color theory, literature, and art from the 1970s to the present in order to interrogate and reimagine revolution and revolutionary praxes. We will examine the interrelatedness of art and activism, hope and despair, collaboration and erotics. Key questions include: How does "survival" put pressure on "revolution," and vice versa, particularly in light of contemporary and imminent catastrophes, local and planetary? How does a joint consideration of survival and revolution affect interpretations of the past, understandings of the present, and imaginings of the future? What political work might intellectual and creative labor perform? Is revolution an event, a practice, or both? A useful term or a ruse?

This seminar is offered in conjunction with the Center for the Humanities' Fall 2018-Spring 2019 theme, "Revolutions: Material Forms, Mobile Futures." Assigned readings will include the work of scholars participating in the Center's Monday night lecture series, and students will be required to attend several lectures over the course of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM326**
Prereq: **None**

FGSS329 Waiting: Bodies, Time, Necropolitics
This interdisciplinary course draws from social theory, gender studies, medical anthropology, disability studies and science studies to address the social stratification of time in corporeal terms. Many theorists have described the 21st century as marked by acceleration; this course addresses its counterpoint: the slow, interminable wait, the being made-to-wait, and the socially structured scenes and experiences of waiting. How can we understanding waiting in the city emergency room for the mentally ill immigrant? What is it in the gender transition clinic? The polluted, toxic neighborhood? The refugee camp? We will begin by surveying multiple frameworks through which we can theorize time and its suspension. We will then focus on experiences of waiting in intersectional terms, that is, in relation to gender and sexuality, race, class, and dis/ability. We will explore how practices that produce life, health, and well-being (biopolitics) can also be necropolitical, when attention, care, or action is given to some, but prolonged or suspended for others. Readings will include works on necropolitical theory (Georigo Agamben, Achille Mbembe), medical and state subordination and abandonment (Javier Auyero, Joao Biehl), and queer and crip time (Lee Edleman, Elizabeth Freeman, Alison Kafer). We will explore a wide range of experiences of waiting, from those related to cancer diagnosis (Sarah Jain), gender assignment surgery (Alexandre Baril), to environmental toxicity (Michelle Murphy) and asylum seeking (Jennifer Bagelman).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FGSS**
Identical With: **STS329**
Prereq: **None**

FGSS331 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course's animating (and unfixable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as "queer" or "trans"? What constitutes a "queer" or "trans" reading of visual culture? How might various formulations of "queer" and "trans" relate to, put pressure on, and/or resist "aesthetics"? What is the relationship between an artist's self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences' efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist's "identity" (asserted and/or imposed) have to do with their art? And what does a viewer's "identity" (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-CHUM**
Identical With: **THEA311, SOC300, AFAM331**
Prereq: **None**

FGSS333 About Clothes: Styles, Histories, Activisms, Poetics
What kinds of work go into the making and wearing of clothes, and what kinds of work do clothes do? This course is a chance to think together about how a range scholars, journalists, curators, and others have written about, handled, studied, preserved, and displayed clothing. At the same time, we will pay close attention to what it means for you to live in relation with your clothes. In conversation with works of literature, historical and curatorial scholarship, visual art, reporting, activism, and more, we will investigate clothes as objects of imagination and resistance, as well as elements of material culture. As we think about the global circuits that have informed various fashion systems, we will consider how particular textiles and textures, cuts of cloth, and racialized, gendered, and sexualized ideas of style emerged in conjunction with particular forms of labor -- and will also note how sustained attention to this multi-billion-dollar business has been devalued historically. Over the semester, you will conduct your own writing experiments at the intersections of language, image, identities, and the materiality-ephemerality of clothing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENGL332**
Prereq: **None**

FGSS334 Gender and Sexuality in Japanese History Across the Premodern/ Modern Divide
This seminar explores both changes and continuities in Japanese conceptualizations of gender and sexuality between premodern and modern times. Structured around the notion that modernization produced a paradigmatic shift in Japanese life and thought, the course will examine gender and sexuality as both discourse and practice, considering how Japanese people described, experienced, and shaped gender roles and sexual life in their daily existences. We will investigate the dominant gender system and understandings of gender and sexuality operating in Japan before and during the Edo period (1600-1868), then consider the influence of Western views and concepts like the male/female and heterosexual/homosexual binaries on Japanese society and culture from the Meiji period (1868-1912) through postwar times. Other topics include gendered differences in education, gender performance in kabuki, female and male prostitution, the "gender crisis" of the Japanese modern girl, the salaryman and professional housewife archetypes, and postwar gay masculinities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST327, CEAS326**
Prereq: **None**

FGSS335 The Work of Art Against Work: Art, Labor, Politics
Understandings of late 19th- and early 20th-century avant-gardes are tied inextricably to leftist theory, particularly that of the Frankfurt School. This advanced seminar will consider the legacies of that entwinement, while focusing more specifically on its transformations from the late 20th century to the present: We will examine how artists have engaged the "work" of art in relation to the rise of post-Fordism, a globalized economy, and new theories of work and anti-capitalism. We will pay special attention to gendered notions of work and the division of labor (including "craft," affective labor, domestic work, care work, sex work, and more), to debt and racial capitalism, and to the rise of speculative finance and its links to the art market and the patron class.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM325**
Prereq: **None**

FGSS339 Masculinities
This course examines masculinities and the psychology of men using theories and research findings. We survey a range of perspectives on men and masculinity, drawing from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, and queer theory. We will ask how the psychological attributes associated with men relate to private life and public spaces, and whether our enactments and conceptions of masculinity have changed over time. Exploration of these questions will be informed by both psychological research and close analysis of media representations; the course thus emphasizes methods for examining representations of masculinity in science and the media.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC338**
Prereq: **PSYC105 OR [FGSS209 or ENGL208]**

FGSS341 Contemporary Trans Literatures
This course will explore the creative and critical output of trans and gender non-conforming writers, paying special attention to poetry, narrative fiction, and memoir. What literary traditions do trans and gender non-conforming writers draw from to establish our own inhabitations of style and form? How do trans and gender non-conforming writers attend to the erotic dimensions of writing? How do trans literatures address the relation between race, gender and sexuality? What can transness illuminate about the relation between literature and the law? What are the ethical stakes of trans literature? In addition to a deep engagement with the racial politics of transness in the United States, we will make an equal effort to consider perspectives from the global south in our pursuit of answers to these questions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS342 Queer Robotics: Cyborgs in Science Fiction & Anthropology
What do representations of robots and cyborgs in popular film, sci-fi literature, and cultural anthropology tell us about gender, sexuality, race, and what it means to be "human"? In this class we will use critical race studies, queer and feminist theory, disability studies, and science and technology studies (STS) to analyze representations of "cyborg" bodies in speculative fiction and ethnography. Our case examples explore the politics of the body through narratives of military research, artificial intelligence, sex work, urbanism and segregation, biotech research, prosthetics and athleticism, new reproductive technologies, and more. We will engage with poetry, film, visual art, and speculative fiction to explore how bodies are dreamed, crafted, and represented.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS342**
Prereq: **None**

FGSS343 Imitations of Life: Experimental Bodies at the Interface of Science and Culture
This seminar will examine scientific and cultural practices of corporeal simulation, or, practices of bodily substitution, imitation, and re/modeling. Topics examined will include: reproductive surrogacy; gender reassignment

surgeries; experimental subject protocols; prosthetic enhancements; xenotransplantation; biometrics and alternative forms of bodily imaging; the use of nonhuman animals as human proxies; the rise of personalized medicine, and more. Students will engage with a wide range of case studies and theoretical materials from interdisciplinary perspectives. Special attention will be paid to the relationship between scientific discourses of "universality" and "particularity," where socio-cultural forms of difference (e.g., race, gender, disability, etc.) are at once ignored and exacerbated. While most of the material addressed in the class will relate to recent phenomena, we will also be attentive to relevant histories of corporeal differentiation and reimaging.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM, SBS-CHUM**
Identical With: **CHUM343, STS343**
Prereq: **None**

FGSS344 Gender Economics
Gender Economics (200-level) explores gender issues from an economic perspective within diverse societies. This course investigates theoretical frameworks and empirical analyses to examine the changes in labor force participation, the gender gap in pay, workplace discrimination, social norms, household decision-making, and human capital. Through a multidisciplinary approach drawing from economics, sociology, and feminist theory, students critically assess topics such as the gender wage gap, occupational segregation, caregiving responsibilities, and the impact of policy interventions on gender equality. By engaging with contemporary research and real-world case studies, students will develop a nuanced understanding of the intersections between gender, economics, and social justice, preparing them to navigate complex issues in both academic and professional spheres.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON238**
Prereq: **ECON101 OR ECON110**

FGSS345 Women's Lib, Women's Lit
The social movement known as second-wave feminism, but often referred to at the time as "Women's Lib," took center stage in much of the best-selling fiction of the 1970s. This course will look at popular fiction that concerned itself with women's issues and the way it popularized, memorialized, complicated, and contested feminism in the popular imagination. We will look at a range of novels that focused attention on the nature of and possible solutions to women's political, material, and sexual subjection by men. Although our focus will be on the 1970s, we will look at both some important pretexts, and some later responses to the ongoing crises of gendered inequality in the 1980s. We will pay particular attention the gendering of publishing and reception, exploring the contexts in which these books were produced, marketed, reviewed, and read.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL344**
Prereq: **None**

FGSS346 Entangled Sounding Objects: Musical Instruments of Central Asia
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they are at once tangible and symbolic sounding objects that hold significant meanings for the communities they serve. This course will explore the social roles and cultural meanings of musical instruments in Central Asia, a region once traversed by the Silk Road, which extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south.

Drawing on theories and ideas derived from interdisciplinary studies of material and sound culture, the course will examine how instrument making and performance are shaped by and entangled with social systems of value and cosmology, political ideology, ecology, and economy. Class meetings will focus on case studies of bowed and plucked lutes, zithers, mouth harps, end-blown flutes, and frame drums among historically nomadic and sedentary peoples of Central Asia. Through these case studies, students will learn about the origins and historical trajectories of individual musical instruments from the pre-modern period to the Soviet and post-Soviet eras; consider the social and political connotations of various performance configurations and repertoires; discuss the status of instruments in Islam and indigenous spiritual belief-systems, and the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM304, ANTH304, REES204**
Prereq: **None**

FGSS347 Melodrama and the Woman's Picture
Within film history and criticism, the usage of the term "melodrama" has changed over time, as has the presumed audience for the genre. This course will investigate the various ways in which melodrama and the woman's picture have been understood in the United States and around the world, beginning in the silent period; ranging through the 1930s, '40s, and '50s; and culminating in contemporary cinema. We will pay particular attention to issues of narrative construction and visual style as they illuminate or complicate various analytical approaches to melodrama and speak to gender, sexuality, race, and class. Screenings include films directed by D. W. Griffith, Evgenii Bauer, Oscar Micheaux, John Stahl, Frank Borzage, Naruse Mikio, King Vidor, Wu Yonggong, Douglas Sirk, Vincente Minnelli, Max Ophuls, Mizoguchi Kenji, Kim Ki-young, Rainer Werner Fassbinder, Pedro Almodovar, Ann Hui, Lars von Trier, Farah Khan, and Luca Guadagnino, among others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM347**
Prereq: **FILM304 OR FILM307**

FGSS350 Historicizing Early Modern Sexualities
This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1680). Our focus will be the historical construction of sexuality in relation to categories of gender, race, religion, and social status in a variety of sources, both literary and nonliterary, verbal and visual, including poetry, plays, masques, medical treatises, travel narratives, and visual media. Topics covered include intersecting constructions of the sexed/gendered/racialized body; diverse sexual practices; sexual identities prior to the homo/hetero divide; and the histories of pornography and masturbation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL349, CHUM345**
Prereq: **ENGL201**

FGSS351 Queer of Color Critique
This course will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions--religious, legal, and scientific--shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and, also, how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, and class, shape the ways in which we understand expressions of race and queerness?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST351, AFAM351**
Prereq: **None**

FGSS352 Black Thought and Critical Theory
This course follows Stuart Hall's insistence in "What is this 'Black' in Black Popular Culture?" that the theoretical articulations of "blackness" are always "conjunctural." We will investigate how black thought has been conjoined with critical theory through phenomenology, pragmatism, Marxism, semiotics, and psychoanalysis. In our readings of a variety of 20th- and 21st-century thinkers, we will elaborate the philosophical richness and contradictory tensions embedded in the notion of "blackness" at specific historical and theoretical conjunctions. How is "blackness" useful for social theory? Must we assume there is a transhistorical identity to "blackness"? In what ways does "blackness" conjoin with the conceptualizations of gender, sexuality, class, and religion? Black thought and critical theory is the provocation that we attend to the tensions these questions raise. In this course, we will read the works of James H. Cone, Cornel West, Hortense Spillers, Saidiya Hartman, Sylvia Wynter, Denise Ferreira da Silva, Frank Wilderson, Calvin Warren, Tommy J. Curry, Stuart Hall, and Frantz Fanon.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL352, AFAM352**
Prereq: **None**

FGSS353 Destroying the Audience: Limits of Performance and Representation in the Theater of (Non) Being
Young Jean Lee's Theatre Company, active between 2003 and 2016, is most known for a series of "racial-identity plays," written and directed by Lee, which adopt an experimental approach to the critique of racial politics, driven by the motto "destroy the audience." On the one hand, this course will explore literary and artistic works that express an ambivalent, if not antagonistic, relationship to the presence of an audience. On the other hand, this course will consider the role and function of the audience as a social category by considering how the concept of audience (broadly understood) contributes to cultural production about race and gender as a potentially active element in the creative process. Students can expect to read and/or view drama, visual art, performance, film, and self-writing (autobiography and memoir) which, explicitly or implicitly, address the presence of the audience as a way of tackling larger social and cultural problems related to race and ethnicity. The goal will be to foster an understanding of the politics of gender, sexuality, ability, language, and class that determine how these issues are conceptualized and articulated. This course will employ an interdisciplinary approach to the discussion of primary and secondary texts, engaging audience studies, performance studies, ethnic studies, and disability studies, in addition to queer/trans of color, postcolonial, and legal theory, to historically contextualize and theoretically ground a cultural understanding of the relation between audience and racial performance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **THEA353, ENGL364**
Prereq: **None**

FGSS354 Social Science, Black Life: Wells-Barnett, Du Bois, and Hurston's Empirical Experiments
This class has two interrelated areas of focus: first, the racist habits of imag(in)ing blackness's presumed racial-sexual difference that preoccupied social science in the late 19th and early 20th centuries; and second, the formative role that social scientific research and methods played in black people's quests for institutional inclusion during this same period. In their early years, canonical sociology and anthropology consistently proved unable to capture the beauty and complexity in black life, instead lending empirical authority to cultural ways of seeing blackness as inherently pathological. A counter-discourse of black expression took shape, attempting to overcome the negative impact that dominant empirical thought might have on black peoples' struggle for normative citizenship. Focusing particularly on the careers of Ida B. Wells-Barnett, W.E.B. Du Bois, and Zora Neale Hurston, we will explore the contradictory relationship that subsequently emerged between blackness and institutional power--discernible in empiricism's primacy during the long era of postbellum black inclusion. Rather than seeking evidence of black intellectuals' departure from empiricism and its attendant violences, we will explore the messiness of their efforts to experiment with and imagine beyond their misrepresentation and erasure in dominant empirical discourses. Indeed, black artists and intellectuals sometimes recapitulated the violence of empiricist paradigms and their enabling truth claims despite their sound political intentions. In considering the nexus of social science and black life in this period, then, we will also consider the intramural politics of racialized gender, the myriad costs of institutional incorporation, and the stubborn durability of epistemological authority. Secondary texts include works by Hazel Carby, Roderick Ferguson, Kevin Gaines, Julian Go, Avery Gordon, Saidiya Hartman, Katherine McKittrick, Reiland Rabaka, Michel-Rolph Truillot, Autumn Womack, Alexander Weheliye, Sylvia Wynter, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **SOC318, AFAM354**
Prereq: **None**

FGSS355 Social Movements Lab
What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge? This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We'll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S.

The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles, and contexts of the movements under study. Our goal is to understand a range of social justice activisms in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change. The activism you research can be contemporary or historical; local, national, or global; and can take any shape: direct action, community organizing, activist philanthropy, art as activism, etc. You do not need previous experience or activist contacts for this course--just passion and the desire to learn collaboratively!
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **CHUM355, ANTH355**
Prereq: **None**

FGSS357 Sex and Gender: From Synapse to Society
From movies like Think Like a Man to songs like "God Made Girls," from federal policies to gender reveal parties, much of our experience is defined by an ideology of gender dichotomy and an endorsement of fundamental sex differences in behavior. But does science agree? The field of neuroscience is bursting with research that both supports and questions inherent differences in the brains and behavior of men and women. In this course we will be taking an open and critical look at this scientific literature. We will begin by clarifying what it means, biologically, to be male/female, determine the limits to these definitions, and evaluate how these biological elements (genes/hormones/anatomy) interact with our environment and society to influence our behavior and gender identity. Additionally, we will evaluate nonhuman animal and human data regarding sex differences in behaviors (e.g., aggression, verbal communication) and neuropathological states (e.g., addiction, autism spectrum disorder). Student evaluation will include effortful participation, biweekly concept checkpoints, a final paper/presentation, and weekly editorials.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **BIOL357, NS&B357**
Prereq: **BIOL182 AND NS&B213**

FGSS360 Special Topics: Writing Lives
In this course, students will read profiles, biographies, and theories of biography, texts that focus on the stakes of writing the lives of women, people of color, people with disabilities, and queer subjects. As we analyze these attempts to capture a life, to define the problems of this form, and to expand its possibilities, students will work on their own biographical writing. Throughout the semester, we will ask: Whose lives get written, and by whom? What constitutes evidence of a life, according to whom--and what gets left out? What kinds of research are necessary? How does a writer's relationship to her subject inform such a portrait, and what are the ethics of that relationship?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL360**
Prereq: **None**

FGSS361 Queer & Trans Erotic Archives
Is it possible to capture and archive ephemeral, flickering pleasures? This course addresses this question by problematizing the relationship between embodied pleasures and affective memories on the one hand and historical analyses on the other. Based on Derrida's critique of archives' selective preservation mechanisms and reification of normative narratives, queer studies scholars have tried to create their own "counter-archives," often by means of an alternative reading of conventional archives. First, participants will discuss the ethics of reenactments and appropriations of archived desires, analyzing specific case studies that will be an entry point into broader issues related to the scholar's involvement in the voyeurism of the archive. Second, participants will discuss how a focus on queer cultures leads to a rethinking of what constitutes archival material, expanding this definition to include erotica and porn, feelings, ephemera, performances, and mass media. Course readings will also reveal the artificiality of the established boundaries between high and low culture, between authoritative knowledge and experiments with bodily pleasures. The course interrogates pornography's potential as a historical source that reveals non-normative fantasies. Participants will discuss the relationship between sexual fantasy and social reality, between representations of idealized boundless pleasure, and historical contexts of stigmatization, pathologization, and institutional violence. This will lead to debates on archival sexual activism and minoritized bodies in the archive, in order to fully grasp the contraposition between over-determination and queer utopianism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

FGSS363 Body Politics: Desire, Sexualities, and Gender, Past and Present
Sexuality as a category to define, construct, and control the "self" has been seen as a product of the 18th and 19th century. This course turns to ancient Greek society to look at body politics before sexuality and to examine the different ways in which sex and gender are experienced and constructed.

We will approach sex and gender roles as organizing principles of private and public life. Using literary, scientific, historical, legal, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution, adultery); and ideas regarding desire, self-control, masculinity and femininity, and their cultivation in social and political contexts. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course by looking at theoretical approaches and contemporary movements and debates. We will end by looking at how ideas about sexuality in classical antiquity were used in Romer v. Evans, otherwise known as the 1993 Colorado Gay Rights Case.

For CLST Major requirements, this course counts toward the concentrations of Literature and Performance and History, Politics, and Social Justice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST, SBS-CLST**
Identical With: **CLST363, COL364**
Prereq: **None**

FGSS366 Queering the Dancing Body: Critical Perspectives on LGBTQ Representation
This course focuses on questions of "queering" dance as a historical, cultural, social, and political enterprise. Focusing on both historical and postmodern dance contexts, the course explores key issues around gender and identity, with special reference to the concepts of performativity, impersonation, sexuality, and transformation. The course places the notion of "flows of gender and transformation" at its center, and examines historical, social, and aesthetic

shifts in these ideas over the past 50 years. It draws on case studies ranging from female/male dance traditions of impersonation in India, China, Japan, and Indonesia, to postmodern shifts of "classical" dance (such as the all-male cast of Matthew Bourne's "Swan Lake") and more popular forms such as voguing and "RuPaul's Drag Race."
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC366, GSAS366**
Prereq: **None**

FGSS369 The Politics of Accessibility: Disability and Intersectional Feminism
This course will examine the social, historical, and political factors that have mediated the visibility of disabled people, as well as the legibility of disability as a marker of identity. As part of global discourses on human rights, disability activism has been a source of significant political change, intimately tied to struggles for the civil rights of racialized, gendered, and working class populations; at the same time, disability activists have pushed for a deeper critique of the assumptions and biases that condition and restrict access to political participation and social/cultural engagement. In order to unpack these connections, we will develop an interdisciplinary and intersectional academic practice, exploring a multitude of activist, artistic, and critical interventions in popular media, social media, documentary film, creative writing, and academic scholarship that have attempted to shift and transform cultural understandings of disability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL371, THEA371, AFAM371**
Prereq: **None**

FGSS374 Abolition and Social Praxis
This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM374, SOC280**
Prereq: **None**

FGSS379 Gendered Belonging and the Politics of Inclusion
If inclusion and belonging are tied to recognition, how do marginalized subjects establish their legibility and "right to appear"? This course addresses social exclusions around gender nonconformity and examines legal, activist, and artistic practices that contest them. Using several contemporary case studies, including fights over the sex segregation of bathrooms, controversies over the diagnosis and treatment of trans* youth, and the movements defending the lives of trans* women of color and advocating for trans* people in immigrant detention, the course will address how U.S.-based social contests over sex/gender are implicated in hierarchies of race, citizenship, and dis/ability, and situated in (neo)colonialism, racial capitalism, and geopolitics in complex ways.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FGSS**
Prereq: **None**

FGSS381 Afro-pessimism, Gender, and Performance
This class engages African and African diaspora critical thought and aesthetic production (dance, visual art, performance art, installation, film) to think about colonial dispossession, objectification, and reparation. We will address topics such as the repatriation of artifacts and other ephemera taken from Europe's colonies that are housed in the archives of European cultural institutions. The objects in question have been described as either artwork, artifacts, or anthropological fetish objects (depending on which field one engages with). How can we rethink our understanding of objecthood as irreducible to "inanimate" things but as also signaling a regime of imperial domination and enslavement that violently turned African personality into a status of objecthood? What does it mean to think about the object (broadly defined) in relation to loss and the (im)possibilities of repatriation and reparation? How does the Black performer's body's disappearance/remains endow the Western art institution? The course will encourage students to think about repatriation as well as certain losses that can neither be repaired/repatriated nor evidenced in conventional ways. In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, as well as the promises and ends of reparation? The assigned readings offer ways to think about colonial archives not merely as neutral repositories of past events, but also as performances; as enactments of power, aesthetic value judgment, and hierarchical arrangements of knowledge production. The theoretical, art historical, psychoanalytic, philosophical, and creative reading materials engage contemporary scholars', artists', and activists' response to both the recorded and ephemeral archives of Black dispossession. Students are encouraged to engage in events and workshops outside of the classroom, such as visiting library archives, attending performances, gallery exhibits, and film screenings.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM371, THEA373**
Prereq: **None**

FGSS382 Queer Migrations and Refugee Politics
This interdisciplinary course explores the politics of migration, refuge, exile, border, diaspora, and home from transnational feminist, queer diasporic, and trans of color perspectives. Our main themes include citizenship, memory,

intimacy, belonging, movement, land, nationhood, and statehood. We will explore how sexuality is integral to each of these as processes and structures of power.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **GSAS380**
Prereq: **None**

FGSS385 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM385, HIST332**
Prereq: **None**

FGSS386 Women and Politics
In this course we will study a variety of topics related to the theme of women and politics: women's political participation, the gender gap, women in political parties, female leadership, and women's issues. Because women's political engagement is affected by their position in society and in the economy, we will also study topics such as inequality, power, discrimination, and labor force participation. Although we will consider these issues in the U.S., our approach will be strongly cross-national.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT385**
Prereq: **None**

FGSS387 Feminist Dispute Resolution
Is feminist negotiation possible? What would egalitarian alternative dispute resolution (ADR) entail? In the first part of this course, we will study and practice traditional dispute resolution techniques. Each student will participate in two-person and multiparty mediations, arbitrations, and quasi-judicial presentations. In the second part of the course, we will study and practice feminist dispute resolution techniques, including "invitational rhetoric." Students will then draw upon the course readings and in-class negotiation exercises to answer questions such as: Should we match dispute resolution strategies to parties' personalities or desired outcomes? Whose conception of fairness and social good should guide our negotiation practices? Are dispute resolution techniques gendered? By the end of the course, students will be more confident negotiators. They will also be able to discuss, debate, and recommend strategies for resolving conflicts and contributing to social justice. Students will be assessed based upon: their preparation for negotiations; their participation in negotiations; their performance on a written mid-term examination; and their performance on a final oral examination addressing the question: "Is feminist negotiation possible?"
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS390 Politics and Society in Japanese Women's Writing
How have some of modern Japan's most celebrated and insightful authors responded to key events and social conditions in contemporary Japan? What sorts of perspectives have these authors brought to issues of industrial pollution, or to youth crime and social change under capitalism, or to ongoing crises in Okinawa and Fukushima? This course seeks to hear the voices of these authors--and the social actors with whom they engage--by grappling with key modern Japanese literary texts in English translation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS390, WLIT322**
Prereq: **None**

FGSS392 Black Grief Geographies
This course introduces students to literature and practices centered on post-slavery and post-colonial bereavement. Employing an interdisciplinary framework of Black Geography, Feminist geography, and post-colonial thought, students will examine the spatial orientations of Black grief and mourning. Here students will also evaluate the connections and frictions between queries on emotional geographies and Black grief. What are the affective and material forces of Black grief and mourning, and do they vary by place? How can we read Black grief and mourning beyond narratives of dispossession? What are the human and non-human assemblages that constitute Black grief and mourning? Is it possible to repair infrastructures that mark Black death? This course invites students to meditate on the above questions as well as to apply Black framings on grief to their own research by developing a 15-page visual essay or a 30-minute in-class lecture that draws on any of these questions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM392, ENGL397**
Prereq: **None**

FGSS393 The Politics of Authenticity
Is there such a thing as an authentic self? If so, can politics help us realize it? Fifty years ago, authenticity was a thriving political ideal, invoked by radical feminists, black liberation movements, gay and lesbian activists, Marxists and conservatives alike. Over the past four decades, however, political appeals to authenticity have come under heavy scrutiny. Some claim that appeals to authenticity inadvertently marginalized individuals who are not "true women," "real blacks," or "actual natives." Others argue that the idea of an authentic culture can be deployed to constrain individual members of cultural minorities. Where does authenticity reside--in gender, sexuality, experience, or culture--and how do we know which one is "real"? Is it worth faulting politicians for hypocrisy if there is no such thing as a "true self"? What becomes of certain emancipatory or justice claims--such as those coming from trans-politics or multiculturalism debates--without a notion of authenticity? In this course, we will discuss what authenticity is or might be, how it has been conceptualized in political theory and contemporary social movements, and why it has become an object of widespread suspicion and continuing appeal.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT393**
Prereq: **None**

FGSS395 Afterparty: End Times, Pleasure, and Clean Up
What do we do in end times, or "after the party" as Joshua Chambers Letson would have it? Already exhausted, with streamers and confetti scattered on the ground, what happens after the party is over? How do we pick up the pieces and move on? Can narratives of perpetual end times create new beginnings and new horizons? Beginning at the end, this course will engage conversations in science fiction, Black studies, art and performance, Indigenous studies, queer of color critique, and environmental justice to explore the work of endings and beginnings, of hope and hopelessness, of destruction and desire. We will pay particular attention to questions of futurity and pleasure as they are manifest in the aesthetic. Writers and artists to be discussed will include N.K. Jemisin, Sylvia Winter, Ursula Le Guin, Katherine McKittrick, Ohan Breiding, Franny Choi, Saeed Jones, Calvin Warren, Joshua Chambers Letson, Dana Luciano, David Wojnarowicz, adrienne maree brown, Autumn Brown, José Esteban Muñoz, Nick Estes, Dionne Brand, Samuel Delany, Tourmaline, Allison Akootchook Warden (AKU MATU), Jordan Peele, and M.E. O'Brien & Eman Abdelhadi. Students will be invited to craft both creative and theoretical responses to class assignments.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **THEA393**
Prereq: **None**

FGSS397 Difficult Women: Post/Feminism in Television Comedies and Dramedies
Although postwar family sitcoms represented women as homemakers, one of the first and most popular sitcom wives also articulated discontent with domestic femininity. Lucy Ricardo became the prototype of the "unruly woman," a figure with feminist potential whose desires exceed and disrupt dominant gender norms. As those norms have shifted, so have TV's unruly women. Second-wave feminism, anticipated in I Love Lucy, was incorporated into a 1970s cycle of comedies centered on single working women whose career aspirations were rewarded. Over the following decades, a postfeminist sensibility dominated television comedies and dramas and became central to a gendered neoliberalism in which energetic individuals "empower" themselves. In recent years, a new type of female protagonist has emerged. Alongside the can-do optimism of single-women comedies from The Mary Tyler Moore Show to Sex and the City to 30 Rock and Parks and Rec, a stream of comedies and dramedies, made largely by and for women, have depicted a variety of flawed, difficult, unruly women coming of age under conditions of socioeconomic precarity, whose less focused energies seem to articulate a more uncertain, downbeat, post-recessional mood. In this course we will situate the latter cycle in relation to both the longer history of televisual representations of women and to the current state of feminist politics. Among the shows we will look at are: I Love Lucy, Bewitched, The Mary Tyler Moore Show, Sex and the City, Ally McBeal, Girlfriends, The Mindy Project, 30 Rock, Parks and Rec, Girls, Insecure, Broad City, Better Things, Two Broke Girls, New Girl, Crazy Ex-Girlfriend, Jane the Virgin, Unreal, Abbott Elementary, Fleabag, Dear White People, and Somebody Somewhere.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ANTH397, FILM202**
Prereq: **None**

FGSS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS405 Senior Seminar
This course is a required seminar for senior FGSS majors. Structured as a workshop, the goal of this course is to develop a collaborative intellectual environment for majors to work through the theoretical, methodological, and practical concerns connected with their individual projects. Seminar topics to be examined will be based on students' research projects, and participants are expected to engage critically, yet generously, with the projects of their peers. We begin by addressing feminist methodologies, including questions of praxis, representation, and theory. Participants are expected to lead discussions on readings relating to their own projects, submit written work on their senior research in stages (project proposal, annotated bibliography, drafts), and do class presentations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Prereq: **None**

FGSS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FGSS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FGSS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FGSS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

FGSS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

FGSS444 Race and Reproduction
This interdisciplinary course explores the intimacy of race and reproduction against the backdrop of capitalist modernity. We scrutinize the policies, priorities, and perversions of slave owners, the racially differentiated family

planning programs under apartheid, the eugenicist movements and the criminalization of poverty in the United States to interrogate what is generated by the incapacitation of blackness across scales of time and space. We examine the Marxist feminist elaboration of the concept of social reproduction and then consider black feminist rejoinders that center the reproductive labor of black women -- as slaves, as domestic workers -- that implicate violence and ownership in the mediation of biological and social reproduction as a set of racializing practices in which value is generated, accumulated, and expropriated. Finally, the course considers the proliferation of assisted reproductive technology (ART) in the 20th century, the recourse to surrogacy, and family abolition to interrogate the extent to which the "race-reproduction bind" is disaggregated or reanimated in the present.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH325, AFAM329**
Prereq: **None**

FGSS466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

FGSS469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

FGSS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

FGSS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

FILM STUDIES (FILM)

FILM104 Introduction to Collaborative Documentary Filmmaking
In this immersive, time-intensive, hands-on introduction to the documentary film process, students will create compelling stories where real people are the protagonists and narratives are informed by real life. Through close study and analysis of feature-length and short documentaries, plus active research, writing, producing, directing, shooting, sound recording, editing, and re-editing, students work in three-person crews to rigorously explore the power and possibilities of nonfiction storytelling and record, engage with, and understand our present moment. Each fall, the course has a theme around which film screenings and student projects are organized; for 2024, our focus will be food, farming, and sustainability. Students should expect to spend up to 10 hours of work per week outside the class time shooting, editing, and working collaboratively with their classmates, including multiple weekends. Film production experience is not required. Lessons include how to craft a compelling nonfiction narrative based on interviews and research, how to build partnerships with the protagonists of the stories you want to tell, how to shoot on-camera interviews and observational footage, how to record and edit sound, and how to edit using Adobe Premiere. Students will present works in progress in all phases of the creative process and actively participate in constructive critical discussions of one another's work. For more information about the course please visit: https://collaborativedocumentary.wescreates.wesleyan.edu/

PLEASE NOTE: This course has no prerequisites, is open to non-majors/minors and is not a FILM major/minor elective.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM105 Writing the Moving Image: Coming of Age
Designed for first-year students, this is an introduction to some of the core fundamentals of visual storytelling through an exploration of coming-of-age films. How do characters' emotional worlds guide their actions? How are characters informed by and created by the places they inhabit? How is a scene the building block -- as well as a microcosm -- for a film as a whole? Through close study and analysis of a wide variety of short and feature length coming-of-age films, weekly writing assignments, and in-class writing workshop sessions, students will explore the power and possibilities of story craft and learn how to write short film loglines, synopses, outlines, and screenplays. Students should expect to spend several hours per week outside of class reading, writing, and watching films. Over the course of the semester students will present works in progress, participate in constructive critical discussions, offer weekly editorial feedback to their peers, and develop two short film screenplays.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM158 Form, Story, and Genre: An Introduction to Wesleyan Film Studies
What does it mean to "study film" at Wesleyan? Get a taste of the College of Film's approach to visual storytelling in this online course featuring genres and filmmakers from across our curriculum. We will consider how film guides viewers on an emotional journey through image and sound, with classes devoted to melodrama, comedy, action, horror, documentary, film noir, and the movie musical. In all cases, we explore the moment-by-moment experience of the viewer as guided by specific cinematic choices of editing, cinematography, staging, performance, sound, alignment, point-of-view, and placement of the audience. Instead of interpreting what films mean, we will seek to understand how they capture our attention, how they absorb us into stories, and how they make us feel. Guest lecturers will include members of the CFILM faculty. Each week students will watch one or two feature films on their own and gather for two lecture/discussions. This is a for-credit class (pass/fail) with grade determined by participation and two quizzes.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM201 Film Crew
This is a course designed to train students in the main positions on a film production using the small-crew model. It covers sound recording, lighting, assistant directing, gripping, and gaffing.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM202 Difficult Women: Post/Feminism in Television Comedies and Dramedies
Although postwar family sitcoms represented women as homemakers, one of the first and most popular sitcom wives also articulated discontent with domestic femininity. Lucy Ricardo became the prototype of the "unruly woman," a figure with feminist potential whose desires exceed and disrupt dominant gender norms. As those norms have shifted, so have TV's unruly women. Second-wave feminism, anticipated in I Love Lucy, was incorporated into a 1970s cycle of comedies centered on single working women whose career aspirations were rewarded. Over the following decades, a postfeminist sensibility dominated television comedies and dramas and became central to a gendered neoliberalism in which energetic individuals "empower" themselves. In recent years, a new type of female protagonist has emerged. Alongside the can-do optimism of single-women comedies from The Mary Tyler Moore Show to Sex and the City to 30 Rock and Parks and Rec, a stream of comedies and dramedies, made largely by and for women, have depicted a variety of flawed, difficult, unruly women coming of age under conditions of socioeconomic precarity, whose less focused energies seem to articulate a more uncertain, downbeat, post-recessional mood. In this course we will situate the latter cycle in relation to both the longer history of televisual representations of women and to the current state of feminist politics. Among the shows we will look at are: I Love Lucy, Bewitched, The Mary Tyler Moore Show, Sex and the City, Ally McBeal, Girlfriends, The Mindy Project, 30 Rock, Parks and Rec, Girls, Insecure, Broad City, Better Things, Two Broke Girls, New Girl, Crazy Ex-Girlfriend, Jane the Virgin, Unreal, Abbott Elementary, Fleabag, Dear White People, and Somebody Somewhere.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ANTH397, FGSS397**
Prereq: **None**

FILM203 Hollywood and Big Data
Taught by a media research executive with a long industry experience this course is designed to provide students with an introduction and understanding of how the media industry is using data to make decisions that shape the art landscape of our times. Data around consumer behavior--what, how and why people are watching--has exploded recently and is extensively used in making decisions about what TV shows and movies to produce, how to promote them and how to make them. The course will explore how the media industry quantifies different kinds of content, the ways in which people watch and pay for that content, and how value is attributed across the media landscape. Students will be introduced to essential "media metrics" (e.g. viewership, box office, engagement) and learn to evaluate different data sets for their integrity and representative insights. Visiting media executives will discuss how data informs their jobs ("evidence-based decision making"). Assignments will include written briefs based on different data sets and a final project presentation highlighting skills in analyzing and presenting insights extracted from media research data. By the end of this course, students will be familiar with key decision-making tools in the media industry and be able to analyze and understand the impact on media output
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **QAC203**
Prereq: **None**

FILM210 The Foundations of Cinema
This course offers a seminar-style, comparative introduction to film form and aesthetics through an exploration of films from around the world spanning a range of eras. Students will learn how to describe and analyze the key formal elements of a film, including plot structure, narration, cinematography, editing, sound, and mise-en-scène (sets and props, costumes and makeup, lighting, and performance). Emphasis will be placed on discerning the functions of formal elements and how they shape the viewing experience.

Classes will integrate lecture, discussion, and creative exercises designed to provide students with the opportunity to both analyze and experiment with the formal elements of film. The course will also highlight Shanghai's pivotal role in China's rich film history, including a field trip to the Shanghai Film Museum. The material in this course will enable students to expand their understanding of global film history; assess the unique visions of individual filmmakers; develop their descriptive and analytical skills; and practice fundamental filmmaking techniques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM230 Introduction to Korean Cinema
During the last few decades South Korean cinema has taken center stage in world cinema with the phenomenal success of its film industry and critical acclaim in the global context. However, Korea has boasted a thriving film culture and aesthetics since the "golden age" of the 1950s, of which renowned contemporary directors such as Bong Joon-ho and Park Chan-wook have claimed they are the inheritors. This course introduces Korean cinema from its beginnings in the colonial era to its recent achievements. While learning the concepts and theories of film studies as well as the cultural and political contexts to which Korean film culture has responded, students will explore films by key directors that constitute the crucial "moments" of South Korean cinema. We will examine the main topics in Korean cinema, including colonial production, the liberation and Western influence, nation and nationalism, modernity and women, gender politics, realist and modernist cinema, popular cinema and cultural depression, the Korean New Wave, democratization and political cinema, the Korean blockbuster, the questions of "Koreanness," and the "Korean Wave" in the global film market. The course also seeks to establish a balance between understanding Korean cinema as both a reservoir of historical memory and as an example of evolving world cinema. Through engagement with methodological issues from film studies in each week's readings, including the question of archives, national cinema discourse, feminist film theory, auteurism, and genre studies, students in this course will learn to analyze Korean filmic texts not only as a way to understand the particularity of Korean cinema but also as a frontier of cinematic language in the broader history of film.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS212**
Prereq: **None**

FILM231 Wartime Film Culture in the Japanese Empire
Just as in many other countries, cinema, within a short time of its emergence, became the most popular entertainment in modern Japan. Mindful of this,

the Japanese government tried to turn the country's film industry into an arm of its propaganda machine to support its imperial program, especially the military component. This began with Japan's invasion of the Chinese continent in 1931 and lasted through the end of World War II in 1945. How did Japan's private film studios respond to such governmental efforts? How did wartime Japanese cinema manage to strike a balance between being entertainment and political texts? What are the characteristics of Imperial Japan's wartime film culture, and how are they different from the counterparts in other countries? Was the campaign to support war via movie productions in Japan successful, in terms of providing seamless propagandistic messages? What kind of legacy has the wartime film culture left in contemporary Japan and East Asia? In order to answer these questions, this course explores film culture of Imperial Japan and its territories during the wartime era, spanning roughly from the early 1930s through 1945. We will watch wartime films, and at the same time examine the ways in which the film culture coexisted along with other forms of visual propaganda practice and political discourses. While probing how the films reflect the "virtues" of wartime conservatism, patriotism, perseverance, and self-control, this course will explore topics that include the propaganda culture of wartime Japan as a whole, Nazi propaganda and Japan, cultural films, monumental cinema, films featuring Japan-China or Japan-Taiwan romances, children-centered films, "kokumin eiga," films of volunteers and Japanese Spiritism, "Military Mothers" and gender, and the defeatist aesthetics and cracks in Imperial Japanese cinema. While we will for the most part watch and discuss films directed by the Japanese of mainland Japan, including such prominent directors as Mizoguchi Kenji and Kurosawa Akira, the films produced in the Japanese colonies of Korea, Taiwan, and Manchuria--whether independent productions or collaborative efforts--will also be examined. Film production in colonial Korea, in particular, was quite vibrant, relative to the cinematic output of Taiwan and Manchuria. We will observe how the films made in Japan's colonies joined the empire-wide filmic war-mobilization campaign, presenting their own justifications for war cooperation. Ultimately, this course will ask what kind of relationship Japanese cinema has had with the state and Japanese nationalism during the mid-century of Japan's tumultuous modern history.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS238**
Prereq: **None**

FILM232 Minority Voices in Japanese Film and Literature
Although there is no such thing as a "homogeneous nation" in the world, Japan often has been falsely regarded as a country of a singular ethnicity and civilization. Is Japan a nation-state of one race and unified culture? Who are the voices in Japan defying this kind of Japanese myth? How do they claim their rights and agencies as members of Japanese society? What peoples have been discriminated against by other communities, despite their indigenous Japanese roots? What kind of relationship do these internal "others" have with the Japanese state? This course explores Japan's domestic minorities as depicted in Japanese literature and film, whose stories and images have been largely untold and invisible in the mainstream culture. Among the various minority groups in Japan, we will pay special attention to four groups: (1) the country's culturally defined minority group since the feudal era, burakumin (the untouchables); (2) the country's oldest and biggest foreign ethnic group, Koreans ("zainichi"), and other Asians; (3) the people of Japan's internal colony, Okinawa; and (4) Japan's medical outcasts, the victims of atomic disasters in Hiroshima and Fukushima. Students will deal with materials about the specified groups produced by prominent figures in Japanese literary and cinema history. At the same time, students will examine materials created by the otherized subjects themselves to probe how marginalized beings represent themselves in ways that are different from the dominant media portrayals.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS302**
Prereq: **None**

FILM234 Introduction to Russian and Soviet Cinema (CLAC.50)
This course provides an introduction to the history and poetics of Soviet and Russian cinema--in Russian. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia. Students will learn the key works, names, events, and concepts of the Russian cinematic tradition. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film studies in Russian and English. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. This class consists of lectures and focused discussion of films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS234, CGST234, REES234**
Prereq: **RUSS202**

FILM250 Computational Media: Videogame Development
This course examines the interplay of art and science in the development of contemporary videogames using the Unity development platform and commercial artistic game tools. Students develop a comprehensive understanding of computational media, including legal and commercial aspects, combined with hands-on experience in a creative process that integrates design, art, and coding. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to better understand the challenges and rewards of producing graphic interactive software within a professional context.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **2.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **IDEA350, COMP350, CIS350**
Prereq: **None**

FILM290 Too Much: Global Melodrama in Film
Often patronizingly dismissed as "women's weepies," this course will examine the proliferation and transformation of melodrama film within various national, subnational, postcolonial, queer, and global contexts. The course will focus on the specific language ad conventions of melodrama. We will watch a wide range of films from India, China, Japan, South Korea, Hong Kong, Hungary, Iran, Egypt, Kenya, Spain, Venezuela, Cuba, Argentina, and Mexico among various global film contexts. Importantly, this course will ask, what are the stakes and implications of "Global" in "Global Film Melodrama"? Moving away from an additive model that often present global film histories as an addendum to the "mainstream" cinemas, the focus will instead be on the emergence and significance of melodrama, and its specific idioms within transnational contexts.

The course is open to all sophomores, including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CEAS292, FGSS290**
Prereq: **None**

FILM300 First Things Film
First Things Film is a 0.5-credit seminar to be taken along with FILM 307 Cinematic Storytelling. We will focus on the fundamentals of thinking and writing about film, expanding on ideas presented in FILM 307 and exploring a diverse range of historical and contemporary movies. Assignments are geared toward supporting and deepening skills for success in FILM 307 and The College of Film and the Moving Image. This class welcomes enrollments from historically underrepresented groups and first-generation college students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM301 History of Spanish Cinema
This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematics. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

For a detailed description of the objectives, materials, viewing requirements and modes of assessments, please visit the course web site at: https://span301.site.wesleyan.edu/
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L301, COL334**
Prereq: **None**

FILM302 Not Just Neorealism: Italian Cinema, Its History and Politics
This introductory course on Italian cinema, taught in English, investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural, and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism and neorealism (as well as its contested legacy), from a consideration of the "exquisite" examples of the auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastrone, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others. Additional material includes readings in film theory and criticism, Italian history, literary sources, screenplays, and interviews. For interested students with advanced competency in Italian, there will be a .50 credit (CLAC) discussion section, ITAL245/CGST245, at a time to be determined but very likely after our second class of the week. Italian and Romance Studies Majors, please see additional comments below.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L245, WLIT248**
Prereq: **None**

FILM303 History and Analysis of the Animated Cinema
We will study the major trends in animation from its inception through our contemporary period with an emphasis on aesthetics and storytelling. Our main questions: How has the animated film developed and been defined as a film technique, a genre, and an art form? American works will be in conversation with Eastern European, Russian, Canadian, British, French, and Japanese animated film and television. Our approach is grounded in the rigorous historical study of form.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM304 History of Global Cinema
This class will cover prehistory, early cinema, and the classic cinemas of Russia, Germany, France, Japan, and Hollywood, as well as the documentary and experimental traditions. This course is designed for those wishing to declare the film major as well as a general education class. It is one of several that may be used to gain entry into further work in film studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM305 Sophomore Colloquium for Declaring Majors
This course is designed for sophomores who have completed the CFILM gateway courses and wish to deepen their exploration of film art via a collaborative hybrid of film studies and film production. The course spans three units, each focusing on a set of films with similar generic, tonal, setting, or story attributes -- e.g., comedy, noir, suspense/horror. The beginning of each unit will involve watching and comparatively analyzing feature films, searching for different cinematic solutions to shared questions or different applications of common cinematic tools. Each unit will gradually shift to more fine-toothed film analysis -- e.g., scene breakdowns -- which will then transition to pre-production and production at the CFILM soundstage and/or set house. Each unit will culminate in the filming of a short scene, and students will rotate through different on-set roles across the semester. Through linking film analysis and film production, students will gain a closer understanding of the creative decision-making process in cinema. They will learn how to identify, discuss, understand, and execute a variety of filmmaking tools. Hopefully, this course also encourages students to find new favorite movies in unexpected places, to discover topics that draw them to further study in future film electives, and to better know their sophomore classmates via a collaborative, small class setting.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM306 First Things Film
First Things Film is a 0.5-credit seminar to be taken along with FILM 304 History of Global Cinema. We will focus on the fundamentals of thinking and writing about film, expanding on ideas presented in FILM 304 and exploring a diverse range of historical and contemporary movies. Assignments are geared toward supporting and deepening skills for success in FILM 304 and The College of

Film and the Moving Image. This class welcomes enrollments from historically underrepresented groups and first-generation college students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM307 Cinematic Storytelling: Styles, Tools, and Journeys
This history and analysis course explores how fundamental changes in film technology affected cinematic storytelling. We will consider the transition to sound, to color, to widescreen, and more recent "digital revolutions." Each change in technology brought new opportunities and challenges, but the filmmaker's basic task remained the emotional engagement of the viewer through visual means. We will survey major directors and genres from across history and point forward to contemporary cinema. Our aim is to illuminate popular cinema as the intersection of business, technology, and art. Through film history, we will learn about the craft of filmmaking and how tools shape art.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM308 The "Hollywood" Musical
The musical genre, born in the Hollywood studio system and taken up by filmmakers around the world, has been a wellspring of cinematic invention for nearly a century. We will trace the history of the form and examine specific approaches to the genre (Busby Berkeley, Astaire/Rogers, Freed Unit, etc.). Through the musical, we will consider: the relationship of emotion to form in cinema; how filmmakers control audience perception of the cinematic world; the interplay between story and spectacle; popular film's personal and communal address; the potential for abstract experimentation in studio films; and the complexity and value of entertainment. We will study the contributions of individual stars, producers, directors, composers, and art directors and consider how different filmmakers define the genre. Songs will get stuck in your head.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM309 Film Noir
This course is an in-depth examination of the period in Hollywood's history in which the American commercial film presented a world where "the streets were dark with something more than night." The course will study predominant noir themes and visual patterns, as well as the visual style of individual directors such as Fuller, Ray, Mann, Lang, Ulmer, DeToth, Aldrich, Welles, Tourneur, Preminger, and Lewis, using their work to address how films make meaning through the manipulation of cinematic form and narrative structure. In the latter portion of the course, we will also look at noir's influence on modern cinema and the rise of "neo noir."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM311 Israel in Therapy: Society Under the Influence of TV Series
The course deals with the prototypes of the Israeli character as they appear in the original Israeli TV series In Treatment, and other Israeli TV series, such as Florentine and A Touch Away. We will compare the structure and the characters of the series to other dramatic Israeli series, examine the appearance of the characters, and discuss the similarities and differences between the roles they perform. In addition, we will examine the role of television drama series as a tool to define and characterize our societies, and also look over the five characters that appear in the first season of In Treatment, define them, and examine the five prototypes of the Israeli character they represent.

The instructor is the co-creator and head screenwriter of the original version of the TV series In Treatment as well as the Center for Jewish Studies distinguished Visiting Professor.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST**
Identical With: **CJST234**
Prereq: **None**

FILM312 The Short Film: Study and Practice
For first-time filmmakers, the short film is an essential learning tool for finding and honing a personal vision. This course is designed for prospective majors and introduces the core fundamentals of visual storytelling for short fiction films. Through close study and analysis of a wide variety of short films by established and emerging filmmakers, students will learn how to identify and employ the principles of narrative structure and examine the strategy and impact of formal choices on the viewer. Course assignments include a short film analysis paper, loglines and treatments, pitch deck presentations, and two short film screenplays. Please note: This course cannot be taken simultaneously with other screenwriting courses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM313 Videographic Criticism
Since the 2010s, audiovisual essay practice or videographic criticism has set the foundations for a new mode of film scholarship by editing, remixing, reinterpreting, and deconstructing media. In this course, we will explore the recent history and practice of videographic criticism and create original video essays and accompanying theoretical statements. Students should expect to spend several hours reading, writing, watching, and video editing outside of class per week. Weekly screenings and readings will include work featured in journals including [in]Transition: Journal of Videographic Film & Moving Image Studies, Tecmerin Journal of Audiovisual Essays, ASAP/Review, and others. Prior experience with Adobe Premiere Pro is helpful but is not required. Students will produce weekly video essay exercises, write two short papers, and create a final project video essay.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **FILM304 AND FILM307**

FILM314 Directorial Style: Classic American Film Comedy
This course examines the personal formal and narrative style of various American film directors and personalities in the comic tradition. The class will discuss the overall worldview, the directorial style, and the differing functions of humor in films of each director and/or personality. The course is organized roughly chronologically: the first section focuses on silent- and studio-era filmmakers like Buster Keaton, Ernst Lubitsch, Frank Capra, and Billy Wilder; the latter section looks at contemporary filmmakers who have advanced and/or drawn influence from these earlier traditions.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM316 Cinema and Moviegoing in American Chinatowns: Digital Tools and Storytelling
In the latter decades of the twentieth century, movie theaters dedicated to the screening of Chinese-language cinema dotted Chinatowns and Chinese ethnoburbs across the United States. What historical and economic forces explain the development of these unique exhibition sites, and how can we understand their social and cultural impacts? This seminar explores the production, distribution, and exhibition of Chinese-language films for overseas audiences and the moviegoing cultures that emerged around cinemas in Chinatowns and Chinese ethnoburbs. Units will explore Chinese immigration to North America, the establishment of Chinatowns, and early cinema spaces; Chinese immigrant and American-born Chinese filmmaking pioneers, the growth of "Chinese Hollywood," and challenges to Hollywood's dominant representations of Chinese characters and communities; the significance of diaspora audiences for Hong Kong movie studios and the creation of affiliated film distribution chains in the US; the expansion of Chinese-language cinemas in the 1960s and 1970s; the Mandarin and Cantonese films seen by overseas audiences and their range of appeals; and the social and cultural functions served by Chinese-language movie theaters. Students will learn qualitative and quantitative digital tools for film history research and use them to analyze original data sets, visualize research results, and create interactive GIS maps, storymaps, digital timelines, databases, web pages, oral histories, and other digital work related to cinema and moviegoing in American Chinatowns.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS306, WLIT324**
Prereq: **None**

FILM318 Awesome Cinema: Religion, Art, and the Unrepresentable
How does one represent the unrepresentable? In particular, how might a medium like cinema, founded on recording the visible world, move us to sense something beyond human experience? Various artistic, religious, and religiously artistic traditions use mystery, horror, surprise, disgust, and pleasure to evoke the uncanny, the majestic, the terrifying, and even the sublime in us. This class examines how filmmakers prompt audiences to feel awe (which might be awesome, awful, or both) and how that relates to religious engagement with the non-rational. Noting parallels in painting, ritual, architecture, and other means of expression, we consider how art structures emotion, perception, and cognition to exceed representation of the known. This class will examine how aliens, avatars, black holes, death, deities, demons, saints, saviors, superheroes, and nature have been conduits to that which appears to escape reason.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **RELI318**
Prereq: **RELI151 OR FILM307 OR FILM304**

FILM319 Television Storytelling: The Conditions of Narrative Complexity
This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television. Narrative complexity is a cross-generic phenomenon that emerged over the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural tastes and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH308**
Prereq: **None**

FILM320 The New German Cinema
This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Bertolt Brecht's theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **GRST253, GELT253**
Prereq: **None**

FILM322 Alfred Hitchcock
This course presents an in-depth examination of the work of a major formalist from the beginning of his career to the end, with an emphasis on detailed analysis of the relationship between film form and content. Students will examine various films in detail and conduct their own analyses of individual movies. Films screened encompass Hitchcock's best-known works (such as Vertigo, Rear Window, North by Northwest) as well as his experiments and flops; other filmmakers' work will be screened for comparison, including Otto Preminger and modern-day students of Hitchcock.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **(FILM304 AND FILM 307)**

FILM323 Film and Anthropology
Film & Anthropology is an exploration of the cross-pollinating relationship between ethnographic and filmmaking methods and styles. This is, in part, an effort to understand the contributions of both to the observed and documented experience of cultural life. We will watch films weekly and discuss them, as well as respond to them individually in weekly critical précis. We will, in the course of these viewings, come to some consensus as to what we mean by ethnographic and cinematic elements. The films themselves will cross genre boundaries, running the gamut from "traditional" ethnographic films to various forms of documentary and experimental film that in some way address or explore what I consider ethnographic elements. We will cover canonical early ethnographic work (Gardner, Asch, Marshall), feminist experimental interventions in ethnographic film (Minh-Ha, Varda, Deren), and contemporary work that experiments with ethnographic elements, and we will synthesize various genres into new forms of long-form documentary, ethnofiction, and trance film (Marker, Oppenheimer, Sensory Ethnography Lab, Gonzalez, Rosi, Minervini, Kuchar). We will observe the progression of style through the 20th century into the 21st, with the various intellectual threads of post-structuralism, creating modifications of centering the experience and voice of the oppressed, narrative reflexivity/abstraction/unreliability, formal experimental editing styles, the decolonial method as filmmaking practice, and the historicization and interrogation of anthropology as a fraught discipline.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH285**
Prereq: **None**

FILM324 Visual Storytelling: The History and Art of Hollywood's Master Storytellers
This course studies distinctive auteurs including Frank Borzage, Howard Hawks, Dorothy Arzner, John Ford, and Vincente Minnelli. Each director uses popular genres to build unique cinematic worlds. Together, their films form the bedrock of a visual language for telling stories, engaging emotion, and shaping perception. Studying some of the studio era's greatest filmmakers reveals the possibilities of narrative cinema and provides models for new creative work. In addition to these auteurs, we consider how a broad range of subsequent filmmakers have developed and renewed their techniques. This class makes the craft of Hollywood visible so that students gain access to the tools of cinematic storytelling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM326 At Home in the World: Transnational Women's Cinema
What does women's cinema signify? Is it cinema created exclusively by women, for women? Is it cinema that puts women at its center? Do these narratives privilege one type of woman over another? How do we understand and investigate these questions within non-Western and global contexts?

This course delves into the multiple subjectivities, sociocultural geographies, media practices, and politics that are folded into the category called "women's cinema." Beginning with an exploration of the 1970s "cine-feminism" that focused on women's filmmaking and political activism, we will expand our discussion to transnational contexts and explore how feminist politics advocated by female and male filmmakers influence an understanding of women-oriented issues, forms, and values in circulation. We will examine women's films produced within national and transnational geo-cultural spaces and pose questions about national, exilic, or postcolonial auteur subjectivities. We will analyze the films' aesthetics, institutional contexts, and global circulations and situate them within the frameworks of feminist theory, authorship, postcolonial studies and transnational feminist scholarship. We will study women's cinema from South Asia, North Africa, the Middle East, Europe, and the Americas. The course screenings will include films such as "Fire," "Water," "Like Water for Chocolate," "Bhaji on the Beach," and "Silent Waters/Khamosh Pani."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM328 Moving Images Beyond the West: An introduction to Global Media
The globalization of media has become a key issue of debate around the world. Yet, many discussions about globalization tend to obscure the often complex and contradictory relationships among global, national and local forces. This course critically examines the role that film, television, video games, and other media play in shaping our sense of global, national, and local cultures and identities. Focusing on Indian, Chinese, South Korean, African and other media producers, it examines how diverse audiences use global media to negotiate with issues of cultural identity in everyday life.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM329 Bollywood and Beyond: Introduction to Indian Cinema
India is one of the world's largest film-producing nations, releasing over 900 films every year. The Indian film industry remains an exceptional industry, holding its own against Hollywood's expansion into markets like India. This course will provide a historical and thematic introduction to Indian cinema commonly known as "Bollywood." We will examine the codes and conventions that are unique to Indian films as we attend to the ways in which Indian cinema addresses the socio-political issues of caste, class, religion, and gender. The course is open to all sophomores including non-film majors and non-film minors at Wesleyan. No previous experience in film is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **GSAS329**
Prereq: **None**

FILM330 The Art and Business of Contemporary Film
Taught by a leading professional in independent film distribution, acquisition, and marketing, this course explores the contemporary cinema marketplace and its relationship to filmmaking. We will consider the process of defining and finding the potential audience for independent and studio films. The class mixes case studies of production, marketing, and reception with film screenings and analysis. Students will hone their skills of practical analysis: articulating a film's essential appeal, distilling its story, and assessing its artistic and commercial merits. Visiting producers and filmmakers will discuss their work in light of its intended audience and reception. Assignments include written briefs on recent releases and their market profiles, analyses of exemplary independent American films, and a collaborative case-study presentation. This is a master class in the film business taught from the perspective of effective cinematic storytelling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM331 Video Games as/and the Moving Image: Art, Aesthetics, and Design
Video games are a mess. As a relatively new medium available on a range of platforms and in contexts ranging from the living room to the line for the bathroom, video games make new but confusing contributions to the meaning and possibilities of the moving image. We will work to understand what games are, what they can do, and how successful games do what they do best. Students will complete game design exercises, create rapid prototypes, playtest their games, and iteratively improve their games with play and their players in mind. They will complete analyses of games and game design projects both alone and in groups and participate in studio-style critiques of one another's work. Experience with computer programming is helpful but not essential.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CIS331**
Prereq: **None**

FILM332 Women Make Movies: Histories of Women's Contributions to World Cinema
This course is not only about the cinema BY women but also work of women IN cinema. The course will engage critically with a variety of roles that women perform--from directors, writers, actors, film editors, critics, producers, costume designers, cinematographers, singers, and more. Attending to global feminist historiography, it will foreground the ways in which women shape the content,

style, and development of the movie business globally as they navigate social, political, cultural, and industrial contexts. Addressing film cultures from Asia, Latin America, Iran, Africa, Europe, and the US, the course will expand the western cine-feminist critical tradition and ask: How does an investigation of women's contributions at all levels of filmmaking change our conception of film history? The course is open to all sophomores including non-film minors and non-film majors at Wesleyan. No previous experience in film is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM333 Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia, Ukraine, and Armenia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233, RULE233, RUSS233, WLIT255**
Prereq: **None**

FILM333Z Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Russian Empire, the Soviet Union, and contemporary Russia and Ukraine. Students will learn the key works, names, events, and concepts of the Russian and Soviet cinematic traditions. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film and media studies. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. No knowledge of Russian is expected or required. All films have English subtitles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233Z, RULE233Z, RUSS233Z, WLIT255Z**
Prereq: **None**

FILM336 Silent Storytelling
This course examines the development of visual storytelling from the post-nickelodeon cinema's presentational styles to the expressionistic filmic poetry of silent cinema's twilight years. Taught by noted film historian and accompanist Ben Model, it explores how silent-era filmmakers developed creative ways to invoke the audience's imagination as a storytelling component. Major filmmakers include Griffith, Keaton, Pudovkin, Lubitsch, Chaplin, Weber, and Vidor. We will look closely at silent film comedy, melodrama, and action. Our work will be based on close viewing of films and attention to the interaction between image, music, and the viewer's journey through each film. Films will be screened with live piano accompaniment in class sessions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM341 The Cinema of Horror
This course focuses on the history and development of the horror film. We will seek to understand the appeal of horror. One of our guiding questions will be: "Why do audiences enjoy a genre that, on the surface, seems so unpleasant?" Toward this end, we will take up several distinct theories of how the genre is constructed, defined, and used by producers and viewers. Horror has been a watershed topic for scholars interested in film, and this course gives us the chance to critically engage with important arguments and methodologies in contemporary film studies. The genre has been equally inspiring for filmmakers interested in playing with form to elicit audience reaction. So, we will also be concerned with the aesthetics of horror: how film technique has been developed to terrify viewers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM342 Cinema of Adventure and Action
The action film reached new heights of popular and commercial success during the 1980s and 1990s, but it is a form of cinema with a long history. This course will examine the genre from cultural, technological, aesthetic, and economic perspectives. We will trace the roots of action cinema in slapstick, early cinema, and movie serials over to the historical adventure film, and, finally, to recent action movies in both Hollywood and international cinema. We will also cover conventions of narrative structure, character, star persona, and film style, as well as the genre's appeal to audiences and its significance as a cultural form.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM346 Contemporary East Asian Cinema
This is a seminar on comparative narrative and stylistic analysis that focuses on contemporary films from Hong Kong, Taiwan, China, South Korea, and Japan, regions that have produced some of the most exciting commercial and art cinema in the last thirty years. We will begin by examining the basic narrative and stylistic principles at work in the films, then broaden the scope of our inquiry to compare the aesthetics of individual directors. Our goals are to analyze the narrative and stylistic tendencies of filmmakers while considering their work in a historical, cultural, and industrial context, and to develop our film analysis skills via formal comparison. Films from Bong Joon-ho, Fei Mu, Hong Sang-soo, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Jia Zhangke, Jeong Jae-eun, Kon Satoshi, Lee Chang-dong, Mizoguchi Kenji, Ozu Yasujiro, Suo Masayuki, Tian Zhuangzhuang, Johnnie To, Tsai Ming-liang, Tsui Hark, Wai Ka-fai, Wang Xiaoshuai, Wong Kar-wai, Yim Soon-rye, Yoon Ga-eun, Yuen Kuei, and others will be featured.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CEAS346, WLIT326**

Prereq: **FILM304 OR FILM307**

FILM347 Melodrama and the Woman's Picture
Within film history and criticism, the usage of the term "melodrama" has changed over time, as has the presumed audience for the genre. This course will investigate the various ways in which melodrama and the woman's picture have been understood in the United States and around the world, beginning in the silent period; ranging through the 1930s, '40s, and '50s; and culminating in contemporary cinema. We will pay particular attention to issues of narrative construction and visual style as they illuminate or complicate various analytical approaches to melodrama and speak to gender, sexuality, race, and class. Screenings include films directed by D. W. Griffith, Evgenii Bauer, Oscar Micheaux, John Stahl, Frank Borzage, Naruse Mikio, King Vidor, Wu Yonggong, Douglas Sirk, Vincente Minnelli, Max Ophuls, Mizoguchi Kenji, Kim Ki-young, Rainer Werner Fassbinder, Pedro Almodovar, Ann Hui, Lars von Trier, Farah Khan, and Luca Guadagnino, among others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FGSS347**
Prereq: **FILM304 OR FILM307**

FILM348 Postwar American Independent Cinema
What exactly defines an "independent" film or filmmaker? How do independent filmmakers situate themselves in opposition to mainstream filmmaking and/or work in tandem with major studios? How have notions of independence changed over time? This course addresses these and other questions as it examines various models of American independent filmmaking in use from the studio era to the present day. We will explore the methods of production, distribution, and exhibition used by independent filmmakers and their range of reliance on the major studios. In addition, we will consider the aesthetic and cultural relationship between independent films and mainstream filmmaking, focusing in particular on how independents have used film form, narrative, and content to differentiate their product. Screenings will likely include films directed by Ida Lupino, Sam Fuller, Herbert Biberman, Dwane Esper, Roger Corman, Russ Meyer, Melvin Van Peebles, John Waters, Morris Engel and Ruth Orkin, John Cassavetes, Shirley Clarke, Maya Deren, Su Friedrich, Sadie Benning, Kenneth Anger, Andy Warhol, Mike and George Kuchar, Barbara Kopple, Julie Dash, Marlon Riggs, Charles Burnett, Wayne Wang, Jim Jarmusch, Chris Eyre, Todd Haynes, Ramin Bahrani, Kelly Reichardt, Aurora Guerrero, Joe Talbot, and Sean Baker, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 OR FILM307**

FILM349 Television: The Domestic Medium
Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH244, FGSS243**
Prereq: **None**

FILM350 Contemporary International Art Cinema
What exactly defines an "art" film or filmmaker? How do art house filmmakers situate themselves in relation to mainstream filmmaking and within the global film market? This course addresses these and other questions as it examines the aesthetics and industry of contemporary international art cinema. The class will explore the historical construction of art cinema; its institutional, cultural, and economic support structures; and the status of art cinema today. Featured directors include Marin Ade, Roy Andersson, Jayro Bustamante, Leos Carax, Alan Clarke, Luc and Jean-Pierre Dardenne, Terence Davies, Claire Denis, Mati Diop, Jaco van Dormael, Ryûsuke Hamaguchi, Joanna Hogg, Aki Kaurismaki, Abbas Kiarostami, Samira Makhmalbaf, Steve McQueen, Cristian Mungiu, Lucretia Martel, Corneliu Porumboiu, Abderrahmane Sissako, Thomas Vinterberg, Edward Yang, and Andrey Zvyagintsev, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM352 From Caligari to Hitler: Weimar Cinema in Context
This course offers a critical introduction to German silent and sound films from 1919 to 1932. It will test the thesis of Siegfried Kracauer's classic study that expressionist films in particular prepared the way for Hitler's rise to power. The focus will be on canonical films of the era including THE CABINET OF DR. CALIGARI, NOSFERATU, and THE LAST LAUGH (Murnau); METROPOLIS and M (Fritz Lang); and THE JOYLESS STREET and PANDORA'S BOX (Pabst). Some attention will also be given to films made at the ideological extremes of Weimar culture: KUHLE WAMPE (with a screenplay by Brecht), Leni Riefenstahl's THE BLUE LIGHT, and Pabst's THREEPENNY OPERA. Readings will include screenplays, essays, and reviews from the period as well as selected literary works such as Brecht's THREEPENNY OPERA and Irmgard Keun's novel THE ARTIFICIAL SILK GIRL.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **GRST252**
Prereq: **None**

FILM355 Newest German (and Austrian) Cinema
This course examines the history and aesthetics of German cinema between the fall of the Wall and the present and also considers work by important Austrian directors of the same period. Topics include the ongoing response to World War II and the Holocaust, reactions to the reunification of Germany, and the problematic integration of German Turks and other minorities. We will look at films by Maren Ade, Fatih Akin, Dorris Dörrie, Michael Haneke, Christian Petzold, Ulrich Seidl, Margarethe von Trotta, and Tom Tykwer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **GRST255**
Prereq: **None**

FILM357 Fassbinder & Sirk: Limitations of Life
The relationship between Hollywood and Germany has always been both uneasy and productive. This course will examine the well-known interaction between the master of the postwar melodrama and the enfant terrible of the New German Cinema. Initially, we will follow the lead of Fassbinder's famous essay, "Imitation of Life: On the Films of Douglas Sirk," and consider the films that ostensibly influenced the young German director most immediately. Special focus will be on FEAR EATS THE SOUL, Fassbinder's provocative remake of ALL THAT HEAVEN ALLOWS, and on the late melodramas of so-called FRG Trilogy, including THE MARRIAGE OF MARIA BRAUN. We may also look at some of Fassbinder's important films before his encounter with Sirk, as well as some of Sirk's German films.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM358 Italian Cinema: 1945-1965
The decades just after World War II were a transformational period in the history of Italy--and of Italian cinema. After the traumas of war and fascism, the country underwent social and economic changes that affected every aspect of life, changes that fed the imaginations of the nation's filmmakers. Religion, family, gender relations, class struggle, and regional conflict provided themes for comedy, melodrama, and the characteristically Italian hybrid of fiction and documentary known as neorealism.

In examining some of the great films of this period, the course will explore some of these themes, and it will also emphasize the extraordinary creative power and artistic variety of the films themselves. We will examine the contrasting styles and approaches of some of the great Italian auteurs--including Federico Fellini, Luchino Visconti, Roberto Rossellini, and Vittorio de Sica. We will also attend to the careers of charismatic actors like Marcello Mastroianni, Sophia Loren, and Anna Magnani, whose emergence as global movie stars enhanced the glamour and prestige of a national cinema rooted in local experience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM360 Philosophy and the Movies: The Past on Film
This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **PHIL160, HIST129**
Prereq: **None**

FILM362 Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling
This course, offered in association with the Calderwood Seminars in Public Writing, examines a certain tendency in contemporary television storytelling. Taking the debut of "The Sopranos" in 1999 as a benchmark, we will explore the emergence in dramas and comedies of a dark, uncertain, pessimistic, or disillusioned address within a medium long known for its reassuring tone. We will consider the industrial and social conditions for this tonal shift, as well as the role it has played in elevating public perceptions of television's cultural value.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **ANTH361**
Prereq: **None**

FILM362Z Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling
This course, offered in association with the Calderwood Seminars in Public Writing, examines a certain tendency in contemporary television storytelling. Taking the debut of "The Sopranos" in 1999 as a benchmark, we will explore the emergence in dramas and comedies of a dark, uncertain, pessimistic, or disillusioned address within a medium long known for its reassuring tone. We will consider the industrial and social conditions for this tonal shift, as well as the role it has played in elevating public perceptions of television's cultural value. The course will use the "beat model" developed in certain Calderwood Seminars, where students become "experts" in specific bodies of material. In this case, students will select a particular series on which they will focus over much of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM366 Elia Kazan's Films and Archives
Elia Kazan was one of the most successful and influential cross-platform artists of the 20th century. In the world of theatre, he rose to success with the famed Group Theatre, he co-founded the Actor's Studio, and he directed the first runs of landmark works by Arthur Miller and Tennessee Williams. Upon moving to cinema, he directed major films such as Gentleman's Agreement, A Streetcar Named Desire, On the Waterfront, East of Eden, and A Face in the Crowd. This course serves as an exploration of Kazan's directorial style in the medium of cinema--how he discovers, defines, and experiments with the form as he goes--and his lasting impact on American filmmaking. Kazan made movies about difficult protagonists and could himself be described as such, earning notoriety for his friendly testimony to the House Un-American Activities Committee as well as his many extramarital dalliances. But his work was also personal and frank, emerging from his own struggles as a Greek immigrant trying to find a place in an American culture defined as much by its hostility as its opportunity. Kazan's films involve audiences in irreconcilable conflicts built around misfits and outcasts, propelled by pain and desire, trying to assert their individuality in the face of social forces. They consider contradictory questions like: When can love be destructive? When can anger be communicative? How can a synthetic art form capture authenticity and truth? This course is designed to combine both analytical and research-based approaches to understanding Kazan and his work. Screenings will encompass selections from Kazan's career as well as the work of influences, acolytes, and other filmmakers whose movies illuminate the distinctiveness of Kazan's approach. Additionally, students will be tasked with performing archival research with the primary documents in the Elia Kazan Collection at Wesleyan University's Reid Cinema Archives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 FILM307**

FILM367 Frank Capra's Films & Archives
"Maybe there really wasn't an America...maybe it was only Frank Capra." -- John Cassavetes

Frank Capra directed, produced, and co-wrote some of Hollywood's most celebrated and enduring films of the 20th century. Amid Depression, war, and corruption, he triumphed the optimism, faith, and humor essential to the American spirit. This course explores Frank Capra's unique directorial style in the context of film history and filmmaking practices of the time, studies Capra as an artist and a person, and investigates the individual "stories" of many of his well-known and lesser-known projects. The Wesleyan Cinema Archives are proud to hold Capra's archive, enabling students to contextualize Capra and his films using original production documents, promotional material, correspondence, press clippings, and other curiosities.

In the latter part of the course, students will consider Capra's influence on later filmmakers, and the enduring idea of the "Capra-esque"
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM370 The Art of Film Criticism
This course will consider film criticism as a literary genre and an intellectual discipline, with the goal of helping students develop strong writerly presences and aesthetic points of view. Readings will include important critics of the past and present. Short writing assignments will focus on the techniques and challenges of analyzing complex works of art concisely and on deadline. A longer essay will aim to synthesize aesthetic analysis and the personal voice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM372 Hong Kong Cinema
This course offers an introduction to the dynamic history of Hong Kong cinema from 1960 to the present day. The course will acquaint students with Hong Kong's major films, genres, directors, and industrial trends; explore the factors that enabled the Hong Kong film industry to become a regional and global powerhouse; and consider the reasons behind the contraction of the industry since the mid-1990s and the outlook for Hong Kong cinema's future. Screenings will feature the films of Fruit Chan, Jackie Chan, Peter Chan, Chang Cheh, Mabel Cheung, Tony Ching Siu-tung, Chor Yuen, Stephen Chow, King Hu, Ann Hui, Michael Hui, Stanley Kwan, Andrew Lau & Alan Mak, Li Han-hsiang, Lo Wei, Johnnie To, Cecille Tong, Tsui Hark, Wang Tian-lin, Wong Kar-wai, John Woo, Corey Yeun Kwai, Toe Yuen Kin-to, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CEAS372, WLIT327**
Prereq: **None**

FILM379 The Artist on Film
How can we get the essence of a painter, dancer, musician on film? The Artist on Film comes with the aesthetic challenge of translating artistic expression from one medium to another. Part of the problem is that the reason artists interest us in the first place is that they transmitted themselves so effectively into a different shaped box. We will consider what cinema shares with its neighboring arts, how it can evoke other media, and how distinctions between art forms shape our experience. Through creative assignments, this class will look at how filmmakers tackle the challenge of creatively representing artists and transforming their works into a new medium. This course is taught in the Basinger tradition of combining filmmaking with film watching. It is taught by a writer/director and a particularly good course for those interested in screenwriting and/or directing, but all cinephiles are welcome. The course is designed for majors but will consider sophomores who have completed 304 and 307. Assignments are screenplays and the course will not be covering basic screenwriting format, so some coursework or familiarity with screenwriting is recommended. Class will consist of two screenings a week with lecture and discussion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 and FILM307**

FILM381 The Films and Influences of Martin Scorsese
Martin Scorsese is a student of the cinema who, for over 60 years, has openly processed his fascination with the medium into strikingly original work. His fiction features--such as Raging Bull and Goodfellas--and documentaries--such as Italianamerican and Rolling Thunder Revue--exhibit the same love for cinema that motivates his parallel efforts as film historian and preservationist. His directorial style has continued to evolve across his career, finding new approaches to form and content that engage and provoke audiences. In this course, students are asked to: - Define Scorsese's film style and its evolution over time. - Make comparisons between Scorsese's work and films from which he drew inspiration and reference. - Navigate the confrontational "push-and-pull" around difficult protagonists in social worlds defined by sexism, racism, and violence. - Develop tools of film analysis and an understanding of cinema that they can, in turn, carry into their own academic and creative work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM383 History and Practice of Television Writing
This course offers a historical/industrial introduction to American television, and uses that as a springboard into analytical and creative exercises. Each unit will involve students viewing TV episodes (outside of class time) that are bound by theme, genre, production context, etc. These will serve as the foundation for in-class lecture and discussion on the industry and the decision-making of television creators. At the end of each unit, students will work on a culminating assignment of either analytical or creative writing. Key learning goals for the course: - An overview of television history: industry, censorship, technology, culture, and storytelling. - Identifying key concerns and parameters that affect creative decision-making, and how TV writers/creators work within them to respond to and reflect the concerns of their era. - Having students generate their own TV writing from imposed prompts/restrictions
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM384 Documentary Storytelling
This course explores the range of approaches, methods, and techniques employed by documentary filmmakers to tell their stories. After an introduction to elements of creative nonfiction storytelling, we will spend the semester looking at films organized by topical lens. Through close reading of documentary

texts, filmmaker statements and academic writing, we will examine how past and current documentaries successfully -- and sometimes unsuccessfully -- have tackled a wide variety of subject areas. During the semester, students also will develop an original documentary film idea based on a book or long magazine article and demonstrate their storytelling knowledge through final verbal pitches and a pitch deck. Industry guests visit to share their insight into documentary storytelling and provide students with additional pitch feedback.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM385**

FILM385 Introduction to Documentary
This course provides foundational knowledge for documentary filmmaking introducing students to the history and aesthetics of documentaries and exploring international nonfiction filmmaking from the origins of cinema to the end of the 20th century. The writings of film theorist Bill Nichols, including his influential documentary modes, play a central role in the course. Students learn how documentary has been defined and redefined through the study of how filmmakers were inspired by the concerns and technology of their age. This course also addresses issues of accountability, representation, access, and ethics in documentary filmmaking.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304**

FILM386 Cinematic Language of Documentary
Drawing from documentaries produced since the advent of television, this course deconstructs the cinematic tools employed in the art of documentary filmmaking. We will explore how cinematography, sound, performance, mise-en-scène, and editing as well as archival material, character/subject, and location/place operate to serve filmmakers' storytelling goals. Students will learn how technological changes through to the present have influenced creative and practical filmmaking choices as well as brought forth issues of accountability, representation, access, and ethics. This class provides an opportunity for students to realize that the lines between documentary and fiction film are more porous than typically appreciated.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM385**

FILM387 Seminar on Television Series and Aesthetics
Through frequent viewing of episodes, classroom discussion, and written exercises, students will consider television programs over multiple seasons and series as they work to describe and differentiate models of television series construction. Of primary interest is the creative decision making that goes into creating this commercial art form--recognizing patterns of intention, choice, and effect; how these operate on a variety of scales; and what attitudes a program may manifest toward the medium and the viewer. Series viewed may include I LOVE LUCY, ATLANTA, THE X-FILES, RUSSIAN DOLL, and others, including student-generated selections.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM388 Global Film Auteurs
This course offers a comparative introduction to film auteurs from around the world spanning the 1930s to the present day. Our aim is threefold: to analyze the narrative and stylistic tendencies of each filmmaker while considering their work in a historical, cultural, and industrial context; to develop our film analysis skills via formal comparison; and to consider the formation, redefinition, and influence of film canons. Emphasis will be placed on describing and analyzing the functions of narrative and stylistic elements and their effects on the viewing experience. Each week will include two film screenings, a lecture, and a discussion. Screenings will include films directed by Andrea Arnold, Julie Dash, Fernando Eimbcke, Don Hertzfeldt, Krzysztof Kieslowski, Akira Kurosawa, Steve McQueen, Jafar Panahi, Satyajit Ray, Ousmane Sembène, Céline Sciamma, Wong Kar-wai, Agnès Varda, Yim Soon-rye, and Zhang Yimou, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **WLIT301, CEAS388**
Prereq: **None**

FILM389 Film Genres: The Western
Once the most popular Hollywood genre for decades, the Western still has a palpable impact on the form and content of present-day cinema. This course is devoted to aesthetic and cultural analysis of key films belonging to the Western genre throughout its more than 100-year history. Our aesthetic approaches will include discussions of typical components of the Western, authorship in the Western, narrative structure, and the construction of the West via visual space and sound. Our cultural analysis will place particular emphasis on the myth of the frontier, the relationship between the Western and political rhetoric, and the genre's treatment of race, ethnicity, and gender. Roughly equal weight will be placed on these two approaches. We will also address the historical trajectory of the Western from its early silent days through its decline in the early 1970s to its present-day status.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM390 History of Film Sound
Sound is one of the most powerful tools at a filmmaker's disposal, yet in comparison to visuals, it remains difficult to describe and poorly understood. This course aims to do for the ear what film studies more commonly does for the eye by examining basic sound practices over the course of narrative film history. Focusing especially on U.S. cinema, but also devoting time to sound-conscious auteurs, we will develop an understanding of basic film-sound methods, look at more experimental uses, and track the technological developments of sound from its beginnings to the present day. The focus throughout the course will be on how such elements as music, sound effects, dialogue, and even silence play covert yet vital roles in telling stories and affecting viewers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM391 Sex and Violence: American Film-making Under Censorship
This course examines how US filmmakers have used narrative and stylistic techniques to address censorship requirements in US cinema. Though the course will cover early cinema through recent cinema, a major emphasis will be placed on studio-era filmmaking from 1930 to the 1950s, when censorship was at its tightest. Through close film analysis, we will examine how censorship altered films and how filmmakers manipulated film form and style to convey their intended meanings. Our analysis will serve as a way to reflect broadly on

methods for making films within constraints, the range of cinematic techniques available to filmmakers, and how creative decisions can impact viewers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM392 Cinema Stylists: Sternberg, Ophuls, Sirk, Fellini
This course analyzes the films of four international renowned auteurs--Josef von Sternberg, Max Ophuls, Douglas Sirk, and Federico Fellini--whose work is consistently defined by the use of highly noticeable, expressive, and even dazzling stylistic techniques. The course will cover the major works of all four filmmakers and will examine each director's films in terms of narrative techniques, personal worldview and--especially--a distinct set of stylistic concerns. Relevant film style topics will include, but are not limited to, lighting, set design, costume, camera movement, color, sound, and editing. Studying these four filmmakers will reveal how filmmakers can define cinema in deeply personal terms and employ a flashy--even flamboyant--style to achieve their goals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM393 Hip Hop and Film
This class explores the intersections between hip hop and cinema. It considers the development of hip hop-centered films in the 1980s, the casting of rap stars in subsequent 90s films, and the varied constructions of race, gender, and place that are integral to hip hop's visual/sonic culture. We will discuss many filmmakers, including Spike Lee, John Singleton, Cauleen Smith, Mario Van Peebles, Ernest Dickerson, Leslie Harris, F. Gary Gray, Rusty Cundieff, Radha Blank, Bryan Barber, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM394 Afrofuturist Cinema
In Space is the Place, jazz musician and cosmic philosopher Sun Ra states that "the first thing to do is to consider time as officially ended. We work on the other side of time." Afrofuturist narratives tend to unfold in this inverted time, or "after the end of the world." In this class, we will begin our research in the loop of Sun Ra's speculative refrain. We will examine cinematic depictions of hauntings, dystopias, aliens, the surreal, and space travel. We will discuss works by Anisia Uzeyman, Ryan Coogler, Wanuri Kahui, Ngozi Onwurah, Terrance Nance, Jordan Peele, Mati Diop and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **AFAM394**
Prereq: **FILM304 OR FILM307**

FILM395 Autobiographical Storytelling
How do filmmakers and writers negotiate memory, identity, and the author's voice to create original work drawn from life? Through analysis of a broad range of autobiographical narratives by experimental, documentary, and fiction filmmakers and writers, we will investigate various modes of working with personal source material, and explore the capacity and complexities of family and individual narratives to showcase diverse perspectives and interrogate assumptions about the self on screen. Inspired by the films and writing we will study, the creative work produced in this course may be drawn from a variety of sources: one's own lived experience, the lived experience of a family or community member, an event, a place, an artistic and/or cultural tradition. Thinking through the fluid nature of autobiography and the vast range of narrative possibilities for representing autobiographical material on screen will be part of class discussions. In this reading- and writing-intensive course, students should expect to spend several hours reading and writing outside of class per week. For most class periods, students will use Perusall to read and annotate either scholarly articles or pieces of autobiographical writing, or to read and comment on their peers' screenplays via Google Drive. Weekly screenings and readings may include work by Pedro Almodovar, Chantal Akerman, Radha Blank, Julie Dash, Mati Diop, Nathalie Léger, Barbara Loden, Lucrecia Martel, Jonas Mekas, Nanni Moretti, Alice Rohrwacher, Céline Sciamma, Agnès Varda, and others. In addition, the course will include screenings and discussions of videographic criticism (e.g., audiovisual work that critically reappropriates existing works of film and media).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **WLIT207**
Prereq: **None**

FILM396 Black American Cinema
What is Black Cinema? Is it, as Tommy Lott has claimed, a critical form of filmmaking that resists the "Hollywood master narrative"? Or, as Michael Gillespie claims, does it elaborate Black visual and expressive culture without any pressuposed commitment to a "real" Black lifeworld? While these are critical questions that we will encounter in this class, we will not attempt to answer them. The class surveys a wide range of films to tell a conceptual story about the complex relationship between Blackness and cinema. We will discuss works by filmmakers such as Melvin Van Peebles, Oscar Micheaux, Spencer Williams, Kathleen Collins, Charles Burnett, Julie Dash, Ayoka Chenzira, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **AFAM395**
Prereq: **FILM304 OR FILM307**

FILM397 Cinema and City in Asia
This course will look at the representation of the city in Asian cinema. It will explore links between urban and cinematic space across a range of thematic, historical, and cultural concerns. We will watch a wide range of films from China, Hong Kong, Japan, South Korea, Taiwan, India, Philippines, and Singapore--and learn to critically examine the ways in which cinema becomes an innovative and powerful archive of urban life as it engages with the events and experiences that shape the cultural, social, and political realities of the past, present, and future in Asia. The course is open to all sophomores including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required. Among other assignments like videographic criticism, students will also have an opportunity to make short city films using their phone-cameras and readily available editing software as an option for their final class projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **CEAS397**
Prereq: **None**

FILM398 Analyzing Music Videos
Music videos are fascinating objects. One can think of them as marketing assets. However, they can also be very experimental. While movies tend to foreground the visual, music videos typically begin with a song. In this class, we will think

critically with and about music videos. We will discuss music video history, directors, styles, sound-image relations, and the star. Some of the artists and directors we will cover include Michael Jackson, Prince, Beyonce, Rihanna, Hype Williams, Michel Gondry, Dave Meyers, Hiro Murai, and Kahlil Joseph.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307 OR FILM304**

FILM399 Senior Proseminar on Art and Business
This half-credit course designed for senior FILM majors and minors features regular sessions with entertainment industry professionals. Students will discuss the intersection of art and business with leaders in the field. Attendance will be strictly monitored.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

FILM404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

FILM407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FILM408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FILM409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FILM420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **OPT**

FILM430 Documentary Production
In this course, documentary history and theory meet production: "What does it take to make different style documentaries -- including observational, poetic, expository, participatory, and reflexive?" Students will explore documentary story elements and film grammar as they learn how to capture sound, record video, edit material, light subjects, conduct an interview, and work with archival materials, graphics, and music. They will learn through practice and by screening and analyzing a wide range of long-form documentaries made by a wide range of filmmakers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **FILM385**

FILM435 Directing the Documentary
Students embark on an intensive journey into the world of short-form documentary filmmaking through a hands-on course designed to help foster the emergence of their cinematic voices. The methods that many documentary filmmakers use to develop and craft their work serve as a model for the coursework. In a supportive environment, students engage in progressive learning to allow each to tackle many of the same key creative, practical, financial, and ethical decisions working researchers, directors, producers, writers, camera operators, sound recordists, and editors make during research and development, pre-production, production, and post. Students screen and analyze documentary shorts throughout the semester. During the first half of the semester, students complete exercises designed to help them to improve their technical skills while completing research and development and a written proposal for a six-to-eight-minute documentary. In the second half of the course, students direct, shoot, and edit their work. Ongoing feedback during the entire semester is provided. The course includes self-directed online training assignments and in-class workshops. Students enrolled in this course should anticipate heavy and unevenly distributed time demands.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM430**

FILM448 Directing Actors for the Camera
Working with actors is an essential component of cinema and television. This workshop course leads students through exercises both as actors in front of the camera and directors behind the camera. Topics include: directing actors for the camera, casting actors, the analysis of screen performance, script analysis from the actor and the director's POV, on-camera acting technique, introduction to the craft of staging dramatic scenes for single-camera shooting, director/actor collaboration, and communicating with actors to create successful performances.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM448Z Directing Actors for the Camera
The actor is arguably the most important instrument in the director's arsenal for storytelling. This course aims to give students a set of tools to draw on when facing the actual task of telling a story through a lens with performers. Through discussions and exercises, we'll cover script analysis, casting, rehearsing, staging, framing, editing, and more. Emphasis will be on creating strategies for getting the desired performance. Students will be acting in scenes as well as directing them. The goal throughout is to demystify all elements and for each student to understand better what kind of director they want to be. The instructor has been a member of the Directors Guild of America since 1990 and a member of the Writers Guild of America since 1985. As director, writer, and producer, he has credits on over 500 episodes of television. Smartphones with cameras are strongly recommended and will be used for class exercises.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM450 Sight and Sound Workshop
Film 450 explores the elements of cinematic form and style through filmmaking exercises. The focus of this course is to introduce concepts of narrative form and visual audio design in order to create coherent and emotionally engaging experiences for an audience. In other words: visual storytelling. Each exercise will challenge students to address both aesthetic and practical decisions in taking an idea from concept to the screen. Sections one and two provide technical training and practical experience in the 16mm film format, including lighting, cinematography, and editing. Section three (when offered) includes an introduction to digital non-linear editing and examines the differences between film and video. No assignments will have dialogue or synchronous sound recording. However, we will use this sound restriction to deepen our understanding of visual storytelling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM451 Introduction to Digital Filmmaking
This course is designed for NON-FILM MAJORS to provide a basic understanding of how films are made, providing technical training and practical experience with digital video cameras, sound gear, and lighting equipment. Through a series of exercises, students will refine their critical and aesthetic sensibilities and develop a basic understanding of how to use composition, lighting, sound, and editing to tell a story. No required time demands out of class. The course format is Lecture with Technical Exercises
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **None**

FILM453 The Art and Craft of Film Adaptation
Film adaptations of literary texts have been a staple of cinematic production from the silent era to the present day, and remain both an enduringly popular phenomenon and an occasional source of derision or disbelief: Can the movie ever be as good as the book? In this course we will interrogate the long-held assumption that source materials for adaptations are the authoritative texts while secondary works are necessarily inferior. Adopting a lateral approach that allows us to examine how stories change and are changed by new iterations and new mediums, we will examine the varied modes, motives, and techniques of film adaptations, analyzing how filmmakers transform character, plot, setting, and point of view as they adapt varied source material into feature films. Students will be asked to annotate and analyze literary sources, film scholarship, screenplays, and films, and should expect to spend several hours reading and writing outside of class time per week. In addition to film analysis assignments and in-class writing exercises, students will create an original adapted screenplay treatment and pitch deck.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM454 Screenwriting
This course focuses on writing for the screen, with emphasis on how the camera tells stories. We will be focused exclusively on the screenplay.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307**

FILM455 Writing for Television
This demanding, writing-intensive course focuses on (1) the creative development of a script, individually and collaboratively; (2) scene structure, character development, plot, form and formula, dialogue, and the role of narrative and narrator; and (3) understanding the workings and business of television. Each student will conceive of, synopsize, and pitch a story idea with their "producing partners" to "network executives." Each student will also serve as producer and as an executive for others. After absorbing the feedback, students will construct a detailed beat outline and will turn in an original script at the end of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **WRCT256**
Prereq: **None**

FILM456 Advanced Filmmaking
This workshop is designed for senior film majors who, having successfully completed FILM450, are prepared to undertake a thesis film project. Because of space and equipment, the number of projects that can be approved is limited. Students must petition for enrollment by proposal at the end of their junior year. Production costs are borne largely by the student.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM450**

FILM457 Advanced Filmmaking
This workshop is designed for senior film majors who, having successfully completed FILM450, are prepared to undertake an individual or small team project. Because of space and equipment, the number of projects that can be approved is limited. Students must petition for enrollment by proposal at the end of their junior year. Production costs are borne largely by the student.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM450**

FILM458 Screenwriting: The Short Film
This is a writing course and study of the short film that will start from ground zero: separating the screenplay from other forms (e.g., the play and the novel), and grounding students in visual language as the basis of the medium. How do we write in pictures? We will study four feature screenplays, but place particular

emphasis on how to scale a project for the short form. We screen 12 short films in class, and perform case studies of previous student films from first draft to finished film. This course is designed for students intending to make a film or write a screenplay for their thesis. The course prioritizes majors, but will consider sophomores who have completed Film 304 and 307 and intend to major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM 307**

FILM458Z Screenwriting: The Short Film
Since watching movies (good ones) is so easy and pleasurable, screenwriting is a medium that everyone's uncle thinks they can do. But anyone who has had to read an amateur screenplay knows different. This is a writing course that will start from ground zero: separating the screenplay from other forms, e.g., the play and the novel, and grounding students in visual language as the basis of the medium. How do we write in pictures?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM459 Writing for Television II
This advanced course requires that each student act as writer, producer/network executive, and lead discussant on one of the professional scripts we read. Students will be responsible for two meetings with the professor during the semester, two to three meetings with their producing partners, and one meeting with their actors (who will perform a short scene from the student's script at the end of the semester). Each student will conceive of and pitch three story ideas in the first classes, winnowing down to one idea for which they will write a story area, an outline, and a final script (which will go through three major revisions). Students are expected to come to class with a background in creative writing, focusing on character and dialogue as well as having completed one TV screenplay.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

FILM460 TV Writer's Room
This course will introduce television series structure, including both the half-hour and one-hour formats. We will start by analyzing familiar shows and then each student will write original scenes for discussion in class. We will then develop an original series idea in class as a group and function as a "writers room" would on a series. Each student will be required to write equal parts of the outline/beat sheet, develop characters, and write/revise scenes, with the goal of executing a full pilot script in collaboration with one another under the guidance of the instructor. Grading will be based on weekly assignments, as well as regular attendance, class punctuality and attention to deadlines.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM304 AND FILM307**

FILM461 Directing with Nicholas Ray and Robert Bresson
This is a hybrid studies/production course taught by a filmmaker that looks at two iconic filmmakers to learn what directing is beyond talking to the actors. What is it we are directing when we pick up a camera or making a cut? Nicholas Ray and Robert Bresson are two artists who had opposite cinematic approaches to express their deep spiritual struggles. We are going to compare these two seekers as a way to deepen our understanding of film style. Assignments will be screenplays, storyboards, and other pre-production material for your own films. The last section will look at five modern filmmakers influenced by Ray and Bresson to focus on incorporating their influence into your own work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307 AND FILM304**

FILM465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

FILM466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

FILM467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

FILM469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

FILM470 Independent Study, Undergraduate
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

FILM480 Senior Film Production: Senior Capstone
This is a project-based class for seniors who have taken FILM 450 (Sight and Sound). Each student will write and direct a six-minute short fiction film to be produced collaboratively by members of the class. We will use a small-crew model with students working on one another's films. Completed films will be screened for the Wesleyan campus at the end of the term.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Prereq: **FILM307 AND FILM304 AND FILM450**

FILM491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

FILM492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

FILM503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

FILM504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

FILM591 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

FILM592 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

FRENCH LANGUAGE AND LITERATURE (FREN)

FREN101 Elementary French I
This course is designed for first-time French learners who wish to acquire and develop listening, speaking, reading, and writing skills by learning basic vocabulary, useful expressions, and fundamental grammatical structures. Students will also gain cultural insights into the French-speaking world, from Senegal to New Caledonia, from Quebec to Louisiana, from Belgium to Guadeloupe, and beyond. In class, students will participate in activities that promote communicative proficiency and cultural competence through vocabulary and grammar exercises, games, skits, conversation, authentic readings, and the use of various audio-visual materials. Classes are conducted in French. FREN 101 is the first semester of the elementary French language sequence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN102 Elementary French II
This second-semester elementary French course is designed for students who have taken FREN101 or have had one or two years of French in high school and placed into FREN102 through the language placement test. The main goal of this course is to enable students to achieve intermediate communicative proficiency in French by developing their listening, speaking, reading, and writing skills. Students will thus increase their vocabulary, learn more advanced grammatical structures, and gain further cultural insights into the French-speaking world. In class, students will participate in activities that promote communication and cultural competence through vocabulary and grammar exercises, games, skits, conversation, authentic readings, and the use of various audio-visual materials. Classes are conducted entirely in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN110 Accelerated Intermediate French I & II
This course combines two semesters of intermediate French into one to allow for a faster track in French. The course develops students' abilities in the four basic skills of listening, speaking, reading, and writing through oral and written practice. It focuses on grammatical structures and vocabulary at the intermediate level and introduces students to contemporary French-language cultures from around the world through discussion of cultural and literary texts and use of audiovisual material.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN111 Intermediate French I
Students will develop their abilities in the four basic skills of listening, speaking, reading, and writing through oral and written practice. The course focuses on grammatical structures and vocabulary at the intermediate level and introduces students to contemporary French-language cultures from around the world through discussion of cultural and literary texts and use of audiovisual material.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN112 Intermediate French II
This is a course for students who have taken FREN 111 or arrive at Wesleyan with a good command of French. It builds on students' previous knowledge to expand and refine their ability to express themselves, both orally and in writing, through exposure to a variety of challenging cultural and literary materials in various media. The course includes a review of basic grammar but emphasizes more complex linguistic structures.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN215 Advanced Intermediate French
This course prepares students for upper-level French courses and for study abroad. It offers students the opportunity to review and strengthen their speaking, writing, and reading abilities in French. Class time is devoted to grammar review and to discussions of short reading assignments (literary and non-literary) from the French-speaking world (France, Africa, and the Caribbean). The semester ends with students reading an entire novel in French. Daily class discussions, oral presentations, weekly discussions with French teaching assistants, outside-of-class grammar review, and compositions are to be expected.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN216 Introduction to French Literature and Culture: From Notre Dame to The Terror
This class will introduce students to the ideas, culture, art, and literature of pre-Revolutionary France. We will read a "romance" by Chrétien de Troyes, bawdy tales by Rabelais, poems by Louise Labé and Ronsard, Montaigne's mediation on cannibals, a play by Molière, and a short "science fiction" tale by Voltaire. This class is designed to help students improve their writing and speaking skills and prepare for a term abroad in a francophone country.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN217 Exoticism: Imaginary Geographies in the 19th-century French Short Story
In this seminar we will consider the fascination with the exotic--with foreign landscapes, customs, and culture--in 19th-century French fiction, particularly in the genre of the short story. Discussions will focus on the representation of foreignness, the construction of the exotic woman, and the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Merimee, Loti, Flaubert, Hugo, Baudelaire, and Théophile Gautier. Although a 20th-century text, we will also read Duras's L'Amant.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN219 "Enfances": Literature and Childhood
At the heart of our discussions in this class will be the question of how adults construct the child's point of view. How can we define childhood? How can we evoke it through narrative? How ought we make art for children? We'll explore a variety of literary and cinematic sources from the French speaking world including Marjane Satrapi's Persepolis, the Comtesse de Ségur's Les Malheurs de Sophie, François Truffaut's L'Argent de Poche, and assorted French-language picture books. Along the way we will work on developing analytic and creative writing skills in French. (This course is conducted in French.)
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN220 Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes
Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his Arthurian tales became the basis for all future retellings of the legend. We will read these tales in depth, paying particular attention to their enigmatic quality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST230**
Prereq: **None**

FREN221 French Mythologies
Starting from "Mythologies" by Roland Barthes (1957) and "Nouvelles Mythologies" edited by Jerome Garcin (2007), this course examines how contemporary social values are turned into modern myths and some of the domains that seem to define France in the 21st century. How do the representations of food, fashion, le chic, la laïcité, strikes, colonialism and post-colonialism, etc., in contemporary novels and films still define France today?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN222 Love and Loss in Medieval and Early Modern French Literature and Culture
The interconnected themes of love and loss encompass others such as desire, passion, friendship, death, separation, and grief. This course introduces students to the uses of these themes in French literature of the medieval and early modern periods by reading a range of texts, from the courtly romance and lyric poetry, to the essay, the novella, and theater. We will examine how men and women treat these themes, and we will be especially sensitive to the ways in which women write in genres traditionally dominated by men. Topics of study will include the body, virtues and vices, marriage, sexuality, seduction, chastity, and violence. We will also place emphasis on improving French pronunciation and on developing oral presentation and written skills. Readings, papers, and discussions will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST220**
Prereq: **None**

FREN223 French Way(s)
What are "French" ways? What is important to the French, and how do they view themselves? What do they think about issues facing their country, Europe, and the world at large? What relationship does France have with the francophone world? What does it even mean to be "French?" Students in this course will explore these questions by examining a variety of materials including the press, comic strips, films, music, vlogs, television and radio broadcasts, and other selected readings. This course is designed for highly motivated students with a firm foundation in French who wish to refine their skills in listening, speaking, reading, and writing while gaining more insight into French life and culture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN224 Cultural Mo(uve)ments from the 19th to 21st Centuries
The purpose of this course is to familiarize students with movements such as romanticism, realism, surrealism, and the Nouveau Roman, to name a few. Some of these movements stem directly from the political context, while others seem to have grown almost organically. Though the course will primarily rely on literary texts, it will also examine the "passerelles" between literature, music, and painting.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN225 20th-Century Franco-Caribbean Literature and the Search for Identity
This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolite, and Louisianitude. This course is taught entirely in French. Readings, written assignments, and class discussions

will be in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, and the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN226 From the Diary to the Graphic Novel, Women Writers from the 17th to the 21st Centuries
While women in France were for a long time not welcomed in the literary sphere, they have nonetheless participated in the various movements that have affected literature from the 17th century on. The purpose of this course is to discuss women's space within the literary field. Through the study of various texts, this course will examine women's compliance and defiance towards literary trends. Far from only writing diaries and fairy tales, French women writers have considerably expanded their presence in genres that seemed resolutely closed to them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN227 Revolutions: American, French, Haitian
This 200-level course (which is open to students who have taken FREN215) examines the American, French, and Haitian Revolutions through a comparative historical and literary lens, with particular attention to political language, revolutionary texts, and transatlantic exchange. We will read short excerpts from primary documents -- pamphlets, declarations, speeches, letters, and constitutional texts -- alongside selected secondary sources in order to analyze how revolutionary figures articulated concepts of liberty, rights, sovereignty, and citizenship across the Atlantic world. One of the primary goals will be to consider how revolution was experienced and represented differently in colonial North America, metropolitan France, and Saint-Domingue (Haiti), and how race, slavery, and empire shaped each revolutionary trajectory. There will be three short papers, class presentations, and a final term paper.

This course is taught entirely in French. Readings, written assignments, and class discussions will be in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country.

Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN228 Fight like the French: Debates, Quarrels and Polemics in French Culture
In the age of "fake news" and polarization, knowing how to debate is essential. The French are notoriously practiced in debate; the importance of public opinion and the figure of the public intellectual have made French society as a whole particularly prone to the agonistic discussion of ideas. This course will survey foundational aesthetic and political debates in French culture from the 15th century to this day, focusing on those that were led by writers, philosophers, and intellectuals and that have entered French literary and cultural history. The course will show how controversies mark and make paradigmatic changes in the cultural landscape, advancing the arts and sciences and voicing political dissent. Throughout the course we will read literary works, treatises, letters, and newspapers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST229**
Prereq: **None**

FREN229 What Can the Middle Ages Teach Us About Nature?
Today nature is at the center of our preoccupations. This course will go back to a time before human beings thought they were the masters of nature, when nature was at the same time teaching and allegory, metaphor and science. We will explore the different functions of nature in bestiaries, poems, romances, and herbaria from the Middle Ages to the beginning of the Early-Modern period (in modern French translation). We will be able to see a real herbarium in the Special Collections & Archives. Students will also visit the Davison Center for the Arts and the Joe Webb Peoples Museum to explore visual representations of nature as well as scientific displays. During the semester, students will put together a herbarium that will be displayed in an exhibition at the end of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST227, ENVS229**
Prereq: **None**

FREN230 Knights, Fools, and Lovers: An Introduction to Medieval and Renaissance French Culture
The study of history and past literature provides intellectual, psychological and emotional resources that make one more resilient in adapting to new circumstances, enable one to see new possibilities of being-in-the-world, and provide new capacities for self-understanding. A knowledge of the European past, moreover, can be an advantage for people seeking to study, live, or work in Europe. This course will help students develop those resources and knowledge through a study of various forms of short fiction and poetry from the French Middle Ages and the Renaissance (12th-16th centuries). We will focus on the representations of human relations, above all romantic relations and their inherent conflicts of power, in these works. We will also view a couple of historical films in order to develop our visual imagination.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-RLAN**
Identical With: **MDST257**
Prereq: **None**

FREN231 By Sword, By Cross, and By Pen: An Introduction to Early Modern French Literature and Culture
This course introduces French literature and culture from the 15th to the 17th centuries, when the French territory expanded to its present borders with the rise of the French monarchy. Historical developments include religious upheaval and civil war, overseas exploration and conquest, and the greater dissemination of written works with the invention of the printing press. In this evolving context we will read a variety of literary works of prose and poetry. We will follow the emergence of genres such as the essay and the novel, and observe how different literary forms served to express ideas ranging from personal experiences to sociopolitical aspects of contemporary society. Several film representations of this period will also help us consider how we envision the past.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN232 French Society in Music From the Roaring Twenties to Today
Music has kept the beat of French history through its ordinary and extraordinary chapters. How has music supported France's cultural power and interacted with its external influences? How do songs guard dominant narratives or rally people under revolutionary banners of protest? Over the course of the semester, we will explore music (and its multimodal nature) as a site of cultural expression and a means of understanding social and political movements of modern French society over the last 100 years.

In the first part of this course, we will situate the music of artists such as Josephine Baker, Edith Piaf, Boris Vian, and Serge Gainsbourg in relation to major 20th-century events, from post-World War I Annés folles to May '68. We will consider how songs engage political events and discover the ways in which music shapes and is being shaped by its society. The second part of the course focuses on contemporary music of French expression (Indochine, Orelsan, Yseult, Angèle, Stromae) as related to questions of gender and sexuality, the legacy of decolonization, immigration, technology, and consumerism. Listening to the voices of France and its "others," we will examine expressions of belonging and alienation within a society that constantly reinvents itself while endeavoring to preserve its "inherent" characteristics. Close readings of lyrics paired with historical contextualization will be supplemented with theoretical and literary texts, excerpts from films and documentaries, posters, and photography.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN233 French and Francophone Gastronomy (CLAC .50)
This course explores the variety of French and Francophone gastronomy through texts, recipes, and other media such as films and cooking shows. Through these materials, students will reflect on the relationship between food and culture and the shape it takes in French and Francophone cultures. They will develop a deeper knowledge and appreciation for various foods and dishes. The course will include a hands-on component through which students will cook and taste foods from various areas in the Francophone world. The course will culminate in a final public event during which students will introduce and share foods from the Francophone world, which attendees will have the opportunity to taste. In addition to weekly meetings, there will be a few cooking workshops. Grade will be based on class participation, weekly reflection journals, a final presentation, and a final paper. This course is taught entirely in French. Readings, written assignments, and class discussions will be in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, and the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST226**
Prereq: **None**

FREN234 Francophone Belgian Culture
The Kingdom of Belgium gained its independence from the United Kingdom of the Netherlands after the Belgian revolution of 1830 and has since then developed as one of the central powers of the European Union, of which it was a founding member and whose principal institutions are located in the Belgian capitol, Brussels. The kingdom contains four linguistic regions: Dutch-speaking Flanders, French-speaking Wallonia, German-speaking Eupen-Malmedy, and bilingual (French-Dutch) Brussels. This course will study the development of Francophone Belgian culture since the mid-20th century. We will focus on authors like Georges Simenon, Marguerite Yourcenar, Jean Bofane, Joseph Ndwaniye, Amélie Nothomb, Nicolas Ancion, and Bernard Quiriny; musicians like Toots Thielemans, Jacques Brel, Cecile Kayirebwa, Princesse Mansia M'Bila, Dieudonné Kabongo, Zap Mama, Hooverphonic, Stromae, Damso, Romeo Elvis, and Angèle; and cineastes like Chantal Akerman, Jaco Van Dormael, Jean-Pierre and Luc Dardenne, Lucas Belvaux and Bouli Lanners. The course will also include a unit on the well-known bandes dessinées (comic books) created by Belgian authors and artists, like Herge (Tintin), Morris et Goscinny (Lucky Luke), Jean Van Hamme (Thorgal, XIII, Largo Winch), Hermann (Jeremiah), and Spenale (Wonder Pony).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN236 Going South: "Le Sud" and Its Representations in French Literature and Culture
The course explores representations of "le Sud" across media, from myths and legends to songs, literature, film, and television. We will learn the origins of Provençal identity and how its portrayal has evolved over time. We will gain a greater knowledge of the many artists and thinkers who have been drawn to the South. Eventually, we will work out a new definition of "le Sud," from Provence to one that includes other Souths such as the global South represented by immigrants from former French colonies.

Although a geographical denomination, a cardinal point, "le Sud" is a contradictory and moving space. The French anthem was first sung on one of Marseille's streets (rue Thubaneau), and the city remains a cosmopolitan port, open to migrations. The 2005 riots did not affect Marseille, yet the first elected mayors from the far-right Front National were in Orange, Toulon, and Vitrolles. The South remains a place of light and sun that attracted numerous painters and a place of dark and shady business run by local and international mafias. How

have these contradictions shaped "le Sud" as territory, community, and idea, and how do they function within definitions of French identity?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN237 Francophone North America: French-Canadian, Cajun, Creole, and Haitian Cultures in North America
This course introduces students to key cultural and political mo(ve)ments that made the Francophone (French-speaking) communities in Canada, Maine, and Louisiana. From the tragic Grand Dérangement of Acadians (1755-1763), and the Creole Saint-Domingue refugees in Louisiana (1792-1809), to the more recent arrival of French-speakers from Haiti, Africa, and Asia, Francophone cultures in North America continue to evolve as their diversity grows with each new migration. Special attention will be paid to Canadian and U.S. linguistic policies, migration policies, and the role of art (literature, cinema, etc.) and activism in shaping Francophone identities in an Anglophone context.

Writers studied may include Réjean Ducharme (Québec), Dany Laferrière (Québec-Haïti), Kim Thùy (Québec-Vietnam), Victor Séjour (Louisiana), Zachary Richard (Louisiana), as well as a few writers in English such as Kate Chopin (Louisiana), Edwidge Danticat (US-Haïti), Louise Penny (Québec), and singer-songwriter Josée Vachon (Québec-Maine) who straddle the Francophone-Anglophone divide.

The course will be conducted entirely in French except for a few readings in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN238 Representing the Self, Representing Yourself
In our digital age, with the pervasiveness of Facebook, Instagram, and other forms of social media, what can testimony do? What stories are told? How are they told? What do they mean? How do writers, artists, musicians, intellectuals, and politicians represent themselves? As students, how can you give your memories material substance? How do others' narratives influence the way you interpret your own being? In this course, we will begin to answer these questions by reading, watching, and examining a vast selection of French and Francophone texts, films, and images that recount the self from the Middle Ages to today. There will be a particular focus on queer people, women, and people of color, and how they negotiate difference and alterity in their work. Throughout the course, you will also journal your own experiences and imitate other writers' modes of expression (e.g., memoires, autobiographies, autofiction, the graphic novel, film, documentary, theater, poetry, music, photography). The course will culminate in the creation of your own story, which will in turn prepare you to think critically about the world around you and how to tell your story in interesting, creative, and provocative ways. We will also place emphasis on improving French pronunciation and on developing oral presentation and written skills. Readings, papers, and discussions will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN239 A Virtual Semester in Paris
This course will introduce students to different aspects of life in Paris. It will include virtual visits to museums, monuments, and neighborhoods; lectures by faculty from the Vassar-Wesleyan Program in Paris; and online meetings with different people in Paris. Students will undertake a research project on an aspect of Paris that is of particular interest to them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN240 Cinema and the French Theatrical Tradition
This course examines the connections between French theater and film by looking at manifestations of the theatrical tradition in 20th- and 21st-century cinema. We will read four plays and view a selection of films, along with commentary by directors, playwrights, and actors on their craft. Coursework will focus on the development of literary and visual analysis, the acquisition of terminology related to theater and film, and the appreciation of these two art forms in their past and current contexts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN241 Seeing Is Believing?: The Search for Cinematic Truth
The French director Jean-Luc Godard once remarked that, "Cinema is the truth 24 times per second." Godard refers here to an interplay between truth, time, and the mechanics of film. But does cinema really show us the truth? What kind of reality is it able to capture and how does "truth" relate to its means of representation? This course examines how Francophone film treats the relationship of cinema to truth, covering aspects of film history, theory, and its technical construction. The course is organized around four main areas of inquiry: we first consider the role fantasy and spectacle in the early films from Georges Méliès and the Lumière Brothers, before exploring how cinema re-orients its relationship to the "real" via social realism and the experimental documentary style of the French New Wave. We then discover how cinematic "truth" is reclaimed by filmmakers outside of France, before finally turning to the highly-aestheticized, non-narrative films of "Cinéma du look."

This course will familiarize students with the basics of film analysis and critique, while also providing a foundation in the technical aspects of cinema and how it has evolved as both an art and a science. Each film will be accompanied by readings, and the theoretical framework of the course will derive from André Bazin's Qu'est-ce que le cinéma? and excerpts from Gilles Deleuze's Cinéma II: L'Image-temps. For their final project, students may submit either a traditional research paper or an original film project that engages with cinematic theories and techniques discussed over the course of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN242 Francophone Graphic Novels: Text, Image and the Spaces In-Between
This course introduces students to Francophone graphic novels (bandes dessinées) from regions such as Côte d'Ivoire, Rwanda, Belgium, Quebec, the French Caribbean, and France, showcasing their cultural and artistic diversity. After an introduction to key concepts in comics studies, students will engage

with acclaimed works like Persepolis (Satrapi, 2000), Aya de Yopougon 1 (Abouet & Oubrerie, 2005), and Péyi an nou (Oublié, 2017). These texts serve as a lens to examine pressing debates on identity, migration, memory, race, gender, and religion. Coursework includes critical readings, visual and textual analysis, and creative writing/drawing. By discussing the content of these graphic novels, students will become familiar with a broad range of human experiences as well as major global events. By also focusing on their multimodal form, they will develop a toolbox for analyzing this unique textual/visual medium on its own terms and in relation to other media, especially visual art, cinema, and literature. The class is taught in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN246 Writing Diaspora: Introduction to Asian Francophone Literature and Art
The transnational and open category of Asian Francophonie can inspire students who are language learners of French to contemplate their relationship with the language. Designed for those who are new to Diaspora Studies and Asian Francophone literature, this course introduces a wide range of personal trajectories, challenging the binary division between a mother tongue and a foreign language. Through close-readings of novels, essays, haiku, and experimental literature, students will analyze the correlation between transgressing generic expectations and the desire to overcome the challenge of narrating diasporic experiences. The syllabus includes writers based in France such as Dai Sijie, François Cheng, Shan Sa, and Linda Lê, as well as those in Canada including Ying Chen, Ook Chung, Kim Thúy, and Aki Shimazaki. It concludes with Theresa Hak Kyung Cha, an Asian American multilingual writer and artist. Materials also include their feature-length films, video art, calligraphy, and installation art to explore these artists' multi-media creativity in challenging conventional historical narratives.

This course is taught entirely in French. Written assignments, class discussions, and most readings will also be in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country.

Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class.

This course will count as one course toward the French studies major and minor, the Romance Studies major, the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN247 What (Not) to Wear: Fashion in French Literature and Art
In this course we will consider the political, social, historical, and artistic importance of French fashion through a series of case studies. We will explore a number of sources such as ancien régime costume design, realist novels, memoirs, impressionist paintings, 20th-century advertising, and archival fashion magazines. Attention will be paid not only to what was being worn, but also to those who helped make fashion materially possible, for instance textile workers both in France and in colonized areas. This course is taught in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN248 Colonial/Decolonial
Colonial/Decolonial is taught in French and open to anyone who has completed FREN 215. It offers an exploration of the often-contentious debates surrounding colonization and its aftermath in shaping French and Francophone cultures and societies. The course examines the historical processes, theoretical frameworks, and artistic expressions that define colonial and postcolonial dynamics. In the first half, we trace the intellectual and cultural justifications and critiques of colonial expansion through readings from Bougainville, Diderot, and Prévost, alongside representations of the "other" in the Encyclopédie and the Description de l'Égypte. The second half explores postcolonial and decolonial thought as both historical phases and interconnected schools of theory. Topics include the specifics of decolonization from France, portrayals of the French colonizer, and connections between the Francophone world and other formerly colonized regions. Guiding these discussions are works by Aimé Césaire, Frantz Fanon, Edward Said, Maryse Condé, Assia Djebar, Albert Memmi, and Henri Laurens. The course also includes screenings of Pépé le Moko (1939, dir. Julien Duvivier), The Battle of Algiers (1966, dir. Gillo Pontecorvo), Adieu Bonaparte (Egypt, 1985, dir. Youssef Chahine), and Atlantique (2019, dir. Mati Diop). Additional insights are drawn from several podcasts and interviews on Radio France, linking colonial, postcolonial, and decolonial discourses to contemporary theoretical, political, and artistic debates.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN249 The Art of the Essay: A Creative Non-Fiction Class
This is both a creative writing and literature seminar, a hybrid experience where students will read some of the most momentous and important examples of the essay genre while simultaneously producing their own interpretative compositions. We will begin by reading a few essays by Montaigne (the writer who effectively defined the genre) before moving on to other authors from the French and Francophone world (e.g., Baudelaire, Voltaire, Césaire, and Beauvoir) who gravitated to this open and highly personal way of writing. We will also speak to several essayists during the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN253F French Literary Masterpieces on Screen (CLAC 0.5)
This CLAC course is linked to the FYS RL&L 252F: French Literary Masterpieces in Translation and on Screen. In this CLAC course, conducted entirely in French, students will have the opportunity to read the texts in their original language, and to hone their French speaking, listening, and writing skills. Assignments will include written commentaries (i.e., close readings) and short presentations on the material. As for the films, students in the CLAC course will be expected to watch and discuss French-language adaptations. This CLAC course is intended for students who have at minimum an advanced intermediate level of French. Learners of French as well as native and heritage speakers of French are welcome. Credit: 0.5. Regardless of students' previous exposure to the French language, including AP and IB courses, students interested in the CLAC course

must take Wesleyan's French placement test and score into at least FREN 215 (Advanced Intermediate French). Should they place into FREN 215, they must enroll in this class in order to be eligible for the CLAC course. Students who place into FREN 112 or below will not generally be eligible due to the degree of difficulty, though students may submit a petition. Moreover, all students must meet with the instructor before enrolling in the CLAC course for an oral comprehension and expression evaluation. This CLAC course, in combination with the FYS in English, will count toward the French Studies Major or Minor, as well as the Romance Studies Major.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST223**
Prereq: **None**

FREN254 Paris to Saigon: French Representations of Asia
The course explores the ways in which French explorers, writers, and artists traveled to Asian countries, such as Japan, China, and Vietnam, in the 19th, 20th, and 21st centuries and represented "Extrême-Orient," a Eurocentric designation. Attentive analysis of their works will allow us to question the colonial construction of the Far East as "other"; examine Asian influences on cultural, aesthetic, and literary expressions; and discuss Asian presence in postcolonial France. Issues such as orientalization, eroticization, and hybridization of genres and identities will be the subjects of our study.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN270 Monstrous Margins & Otherness
This course proposes to study monsters as a critical lens for examining sociocultural tensions, hopes, and anxieties in French literature and culture from the Renaissance to the present day. Dwelling across borders and boundaries, the monster is a paradoxical figure: it is unsettlingly close to us yet also marked by radical otherness. Throughout the semester, we will explore this dual dynamic: on the one hand, it is a figure that threatens social, moral, and cultural norms, and on the other, the monster exposes the failures and blind spots of the very structures that try to contain it. From fairy-tale villains and vampires to the postmodern zombie, we will examine what the monsters tell us about being human and about our perceptions of reality. Class readings include a variety of genres (fairy tales, short stories, poetry) and media forms (literature, visual arts, film). Class work will combine close readings of literary and visual texts with theoretical frameworks, as well as creative writing.

Readings, written assignments, and class discussions will be conducted in French. Any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may enroll in this course. It is an advanced course intended for students who have not yet studied abroad in a French-speaking country. Students who are not admitted to the course during pre-registration are strongly encouraged to submit an enrollment request and attend the first class meeting. This course counts toward the French Studies major and minor, the Romance Studies major, and the COL major. It also fulfills the language requirement for the ARHA major and the GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN273 The Business of Letters: The French Epistolary Novel
Before the 18th century, the first-person narrative was often perceived as self-indulgent, not to mention distasteful. Eighteenth-century readers, however, became fascinated with the intimacy, immediacy, realism, and confessional aspect of highly charged first-person perspectives. It comes as no surprise, then, that this was the golden age of the Roman Epistolaire, the novel composed entirely of letters. In this class we will read a number of epistolary novels that allowed for the development of highly subjective, and often challenging, points of view. Sample works include Madame de Graffigny's critique of European society (Lettres D'une Peruvienne), Mme de Charriere's praise of female independence (Lettres de Mistriss Henley), Montesquieu's political satire of French life through the eyes of Persian travelers (Lettres Persanes), and Laclos's tale of seduction and aristocratic libertinage (Les Liaisons Dangereuses). We will also read one example of the epistolary novel's stylistic counterpart, the Roman-Memoire.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN275 Histories of Race: Science and Slavery in an Age of Enlightenment
The concept of race was first "invented" during the 18th century by anatomists, natural historians, and, ultimately, the century's classifiers. This class will come to grips with the birth of this concept in two ways. First, we will read excerpts from travelogues to Africa and the Caribbean (as well as short excerpts from natural history) in order to chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. Having studied this "proto-raciology," the class will then examine 16 unpublished manuscripts that were submitted to a contest on the source of "blackness" organized by the Bordeaux Royal Academy of Sciences in 1739. These include essays submitted by priests, anatomists, and partisans of climate theory. Students in this class will actively engage with these materials by producing glossary definitions that will be published along with the entire collection of essays. The ultimate goal of this course is to provide students with an understanding of the concept of race that will inform their reactions to this question as both a historical concept . . . and an ongoing problem that affects all of us in the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RLAN**
Identical With: **COL281**
Prereq: **None**

FREN281 French and Francophone Theater in Performance
This course introduces students to the richness of the French and Francophone dramatic repertories, on the one hand, and, on the other, invites them to discover acting techniques (such as movement, physicalization, memorization, mise en scène, and so forth). Students will thus put their language skills into motion, and the course will culminate in a public performance at the end of the semester. (Special accommodations will be made for students who do not wish to perform publicly). Taught exclusively in French, the course will place particular emphasis on the improvement of students' oral skills through pronunciation and diction exercises, all the while polishing their written expression and enhancing their aural comprehension.
Offering: **Host**
Grading: **A-F**
Credits: **1.25**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA291**
Prereq: **None**

FREN282 French Cinema: An Introduction
This course introduces students to the history of French cinema (the evolution of its aesthetics as well as of its main themes), from the films of the Lumière brothers in 1895 until now with French filmmakers of Maghrebi origins. One leading question of the course will be, What makes French cinema "French"?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN301 The Race Makers: How the Enlightenment Invented the Most Dangerous Idea in History
The concept of race was first "invented" during the 18th century by anatomists, natural historians, and, ultimately, the century's classifiers. While this seminar is constructed as something of an intellectual history seminar, it will also delve into the lives and (often messy) psychologies of several of the people who helped develop the idea of race during the eighteenth century. We will become familiar with a French king and the signatory of the Code Noir (Louis XIV), the Swedish inventor of the term Homo sapiens (Linnaeus), the theorist of human degeneration from a white prototype (Buffon), the most famous philosopher of the eighteenth century (Voltaire), the theorist of human stage theory (Robertson), a skull-measuring naturalist (Blumenbach), and an American president, in Thomas Jefferson. The class will also examine 16 manuscripts that were submitted to a contest on the source of "blackness" organized by the Bordeaux Royal Academy of Sciences in 1739. The goal of this course is to provide students with an understanding of the origins of race that will inform their reactions to this question as both a historical concept, and an ongoing problem that affects all of us in the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RLAN**
Identical With: **STS303**
Prereq: **None**

FREN302 West African Literatures and Cultures in French
This course explores major texts in modern and contemporary Francophone African literature by delving into four major themes that traverse the recent cultural, literary, and political history of Francophone West Africa.

The course starts by investigating the relationships between orality and literature through the lens of often-intersecting debates around tradition and modernity; the focus will then shift to articulations of nation, liberation, and the promises of independence, war, and memory, and finally the ruptures and continuities of the post-colonial, neoliberal present.

By spending significant time with primary sources that span over a century of literary and cultural production from and about Francophone Africa, students will have a deep understanding of the urgencies animating writers wrestling with the weight of the colonial past, the violence of decolonization, the brightness of independence, and the uncertainty of the present. A thorough engagement with some of the most important authors of the last 60 years (e.g. C. H. Kane, B. Diop, Y. Ouloguem, M. Condé, among others) will allow us to deep-dive into the possibilities of literary expression, as well as questions of belonging, nation, and evolving ideas of "Africa."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L302**
Prereq: **None**

FREN304 The Art of the Essay: Creative Nonfiction in French
The Art of the Essay is both a creative nonfiction writing class and a literature seminar, a hybrid experience where students will read some of the most momentous and important examples of the essay genre while simultaneously producing their own interpretative compositions. Writing experiences may include opinion pieces, historical fiction, writing on art or music, and biographical sketches. To improve our own writing, we will read essays by Montaigne (the writer who effectively defined the genre) before moving onto later authors from the French and Francophone world (e.g., Voltaire, Baudelaire, Césaire, Beauvoir) who gravitated to this open and highly personal way of writing to further their own artistic or ideological positions. As a supplement to the class we will also be inviting journalists and essay writers from both France and the United States to speak to us. This course is taught entirely in French. Readings, written assignments, and class discussions will also be in French. While any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course, it is an advanced course intended for students who have already taken two courses in French beyond FREN 215 or already have studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, and the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN305 Negotiating French Identity: Migration and Identity in Contemporary France
With the largest minority in France being of Maghrebi origin, Islam has become the second largest religion in France today. What are the repercussions of this phenomenon for French identity? How did French society understand its identity and regard foreigners in the past? What do members of the growing Franco-Maghrebi community add to the ongoing dialogue surrounding France's republican and secular identity? This course will analyze the recent attempts at redefining French identity through a study of literary texts, films, and media coverage of important societal debates (e.g., the Scarf Affair, French immigration laws, the Algerian war). Readings, discussions, and papers will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL307**
Prereq: **None**

FREN306 Spectacles of Violence in Early Modern French Tragedy
The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts--many of which staged physical violence--not only reflected but also actively participated in the debates surrounding the 'troubles civils.' In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on

why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL306, THEA292**
Prereq: **None**

FREN307 Exoticism: Imaginary Geographies in the 19th-century French Short Story
This course will consider the fascination with the exotic--with foreign landscapes, customs, and culture--in 19th-century French fiction, particularly in the genre of the short story. Discussions will focus on the representation of foreignness, the construction of the exotic woman, and the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Merimee, Loti, Flaubert, Hugo, Baudelaire, Myriam Harry, and Théophile Gautier.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN308 Southern France Today: Villages, Territories, and Metropolises
This course offers an interdisciplinary exploration of Southern France, with a focus on Marseille, through historical, literary, sociological, and comparative approaches. It is designed to encourage students to question prevalent stereotypes and controversial contemporary issues related to the region.

Throughout the course, students will examine various topics such as migration, ethnic and social segregation, economic growth, safety, the environment, housing, transportation, urban planning, metropolization, education, and culture. By using Marseille as a case study, students will reflect on the notion of scale in the context of French and European governance.

Students will engage with a range of materials, including novels, short stories, graphic novels, journalistic investigations, films, archival footage, and testimonials from residents, association representatives, experts, and researchers. Additionally, the course will include a comparative analysis with Paris, other French cities, and Mediterranean regions.

By the end of the course, students will gain a deeper understanding of the region's place in French politics, society, and culture, while also developing critical thinking, research, and analytical skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN309 Writing Childhood in Contemporary French Literature
In the 20th century, children's literature and writings about childhood expanded alongside commercial book publishing, greater literacy, and theories on childhood. This course will follow the development of formal and creative expressions of childhood by turning first toward children's literature, including picture and comic books and classic works such as "Le Petit Prince." Literary depictions of childhood, as memory, testimony, and social commentary, will compose the second half of the course. Visual imagery (book illustrations, films) will be studied as well to consider the connections between childhood and its representations--for example, how children's literature reflects modernity and how childhood is a means to make sense of adulthood.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN310 French Crowds, Mobs, and Mobilities
Under the date of 14th July 1789, Louis XVI entered in his diary but one word: "Rien." That day, a crowd of sans-culottes flooded the streets of Paris, overwhelmed the guards, and captured the Bastille. What the king could not foresee is the political power of a mob, a "foule," deriving its etymology and strength from the pressure of thousands of feet pounding the pavement. From this founding event on, the building of the French nation could be read as a history of mobile crowds kept alive today in yearly student and union demonstrations. How does "rien" become the emblematic event of French national identity? What moves a crowd, and what does a crowd move? What do such gatherings accomplish, and how do they form in France and why? Can governments bring crowds to a stop? What does immobility mean for the French?

Drawing on French sociology and literature, this course will explore the influence that crowds have exerted on French politics, society, and aesthetics. We will discuss the power of numbers by focusing on major events in French history from the 18th century to contemporary France: the French Revolution, the Paris Commune, May 1968, the 1983 March for Equality and Against Racism, the Yellow Vests, and the COVID-19 lockdowns. Students will be encouraged to relate the course to their own experience of mobile crowds, in concerts or sports events, on more quotidian moves such as commuting, and to draw comparisons across time and space.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN312 Clandestins, Sans-Papiers, Migrant/e/s: 100 Years of Illegalization in the Francophone Mediterranean
Who is illegal, and why? When did "migrating illegally" across the Mediterranean start, and how? How did we come to think about certain ways of moving across borders as a criminal act? Using sources and literature on and about empire, borders, citizenship, seafaring, smuggling, and human rights, the course will attempt to answer these questions in the specific context of the Francophone Mediterranean, intended here as a space of migration much broader than the sea itself. We will read about Algerian workers hidden in the hulls of steamships at the turn of the century, watch Tunisian border policemen helplessly patrol an endless stretch of desert in a sandstorm, and read from "illegal" Africans seeking refuge inside the church of St. Bernard, in Northern Paris, in the hot summer of 1986, before police broke in. Through this heterogenous set of encounters, students will be able to explore, engage critically, and respond to some of the discursive, legal, and logistical devices that made and still make people on the move "illegal" in contemporary France and in the long wake of its colonial empire.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN314 From the Diary to the Graphic novel, Women Writers from the 17th to the 21st Centuries
While women in France were for a long time not welcomed in the literary sphere, they have nonetheless participated in the various movements that have affected literature from the 17th century on. The purpose of this course is to discuss women's space within the literary field. Through the study of various texts, this course will examine women's compliance and defiance towards literary trends. Far from only writing diaries and fairy tales, French women writers have considerably expanded their presence in genres that seemed resolutely closed to them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN315 The Politics of the French Language and the Birth of the French State
Today, the advantages of national borders and monolinguistic language policies are being trumpeted all across the world. And yet, the study of premodern languages and literatures reveals that the history of national languages has always been a multicultural affair. In this course, we will look at the case of the French language, particularly the establishment of French as a literary language through strategies of legitimization. Starting with an examination of the first text written in the language that would later become French, from the 9th century, we will then go on to study (in modern French) a series of medieval and early-modern poems, plays, treatises and essays that borrow from other languages and literatures, even as they establish French as a literary and a national language. The final portion of this class will include a meditation on the status of French language in contemporary Francophone countries based on Derrida's essay "Le monolinguisme de l'autre."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST315**
Prereq: **None**

FREN316 Women Writing in the Renaissance
Women writing in 16th-century France--the French Renaissance period--had the recent advantage of print publication to circulate their works despite great social limitations on women's roles and education. This course explores their writing--including fiction, poetry, epistolary, and polemic--and choices of subject matter with a focus on references to writing as/by women. We will situate these writers in their historical, cultural, and literary environments and read critical scholarship on this field of study. We will also take a comparative approach by looking at 15th- and 17th-century authorship to see how circumstances evolved and at several contemporary perspectives to consider the currency and perhaps continuity of early modern women's literary production and creations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN317 The New World Bites Back: Cannibalism and the Colonial Encounter
What is the cannibal? Perhaps it makes us think of Hannibal Lecter or zombies from Dawn of the Dead. How do we understand the horror and fascination the cannibal, whose monstrosity depends in some sense on its humanity? An emblematic figure of the tension between alterity and resemblance, this course examines the diverse political, cultural, literary and economic representations of cannibalism that underly the relationship between Europe and the "New World." Major Readings: Montaigne's "Des Cannibales," Voltaire's Candide, Dutertre's Histoire des Antilles, Marx, Capital (excerpts) Aimé Césaire's Une Tempête, Suzanne Césaire's Le Grand camouflage. 40-50 pages of reading per week.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN318 French Renaissance Theater Lab
In this seminar students will explore a variety of dramatic texts written and performed during the French Renaissance (c. 1500-1610). The first two-thirds of the semester will provide an overview of the poetics, rhetoric, and performance of early French theater, followed by discussions about gender, religion, politics, violence, and other topics as they arise within each play. Authors will include Marguerite de Navarre, Jean de La Péruse, Étienne Jodelle, François d'Amboise, Louise Labé, Robert Garnier, and Catherine Des Roches. During the last third of the semester, students will participate in a collaborative digital (online) critical edition of one of the plays studied. Emerging technologies in the field of digital humanities will be integrated into this lab portion of the seminar, as well as more conventional methods of establishing critical editions. Readings, written assignments, and class discussions will be in French.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA338, COL318**
Prereq: **None**

FREN322 The French New Wave: From National to World Cinema
This course introduces students to one of the most creative and influential moments in cinema history: the French New Wave (Nouvelle Vague). Flourishing in the post-World War II period between the 1950s and 1960s, this new generation of film critics and filmmakers sought to redefine what François Truffaut calls a certain qualité française through cinematic experimentation, while using their works to comment on global geopolitical conflicts. The course situates the Nouvelle Vague within its local production context while also studying its contribution to cinema as a global artform. The filmmakers studied include core members of the Cahiers du Cinéma, such as François Truffaut, Claude Chabrol, and Jean-Luc Godard, as well as extended members of the Left Bank Group, including Alain Resnais, Chris Marker, and Agnès Varda. The final week will focus on the international legacy of the French New Wave, with East Asian New Wave movements as key examples. This course will be conducted entirely in French except for a few readings in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN324 Interpreting the "New World": France and the Early Modern Americas
The impact and long-lasting effects of the "discovery" of the "New World" on Europeans cannot be overestimated. This advanced seminar will compare and contrast styles of expedition and conquest among the European nations, though the course will focus on the French context and the various events and encounters that occurred in the early modern Americas, particularly between 1492 and 1610, a period that laid the groundwork for the subsequent colonial project. Throughout the course, we will pay special attention to the Amerindians' points of view. In turn, students will examine the insights and blind spots in 16th-century French navigators', cosmographers', cartographers', and intellectuals' interpretations, representations, and negotiations of difference by critically engaging with concepts such as nature, culture, alterity, gender, sexuality,

marriage, religion, exchange, possession, conquest, and war. Reading, writing, and class discussions will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FGSS324**
Prereq: **None**

FREN325 Museums, Objects, and Empire: Exhibiting the Self, Exhibiting the Other
This course will analyze the relationship between colonization and material culture. Using literary and historical documents, we will ask how objects helped to construct identities by studying the way objects were collected, used, and displayed during the colonial period. The course will also analyze how spectacles, exhibits, and museums have shaped a discourse about the other. The course will lead to an exhibition based on student work. Reading, writing, and class discussion will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN326 Topics and Genres in French Popular Culture
Spanning the mid-19th century to the present, this course will present and examine the expansion of such genres as newspapers' feuilletons (serialized novels), romans de gare (easy literature), detective novels, and bandes dessinées (graphic novels). Though at times poor in their execution, such productions are a revealing window into French society, and their popularity has only increased. The course will particularly focus on the participation of renowned writers in so-called low-cultures genres, as well as on women writers' growing presence in the field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN328 The "Cold" War in Motion: Memories through French Post-war Cinema
This course examines in parallel cinema history and global geo-political history during the post-war period (1945-1990s). How does a portable camera travel to document the "hot" realities of the "Cold" War? How does the thinking power of montage reconstruct histories of destruction into collective memories in sound, color, and image? Through close analysis of short and feature-length films produced by French filmmakers, students will dissect the art of filmmaking into philosophical penmanship, as reflected in the notion of "caméra-stylo". Materials include documentaries, essay-films, and fictional films from Alain Resnais, Chris Marker, Agnès Varda, Jean-Luc Godard, William Klein, Marcel Ophüls, Jean-Pierre Melville, and Louis Malle. These filmmakers reflect on the histories of the Second World War, colonialism, and the Cold War, as well as on countries that represented political and cultural alternatives during the time of reconstruction. This course is taught entirely in French. Written assignments, class discussions, and most readings will also be in French. While any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course, it is an advanced course intended for students who have already taken two courses in French beyond FREN 215 or already have studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN330 Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes
Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his Arthurian tales became the basis for all future retellings of the legend. We will read these tales in depth, paying particular attention to their enigmatic quality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST330**
Prereq: **None**

FREN333 Asia and the Making of France
Enlightenment philosophers, impressionist painters of the 19th century, and French Maoist intellectuals in the 1960s were all influenced by Asia. Although these influences from Asia were at times the fruit of solid knowledge, they were also often the result of imagination. In addition to attracting French intellectuals and artists, Asia also contributed very concretely to the economic development of modern France and its geopolitical position in the world. This relationship relied on voluntary exchanges but also on violence and French exploitation of Asian territories and people. Through the study of historical documents, films, and literary texts, this course aims to understand the various ways Asia shaped France. We will consider the various representations of Asia conveyed in 19th- and 20th-century France and the historical context of their production by focusing on key moments such as the Opium Wars in China, French colonialism in Indochina, and the two world wars. Reading, writing, and discussion will be in French.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN334 Days and Knights of the Round Table
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its development in the 12th-century romances of Chrétien de Troyes. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST234**
Prereq: **None**

FREN345 Weird Literature: Tales of the Supernatural, Inexplicable, and Bizarre
In this course we'll look at fantastic literature (broadly defined) from 19th century France: tales of the supernatural, the inexplicable, and the bizarre. This genre flourished in post-enlightenment, post-revolutionary France. Part of our task will be to consider what made stories of the strange so appealing to French authors at this point in time, and how writers used the genre to grapple with societal changes and scientific advances. We will examine some formal definitions of the fantastic and the uncanny, and work towards our own characterizations, as we consider issues such as madness and sanity, provincial

superstition, the clash of science and the inexplicable, and the place of gender within such narratives. We will also consider the reception of these texts: how they were illustrated and/or adapted and where (if at all) we can find echoes of them in modern culture. Authors to be studied include Maupassant, Merimée, and Villiers de L'Isle-Adam.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN348 Artistic Creation in Fin-de-siècle France
The end of the nineteenth and beginning of the twentieth century--the so-called fin de siècle--was a period of remarkable creative energy, production, and upheaval in France. Many of the most-recognized names in the art world were active there during that time: Debussy, Monet, Picasso, Stravinsky, Matisse, Baudelaire, Van Gogh...and many of them collaborated across media. In this course, we'll dig deep into the music, visual arts, and literature of the period, relying on contemporaneous primary sources (literature, of course, but also newspapers and popular periodicals, artists' letters and manifestos, performance reviews and notes, etc) as well as relevant secondary analyses, to get a sense of the competing energies of liberation and decadence that nourished so many remarkable and influential works of art.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN356 From the Diary to the Stage: Women Writers and Literary Genres from the 17th to the 21st Centuries
While women in France were not welcomed in the literary sphere, they have nonetheless participated in the various movements that have radically affected literature from the 17th century on. The purpose of this course is to discuss women's space within the literary field. Through the study of various texts, this course will examine women's compliance and defiance toward literary trends. It will also investigate the roles of literary categories (letters, plays, fairy tales, poems, novels, and essays) in women's production.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN357 Autobiography and Photography; Text and Image
Over the last decades, the question of autobiography as a genre has been thoroughly analyzed. The issue is further complicated by the use of photography within autobiographical texts, whether they are included in the text or merely described. In this course, we will examine the various roles of photography in autobiography. Is photography a way to trigger memory? Is it more referential than the word? How is the reader to read the coexistence of word and image? Such are some of the questions that will be discussed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN360 Clair Obscur: Literature and Culture in 19th-Century France
This seminar will explore the literature and culture of 19th-century France with a specific focus on Paris and its development over the course of the century. We will consider the impacts of population growth, the industrial revolution, political upheavals, artistic developments, and the transformation of the cityscape itself. How did novelists, poets, journalists, and composers use their works to depict and to grapple with the transformation of the city? We will also consider how colonialism and empire manifested themselves within the boundaries of the colonizing state, for example in the Expositions Universelles. Texts studied will include works by Charles Baudelaire, Victor Hugo, Louise Michel, Jacques Offenbach, and Guy de Maupassant. Towards the end of the course we will turn our attention to artistic representations of Paris across the century. Readings, written assignments, and class discussions will be in French. While any student who has completed FREN 215 (with a minimum grade of B) or has placed out of FREN 215 through the placement test may sign up for this course, it is an advanced course intended for students who have already taken two courses in French beyond FREN 215 or already have studied abroad in a French-speaking country. Students who are not admitted to the course through pre-registration are strongly encouraged to submit an enrollment request and attend the first class. This course will count as one course toward the French studies major and minor, the Romance Studies major, the COL major. It also fulfills the language requirement for the ARHA major and GEM (Global Engagement Minor).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN363 (Un)Popular Performances/Performances (Im)Populaires
In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular "study-abroad destination" for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 "season" are preserved in his personal papers in the National Library of Scotland. This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL363, MDST363, THEA363**
Prereq: **None**

FREN372 Exoticism: Imaginary Geographies in 18th- and 19th-Century French Literature
This course will consider the fascination with the exotic -- with foreign landscapes, customs, and culture -- in 18th- and 19th-century French fiction and, to a lesser extent, poetry. Discussions will focus on the representation of foreignness and the construction of the exotic woman, as well as on the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Mérimée, Loti, Flaubert, Hugo, Baudelaire, and Gautier.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN382 Jungle and Desert in Francophone African Literature
This course analyzes the constellation of images and sensations conjured up by the terms "jungle" and "desert," which are opposite but equally extreme. We will

explore European adventure tales and travelogues, contemporary non-Western novels, children's books, and films in a quest to understand the imaginative power of these landscapes.

Through our readings of such a wide range of texts, we will ask questions such as, What do these landscapes signify? How do descriptions of landscape convey a sense of individual and collective identity? What psychological terrain is explored when writing about extreme landscapes? And, finally, how do we each see ourselves in relation to landscape? What is our own version of an "extreme" landscape?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN390 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L390, COL393, GRST291, MDST390**
Prereq: **None**

FREN391 Diderot: An Encyclopedic Mind
In this class we will come to know the most progressive and often radical thinker of the French Enlightenment, Denis Diderot (1713-1784). We will begin this seminar with an examination of how this country abbot grew into the most well known atheist of his generation. We will then move onto his famous 74,000 article Encyclopédie, a book that not only dragged sacrilege and freethinking out into the open, but triggered a decades-long scandal that involved the Sorbonne, the Paris Parliament, the King, and the Pope. (During this portion of the class, students will undertake translations of select entries [from French to English] of the "dictionnaire" for possible publication.) In the second half of the semester, we will also study the writer's freewheeling art criticism. Finally, we will read two groundbreaking novels. The first of these, "La Religieuse", is a gripping pseudo-memoir of a nun who suffers unspeakably cruel abuse after she announces that she wants to leave her convent. The second, "Jacques le Fataliste", is a freewheeling anti-novel where Diderot used fiction to take up the problem of free will. In the final portion of the class, we will also read selections from his anticolonial and antislavery writings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL391**
Prereq: **None**

FREN397 Forbidden Love: From the Middle Ages to the French Revolution
This seminar examines the notion of "forbidden love" in prose fiction, memoirs, poetry, and theater written in French from the Middle Ages to the French Revolution. Students will gain a theoretical and historical understanding of concepts such as love and desire, and how they inform ideas of race, gender, and sexuality in the early francophone world. Students will also watch 20th- and 21st-century film and theatrical adaptations of selected works. By the end of the course, students will have acquired an appreciation for a central but often neglected dimension of francophone literature and culture, become familiar with a method combining a historical approach with the use of essential theoretical concepts, explored how attention to noncanonical and/or "nonliterary" material can extend their knowledge of the period, and provided evidence of competence in critical reading and in the presentation of independent research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN399 French Histories: National Identity and Narratives since the Third Republic
At the end of the nineteenth century, schooling became free and mandatory in France. Since then, politicians have often considered the teaching of history as key to the construction of French national identity. Even today, some argue that the role of school is to equip children with a national narrative. French historians have questioned and resisted this instrumentalization, denouncing oversimplifications and ideological distortions. They also acknowledge that some biases have pervaded French history.

Through readings of historical novels, biographies, essays, and graphic novels as well as selected film and documentary viewings, this course will explore some of these national narratives and the way French historians, philosophers, and artists have participated in the construction of a French national identity.

The course will focus on France and its colonies since the 1870's and the Third Republic. Preliminary knowledge of the period is not required for this class. The final project will be a re-telling of a French historical event through students' preferred medium (video, graphic novel, essay, or podcast). The assignments during the semester will help students accumulate material and hone their skills toward this goal.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

FREN401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

FREN404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

FREN407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FREN408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

FREN409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

FREN420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

FREN465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

FREN466 Education in the Field
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

FREN491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

FREN492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GERMAN LITERATURE IN TRANSLATION (GELT)

GELT230F The Simple Life (FYS)
As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors--as individuals, groups, societies, and cultures--affect the conditions under which we, future generations, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an "après moi, le déluge" attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living "green" make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives and threats to the environment in the present moment.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST230F, ENVS230F**
Prereq: **None**

GELT239 Modernism and the Total Work of Art
The term "total work of art" refers to the German concept of the Gesamtkunstwerk, which took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in Impressionist painting and German Expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA339, GRST239, RL&L339**
Prereq: **None**

GELT253 The New German Cinema
This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Bertolt Brecht's theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM320, GRST253**
Prereq: **None**

GELT279 Good, Evil, Human: German Fairy Tales and Their Cultural Impact
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST279, COL279, WLIT251**
Prereq: **None**

GELT279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact (FYS)
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GRST279F, COL279F**
Prereq: **None**

GELT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GELT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

GELT411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GELT412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GERMAN STUDIES (GRST)

GRST101 Elementary German
This course is an introduction to German and leads to communicative competence in German by building on the four primary skills--speaking, listening, reading, and writing--while developing participants' awareness of life and culture of German-speaking countries. Learning German and its structure will also enhance students' awareness of commonalities between the English and the German languages. The GRST101/102/211 course sequence will help students appreciate that contemporary Germany is economically and politically the leading country in the European Union and has a dynamic, multicultural society. The German language opens vistas into a world of ideas that is as complex as it is elemental. It provides access to many fields, from philosophy to the natural sciences and many disciplines between: history, musicology, art history, and environmental studies. These three courses prepare students to study abroad in Germany, on one of the two Wesleyan-approved programs in Berlin and Hamburg or continue with GRST212 here at Wesleyan.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **None**

GRST102 Elementary German
This is the second part of the two-part sequence in Elementary German (see GRST101). Students will continue their study of the four primary skills--speaking, listening, reading, writing--plus German grammar and culture. They will read a variety of authentic texts, listen to native speakers, handle everyday conversational situations, and write short compositions. At the end of the semester, students will write, perform, and videotape a skit based on the material learned this semester. GRST211 is the course following GRST102. Students who take GRST211 can apply to study abroad in Germany on one of Wesleyan's approved programs in Berlin and Hamburg or continue with GRST214 here at Wesleyan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST101**

GRST211 Intermediate German
This course typically follows GRST101 and 102 and increases students' proficiency in the German language while they learn about different cities and regions in the German-speaking world. Working collaboratively, students engage in cultural activities with authentic readings and contextualized grammar in a unifying context. Through exposure to a variety of texts and text types, students develop oral and written proficiency in description and narration, as well as discourse strategies for culturally authentic interaction with native speakers. Classes focus on active use of the language. Film, music, and other audio clips are regularly integrated into the course to increase students' listening

comprehension. Through regular writing assignments, students expand their vocabulary and practice varied styles and techniques. Among the course goals are improved communication and reading skills, an expanded vocabulary, more accurate and nuanced written expression, and increased insight into historical and cultural features of the German-speaking world. After the successful completion of this course, students can study abroad through Wesleyan's approved German programs in Berlin and Hamburg or continue with GRST212 at Wesleyan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST102**

GRST212 Practice in Speaking and Writing German
This course is designed to build and strengthen skills in oral and written German. It functions as a bridge between the basic language series (GRST101&102 and 211) and the more advanced literature/culture courses. This course extends the focus on language and culture through reading, interpreting, and discussing longer German texts (including poems and short stories) begun in GRST211. Moreover, students will research various aspects of the history and culture of Germany and gain practice writing about and presenting the results of their research. Grammar instruction and review as well as vocabulary-building are integral parts of this course, since mastery of the structures of German will facilitate students' ability to express more complex ideas. We will supplement the textbook with additional readings, music, and films. Class discussion will be conducted in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST211**

GRST213 German Culture Today
Readings, class discussion, and written work will be based on current and recent events and developments in Germany. Topics will include Germany's place in the new Europe and the world, Germany as a multicultural society, and German contemporary culture. The course will provide extensive practice in speaking, reading, listening, and writing in German and using literary and nonliterary texts, as well as audio and visual materials. Structured conversation, debates, and analysis of different types of texts, along with writing assignments in a variety of genres, will strengthen proficiency in German and prepare students for 300-level courses. This course can be taken either before or after study in Germany.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST212**

GRST221 Moscow/Berlin: Dreamworld and Catastrophe
The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders. Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an "off-modern" path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES321, RUSS321, RULE321, WLIT341**
Prereq: **None**

GRST224 The Holocaust in Contemporary Popular Culture
How to describe the indescribable and to speak the unspeakable? Long after the end of World War II, filmmakers still grapple with these questions, and their answers vary ethically and aesthetically. This course will discuss depictions of the Holocaust in contemporary popular culture. We will touch on graphic novels, TV sketches, and social media, but mainly focus on film. While the time frame will be limited to mainly the last two decades, we will explore a vast range of texts including: Hollywood fare and East European art-house movies; gritty dramas and dark comedies; reenactments of real-life events and alternative history. From Hipster Hitler to the Jojo Rabbit, from "Inglorious Basterds" to "Son of Saul," what all these examples share is an artistic and thematic audacity. We will examine how they try to propose new and unsettling answers to old but ever-vital questions: How did the Holocaust happen and might it happen again?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST224**
Prereq: **None**

GRST227 Criticism and Psychoanalysis
This course introduces some classical psychoanalytic methods of reading and interpretation, with accent on the four concepts Jacques Lacan identified as foundational: the unconscious, repetition, the transference, and the drive. We will approach psychoanalysis as a style of close reading whose influence on forms of interpretation--especially literary interpretation--has been immeasurable. One central concern will be the capacity of psychoanalysis to enable us to read ourselves reading, to make the interpretive situation itself the object of our analysis. Students with an interest in literary-critical methods will benefit from the course, as will students with an interest in the internal logic of an important body of thought.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL327, RL&L327**
Prereq: **None**

GRST230F The Simple Life (FYS)
As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions:

How do our values, our economic systems, and our behaviors--as individuals, groups, societies, and cultures--affect the conditions under which we, future generations, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an "après moi, le déluge" attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living "green" make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives and threats to the environment in the present moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **ENVS230F, GELT230F**
Prereq: **None**

GRST231 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, RL&L290, RUSS340, RULE340, REES340, ENGL295**
Prereq: **None**

GRST232F Marxism and Abolitionism (FYS)
This course explores the historical encounter of Marxist revolutionary theory, with its roots in German idealism (Kant, Schiller, Fichte, Hegel), and abolitionist causes. How have abolitionist movements historically informed, expanded, and challenged Marxist theory and its tactical playbook? What made Marx a touchstone for so many black revolutionary thinkers, including W.E.B. du Bois, Franz Fanon, C.L.R. James, and Angela Davis? How have anticommunist, racist, security-statist ideologies been mobilized to undermine and defeat transformative social movements? We will begin with the Haitian Revolution and work our way through the abolition of slavery in the US and the anticolonial and civil rights struggles of the mid-20th century to the prison abolition movement today. In addition to the above mentioned authors, readings will include Toussaint L'Ouverture, Frederick Douglass, Ottilie Assing, V.I. Lenin, Rosa Luxemburg, Georg Lukács, Max Weber, Martin Luther King, Jr., Herbert Marcuse, and the Combahee River Collective.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **AFAM230F**
Prereq: **None**

GRST233F Holocaust Remembrance in Germany: The Third Generation (FYS)
Remembering the Nazi past is a fundamental aspect of postwar German culture. In this course, we will trace the Holocaust's aftermath in contemporary German literature and thought. We will pay close attention to the socio-cultural and historical-political changes in attempts to glean new meanings from a past that is both omnipresent and highly evanescent. It will be our particular concern to encounter versions of Jewish identity and attempts to prescribe different narratives. We will focus especially on contrasting the creative works of the immediate postwar period and "the third generation." These contemporary writers explore a historical trauma that has become an integral part of specific Jewish-German identity. At the same time, their temporal and personal distance to the actual events necessitates new imaginative approaches to the past. Careful readings of literary, theoretical, journalistic, and historical texts, as well as personal discussions will enable us to critically think about the challenges and limits of how to write about the Holocaust 70 years after it occurred, and how the difficulties in doing so might inform other kinds of writing about historical and personal trauma. Students need to read Olga Grjasnowa's "All Russians Love Birch Trees" prior to the start of the course. Students will have Zoom class discussions and intensive peer-feedback-driven writing practice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **CJST233F**
Prereq: **None**

GRST234F Instances of Collective Memory (FYS)
Both history and fiction tell stories. They evaluate facts, construct contexts, and foreground patterns and associations--all using language as their primary tool. In this course, we will analyze key moments in the formation of collective and cultural memories in 20th-century history, philosophy, and literature. We will think about how individual memory and collective remembrance connect, how larger stories are built up from archives and personal stories, and how these narratives are shaped by changes in the world around them. We'll pay special attention to how the World Wars and the Cold War are memorialized and to the importance of these narratives to contemporary Jewish identity and remembrance in Germany, Israel, and the United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT117F, CJST234F**
Prereq: **None**

GRST238 Bauhaus: Art, Craft, Design
This seminar examines the theory and practice of the Bauhaus, the most influential art school of the 20th century. The Bauhaus proposed a radical concept: to reconstruct the material world of war-torn Europe to reflect principles of unity in the arts and within all world cultures. In the 15 years of its existence, from 1919 until 1933, the Bauhaus underwent many changes, including moves from Weimar to Dessau and Dessau to Berlin, as well as the reorientation of its curriculum away from craft and towards industrial production. Throughout, its activity was defined by a series of tensions, between fine and applied arts and between form and function. Attracting men and women from Western and Eastern Europe, the Americas, and East Asia, the Bauhaus adopted an international and gender-inclusive orientation from the beginning, even as gender inequalities persisted. After the school's forced closure in 1933 by the National Socialists, many of its teachers and students left Germany to found art schools throughout the globe, and its core principles continue to shape art pedagogy and practice today, above all its a commitment to experimental learning in de-hierarchized workshops. This course will examine the origins, core products and theories, and afterlife of the Bauhaus.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA338**
Prereq: **None**

GRST239 Modernism and the Total Work of Art
The term "total work of art" refers to the German concept of the Gesamtkunstwerk, which took on new urgency in the 19th century amid social

upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in Impressionist painting and German Expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA339, GELT239, RL&L339**
Prereq: **None**

GRST241 Introduction to European Avant-Garde, 1880-1940
This course introduces students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA241, RL&L241**
Prereq: **None**

GRST249 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) impression of endurance and stability?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM339, COL351, PHIL302, STS339**
Prereq: **None**

GRST250 Cultural Criticism and Aesthetic Theory: Walter Benjamin and Theodor Adorno
This seminar introduces and explores the cultural criticisms and aesthetic theories of Walter Benjamin and Theodor Adorno, two of the 20th century's most notable Marxist thinkers and critics. Our aim will be to illuminate the intimate interconnections between cultural criticism and aesthetic theory taking place concurrently with the rise of the artistic avant-gardes (with which both thinkers felt deep affinities). We will study the intellectual origins, cultural contexts, methods, and critical aims of Benjamin's and Adorno's uniquely individual yet also closely related practices of cultural criticism. Further, we will examine the assumptions underlying their aesthetic writings and seek to reconstruct their respective contributions to aesthetics.

Over the course of the semester, we will study the works of our protagonists both on their own terms and in comparison to each other. Major thematic units will include (but are not limited to) their writings on literary aesthetics, narrative, and translation; architecture and the city (Naples, Moscow, Paris, Berlin); landscape and nature; mass culture and aesthetic autonomy. Our starting point will be Georg Lukács's Theory of the Novel, a work to which both Benjamin and Adorno were much indebted. On occasion, we will supplement our explorations with asides from the 1920s and 1930s (by Alfred Sohn-Rethel, Siegfried Kracauer, Bertolt Brecht, Asja Lachs, Ernst Bloch) as well as scholarship for optional reading (by Susan Sontag, Hannah Arendt, Fredric Jameson, Susan Buck-Morss, Miriam Bratu Hansen, Susan Ingram, Judith Butler, Esther Leslie).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL302**
Prereq: **None**

GRST251 Kafka: Literature, Law, and Power
Elias Canetti claimed that among all writers, Kafka was "the greatest expert on power." In this course we will focus on Kafka's narratives of power relations. We

will read and discuss Kafka's sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships and how scrutiny and discipline are exercised over the body. We will also consider Kafka's depictions of physical violence and of apparatuses and institutions of power and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL251**
Prereq: **None**

GRST252 From Caligari to Hitler: Weimar Cinema in Context
This course offers a critical introduction to German silent and sound films from 1919 to 1932. It will test the thesis of Siegfried Kracauer's classic study that expressionist films in particular prepared the way for Hitler's rise to power. The focus will be on canonical films of the era including THE CABINET OF DR. CALIGARI, NOSFERATU, and THE LAST LAUGH (Murnau); METROPOLIS and M (Fritz Lang); and THE JOYLESS STREET and PANDORA'S BOX (Pabst). Some attention will also be given to films made at the ideological extremes of Weimar culture: KUHLE WAMPE (with a screenplay by Brecht), Leni Riefenstahl's THE BLUE LIGHT, and Pabst's THREEPENNY OPERA. Readings will include screenplays, essays, and reviews from the period as well as selected literary works such as Brecht's THREEPENNY OPERA and Irmgard Keun's novel THE ARTIFICIAL SILK GIRL.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM352**
Prereq: **None**

GRST253 The New German Cinema
This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Bertolt Brecht's theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM320, GELT253**
Prereq: **None**

GRST255 Newest German (and Austrian) Cinema
This course examines the history and aesthetics of German cinema between the fall of the Wall and the present and also considers work by important Austrian directors of the same period. Topics include the ongoing response to World War II and the Holocaust, reactions to the reunification of Germany, and the problematic integration of German Turks and other minorities. We will look at films by Maren Ade, Fatih Akin, Dorris Dörrie, Michael Haneke, Christian Petzold, Ulrich Seidl, Margarethe von Trotta, and Tom Tykwer.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM355**
Prereq: **None**

GRST259 Criticism and Marxism
This course introduces students to the Marxist (or historical-materialist) tradition, with an accent on its centrality to interpretative methods in literary studies and to related fields in the human sciences. We will study foundations, beginning with Marx and Engels, and our reading will carry us through the range of Marxisms that inform contemporary critical practice. We will focus on historical materialism as a style of dialectical thought, uniquely equipped to grasp both our immediate objects of study (literary texts and other cultural productions) and the social forces through which those objects are determined. In the same dialectical mode, we will reflect often on the relation between our work in the classroom and our contemporary social and historical situation. Students with an interest in literary and social theory will benefit from the course, as will students who know a little bit about Marxism but want to understand the logic of this crucial body of thought.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL359**
Prereq: **None**

GRST261 Reading Nietzsche
Friedrich Nietzsche, trained philologist and self-proclaimed "free spirit," remains one of the most controversial figures in modern thought, a source of fascination and outrage alike. Best known as the philosopher of the "Dionysian," the "will to power," the "eternal return of the same," the "transvaluation of all values," and the "over-man," Nietzsche also proudly considered himself the most accomplished prose stylist in the German language. In this course, we will examine two closely interrelated issues: (1) the genesis of Nietzsche's major philosophical thoughts in the areas of epistemology, aesthetics, ethics, and the critique of religion, from his earliest to his latest writings; (2) the cultivation of a philosophical style that, in its mobilization of highly artistic modes of aphoristic reduction, metaphorization, personification, and storytelling, aspires to turn critical thinking into a life-affirming art form. The course will combine philosophical interpretation with textual analysis. No prior knowledge of Nietzsche's works is expected; however, a willingness to set aside significant chunks of time to dwell in Nietzsche's texts is required. Students with reading knowledge in German are encouraged to read at least some of the assignments in the original. Guidance in doing so will be provided based on individual need.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **None**

GRST263 Inside Nazi Germany, 1933--1945
This survey course seeks to give a firm historical grounding in the processes that led to Hitler's rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an awareness of the complex of factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its history. Just as importantly, we will consider the continued relevance of the legacy of National Socialism and the Holocaust to our evaluation of national and international affairs in the 21st century.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST263**
Prereq: **None**

GRST264 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933
Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918--1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST319, CJST319**
Prereq: **None**

GRST266 Ethics After the Holocaust
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human after Auschwitz. In this course, we will investigate how the Holocaust orients contemporary discussions on questions of guilt, forgiveness, and evil. What does it mean to remember, to forgive, and to forget? Can one ethically represent the Holocaust in art? We will explore these questions using various sources, including works by Hannah Arendt, Adorno, and Emmanuel Levinas, as well as museums, memorial sites, and cinematic representations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI272, CJST272**
Prereq: **None**

GRST266F Ethics After the Holocaust (FYS)
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human. We will engage films, graphic novels, art, and philosophical works as we try and grapple with the contemporary presence and relevance of the Holocaust. Are comparisons of other genocides to the Holocaust helpful or offensive? Was the Holocaust a lapse into barbarism or a dark side to the logic of modernity? We will see how thinkers such as Hannah Arendt, Emmanuel Levinas, and Martin Buber grappled with these and related questions such as the problem of evil, the meaning of suffering, and the presence of God in the death camps.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI272F, CJST272F**
Prereq: **None**

GRST267 Losers of World War II
This course explores the experiences of Germany and Japan in the postwar era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? This course explores these questions by comparing the culture, history, and institutions of these two countries.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT285, CEAS280**
Prereq: **None**

GRST268 Foundations of Critical Theory: Marx, Nietzsche, and Freud
This course serves as an introduction to the main ideas of Marx, Nietzsche, and Freud, and their distinct yet similar techniques of interpretation. Michel Foucault once claimed that Marx, Nietzsche, and Freud "have changed the nature of the sign and modified the fashion in which the sign can in general be interpreted" -- which means that they changed the way in which we interpret and make sense of the world and of ourselves. Marx did so by leading his readers, in Capital, to "the hidden abode of production" where "the secret of profit-making must at last be laid bare;" Nietzsche did so by inviting his readers, in his Genealogy of Morality, to "go down and take a little look into the secret of how they fabricate ideals on earth;" Freud did so by teaching that we cannot know ourselves and are hence "not the master in our own house."

This course is designed to make critical theory and contemporary discourses in the humanities and social sciences more accessible by providing the modern historical and philosophical foundations for key critical concepts such as interpretation, subject/agency, history, origin, society and social power, value, modernity, capitalism, socialism, and religion/morality. We will explore some of the most influential writings of the respective authors in a comparative manner and, thus, come to a better understanding of the genesis of critical modern thinking.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL248**
Prereq: **None**

GRST269 Modern Aesthetic Theory
As a philosophical discipline, aesthetic theory initially coalesced around a cluster of related issues concerning the nature of beauty and the norms governing its production, appreciation, and authoritative assessment. Beginning in the nineteenth century, however, both art and aesthetics undergo a conspicuous yet enigmatic shift, signaled by (among other things) Hegel's declaration that "art, in its highest vocation, is and remains for us a thing of the past." Rather suddenly, classical accounts of beauty, genius, aesthetic experience, and critical taste are beset by anxieties about the autonomy and significance of aesthetic praxis in human life and, subsequently, by a series of challenges to the tenebility of traditional aesthetic categories--author, text, tradition, meaning and interpretation, disinterested pleasure, originality, etc. Our aim in this course is to track these conceptual shifts and to interrogate the rationale behind them. (This course complements, but does not presuppose COL 266: History and Limits of Aesthetic Theory.)
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL269, PHIL269**
Prereq: **None**

GRST270 Theories of Fascism
Fascism came out of the horrors of the First World War and drove the world into the even greater horrors of the Second World War. Arguably, however, fascism is more ubiquitous and elusive than historical dates suggest: it was prefigured in how early-modern authoritarian leaders agitated the masses (as analyzed by Max Horkheimer), in France's Second Empire Bonapartism (as analyzed by Karl Marx), and in Richard Wagner's intoxicating spectacle of the total work of art (as analyzed by Friedrich Nietzsche, Charles Baudelaire, Theodor Adorno, and many more). After fascism as a political movement was largely defeated, its theoretical value for understanding race, class, gender, and sexual domination in late-capitalist societies only increased, albeit in a fractured and often hazy way. Over the decades, the body of theoretical thought on fascism has grown to encompass not only its program, tactics, rhetoric, and organization, but also its aesthetics, psychology, and political economy. Because fascism, as Alberto Toscano observed, "is a matter of returns and repetitions," this course will study theories of fascism in thematic units rather than chronologically. Our focus will be on fascism's transatlantic dimension, and it will include the writings of fascist agitators (Mussolini, Hitler), intellectuals (Evola, Schmitt, Heidegger), and artists (Wagner, Marinetti, Riefenstahl, Jünger). In addition, the course will draw on the traditions of anti-fascist Critical Theory (from Zetkin and Lukács to the Frankfurt School to Žižek and Theweleit), French post-war thought (Lacoue-Labarthe, Guattari), and Black Radicalism (Césaire). We will also study reevaluations of fascism in the context of its political, cultural, and intellectual resurgence over the last decade (Marasco, Herzog, Massumi, Traverso, Toscano).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL272**
Prereq: **None**

GRST272 Introduction to History: Germany from Napoleon to the Berlin Republic
Germany witnessed more dramatic and radical changes in forms of government within the span of just 31 years (1918-1949) than any other modern society in history, yet today it is a model democracy and an anchor of peace and prosperity in the heart of Europe. Germans are credited for extraordinary achievements in the arts, sciences, and industry, yet they also produced some of history's darkest chapters. This introductory course surveys the fascinating and turbulent history of modern Germany to analyze the sources of these contradictions. We will begin by locating the birth of modern Germany in the massive social and political upheavals of the Napoleonic era that set the stage for the rise of German nationalism and rapid industrialization. We will study the unlikely processes that resulted in German unification in 1871 and how Germany's nationalism, growing industrial power, and its deep internal divisions led to a policy of aggressive imperialism that contributed to the outbreak of the World War I. The course will analyze the profound impact of that war and defeat on German society, situating both the Weimar Republic and the rise of Hitler in that context. We will subsequently study Nazism, the World War II, and the Holocaust, as well as the ultimate destruction of Germany as sovereign state with its surrender and military occupation in 1945. The remainder of the course explores the phoenixlike rebirth of two competing German states in the Cold War and the subsequent parallel development and divergence of two German societies. We will conclude the course by analyzing the process that led to German reunification in 1990 and the lines of development of the "Berlin Republic" since that time. The aims of the course are to introduce students to historical primary sources, the skills of historical analysis, and the questions of historiography through a coherent introductory survey of modern German history.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST172**
Prereq: **None**

GRST273 Tatort - Window into Germany (CLAC.50)
Few television shows have become anchored in German cultural discourse as firmly as "Tatort," a weekly crime show produced and broadcast by public television since 1970. Watched by up to 40% of all potential viewers, new episodes are prominently reviewed in major daily newspapers and serve as a focus for discussions about German politics, culture, and society. Episodes have tackled questions of police brutality, immigration, gentrification, and the surveillance state, while also shining a light on Germany's changing conception of itself. Over the years, the show has attracted some of the major directors and actors from German-speaking regions, such as Wolfgang Petersen, Margarethe von Trotta, Dominik Graf, Sibel Kekili, and Götz George. In this course, we will watch current and canonical episodes of the show, using it as a way into discussions about Germany's past, present, and future.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **CGST273**
Prereq: **GRST212**

GRST277 The Past is Our Present Problem: Post-1945 German Literature and Culture
The quarter century following Germany's unconditional surrender in 1945 saw a continued struggle between a desire to move on and rebuild a society and culture in ruins on the one hand, and efforts to own up to--and learn from--Germany's recent Nazi past on the other. Literature, in particular, became one of the driving forces trying to understand how the Third Reich was possible, what happened to the remnants of Nazi ideology in the new Germanies, and what avenues forward there were for a language and literature so thoroughly complicit in the horrors of genocide and Holocaust.

In this course, we will explore how writers (re)configure, but also ignore, questions of personal and national identity, the function of language, the role of tradition, individual agency and social norms, or gender roles. With a main focus on West Germany, we will read some of the most important works of the time, ranging from so-called "rubble literature" of the immediate post-war years (Wolfdietrich Schnurre, Wolfgang Borchert) to texts trying to find ways to confront questions of guilt and responsibility (Günther Grass, Heinrich Böll) and to more radical attempts to reconfigure what literary art in German is able and obligated to say (Paul Celan, Peter Weiss). To complement the focus on West Germany, we will also read select texts from the other German-speaking countries: Austria (Thomas Bernhard, Ingeborg Bachmann), Switzerland (Max Frisch), and East Germany (Christa Wolf). In addition to close readings, we will engage with larger questions and cultural movements of the time, from debates between authors who left Nazi Germany and those who stayed, to the Gruppe 47 (Group 47) and its attempt to change the literary landscape between 1947 and 1967, to the increased politicization of literature and resurgence of debates of Nazism's staying power surrounding the social movements of the late 1960s. We will combine our readings with looks at historically significant moments such as the founding of two German states, the so-called economic miracle in West Germany, the conservative "restoration" efforts under chancellor Adenauer, or

the election to the chancellorship of Kiesinger, a former Nazi bureaucrat with the Propaganda Ministry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **None**

GRST279 Good, Evil, Human: German Fairy Tales and Their Cultural Impact
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL279, GELT279, WLIT251**
Prereq: **None**

GRST279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact (FYS)
The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **GELT279F, COL279F**
Prereq: **None**

GRST280 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT280, CLST285, RL&L279, RUSS281, ENGL220**
Prereq: **None**

GRST284 Frankfurt School Critical Theory, Then and Now
This course serves as an introduction to Critical Theory as first envisioned and practiced in the 1930s and 1940s by a group of European refugee scholars in New York and Los Angeles associated with the "Institute for Social Research," which later became known as the "Frankfurt School" (the city of Frankfurt being the location of its European origin and post-WW2 abode). Drawing on the German philosophical (Kant and Hegel), sociological (Weber and Simmel), psychological (Nietzsche and Freud), and Marxist (Engels, Marx, and Lukacs in particular) intellectual traditions, "Critical Theory" was intended to shed light on the genesis of capitalist class societies' inherently antagonistic and irrational makeup. Uncompromisingly interdisciplinary, the critical theorists explored phenomena such as authoritarian movements, mass media, propaganda, and the culture industry, and in doing so championed the significance of art and radical thought for the prospects of liberation from authoritarianism and alienated social relations. For the first generation of Critical Theorists (who must be distinguished from their less radical heirs, such as Habermas and Honneth), critique was not a purely academic exercise, but was pursued for the sake of radical social transformation and thus was sparked by a utopian impulse.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL265**
Prereq: **None**

GRST288 The Human Condition: Arendt, Nietzsche, Marx
"God is dead," the philosopher Friedrich Nietzsche wrote at the close of the 19th century, "and we have killed him!" Nietzsche presents these words as being proclaimed by "a madman who in the bright morning lit a lantern and ran around the marketplace crying incessantly." Both the content of this famous quotation and its setting express a concern with the internal and external conditions under which modern humans live and make sense of their lives: without the certainty of divine guidance and order (internally), encountering one another only as impersonal buyers and sellers on the marketplace (externally). In this seminar, we will study three strikingly unique yet nonetheless intersecting ways of addressing the human condition after the death of god. We will start with Hannah Arendt's magisterial "The Human Condition" (1958), in which she presents the history of how in the Western philosophical tradition the active life (the vita activa, as distinguished from the vita contemplativa, the life of the mind) has been conceptualized. Drawing on Nietzsche's genealogical method, Arendt traces the genesis of concepts from their Greek, Latin, and Biblical origins to modernity. In doing so, she focuses on the activities of labor, work, and action: Labor is the "metabolism between humans and nature" (Marx), the process through which we appropriate the earth for our survival as a species; work is the transformation of the earth into a durable world; and plurality is the sharing of this world with others.

From Arendt's comprehensive conceptual history of the human condition, we will proceed in reverse chronological order to contextualize and challenge her claims. Arendt singles out Nietzsche and Marx as the paradigmatic modern "life and labor philosophers" and foremost representatives of philosophical "naturalism," and we will first examine Nietzsche's account of the devolution of European morality to nihilism and his critique of Western metaphysics as a "life-denying" death-cult, and will then, in the final third of the semester, investigate Marx's attempts to historicize and rethink the interdependence of humans and their natural environment in terms of an alienation of practice and the transformation (necessitated by the capitalist "law of value") of human labor

into an abstract power of domination over humans and, eventually, the whole planet.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL259**
Prereq: **None**

GRST289 The Formation of the Modern Self: German Romanticism
The 18th century in Europe saw tremendous changes in the ways people thought about and saw the world. In the process, old certainties, assumptions, and authorities collapsed, requiring new conceptions of self and world. In the decades around 1800, it became increasingly clear that the Enlightenment's optimistic view of progress was hiding some deeper concerns about unsettling and urgent problems, such as the reintegration of the newly "liberated" individual into society, the disconnect between scientific hypothesis and a more holistic view of the world, the role of language as the main mediator of human experience, or the sorting and ordering of the sheer mass of knowledge and information that the Enlightenment produced. It was German authors and thinkers, in particular, who started asking and answering such questions, creating some of the lasting conceptualizations of the modern self in literature (Goethe), aesthetics (Kant), and anthropology (Herder), but also exploring roads not pursued any further, such as Goethe's theory of color. Later authors explored even more troubling questions about communal cohesion (Hölderlin), the dangers of misinformation and misconceptions (Kleist), and the disruption wrought by new technology (E.T.A. Hoffmann), topics of as much urgency then as they are today. By reading authors from this German "Romanticism," we will historicize, evaluate, and critique notions of the modern individual, just as this very self is starting to dissolve under the pressure of new technology and accelerating social and political processes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL304**
Prereq: **None**

GRST290 Nietzsche - Science, Psychology, Genealogy
This course offers an intermediate survey of Friedrich Nietzsche's mature philosophical writings. Nietzsche's thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions--does human life have meaning? What makes an action right or wrong? Can we comprehend the true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche's reflections on the impact of modern science (especially the advent of Newton's mechanical physics and Darwin's evolutionary biology) on our conceptions of value and meaning in human life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL290, PHIL252**
Prereq: **None**

GRST291 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L390, COL393, MDST390, FREN390**
Prereq: **None**

GRST292 Reason and Its Limits
This course offers a close study of Immanuel Kant's magnum opus, the Critique of Pure Reason, supplemented by related writings by Kant and some secondary literature. Kant observes that the history of philosophy is rife with disagreements, even though philosophers purport to traffic in necessary truths disclosed by reason alone. This scandalous fractiousness calls into question reason's ability to offer substantive insights into necessary truths. Kant's "critique" aims to vindicate reason by distinguishing, in a principled manner, the sorts of things we can know with certainty from those that lie beyond the limits of human understanding. His central thesis, "transcendental idealism," holds that "reason has insight only into what it produces after its own plan" (Bxiii). In other words, we can indeed be certain of key structural features of reality such as its spatiotemporality and causal interconnectedness--but only because those features are, in some crucial sense, mind-dependent. This class will explore in detail the arguments for these claims as well as prominent interpretations of their philosophical upshot.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **COL292, PHIL291**
Prereq: **None**

GRST293 The History of Global Warming
Our planet is now hotter than at the beginning of modern industrialization, and more places on earth are on the brink of becoming uninhabitable due to extreme heat. There is little prospect that the steady rise of global surface temperatures is going to stop or revert anytime soon. We are only beginning to see the dangerous ecological and social consequences of this planetary heating up. With the collective failure to meet the Paris climate goals, the planet has entered a period described by Wim Carton and Andreas Malm as "The Long Heat." Drawing on their and the work of other historians and critical theorists, we will explore the past and future history of global warming, from the mass adoptions of first coal and later oil as the "prime movers" of industrial production, to the politically embattled introduction of alternative energy sources. We will ask why there has not been a large-scale transition to green energy, and why the proposed technological solutions to planetary overheating are so inadequate. Throughout the semester, we will pay close attention to the political, social, economic, and cultural causes that have shaped both high- and low-carbon technologies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **ENVS304**
Prereq: **None**

GRST294 Civic Responsibility and Places of Remembrance: Historical Consciousness in Germany and Beyond
The Holocaust, Germany's STASI terror, resistance to dictatorships, debates about Germany's war memorials, and colonial history come to mind when we think of 20th-century Germany. In this seminar we will pursue the questions: What do we remember? How do we remember? What are places of remembrance, how are they created, and what functions do they have in

our society and for us personally? The term "places of remembrance" comes from the French (lieux de mémoire, literally, places of memory). This term was coined by the French historian Pierre Nora. For him, places of remembrance are not only material places, but also the so-called 'immaterial' places such as people, data and concepts that are anchored in people's collective memory and have an identity-forming function. In relation to Germany, places of remembrance can be specific places (like Weimar) or memorial sites (the Auschwitz concentration camp), but also buildings (Kaiser Wilhelm Memorial Church in Berlin), monuments (Bismarck Monument in Hamburg), people (e.g., names of people on street signs), events (Fall of the Wall), customs (Christmas) or symbols. The French sociologist Maurice Halbwachs, who was murdered at Buchenwald, described memories as a connective structure. They connect people socially and temporally. But not only individuals, also societies, nations and cultures remember (= collective memory). According to Halbwachs, crystallization points or places of memory are needed for this process. Like pieces in a mosaic, these form the identity of a culture, a nation, or a society. Their meaning and their perception can change over time. Some things can also be forgotten, but places of remembrance can help us avoid forgetting. With this caveat in mind, we want--among other things--to explore, discuss, and present "places of remembrance" and the role of memory culture in Germany and beyond.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL264**
Prereq: **None**

GRST298 Marxism and Climate Crisis
Since the Communist Manifesto of 1848, the notion of "crisis" has played a prominent role in Marxist theorizing. Today's intensifying climate crisis is lending new theoretical and political weight to the Marxist critique of extractive, productive, and consumptive practices that transform nature into a means of production for ensuring ceaseless economic growth through the accumulation of capital. The consequences of this are not only the exhaustion of human labor-power and human sociality but also of non-human nature (fossilized carbon, wild animal biomass, topsoil, clean water, forests, etc.). Our perspective for studying and understanding this destructive transformation of nature will primarily be informed by a set of recent "eco Marxist" writings that oppose eco-modernist technocracy and instead reconceptualize capitalism as "a way of organizing nature" (J. Moore); extend the notion of social alienation to a "metabolic rift" between the labor process and the natural environment (Saito's "degrowth communism"); and explore the economic and ideological drivers behind the current expansion of fossil fuel extraction (Malm and the Zetkin collective).
In light of the Center's semester theme of Energy and Exhaustion, we will ask three kinds of questions: historical (about the origins of the "Capitalocene" and of "fossil capital"); theoretical (how is Marx's "general law of accumulation" also a law of environmental depletion and planetary limits?); and political (traditional "Promethean" Marxism envisioned revolution as the full actualization of productive forces -- what is the meaning of social revolution in our age of emerging fascism and overshooting climate limits?).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM398, COL398, STS398**
Prereq: **None**

GRST301 Advanced Seminar in German Literature: Poetry as a Way of Life
Who am I? What is the world? And what can language (not) do? Throughout its history, German poetry has returned, time and again, to asking these fundamental questions about a self, its relation to the world, and language's capacity to represent, influence, and constitute an I. Poetry serves as one of the central sites where the epistemological, moral, social, and aesthetic potential of mankind is negotiated. Lyric texts play a fundamental role in the creation and exploration of the promises, problems, and paradoxes of modern notions of subjectivity, society, and art. Almost all of the most canonical German poems pick up on some or all of these issues, and we will read a selection from the 18th to the 21st centuries. The goal of this class is to provide students with an overview of German poetic traditions and to give students the tools to talk about poetry in German. We will explicitly engage with analytic terminology as well as aesthetic discourses. All readings, writings, and discussions in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213 OR GRST251S OR GRST252S**

GRST302 Forward, Without Forgetting: The GDR in Literature and Film
In 1949, postwar Germany officially split into two separate countries with the formation of the German Democratic Republic. Also known as East Germany, the GDR was isolated from the Western world for four decades, and it developed its own, equally rich, literary and cinematic cultures. By looking at a range of textual and visual sources, students will engage critically with ways of understanding this "other" Germany and its distinctive cultural expressions, ideology, and history, including the role of the government and the Stasi. The course also explores phenomena like the "Ostalgie" and retro-chic that manifested themselves after the Fall of the Wall in 1989. The readings include short stories, songs, and excerpts by and among others: Wolf Biermann, Johannes Becher, Günther de Bryn, Stefan Heim, Rainer Kunze, Brigitte Reimann, Claudia Rusch, Susanne Schädlich, Maxi Wander, Christa Wolf. Participants will view and discuss films and TV series produced before and after unification.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL291**
Prereq: **GRST213**

GRST303 German-Language Theater After 1945: Show, Teach, Remember
Theater has played an integral role in the development of German culture since the 18th century. Playwrights, directors, and producers have been able--indeed compelled!--to constantly negotiate and define theater's pedagogical role vis-à-vis the public and the political sphere. They had to ask how theater can and should (re)present the world on stage, and how the world on stage can and should relate to the audience and its world. German-language theater after 1945 additionally had to tackle questions about Germany's past, as well as the past of (its) theater traditions, the connection between visuality, aesthetics, and the power that had played such an immense role during the National Socialist era. In this course, we will read some of the most important and influential plays written and produced in the German-speaking countries since 1945, as well as influential theoretical texts. We will discuss such performance aspects as set designs, language, and acting techniques, and we will ourselves stage short excerpts in various styles as a way of gaining first-hand experience with the range of possibilities in this infinitely flexible genre.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST304 Punk, Pop & Politics in Cold War Germany
This course introduces artistic responses and positions developed in the face of social and political realities in a divided country after WWII until its reunification and subsequent rapprochement. We will explore this period through works by artists, musicians, and young German authors, including Joseph Beuys and his concept of society as a social sculpture; bands of the Neue Deutsche Welle, who

paired German lyrics with punk and new wave music; and the representative painting styles of the Neue Wilde, young painters who left abstraction and conceptual art behind to give expression to their observed reality. We will read contemporary texts that accompanied these developments in the form of literary writing (Rolf Dieter Brinkmann, Peter Glaser, Rainald Goetz) or as critical responses in newspapers, art journals, and pop magazines (Diedrich Diederichsen, Jutta Koether, Peter Bömmels), supported by excerpts from influential theoretical texts. Students will develop skills to critically engage these works and will apply these skills by preparing their own responses to works of art and cultural events.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST305 Oppression, Resistance, Despair: Attempting Change in Pre-Revolution Germany, 1830-1848
The 1830s-40s were a volatile moment in the history of German democracy and literature. After the defeat of Napoleon and the restoration of the old political order in 1815, authorities started rigorous and increasingly violent campaigns to oppress and destroy the budding (proto-) democratic and early nationalist movements. At the same time, the beginning of industrialization in the German-speaking world led to massive social upheavals, increasing poverty, famines, and the loss of entire economic sectors. In this context, authors of the Vormärz, the decades right before the March revolutions of 1848, became increasingly politicized, critical not only of their societies, but also the previous literary paradigms of Weimar Classicism and Romanticism. In their works, revolutionary in form and content, they fought for a better world and reflected on the need for resistance in the face of defeat and despair, the possibilities for a good life in an unjust world, and the role of art in political and social struggle. The course's main focus will be on Georg Büchner (1813-1837), whose works explore the tension between subjective agency and the destructive dynamic of history (Danton's Tod), idyll and insanity (Lenz), or individual life and structural oppression (Woyzeck). We will also engage with the function of humor and subversion in social critique (Heinrich Heine), the fight for a better status for women (Fanny Lewald, Louise Aston), and hugely problematic components of the rising German nationalism like anti-French and anti-Jewish sentiments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST 213**

GRST306 Feeling Critical: Emotions in the 20th & 21st Centuries
Do Germans have feelings? The prevailing image of the cold German, characterized by emotional restraint and subdued industriousness, indicates significant changes since the Romantic era, when German was considered the language of passion, equally suited for expressing deeply felt personal convictions and nation-forging collective sentiments. Focusing on the pivotal transitional decades of the 20th century to today, a period stimulating conspicuously non-emotional, critical artistic-intellectual responses to ongoing political shifts and global crises, we turn to the cultural artifacts of this time as an archive of feelings (Ann Cvetkovich) to trace this development. Through close readings of literary and journalistic texts, works of visual art, performances, music, film, and theater in their cultural and political contexts, we explore if and how they negotiate and contribute to affective structures and strategies--an approach termed "reading for emotion" by Anna Parkinson. We examine methods of evading or sharing "authentic" emotions in recent literary expressions, including German Popliteratur, autofiction, and social media formats, dialectic tensions of pop-journalism that engages aspects of critical theory and cultural studies from an affirmative perspective, and Christoph Schlingensief's confrontational artistic interventions in response to a social and political landscape of repressed feelings. Course readings, discussions, and assignments will be in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **None**

GRST310 Newest German Literature and Film
This seminar is designed to introduce students to films and literary texts produced in the German language in the past few years. Because the materials we will read and watch are of recent vintage, they are not yet part of an established canon: What their significance is, and how and why we should engage with them, is far from settled. For this reason, this seminar will fulfill a twofold task: (1) It will critically engage with some of the most cutting-edge literary and filmic creative work currently being done in the German language; and (2) it will offer extensive opportunities to explore and critique how these texts deal with contemporary social issues such as the revival of nationalist, Islamophobic, and authoritarian politics; the European Union's crisis of legitimacy in the wake of the Covid-19 pandemic; or the new "social question" arising from the dismantling of the welfare state and the growing "precarization" of work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST320 Places of Remembrance: Historical Consciousness in Germany
Memorial days and monuments: every nation recalls its history. Antisemitism, the Holocaust, East Germany's STASI terror and the resistance to dictatorships, and the more recent debates about Germany's colonial history come to mind when we think of 20th century Germany. In this seminar, we will explore the culture of remembrance (Erinnerungskultur) and visit places of remembrance (Erinnerungsorte) virtually. We will discuss how and what we do--and do not--remember, based on selected readings, documentaries, and memorial sites. Speakers from Germany will be invited via Zoom to talk about specific places and activities of remembrance. We will develop online projects, for example, one's own family history or that of others, or geo-mapping memorial sites.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL320**
Prereq: **GRST213**

GRST330 Nietzsche als Versucher (CLAC.50)
The term "Versucher" combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes "Versucher" as "the not-undangerous name [he] dares to bestow" on the "philosophers of the future"--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and

literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 "Nietzsche - Science, Psychology, Genealogy," though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **CGST290, COL287, PHIL253**
Prereq: **None**

GRST332 The Racialized German Screen
In this course, we will examine filmic constructions of racial otherness in German cinema from early sound film until the present. The films in this course represent Asian, Jewish, Black, Native American, Romani, and Muslim characters. Some of these racialized character types are inextricably tied to Germany's history of war, migration, and asylum, including the post-WWII "war child," the West German guest worker, the former East German asylum seeker, and the twenty-first-century refugee. We will consider the parameters of national cinema, asking to what extent Germany's films can be seen as a projection screen for anxieties about racialized others, but also potentially fantasizing about cosmopolitan, multicultural Germany. While the majority of these productions are created by white German filmmakers, we witness a shift in more recent productions, where filmmakers of color step behind the camera to reclaim their narratives while employing their own strategies of representation. In addition to screening and analyzing films, we will read accompanying texts that will provide an aesthetic and cultural frame for interpretation.

Through careful film screenings, reading assignments, scaffolded analysis assignments, a presentation, and the creation of a final video essay, students will develop analytical skills in the viewing and interpretation of films and in writing original arguments about film history and cinema culture. Students will gain vocabulary for interpreting, analyzing, evaluating, and researching films in the context of the history that shaped and was shaped by them. No prior film studies knowledge is required, but the class discussions will take place entirely in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST 213**

GRST342 Empire, Memory, Translation: A Seminar on the Rings of Saturn
In this seminar, we will explore three themes: The lasting effects of European imperialism and colonialism in (mostly but not exclusively) Europe and their literary representations; the relationship between historical memory and fiction in these representations; and the role of translation in shaping the relationship between historical memory and fiction.

At the center of this course is W. G. Sebald's travelogue "The Rings of Saturn" ("Die Ringe des Saturn"), a work we will read in both its German original and its congenial English translation. Sebald's genre-defying narrative recounts the historical traces of empire, war, and colonialism in the observations and reminiscences of the protagonist's wandering through the de-industrializing landscape of England's Suffolk County during the early 1990s. Obsessively associating phenomena near and far in an almost paranoid fashion, Sebald's first-person narrator leads the reader to the devastations wrought in China during the Opium Wars and in the Congo during Belgian rule; the local and global effects of cycles of capital accumulation, resource exploitation, and climate change; and the challenges and pitfalls of memory's attempts to find an adequate narrative form for how the globally disparate effects of capitalist modernity are interlinked.

All discussions and papers will be in German, and readings will be in German and English, with a consistent focus on theoretical and practical questions of translating from German to English. We will proceed at a slow pace, with plenty of time to grant our superb primary text the time and attention it deserves. This course is designed for students who have taken GRST 213 or have spent a semester studying abroad in a German-speaking country. We will focus on developing critical writing, reading, interpretation, and translation skills in German. Since the quantity of reading is fairly modest, we will put much emphasis on regular writing and rewriting.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL392**
Prereq: **None**

GRST350 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)
This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi "New Order." We will explore the reasons for the ultimate failure of the German war effort and the country's catastrophic destruction and defeat in 1945, as well as Germany's postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizone Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.
Offering: **Crosslisting**
Grading: **Cr/U**

Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **HIST281, CGST281**
Prereq: **GRST213**

GRST370 History of German Cinema
This course will provide a survey of some of the most significant German contributions to the history of cinema. We will watch and discuss one film every week and use additional source materials to illuminate each film's social, political, and cultural context. Our itinerary will include famous films from the Weimar Republic, consider Nazi cinema, engage with GDR cinema, explore the New German Cinema, and finally will conclude with contemporary German and Austrian film. All course materials, discussions, and papers will be in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST376 The Volksstueck Tradition
In this course we will be studying the Austrian and German genre of the Volksstück. As the name suggests, plays in this genre are intended to address the joys and sorrows of ordinary people in their everyday lives, both reflecting and commenting on the social life of their times. While 19th-century Austrian Volksstücke owed much to the conventions of the commedia del arte, the genre evolved in the 20th century into a form of critical social analysis. This evolution accompanied changing concepts of the "Volk," with salaried office workers coming to the fore during the Weimar Republic. The 20th-century Volksstücke written between the world wars present characters who in real life would likely become supporters of the Nazis. Starting in the 1960s, playwrights and audiences rediscovered the Volksstücke of the prewar period, and new authors emerged. Topics and stylistic features we will examine include the changing figurations of the "Volk," dialogue employing actual or synthetic dialect and colloquial language, the prevalence of inarticulateness or inauthentic speech, oppression and exploitation of women, shifts in class attitudes, and the increasing influence of the mass media. Interesting parallels to the Volksstück can be found in Norman Lear's long-running television series "All in the Family." Among the authors we will be reading are Johann Nepomuk Nestroy, Bertolt Brecht, Karl Kraus, Marieluise Fleisser, Ödön von Horváth, Rainer Werner Fassbinder, Martin Sperr, Wolfgang Bauer, and Franz Xaver Kroetz. All reading, writing, and class discussion will be in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST379 German Fairy Tales: Brüder Grimm and Beyond
In this advanced-level German course, we will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century in Germany and the US. Most readings and all discussions are in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **None**

GRST385 Die Grenzen meiner Sprache bedeuten die Grenzen meiner Welt (CLAC .5)
This CLAC will explore the practice of translating philosophical German by focusing on Wittgenstein's Tractatus, its recent translations, and its (often unnamed) sources and influences -- including writings by Gottlob Frege and Immanuel Kant as well as by various Viennese intellectuals such as Karl Kraus and Otto Weininger. The Tractatus is a particularly productive focal point because it advances a theory of language and meaning that has immediate relevance for conceptualizing what is involved in translating from one language into another. In practicing translation, students will be testing the theory that they are attempting to translate. This will provide them an additional dimension in which to wrestle with the content of the text. Enrollment in the associated seminar, PHIL389/COL386, is encouraged but not required. The course is open to students at all levels of German study. Discussions will be conducted in a mixture of English and German, since we will be discussing the nuances of words and phrases in both languages. By preparing (and discussing) their own translations of texts, students will become familiar with the sorts of challenges that arise in rendering philosophical German into English and will develop strategies for negotiating these challenges. Students will also be encouraged to consider translations into other languages in which they are competent.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-COL**
Identical With: **COL385, CGST243**
Prereq: **None**

GRST386 German Romanticism: Disenchantment and Re-enchantment
Famously, the sociologist Max Weber described the rational, enlightened age as "disenchanted": Unlike "the savage," he claimed, who uses "magical means" for manipulating "mysterious incalculable powers," the denizens of capitalist modernity use "technical means and calculation" to master "all things." At the same time, Weber indicated that the "process of disenchantment, which has been under way for millennia in Western culture," birthed abstract new enchantments: "Having lost their magic, the multiple gods of the past rise up from their graves in the form of impersonal forces, fighting for power over our lives and thus beginning anew their eternal struggle against one another." Against the backdrop of Weber's dialectic of disenchantment and re-enchantment, this course offers a representative overview of some of the key ideas, works, and authors of German Romanticism, a term that designates both a period that extends from about 1795 to 1848 and a style of creative and intellectual production that encompasses a remarkable diversity of phenomena, including the proto-avant-garde experiments with communal "sympoetry" and "symphilosophy" in the Early Romantic circles and the rise of "Dark Romanticism" that fuses a fascination with science and new technologies with a turn to the occult and demonic. In tracing the tensions between disenchantment and re-enchantment, we will consider works of literature, criticism, art, and music, including works by some of the key figures in the German intellectual and artistic tradition, such as Heinrich Heine, the Brothers Schlegel and the Brothers Grimm, E. T. A. Hoffmann, Ludwig Tieck, Caspar David Friedrich, Robert and Clara Schumann, Franz Schubert, Karoline von Günderrode, Bettina von Arnim, Novalis, Annette von Droste-Hülshoff, and the young Karl Marx.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL315**
Prereq: **GRST213**

GRST390 Romanticism-Realism-Modernism
In the study of German literature (and art), the terms romanticism, realism, and modernism designate a span of time extending from the "Age of Goethe" to the mid-20th century literary cultures of West Germany, East Germany, Austria, and Switzerland. In this seminar, we want to take a closer look at representative examples for each of the three categories: What kind of subject matters are prevalent in each respective period? What narrative, dramatic, and poetic devices and forms are typically employed? What distinguishes these

periods from one another? How useful are these distinctions? What, finally, is the purpose of such periodizing of literature? The purpose of this seminar is twofold: 1. It is intended to provide a historical overview of German literature by engaging with representative romanticist, realist, and modernist works of prose, drama, and lyric; and 2. It is designed to critically probe the concepts of romanticism, realism, and modernism. How useful are these categories in making us understand the evolution of fiction, authorship and readership, literary subjectivity, or narrative form? What are some pitfalls of using these categories? All readings, papers, and discussions will be in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Prereq: **GRST213**

GRST391 Weimar Modernism and the City of Berlin
One of the most fascinating aspects of Weimar modernism is the emergence of new forms of perception and consumption, reflected in a new urban consumer culture that generated an ever-changing array of visual and aural stimulations. This changed reality was perhaps best captured by the young medium of film, but older media like literature and painting also responded to this modernist challenge. This course will examine not only exemplary works of literary and visual production from the Weimar period, but also other aspects of Weimar modernism, such as the development of radio, design, fashion, advertising, and architecture, emphasizing analyses of the new mass culture of entertainment, distraction, and "pure exteriority" (Kracauer) in combination with left-wing cultural and political criticism. The city of Berlin, then the third largest in the world and in many ways the international capital of modernism, will provide the main locus of investigation. All course readings, discussions, and assignments will be in German.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-GRST**
Identical With: **COL388**
Prereq: **None**

GRST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

GRST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

GRST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

GRST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

GRST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

GRST469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

GRST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GRST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GOVERNMENT (GOVT)

GOVT102F Politics: Fundamental Concepts (FYS)
This First Year Seminar introduces students to the concepts that remain central to political life: capitalism, class, race, gender, state, citizenship, power, civil society, democracy, anarchy, populism, and fascism, to name a few.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT108F It's (Not) a Laughing Matter: Humor as Resistance and a Force for Social Change
Using a global perspective, this course will focus on developing critical thinking and writing skills as well as developing intellectual empathy. The students will learn to define issues within a broad cultural context and gain experience in evaluating and interpreting content in a variety of mediums. Students will interact with their classmates and actively participate in classroom activities to improve their ability to work in groups, think outside of the box, improve their writing, and develop their oral presentation skills.

The subject matter crosses disciplinary boundaries, linking the neuroscience of laughter with social science analyses about the power of humor. Students will be able to explain how humor can be a crucial tool to cope with painful and even repressive circumstances. They also will investigate how comedians and political activists use humor and other art forms to push for political and social change.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT116F Good Books on Bad Wars (FYS)
This course explores war through some of the best books of theory, fiction, and nonfiction. The purpose of war is to achieve a policy that leads to a better peace after the war's end than the peace that existed before the war began. But the nature of war is to serve itself if policy does not guide and constrain war. This course begins with discussion of the best foundational works of theory to build an understanding of the epistemology of war. The students will subsequently read, analyze, and discuss some of the best works of nonfiction and fiction on bad wars when judged by quality of strategy, magnitude of losses, or duration of fighting. The book subjects range from the American Civil War to the post-9/11 wars. The readings and seminar discussions vary from the reasons why the wars began to the conduct and outcomes of the wars. This course lies at the intersection of international relations, history, and conflict studies. It will increase the students' understanding of how policy, strategy, and war interact. A central aim of this seminar is to improve critical thinking and writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL116F**
Prereq: **None**

GOVT151 American Government and Politics
This course introduces the "building blocks" of American politics and government at the national level. It has four main parts: (1) foundations of our governmental system, (2) political institutions and the way they generate policy, (3) politics at the level of the individual citizen and the mechanisms that link the masses to elites, and (4) how all the factors come together in the making of public policy. We will scrutinize insider accounts of politics, scholarly work on governmental processes, and popular debates on issues and institutions. In addition, we will discuss why Americans are often so unhappy with their politics and politicians and the challenges faced by elected officials attempting to meet a wide scope of public demands. This course is designed specifically for first-year students.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT151F American Government and Politics (FYS)
An introduction to American national institutions and the policy process, the focus of this course is on the institutions and actors who make, interpret, and enforce our laws: Congress, the presidency, the courts, and the bureaucracy. The course will critically assess the perennial conflict over executive, legislative, and judicial power and the implications of the rise of the administrative state for a democratic order. This course is designed specifically for first-year students.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT155 International Relations
Why do states go to war with each other? How do we solve global problems? How do we govern the global economy? To equip students to answer these questions, this course introduces students to an analytical framework emphasizing the role of political interests, strategic interactions, and international institutions. Students will use this framework to understand current events and to critically analyze theories and concepts that have been used to explain world politics. Students will also consider critical perspectives on international relations, such as the role of colonialism in shaping the global order.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT155F International Politics (FYS)
This introduction to international politics applies various theories of state behavior to selected historical cases. Topics include the balance of power, change in international systems, the causes of war and peace, and the role of international law, institutions, and morality in the relations among nations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT155Z International Relations
This course represents an introduction to the central concepts, theories, and empirical findings in the study of international politics. The principal actors, structures, and processes of international relations will be analyzed in a theoretical and historical context. Major topics include nationalism and the national interest, power, diplomacy, game theory and bargaining, the causes of foreign policy, nuclear weapons and international security, imperialism, underdevelopment, international organizations, international resource management, the environment, and transnational actors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT157 Democracy and Dictatorship: Politics in the Contemporary World
In this introduction to politics in industrialized capitalist, state socialist, and developing countries, we explore the meaning of central concepts such as democracy and socialism, the strengths and weaknesses of different kinds of political institutions (e.g., presidentialism vs. parliamentarianism in liberal democratic countries), the causes and consequences of shifts between types of political systems (e.g., transitions from authoritarian rule), and the relations among social, economic, and political changes (e.g., among social justice, economic growth, and political democracy in developing countries).

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT157F Democracy and Dictatorship: Politics in the Contemporary World (FYS)
In this introduction to politics in industrialized capitalist, state socialist, and developing countries, we explore the meaning of central concepts such as democracy and socialism, the strengths and weaknesses of different kinds of political institutions (e.g., presidentialism vs. parliamentarianism in liberal democratic countries), the causes and consequences of shifts between types of political systems (e.g., transitions from authoritarian rule), and the relations among social, economic, and political changes (e.g., among social justice, economic growth, and political democracy in developing countries).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT157Z Democracy and Dictatorship: Politics in the Contemporary World
In this introduction to politics in industrialized capitalist, state socialist, and developing countries, we explore the meaning of central concepts such as democracy and socialism, the strengths and weaknesses of different kinds of political institutions (e.g., presidentialism versus parliamentarianism in liberal democratic countries), the causes and consequences of shifts between types of political systems (e.g., transitions from authoritarian rule), and the relations among social, economic, and political changes (e.g., among social justice, economic growth, and political democracy in developing countries). Online course. Special schedule: Monday-Friday, 10:00 a.m.-12:30 p.m., with additional asynchronous class time for prerecorded lectures.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT158 Writing the World
How do U.S. newspapers and magazines frame world politics? How adequate is their coverage of ongoing crises and breaking stories around the world? The course will involve reading some classic texts of political journalism and some political novels (such as Orwell's HOMAGE TO CATALONIA and Vargas Llosa's THE FEAST OF THE GOAT). We will also read current articles on contemporary politics from a variety of sources. Students will be assigned to write alternative sources, both reporting and opinion, on current events of their choice. The topics covered will include military conflicts, elections and political crises, and economic stories. We will of course assess the impact of the Web (e.g., blogs, YouTube) on news coverage.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT159 The Moral Basis of Politics
An introduction to upper-level courses in political theory, this course offers an introductory survey of political theory from ancient Athens to 20th-century North America, Asia, and Europe. We will read, discuss, and write about works authored by a number of seminal political thinkers. In doing so, we will encounter and evaluate diverse answers to some of the central questions in the analysis of politics: What is politics and where does it take place? What does it mean to exercise political rule? What is justice? How are political societies legitimately founded? What is the place of revolution in politics? What is power and how does it operate in political life? How is democracy intertwined with struggles against social oppression?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT159F Moral Basis of Politics (FYS)
An introduction to upper-level courses in political theory, this course offers an introductory survey of political theory from ancient Athens to 20th-century North America, Asia, and Europe. We will read, discuss, and write about works authored by a number of seminal political thinkers. In doing so, we will encounter and evaluate diverse answers to some of the central questions in the analysis of politics: What is politics and where does it take place? What does it mean to exercise political rule? What is justice? How are political societies legitimately founded? What is the place of revolution in politics? What is power and how does it operate in political life? How is democracy intertwined with struggles against social oppression?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT200 Doing Political Science Research
This course focuses on how to conduct and evaluate empirical political science research. It is specifically designed for first-year and sophomore students who are intending to major in Government. Topics covered include generating research questions, reviewing and synthesizing existing research, designing research studies, and qualitative and quantitative approaches to studying political phenomena. Students will also be introduced to different datasets political scientists use to answer research questions in the American, comparative, and international relations subfields and learn the basics of working with quantitative data. In addition to preparing students to engage in their own research projects, the course better equips students to think critically and productively about research evidence in political science and popular media discussions of politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT201 Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201, PSYC280, NS&B280**
Prereq: **None**

GOVT201Z Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201Z, NS&B280Z, PSYC280Z**
Prereq: **None**

GOVT203 American Constitutional Law
This course examines the historical development and constitutional principles of American government including inquiries into federalism, national and state powers, separation of powers, checks and balances, and due process. The primary focus will be on case law of the Supreme Court from the Marshall Court to the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT205 Judicial Process and Politics
How do courts in the United States work? What is the function of law and courts in both the American political system and the daily lives of people with legal problems? Are courts, which are governed by different processes and rules, producing varied outcomes? These questions will drive our examination of legal systems in America, which will include both federal and state systems. We will consider the factors that influence the decisions of judges--including law, politics, and ideology. We will also interrogate the scope of judicial power. In this class, students will develop a deeper knowledge of law and legal systems in the United States, engage with concepts relevant to the study of judicial politics, and develop independent research ideas relevant to this field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT206 Public Policy
"Public policy" describes the actions employed by the government to achieve a variety of social goals. Some of these actions may be of great consequence (e.g., incarcerating prisoners, providing income maintenance to the poor, preventing deaths from pollution or workplace hazards). This course provides a survey of several key public policies in the U.S. It will begin with an exploration of the policy-making process, policy design, and policy evaluation. The remainder of the course will be devoted to the examination of several key policy areas including criminal justice, education, social welfare, economic management, health care, and environmental protection regulation. In each case, the current Trump administration has made significant changes that we will place in the larger historical context. By integrating theoretical debates and the historical evolution of core public policies, the course aims to develop analytical skills as well as an appreciation for the technical and political complexities of policy-making.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **ENVS206**
Prereq: **None**

GOVT209 Experiments in Public Life: Introduction to Effective Local Political Action
This course serves as an introduction to local political engagement. With a focus on the City of Middletown as a key case study, students will learn how they can "think global, act local" on political issues that they care about. The course will begin by studying theories about how political power is organized and exercised, and we will learn how well these theories explain how policy is made and implemented in local communities. We will study how local government works and how non-governmental actors, such as grassroots organizations and the business community, are involved in making change.

Members of this class will not just study how politics works in theory, we will learn how it operates in real life in our city. We will participate in city meetings, meet with local officials and advocates, and learn how regular citizens -- even university students -- can become effective political actors in their communities. Throughout the semester each student will research a local political issue that they care about, and by the end of the semester they will contribute a positive case study to a public-facing "Positive Local Action" website that we will be developing as a class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL209**
Prereq: **None**

GOVT210 Calderwood Seminar in Public Writing: Law, Courts, and Policymaking in the US
In this course we will explore some of the most salient policy questions in contemporary American politics through a lens that puts law and courts at the center of inquiry. Among the topics we will cover are the place of judiciary in American democracy, hate speech and the First Amendment, criminal justice, immigration, surveillance, and privacy. In exploring these various topics, we will see how law is socially constructed by a myriad political, economic, and cultural forces, and how social phenomena are legally constructed as courts deliberate and decide on particular cases.

This is a writing-intensive course. Students will try their hand at public writing, working on op-eds, book reviews, and blog posts. They will read and edit each other's work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT214 Media and Politics
Mass media play a crucial role in American politics, as citizens do not get most of their information about the workings of government from direct experience but rather from mediated stories. This course examines the evolving relationship between political elites, mass media, and the American public.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT215 Congressional Politics and Policymaking
This course is an introduction to the politics of congressional policy making and how the way we elect our members of Congress affects the way they perform in Congress. We will focus our attention on changes in the legislative process over the past several decades and how these changes have influenced the relations between members and their constituents, between the two parties, between the House and Senate, and between Congress and the president.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT217 The American Presidency
This course surveys the institutional and political development of the Presidency of the United States. We examine the constitutional framework establishing the executive branch, including the unique manner of presidential election, and analyze the politics of presidential leadership. Topics to be discussed include the presidential nominating and election process, the use and growth of presidential power, the rise of the presidential branch, and the relationship of presidents to other political elites and the party system.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT220 US Political Economy: State, Markets, and the Dynamics of Change
The past century has witnessed dramatic changes in the US political economy. Many of these changes stemmed from the policies and institutions introduced during the New Deal, which created a foundation for a period of great prosperity in the immediate postwar period--a quarter century of steady growth, low inflation and unemployment, and declining inequality. Yet, by the mid-1970s, the nation was mired in stagflation and subsequent decades brought a significant departure from the earlier policy mix. The US entered a period of stagnant wages, growing inequality, and heightened vulnerability to a host of risks, all of which contributed to the severity of the financial crisis of 2007-08, the Great Recession, and the slow recovery thereafter. In this course, we will explore the critical role of policy and institutions in shaping economic performance, the factors that contributed to their erosion, and the factors that shape and limit the options available to contemporary policymakers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT221 Environmental Policy
Arguably, environmental protection is the most complex and fascinating regulatory policy area. This course explores U.S. environmental regulation. We will examine the key features of policy and administration in each major area of environmental policy. Moreover, we will place regulation in a larger context and examine the factors that shape the environmental decisions of various economic actors. Although the course focuses primarily on domestic policy, at various points in the course we will draw both on comparative examples and the challenges associated with coordinating national policies and practices on an international level.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **ENVS221**
Prereq: **None**

GOVT222 Averting Catastrophe: Public Policy and Risk Management
The U.S. faces several significant risks that, if poorly managed, could have significant implications for the economy, the environment, and public health. This course focuses on the government's role as risk manager. We will explore how public policies can be used to manage risk, mitigate the extent of damages to the environment, the economy, and public health, and avert catastrophic outcomes. After examining the concept of risk, decision-making under conditions of uncertainty, and competing policy instruments, we will turn to a series of case studies, including offshore oil spills, nuclear accidents, financial crises, the COVID-19 pandemic, and climate change. In each case, we will seek to better understand the factors that shape performance and consider the implications for strengthening the government's role as risk manager. We will conclude with an examination of an emerging issue: the regulation of artificial intelligence, a technology that even its strongest advocates admit could result in unprecedented dislocations and risks.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **ENVS243**
Prereq: **None**

GOVT223 Constructing and Deconstructing the Administrative State
Steve Bannon, Donald Trump's chief strategies, famously called for the "deconstruction of the administrative state," while others have denounced the "deep state" as a permanent ruling elite committed to circumventing the Constitution and the will of the voters. The administrative state has always occupied a precarious place in the US. There has been an ongoing tension between the need for bureaucracy and a political culture steeped in anti-statism and populism. In this class, we will examine the efforts to expand the reach of the administrative state and efforts to reign in the bureaucracy during the Progressive Era, the New Deal, and the postwar decades, including a detailed discussion of the Trump presidency. This exploration will be grounded in a history of public policy and theoretical debates from across the ideological spectrum.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT226 Constitutional Political Economy: Law and Courts in the Making of the American Economy
In the first part of the course, we address the foundational question -- What is law? -- and explore how key aspects of political and social life are organized through legal constructs. Questions such as what counts, from a legal standpoint, as religion, speech, family, or commerce serve as entry points for analyzing how law constitutes social meaning, power, and material outcomes. The second part of the course offers a historical overview of American political economy in the twentieth century, tracing institutional transformations associated with major structural shifts and critical turning points, such as the Great Depression and the New Deal, the rise of neoliberalism, and financialization. In the third part, the course focuses on the role of courts in shaping the contours of the American economy. We examine how political struggles over constitutional interpretation have influenced issues ranging from economic regulation and labor rights to consumer protection, corporate power, and market governance. This section situates judicial decision-making within broader economic and political transformations, highlighting the mutual constitution of law and economic change. This course is organized as a research seminar. Each student will develop a substantial research project and work closely with the instructor to refine it into an academic paper over the semester.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT229 Black Lives, Black Power & Black Politics
This course will explore the lineage of Black politics, with a particular focus on the social movements that have brought Black political thought to the forefront of the national conversation, through the lens of the academy and popular culture. In particular, students will learn about the many different iterations of the struggle for Black political freedom and autonomy, starting before the United States existed. We will trace this through slavery, reconstruction, the civil rights movement, all the way up to the contemporary Black Lives Matter movement. The course will provide considerable historical background on the conditions that created these movements and the ever-present role of government in shaping their trajectory. We will explore the commonalities and innovations in these struggles over time, and how they have shaped the development of the American state. We will also explore the degree to which patterns of dispossession, exploitation, and resistance have not only shaped the engagement of Black Americans with the broader polity, but also the way these same themes have weighed on the contributions of Black Americans to broader American culture. For the latter aspect we will engage with both popular music and film. Students will leave the course with a broader understanding of the historical context in which Black politics emerged, the themes that have commonly animated the many iterations of this struggle, and how this has all shaped the landscape of popular American culture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT232 Campaigns and Elections
This course introduces students to the style and structure of American campaigns and how they have changed over time. We also consider academic theories and controversies surrounding campaign "effects" and whether or not parties, media, campaigns, and elections function as they are supposed to according to democratic theory. Students will read, discuss, and debate classic and new scholarship in the field of political and electoral behavior. Students will also conduct research into different electoral contests in the United States at either the federal or state level.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT238 American Political Parties
This course explores the origins, purposes, roles, and consequences of political parties in the American political system. After a brief consideration of the broader theories behind political party systems, we will turn our focus to the party system in the United States. V. O. Key (1964) presented a tripartite definition of political parties that we will use to structure our exploration of parties for the rest of the course: party as organization, party in government, and party in the electorate. In these sections, we will address political party polarization, party identification, parties' fundraising, and many other related topics. From this rich examination of political parties in the U.S. context, we will discuss why parties exist and enable democracy, but also discuss their potential flaws and failures.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT239 Racial and Ethnic Politics
This course will provide historical context on the development of race and racial attitudes, and demonstrate the crucial role that they play in contemporary politics with a particular focus on immigration, criminal justice, welfare, and housing policy. The assigned readings will examine how the mere presence of underrepresented racial groups in the United States has shaped policies in these arenas, and the way these policies have, in turn, shaped the material circumstances and the burgeoning identities of these groups. The course will also uncover the complex relationship between race, political participation, and public opinion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT245 Regulation and Governance
Regulation describes an array of public policies explicitly designed to govern economic activity and its consequences at the level of the industry or firm. In the first half of the course, we will explore of the history of economic regulation (e.g., finance, transportation), the new social regulation (e.g., environmental protection, occupational safety and health), deregulation, and regulatory reform. The second half of the course will turn to an examination of governance. Governance focuses on efforts to develop solutions to regulatory problems by engaging a much larger field of forces (e.g., various nongovernmental organizations, trade associations, standard setting associations, supply chains, markets) in addition to using standard policy instruments. We will consider the extent to which effective governance is compromised (or enhanced) by global competition and the quest for corporate profitability.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT250 Civil Rights and Liberties
This course introduces students to the development of civil liberties and civil rights law in the United States. We will focus primarily on the decisions of the Supreme Court that concern the First Amendment (including religious freedom, freedom of speech and expression, and freedom of the press), privacy and personal liberty, equal protection, voting, and representation. In this course, students will learn about the evolution of major legal doctrines governing civil liberties and civil rights. Students will also develop an understanding of the process of Supreme Court decision-making.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT253 The American National Security State
In this course we will focus on the rise of the national security apparatus in the U.S. through the second half of the 20th century. This topic deals with political issues that are often characterized as "intermestic" because they occur at the point of intersection between domestic and international politics. Accordingly, we will examine the ways in which external forces influence internal state-building. We will also consider the choices and implications of policies designed to provide for what President Roosevelt famously called "freedom from fear."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT254 Capitalism and the Politics of Climate Change: When an Unstoppable Force Meets an Immovable Object
This course explores the complex relationship between capitalism and climate change. In the first part of the course, taking a comparative approach with a primary focus on the US, we begin by examining how capitalism has evolved since the Industrial Revolution, and how various capitalist models have developed worldwide, depending on the role of the state. In the second part, we question the "hegemony of growth" -- how growth has been perceived as an indicator of progress and distributive justice -- and explore competing visions of green growth and degrowth. In the third part, the course shifts to the political economy of decarbonization. We discuss the history and current realities of carbon dependency, examine cross-national variations in decarbonization efforts, consider the challenging trade-offs, and explore the economic and political factors underlying the struggle over climate policies. Our discussion will also focus on the role of economists and other experts in shaping mitigation efforts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **ENVS250**
Prereq: **None**

GOVT261 Politics of Inequality
This course focuses on inequality along various identity-based dimensions in American politics. Students will leave with a deep understanding of when inequality is a normative concern, and how politics has created and has the power to alleviate inequality along class, racial, and gender divides. Specifically, the course will focus broadly on the level of inequality in these three areas, and the degree to which this has changed over time. We will explore both the political and social phenomena that have driven this inequality, and the ways they intersect and exacerbate the impact for those who share multiple stigmatized identities. Finally, students will, in their final papers, explore potential political policies that can help to reduce or even eliminate inequality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT262 Experiments in American Political Behavior
This seminar explores the cutting-edge of experimental political science, with a substantive focus on American political behavior. Students will become familiar with various types of experiments, such as laboratory experiments, survey experiments, field experiments, and natural experiments. In doing so, students will engage with research that aims to isolate the causal consequences of group affiliation (including partisanship, race/ethnicity, and other social identities), affect and emotions, political knowledge and sophistication, political advertisements and campaign efforts, and media/information environments on individuals' political attitudes and behavior. Along the way, students will gain a deep proficiency in experimental design and develop foundational skills in statistical analysis and basic programming.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT270 Comparative Politics of the Middle East
This course provides an overview of the political landscape of the contemporary Middle East and North Africa, focusing on domestic social and political issues. Exploring both the region as a whole and particular case studies, the course examines what accounts for the democratic deficit in the region, how we can understand the Arab Spring, and what challenges and opportunities lie ahead.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT271 Political Economy of Developing Countries
This course explores the political economy of development, with a special focus on poverty reduction. We discuss the meaning of development, compare Latin American to East Asian development strategies (focusing on Argentina, Brazil, Mexico, South Korea, and Taiwan), examine poverty-reduction initiatives in individual countries (including Bangladesh, Chile, and Tanzania), and evaluate approaches to famine prevention and relief. Throughout the course, we pay close attention to the role of procedural democracy, gender relations, market forces, and public action in promoting or inhibiting development.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **LAST271, CEAS271**
Prereq: **None**

GOVT273 Environmental Politics in East Asia
This is an upper-division course on the environmental politics of East Asia. It will focus on the major environmental issues of our time (pollution, conservation, energy, waste, environmental justice, etc.), and how East Asian countries are coping with them from both policy and politics perspectives. It will cover both transnational and international efforts, as well as national and local initiatives. The course will require that students "do" environmental politics as well as study environmental politics through a civic engagement component.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **CEAS273, ENVS273**
Prereq: **None**

GOVT274 Russian Politics
The course begins with a brief review of the dynamics of the Soviet system and the reasons for its collapse in 1991. The traumatic transition of the 1990s raised profound questions about what conditions are necessary for the evolution of effective political and economic institutions. The chaos of the Yeltsin years was followed by a return to authoritarian rule under President Putin, although the long-run stability of the Putin system is also open to question. Students will study the political dynamics of modern-day Russia, Putin's regime and the opposition to the regime, as well as the logic of the events that led to Putin's full-scale aggression against Ukraine. Topics include political institutions, social movements, economic reforms, and foreign policy strategies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **REES280**
Prereq: **None**

GOVT275 Political Resistance to Dictatorships
The series of seminars is focused on different strategies of non-violent resistance against authoritarian regimes. We'll explore various aspects of building an efficient resistance movement--from fundraising to electoral strategies, from online communication to polling--based on best practices from countries all around the world. Pro-democracy activism and the fight against dictatorship is never an easy game to play; still, a lot can be derived from the existing

experience to make it more efficient. But even if the resistance movement is successful, it doesn't guarantee a perfect democratic transition: resentment and disappointment often start to prevail in the society very soon. In workshops and role-playing games students will be encouraged to put together feasible transition plans for different countries.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT277 Islamic Movements and Parties
This course examines the diversity of movements and political parties that take Islam as a reference point, and situates these discussions within broader debates around religion and politics. Through a variety of cases spanning from the Middle East and North Africa to Southeast Asia, we will explore the rise and evolution of different types of Islamic movements, and discuss different modes of mobilization, organization and interaction with the state and with other social and political actors. We will examine why some groups form political parties, and how they navigate the tensions between the needs of the party and the mission of the movement. We will consider how Islamic parties impact local and national politics, and in turn how they respond to shifting political terrains and challenges from within. The course will conclude with a reflection on "post-Islamism" and Western attitudes towards Islamic movements.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT277Z Islamic Movements and Parties
This course examines the diversity of movements and political parties that take Islam as a reference point, and situates these discussions within broader debates around religion and politics. Through a variety of cases spanning from the Middle East and North Africa to Southeast Asia, we will explore the rise and evolution of different types of Islamic movements, and discuss different modes of mobilization, organization, and interaction with the state and with other social and political actors. We will examine why some groups form political parties, and how they navigate the tensions between the needs of the party and the mission of the movement. We will consider how Islamic parties impact local and national politics, and in turn how they respond to shifting political terrains and challenges from within. The course will conclude with a reflection on "post-Islamism" and Western attitudes towards Islamic movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT278 Nationalism
Nationalism is the desire of an ethnic group, a nation, to have a state of its own. Nationalism emerged as a powerful organizing principle for states and social movements in the 19th century and was integral to the wars and revolutions of the 20th century. This course examines rival theories about the character of nationalism and tries to explain its staying power as a political principle into the 21st century. It looks at the role of nationalism in countries such as the U.S., France, India, China, and Japan, and nationalist conflicts in Northern Ireland, Quebec, Yugoslavia, the former U.S.S.R., and Rwanda. The course is reading- and writing-intensive.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT278Z Nationalism
Nationalism is a political movement advocating self-rule for a community that sees itself as having a common identity and shared historical fate. To different degrees, ethnicity, language, religion, and culture have been used to demarcate the nation's boundaries. There are some 6,000 nations in the world but only 200 states, so competition for self-rule can be fierce. This course introduces the main theorists of nationalism as a response to the rise of capitalism, and explores its complex relationship with liberalism, socialism, and democracy. Why does nationalism persist--even as capitalist globalization makes national economies more open and porous? We explore both state-level nationalism, which ranges from war and genocide to protectionist trade policy, and everyday or "banal" nationalism, which expresses itself through food, music, and sport.

We start off with relatively familiar cases from the developed world--the US, Brexit, Northern Ireland, and Quebec, and the classic cases of France and Germany. We then look at decolonization in Africa and the genesis of genocide in Rwanda. The socialist world is represented by the multiethnic federations of the Soviet Union and Yugoslavia. We then look at nationalism in Japan and China, followed by the Arab world. Finally, we look at the role of the internet in the propagation of nationalism. Students will be expected to read all four assigned books before the start of the class, and will have to write a three- to four-page response paper on one of the books.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT279 State and Society
Every aspect of our lives is shaped by the state. What exactly is it, the modern state? How has it come to be? From where does it derive its legitimacy? How has its involvement in social and economic life evolved over time, and varied cross-nationally? In what ways is American statecraft is considered "exceptional"? In this class we will seek answers to these questions, and on the way, we will learn about welfare states, penal states, racial states, straight states, submerged states, authoritarian states, strong and weak states.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT279Z State and Society
Every aspect of our lives is shaped by the state. What exactly is it, the modern state? How has it come to be? From where does it derive its legitimacy? How has its involvement in social and economic life evolved over time, and varied cross-nationally? In what ways is American statecraft is considered "exceptional"? In this class we will seek answers to these questions, and on the way, we will learn about welfare states, penal states, racial states, straight states, submerged states, authoritarian states, and strong and weak states.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT281 Social Movements in East Asia
Despite East Asia's reputation for acquiescent populations and weak civil society, the region has been replete with social movements. This course assesses the state of civil society in both authoritarian and democratic societies in East Asia

by surveying contemporary social movements in China, Japan, South Korea, and Taiwan. The course is designed for students to gain an understanding of how civil society looks in East Asian countries and its role in social and political changes in the past and present times. Although the course will not be able to cover the entirety of social movements in the region, the course is to equip students with contextual knowledge and theoretical tools to take a critical approach to examining current and future social movements in the region.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **CEAS205**
Prereq: **None**

GOVT282 Activism in Exile
This course examines how social movements and political opposition groups adapt and adjust their activism when they are in exile. Through a variety of cases spanning from the Middle East to South Africa, we will explore what shapes diasporic activism and why some movements are more resilient than others. We will situate these discussions within broader debates around social movements and migration. After we consider what exile is, how different migration regimes emerge, and how conditions in the host states may vary, we will look at both cases of violent and nonviolent mobilization in order to understand what shapes diasporic activism. The course concludes with a reflection on what happens after exile, when movements and leaders return to their home country.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT283 Human Rights: Contemporary Challenges
This course will examine various pressing challenges to human rights in the US and around the world, based around a series of talks by visitors who are practitioners in the field. Topics covered range from refugees and war crimes to housing and educational access.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL323**
Prereq: **None**

GOVT284 Comparative Politics of Western Europe
The leading nations of Western Europe--Great Britain, France, Germany, and Italy--have developed vibrant economies and stable democracies that differ in important ways from those of the U.S. and from each other. This course explores the ability of European economies to withstand pressures of globalization and the capacity of European democracies to integrate political newcomers such as women and immigrants. We address questions such as, Does New Labour provide a model for parties of the Left across the West, or is its success predicated on the foundations laid by Thatcherism? With the limited ability of the French people to influence politics, should we still consider that country a democracy? Has Germany definitively overcome its Nazi past, or does the strength of German democracy rely on a strong Germany economy? How can we make sense of the Italian "second republic"?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **RL&L284**
Prereq: **None**

GOVT285 Losers of World War II
This course explores the experiences of Germany and Japan in the postwar era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? This course explores these questions by comparing the culture, history, and institutions of these two countries.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **CEAS280, GRST267**
Prereq: **None**

GOVT286 Ukraine at War
This course will survey Ukraine's contentious history with its Russian neighbors and then track the origins and course of the current war. Each week we will have one meeting devoted to discussion of assigned readings and one meeting led by a Ukrainian lecturer speaking on Zoom. Topics to be covered include history and politics but also economics, social impacts, the plight of refugees, and cultural life.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **REES286, CSPL286**
Prereq: **None**

GOVT287 European Security
This course provides an in-depth examination of contemporary European security challenges, with a particular focus on the European Union's evolving security and defense policy and its relationship with Russia. Students will explore the EU's institutional responses to crises, its strategic autonomy, and the dynamics of transatlantic security cooperation. The course also analyzes Russia's role as both a neighbor and strategic challenger, including its military interventions, hybrid tactics, and influence in the region. Through case studies, policy analysis, and simulations, students will critically assess the effectiveness of European security mechanisms in responding to conventional and non-conventional threats. POI course.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT295 Korean Politics Through Film
This course explores the contemporary politics of Korea through academic sources and films. Students will discover how the tumultuous history of modern Korea has contributed to the present political conditions in the two Koreas. The course will focus on issues surrounding major political events in both South and North Korea, including Japanese colonialism, Japan-Korea relations, Korean War, military dictatorships, economic development, democratization, neoliberalism, inter-Korean relations, and US-Korea relations. Films and documentaries spanning from the 1990s to the present will highlight these political issues and events through the eyes of Korean filmmakers. The course will explore how films problematize political issues and how a film's storytelling compares to actual history and scholarship on Korea.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **CEAS206**

Prereq: **None**

GOVT296 Japanese Politics
This introductory course in Japanese politics begins with an overview of the Japanese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas such as industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **CEAS296**
Prereq: **None**

GOVT297 Chinese Politics
This introductory course in Chinese politics begins with an overview of the Chinese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas such as industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **CEAS297**
Prereq: **None**

GOVT298 Terrorism and Film
This course provides an overview of the major concerns and debates in the study of terrorism and political violence, and it uses the prism of cinema to further grapple with the complexity of political violence. We will explore the root causes of violence and the varied reasons why individuals and organizations turn to violent tactics. We will also discuss what policies are most effective and desirable, problematizing our understanding of security, and examining the implications of counterterrorism for civil liberties, human rights, and international law. The films assigned contextualize the theoretical issues and address the question of political violence from alternative perspectives: those of the perpetrators of violence, victims, soldiers, government officials, and police officers. In this immersive winter session, students are expected to watch the films outside of class, between the morning and the afternoon class session. Through the readings, films, discussions and assignments, the goal of the course is to help you understand the major controversies and debates surrounding terrorism, to equip you with the tools to critically engage with the media, academic and policy discourses on political violence, and to enhance your speaking, writing and analytical skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT298Z Terrorism and Film
This course provides an overview of major concerns and debates in the study of terrorism and political violence, and it uses the prism of cinema to further grapple with the complexity of political violence. We will explore the root causes of violence and the varied reasons why individuals and organizations turn to violent tactics. We will also discuss what policies are most effective and desirable, problematizing our understanding of security and examining the implications of counterterrorism for civil liberties, human rights, and international law. The films assigned contextualize the theoretical issues and address the question of political violence from alternative perspectives: those of the perpetrators of violence, victims, soldiers, government officials, and police officers. In this immersive winter session, students are expected to watch the films outside of class, between the morning and the afternoon class session. Through the readings, films, discussions, and assignments, the goal of the course is to help you understand the major controversies and debates surrounding terrorism; to equip you with the tools to critically engage with the media, academic, and policy discourses on political violence; and to enhance your speaking, writing, and analytical skills.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT302 Latin American Politics
This course explores democracy, development, and revolution in Latin America, with special attention to Argentina, Brazil, Cuba, and Nicaragua. Questions to be addressed include: why has Argentina lurched periodically from free-wheeling democracy to murderous military rule? Why is authoritarianism usually less harsh, but democracy often more shallow, in Brazil than in Argentina? How democratic are Latin America's contemporary democracies? What accounts for the success or failure of attempted social revolutions in Latin America? Why did postrevolutionary Cuba wind up with a more centrally planned economy and a more authoritarian political system than postrevolutionary Nicaragua? How much progress has each of these countries made toward creating a more affluent, educated, healthy, and equitable society?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **LAST302**
Prereq: **None**

GOVT303 War and Society
While most societies condemn physical violence between individuals, they condone and encourage collectively organized violence in the form of warfare. War is obscene, yet all modern societies have engaged in warfare. This course will examine war as a social, political, and historical phenomenon. We will look at the way in which wars have led to the consolidation of political power and the acceleration of social change, as well as the relationship between military service and the concept of citizenship. The course also examines the crucial role played by technology in the interaction between war and society. Films and novels will be examined to test to what extent these literary works accurately reflect, or obscure, the political, social, and technological logic driving the evolution of war. Our examples will include warfare in premodern society, the gunpowder revolution in early modern Europe and Japan, the American Civil War, colonial wars, World War I, World War II, Vietnam, and Iraq.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT305 Challenges to Democracy in East Asia
East Asia is home to a remarkable diversity of political regimes, economies, religions, and cultural traditions. The region includes one of the most repressive countries in the world, North Korea, alongside authoritarian regimes like China that tout political stability and rapid economic growth. At the same time, Japan, South Korea, and Taiwan represent fully consolidated democracies -- albeit ones that continue to grapple with significant domestic and international challenges. This course examines the workings and challenges of democracy in East Asia by addressing questions such as: What are the defining features and challenges of existing democracies in East Asia? To what extent are these features unique to the region? Why do some citizens in East Asia find authoritarianism appealing?

How do historical experiences with authoritarian rule shape democratic institutions and political culture today? And does China's authoritarian model present a challenge to democracy in the region?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **CEAS325**
Prereq: **None**

GOVT307 Identity & Politics of South Asia: India, Pakistan, and Afghanistan
In this course, we will cover the politics of India, Pakistan, and Afghanistan. We will consider identity issues going back to the Partition of India to present-day religious and sectarian tensions. Other themes include caste and indigenous politics, gender identity, authoritarianism and corruption, Hindutva and Islamist Terror, diaspora politics, state-level security dimensions, and how countries in the region balance their relations with China and India. Lectures along with Bollywood and regional film screenings will be complemented with discussions with South Asia experts via Zoom.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GSAS306**
Prereq: **None**

GOVT308 Comparative Urban Policy
Cities are home to more than half of the world's population, generate more than 80% of world GDP, and are responsible for 75% of global CO2 emissions. Once viewed as minor political players with parochial concerns, they are now--individually and collectively--major players on the global stage. This course will examine how cities are coping with the major policy issues governing our lives--from waste management and public safety to energy and housing policy. We will be examining how policies differ between big cities and small cities, what cities in the global north are learning from the cities in the global south, and how cities are bypassing toxic partisan politics in their nations' capitals to form global networks promoting positive change. The class will involve local field trips and participant observation to see how some of these urban issues are playing out in the city of Middletown.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **CEAS308, ENVS308, IDEA308**
Prereq: **None**

GOVT309 Contemporary Challenges in Latin American Politics
Latin America's contemporary challenges include corruption, crime, economic woes, social policy shortcomings, populism, declining political trust, the erosion of fragile democracies, and the political underrepresentation of women and minority groups. This course examines the historical legacies, international influences, and social-structural factors that shape and constrain how Latin American citizens and governments are responding to these challenges. Weekly readings and discussions, along with a succession of analytic exercises, will prepare students to write a research paper on a Latin American politics topic of their choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **LAST307**
Prereq: **None**

GOVT310 South Asia's "Non-Nuclear Five": Bangladesh, Bhutan, the Maldives, Nepal, and Sri Lanka
In this course, we shall focus on the politics of the five "non-nuclear" countries of South Asia--Bangladesh, Bhutan, the Maldives, Nepal, and Sri Lanka. After learning about topics such as the Buddhist saffronization of Sri Lanka and the Rohingya refugee crisis, we will analyze common themes related to these five countries such as the geopolitics of climate change and how these countries balance their relations between China and India. Lectures along with Bollywood and regional film screenings will be complemented by discussions with South Asia experts via Zoom.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GSAS310**
Prereq: **None**

GOVT311 United States Foreign Policy
This course provides a survey of the content and formulation of American foreign policy with an emphasis on the period after World War II. It evaluates the sources of American foreign policy including the international system, societal factors, government processes, and individual decision makers. The course begins with a consideration of major trends in U.S. foreign policy after World War II. With a historical base established, the focus turns to the major institutions and actors in American foreign policy. The course concludes with an examination of the challenges and opportunities that face current U.S. decision makers. A significant component of the course is the intensive discussion of specific foreign policy decisions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT311Z United States Foreign Policy
This course provides a survey of the content and formulation of American foreign policy, with an emphasis on the period after World War II. It evaluates the sources of American foreign policy, including the international system, societal factors, government processes, and individual decision-makers. The course begins with a consideration of major trends in U.S. foreign policy after World War II. With a historical base established, the focus turns to the major institutions and actors in American foreign policy. The course concludes with an examination of the challenges and opportunities that face current U.S. decision-makers. A significant component of the course is the intensive discussion of specific foreign policy decisions.

No prior knowledge of U.S. foreign policy or international politics is assumed other than what might be gathered from keeping up with current events. PLEASE NOTE: Students will be expected to complete the readings before the start of the class on January 7.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT312 Strategic Dilemmas in Politics
Politics is full of strategic interactions: politicians and voters, enemies and allies, office-holders and bureaucrats. But while the details might be different from issue to issue, the challenges are often the same. How can a large group cooperate on a common goal? How can you make a promise or threat credible?

How can you learn someone's true intentions? This course uses in-class games and simulations to explore some of the key lessons that game theory can teach us about politics. There will be a bit of introductory game theory, but the focus will be on the intuition, not the method. The goal is to identify and analyze common strategic challenges in politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT313 Civil Wars and Armed Groups
Since 1945, five times as many people have died in conflicts within countries (between governments and rebels/militias) than in conflicts between countries. This course digs into the big questions about civil wars: Why do they begin? Who participates? How do they end, and why do some never end? How do combatants treat civilians, and why? Class will be primarily discussion-based, evaluating common answers to these questions, and the evidence behind them, from conflicts all over the world. Along the way, students will design their own research question and a strategy to answer it. The course is especially appropriate for sophomores and juniors who are potentially interested in writing a thesis, but relevant to any student interested in war and peace.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT314 Public Opinion and Foreign Policy
The relationship between leaders and the public remains a core concern of democratic theorists and political observers. This course examines the nature of public views on foreign policy, the ability of the public to formulate reasoned and interconnected perspectives on the issues of the day, and the public's influence on foreign policy decisions with a focus on the U.S. We will consider the role of the media and international events in shaping public perspectives and public attitudes toward important issues such as internationalism and isolationism, the use of force, and economic issues. This course provides an intensive examination of a very specific area of research. As such, strong interest in learning about public opinion and foreign policy is recommended.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT315 Policy and War through Film
This course explores how America's policies and wars interact with culture and identity. It combines films and readings to gain a deeper understanding of film as an artifact of culture, war, and identity. The course begins with a discussion of key foundational works to frame a common understanding about strategy, war, and American strategic culture. It then combines film viewings and critical scholarship to discover how the interpretations of America's wars through film shape American citizens' perceptions of war and their military. The films, readings, and seminar discussions will help students develop a better understanding of the differences between the realities and the perceptions of policy and war. This course lies at the intersection of international relations, history, and conflict studies. Participation in this course will increase the students' understanding of how U.S. policy, war, culture, and identity interact. It will also sharpen critical thinking and writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL315**
Prereq: **None**

GOVT316 Wars of Resistance in Scholarship and Film
This course explores the theory, practice, and interpretation of wars that see ostensibly stronger powers wage wars against relatively weaker resistance movements. It combines scholarly readings and interpretive films to gain a deeper understanding of how and why resistance and insurgency can prevail when confronting adversaries who are numerically superior. Students will analyze the inescapable paradoxes that can make wars of asymmetry difficult for stronger states. The seminar discussions will develop a keener grasp of the logic that permeates wars where the weak resist invasion and occupation. This course intersects international security studies, history, and conflict studies. This course will improve knowledge about asymmetric wars and for critical analysis. Though there are no prerequisites, it is desirable that students have previously taken a course in conflict studies or war.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL329**
Prereq: **None**

GOVT318 America's Unexceptional War of Independence
Americans often think of the War of Independence as an exceptional event, focusing on the unique people, ideas, and historical turning points. But in many ways the key actors in the War of Independence faced similar challenges that others around the world have faced and continue to face: how to organize around political grievances, how to prevent a conflict from escalating, how to manage trade relationships, and how to navigate great power politics. Through lectures, group discussions, and essays, this course will compare the American experience to other conflicts, examining how the American experience reflects broader patterns.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT319 Citizenship and Statelessness in Comparative Perspective
This course will investigate how modern nation-states decide who has the right to citizenship, along with situations where certain groups are denied citizenship of any country. Every country in the post-Westphalian world-system hosts large numbers of minorities and migrants. Thus, it becomes essential for each nation to define its territorial boundaries and who belongs to it. Are citizenship rules determined mainly based on material considerations, such as economic and security issues? Or are such policies based on racial and civilizational notions shaped by encounters with pre-colonial and colonial forces? In this seminar, we will consider these questions about belonging and territorial definitions, which are often politically contested. We will start by paying attention to various theoretical explanations of citizenship, and then look at case studies from non-Western and Western settings. Class discussions will be complemented alongside discussions with experts who will join us in-person on campus or via Zoom.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT320 International Relations of South Asia
Since independence in 1947, the countries of South Asia have seen major wars, a nuclear arms race, dozens of small insurgent movements supported by neighbors, and complicated politics around identity, citizenship, and migration. At the core of these issues are questions about whether and how to transition a multiethnic, multireligious empire into nation states. This course will explore the

major questions of war, peace, and politics in modern South Asia. Why did India and Pakistan fight three wars in the first 25 years of independence, but have largely avoided open conflict since? Why have some insurgencies escalated into major conflagrations while others have simmered at low levels for decades? How have religion and language shaped patterns of migration and citizenship, and been shaped by them in return? Along the way, students will design and conduct their own research on key issues in South Asian politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GSAS320**
Prereq: **None**

GOVT321 Topics in International Law
This course is a seminar on international cooperation and international law (IL) for students of international relations. The course's primary goal is to enhance students' understanding of how ILs facilitate or hinder international cooperation. The course has four modules: a) Introduction, b) IR theories on ILs, c) Application (Trade, Climate, Gender, Conflict), d) Future of ILs. The emphasis throughout the course is on the role of politics, understanding why ILs operate as they do, and recent episodes that illustrate the issues. Throughout the course, students will learn to produce concrete policy recommendations drawing from key research in the literature on ILs, practice giving others constructive feedback on peers' policy proposals and revise their own projects, and think critically about theories of international relations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT322 Global Environmental Politics
This course is an introduction to environmental politics for students of international relations. This course aims to enhance students' understanding of how international politics may affect environmental outcomes. The course has four modules: a) Introduction, b) IR theories and the environment, c) Application to select environmental issues, d) Policy implications. The introductory module presents several concepts that are important to understanding environmental cooperation. The IR theory module introduces canonical IR theoretical frameworks. Primarily, this module investigates how states' power dynamics, international institutions, domestic political systems, and NGO networks may explain the likelihood of international cooperation on environmental issues. The third module applies the theoretical concepts to real-world policy issues such as climate change, water air pollution, and endangered species. The final module focuses on the future of environmental cooperation among states. Assignments include an in-class quiz on key concepts, a role-based negotiation simulation, a podcast episode analyzing an environmental agreement of student choice, and a final exam. By the end of the semester, students think critically about environmental agreements by applying theories to policy examples.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT323 Refugees in World Politics
The primary objective of this course is to provide students with i) an introductory overview of the political, economic, social, and security determinants of refugee flows; and ii) the political and social responses of receiving governments and societies to them. Using both historical and contemporary case studies, this course will highlight security concerns engendered by internal displacement and transnational migration. These include armed conflict, smuggling, trafficking, and terrorism. This course will also highlight the concepts of citizenship in receiving states, and the roles played by the international institutions in influencing state policies towards refugees.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL263**
Prereq: **None**

GOVT324 Africa in International Politics
The continent of Africa features 54 countries and the fastest growing population on the planet. This course contextualizes the African continent in international politics, and provides an overview of the many ways (especially sub-Saharan) African states engage with foreign countries, with international institutions, and with each other, from colonial times to the present. We'll focus on integrating the African continent into theories of international relations, including African countries' roles in the international political economy and in international security. Topics include colonialism, trade, aid and structural adjustment programs, sovereign debt, international and regional organizations and blocs, security arrangements, and African states' roles in ongoing international climate governance. The focus of the course is on the foreign policy and international interactions of countries in sub-Saharan Africa. The course therefore provides a broad overview of diverse topics and countries, emphasizing breadth over close study of a particular case or topic. The assignments provide an opportunity for students to add depth to their knowledge of particular countries and contexts of their choosing. In addition to giving students the opportunity to learn more about politics in contemporary sub-Saharan Africa, the course will provide students with experience testing social scientific theories against empirical evidence, conducting original research using primary and secondary sources, and writing succinct research reports. Students will analyze both issues of academic and political importance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT325 Solving the World's Problems: Decision Making and Diplomacy
This course represents a hands-on approach to decision making and diplomacy. It is designed to allow students to take part in diplomatic and decision-making exercises in the context of international political issues and problems. Important historical decisions will be evaluated and reenacted. In addition, more current international problems that face nations today will be analyzed and decisions will be made on prospective solutions. Finally, various modern-day diplomatic initiatives will be scrutinized and renegotiated.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT326 Political Consulting for International Business
This course is an applied course in political consulting skills for international business. It is designed for students who are directed toward a career in international business. Entry to the course requires a strong track record in prior involvement and or interest in international business. Emphasis will be placed on developing the most important political skills related to working in an international corporation. Learning will take place by applying what has been learned in real-life international business scenarios. The learning goals of this class are based on developing professional skill sets: problem solving abilities, consulting, team work, oral presentations, preparing functional memos, and working in professional environments. The course asks the class to function as a working committee of top executives trying to confront important international business challenges.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT327 Experiments in International Development
Do policies designed to promote development around the world actually work? Do they sometimes produce effects we didn't expect? This seminar teaches the experimental method of social science research and applies it to these questions. Students will read examples of how social scientists have used experiments to study international development -- broadly defined -- including foreign aid, conflict and violence, illicit finance, elections, climate cooperation, trafficking in persons, and migration. Over the course of the seminar, students will design and analyze their own experimental research project and will write either an academic research article or an impact evaluation policy report. The seminar is especially appropriate for any student considering a career in policy or social science. Throughout this course, students will learn about experimental methods. They will also learn how to form a research question, conceptualize and measure variables, develop testable hypotheses, select an appropriate case/unit of analysis, write a literature review. These skills may be especially helpful for students who pursue an honors thesis or other original research project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT328 Explanations for The Long Peace Since 1945
This course examines great power relations since 1945 through political, economic, legal, institutional and normative lenses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT329 International Political Economy
This course examines the political consequences of and responses to international economic exchange between countries with an emphasis on whether climate change changes this political behavior. In particular, we will look at how domestic actors, such as voters, firms, and associations, respond to and try to shape government action on issues such as trade, international finance, migration and foreign direct investment. Rather than consider climate change and its policy as a separate domain, this course will focus on the interaction between the climate and other policy areas in international political economy (IPE). Students will be provided with an introduction to these topics via lectures and discussion sections as well as data analysis and social science research techniques in weekly labs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT330 Policy and Strategy in War and Peace
This course explores how the relations, relationships, and discourse between senior national civilian and military leaders influence the development and execution of policy and strategy in war and peace. In theory, the purpose of war is to achieve a political end that sees a better peace. In practice, the nature of war is to serve itself if it is not influenced and constrained by continuous discourse and analysis associated with good civil-military relations between senior leaders. This course begins with discussion of the key foundational works to build a common understanding. It then explores how civil-military interaction influenced strategy in war and peace for each decade from the Vietnam War to the present. The readings and seminar discussions also examine how the outcomes of wars influenced civil-military relations and the subsequent peace or wars. This course lies at the intersection of international relations, history, and conflict studies. Students will gain greater understanding of how U.S. policy makers, strategy, and war interact, while honing their critical thinking and writing skills.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL330**
Prereq: **None**

GOVT332 Psychology and International Politics
Trust, personality, reputation, honor, emotions. These concepts are at the heart of international decision making. This course will address research in psychology and political science related to these topics that helps us understand how leaders behave toward other nations and why, for instance, they engage in conflict or acquire nuclear weapons.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT333 International Organization
Why do international organizations (IOs) exist? Do they shape outcomes in international politics? Who runs international organizations? This course considers the role that institutions have played in addressing global problems since World War II. Some argue their role is trivial, since there is no international police force that can constrain states' behaviors. Others argue their role is profound, as institutions help states to overcome important barriers to cooperation. And just as in domestic institutions, the rules of IOs represent some interests more than others, creating opportunities for controversy and contestation. We will apply these theories to understand several institutions governing economic stability, environmental sustainability, human rights, security affairs, and global development. At the conclusion of the course, students will be able to explain why these IOs exist, how well they work, and what challenges they face in the future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT334 International Security in a Changing World
We now face myriad of changing threats that appear to belie easy solutions. This course considers alternative ways to conceive of international security and how differences in these perspectives can affect our response to international threats. The course focuses on the relationship between force and international security; the prospects for peace and conflict in specific regions of the world such as Asia, Latin America, and Africa; and some vexing issues such as terrorism, nuclear proliferation, nationalism and ethnic conflict, economics, environmental issues, and disease.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT335 Political Economy of Foreign Aid
Who gives and gets foreign aid, and does it work? This course will study how international and domestic interests interact and affect the causes and

consequences of foreign aid. We will cover scholarship on 1) the motivations behind foreign aid, 2) the evidence on aid effectiveness, 3) how domestic politics in donor governments and recipient governments shape and are shaped by foreign aid, 4) other actors in the aid landscape, such as international and non-governmental organizations, and 5) how aid relates to conflict, democracy, trade, and migration. This is a reading, discussion, and writing-based seminar.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT336 New Topics in International Political Economy
This course helps students understand how states cooperate in three new areas: global health, climate, and identity politics. The course introduces new IPE research on health, climate, and identity, focusing on these issues' relationships with interstate economic interactions. The course has four modules: a) IPE theory review, b) Global health and trade/intellectual property, c) Environmental protection and trade/foreign direct investment, d) Identity politics and globalization. After a brief review of IPE theories in the first module, the course will touch on specific topics of importance. For example, the health unit explores the relationship between intellectual property rights and global health outcomes, how trade policies affect states' responses to health crises, and how the global trade regime (i.e., the WTO) mediates those policy responses. The environment module investigates how economically developed countries use trade agreements to protect the environment and why some companies support climate actions more strongly than others. The identity module examines how gender, race, and ethnicity may shape individual preferences on globalization. In the process, students will apply IPE theories to understand new challenges the world faces. This course is designed for students who are already familiar with core concepts in IPE, including those who have previously taken GOVT 329. However, GOVT 329 is not a prerequisite.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT337 Virtue and Glory: Classical Political Theory
How shall we think about public life, our "life of common involvements"? This course is a survey of premodern political theories, with attention to their major theoretical innovations, historical contexts, and contemporary relevance. Major themes will include the nature of political community and its relation to the cultivation of virtue, the relation of politics to economics, the origin of the ideas of law and justice, and the relation between knowledge and power and between politics and salvation. Readings will include Plato, Aristotle, Augustine, Aquinas, Machiavelli, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT338 Global Modern Political Thought
Modern political thought is defined by questions of the consolidation of state power, democratic governance, the rise of capitalism, and the legitimate uses of violence. Yet, these questions are intertwined with questions of colonialism, racism, and inequality. How does capitalism give rise to new ways of life across different times and places? What new forms of subjectivity arise with the consolidation of the nation-state, the emergence of new forms of communication, and the rise of the so-called autonomous individual? What is the relationship between democracy, empire, and colonialism? This course will consider the writings of thinkers such as Thomas Hobbes, John Locke, Jacques Rousseau, and Karl Marx in dialogue with Franz Fanon, Mao Zedong, B.R. Ambedkar, Mahatma Gandhi, Kwame Nkrumah, Enrique Dussel, and others. This course is required for political theory concentrators in the government major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT339 Contemporary Political Theory
How shall we get along? This course examines some important 20th and 21st century theories of politics. Major issues include the role of reason and emotion in grounding the basic principles of our political lives, the conceptual foundations of liberal and civic republican democracy, and critiques of liberalism from communitarian, critical theory, and postmodern perspectives. We will explore what political theory can be today. This course, together with GOVT337 and GOVT338, provides a survey of major Western political theories; at least two of these courses are recommended for students concentrating in political theory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT340 Action and Inaction in Social Movements
This is a class on contentious politics that examines how the action-inaction binary shapes our understanding of social movement strategies, life cycles, resilience, and success. We will examine activity and inactivity in the context of a variety of social movements, diaspora groups, and rebel organizations, at various stages of their lifecycle. When is inactivity a failure of mobilization or a sign of weakness, and when is it an intentional strategy? What does "doing nothing" look like? Can it ever be an effective strategy for a group? When is inactivity a form of organizational defeat? To address these questions, we will look at different forms of "nothing doing": social movements that choose disengagement or tactics such as hunger strikes, exiled movements that focus on internal bonding and capacity building rather than overt activism, and rebel groups that intentionally abstain from violence or mobilization for prolonged periods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM340**
Prereq: **None**

GOVT341 Visions of Democracy
This course will explore diverse articulations of what democracy was, what it is, and what it could be. It takes its cue from Sheldon Wolin's suggestion that in political theory, putting forward a vision means mobilizing the imagination to illuminate otherwise hidden phenomena and communicate the theorist's values. The visions of democracy that we will analyze in the course were written in (or about) a wide range of time periods; center a variety of locations, including Latin America, Europe, North America, and South Asia; were expressed in different genres, from poetry to academic political theory; and present different valuations of democracy, from conservative critical to romantic laudatory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT342 Questioning Authority: On the Politics of the Teacher-Student Relationship
What is the authority of the teacher in an era where the legitimacy of institutions and curriculum are under fire? Can hierarchical relationships between teachers

and students be beneficial for learning and for political life? What are alternative conceptions of the teacher-student relationship? This course will explore different models of teaching within the history of political thought and beyond. From Socrates to the present, the context and manner of teaching has been just as important to political theorists as the content itself. The course will consider how questions of power, sexuality, risk, wisdom, and friendship inform different pedagogical styles and their implications for preparing citizens for democratic life. Readings include John Locke, Immanuel Kant, Alexis deTocqueville, John Dewey, Hannah Arendt, Mr. Rogers, Jacques Ranciere, Bernard Stiegler, Laura Kipnis, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **EDST342**
Prereq: **None**

GOVT346 War on Terror in Contemporary Political Thought
In an ironic statement made to the men and women at Whiteman Air Force Base on October 19, 2001, Secretary of Defense Donald Rumsfeld claimed that in the emerging struggle that came to be known as the "War on Terror," Americans would be faced with a choice when confronting a new, ill-defined enemy: "We have two choices: Either we change the way we live, or we must change the way they live. We choose the latter." And yet, despite Rumsfeld's resoluteness that Americans would stand firm and never "change the way we live," there is hardly a single aspect of American--and indeed global--society, culture, and politics that has not been altered or even dramatically transformed by the attacks of September 11 and the US response. The discipline of political theory practiced in the United States and across the world was no exception. In the immediate aftermath of the attacks, a new set of questions were placed on the agenda of political theorists, and older, even perennial questions taken up by the discipline were sharpened or pursued with greater urgency and intensity. This course provides students with a snapshot of a set of theoretical debates that the War on Terror provoked (and still provoke), including debates related to the limits and character of patriotic attachment, the question of the US's imperial ambitions, and how we might forge new conceptual tools to understand forms of terrorist and state terrorist violence. These debates will not simply enable students to think about September 11 and the War on Terror specifically. This course will introduce students to a set of concepts and questions that oftentimes precede, and indeed move far beyond the context of September 11 itself. In short, the attacks of September 11 and the War on Terror provide us with an entry point to examine concepts that are integral parts of the current toolbox political theorists use to make sense of the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT347 Political Freedom
Is political freedom about doing what you want as long as you don't hurt anyone else? Is it about collectivizing power or actively participating in governance? Is freedom an inherently individual practice or a necessarily collaborative one? A private or public matter? Does it depend upon rights or the transformation of social conditions? Does it emerge from political representation or direct democracy? Is capitalism the scene of human domination, human freedom...or both? Is freedom a concept, a principle, or a practice? What is the relationship of political freedom to power, equality, and community? What is the relationship of social identity to freedom -- is it emancipatory or imprisoning? Is freedom something we even desire, or do we experience it as a burden? What happens when Dr. King meets Karl Marx, when John Stuart Mill meets Kate Bornstein, when Cathy Cohen meets Milton Friedman? In this course, we will pursue these kinds of questions through consideration of classics in Western political theory, contemporary writings, and some films. We will neither settle the question of what freedom is nor the question of how to produce it. However, we will deepen our appreciation of its importance and complexity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT348 Justice and Equality
To what extent and in what ways does justice require that people have (roughly) equal life prospects? That issue has become increasingly urgent as inequality has increased rapidly during the last 40 years or so. Although inequality in the US has grown faster than in most other (already developed) countries, the increase in inequality is widespread. At the same time, at the global level there has been a reduction of inequality as economic growth has delivered hundreds of millions of people from deep poverty. This class will examine the relationship between equality and justice. Our principal concern will be to assess how, in what ways, and among whom justice requires equality, but we will also look at the dynamics of inequality--how inequality has developed historically, the factors explaining the recent surge of inequality within countries while equality of life prospects has lessened globally, how growing inequality may be affecting domestic politics, and the policies that could address the issue of equality.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT350 Law, Justice, and Democracy
In this course, we will explore law from a political-sociological perspective, in relation to the historical, political, and cultural contexts within which it exists. In the first part of the course, we will address the question "what is law?" by exploring a variety of theoretical approaches (Marxian, Weberian, and Durkheimian perspectives, legal formalism, legal realism, and critical legal studies). We will then move on to discussing the relationship between law and justice. In the third part of the course, we will talk about the politics of crime and punishment, exploring a number of key issues, including the birth of modern prison, rising incarceration rates in the U.S., the emergence of drug courts, and the politics of death penalty. In the fourth section, we will discuss the role courts play in constructing political and social reality. What constitutes a religion? What is gender? What is commerce? What is free speech? These questions find myriad answers in different bodies of thought, are understood and acted upon in a variety of ways by different social groups, and gain different levels of political salience in different societies and at different times. As matters concerning the organization of public life, they are also, and inevitably, framed as "legal problems" and make their way to courts. We will examine how courts construct social phenomena through the lens of several historical cases. In the final section of the course, we will discuss law's place in the American system of government by exploring the evolving relationship between courts, the presidency, and Congress.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT350Z Law, Justice, and Democracy
In this course, we will explore law from a political-sociological perspective, in relation to the historical, political, and cultural contexts within which it exists. In the first part of the course, we will address the question "what is law?" by exploring a variety of theoretical approaches (Marxian, Weberian, and Durkheimian perspectives, legal formalism, legal realism, and critical legal studies). We will then move on to discussing the relationship between law and

justice. In the third part of the course, we will talk about the politics of crime and punishment, exploring a number of key issues, including the birth of modern prison, rising incarceration rates in the US, the emergence of drug courts, and the politics of death penalty. In the fourth section, we will discuss the role courts play in constructing political and social reality. What constitutes a religion? What is gender? What is commerce? What is free speech? These questions find myriad answers in different bodies of thought, are understood and acted upon in a variety of ways by different social groups, and gain different levels of political salience in different societies and at different times. As matters concerning the organization of public life, they are also, and inevitably, framed as "legal problems" and make their way to courts. We will examine how courts construct social phenomena through the lens of several historical cases. In the final section of the course, we will discuss law's place in the American system of government by exploring the evolving relationship between courts, the presidency, and Congress.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT352 Deception and Democracy
What's the best way to tell if a politician is lying? According to the punchline of this old joke, you should simply determine whether their lips are moving. This course will undertake a more complex and nuanced analysis of political deception and democratic government. Is lying for political gain undemocratic? What ethical duties and obligations befall representatives and citizens within a democracy? Where do we draw the line between persuasion and deception? By examining the philosophical treatment and historical practice of political deception - from Plato's Myth of the Metals to Donald Trump's illusory trade deficit with Canada - we will broaden our understanding of various participatory, deliberative, and epistemic forms of democracy and their procedural and substantive commitments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT354 Marx and Marxism
What does it mean to "think like a Marxist" or "see the world as a Marxist" might? What are the fundamental concepts, categories, methods, and modes of inquiry we associate with the work of Karl Marx and those who consider themselves "Marxists"? What are the significant political, social, and theoretical problems that motivate scholars, activists, and citizens who participate in this ongoing tradition of thought and practice? This course will provide students with points of entry to make sense of these questions, placing particular emphasis on Marxism as a multifaceted and evolving method that rather than a dogmatic worldview that sets forth a series of rigid truth claims. Together, we will work to decipher some of the key texts produced by Karl Marx and others within the Marxist tradition. This will in turn enable us to parse out a diverse set of theoretical, historical, empirical, and normative questions, which, in addition to those above, include the following: 1. What is capitalism? How did Marx believe it worked, and how do contemporary Marxists believe it works in the present? What, if anything, is wrong with capitalism as a mode of social organization? What are the theoretical tools Marxists use to approach these questions? What are the diagnostic and prescriptive elements of the theory? 2. How do Marxists tend to explain contemporary socio-political pathologies like racialization, class domination, imperialism, fascist resurgence, environmental catastrophe, gender-based domination, or the degradation of democratic politics? What might this method allow us to see that other modes of inquiry cannot? 3. How, if at all, must Marxist styles of inquiry adapt in order to maintain their relevance as analytical tools? How have more contemporary Marxist thinkers expanded, modified, or critiqued the work of Marx in order to maintain the life of the tradition? Which new categories have been integrated into Marxist theorizing in recent decades, and to what effect? 4. What is insufficient with the Marxist method? What inevitably falls outside of its purview? Is this a fatal flaw or a problem to be corrected? Is it appropriate for us to ask that this method allow us to explain everything? 5. What is "Marxism" and how might it differ from the work of Marx himself? How do we link certain seemingly disparate literatures together as a coherent movement? In other words, what makes "Marxism" an "ism"?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT355 Political Theory and Transitional Justice
Transitional justice refers to the variety of legal, political, and social processes that occur as a society rebuilds after war; it includes war crimes trials, truth commissions, and the creation of memorials. Although the term "transitional justice" is a recent one, the philosophical issues contained within it are at the core of political philosophy. What kind of society is best? What is the relationship between political institutions and human nature? What does justice mean? The purpose of this course is to understand the issues of transitional justice from both practical and philosophical perspectives and will include case studies of World War II, South African apartheid, and the genocide in Rwanda.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT356 Theorizing Subjection Beyond Contract and Consent
What modes of subjection does political life elicit from us, and how do they underpin and challenge our ideas of consent? Can we give genuine consent when we have already been subjected to parental authority? When we have unconscious desires we cannot avow? When we lack meaningful control over the norms that constitute our political, social, psychic lives? This class examines the centrality of the notion of consent to the liberal democratic order, and how it requires a prior mode of subjection that the liberal subject cannot knowingly or willingly consent to. In Unit 1, we read classic formulations of the liberal individual who consents to political rule (Locke, Hobbes, Rousseau). We look for the ways these theorists presuppose and disavow practices of subject formation that are beyond consent--parental authority, the informal authority of mores and norms, deception, precarity, ideology. We then read critiques of the social contract tradition that highlight the constitutive exclusions of liberalism, and ask how consent bears upon subjects that are constituted by the state as included others (Pateman, MacKinnon, West, Mills, Simplican). In Unit 2, we read critiques of the liberal subject that interrogate the possibility of genuine consent, examining issues of false consciousness (Marx, Marcuse), self-opacity and the unconscious (Freud, Benjamin), discursive constitution (Foucault), and performativity (Butler). We use these thinkers to interrogate the distinctions underpinning liberal notions of consent, such as autonomous and heteronomous, authentic and inauthentic, public and private. In Unit 3, we examine how the notion of consent is changing in in our current political moment, in which the liberal democratic state is waning, but the notion of consent persists, such as under neoliberalism (Brown, Feher, Berlant), sexual assault (Kessel, Halley, Murray), and right-wing movements (Grattan, Anker). We close by considering what might be alternatives to and reconfigurations of this model of consent (late Foucault, Maxwell).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**

Prereq: **None**

GOVT357 Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT357, CSPL357**
Prereq: **None**

GOVT357Z Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **WRCT357Z, CSPL357Z**
Prereq: **None**

GOVT358 Fascism
In 1932, Benito Mussolini proudly declared the twentieth century to be "a fascist century," one that would shed the supposedly degenerate nineteenth-century aspirations towards "socialism, liberalism, and democracy" and their attendant assumptions of progress, equality, and rationalization. This prediction surely did not come to pass, yet the interwar period of the twentieth century (1918-1939) and the fascist movements that incubated during this period have left an indelible stamp on global history. The twentieth century was not "a fascist century," but it was surely a century haunted by the global experience of fascist terror. At the same time, fascism cannot be consigned to history as some kind of political artifact. The afterlives of interwar fascist movements have in many cases been vibrant, and neo-fascist and "post-fascist" movements continue to maintain degrees of influence in western and non-western countries alike. The so-called "populist turn" in the decade after the financial crisis of 2008 has also brought renewed attention to potential linkages and continuities between certain contemporary political formations and the beliefs and practices of the fascists of the interwar years. But what exactly is fascism? This seemingly basic question has vexed scholars for decades, and provoked countless competing interpretations that settle on vastly different conclusions. Additionally, methodological debates concerning how to approach these movements as subjects of scholarly inquiry have been no less contentious. This course will introduce students to an important set of debates and interpretations regarding fascism's character as a doctrine; the sociological, economic, and political conditions that facilitated its rise; the question of how fascists mobilized support; and the fundamental questions related to how fascists governed and why. Importantly, we will also approach the theoretical questions of the foundations of fascist ideology, how fascists imagined their ideal political subjects, and the kinds of affective energies (rage, nostalgia, disgust, fear, desire for redemption/purification, etc.) that facilitated distinctly fascistic sentiments. Our course will not provide students with fixed, dogmatic answers to each of these questions, but will rather grant students access to a set of tools that will enable them to engage in responsible, scholarly inquiry on these matters of pressing political concern.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT365 Cybercrime and Cybersecurity
This course will cover the elements of "computer crime" under U.S. law, how computer-based crimes are investigated and prosecuted, and current legal and policy developments that affect data security and privacy. The course will also address U.S. cybersecurity policy and the governance of offensive cyber operations, as well as the role of private-sector institutions such as providers of critical infrastructure, electronic communications, and data storage. Topics will include hacking, ransomware, botnets, government access to data, geolocation information, data privacy regulations, and the role of cyber activity in international affairs. The course is not a technical or Computer Science course, but will involve high-level discussion of computer-related topics such as how computers, networks, the internet, and cloud storage work. Students will not need to have a background in these areas and the professor will provide supplemental materials in this area.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT366 Empirical Methods for Political Science
This course is an introduction to the core methods used in the study of political phenomena. We will cover topics in theory building and hypothesis generation, research design and operationalization, and data collection and analysis. Throughout the course, there is a significant emphasis on practical application and familiarization with statistical software. Students will come away from this course with a robust set of skills to conduct original research. You will also become more critical consumers of arguments made in mass and social media, academia, and political debates.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **GOVT151 OR GOVT155 OR GOVT157 OR GOVT159**

GOVT368 National Security Law
In this course, students will learn legal concepts that govern law enforcement investigations and criminal prosecutions, and then explore how those concepts apply in the context of national security. The course will examine (1) the history and structure of the U.S. Intelligence Community; (2) differences between investigative tools such as search warrants and wiretaps in traditional and national security cases; (3) the history, role, and future of the Foreign Intelligence Surveillance Act; (4) how counterterrorism and counterespionage statutes operate; and (5) how prosecutors use classified information as evidence in public trials. Guest speakers and current events will inform part of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT369 Political Psychology
This course explores the psychology of political preferences and decision-making. More specifically, we will examine the role of predispositions, values, rationality, emotions, and social influences on a variety of political attitudes and behaviors. In doing so, we will engage with research from many disciplines that study human behavior, with the goal of obtaining a more holistic understanding of why people do what they do in the realm of politics. This deeply interdisciplinary endeavor will motivate us to think about politics beyond single disciplinary perspectives, moving toward a more comprehensive view that adopts useful insights from each relevant field.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT371 Judicial Decision-Making
This course examines the roles judges play in American politics, with a particular emphasis on judicial decision-making. Topics include, but are not limited to: theories of judicial decision-making, the selection of judges, judicial empathy, and constitutional interpretation. Throughout the course, we will engage in a multidisciplinary discussion about the craft of judging, with a focus on political science theory and empirics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT372 Political Communication in Polarized Environments
Polarization in American politics heightens the communication challenges for those seeking to persuade, whether they be public officials, scientists, or citizens. This seminar will provide an in depth look at the barriers to persuasive communication and information dissemination in the age of polarization and what (if anything) is effective in cutting through partisan predispositions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT373 Congressional Reform
The modern Congress is often criticized for being too partisan, inefficient, and beholden to special interests. This seminar will examine the development of the modern Congress by focusing on the history of congressional reform. We will also evaluate proposals for reforming the modern Congress to remedy potential shortcomings in the lawmaking and ethics process.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT374 Seminar in American Political Economy and Public Policy
In 2023, the standoff over the debt ceiling threatened to have catastrophic consequences for the U.S. and the world economy. Why were the politics so complicated? Why were the stakes so high? This seminar explores the long-term fiscal challenges facing the United States grounded in a broader discussion of the postwar political economy. Although the nation exited World War II with a record level of debt, within three decades, the debt-to-GDP ratio had fallen by almost 80 percent. However, significant tax cuts in the 1980s and again in the 2000s, the growth of entitlement spending, and a series of shocks (e.g., two wars, the financial crisis, and the COVID-19 pandemic) brought about a great reversal. Within the next few decades, the national debt is projected to exceed 200 percent of GDP. By that time, interest payments will be the largest component of federal spending. Moreover, absent policy change, the trust funds supporting Social Security and Medicare will become insolvent, placing greater pressure on public finances. This seminar will explore the structure of federal finances, the politics of taxation, the growth of entitlements as a share of federal spending, the ways in which polarization has undermined the budgetary process, and the normative and practical implications of the debt. We will conclude with a discussion of competing reform proposals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT375 American Political Development
This is a course about the big questions in American politics. What is it all about? What does it mean to be living under a text written more than two centuries ago? Is the very concept of development an oxymoron for constitutional government? This course introduces students to a scholarship and a method of analysis that melds the historical with the institutional, applied to understanding the evolving state/society relationship in American political life. We will examine the ways in which developing state institutions constrain and enable policy makers; the ways in which ideas and policy-relevant expertise have impacted the development of new policies; the ways in which societal interests have been organized and integrated into the policy process; and the forces that have shaped the evolution of institutions and policies over time. This seminar will provide an opportunity to survey the literature drawn from several theoretical perspectives in the field and to consider competing arguments and hypotheses concerning the development of the American state and its changing role in the economy and society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT376 Political Polarization in America
In the 1950s, political scientists feared that weak parties in the United States threatened democratic accountability. Today, many political scientists argue strong, ideologically extreme parties distort representation. Undoubtedly, things have changed, but why? Several possible culprits exist, including partisan gerrymandering, primary elections, the ideological realignment of the electorate, and changing congressional procedures. We will cover the possible explanations and try to decipher what explanation, or combination of explanations, is most convincing. While we evaluate the arguments for why polarization has increased

we will also debate the merits and drawbacks of strong parties at the elite level. Finally, we will examine to what extent polarization among elected officials and activists reflects polarization in the public.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT377 American Political Thought
This course will provide students with a thorough discussion of the main currents of American political thought. We will explore a selection of key texts and speeches that have helped to shape American political culture. Beginning with the Founders and ending with the contemporary era, we will cover moments of critical change between then and now. We focus on the intellectual battles of the past because, apart from being rewarding in themselves, they help us to think critically about contemporary politics. Accordingly, this course will emphasize how ideas give rise to individual identities, how they motivate political actors, and how they explain political outcomes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT378 Advanced Topics in Media Analysis
Government, corporations, campaigns, nonprofits, other organized interests, and sometimes individuals have a vested interest in knowing and reacting to media messages that affect them. To do so, they need information on what is being said, in what venue, by whom, and with what effect. This seminar will provide hands-on, in-depth experience with academic research involving media, including the type of advertising analysis conducted by the Wesleyan Media Project team. Students will be involved in various aspects of research, including data collection, data coding, literature reviews, data analysis and visualization, and writing/editing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **GOVT151 OR GOVT155 OR GOVT157**

GOVT379 Access to Civil Justice
In this course, students will explore contemporary issues related to the public's ability to access civil legal advice, legal representation, and fair outcomes within our civil justice system. Students will be exposed to scholarship that highlights the difficulties the public faces when they have justice problems, including 1) exclusion from legal processes; 2) lack of resources; 3) lack of awareness of rights; 4) difficulty recognizing the nature of their problem; and 5) lack of confidence in the justice system. The course will culminate with student-designed research projects investigating and proposing solutions to an access to justice question relevant to a collaborating local, state, or national civil justice organization's work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT380 Public Opinion and Polling Lab
Survey research is a crucially important tool for understanding how everyday people think about any given topic. This is especially important to those studying government in a democracy as public preferences serve as a key guide to legislators and policy makers on how the government should function. However, there are a number of challenges that can make getting an unbiased assessment of the public's true beliefs difficult. This course is meant to serve as a more advanced hands-on seminar that will expose participants to the exciting and messy nature of survey research. More specifically, students will get first-hand experience designing surveys and analyzing the results but will also work through the many challenges in assessing public attitudes, including how to conceptualize and measure opinions and how to sample and weight data appropriately.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT381 DeltaLab: Computational Media Analysis
The content of this course focuses on Wesleyan Media Project media data, including advertising and local television news, and exposes students to a variety of computational ways of making that data more accessible through computational analyses and visualization. Projects are often but not exclusively group-based and draw upon the range of different disciplinary perspectives. Students will engage with the instructors and other lab members once a week for updates on their projects, will attend skill demonstration meetings and smaller group sessions to facilitate lab knowledge transfer, and will engage regularly in hands-on work with the data.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-QAC**
Identical With: **QAC378**
Prereq: **None**

GOVT382 Erosion of Democracy
This seminar will explore the characteristics, causes, and consequences of "democratic backsliding" -- deterioration in the quality of democracy that may or may not lead to democratic breakdown. Topics to be covered include the meaning of democracy, the measurement of democracy, the right to vote, electoral integrity, democracy and the rule of law, democracy and populism, democracy and the Covid-19 pandemic, dimensions and sequences of democratic erosion, the causes of democratic erosion, and resistance to democratic erosion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **LAST382**
Prereq: **None**

GOVT384 Representation in Congress
This class will examine the nature of congressional representation both from the perspective of how individual members represent their constituents and how effectively Congress as a whole represents the diverse interests of the country. We will pay particular attention to how reelection motivates members of Congress's behavior and how increases in polarization and the centralization of power in the hands of party leaders has affected the nature of congressional representation. In addition, we will focus on the degree to which certain groups are over or underrepresented in Congress and the resultant consequences for policymaking and institutional legitimacy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT385 Women and Politics
In this course we will study a variety of topics related to the theme of women and politics: women's political participation, the gender gap, women in political parties, female leadership, and women's issues. Because women's political

engagement is affected by their position in society and in the economy, we will also study topics such as inequality, power, discrimination, and labor force participation. Although we will consider these issues in the U.S., our approach will be strongly cross-national.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **FGSS386**
Prereq: **None**

GOVT386 The Nuclear Age in World Politics
This course examines the role of nuclear weapons in world politics. Why do states acquire nuclear weapons? What are they good for? Do nuclear weapons make weak states more secure by leveling the playing field, or less secure by making them targets for annihilation? Are nuclear weapons a force for stability or instability? Are missile defenses defensive or offensive? Are these weapons still relevant, or is it time to rethink their usefulness? Topics include rational and extended deterrence, strategic doctrine, nuclear superiority, the stability-instability paradox, nuclear proliferation, rogue states, nuclear terrorism, missile defense, and Cold War crises.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT387 Foreign Policy at the Movies
Recent research on public opinion has suggested that public attitudes about foreign affairs are informed by many non-news sources. This course examines the messages and information provided by movies with significant foreign affairs content. The questions considered are, What are the messages about international politics sent by the movies? Are these messages consistent with the understanding of the events and processes within the political science literature? What are the implications of movies and the information they provide for democratic governance? Students will watch the movies outside of class. Class periods will be devoted equally to discussion of the political science concepts and their portrayal in films.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT388 Democracy and Development in Latin America
This seminar examines democracy, economic development, and social welfare policy in Latin America. The topics to be addressed include regime classification, populism and neo-populism, the recent rise of the left, women in politics, the political economy of economic growth and human development, the export of natural resources, the recent decline of income inequality, the history of social welfare policy in the region, and recent social policy innovations including conditional cash transfer programs.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT389 Globalization in Practice: Activism in the Global Village
Globalization is considered by many to be the most powerful transformative force in the modern world system. Modernization and technology have effectively made the world a smaller place with respect to the interdependence and interpenetration among nations, which are greater today than at any time in history. But while most agree on the transformative power of globalization, many disagree on its nature and its effects on modern society. Liberals hail globalization as the ultimate means to world peace and prosperity. Leftists see it as a means of reinforcing the inequality and unbalanced division of labor created by modern capitalism. Still others, such as mercantilists and nationalists, see it as a source of political instability and cultural conflict. In the final analysis, globalization carries a variety of malign consequences but also produces abundant means for advancing life on our planet. This class will approach globalization through an activist platform. Each student will be an activist and work on solving real world problems that are produced by globalization. But globalization has also generated a great many resources and outcomes that can be used by activists to solve these problems. Students will learn to use these as building blocks for a better world. This class is heavily project-based. It applies theories and learning to real life situations. There is also much teamwork involved. The learning goals of this class are based on developing professional skill sets: problem solving abilities, consulting, team work, oral presentations, preparing functional memos, and working in professional activist environments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT390 Presidential Foreign Policy Decision-Making
In the realm of foreign policy, good choices can avoid or win wars, while poor choices can lead to disaster. Although analysts consistently evaluate the quality of US presidential foreign policy decision-making, the fundamental aspects of good and poor judgment remain controversial. This course starts with a consideration of the effects of both individual character and decision-making processes in determining the quality of foreign policy choices. The majority of the course focuses on these issues through the intensive simulations of foreign policy decision-making, with students taking on the roles of the major players.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT391 Legacies of Authoritarian Politics
This course explores the challenges and legacies faced by new democracies due to their authoritarian pasts. To examine legacies of authoritarian politics, we will first study the key features of authoritarian vs. democratic states. The second part will look at "life after dictatorship" including authoritarian successor parties, political participation, civic engagement, and policing in the post-authoritarian era.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CEAS**
Identical With: **CEAS385**
Prereq: **None**

GOVT392 Theorizing the City
Recent years have brought a shift to imagining the city, rather than the nation-state, as the primary allegiance for citizens, with its own unique set of challenges and responsibilities. What are our political and ethical obligations to the strangers we live near? Should cities be governed more democratically? This course will examine topics such as income inequality, environmental justice, immigration, localism vs. cosmopolitanism, and public art.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT393 The Politics of Authenticity
Is there such a thing as an authentic self? If so, can politics help us realize it? Fifty years ago, authenticity was a thriving political ideal, invoked by radical feminists, black liberation movements, gay and lesbian activists, Marxists and conservatives alike. Over the past four decades, however, political appeals to authenticity have come under heavy scrutiny. Some claim that appeals to authenticity inadvertently marginalized individuals who are not "true women," "real blacks," or "actual natives." Others argue that the idea of an authentic culture can be deployed to constrain individual members of cultural minorities. Where does authenticity reside--in gender, sexuality, experience, or culture--and how do we know which one is "real"? Is it worth faulting politicians for hypocrisy if there is no such thing as a "true self"? What becomes of certain emancipatory or justice claims--such as those coming from trans-politics or multiculturalism debates--without a notion of authenticity? In this course, we will discuss what authenticity is or might be, how it has been conceptualized in political theory and contemporary social movements, and why it has become an object of widespread suspicion and continuing appeal.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **FGSS393**
Prereq: **None**

GOVT394 Law, Justice, and Democracy
This advanced research seminar will study law though a political sociological lens. Students will write a major term paper exploring a theoretical or empirical question.

We will ask: What is law? What does it mean to think of law as a social construct? We will explore how these questions have been answered by social theorists like Marx, Weber, Durkheim, and Foucault, and by legal scholars writing in the tradition of legal positivism, legal realism, and critical legal studies.

We will talk about the relationship between law and justice. What does it mean for laws to be unjust? What are the normative arguments that have been made about how to respond to unjust laws?

We will discuss how social phenomena get legally constructed. Who is a person? What constitutes speech? What constitutes religion? What is a crime? What is gender? Who is a criminal? These questions find myriad answers in different bodies of thought, are understood and acted upon in a variety of ways by different social groups, and gain different levels of political salience in different societies and at different times. As matters concerning the organization of public life, they are also, and inevitably, framed as "legal problems" and make their way to courts. We will examine how courts construct social phenomena through the lens of several historical cases.

We will spend some time on questions of crime and punishment. We will talk about the history of modern prison, and why the carceral state has expanded in the U.S. We will also talk about death penalty, and how and when the modern state kills.

Finally, we will talk about the place of courts in the American system of government, and policymaking.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT395 Caste, Race, and Democracy
Drawing on the resources of social and intellectual history, political theory, literature, and social science, this seminar will explore the intimacies and differences between two forms of social differentiation: caste in South Asia and race in the United States. We will focus, in particular, on the relationships between caste formation, racial formation, and imperial power; the diagnoses of and forms of democratic resistance to caste and race subjugation that were articulated in the 19th and 20th centuries; and the place of contemporary social science in documenting both the persistence of oppression along caste and racial lines and the success of efforts to combat such oppression.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GSAS396**
Prereq: **None**

GOVT396 Intro to Human Rights Advocacy Seminar
This course is limited to students already admitted into the Human Rights Advocacy Minor (HRAD-MN).

Fresh from having completed the Human Rights Standards Course (CSPL-228), you will already have a good understanding of how global and domestic human rights institutions should (in principle) function to respect, protect, and fulfill human rights norms. In this 1.5 credit seminar we turn our attention towards the specific methods of human rights activism. The seminar is structured as an intensive workshop where we practice and refine skills, challenge ourselves and our classmates to reflect deeply about our emerging identities as aspiring human rights activists, eat lunch together, and prepare actively for our human rights fact-finding practicum (which will take place during the summer break).

The course continues some of the themes raised during the Human Rights Standards course. We will discuss what others have written about the ethics of "doing" human rights, but we will also develop our own personal ethical framework in anticipation of our own field research. Likewise, we will read what others have written about the process of effectuating attitudinal change about human rights, but we will also refine our own theories of change in the real-world contexts in which we will soon be working. Much of our learning will come about experientially and through thoughtful discussion, so please come to class prepared to engage.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL316**
Prereq: **CSPL128 OR CSPL228**

GOVT397 Acting and Citizenship
From Plato's fears about the corrupting effects of tragedy on the civic devotion of citizens, to Rousseau's concerns about the theater as the cause of moral

decay, to Richard Sennett's contemporary arguments for an understanding of citizenship as a performance in the "theatrum mundi," the performance and spectacle of theater, through both watching and in acting, has been closely linked to expectations of democratic citizenship. This course will examine the history of acting as a way to consider what we are called to do to sustain democratic life. How is being a citizen or a juror the equivalent of playing a role? Can the practice of acting help develop skills of empathy and deliberation that are needed to navigate difficult political questions? On the other hand, can the "inauthenticity" of acting be a corrosive parallel that treats all civic interactions as strategic ones grounded in self-interest? Drawing on texts from the history of political thought, theater studies, and the psychology of acting, the course will culminate in a performance art piece at Wesleyan, developed by the class, to highlight the demands of citizenship. A willingness to act is expected, but no experience is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT398 What Is the Good Life?
Work, political participation, friendship, art, and justice: These are the components that political philosophers have long thought to be components of a life well lived. How do these practices shape our identity and relationships with others? How do they contribute to a thriving society? How have theorists changed our understandings of these core concepts over time? What happens when they come into conflict? This course will use these five categories to understand what the "good life" means from ancient, modern, and postmodern perspectives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT399 Citizens, Judges, Juries: Who Decides in Democracy?
The tensions between rule by the people, rule by elites, and rule of law are at the core of democratic theory. What is the proper balance among the three? Under what circumstances is one group of decision makers better than another? What happens when they come into conflict? This is an upper-level course in political theory designed for students who have taken GOVT159, The Moral Basis of Politics or an equivalent course in philosophy and related disciplines. We will focus on the following topics: the role of voting in liberal democracies, the Athenian jury system, deliberative democracy, referendum and initiatives, civil disobedience, and the role of juries in the U.S. criminal justice system.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Prereq: **None**

GOVT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

GOVT408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

GOVT409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GOVT419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

GOVT420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

GOVT465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

GOVT466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

GOVT468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

GOVT469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**

Prereq: **None**

GOVT470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

GOVT491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GOVT492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GOVT495 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

GOVT496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

GREEK (GRK)

GRK101 Introduction to Ancient Greek: Semester I
This course is an introduction to the rich and beautiful language of ancient Greek, the language of Homer, Plato, and Euripides. In the first semester students will begin to learn the grammar and syntax of the language and start developing the vocabulary necessary to appreciate and understand Greek with the goal of reading as soon as possible. Throughout the semester we will also explore some inscriptions and dip our toes into both Herodotus and biblical Greek.

This course is a prerequisite for GRK102.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK102 Introduction to Ancient Greek: Semester II
This course is a continuation of GRK101. We will complete the study of Greek grammar and continue to develop vocabulary and reading skills. We will read selections from Sophocles, Euripides, Lysias, Apollodorus, Demosthenes, Aristotle, and Plato, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CLST**
Prereq: **GRK101**

GRK205 Reading Greek Prose: Court Room Dramas, Selections from Athenian Oratory
In classical Athens there were no public prosecutors and no lawyers. Citizens took it on themselves to prosecute their political enemies, their wives' lovers, and violent offenders against family, friends, and state. Court cases are fascinating for the laws, political dynamics, social beliefs, animosities and gossip they bring to light. In this course, we will focus on selections from two cases in Greek and will also read additional cases in translation.

This course will satisfy the History, Politics, and Social Justice concentration for the Classical Studies Major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK225 Feminist Icons or Misogyny's Monsters? Women in Euripides
Judith Butler writes: "to be a woman is to have become a woman, to compel the body to conform to an historical idea of 'woman,' ...to materialize oneself in obedience to an historically delimited possibility, and to do this as a sustained and repeated corporeal project."

In his tragedies, Euripides's women are powerful, nonconformist, and independent; however, they are also agents of chaos who sow devastation and destruction of domestic space. The Medea follows an alienated foreign protagonist consumed by obsession with revenge that culminates in the murder of her own children; the Bacchae follows women celebrating a female-only religious practice that ends in a frenzied, animalistic slaughter of one of their own sons. Exploring the corpus of Euripides's work through the lens of feminist theory, phenomenology, and postmodern critical theory, this course will ask whether the resistance of women in Euripidean tragedy to "[obey] a historically delimited possibility" is constitutive of a righteous proto-feminism, or rather a sensationalized stage device which reinforces Athenian society's strict gender roles. Over the course of the semester, we will translate Euripides's Medea from the original Greek. We will also read a number of tragedies in translation, focusing in particular on Euripides's Bacchae, while comparing Euripides's works to other tragedians' such as Aeschylus's Agamemnon and Sophocles's Antigone. Students will complete independent comparative projects examining similar themes and characters in modern works.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK250 Body, Soul, and Afterlife Journeys in Ancient Greece (CLAC.50)
The connection between body and soul and their journey in the afterlife were at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This CLAC course is connected to the Classical Civilization course titled "Death and Afterlife in Egypt and Greece" that will be taught in the fall by Kate Birney. The parent course explores the archaeology of death and burial in Egypt and Greece. It examines how the funerary practices and the very notions of death, the soul, the body, and the afterlife operated in these societies by drawing upon diverse evidence--archaeological, art historical, and mythological.

In this CLAC course students with some background in ancient Greek will read selections of the surviving evidence on death and the afterlife. Sources will be drawn from diverse genres and periods: historiography, Homeric poetry, Platonic philosophy, and religious tablets. This diversity will offer a unique opportunity to identify different registers and to explore how language itself reflects and in turn shapes the ideas and practices for which it is used. We will thus be looking at: how different media and performances are used to express loss, hope, and heroism in the face of death; how social class, gender, and political ideology are reflected in these media and how they influence ideas about death and the afterlife; and, last, how we are to create adequate methodologies as "readers" of such diverse evidence.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Greek.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **CGST250**
Prereq: **GRK102**

GRK252 Dionysiac Transformations: Gender, Violence, and Justice in Euripides' Hecuba
Euripides' "Hecuba" dramatizes the immediate aftermath of the Trojan War, as the victorious Greeks are waiting for favorable winds in Thrace--a no-man's-land. At this liminal time and space, we witness the "civilized" victors' abuse of power and the law against their female captives and the brutal revenge of the oppressed, culminating in literal transformation and loss of human form. Working with the Greek and secondary readings, we will explore the rhetoric and morality of power, justice, and empathy, how these shift within the plot, and how the dramatic medium itself may affect the audience's sympathies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK290 Truths and Other Fictions
What makes for a good story? What makes for a good argument? Is deception ever beneficial?

In this course we will read selections from ancient Greek works in the original, ranging from Homer, tragedy, love-poetry, law-court speeches, sophistic treatises, and Platonic philosophy to explore whose truth prevails, whose story moves, and who is better for it. The precise selection of sources will depend on the composition of the student-group and previous familiarity with Greek texts.

For CLST Major requirements, this course can be used for the Literature and Performance track and the History, Politics, and Social Justice track.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK291 "Sexuality" in the Making: Gender, Law, and the Use of Pleasure in Ancient Greek Culture (CLAC.50)
The parent course (CCIV 281/FGSS 281) examines the construction of gender roles in ancient Greece and approaches gender as an organizing principle of private and public life in ancient Greek society by using literary, scientific, historical, and philosophical sources as well as material evidence. Issues addressed include: the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution etc.); ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties (symposia), the law court, and the theater.

The textual sources used in the course cover a spectrum of genres: medical texts, Homer, lyric poetry, tragedy, comedy, law-court speeches, and philosophy among others. In the CLAC connected to this course students with some background in ancient Greek will read selections from these genres and will be able to compare different discourses and registers in the original. In the past, even through brief lexical examples--e.g., pointing at the use of ta Aphrodisia (the things/matters related to Aphrodite) in a culture that has no one term/concept for our notion of "sexuality"--students were intrigued by how different terms and discursive media in the original may offer access to perspectives, visions, and values that differ from and can, in turn, inform our own. The CLAC will create an opportunity precisely for this kind of access and a better informed and nuanced conversation.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **CGST291**
Prereq: **GRK102**

GRK295 Must It Be Revenge? Punishment in Theory and Practice
Is legal punishment a sublimation of revenge? Should violent revenge ever be endorsed or morally justified? Are there (equal) rights to revenge or to protection from it? What might create empathy with acts and actors of unprecedented violence? In this course we will address these questions by moving across genres in the Classical period, from philosophy (prose) to tragedy (poetry): Plato's Crito has Socrates argue about civil (dis)obedience, even in cases of wrongful or unjust conviction; Euripides' Hecuba dramatizes institutional failures and post-war corruption that result in unparalleled dehumanizing cruelty. They both test assumptions and ideas about the power of democracies to cultivate lawfulness and collective welfare.

The course is suitable for students at the intermediate and advanced level of Greek.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK315 Homeric Epic
This course involves a close reading of selections in Greek from the ODYSSEY on the wanderings of Odysseus, his encounters with Polyphemus, Circe, and Kalypso, and his return to Ithaca. In addition, we will discuss major scholarly approaches to the Odyssey and Homeric epic more broadly.

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

GRK320 Lampooning Democracy ¿ Aristophanes
Aristophanes continues to make us laugh, but he is hardly ever "just kidding." The playwright lived through the Peloponnesian War-the nature and scale of which irreparably altered the political and cultural landscape of all of Greece-as well as the subsequent oligarchic revolutions and democratic restorations that followed in the tumultuous aftermath at Athens. All the while, he produced the only plays that substantiate for us the genre of "Old Comedy," replete with scathing political and cultural commentary. Often called the "father of comedy" itself, Aristophanes' political satire never shrinks from launching its barbs at the most powerful contemporary politicians running Athens. Cleon, one of the foremost political figures during the Peloponnesian War, is a routine object of derision and mockery in his plays (especially his Knights and Wasps). Consequently, Cleon was a constant plaintiff against the social impact of Aristophanes' work. But his targets are not merely the military/political elite: perhaps most controversial is Plato's claim that Aristophanes' work, particularly his comedy Clouds, led directly to the prosecution and execution of the philosopher Socrates. Despite the contemporary specificity of Aristophanes' works, his plays remain a persistent source of inspiration for modern reception-Spike Lee's 2015 Chi-Raq, for example, is just one of many instances of modern reception of Aristophanes' Lysistrata. In this course, we will read selections from several of Aristophanes' comedies in Greek and translation, along with contemporary works referencing the people and events central to his works, as well as commentary on Aristophanes himself. Students will continue to hone their skills in translation of Attic Greek while doing a deep dive into the meter, themes, and other generic conventions of Old Comedy. This course aims to use Aristophanes' work along with contemporary comparanda to begin to pick apart the complex and deliberately ambiguous nature of political satire, and to understand why pointed political commentary on specific moments and figures in Athenian history still resonate so strongly with modern audiences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK350 Body, Soul, and Afterlife Journeys in Ancient Greece
The connection between body and soul and their journey in the afterlife were at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This course is connected to the Classical Studies course titled "Death and Afterlife in Egypt and Greece" that will be taught in the fall by Kate Birney. The parent course explores the archaeology of death and burial in Egypt and Greece. It examines how the funerary practices and the very notions of death, the soul, the body, and the afterlife operated in these societies by drawing upon diverse evidence--archaeological, art historical, and mythological.

In this course students with some background in ancient Greek will read selections of the surviving evidence on death and the afterlife. Sources will be drawn from diverse genres and periods: historiography, Homeric poetry, Platonic philosophy, and religious tablets. This diversity will offer a unique opportunity to identify different registers and to explore how language itself reflects and in turn shapes the ideas and practices for which it is used. We will thus be looking at: how different media and performances are used to express loss, hope, and heroism in the face of death; how social class, gender, and political ideology are reflected in these media and how they influence ideas about death and the afterlife; and, last, how we are to create adequate methodologies as "readers" of such diverse evidence.

The selections will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This course is conceived as appropriate for students on the advanced level of ancient Greek.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **GRK102**

GRK355 Homer in Bronze Age Context
Although written down in the 6th century B.C., the Homeric epics offer a literary narrative that captures echoes of a Bronze Age world in transition, an era of globalization reshaped by collapse, migration, and war. Empires fell and pirates plundered. This course recontextualizes the original Greek texts of the "Iliad" and the "Odyssey" in this space.

Reading sections of the "Iliad" and the "Odyssey" in the original Greek, this course introduces students to the literary and linguistic structures of Homer and contemporary Mediterranean texts. We will examine Homeric language and scholarly approaches to structure, narrative, and cultural concepts (kinship, blood sacrifice, piracy, honor) in the context of Bronze Age Indo-European texts, from Hittite historical annals and poems, to Mycenaean Linear B tablets (the earliest-known form of Greek), as well as inscriptions from Archaic-period Greece.

This course will fall under the Poetry & Performance and History/Social Justice tracks.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **GRK201**

GRK365 Greek Tragedy: Euripides
Euripides is well known for being experimental and controversial, in his own time and beyond. Aristophanes famously accuses him of corrupting his audience by bringing too much of a democratic sentiment to his plays--women and slaves having way too much to say. Nietzsche much later will attribute to him the very death of tragedy. In this course, we will explore this legacy by reading one of his plays in the original along with diverse approaches to his work. The selection of the play will be determined by the composition of the student-group and previous exposure to Greek drama.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **THEA365**
Prereq: **None**

GRK367 The Great Greek Creation Myth: Hesiod's Theogony
In this seminar, we will read Hesiod's Theogony, the Greek creation myth, in the original ancient Greek and examine this fabulous work in light of other creation stories of the ancient Near East, Egyptian, and Hittite cultures by which

it was influenced. Through examination of structural themes and motifs (how the universe was created and ordered, the role of violence, the origins of an application of justice, the creation of mankind, the shaping of women), we will discuss whether and how the Theogony diverges from other creation myths to establish or reflect values that can be said to be uniquely Greek. Discussion will be supplemented by passages from Hesiod's Works and Days, along with other creation myths and secondary scholarship.

This course satisfies a 300-level language requirement and falls under the Literature and Performance area concentration for CLST majors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

GRK401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

GRK408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

GRK409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

GRK424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

GRK491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

GRK492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

HEBREW (HEBR)

HEBR101 Beginning Hebrew I
In the beginning, there was an old Hebrew language that was dead in the 19th century and then revived into a modern language. In this course you will begin your journey into a fascinating language that is used to read ancient as well as modern texts. From reading with vowels, to reading without vowels, from handwriting in script to typing in Hebrew (so that you will be able to use social media), Hebrew has always had something special and unique to offer. Students will not only be introduced to all aspects of reading, writing, speaking, and understanding the language, but also will be exposed to the language as embedded in its cultural context. To meet that end, students will attend the series of 24th Annual Contemporary Israeli Voices 2026, which brings to campus the most diverse and contemporary cultural voices as well as converse with native speakers over Lunch and Learn meetings. Those extra cultural events account for the additional half credit (with a total of 1.5 credit for this course). This course counts toward the minor in Jewish and Israel Studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CJST, SBS-CJST**
Prereq: **None**

HEBR102 Beginning Hebrew II
In the second part of the Beginning Hebrew course, students will continue their journey to studying the Hebrew language, an old language that was dead in the 19th century and then revived into a modern language. Students will be introduced to all aspects of reading, writing, speaking, and understanding along with an emphasis on enlarging vocabulary, learning new grammatical concepts, writing short compositions, and further developing all language skills. Multimedia resources will be used to enhance listening and comprehension. Exposure to cultural material will also be explored through participation in the 20th Annual Ring Family Wesleyan University Israeli Film Festival 2027, which brings to campus film premieres of the most diverse and contemporary films. In addition to attending film screenings, students will meet and converse with Israeli film directors, cinema critics, and professors who are also native speakers over Lunch and Learn meetings. Participation in cultural events account for the additional 0.5 credit with a total of 1.5 credits for this course. This course counts toward the minor in Jewish and Israel studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CJST, SBS-CJST**
Prereq: **HEBR101**

HEBR201 Intermediate Hebrew I
In this course, students will continue their journey, exploring Hebrew on a higher level, both linguistically and culturally. Linguistically, students will master new

grammatical skills, work more intensively on their conversational skills, and type short papers in Hebrew. Culturally, students will be exposed to Israeli media and ongoing public discussions. This will include students participating in the 24th Annual Contemporary Israeli Voices 2026 series, which will feature renowned international scholars and writers. Students will attend lectures, converse with native speakers over Lunch and Learn meetings, and write a short paper on each event. The cultural events will account for the extra half credit with a total of 1.5 credits for this course. The course counts toward the Minor in Jewish and Israel Studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CJST, SBS-CJST**
Prereq: **HEBR102**

HEBR202 Intermediate Hebrew II
In this course, students will continue their journey, exploring Hebrew on a higher level both linguistically and culturally. Linguistically, students will master new grammatical concepts, read more complicated texts, and work more intensively on their conversational skills by presenting a subject of their choice as well as participating in students' debates, and typing short papers.

To meet the cultural component, students will participate in the 20th Annual Ring Family Wesleyan University Israeli Film Festival 2027, which brings to campus film premieres of the most diverse and contemporary films. In addition to attending film screenings, students will meet and converse in Hebrew with Israeli film directors, cinema critics, and professors who are also native speakers over Lunch and Learn meetings. Students will reflect upon the films by typing in Hebrew a short response paper. Participation in cultural events accounts for the additional half credit, with a total of a credit and half for this course. The course counts towards the Minor in Jewish and Israel Studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CJST, SBS-CJST**
Prereq: **HEBR201**

HEBR211 Hebrew Literature
This seminar will survey contemporary Hebrew poetry, prose, plays, and films with emphasis on aspects of sociohistorical issues and the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel. The course will seek to increase the fluency and complexity of the students' expression and comprehension and generate a greater appreciation of the uniqueness of the language. Literary scholars' visits will be incorporated into the curriculum.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-CJST, SBS-CJST**
Prereq: **HEBR202**

HEBR315 Hebrew in the Media: From National Literature to International Films and TV Shows (CLAC 1.0)
This language course is offered as an enrichment opportunity to students with intermediate or advanced Hebrew skills who are interested in improving all their language skills and/or acquiring additional linguistic and cultural preparation for study abroad in Israel. Cultural activities including participating in the 24th Annual Contemporary Israeli Voices 2026 and Lunch and Learn meetings with native speakers are part of the course. In addition, special writing workshops with internationally renowned Israeli scholars will be integrated into the course curriculum. The course explores the changes in Israeli society as it moves from national ideological literature to the exploration of new multicultural media such as films and TV shows and thus gaining international fame and inspiring widespread emulation. The course may be repeated for credit. The course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts toward the minor in Jewish and Israel Studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST315, CGST323**
Prereq: **None**

HEBR401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HEBR402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HEBR407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

HEBR408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

HEBR409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

HEBR410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

HEBR411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HEBR412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HEBR413 Israeli Cinema (CLAC 1.0)
This Hebrew course will be linked to the film course, taught in English, entitled CJST 250: Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema. This course is targeted toward students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in

format and themes of Israeli films. Scholar visits will be part of the course, and students will attend a few cultural enrichment activities. This course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CJST413, CGST413**
Prereq: **None**

HEBR414 Israeli Cinema (CLAC 1.0)
This most advanced Hebrew course can be taken either as a language enrichment course to the parent course, CJS223: Israeli Women Filmmakers and Israeli Society, or taken by itself independently as an advanced Hebrew course. The focus of the course will be studying films made by female filmmakers. Students will analyze, discuss, and write on the films with special attention to mapping the cultural and social changes in Israeli society as well as changes in films' formats and themes. Conversing in Hebrew with Israeli film directors and scholars during Lunch and Learn Meetings as well as attending the screening of films in Hebrew in the 20th Annual Ring Family Wesleyan University Israeli Film Festival and writing reflective papers on films will provide a cultural and social framework for the course. In addition, the course will include special workshops delivered by renowned Israeli filmmakers and scholars. The course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative sponsored by the Center for Global Studies. For more information, please check http://wesleyan.edu/cgs/eventsprograms/clac/index.html.

The course counts towards the Minor in Jewish and Israel Studies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CJST, SBS-CJST**
Identical With: **CJST414, CGST414**
Prereq: **None**

HEBR492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

HINDI-URDU LANGUAGE (HIUR)

HIUR101 Introduction to Hindi-Urdu Language and Culture I
This course is an introduction to the modern standard form of Hindi-Urdu, the most widely spoken language in South Asia, with its manifestation in deeply rooted cultural contexts. Students are introduced to both writing systems: the Devanagari script of Hindi and the Nastaliq script of Urdu. The basic grammatical structures are presented and reinforced, and students are also exposed to the cultural and historical context in which Hindi-Urdu has existed over several centuries. The course also draws from the modern medium of film (in particular recent Bollywood songs) to reinforce structures and vocabulary.

The goal of this course is to provide students with a solid foundation in Hindi-Urdu grammar and vocabulary, as well as the cultural awareness and practical experience necessary for basic, yet accurate and appropriate, communication in spoken and written Hindi-Urdu. This course is designed to develop students' ability in the four skills of language learning. Students will learn to confidently navigate a range of common social and "survival" situations in Hindi-Urdu target cultures. Upon completing this course, students will have mastered the core constructions of Hindi-Urdu grammar and a large body of vocabulary and cultural knowledge necessary for many real-world interactions with Hindi-Urdu speakers.

Core objectives include: the development of communicative and interactional abilities in Hindi-Urdu on familiar topics related to daily activities; the development of analytical competence (analysis of language, critical thinking, etc.) and learner autonomy through linguistic analysis and reflection; and the development of sociocultural/intercultural awareness governing language use according to the appropriate target cultural norms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS101**
Prereq: **None**

HIUR102 Introduction to Hindi-Urdu Language and Culture II
This course is a continuation of Introduction to Hindi-Urdu Language and Culture I. It offers a balanced treatment of speaking, listening comprehension, reading, writing skills, and desi culture. Through scaffolding techniques, students will reach their potential zone of proximal development (ZPD), which is Novice-High, from their current ZPD, which is Novice-Mid.

At the end of the course, students will be able to communicate short, culturally appropriate messages on highly predictable, everyday topics that affect them directly. They will be able to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the simplest messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Students will get level-appropriate knowledge of the target culture, which is an essential ingredient of the course. All the material and activities will be presented through contextualized material. Students can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. They will be able to understand words and phrases from simple questions, statements, and high-frequency commands.

Upon completing this course, students will have mastered the core constructions of Hindi-Urdu grammar and a large body of vocabulary and cultural knowledge necessary for many real-world interactions with Hindi-Urdu speakers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-CGST**
Identical With: **GSAS102**
Prereq: **None**

HIUR103 Elementary Hindi I
This course is an introduction to the modern standard form of Hindi, the most widely spoken language in South Asia, with its manifestation in deeply rooted cultural contexts. Students are introduced to the Hindi writing system (the Devanagari script). The basic grammatical structures are presented and reinforced, and students are also exposed to the cultural and historical context in which Hindi has existed over several centuries. The course also draws from the modern medium of film (in particular recent Bollywood songs) to reinforce structures and vocabulary.

The goal of this course is to provide students with a solid foundation in Hindi grammar and vocabulary, as well as the cultural awareness and practical experience necessary for basic, yet accurate and appropriate, communication in spoken and written Hindi. This course is designed to develop students' ability in the four skills of language learning. Students will learn to confidently navigate a range of common social and "survival" situations in Hindi in the target cultures. Upon completing this course, students will have beginning level knowledge of the core constructions of Hindi grammar and a large body of vocabulary and cultural knowledge necessary for many real-world interactions with Hindi speakers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-GSAS**
Identical With: **GSAS103**
Prereq: **None**

HIUR104 Elementary Hindi II
This course is a continuation of Elementary Hindi I. It offers a balanced treatment of speaking, listening comprehension, reading, writing skills, and desi culture.

At the end of the course, students will be able to communicate short, culturally appropriate messages on highly predictable, everyday topics that affect them directly. They will be able to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the simplest messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Students will get level-appropriate knowledge of the target culture, which is an essential ingredient of the course. All the material and activities will be presented through contextualized material. Students can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. They will be able to understand words and phrases from simple questions, statements, and high-frequency commands.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS104**
Prereq: **None**

HIUR201 Intermediate Hindi-Urdu Language and Culture I
This course is a continuation of Introduction to Hindi-Urdu Language and Culture II, which emphasizes written expression and texts in both Perso-Arabic and Devanagari script systems and familiarity with cultures of the South Asian diaspora. The goal of this course is to provide students with an opportunity to build upon their knowledge of the Hindi-Urdu language and culture and bring them up to the intermediate low/mid-level in all four skills: reading, writing, listening, and speaking.

At the end of this course, students will be able to successfully handle a limited number of uncomplicated communicative tasks in straightforward social situations. Students will be able to produce some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. Students will also be able to ask a few appropriate questions, creating and writing statements and formulating questions based on familiar material.

As listeners, students will be able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. They will develop accurate comprehension with highly familiar and predictable topics. Intermediate-mid listeners may get some meaning from oral texts typically understood by advanced-level listeners.

As readers, students will be able to understand short, noncomplex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS201**
Prereq: **None**

HIUR202 Intermediate Hindi-Urdu Language and Culture II
This course prepares students to achieve intermediate low-to-high level speaking, listening comprehension, reading, and writing skills. With a strong emphasis on achieving proficiency in spoken Hindi-Urdu, students are encouraged to speak Hindi-Urdu as much as possible, both in and outside of the classroom. Enrolled students are encouraged to form study groups that meet regularly outside of class to practice conversation in Hindi-Urdu and to learn nuances of the culture.

Students will work with a variety of web-based materials to learn songs; watch short film clips and advertisements; and read letters, dialogues, song lyrics, poems, and short stories in Hindi-Urdu. This course will introduce students to many aspects of Hindi-Urdu-speaking cultures through authentic language use,

and students will also have the opportunity to participate in the Hindi-Urdu language learning community on campus.

Standard text, course materials prepared by the instructor, and authentic materials (contextualized in the target culture) available on the internet will be used with equal emphasis on spoken and written Hindi-Urdu. The structure and conversations will be prepared in a variety of authentic contexts of Hindi-Urdu. Students are also offered extensive exposure to spoken language emphasizing speaking and listening at normal speed with near-native pronunciation and intonation. By the end of this course, the students will be at the intermediate-high level of the ACTFL proficiency scale. At this level student are expected to converse comfortably in colloquial Hindi-Urdu on a wide variety of familiar subjects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS202**
Prereq: **None**

HIUR251 Hindi-Urdu Language and Culture for Heritage Learners
This course is specifically designed for heritage learners of Hindi and Urdu who have some proficiency in these languages. Such students may speak or merely understand the heritage language(s) and are, to some degree, bilingual in English and the heritage language.

The course can be tailored to the specific needs of learners of both Hindi and/or Urdu; the content of the course will be selected according to needs and requirements of each learner. For this purpose, a needs analysis will be conducted at the beginning of the semester to learn the students' proficiency level and interests.

As part of this class, students will not only learn the language and culture in the class but also get a chance to practice the language and familiarize themselves through language tables and a native peer from the target community. Students will visit cultural/community centers to get a feel for the language and culture in practice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Prereq: **None**

HIUR261 Advanced Hindi-Urdu Language and Culture for Heritage Learners
This course is specifically designed for heritage learners of Hindi and Urdu who have good proficiency in one or both of these languages. Such students may speak or merely understand the heritage language(s) and are, to some degree, bilingual in English and the heritage language.

The course can be tailored to the specific needs of learners of both Hindi and/or Urdu; the content of the course will be selected according to needs and requirements of each learner. For this purpose, a needs analysis will be conducted at the beginning of the semester to learn the students' proficiency level and interests.

As part of this class, students will not only learn the language and culture in the class but also get a chance to practice the language and familiarize themselves through language tables and a native peer from the target community. Students will visit cultural/community centers to get a feel for the language and culture in practice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Prereq: **None**

HIUR301 Advanced Hindi & Urdu Language and Culture
This course is specifically designed for the learners who want to advance their skills in Urdu and/or Hindi through reading and discussing authentic materials in poetry and prose. The main goal of the course is to improve your skills in both Urdu and Hindi languages, and you will also get opportunity to enhance your writing and creative writing skills in Urdu and/or Hindi scripts by completing various projects and assignments. The specific focus of each semester will depend on the background and interests of enrolled students.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **GSAS301**
Prereq: **None**

HIUR302 HIUR 302: Advanced Hindi-Urdu Language & Literature II
The course is specifically designed for the learners who want to advance their skills in Urdu/Hindi through reading and discussing authentic materials including poetry and prose. Students will also get an opportunity to improve their academic writing and speaking skills. Through this course, students will read the classical and current Hindi/Urdu writers and will get an in-depth understanding of South Asian literary traditions. Material will include an anthology of various short stories, novels, selected poetry, and scholarly articles. The specific focus of each semester will be listed below under "Additional Requirements and/or Comments."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CGST**
Prereq: **None**

HIUR401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIUR402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIUR491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

HIUR492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**

Grading: **OPT**

HISTORY (HIST)

HIST101F History and the Humanities (FYS)
This course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the various disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take HIST101F without having to take HIST102F.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Prereq: **None**

HIST102F History and the Humanities II (FYS)
This course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the various disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take HIST102F without having taken HIST101F.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Prereq: **None**

HIST103F From Protest to Revolution: A Middle Eastern History (FYS)
This seminar explores protests, rebellions, insurgencies, and revolutions that have shaped the history of the Middle East from the birth of the three monotheistic religions to this day. Why do people rebel? We will seek answers in the context of religion, ethnicity, language, and race in the long and political history of this wide-ranging human geography. The main focus will be the agency of those who strived for change and modes of resistance, finishing with the 21st-century activisms in labor, LGBTQ+, student, journalist, academic, and political Islamic mobilizations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST104F Islam and Empire Through Fiction (FYS)
This first-year seminar will cover the three different empires of the Early Modern era (c. 1500-1800), encompassing much of the Muslim world: the Ottoman Empire in the core of the Middle East, Safavid Empire in Persia and beyond, and Mughal Empire in South Asia. Our aim is to analyze both common and divergent patterns and structures of imperial rule as well as shared imperial legacies and cultural resources. In addition to lectures and secondary background readings, students read and discuss fictional works, with a view to exploring "Islamic civilization" through literary voices of acclaimed authors. Reading fiction is to help us through the fragmentary nature of the sources used to reconstruct the major debates that surround the emergence and formation of Islamic empires in the Early Modern period. Questions of fictional narration, historical memory, and revisionist history will also be discussed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST106F Black Reconstruction: The Origins of America's Racial Divide (FYS)
Voter intimidation, racial violence, an impeached president, an embattled Congress, threats of a civil war, and emboldened domestic terrorists are not a new phenomenon in American history. All have their roots in America's most violent, revolutionary, and contested era: Reconstruction. Beginning after the Civil War, Radical Republicans inside and outside Congress worked with free Black allies to found an American nation that lived up to its ideals. White domestic terrorists, backed by an increasingly recalcitrant Democratic Party, violently opposed the increased political power and civil rights of African Americans. In this first-year seminar, we will examine the contours of that contest, the world that it created, and the lasting influence of America's unfinished revolution.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST107F Life of the Modern Fact (FYS)
Facts aren't born; they are made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This course explores the tools and techniques that people have used to craft facts in varied domains of applied science, such as agriculture, climate modeling, epidemiology, and pharmaceutical production. The course also examines how broader social structures, such as law and community, helped produce facts as people shared, defended, and used them. We consider examples from the 17th century through the present day, including practices of nature study, classification, quantification, and experiment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST108 Time Machines: Bringing the Past to the Present and the Future to the Past
In the course we will explore how ghosts of the past and imaginaries of the future haunt the present. We will do so by looking at the temporal disjuncture in canonical and seemingly concrete evidentiary categories of disciplinary history. In essence, we will see how they serve as time machines to bring the past into the present and the present to the future. The course will be organized around a variety of themes from ghosts, haunting, trauma, and historical injustice, through heritage, memory, and presentism, to technological imaginaries and the Anthropocene. In addition, we will look at the ways such imaginary time

travel occurs in seemingly everyday sites as well such as supermarkets, films, and amusement parks.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL199**
Prereq: **None**

HIST109F With Bold Knife and Fork: An Introduction to Food History (FYS)
This first-year seminar is an introduction to food history and food studies, two linked fields in which we ask how people have satisfied their appetites, and what their choices mean. This encompasses everything from the question of how agriculture began, to the question of what it meant to eat a Korean taco in Los Angeles in, say, 2014. Food history and food studies are vast fields, and in this seminar we will sample many versions of them. Because this seminar is designed for students just beginning college, it introduces a variety of academic approaches to food, from chronological analyses of how specific ingredients became important for specific populations, to the anthropological treatment of food and identity, to cultural histories informed by primary sources--that is, documents written by historical actors. We even read contemporary "food writing," including restaurant reviews, which are themselves historical documents of a sort. This course also has a strong chronological through-line, winding from the establishment of agriculture to the modernization and industrialization of global food ways.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST110F Been in the Storm So Long: Grassroots Movements and the Black Freedom Struggle (FYS)
Most civil rights narratives focus on Martin Luther King, Jr. and other prominent leaders of the civil rights movements. This course seeks to shift that narrative to young activists working on the ground in the struggle for Black freedom. These college students used grassroots organizing tactics, embedding themselves in local Black communities, to drive local politics and draw attention to larger systemic issues. We will look specifically at the work of the Student Nonviolent Coordinating Committee (SNCC), led by John Lewis and Stokely Carmichael, as they moved from the shock troops of the Southern freedom struggle to Black Power.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST111F Protest to Revolutions (FYS)
This seminar explores protests, rebellions, insurgencies, and revolutions that have shaped the history of the Middle East from the birth of the three monotheistic religions to this day. Why do people rebel? We will seek answers in the context of religion, ethnicity, language, and race in the long and political history of this wide-ranging human geography. The main focus will be the agency of those who strived for change and modes of resistance, finishing with the 21st-century activisms in labor, LGBTQ+, student, journalist, academic, and political Islamic mobilizations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST112F Religion, Science, and Empire: Crucible of a Globalized World (FYS)
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism: it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI209F, EDST209F, GSAS209F, STS209F**
Prereq: **None**

HIST113F The Intellectual History of US Conservatism Since 1945
How do we understand the phenomena of Trumpism? What are the ideas that have inspired this movement? This course attempts to provide answers by looking at the origins and evolution of US conservatism from 1945 until the present. It does so through the prism of intellectual history -- namely by focusing on the ideas and ideology that have constituted the conservatism movement in the US for roughly the last eighty years. Topics to be discussed include: Neoliberalism, Neo-conservatism, America First, Paleoconservatism, the Religious Right, American Fascism, Trumpism, etc.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST114F From Sumo to Sonic: Japan at Play (FYS)
This class explores the many ways the Japanese have played throughout time including sports, card games, martial arts, video games, poetry contests, and more. We will contemplate the general societal impact of play and look to Japanese history as a specific, and oftentimes distinct, example. The class is a combination of lectures about the historical and cultural significance of Japanese games and class time devoted to you playing some of those games to better understand them. By the end of this course, you will know about the sumo wrestling competitions that delighted the Heian court over one millennium ago as well as current baseball phenom Otani Shohei. You will have explored the wonderful virtual worlds of visionary video game creators, such as Miyazaki Hidetada and Kojima Hideo, while trying your hand at some of Japan's most enduring board and card games. No knowledge of Japan or the Japanese language is required for this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS114F**
Prereq: **None**

HIST116 Environmental History: Telling Stories in Place
This course introduces students to environmental history, the study of the changing relationships between humans and nature through time. We will consider how the natural world has shaped human history; how humans have transformed the environments they have moved through, made use of, and inhabited; and how ideas about nature have shaped people's interactions with the world around them and with one another. Focusing on both historiography and methods, we will read classic and recent work in the field and learn to conduct historical research. We will also pay attention to narrative and the writing of history, through reading, in-class workshops, peer editing, and trying

different kinds of historical storytelling. The central assignment will be a short research paper in which students will practice environmental history through the study of a particular place.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST116F Independence at 250: The American Revolution and its Broader Impact (FYS)
The Declaration of Independence was both part of and yet separate from the American Revolution. The document is both a statement of principles and also a list of grievances. Its authors looked to the future and hoped to create something new, while historians too often read independence backwards and assume the United States would always become a country. This course will explore the making and meaning of Independence as it relates to the American Revolution and its significance within North America and beyond. While other countries drew inspiration from the Declaration, many living within the boundaries of what would become the United States -- enslaved workers, women, Indigenous peoples, and others -- felt excluded from the project that the Declaration announced. By reading the most recent and exciting scholarship and investigating relevant primary sources, this course will look within and beyond the United States to ask new questions and understand different perspectives on the meaning of the American Revolution.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

HIST117 Chinese Cities
More than half of China's population now resides in cities. Within the next few years, China plans to accelerate the rate of urbanization by building sprawling cities and relocating more people into urban areas. This course explores the history of Chinese cities from the imperial to modern age. Cities were centers of commerce, intellectual activity, and, in the words of historian and political scientist David Strand, "storehouses of political technique, strategy, and sentiment open to anyone with the understanding and the will to inventory to exploit them." We will study how cities supported massive populations with limited resources, inspired new forms of social organization, and transformed the political and social order of China.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS269**
Prereq: **None**

HIST117F Global Psychedelia: Music and Politics in the Middle East and Beyond (FYS)
This course explores the emergence of Turkish psychedelic rock within the global psychedelic moment of the 1960s and 1970s, tracing how musicians drew on historical poetic traditions while engaging with worldwide experiments in sound and counterculture. We begin with the medieval context of Anatolia and political resistance to Ottoman authorities and examine how this literature and history shaped the sonic vocabulary of 1960s artists such as Selda Bagcan, Cem Karaca, and Mogollar. We then analyze how electrified folk, political lyrics, and hybrid aesthetics articulated new visions of modernity in a changing Turkish society. Throughout, we situate the Turkish case within the Middle East and broader global developments, including youth movements, anti-establishment politics, and censorship. By working with music, historical texts, and cultural theory, students will investigate how sound becomes a site for negotiating identity, power, and belonging. For the final project, students will write and produce a radio essay that will be broadcast in collaboration with WESU 88.1FM.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST118F History of U.S Social Movements (FYS)
This first year seminar course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we will explore will include abolitionism, women's rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. A major focus of this course will be how historians conduct research, use evidence, and write history. Students will be exposed to primary sources as well as selected secondary sources in the field.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST120F Sex and Sexuality in Islam (FYS)
Islamic societies have long traditions of commentary about the body and sexuality. Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims throughout time. Instead of essentializing the Islamic "viewpoint" on sexuality, we will survey the variety of opinions and ideas about sex from medieval Islam to the modern world. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and modern sex manuals and debates, among other sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct in Islam, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL102F, FGSS102F, RELI102F**
Prereq: **None**

HIST122F Germany from Napoleon to the Berlin Republic (FYS)
Was Germany destined to launch two world wars in the 20th century? Were the roots of Germany's deviance from the path of liberal democracy deep or shallow, culturally determined or shaped more by circumstance? This course analyzes these and other questions in the fascinating and turbulent history of modern Germany. We will begin our study by examining the political, social, and economic upheavals ushered in by the Napoleonic conquests, highlighting the territorial, religious, and class divisions pulling at the fabric of German society in the context of revolution, rapid industrialization, and urbanization. We will then analyze the processes that resulted in Bismarck's unification of Germany in 1871 and how Germany's nationalism, growing industrial power, and deep internal divisions contributed to a policy of aggressive imperialism that would challenge both the European and international status quo. The course carefully analyzes the role played by these processes in the outbreak of the World War

I and will explore the profound impact of war and defeat on German society. Situating both the Weimar Republic and National Socialism in this context, we will subsequently study the rise of Hitler, World War II, and the Holocaust. The course will conclude with the Cold War history of the two German states until the collapse of the Berlin Wall and reunification in 1990. The aims of the course are to provide a firm grounding in the historical processes that have shaped modern Germany, to develop and refine the critical skills of historical analysis, and to familiarize students with the major historical debates over the continuities and discontinuities of German history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST123F Cinema India: South Asia's Past on Film (FYS)
This first year seminar course examines the relationship of film and history in India. We will focus on how filmmakers represent the past and, alternatively, how films inform historical memory--especially in the context of the competing trajectories of nationalism, postcolonialism, and globalization. A central concern will be the historiographical challenges and opportunities of film. We will pay particular attention to Hindi cinema, including films produced by the Bombay/ Mumbai ("Bollywood") film industry since the 1950s, though we will also consider the rise of "parallel" cinema. Feature films will range from classics like "Mughal-e Azam" (1960) and "Umraon Jaan" (1981), to lesser known works like "Shatranj ke Khiladi" (1977), "Mirch Masala" (1987), and "Hazaaron Khwahishen Aisi" (2005). We will also probe the critical and box-office success of relatively recent blockbusters such as "Lagaan" (2001), "Rang de Basanti" (2005), and "Jodhaa Akbar" (2008), comparing them to the ambivalent domestic and diaspora response to period dramas like "Dil Se" (1998), "Mangal Pandey" (2005) and "Laal Kaptaan" (2019).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST124F History and the Turn to the Present (FYS)
This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST129 Philosophy and the Movies: The Past on Film
This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM360, PHIL160**
Prereq: **None**

HIST130F North American Borderlands (FYS)
North American Borderlands explores the physical, social, political, cultural, and economic spaces that borders create and purport to divide. The course covers a long history and a wide variety of material - with subjects ranging from 17th-century contests between Algonquian peoples and Dutch traders along the saltwater frontier to the Gilded Age story of a Texas slave who reinvented himself as a Mexican millionaire, to the sulfur dioxide that blew up from U.S. power plants to fall as acid rain in Canada and sour relations between the two nations in the 1980s. By the end of the course, students will be able to recognize borderlands as distinctive spaces of conflict, exchange, dispossession, and opportunity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST132 History of Energy
From fire to fossil fuels, humans are characterized by their ability to use more energy than other species. By capturing and releasing reservoirs of energy stored over the course of Earth's history, humans have increased their resource base, expanded global population, and modified the environments on which they have relied for subsistence.

This course introduces students to themes in the history of energy transitions, from photosynthesis to fire to the exploitation of fossil fuels beginning in the 19th and 20th centuries. By taking up the use of pre-industrial fuels, animal muscle, water, and wind, in addition to coal, oil, and gas, we will consider the ways humans have come to rely on cheap and abundant energy. In a broad survey of energy regimes, we will probe the effects of production and consumption of energy on politics, environment, economy, and society.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST135 American Food
This course investigates topics in the history of food production from the colonial period to the present, with emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics to be addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS135**
Prereq: **None**

HIST140 Virtue and Vice in History, Literature, and Philosophy
Examines the long, complex and sometimes contradictory associations of virtue with piety, salvation, righteousness, intensity, strength, and, more recently with vulnerability and suffering. Beginning with Confucius and Aristotle, and winding our way through Christianity, humanism, postmodernism until the present, we will explore the ethics, power, and politics of the ideas of virtue and vice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-COL**
Identical With: **COL228, CHUM228, PHIL112**
Prereq: **None**

HIST141 Theories and Models
This class will focus on how theories and models are designed and regarded across the university curriculum--in the humanities, the social sciences, and the sciences. This topic is particularly pertinent to intellectual history, a subject that regularly uses texts from across the modern university curriculum as its primary readings. Given the range of intellectual history, both in terms of chronology and subject matter, intellectual history could be argued to be the subject best positioned to consider the process of making theory.

Questions to be addressed include: What are some of the unexpected results of the increased use of mathematics and computers even in the humanities and social sciences, not just in the sciences, and how has this changed the relationship of theory and models for each of these disciplines? To what extent does the debate about the refutability, the falsifiability--or truth status--of models indicate an ongoing need for theory? The specific modern academic subjects to be examined will be philosophy, economics, and physics. Thomas Kuhn's THE STRUCTURE OF SCIENTIFIC REVOLUTIONS (1962) will serve as a starting point for this study; however, most of the readings during the semester will be much more recent.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST143F Jesus Chicken: Business and Religion in America (FYS)
Summary: Although many Americans are aware of the religious identity of the fast-food chain Chick-fil-A (earning it the moniker of "Jesus Chicken" in some communities), there is nothing new about businesses that project a religious ethos. This First Year Seminar explores the blurry boundary between business and religion in America, examining the ways in which businesses use religion and the ways in which religious entities often function as businesses. Although this course primarily focuses on the Christian tradition, it will also examine the ways in which other religious communities (such as Jewish and Buddhist) approach the marketplace. Chronologically, the course spans the 17th to 21st centuries, paying special attention to the emergence of the market economy in the U. S. from 1800-1850 and the growth of consumer culture in the second half of the 20th century. This course will provide students with an introduction to historical methods and the critical study of religion, while focusing on developing collegiate-level reading, writing, and critical thinking skills that will form a foundation for any major at Wesleyan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RELI174F**
Prereq: **None**

HIST151 Introduction to History: The "Russian World" Past and Present
The "Russian World" has become a central--though deeply ambiguous and contested--theme in contemporary political discourse both within and beyond Russia. This course will offer a survey of how different conceptions of the "Russian World" have been articulated and deployed over time by following the history of Russian lands and peoples from the eighth century to the present day. This course is one of the gateways to the history major and is intended especially for first- and second-year students. As an introduction to history, the course will introduce students to the discipline of history by examining the historical sources, concepts, theories, and methods necessary for reading and writing history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST154 Introduction to History: Twelve Medieval People
This course is one of the gateways to the history major. It is also an introduction to the Middle Ages through a study of 12 exemplary medieval lives and minds, spanning a thousand years of history. We focus on people--bodies, minds, and souls--coping with history and creating sense for their world. The course will typically feature one person or pair per week, and by examining their writings or stories and the contexts in which these were produced, the nature of medieval life, the pressure on the self, the articulation of gender and ethics for the entire period will come into view. Among the figures studied are likely to be St. Augustine, Queen Brunhild, St. Anselm, Abelard, Heloise, William Marshal, King Louis IX, Dante, Catherine of Siena, Christine de Pisan, Joan of Arc, Margery Kempe, and Pope Pius II.

As an introduction to history course, we will also offer an examination of the basic concepts, techniques, and skills for reading, understanding, and writing history: documents and archives, text and context, sceptical inquiry, argument construction, and an interest in good and expressive writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST155 Cold War Environmental History
War remakes the natural world to support organized violence. Pervasive militarism renders its transformations permanent. In the context of the Cold War, the United States and the Soviet Union pursued competitive testing of nuclear weapons; engaged in proxy wars with devastating local effects; and embarked on extensive modernization projects in agriculture and public works. In many such projects, political antagonism masked commonality and collaboration in science and technology. In this course, we reckon with the persistent environmental effects of militarism by pursuing a global history removed from the ideological projections of its actors.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST156 Intro to History: Protest and Revolution in the Middle East: A Middle Eastern History
This seminar explores protests, rebellions, insurgencies, and revolutions that have shaped the history of the Middle East from the birth of the three monotheistic religions to this day. Why do people rebel? We will seek answers in the context of religion, ethnicity, language, and race in the long and political history of this wide-ranging human geography. The main focus will be the agency of those who strived for change and modes of resistance, finishing with the 21st-century activisms in labor, LGBTQ+, student, journalist, academic, and political Islamic mobilizations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST156F Introduction to History: The Ottoman World (FYS)
This course treats some of the major themes of Ottoman state and society, one of the major empires of the world out of which many new polities in the Balkans, Anatolia, the Middle East, and North Africa emerged during the 20th century. At the center of the course is the transformation of the so-called classical Ottoman state to the early modern and modern through the many shapes and forms it has taken. We will be starting from the 15th century and end with the analysis of the making of the modern Ottoman society by the beginning of the 20th century before its imminent collapse. The late 16th-century transformations and the question of Ottoman "decline," on the one hand, and transformation to a modern state on the other, comprise the historiographical context to be addressed alongside basic historical patterns and events. A primary concern is to have students engage with critical issues not only in the study of Ottoman history, but also situating this history in the discussions on world history in general, and the history of the Middle East in particular.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST157 Wayward Warriors: Samurai in History and Media
The most indelible image of Japan is that of the samurai, a class of warriors who presumably ruled the enduring island nation for over a millennium. While lengthy and prosperous military regimes are not unique to Japan, the rule by the samurai has been a captivating source of national pride and international intrigue due to their supposedly strict adherence to the code of Bushido. Bushido's unique blend of devoting one's life to swordsmanship, honor, and loyally serving one's lord has sparked countless interpretations and exaggerations in all forms of media. This course will explore the factual history of the samurai while also critically analyzing the many fictitious narratives surrounding these wayward warriors throughout the centuries. By the end of this course, you will be able to separate the fact from the many fictitious yet entertaining samurai stories we will explore in literature, film, tv, anime, and video games.

No knowledge of Japan or the Japanese language is required for this course. All texts and subtitles will be in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST159 Migration and Mobility in the United States
This First Year Seminar explores im/migration and mobility in the United States, from the nineteenth century to the present day. Alongside exploring key themes in the U.S. history of migration and mobility, students will be introduced to historical methods while developing their critical reading, writing, and thinking in a collaborative and supportive environment. Students will read across a variety of texts, from historical sources to foundational scholars in the study of migration and mobility. We will also visit Special Collections & Archives and work with a variety of non-textual sources including films and music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST160 Intro to History: U.S. in the World Since 1776
Transcending the nation-state framework, this course foregrounds transnational and international frameworks to explore the United States' role in the world since 1776. We will explore the rise of the United States' vast settler colonial empire in North America, its vast overseas empire in the Pacific and Atlantic Oceans, and the role of the United States in international and global affairs in the 19th and 20th centuries. We will look both at the policies created by U.S. presidents, diplomats, and military leaders, as well as the experiences of Black, Indigenous, People of Color, and colonized peoples of the Global South who have been affected by the U.S. presence in the world. We will also underscore the importance of international organizations, non-state actors, and non-governmental organizations, such as the United Nations and the American Red Cross, that have shaped international society over the 20th century. Throughout the course, we will explore the themes of race and ethnicity, imperialism and colonialism, migration and immigration, nationalism and internationalism, self-determination and decolonization, militarism and development, and diplomacy and foreign policy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST161 Energy Legacies and Ecological Futures
Manresa Island, on the coast of South Norwalk, Connecticut, was the site of an NRG coal-fired power plant (and later oil). The plant, slated for decommission, was shuttered overnight after heavy flooding during Hurricane Sandy. Its planned transformation, funded by a 501(c)3 non-profit corporation, includes the remaking of its massive turbine hall as a community space and the remediation of the entire peninsula for use as a public park. The 125-acre site includes a birch forest on a coal ash dump, salt marsh, and other coastal wetland habitats that currently harbor populations turkey, osprey, and deer. Casual observers liken Manresa's abandoned spaces to those of Chernobyl, with the detritus of human settlement engulfed by resurgent vegetation and wildlife. This flawed analogy obscures as much as it reveals, conjuring ethically compromised aesthetics of post-industrial ruin photography and associated practices of dark tourism. But there is a parallel history of energy, hazard, and aftermath with which we have yet to reckon locally or globally. The objective of this course is to produce histories of energy transition calling on (1) records of Manresa Island recently acquired by the 501(c)3, and (2) the testimonies of NRG workers present during Hurricane Sandy. The course will train students in modalities of archival and oral history with reference to these untapped resources. This course will require 2-4 field site visits to Manresa Island, to be scheduled 12-5 p.m. Thursday or Friday. Multiple scheduling options will be available, and students should be able to commit to at least two field trips per semester. Transportation will be provided.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS249, STS161**
Prereq: **None**

HIST162 Intro to History: The Mediterranean World (650-1650)
This course offers a broad introduction to the history of the Mediterranean 'world' (and whether that is a useful category) from the end of antiquity to early modernity. Taking a thematic approach, we will explore the entangled histories of Jewish, Muslim, and Christian societies, and investigate the Mediterranean as a dynamic site of interaction, competition, and creativity. Topics will include the legacies of empire, cultural, religious, and economic exchanges; conflict and conversion; translation and scientific developments; and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST163 An Introduction to the Middle Ages: People, Ideas, and Places
This course will explore the Middle Ages, focusing on individuals, ideas, and notable places and the sorts of places characteristic of this very dynamic and innovative period from around 1050 till 1450. The precinct of the king's court and castle, the peasant's village, and the cathedral city will get especially close attention, as will certain famous sorts of writing and thinking as we'll explore the forebearers of the modern novel -- romance and sagas from France and the Norse -- as well as the philosophy of figures like St Anselm and Catherine of Siena. Attention to chronicle writing and its politics and the wide ranging scientific reflection of Hildegard of Bingen and Roger Bacon, who supposedly learned from a magical brass head, will also figure large next to the wide-ranging writings Geoffrey Chaucer including his Canterbury Tales and of moralist and feminist defender of Joan of Arc, Christine de Pisan. The course will focus on texts individually and in concert and sometimes on the physical remains of buildings, art, and manuscripts that illuminate crucial elements of European culture, ethics, and power in this period. An important aspect of the course will be reading primary sources closely and critically to learn how to see the wider world of which they are part, a main technique of creating the past through interpretation and integration. We shall also learn about libraries, archives, good internet research techniques and how to assemble primary and secondary sources for historical writing. This course does not provide a chronological overview of the Middle Ages, but will give all necessary context for understanding.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST164 Bushido and Bullets: Samurai Flicks and Western Films
Bushido and bullets; shoguns and sheriffs; katanas and .45 Colt Revolvers. Alliterations aside, the connections between samurai films and westerns are as deep as they are numerous. Many cinephiles know that Japanese director Kurosawa Akira influenced multiple directors in the west, such as George Lucas, Sergio Leone, and Stephen Spielberg. What is perhaps less known is that Kurosawa was greatly influenced by a man who directed some of the greatest westerns from the 1930s to the 1960s -- John Ford. Diving into those influences is one of the goals of this class as we watch some of the greatest samurai films and their western counterparts. The other goal of this class is to categorize and analyze the many aspects of these films, from the protagonist's psyche to the evolution of civilized society, to see why these two seemingly disparate movie genres resonate so deeply. Finally, we will critique these films and discuss their merit in the twenty-first century. All Japanese movies will have subtitles. No knowledge of Japan or the Japanese language is required for this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS164**
Prereq: **None**

HIST165 Introduction to History: Slavery and Abolition in the Atlantic World
Racial slavery was inextricably tied to the rise of both colonialism in the "New World" and global capitalism. It fueled a complete reorientation of world economic and political systems with consequences still evident today. Yet people on both sides of the Atlantic--Black and white--challenged the idea of racial slavery and its entrenched interests. The abolitionists succeeded in emancipating millions, but did not fully achieve their goals for human rights. In this course, we will examine the rise and fall of slavery in the Western Hemisphere, with particular attention paid to the North American mainland and Caribbean.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST166 Oral History Workshop
This course introduces students to the practice of oral history, including tools and methodologies, best practices, and hands-on experience conducting, archiving, and interpreting interviews. Participants will conduct interviews in projects on coastal communities in an age of climate change and/or the history of fossil fuel production.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST167 Introduction to History: Yoga: A Global History
Yoga as a philosophical, religious, and ascetic discipline has shaped the lives of major world-historical figures, including the Buddha, the Mughal emperor Akbar, Mahatma Gandhi, and Steve Jobs. Though yoga is usually understood today as a timeless set of disciplines that inculcate spiritual and physical well-being, it has experienced dramatic change over the millennia--not least with the rise of "postural" yoga in India from about 1000 CE, its systematization as "hatha yoga" by about the sixteenth century, and its growing popularity in the West since the early twentieth century. The aim of this course is to introduce students to the rich global history of yoga, to foster an understanding of and appreciation for the philosophical and psycho-somatic dimensions of yoga, as well as the political and cultural transformations that shaped and were shaped by yoga (and prominent yogis and yoginis) as it spread from India to both the East and West.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS167, RELI167**
Prereq: **None**

HIST170 Introduction to History: American Material Culture
This course introduces students to the study of history through an investigation of American material culture and the built environment from the pre-colonial period to the present. The course is structured around Friday site visits in the New England and mid-Atlantic regions, including the Pequot Museum, Mystic Seaport, Central Park, New York City waterfront, Fresh Kills, and local suburbs. Students will consider theories and methods of studying history through objects, landscapes, and architecture. We will consider how changing patterns of settlement and land use shaped human and natural ecology, and how people fashioned cultures and communities through the fabrication, circulation, and use of a wide range of natural and human-made objects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST171 Introduction to History: History of U.S. Social Movements
This Introduction to History course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we will explore will include abolitionism, women's rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. A major focus of this course will be how historians conduct research, use

evidence, and write history. Students will be exposed to primary sources as well as selected secondary sources in the field.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST171Z Introduction to History: History of U.S. Social Movements
Online course: Monday through Friday 2-4pm with additional asynchronous lectures. This Introduction to History course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we explore will include abolitionism, women's rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. Students will be exposed to primary sources as well as selected secondary sources in the field. Given the winter sessions focus we will focus on 10 different U.S. social movements, with the first half of class devoted to the outline and history of each movement in a lecture format, and the second half based on a discussion of how the movement builds on and relates to other social movements and broader U.S. history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST172 Introduction to History: Germany from Napoleon to the Berlin Republic
Germany witnessed more dramatic and radical changes in forms of government within the span of just 31 years (1918-1949) than any other modern society in history, yet today it is a model democracy and an anchor of peace and prosperity in the heart of Europe. Germans are credited for extraordinary achievements in the arts, sciences, and industry, yet they also produced some of history's darkest chapters. This introductory course surveys the fascinating and turbulent history of modern Germany to analyze the sources of these contradictions. We will begin by locating the birth of modern Germany in the massive social and political upheavals of the Napoleonic era that set the stage for the rise of German nationalism and rapid industrialization. We will study the unlikely processes that resulted in German unification in 1871 and how Germany's nationalism, growing industrial power, and its deep internal divisions led to a policy of aggressive imperialism that contributed to the outbreak of the World War I. The course will analyze the profound impact of that war and defeat on German society, situating both the Weimar Republic and the rise of Hitler in that context. We will subsequently study Nazism, the World War II, and the Holocaust, as well as the ultimate destruction of Germany as sovereign state with its surrender and military occupation in 1945. The remainder of the course explores the phoenixlike rebirth of two competing German states in the Cold War and the subsequent parallel development and divergence of two German societies. We will conclude the course by analyzing the process that led to German reunification in 1990 and the lines of development of the "Berlin Republic" since that time. The aims of the course are to introduce students to historical primary sources, the skills of historical analysis, and the questions of historiography through a coherent introductory survey of modern German history.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GRST272**
Prereq: **None**

HIST173 Intro to History: Heretics on Trial: The Holy Inquisition and Its Enemies
The Inquisition was among the most feared institutions of the early modern West. In its efforts to impose religious orthodoxy, it persecuted minorities, prohibited behaviors it deemed heretical--like magic and unbelief--and censored intellectual inquiry. Yet despite its resoluteness, the ability of the Catholic Church to impose control varied widely across time and place and was often met with equally firm resistance. This introductory course examines how the Catholic Inquisition functioned, from its origins in the medieval period to its final demise in the nineteenth century, paying particular attention to geographic and temporal specificities. From Cartagena de Indias to Lima, Goa, Rome, and Toledo, inquisitorial tribunals spanned a significant portion of the Atlantic world. The records produced by its scribes are some of the richest sources of the social, cultural, religious, and economic history of the era, yet they are also some of the most challenging to deal with, both epistemologically and morally. Historians have relied on Inquisition archives to reconstruct the lives of individuals and communities who left no other written records, all the while seeking to acknowledge that the records were produced under duress by officials who suspected the accused of the terrible crime of heresy. Through a wide range of primary sources like trial transcriptions, Inquisition "autobiographies," written confessions, censored books, and literary sources, students will both survey the lives of people who faced the Inquisition's scrutiny, while considering the role of violence, persecution, and resistance in the creation of the very records that allow for historical reconstruction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST126**
Prereq: **None**

HIST174 Introduction to History: European Reformations
An introduction to history course, European Reformations will provide an introduction to the concepts and tools for reading, writing, and enjoying history by examining the ideas and people who developed the Protestant Reformation, one of the most explosive changes in world history that continues to reverberate and affect lives and politics today. Centering on the ideas and politics of the European Reformation age, we will examine thinkers and problems within Catholic Europe that led to the crisis of the Reformation from around 1500. A focus on the ideas and actions of figures such as Luther and Calvin and the religious martyrs of the 16th century will be central, but we will also examine Catholic responses and the changing political and legal ideas that the Reformation produced.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST175 Intro to History: Resistance and Revolution in the Atlantic World, 1500-1850
The Atlantic Ocean created and destroyed empires. This course will explore those who fought against the expansion of imperial powers, including slaves who crossed the ocean involuntarily, Indigenous peoples defending their homelands, women who demanded equality, and pirates who constructed an alternative universe. The Atlantic revolutions (American, French, Haitian, and South American) set empires on fire and ushered in a new era of resistance to oppression.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST176 Introduction to History: Science in the Making
This course introduces students to a range of perspectives -- drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others -- on how to write about the history of science, technology, and medicine. Throughout, its emphasis is on examining the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical experience working with historical sources and conducting original research on topics related to the history of science at Wesleyan and places nearby. Past final student projects have included works of public and digital history, as well as traditional academic writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS276**
Prereq: **None**

HIST177 Introduction to History: Yoga: A Global History
Yoga as a philosophical, religious, and ascetic discipline has informed the thinking of major world-historical figures as wide ranging as Siddhartha Gautama ("Buddha" or "wise one"); the Mughal emperor, Jalaluddin Muhammad ("Akbar" or "the great"); Mohandas K. Gandhi ("Mahatma" or "great soul"); and Apple Inc. founder, Steve Jobs. Though yoga is usually embraced as a timeless set of disciplines that inculcate spiritual and physical well-being, it has experienced dramatic change over the millennia. The aim of this course is to introduce students to the rich global history of yoga, to foster an understanding of and appreciation for the philosophical and psychosomatic dimensions of yoga, as well as the political and cultural transformations that shaped and were shaped by yoga (and prominent yogis and yoginis)--in the Indian subcontinent and beyond.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS177**
Prereq: **None**

HIST179 Intro to History: Biodiversity and its Histories
Biodiversity loss may portend the next mass extinction, but what is biodiversity? Euro-American concepts of biodiversity have become a category of policy and politics at local, regional, national, and international levels. This course will track the development of these concepts from the 18th century to the present, paying special attention to the growth of natural history collections to document taxonomy, evolution, biogeography and ecology of species. How does the idea of living variation in genes, traits, species, and ecosystems relate to human and non-human beings?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS224**
Prereq: **None**

HIST181 Introduction to History: Middle East and North Africa in Global Perspective
This course will introduce students to the history and cultures of the Middle East and North Africa with special attention to the formation of socio-political systems, artistic expressions, and religious ideas in connection with global developments and local responses. The organizing theme of the course is "Contact and Change," which will afford an opportunity to examine two of the principle challenges facing historians: accounting for change and understanding people and societies separated from us by space and time.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST185 Introduction to History: The United States Empire
The United States has had an overseas empire longer than it has not. This "introduction to history" course will examine the long history of the United States empire across the North American continent, the Pacific Ocean, and the Caribbean Sea from the establishment of the US Constitution and the Northwest Ordinance of 1787 to the twenty-first century global military empire. We will explore how the US amassed and governed its empire as well as how Native, Indigenous, Black, Asian, and Latine peoples have navigated, negotiated, and resisted different forms US colonialism. Studying US history from the perspective of empire not only augments our framework of an US national history, but questions fundamental assumptions we take for granted in narrating US history, including the geography and temporality of the US, notions of citizenship and inclusion, the power of US militarism, and the seemingly incommensurable divide between liberal and conservative politics. As esteemed historian William Appleman Williams wrote, this course examines "empire as a way of life."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST186 The Raj: India and Britain (Introduction to History)
This course examines the linked history of India and Britain from 1600 to 1947. The focus will be on the rise and demise of the British Empire in South Asia, commonly referred to as "the Raj," and how the experience shaped what it meant to be both Indian and British. Along the way we will learn how merchants from a remote island nation in western Europe managed to take control of the wealth and manpower of the Indian subcontinent; how Indians helped to build the Raj but gradually turned against it; and how in rebelling against the Raj, and reshaping it, Indians crafted new forms of protest, new understandings of violence, and new modes of political belonging. This is an Introduction to History course intended mainly for first- and second-year students who are interested in the past, and perhaps (though not necessarily) are contemplating the history major. As such, it will introduce students to the discipline by reflecting on the nature of historical evidence, how to find sources, develop an archive, and craft a historical argument.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS186**
Prereq: **None**

HIST188 Introduction to History: Revolutionary Women
"I do not think the war would have been won without the women.... Now women have to liberate themselves." The fighter Maudy Muzenda's reflection on the role of women in Zimbabwe's liberation war speaks to a broader pattern in global history. Women have been central to the radical transformation of societies in Africa, Asia, Europe, and the Americas from the early modern era to the present. In this course we will examine revolutionary women who took up arms and others who protested for improved working conditions, voting rights, sexual liberty, and human rights. Our cases will include the history of political revolutions in France, Cuba, Russia, and China, as well as in Zimbabwe. We will also explore the critical role of women in the global Industrial Revolution, the Suffrage Movement, the rise of international feminisms, and the everyday struggles of women in multiple sexual revolutions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-HIST**
Identical With: **FGSS188**
Prereq: **None**

HIST189 Introduction to History: History of the Present
In this course we explore history as a critical endeavor. The aim is twofold: to reflect on the role history plays in making categories of contemporary debate appear inevitable, natural, or culturally necessary; to question underlying assumptions about the relationship between past and present that are so often taken for granted. We will examine both history's influence on politics and the politics of history as a discipline.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL189**
Prereq: **None**

HIST190 Introduction to History: Environment
Humans have profoundly altered the character of Earth's environment since the advent of agriculture and settled societies some 10,000 years ago. This course is a study of the historical relationship between human beings and their habitats, with additional attention to arid lands as places of settlement, cultivation, and development. We explore how global problems such as climate change, biodiversity attenuation, and depletion of fossil soils, fuels, and water are linked to social problems such as economic inequality, food insecurity, conflict, and declining public health. The course reviews evidence of major environmental problems; considers how varied academic disciplines address them; and models a historical approach to understanding environmental change.

The course is divided into two parts: "Environmental Concepts," and "Case Studies." In Spring 2022, the case studies will be devoted to biodiversity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS237, STS190**
Prereq: **None**

HIST191 Introduction to History: Pacific Worlds
This introductory course explores the Pacific Ocean as a region of historical inquiry. With a strong viewpoint from the Pacific Islands, this course interrogates long held notions of the Pacific as a vast empty space, emphasizes the Indigenous Pacific, charts the rise of imperial powers, and follows the paths of Indigenous peoples, labor migrants, merchants, scientists, militaries, and tourists, among other historical actors. This course will cover the topics of race and indigeneity, gender and sexuality, militarism and tourism, and the environment, as well as colonialism, imperialism, and decolonization. Taking an expansive definition of historical text to account for the ways Indigenous peoples and migrants understand history, this course will include poetry, song, fiction, film, art, objects, and oral and living histories, and will explore varied methods and frameworks in the discipline of history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST192 Introduction to History: U.S. Political History, 1789-Present
The election of Donald Trump to the presidency in 2016 has sparked a widespread reckoning--both inside and outside of universities--with the dismal state of American understandings of our political past. Despite handwringing to the contrary, polarized partisanship, voter suppression, and policy stagnation are not new phenomena. This course examines the elections and elected officials, policy and policy making, and parties and party politics that shaped American history from the founding to the present. The course will chart the ways that elites have structured the relationship of American citizens to the state and explore what might come next. This course is the "top-down" companion of the "bottom-up" political history covered in HIST171: Introduction to History: History of U.S. Social Movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST195 How to Read and Write History: Models from the Past and Present
This an introduction to history course meant as both a major gateway and a general pre-major introduction to the practice of making history. It will introduce students to some of the different ways that people have represented the past and history around the world in both amateur, artistic, and professional historical modes. Ancient, medieval, modern, and postmodern examples will be discussed and we'll reach beyond non-fictional writing to fictional models, artistic renditions, and visual histories on buildings, sculpture, art, and in film and television. Central to the course's aims will be helping students to practice styles of history writing themselves in a writing-intensive way that includes both analysing history texts and practicing writing in different styles and with different aims in order to develop each student's own latent powers as a historian, working to make past and present worlds.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST197 Introduction to History: Foundations of East Asian Cultures
This course introduces some of the cultural foundations of East Asia and how they have continued to resonate through history. We will be examining translated primary texts in history, literature, philosophy, and religion, mainly from China, Korea, and Japan. We will also be working with other media such as film and art. The course attempts to equip students with a basic fluency in interpreting ancient and modern materials from East Asia and identifying its cultural contexts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS207, CHUM311**
Prereq: **None**

HIST200 The Historian as Detective
Whodunnit? In many ways, the craft of history is much like the art of detection. Historians arrive on the scene after the "crime" was committed. We look for traces, or clues, left behind. We try not to contaminate the crime scene. We pore over the evidence. We consider both motive and opportunity. We take note of silences. We keep an open mind. We seek the truth. And, as it happens, the professional historian and the professional detective--in fact as well as fiction--emerged roughly around the same time. We are like twins separated at birth. Perhaps if we are reunited, we might learn something new about each other, and ourselves. This course will draw upon classic (and not-so-classic) works of history, criminal detection, and detective fiction to better understand the importance of forensics and method in the discipline of history, as well as the importance of history in the art of detection. Each week will pair a work of literature with a work of history, supplemented by key essays in historical methodology.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST201 Medieval Europe
This introductory lecture course is a history of European politics, culture, and institutions from the end of the Roman Imperial era through 1520. Within a chronological framework we will focus on the creation of kingdoms and government; the growth and crises of papal-dominated Christianity, its crusades and its philosophy; the rise and role of the knight, lady, and aristocratic culture; masculinity and gender relations; the crises of the later Middle Ages, including the Black Death, heresy, mysticism, and war. These all contributed to the beginnings of the modern world, including the Renaissance and the Reformation, events that ended the medieval period. We will also at least glance at the borderlands of Europe, the edges of Islamic and Orthodox worlds.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST204**
Prereq: **None**

HIST202 History of the Multiracial U.S. West, 1846-Present
What is the U.S. West--a geographic or spatial designation? A cultural creation? A set of sociopolitical relations? A period of history? Who are the communities that have called the U.S. West home from the nineteenth century to the present day? How do different communities, migrations, and peoples in the U.S. West shape race and racial categorizations? And, how are they shaped by race and racial categorizations? How does class, labour, and capitalism affect these histories? What does it mean to tell a multiracial history of the U.S. West? As Silicon Valley oligarchs continue to hold sway in politics across the United States while everyday immigrant communities are under renewed nativist assault, we take these opening questions to figure out how, exactly, we got here. The "we" and the "here" of how "we got here" are, of course, just as hotly contested as any of these questions. We will spend this course attempting to untangle the multiracial histories of the U.S. West from the mid-nineteenth century until the present. Beginning with the Mexican-American War (1846-1848) and the Treaty of Guadalupe Hidalgo (1848) and ending in our contemporary moment, the class will introduce students to key histories of the region through a combination of lectures and student discussion. An emphasis will be placed on interdisciplinary historical approaches to the histories of the U.S. West, and students will be exposed to the approaches of cultural, social, political, gender, oral, labour, and legal historians alongside various interdisciplinary scholars.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST203 Modern Europe
This course surveys the history of Europe since 1815 and is intended primarily as an introduction to decisive events and interpretation of central themes. Attention will be devoted to major political, social, economic, and cultural developments, beginning with the many dimensions of the political and industrial revolutions of the 19th century; continuing with the emergence of nation-states and nationalism, working-class movements, the consequences of imperialism and the World War I, and communism and fascism; and concluding with study of the World War II, the reassertion of Europe, the collapse of the Soviet system, and contemporary issues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L203**
Prereq: **None**

HIST204 Greek History
This course explores the development of Greek civilization from the Bronze Age Mycenaeans to the death of Alexander the Great. We will ask big questions: What did democracy mean in the ancient world? How did war shape political life and cultural values? Why did Greek city-states rise, flourish, and sometimes go to war with one another? These questions will be explored through close engagement with primary literature as well as evidence from art and archaeology. Readings in translation include works by Homer, Herodotus, Thucydides, Aeschylus, Sophocles, and Euripides. No previous knowledge of ancient Greece or classical antiquity is required.

This course fulfills the requirement for an Ancient History Survey course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **CLST231**
Prereq: **None**

HIST205 Roman History
This course traces the history of Rome from its foundation, through its rise as an Italic and Mediterranean power, up to the transfer of the empire to Constantinople. It focuses on the political, military, and social achievements of the Roman people and the contributions of its principal historical figures, from the legendary kings of the regal period, to Republican leaders such as Marius, Sulla, Pompey, and Caesar, through Augustus and the establishment of the principate and subsequent emperors such as Vespasian, Hadrian, and Diocletian. This course will fall under the History/Social Justice track.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CLST**
Identical With: **CLST232**
Prereq: **None**

HIST206 Classic Christian Texts
This course is designed to provide students, most of whom will have no background in this subject, with a solid grounding in some of the most influential texts of the Christian tradition, both Catholic and Protestant. This training is intended to make the students better readers in Western humanities and social sciences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Prereq: **None**

HIST207 Japan Since 1868: Society and Culture in Modern Japanese History
This course examines the history of Japan from roughly 1800 to the present. With a broad-ranging observation covering politics, economy, society, culture, and foreign relations, we will look at a variety of historical events that the Japanese people experienced. Our goal is not only to understand what happened when, but also to be concerned with how people at different historical stages saw the world around them. Major historical events, trends, ideas, and people will constitute the vital part of the course; however, we will also inquire into everyday life of ordinary people, whose names do not remain in historical records. We will use a wide range of materials including written sources available in the English language, films, literature, and comics.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS265**
Prereq: **None**

HIST208 Digital and Visual Storytelling
During this seminar, we will develop a digital group project that addresses the question of remembering and denying pasts through the historical and critical relationship between carcerality, race, and storytelling in Connecticut. By engaging with contemporary forms of digital and visual storytelling (ArcGIS StoryMaps), this group project will work with the modalities of archival studies and digital humanities, accompanied by readings in critical race studies, visual and literary theory, and decolonial theory. We will first explore "remembering the past" through two post-Civil War Connecticut landmarks: The Church of the Good Shepherd (1867-69), dedicated to Samuel Colt, and the Mark Twain House (1874), now a museum. Both architectures exist as pivotal markers for a new modern American narrative intertwined with legacies of slavery, manufacturing, firearms, and storytelling. We will then consider how to make visible denied "pasts" by conducting archival research on the formative period of the 1860s and 1870s and in respect of the Connecticut context. Centrally, valuable insights for the project development will be provided by the in-class meetings with scholars, artists, and archivists, whose work rethinks and challenges the bond between carcerality, race, and storytelling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM209**
Prereq: **None**

HIST209 Reenacting Justice: Guns in America
This seminar, developed in collaboration with visiting guest instructor Glenn LaVertu (Parsons), combines readings, discussion, archival research, storyboarding, project-based learning, legal analysis, and filmmaking in presenting new takes on an old genre: Westerns. We will read and watch Westerns alongside study of the development of the American legal system, considering the aesthetics of justice, narrative, and guns. Students will work on film and theater projects related to the manufacturing, use, and mythologization of "Old West" in popular culture, television, and film. Film projects will be screened and discussed at the Center for the Study of Guns and Society's annual undergraduate conference on Thursday, April 25, and Friday April 26, 2024, and at the presentation of "Stories of Carceral Connecticut," a celebration of student projects for the Mellon Foundation project, "Carceral Connecticut," on Friday, May 3, 2024. (Both events are required). The course will consider the aesthetics of storytelling, guns, and justice, as well as be a lab for creating and narrating new stories. Engaging with contemporary debates about Westerns as manifestations of American gun culture, the purpose of the project is to draw parallels between the way in which gun violence is portrayed in film, particularly period, Western movies, and the realities of gun violence today. The final project is an opportunity to expose multiple points of view regarding gun violence and justice and their socio-political effects, and to write and develop new scripts, storyboards, and film scenes, as well as study old ones.

Assignments and Grading System:

Grading is based on weekly assignments and participation, an in-class midterm on the readings, and a final project.

Requirements:

- Class Participation (20%): Regular attendance, submission of weekly 1-2 pg written critical reflections on assigned topics (e.g. a primary source, an advertisement or magazine article, a report about a field trip or movie, etc.) Participation in the April 25 evening student mini-film festival and April 26 all-day undergraduate research conference is required.

- Midterm (40%): In-class midterm on the readings and discussions (in class; Thursday before break).

- Final project (40%): (20% for the project; 10% on the written artist's statement; 10% for the presentation at the April 25 mini-film festival night and April 26 panel).

Required Texts

(Available for purchase at the bookstore, and available for free reading on Olin e-reserve through the Course Moodle).

- *Joyce, Justin A. Gunslinging Justice: The American Culture of Gun Violence in Westerns and the Law (Manchester Univ. Press 2018).

- Densley, James ed. The Conversation on Guns (JHU Press, 2023).

- Light, Caroline E. Stand Your Ground: A History of America's Love Affair with Lethal Self-Defense (Beacon Press 2017).

- McKevitt, Andrew C. Gun Country: Gun Capitalism, Culture & Control in Cold War America (Univ of North Carolina, Chapel Hill, 2023).

Additional writings (e-reserve at Olin Library and on Moodle) are by Kelly I. Aliano, The Performance of Video Games: Enacting Identity, History and Culture through Play (2022); Vanessa Agnew et al, Handbook of Reenactment Studies: Key Terms (2023); and Priya Satia; Roxanne Dunbar-Ortiz; Richard Slotkin; Gillian Rose; Carol Anderson, Jennifer Carlson, Terrence H. Witkowski, Lindsay Livingston, Peter Boag, Joan Burbick, Jelani Cobb, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS209**
Prereq: **None**

HIST210 The Medieval Middle East: From the Advent of Islam to the Mongol Conquests (620-1258)
This course explores key themes in Islamic history from the emergence of Islam in 7th-century Western Arabia to the Mongol conquests and the fall of Baghdad in 1258. Focusing on the early and medieval periods, with particular attention to the Near Eastern context, we will engage with both secondary scholarship and primary sources to deepen our understanding of the cultural, intellectual, and social history of what constitutes "Islamic" civilization. Topics include the Late Antique context in which the Prophet Muhammad lived, the tenets of the faith, the development of religious and political authority through the caliphate, the translation movement from classical Greek science and philosophy via Syriac into Arabic and the subsequent rise in "rational theology," encounters with the Eastern Roman Empire, the Mongol conquests that ended the caliphate, and other topics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST210Z Saints, Dervishes, and the Society in the Islamicate World
This course will introduce students to the history, culture, and basic tenets of Islamic Mysticism from its beginnings till the modern period. In addition to major concepts, institutions and textual tradition of Sufism, the course will focus on the social and historical condition that gave rise to them. Chronological order will be followed when treating the evolution of Sufism from the origins of Sufism with extraordinary ascetics in 8th century to full-fledged Sufi institutions today.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST211 U.S. Labor History
How does the history of labor in the United States of America compare to that of other highly industrialized nations? For example, how did the system of slavery shape industrialization in the United States? Why were the socialist and communist movements much weaker in the U.S. than in Germany, France, and Italy, and why was there no major labor party in the U.S. as there was in England and Australia? Why have American workers been extraordinarily militant in job actions compared to their counterparts elsewhere? How have the religious convictions of the American people affected industrial relations? And why do Americans flinch at the word "class?" It is not a problem for the English, French, or Germans--what explains the difference?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST212 Modern Africa
What is African Modernity? We will examine this question as we survey the major historical transformations in Africa since approximately 1800. Important themes include: African political innovations, the abolition of the slave trade and its effects, European colonialism, African adaptation and resistance, nationalism and decolonization, and Africa's role in shaping major global events. We will also study the impacts of religious and social transformations amid rapid economic and political change. Finally, we will examine African visions for post-colonial development and how to shape the future of the continent. During the semester we will also cover some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in the continent. For this reason, we approach the study of Modern Africa as comparative history. However, students satisfactorily completing this course will be able to write knowledgeably about African history and will have the foundation necessary to undertake further study about Africa with sensitivity to the complexity of its recent past.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM212**
Prereq: **None**

HIST213 History and the Turn to the Present
This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSS**
Prereq: **None**

HIST213F History and the Turn to the Present (FYS)
This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CSS**
Prereq: **None**

HIST214 The Modern and the Postmodern
In this course we will examine how the idea of "the modern" develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Identical With: **COL214, CHUM214**
Prereq: **None**

HIST215 European Intellectual History to the Renaissance
This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST225, COL216**
Prereq: **None**

HIST216 European Intellectual History since the Renaissance
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL332**
Prereq: **None**

HIST216L European Intellectual History since the Renaissance- Service Learning
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

This course is designed for Service Learning. Students in this course will read short selections about Aging, meet with a specific senior citizen to talk about the books we are reading for class (5 times in the semester), and write 2-page papers responding to those meetings. Otherwise, both History 216L and History 216 will have the same class requirements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL332L**
Prereq: **None**

HIST217 Empires, Slavery, and Revolution: Africa to 1800
In this course we will examine the dynamic political and social histories of precolonial Africa. We will study the rise of kingdoms and empires such as Mali and Kongo, as well as revolutions in society from the technological development of iron production, to the emergence of trade networks, the development of ancient cities, the spread of religious healing and reform movements such as Cwezi spirit possession, and the role of gender in early African societies. Over the course of the semester we will also consider the impact of slavery and the first African encounters with Europeans. The methods for studying the early African past are interdisciplinary. You will have the opportunity to explore how ancient Africa has been imagined in the past by Africans and early Arabic and European observers, and how contemporary scholars write these histories. As we trace a history of early Africa in the world, we will consider several methods: the study of myths and oral traditions, linguistic and archaeological data, as well as ecological and archival records.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM217**
Prereq: **None**

HIST218 Cities of Islam: Religion, Politics, and Urban Space
A survey of the history of major cities in the Middle East and North Africa. This course will trace the region's history through the foundation and development of the cities that served as the centers of significant political entities since 600 A.D. Each week will focus on the symbolism and functionality of urban space and architecture and the role of politics, religion, and global trade in the formation of one of the following cities: Jerusalem, Mecca and Medina, Baghdad, Cairo, Istanbul, Isfahan, Beirut, and Algiers. The course will seek an answer to the question of whether history shapes the cities or vice versa.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST219 Russian and Soviet History, 1881 to the Present
Reversals of fortune have defined Russian history perhaps more so than for any other nation. Though the Russian Empire began the 19th century as an emerging European superpower that defeated Napoleon, it ended that same century as a backward state plagued by political, economic, and social strife that ultimately brought the Romanov dynasty to a revolutionary collapse. A similar trajectory describes the "short" Soviet 20th century that began with the promise of a qualitatively new political order that sought to transform social relations and human nature and concluded with a spectacular implosion that some heralded as the end of history itself.

This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world's first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity's greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia's revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a socialist empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as a Cold War superpower; the country's historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system's collapse.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES219**
Prereq: **None**

HIST220 Authority and Resistance: France Since 1870
Historians suggest it may be normal for France to be always on the verge of crisis owing to the persistence of irreconcilable conflicts and a celebration and practice of resistance. They conclude that France may be ungovernable, noting that five presidents since 1981, frustrated and resisted, have accomplished very little. This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with current, sustained challenges to state authority and liberal democracy. We will survey this 150-year history, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, socialism and communism, conservative thought and action, extreme rightist movements, the degradation of rural life, the experiences of three wars against Germany, imperialism and decolonization, key personalities, and styles of authority and resistance. Times of emergency and crisis will command attention, specifically the Paris Commune of 1871; the Dreyfus Affair of the 1890s; the Great War of 1914-1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940-1944; the early years of the Fifth Republic, 1958-1969; the extraordinary career of General de Gaulle; and the "yellow vests" in 2018-2019.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L220**
Prereq: **None**

HIST221 History of Ecology
The word "ecology" has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS221, ENVS211**
Prereq: **None**

HIST223 Chinese Eco-Civilization: History, Experience, and Myths
The course traces the historical roots of the ideas of eco-civilization, a policy platform that appeared in the twenty-first century by examining how Chinese agrarian civilizations and their nomadic neighbors transformed the bio-physical environment over the course of 3,000 years of history. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore the relationship between power and social inequities as we explore the everyday politics of agrarian civilizations through China's transformation from feudal ages to the modern period. How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of ecojustice? Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS223, ENVS223, STS284**
Prereq: **None**

HIST224 Modern China: States, Transnations, Individuals, and Worlds
This course examines China's turbulent transition to modernity. It covers the Ming-Qing transition, Manchu conquest of central Eurasia, China's conflict and engagement with the West, birth of China's first republic, and the People's Republic of China under Mao Zedong, Deng Xiaoping, and his successors. The dramatic transformation of China spanning the late 19th century to the present day is the focus of this course. The Chinese people today continue to deal with the legacy of these reforms, wars, and revolutions, as China's leaders and people dealt with unprecedented challenges. The three central themes of this course are (1) the reconstitution of (a somewhat) unified China after decades of political upheaval, (2) China's vulnerabilities in the face of domestic troubles and threats from abroad, and (3) the challenges of maintaining a high-growth economy with scarce resources.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS224**
Prereq: **None**

HIST225 Pirates, Traders, and Colonial Settlers in Maritime East Asia
Why is Maritime East Asia so contentious? Why is it emerging as the next global flashpoint? This course examines the historical roots of political tensions in Maritime East Asia by exploring the history of Taiwan. As early as the sixteenth century, merchant-pirates who dominated coastal China and Japan recognized Taiwan's strategic importance. For centuries, Dutch, British, American, and imperial powers used Taiwan as a springboard to gain a foothold in the Asia-Pacific region. Migrants from coastal China, who settled in Taiwan and Southeast Asia, worked with these imperial powers to colonize new frontiers and displace the indigenous population. The territorial disputes, economic rivalry, and business empires that shape our global economic order arise from the centuries-long struggle for dominance over Maritime East Asia. These historical legacies served as the driving force for political change. Maritime East Asia and particularly Taiwan not only transformed into an economic powerhouse but also stand at the forefront in the struggle against authoritarianism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS274**
Prereq: **None**

HIST226 Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa
The 1929 Women's War is a touchstone for women's history in Africa. By 'sitting on a man' women in Nigeria shocked colonial authorities and demanded economic rights and a public voice. These unruly women danced in protest and rioted (sometimes nude), but their actions were not uncommon sights for their African audience. African women across the continent had long wielded power as queen mothers, prophets, and traders. Others challenged the constraints of ordinary domestic life through their labor, dress, or spirit possession. Gender and contested authority are central to everyday life and politics in Africa. In this course, we will study the history of political and domestic authority on the continent with special consideration for the ways in which gender, sexuality, and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of gender in African history. However, students who satisfactorily complete the course will be able to write knowledgeably about the major debates surrounding gender and sexuality in Africa. Major themes include: spiritual authority; domestic and sexual life; the division of labor; and the impact of colonial rule and post-colonial politics. We will examine how women (and also men) have grappled with these intricate social and political relations from the pre-colonial period into the post-colonial era.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **FGSS227**
Prereq: **None**

HIST227 Finance, the Stock Market, and the History of Economic Thought
This class has two main purposes: first, to introduce students to the subject of finance--especially the stock market--and, second, to explore the connections between finance and the humanities, especially literature, as a means of understanding the crucial role of finance in society. Readings, class discussions set up as structured debates, news articles, video clips, guest speakers, and a

group project will together reinforce the students' growing knowledge of this subject.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL212**
Prereq: **None**

HIST228 The Memory of Slavery in Monuments, Museums, and Media
This course will examine how Americans have remembered and forgotten their nation's troublesome history of racial chattel slavery. Monuments, museums, historic sites, archives, burial grounds, genealogical societies, and films have all contributed to the contested legacy of slavery in America. We will consider how and why representations of slavery have changed over time and what those changes suggest about the larger society. We will ask how did representations of slavery and racism inform larger narratives of American identity? How did Black Americans respond to popular depictions of slavery, and create their own forms of public history? How did the memory of slavery inform the twentieth century Black freedom struggle? How does slavery continue to shape the contemporary United States, and how should we approach that legacy today? Students will also work with local museums and historic sites to produce projects focusing on the history of slavery in Connecticut.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST228S The Memory of Slavery in Monuments, Museums, and Media
This course will examine how Americans have remembered and forgotten their nation's troublesome history of racial chattel slavery. Monuments, museums, historic sites, archives, burial grounds, genealogical societies, and films have all contributed to the contested legacy of slavery in America. We will consider how and why representations of slavery have changed over time and what those changes suggest about the larger society. We will ask how did representations of slavery and racism inform larger narratives of American identity? How did Black Americans respond to popular depictions of slavery, and create their own forms of public history? How did the memory of slavery inform the twentieth century Black freedom struggle? How does slavery continue to shape the contemporary United States, and how should we approach that legacy today? Students will also work with local museums and historic sites to produce projects focusing on the history of slavery in Connecticut.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST229 A Fair Country? Canadian Protests and Progress After 1900
From hockey to healthcare, Canadians define themselves by debates over what makes a fair country. This class will explore Canada's 20th century as episodes of resistance in the service of greater equality. From labor movements to protests against (and participation in) global conflict; from women's rights and the welfare state to social justice and environmentalism; from French nationalism and Quebec separatism to the Quiet Revolution and domestic terrorism; from racism to Indigenous resilience. Looming in the background is the American leviathan, a constant threat to Canadian social and political culture but also a foil against which the country can measure itself.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST230 Rome After Rome: Culture and Empire of Constantinople
Rome did not fall. Rome was swallowed by a new idea of what it means to be Roman when, in the fourth century, the empire left its own founding city behind and moved the capitol to the newly-minted city of Constantine, Constantinople. This course gives students a hands-on introduction to one of the most astounding sociopolitical transformations in human history, tracing out the cultural, political, and economic trajectories of the Roman empire of the Middle Ages.

In exploring the textual and material relics of this medieval metropolis on their own terms, students apply and publish their research interests on the collaborative place-based interactive teaching encyclopedia Constantinople as Palimpsest (https://arcg.is/0e4Lb4). For their final project students will design a unit for a high school history course, using Constantinople as Palimpsest to introduce the diversities and paradoxes of life in the city of New Rome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL295, MDST128**
Prereq: **None**

HIST231 Guns and Society
Students will discuss some of the key questions that animate the emerging interdisciplinary field of gun studies, considering guns as objects and symbols and as sites of both shared and contested meanings in everyday life. Readings will include recent scholarship about the evolution of gun technologies and the changing place of guns in U.S. society, from the colonial era through to the present day, exploring how the history of guns in U.S. history is relevant to other histories, including studies of race, gender, class, labor and capital, social movements, and military and civilian life. Special focus will be put on visual studies, museum studies and public history, science and technology studies, public health, and legal history. Assignments include four shorter (2-page) papers and a 15-page final research paper. Each student, working in small groups, will also deliver a 10-minute presentation and have opportunities for site visits to local museums and gun violence memorials such as the Coltsville National Historic Park (Hartford), Springfield Armory National Historic Site (Springfield, Massachusetts), and the Connecticut Gun Violence Memorial (New Haven).

(This course is a prerequisite for individualized humanities "labs" designed for students to delve into a particular aspect of the topic of guns and society in a more applied way in the spring semester, through special projects that can include an individually designed research paper, a museum/archives project, a theater sketch, a podcast, a high school teaching module, an art project, an exhibit in a local museum, an oral history project, or a syllabus, among other possibilities to be discussed with the instructor.)
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS231, FGSS252**
Prereq: **None**

HIST232 Your Revolutionary Life: Biography as Political Power from Antiquity to Modernity
Death is not enough to turn a life into a political movement. That translation requires a story. This course asks why, since Gandhi, few leaders have

successfully drawn upon the power of adopting a revolutionary approach to living as a means of effecting political, social, and cultural change. A student-centered collaborative pedagogy equips students with the tools and concepts to collectively workshop principles drawn from a wide range of examples of revolutionary living from the period known as the middle ages; from well-known and widely imitated examples such as the Buddha, the Prophet, and the Christ, to lesser-known examples including cross-dressing nuns, hermits on pillars, desert mothers, begging collectives, and much more. Students will then apply the ways these past lives were remembered and transmitted to contemporary movements such as Occupy Wall Street or the Black Lives Matter CHOP in Seattle. Course assignments consist of short essays, presentations, and a self-designed final project that can be analytical, creative, or demonstrative.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL221, MDST241**
Prereq: **None**

HIST233 History and Archaeology of Industrial Connecticut
Despite the fact that Middletown is a UNESCO Site of Memory and is home to many preserved historical sites, there has been little archaeological excavation, documentation, and storytelling specifically focused on extant industrialization, weaponry, and carceral artifacts dating to the Revolutionary War and early industrial eras. This course will explore the rich history of industrial sites in Middletown and surrounding regions of Connecticut. Students will learn about historical and archaeological methods for the study of past material culture, landscapes, and environments, focusing on how objects and sites can reveal hidden traces of Middletown's ties to agricultural, textile, munitions, and other forms of industrial production over the last few hundred years. Students in the course will have opportunities to work with archaeologists and museum professionals as they research local historic and archaeological objects. Students will also take part in archaeological investigations of local sites near Wesleyan's campus. As a final project, students will produce a public-facing online exhibit, physical exhibit, or public outreach activity based on their research. Students enrolling in the course must be available for a weekend fieldwork activity in April involving survey and/or excavation of a local archaeological site. This course is supported by a Mellon Foundation grant.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ARCP233**
Prereq: **None**

HIST234 Crossroads of Knowledge: Eurasia in the Post-Mongol Era (1258--1526)
In 1258, the Mongols sacked Baghdad -- the capital of the Abbasid Caliphate and symbolic center of Islamic civilization at the time. Paradoxically, this destructive act ushered in the period when Islam saw its greatest expansion. This course explores the period of relative stability that characterized Eurasia in the aftermath of the otherwise incredibly violent Mongol conquests, a period referred to as the 'Pax Mongolica' or 'Mongol Peace.' This peace fostered the unprecedented exchange of ideas, goods, and scholars across Eurasia -- not to mention conversions to Islam -- while laying the groundwork for the emergence of great empires like the Ottomans, Safavids, and Mughals. In addition to these chronological developments, we will examine the flow of knowledge, technology, and cultural practices through major trade routes and scholarly networks -- focusing on the enduring legacy of this period -- and learn how the Mongol legacy impacted Islam's spread beyond its origins in Arabia.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST235 Magic, Witchcraft, and Miracle, from Saints to Salem
Until the "disenchantment of the world" in the 18th and 19th centuries, Europeans lived in a universe shot through with hidden and awesome power. God's action in the world was possible, but puzzlingly he often operated through other agents, through the saints and by miracle. On the other hand, humans were often tempted to appeal to other powers to get what they wanted, and the use of magic--some pagan in origin, some not--was a pervasive influence. The world was full of demons and even devils, who used illusion and magic to entrap people by possessing them or turning them toward witchcraft in exchange for wealth and health. Surprisingly, the occult was not all bad, and Catholics and later Protestants too wrestled with the question of what to accept and what to suppress. Magical forces did not fade with the Renaissance but actually grew alongside the first developments toward modern natural science in the 16th and 17th centuries. The necromancer joined the saint, the priest, and the witch as the faces of occult power. This course will take a broad look at the people and powers that filled the place where science and a lot of religion sit today. The course will survey medieval developments and will end in New England in the 17th century. The instructor will provide background and narrative history in order to place the readings into their appropriate context. In surveying the long history of magic and miracle in Europe, we shall ask such questions as: What exactly do these terms mean and how have the meanings changed? How far away from such a worldview are we today and did magic really end in the 17th century? And, if so, why? Who controlled the use of magic and how was its misuse identified and punished? Were the processes of law, inquisition, and prosecution fair or effective? Were there really witches or just witch hunts? Why did people believe in miracles and magic? Who were the practitioners? Why did it all decline?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST211**
Prereq: **None**

HIST236 Dante in His World: Politics, Poetry, Religion
Dante Alighieri is one of the great figures of European history and culture. He has been famous since his life, especially for his poem "The Divine Comedy," including its depictions of the Inferno, Purgatory, and Heaven. It reveals his massive intellectual knowledge and his deep and complex commitments. It might be less well known that he was also an active politician and a political theorist, as well as a student of literature and style.

This course will examine the body of his work and use it to outline some of the great political, moral, and religious crises of Europe around the year 1300, a moment closely connected to the very idea of the Middle Ages. Important course themes will include the question of the political balance of church and state, the role of mysticism and philosophy in expressing ethics, and the uses of history, theory, and poetry in seeking the good life. Readings will focus on Dante's own writings, including "The Divine Comedy," "The New Life" (La Vita Nuova), and "On Monarchy."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST237, WLIT342**
Prereq: **None**

HIST237 Making New Worlds: Encounters on Turtle Island
From before the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years' War, Turtle Island (North America) was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on Indigenous homelands with deep histories. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease). Throughout, we will focus on the persistence and resistance of Indigenous nations who protected (and still protect) their homelands and lifeways.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L237**
Prereq: **None**

HIST238 America 250: The Promises and Tragedies of Independence, 1763-1815
Independence was a process, not an event. The Declaration built on relationships and identities that formed before 1776 and its impact reverberated across the globe in the decades (and centuries) after. But what kind of world did the drafters of the Declaration imagine? What did their document actually create? What other conceivable futures were sacrificed so that Independence could succeed? Exploring the era that made Independence possible helps illuminate the paradoxes, complexities, promises, and tragedies of the North American experiences at the end of the eighteenth century. The Declaration of Independence opened one future and foreclosed on others. The Revolution required to make Independence a reality was a brutal conflict that divided families, destroyed economies, shattered kinship networks, and created not one but (eventually) two countries. Revolution and Independence looked different to women, labourers, the enslaved, loyalists, and Indigenous nations who were swept up in the American project and had to navigate the new realities it brought about. That the United States would become a super power was far from the minds of those fighting for or against American independence.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L238**
Prereq: **None**

HIST239 The United States in the Long 19th Century
This survey course will introduce important themes in the history of the United States during The Long 19th century (the early Republic to WWI), a period of rapid displacement, settlement, and migration. With a commitment to teaching and learning "history from below," we will examine topics such as territorial expansion; development of capitalist enterprises; African, African American, and Indigenous enslavement and freedoms; overlapping migrant diasporas; and contestations over the meanings of democracy, by uplifting the perspectives of historically marginalized peoples. In doing so, we will come to recognize how formations of race, class, gender, and sexuality are inextricable from the formation of the nation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST239Z The Long 19th Century
Please note: Some readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

In 1787, the ratification of the Constitution established the United States of America as a republic in which power rested with the people. But the slim document left many fundamental questions unanswered. Would the overwhelmingly agricultural country be one of small yeoman farmers or large-scale plantations? Would the new nation limit western expansion to honor treaties with American Indian nations? Would the growing ranks of wage laborers in the nation's burgeoning cities have the same political rights as property owners? Would a nation founded on the shores of the Atlantic World pursue closer integration into global trade or protect its craftsmen and nascent industrial manufacturers? Could women make a claim to civic participation in a nation whose liberty they had helped win? Would a nation dedicated to freedom be able to reconcile the bondage of one-fifth of its population?

The Long 19th Century explores the history of the United States from the Early Republic to the Progressive Era (1787 to 1913), as an array of different groups and competing interests attempted answers to those questions. The period witnessed an incredible expansion of the United States from one of several imperial claimants in North America to the dominant power on the continent. Simultaneous to this expansion in geographic scope, the 19th century saw a shift in the scale of governance from a limited government to a powerful federal state that abolished property rights in slavery and intervened in struggles between labor and capital. In following that expansion and shift, this course explains the evolution of the modern United States.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST240 The United States, 1898-2001
This survey course examines United States history in the twentieth century in its geographic expanse from the North American continent into the U.S. island empire in the Atlantic and Pacific Oceans. While this course will survey a traditional U.S. political history, it places an emphasis on the diversity of experiences of those living within the United States. We will explore how the U.S. amassed its island empire, how immigration law emerged, how U.S. international affairs such as wars impacted domestic policies, as well as how domestic social movements such as labor, Civil Rights, feminist, Indigenous sovereignty, and social justice movements shaped the course of United States history into the present. In doing so, we will pay critical attention to the historical and analytical themes including, but not limited to, race, indigeneity, gender, and sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST242 World History
Using material culture, visual sources, primary texts, and articles, this course will give students a solid understanding of World History from the River Valley Civilizations, the Classical Period, and the Post-Classical Period, to the Early-Modern Period, the Long 19th Century, and the Contemporary Period. Emphasis will be placed on the development of major cultures around the world -- and

there will also be discussion of how the major cultures fail to explain much of World History.

In practical terms, students will learn how to assess a broad range of historical sources from varied places and times; how to debate these works in class discussion; how to produce concise and precise reading notes based on an argument/counter-argument format; and how to work collaboratively on the group project.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL203**
Prereq: **None**

HIST243 How to Make History, or the Art of History: Past, Present, & Future
History is one of the oldest of intellectual endeavors and through its many transitions and versions around the world it is unified generally by its literary and artistic character as much as by its research intensity. It is a study of finding out but also always about the telling. With the development of professional historiography in the 19th century, the imaginative and creative aspects of making history have been spoken about less, but they have remained crucial parts of history's success. Today especially, it is important to understand the versions of history-making that have existed and the possibilities for students and other historians to make well-shaped, moving, decisive history. The course will examine the history of history-making, looking through its long history around the world to understand historiographical developments but also to give ourselves examples now for ways of writing history more effectively. The course will pay unusual attention to the possibilities of making history today, not only in the academy, but in fiction, in film, on television--everywhere that history is, in fact, made.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST244 The Ottoman World
This course treats some of the major themes of Ottoman state and society, one of the major empires of the world out of which many new polities in the Balkans, Anatolia, the Middle East, and North Africa emerged during the 20th century. At the center of the course is the transformation of the so-called classical Ottoman state to the early modern and modern through the many shapes and forms it has taken. We will be starting from the 15th century and end with the analysis of the making of the modern Ottoman society by the beginning of the 20th century before its imminent collapse. The late 16th-century transformations and the question of Ottoman "decline," on the one hand, and transformation to a modern state on the other, comprise the historiographical context to be addressed alongside basic historical patterns and events. A primary concern is to have students engage with critical issues not only in the study of Ottoman history, but also situating this history in the discussions on world history in general, and the history of the Middle East in particular.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST244Z Imagining the End: Neoliberalism and the Arts
Many of us now like to paraphrase the philosopher Frederic Jameson when he argued that it has become "easier to imagine the end of the world than the end of capitalism." As the recent deluge of post-apocalyptic movies and documentaries about melting glaciers makes clear, this is an accurate statement. Yet while most of us imagine how neoliberal capitalism will bring about the end of the world, others try to imagine the end of the status quo. Since neoliberalism became the global hegemonic system, artists of all kinds have been imagining ways we can survive and (perhaps) overcome it: think about the songs of Tracy Chapman or Residente, the street art of Keith Haring or Lady Pink, the movies of Chloe Zhao or Alejandro González Iñárritu, or the writings of Ursula Le Guin or Roberto Bolaño. This course explores how engaged art from the 1970s to the present has responded to -- and fought against -- neoliberal hegemony in the United States, Latin America, and beyond. Through the arts, we will explore the nightmares of global collapse and the dreams of a new egalitarian and sustainable society. In addition to analyzing movies, poems, short stories, songs, and street art, we will read theoretical and historical studies that help us understand how neoliberalism shapes contemporary culture and makes art into one of the few areas in which dissent can be expressed.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST244Z, LAST244Z**
Prereq: **None**

HIST245 Modern Latin America Since 1810
This lecture course explores some of the main themes of Latin America's modern history from the beginning of the independence movements in the 19th century until the present day. In particular, it traces the contentious processes of state-formation and the creation of national and regional identities. Governments, elites, and popular movements fought over questions of race, economic development, and inequality in their attempts to formulate a particular vision of the nation. We will contextualize these struggles in global economic transformations and pay particular attention to the rise of the United States as force in the region.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST245**
Prereq: **None**

HIST246 France at War, 1934-1944
Beginning with a Parisian riot widely understood to be a fascist insurrection in 1934, followed immediately by massive popular protests from the Left, France entered a decade in which it was at war with itself, often characterized as a Franco-French civil war. These were years of uncommon political engagement, disappointments, struggle, and multiple disasters. A divided France encountered the menace of another European war, concluding with its astonishing defeat in 1940 by Nazi Germany. This seminar explores the ideological antagonisms that shaped French life during the Popular Front, a broad alliance of the Left, 1934-1938, and during the German occupation, 1940-1944, when French authorities collaborated with the occupier. We will consider interpretation and memory of these dark years and draw upon documents, films, memoirs, and journalistic accounts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST247 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"--one of the most persistent stories in history--using the very texts in which it was first articulated. We will work with selections from a range of

authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea, and many others--to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL247, CLST247, MDST249**
Prereq: **None**

HIST248 Time: A History
History unfolds across time, but time itself has a history. This course explores how people have understood, measured, and lived with time, and how those understandings have shaped social life. We will approach the history of time through three interpretive arcs drawing on the history of science, intellectual and cultural history, and social history. First, we examine efforts to quantify and measure time, from ancient sundials to modern atomic clocks. Second, we consider the multiple "temporalities" through which societies have viewed and experienced time, shaped in part by technological change. Finally, we explore how time has structured human life, including topics such as artificial lighting and the history of night, the invention of interest on debt, high-speed communication, and the concept of the Anthropocene. Through discussion of secondary texts and primary sources, supplemented with lectures, this course will explore the history of time and its role in the human experience from antiquity to present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST249 History of the End
How will it end? Scientific/political hubris, a nuclear event, an asteroid, environmental disaster, overpopulation, resource scarcity, commodity price spikes, riots, social chaos, social control? This course investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them. In spite of its orientation toward fictional scenarios, this is primarily a course about postwar American environmental and political thought, and the ways these inflect or are inflected by fantasy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST250 World History since 1700
This class is a sequel to World History, History 242, which ends in 1700. It is not necessary to take the two semesters of World History in chronological order, or even to take both semesters.

Using material culture, visual sources, primary texts, and a textbook, this course will give students a solid understanding of World History from 1700 to the present. Emphasis will be placed on the development of major cultures around the world--and there will be extended discussion of how the major cultures fail to explain much of World History.

In practical terms, students will learn how to assess a broad range of historical sources from varied places and times; how to debate these works in class discussion; how to produce concise and precise reading notes based on an argument/counter-argument format; and how to work collaboratively on the group project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST252 Botanizing Worlds
What can plants tell us about the human condition, and more broadly about the rapidly changing conditions on Earth? In recent years, scholars, writers, and artists have been calling for new ways to address "plant blindness"; finally, it appears that plants are having a moment. Plants are crucial to the survival of human life. From the food we eat to the air we breathe to the clothes we wear, plant bodies are used to build homes, cure our ailments, and feed our addictions. Putting plants to use is tantamount to survival, but this course aims for a less extractive relationship with plants. This course explores what we might gain by learning from plants -- to know them, think with them, and attune our senses to their liveliness -- raising fundamental questions about human-plant relations to reconsider what it means to be human. This course aims to gather the lively energies surrounding plants today and the expertise of scholars and regional collaborators, and direct them toward the development of a cutting-edge, interdisciplinary curriculum by bringing together researchers, artists, and curators from multiple institutions to read and discuss key works in the botanical humanities and connect with related sites (botanic gardens, greenhouses, laboratories, archives, special collections, etc.) at our campuses. This course will showcase exercises, assignments, and reading lists that can promote humanistic research and thinking with and about plants.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS263, STS252**
Prereq: **None**

HIST253 Latinx History and U.S. Empire
How has Latinx history in the United States been shaped by U.S. imperialism across the Americas? What is the relationship between different Latinx communities in the United States and U.S. empire? What role has U.S. empire played in Latinx im/migration, both historically and in our contemporary moment? Does "Latinx" refer to a race, an ethnicity, a culture, or something else entirely? How do we understand Latinidad in relation to other racial formations in the United States and the broader hemisphere? Taking these opening questions as our guides, this survey course will introduce students to Latinx history through a transnational framework by emphasizing the centrality of U.S. imperialism in understanding who Latinx people are and how they have ended up in the United States. The course will trace the histories of U.S. imperialism and Latinx communities beginning in the nineteenth century and extending into the present day. An emphasis will be placed on interdisciplinary historical approaches to the study of Latinidad and Latinxs in the United States as related to U.S. imperialism and colonialism, racial capitalism, transnational racial and ethnic formations, and im/migration. Students will be exposed to the approaches of cultural, social, gender, political, oral, labour, and legal historians, alongside the work of Ethnic Studies, Latinx Studies, and American Studies scholars.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

HIST254 Science in Western Culture
This course offers an introduction to the history of the sciences between the late 17th and early 20th centuries, with the aim of understanding the varied ways of knowing that have come to be called "science" and how they have attained such an important status in shaping modern Western culture. To do so, we will both investigate key intellectual developments--such as Newtonianism, theories of energy and matter, and the rise of evolutionary thought--and consider these ideas in the cultural contexts in which they developed to better understand how people have "done science" in different times and places. Throughout, we will pay attention to the relationships between science and other knowledge systems, between scientists and nonscientists, and between science and state power by exploring the changing nature of scientific authority, the cultural status of the scientist, and the connections among science, commerce, technology, and empire.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS254**
Prereq: **None**

HIST255 The Vikings and the Viking Age, 700-1243
The Vikings erupted from their isolated northern homelands throughout Europe from the eighth century, and arguably reoriented European history both in the West, where they were instrumental in the history of the British Isles and France, as well as the East, where they were founders of the Russian kingdom. By 1100, they and their descendants had also established themselves in the Mediterranean, Italy, Sicily, and the Holy Land. This course will examine the reasons the Vikings emerged, and will explain their role not only as warriors, but as important merchants, administrators, and contributors to a robust European literary culture. They provide the perfect avenue by which to understand the creation of European culture and politics. The course will also act as an introduction to the dark age history of England, France, and Northern Europe.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST255**
Prereq: **None**

HIST257 From Chocolate to Coca: Commodities and the Making of Latin America
Bananas, silver, and coffee connect Latin America to consumers across the globe. From the discovery of massive silver deposits in Potosí in the 16th century to the growth of the illegal drug industry in the 20th century, these commodities have shaped how people work and eat, not only in Latin America but worldwide. Everyday goods like sugar or rubber have also given rise to political revolutions, environmental destruction, scientific discovery, and new literary and artistic movements across the region. How do commodities shape the societies that produce or consume them? What commodities are shaping today's global economy? Is it possible to extract these goods in a sustainable way?

This course combines approaches from anthropology, history of science, and environmental history to study key commodities in the history of Latin America from the colonial period until the present day. It will examine the ways in which various material goods linked local actors to broad networks of production and consumption of an increasingly interconnected global economy. The course will pay particular attention to how these relationships irretrievably changed local communities and to the ways in which historical actors contested, adapted to, or transformed production and consumption regimes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST218**
Prereq: **None**

HIST258 Intimate Histories: Black Women's Sexuality
Black feminist theory teaches us that African American women have historically confronted racism and sexism in addition to other forms of oppression. How has this experience shaped the sexual lives of everyday black women and famous figures? This course places the sexual at the center of African American women's history. It will examine how regimes of violence have intervened in black women's sexual freedom, from intimate bonds to reproduction to same-sex desire. It will cover black women's resistance to these regimes; to their sexual agency in diverse spaces from the plantation to the porn industry. This course will also tackle the enduring impact of the Jezebel stereotype in the history of black women's sexuality. Using primary and secondary sources, this class will fundamentally investigate the significance of African American women's sexual history in the histories of American sexual, racial, gender, and class politics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM242, FGSS242**
Prereq: **None**

HIST259 Asians and Pacific Islanders in U.S. Empire
This course forefronts the diversity of experiences between and within the Asian and Pacific Islander communities in the U.S. empire both on the North American continent and in the Pacific. While political and social categories place Asians and Pacific Islanders within the same group, the groups' vastly varied experiences under U.S. empire makes it necessary to challenge the historical narratives that gloss over key contexts that continue to influence Asian American and Pacific Islander American experiences today. Thus, we will engage in an integrated, not conflated, history of Asians and Pacific islanders, paying attention to the specificities of imperial experiences and their effects on race, class, gender, migration, and diasporic patterns. We will explore topics of immigration and migration, labor and trade, citizenship and belonging, race and indigeneity, gender and sexuality, war and militarism, religion and culture in various contexts, including cities such as San Francisco and New York, regions such as the Pacific Northwest and the American South, countries of the Pacific Rim including the Philippines and Vietnam, and the Pacific islands such as Guam, Hawai'i, and American Samoa.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST260 Seeking the Land of the Rising Sun: Introduction to Premodern Japanese History and Culture
This class spans the course of human history on the Japanese archipelago from long before the adaption of the Chinese writing and legal system to the climactic Battle of Sekigahara in 1600, which ushered in the Tokugawa Shogunate. Throughout the course, we will explore many narratives of Japanese history, delving into topics such as politics, religion, war, economics, literature, and the day-to-day lives of the Japanese people across time. By the end of this course, you will have a firm grasp on topics such as the extravagant court culture of Kyoto during the Heian period, the unique relationship between Shinto and Buddhism, the rise of warriors in the provinces, and the eventual breakdown of a centralized state that led to more than one hundred years of civil strife. Further, you will be able to qualify the national and international "image" of traditional Japanese culture that has been crafted through an emphasis on the many connections, however tenuous, that exist between premodern and

modern Japan, such as samurai, Bushido, Shinto, sumo wrestlers, ninja, etc. No former knowledge of Japan or Asia is required for this course. All lectures, weekly readings, and books included on the list for the comparative book review will be in English. All readings will be provided save for the required textbook, Japan Emerging: Premodern History to 1850, and the books for the comparative book review. The ebook of Japan Emerging is available for free through the library.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS260**
Prereq: **None**

HIST261 Enlightenment and Science
This course will examine the positive and negative ways that 21st-century science and technology have been impacted by the Enlightenment. In this earlier time, without government or private sources of funding for science, the emphasis on immediate outcomes became common. Practitioners of science often had to be showmen to attract attention in order to get funding. Through the study of contemporary news articles, this class will also consider such ethical choices, many of them to do with resource allocation, that we are facing in science, medicine, and technology today. It has been assumed that the modern age was drawn from the scientific method and the scientific advances of the Enlightenment. It was Émilie du Châtelet and Voltaire, both strong supporters of Isaac Newton, who, in the mid-18th century, chose the rational, scientific method as the marker of their intellectual age, the Enlightenment. This choice was adopted by their intellectual cohort, and in turn it was slowly accepted as the standard by European society overall. Thus Enlightenment science did not only lead to modern, 21st-century science, it also directly shaped modern attitudes toward the proper running of society and this continues until today. Yet, little work has been done on what it means to organize a society along scientific principles, especially given that this represented a sharp shift away from traditional decision-making on the state level, and a move towards secularization. How did this new, rational approach shift the priorities of European societies, particularly in terms of the distribution of resources? In the 18th century, there was also a desire by educated readers who were not themselves practicing science to learn more about both the history of science and contemporary scientific discoveries. In this century, emerging modern science was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans as well as privileged practitioners of science. Talented young men from less privileged backgrounds were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women (in a time when women had virtually no legal rights apart from their male relatives) were also active in scientific circles, perhaps most notably Margaret Cavendish, Émilie du Châtelet, and Caroline Herschel. Women were also the organizers of the intellectual salons in Paris and the political salons in London. In both cases, science was discussed as a normal topic of discussion, not just a subject for specialists. However, the professionalization and specialization of the sciences in the 19th century led to mixed results--it certainly allowed for a substantial increase in the scale of modern scientific work. Nevertheless, it also led to a less open attitude toward those not trained as scientists in the newly established manner. It also resulted in the end of educated people outside of the sciences considering science to be an area that they should know in order to be proper citizens, not just intellectuals. For centuries it was assumed that the modern age was drawn from the scientific advances of the European Enlightenment in the 18th century. Then, in the last few decades, many scholars started to attack what has been called the Enlightenment Project with its wholesale emphasis on science and rationality. Others have found that there were also valuable nonscientific achievements in Europe during the Enlightenment. However, there is a need to bring the scientific method and the technological advances of the 18th century back into the conversation about the science of that time and then of our own time. Given that we now live in an age both bettered and dominated by science and technology, it is of paramount importance to understand the origins of modern science and technology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL213**
Prereq: **None**

HIST261Z Enlightenment and Science
This course will be a study of how we, as a society, have obtained our views on science. The class will concentrate on the positive and negative ways that twenty-first-century science and technology have been impacted by the Enlightenment. In general terms, the long-eighteenth-century European Enlightenment is taken to be the marker of the modern age--when modern science emerged. The time has now come for a reconsideration of the complexity of science and the scientific method during the Enlightenment as a means of comprehending its direct impact on the modern age in which we are living today. This class will focus overall on the strengths and weaknesses that modern science, technology, and thus society have inherited from the Enlightenment.

This is not wholly a story of science and technology in the West, but a World History story. This class will highlight test cases and ethical choices--to give two modern examples, decisions about resource allocation, that of fossil fuels and vaccines--that we are facing today. These choices are not made simply on scientific, logical lines but also according to the preferences of society. In order to understand our current situation, we must inform ourselves about how we arrived at this situation. Two centuries ago, without government or private sources of funding for science, the emphasis on immediate outcomes in science became common. Practitioners of science (the term "scientist" was not used until the nineteenth century) often had to be showmen to attract attention in order to get funding. Likewise, by the twenty-first century, it is now almost impossible for scientists to get grants for pure research; winning applications have to stress immediate public outcomes in order to get funded. This effectively puts a stopper into the very source of new scientific ideas--pure science--and of virtually all new scientific break throughs, and this is a world-wide trend in the sciences.

In this class, we will examine crucial examples of the key scientific subjects that emerged during the Enlightenment, and social and political responses to these same scientific discoveries, from both the Enlightenment and Counter-Enlightenment, which stressed religion over science. We will read responses from non-practitioners of science at the time--educated people trying to make sense of emerging modern science in the midst of politically and economic troubled times. There was, in the eighteenth century, no safety net--such as unemployment benefits--for those who wanted to practice science in a time that there were no jobs in science. There was certainly no safety net for rest of society either. The parallels to our own time are self-evident: political polarization, closely linked to radically different views toward science, in the midst of epidemics and widespread financial distress.

Emerging modern science in the long eighteenth century was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans in addition to well-connected practitioners of science. Talented young men from less privileged backgrounds

were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women (in a time when women had virtually no legal rights apart from their male relatives) were also active in scientific circles. Such accomplished women were rare during the Enlightenment but they should not be ignored. Margaret Cavendish, Emilie du Chatelet, and Caroline Herschel are prime examples of women practitioners of mathematics, physics, and astronomy respectively. Women were also the organizers of the intellectual salons in Paris and the political salons in London. In all these cases, even the political salons, science was discussed as a general topic of discussion, not just a subject for specialists. And those knowledgeable in the sciences were expected to make their work accessible to non-specialists. Later, however, the nineteenth-century professionalization of, and specialization in the sciences led to mixed results. It certainly allowed for a substantial increase in the scale of modern scientific work. Nevertheless, it also led to a less open attitude toward those not trained as scientists in the newly-established manner. Alas, it also resulted in the end of the belief that educated people outside of the sciences should know about it in order to be proper citizens. Overall, this class will address areas of commonality and difference between Enlightenment science and technology and modern science and technology, including lingering problems, as well as possible solutions suggested from past writings and experiences.

There will be many distinctive aspects of this class. One will be the intensive textual analysis of primary documents in class. Another will be the active participation of several guest speakers. There will also be a virtual visit to Special Collections, Olin Library, Wesleyan University.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS261Z**
Prereq: **None**

HIST262 Atomic Africa: A Technological History of the Cold War
"Atomic Power Programme Moves Ahead: NUCLEAR REACTOR FOR GHANA" In 1962 the Ghanaian Times proclaimed Ghana's atomic ambitions. Strikingly, it was only two years after the West African nation raised the international alarm against France's nuclear testing in the Sahara. In the midst of the global Cold War, African activists, politicians and scientists called for an end to nuclear imperialism and struggled for political and scientific sovereignty. It was an era marked by the struggle for decolonization but also by the promise of a new technological age. As African politicians planned for an Africa of the future, they faced intense political pressures from both the U.S. and the Soviet Union. They also formed partnerships with China and Cuba, reshaping the international lines of Cold War cooperation and the nature of "development." Over the course of the semester, we will examine Cold War stories across the continent including the mining of uranium, the international Congo Crisis, the development of African radiation experts, the use of radio by liberation forces in Angola, the emergence of an African Jet Age, and the building of the Freedom Railway in Tanzania. In addition, we will examine how students, workers, and scientists negotiated the currents of the Cold War and responded in creative ways to produce their own Atomic Africa.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS263**
Prereq: **None**

HIST263 Inside Nazi Germany, 1933--1945
This survey course seeks to give a firm historical grounding in the processes that led to Hitler's rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an awareness of the complex of factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its history. Just as importantly, we will consider the continued relevance of the legacy of National Socialism and the Holocaust to our evaluation of national and international affairs in the 21st century.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GRST263**
Prereq: **None**

HIST264 Waterways: Maritime World History
Human history has been shaped by the sea. Whether as a source of food, a frontier, a boundary, or a bridge, the sea has represented a site of both opportunity and danger. This course will examine the way humans have responded to their marine and maritime environments, both in terms of the technologies they have developed to navigate and exploit them but also insofar as the sea has shaped the way humans think about themselves. While our inquiry will extend into the deep past and the early development of human culture and civilization, we will focus on maritime history over the past millennium, the development of oceanic worlds, the rise of the "age of sail" between the 16th and 19th centuries, and the transformation of global navigation and politics with the rise of steam, diesel, and nuclear power.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **ENVS264**
Prereq: **None**

HIST265 From Modern Empire to Economic and Cultural Powerhouse: Introduction to Modern Japanese History and
A survey of Japanese civilization from prehistory to the beginning of the 21st century. This course examines Japanese history and culture in chronological order, introducing important events and individuals, prominent literary and artistic works, and recurring themes across the ages. We will explore the definition and boundaries of Japan itself, delving into how the needs of modernization and industrialization propelled colonial and imperialist expansion, which violently reshaped peoples and cultures both inside and outside the country's current borders. across the Japanese archipelago interacted and coalesced into the foundation of what we recognize today as the nation of Japan. The course also also devotes a significant portion of time to Japan post-World War II, examining the political, economic, social, and cultural changes that transformed Japan's international image into a land of peace and tradition today. In addition to the main textbook, the reading assignments incorporate a significant number of primary sources, ranging from government edicts, laws, and ideological tracts to literature and private correspondence.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS275**
Prereq: **None**

HIST265Z The History of Surveillance and Information in the United States
This course considers the history of surveillance and information in the United States during the 19th and 20th centuries. We will explore technologies and systems that evolved during this period to track, codify, and control people in the US and abroad, as well the many efforts to resist these processes. Readings and lectures will pay particular attention to how surveillance and control over information empowered both the state and private entities in novel ways. The course is built around supporting students as they undertake a research project that interrogates how information and surveillance have shaped contemporary life.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST266 Visions of World Order: From the French Revolution to the Present
This course offers a survey of how social scientists, philosophers, and statesmen have understood and imagined global order from the late 18th century until the present. The course first examines interpretations of global order that emerged during the late 18th and 19th centuries: Cosmopolitanism (Immanuel Kant), Positivism (August Comte, Saint Simon), Nationalism (Giuseppe Mazzini), and Marxism. The course then turns to the first half of the 20th century by examining the international thought of W.E.B. Dubois, Marcus Garvey, Rosa Luxemburg, and Gandhi, while also discussing fascist and liberal internationalist views of world order that emerged after World War I. The third part of the course discusses visions of Cold War order connected to American modernization theory (W.W. Rostow), neoliberalism (Friedrich Hayek), post-colonialism (Franz Fanon), Third Worldism, Neoconservatism (Jeane Kirkpatrick), and Systems Theory. The course concludes with the Post-Cold War period and how it has been imagined by such thinkers as Francis Fukuyama and Samuel Huntington along with a discussion of such topics as the global turn to nationalism, the Green New Deal, and the "New Cold War with China."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST267 Development in Question: Conservation in Africa
"Why not plant trees?" In 1977 Wangari Maathai started the Green Belt Movement, a popular environmental revolution, in Kenya. Then in the 1990s Nigeria Ken Saro-Wiwa fought for the rights of local communities against the multi-national oil industry. Like many African activists, scientists, and farmers, they placed African experiences at the center of environmental policy and conservation. Yet, popular images of the continent's environment in perpetual crisis blame African practices or disregard African efforts. Such depictions of "desertification" or "over grazing" have impacted international and governmental policy. Recent scholarship suggests that such common perceptions of the environment in Africa and conservation policy are misleading. This course will allow students to critically study the history of environmental management on the continent and the development of the idea of conservation. We will examine game park politics, the history of resource extraction, climate change, and other pressing environmental concerns. We will also study diverse African environmental perspectives from the guardians of sacred forests to activists such as Wangari Maathai and Ken Saro-Wiwa.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS267, STS267**
Prereq: **None**

HIST268 The Origins of Global Capitalism: Economic History, 1400--1800
This course explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit by 1800. Among other things, it seeks to provide answers for why China's economy--perhaps the most sophisticated in the world before 1500--fell into relative stagnation and why Europe was the first region to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. The course begins by exploring late medieval European agriculture, market systems, institutions, and technology to reveal how the paths of economic development taken in Europe began to diverge fundamentally from those taken by societies in Africa, Asia, and the Americas. It will explore the role of the spice trade in the expansion of European influence abroad, the significance of new food and cash crops in the development of plantation systems and long-haul trade, the impact of organized coercion in the development of monopolies and monopoly companies, and the role of proto-industrial methods of production and colonial economies in the birth of the Industrial Revolution. The course aims to be accessible, broad, and comparative, drawing insights from many fields to consider the environmental, geographical, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST268**
Prereq: **None**

HIST269 Modern British History, 1688 to Present
This course provides an introduction to general developments in British history from the late 17th century through to the current day. A variety of themes will be drawn from primary and archival sources and recent historical scholarship. We will look at realities and representations, considering how the British past is interpreted through both academic scholarship and popular culture/collective memory (e.g. film, television).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST270 On Evidence: Archives, Museums, and Prisons
This course introduces an interdisciplinary study of the idea of evidence in connection to the modern development of archives, museums, and prisons, by setting this in a contemporary dialog with the discourses on state violence, incarceration, and refugeetude. This course will firstly establish historical and theoretical connections between carcerality, Western archival record-keeping practices (e.g., scientific grids, mugshots, taxonomies, and forms of surveillance), and museological frameworks developed during the transition from the 19th to the 20th century.

Furthermore, it considers how records, artifacts, digital data, bones, sites of "memories," oral traditions, embodied knowledge, or intergenerational trauma can become evidentiary material. Such inquiries are central to decolonial archival studies as they are critical for historically marginalized, racialized, and gendered subjects, whose claims to social justice, human rights, and cultural heritage are tied to the aftermaths of slavery, genocides, and colonialism. Our readings and discussions will specifically draw upon decolonial archival studies, digital

humanities, visual studies, human rights discourse, Asian American studies, Black studies, and Indigenous studies, which have continuously challenged what constitutes evidence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM260**
Prereq: **None**

HIST271 Free the Land: Histories of Environmental Racism
This course will introduce students to the study and discussion of environmental racism and environmental justice in the United States that centers the histories and experiences of communities of color. Environmental racism is defined by Dr. Robert Bullard ("the Father of Environmental Justice'') as "any policy, practice or directive that differentially affects or disadvantages (where intended or unintended) individuals, groups or communities based on race." This course expands and illuminates this definition through examinations of watershed moments--from the Transatlantic Slave Trade to struggles in the greater Connecticut River Valley today--in which communities of color in the United States bear the deadly brunt of toxic fumes, poisoned groundwater, nuclear waste, perilous disaster work, land theft, and the slow violence of biological extermination. Throughout the semester, we will read scholarly texts, engage primary sources, analyze popular and independent media, and study testimony and self-published materials from activists and eyewitnesses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS266**
Prereq: **None**

HIST272 Law, Court, and Crime in England, 600--1660
This course will discuss the nature and development of law, dispute resolution, custom, and rule in England from the arrival of the English on the island in the age of Arthur when feud and compensatory justice dominated. It will then examine the rise of royal power, local custom, and the common law in the 12th and 13th centuries, including the Magna Carta crisis. We will focus on the growing politicization of law and the development of courts and lawyers alongside new sorts of lawmaking in parliament and through the power of the king. The growth and challenge of royal and parliamentary power will frame the last parts of the course that anticipate the revolutionary crisis of the 17th century. Along the way, the course will ask, Who gets to make law, what is the role of writing in the development of custom and law, how did the English decide who was right and who wrong: calculation, testimony, jury, or ordeal? What were the forms of punishment and compensation employed, and what did this tell us of conceptions of the person: mutilation, execution, or incarceration? How did social status and gender shape expectations and outcomes in the legal process: Who could be a legal actor, a responsible malefactor, a property owner, or a slave; who could be judge and legislator? The course will be based on the examination both of recent scholarship and a wide array of primary sources such as law codes, court record books, advice manuals, literature, treatises on law, and the practical documents from lawyers in courts and judges that are plentiful in medieval, Tudor, and Stuart England. The course provides a background to the sources of law in early America as well as other common law countries around the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST272**
Prereq: **None**

HIST273 Well-Behaved Women Seldom Make History: Gender, Sex, and Power in Colonial America
When Laurel Thatcher Ulrich wrote that "well-behaved women seldom make history," she meant that colonial women who conformed to gendered and sexual expectations rarely emerged in the historical record. As such, the women who feature most prominently as individuals in the historical record of the colonial period are those who acted outside proscribed social norms. We will, therefore, look at the ways that colonial Americans attempted to police those prescribed social boundaries from the persecution of Anne Hutchinson, to their fascination with witchcraft, to their reification of white womanhood. As we will see, many used intimacy to shape the world they lived in even as they were left out of the formal aspects of governing. Finally, this course seeks to understand how early Americans both constructed those gendered expectations and how they served to reinforce the patriarchal, racial, and colonial hierarchies of early America.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST274 Crisis, Constitution, and War: the U.S.'s Early Decades
It is common today for Americans to fight over how to interpret the U.S.'s early decades. Specifically, recent decisions by the U.S. Supreme Court (some guided by originalist jurisprudence) have sparked vigorous debate over the meaning of the U.S. Constitution. This course not only examines the Constitutional Convention of 1787, but also the preceding years of unrest and crises such as Shay's Rebellion. Military history is another important focus of the course, and students will discuss the technological, operational, and social dynamics of the Quasi-War, Barbary Wars, and the War of 1812. Finally, this course also investigates how the U.S. struggled to exercise power in North America, as free and enslaved peoples resisted its authority during the Whiskey Rebellion, Wars of the Northwest Territory, and Gabriel's Rebellion. One unique aspect of this course is its four-week long embodied learning exercise, as students "gather" in 1780s Philadelphia as constitutional convention delegates. What exactly they are gathering to accomplish is a matter of controversy, but ultimately the student-delegates will work through "sectional interests, backroom deal-making, personal rivalries, and foreign intrigue" as they attempt to approve a new constitution within the constraints of the era's historical context.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST275 Empires on Fire: Revolutions in the Atlantic World
This class will explore what historians have called the "Age of Revolutions." The ideas, ideologies, and actions that set empires aflame during the long 18th century formed an entangled revolutionary experience that spread from one part of the Atlantic world to the next. From England's "Glorious Revolution" in 1688 to the American, French, and Haitian revolutions at the end of the 18th century, and then on to the South American and Canadian uprisings in the early 19th century, this course will examine revolutions not as discrete events but as interrelated processes. By studying the perspectives of leading politicians, regular subjects and citizens, and marginalized groups, students will investigate the wide variety of revolutionary experiences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST275Z Building a Relational Database: Introduction to Historical Research Data

This course empowers students to become not only readers of history but creators of historical data, new scholars actively seizing the current digital history moment as an occasion to break down history's myths through the activities of research, datafication, and analysis. The digital age -- even the advent of GenAI -- has changed nothing fundamental about the practice of historical research. But it could: the digital age is an opportunity for scholars to act as agents of change. This winter course focuses on the role of data in existing historical practices. Our series of focused workshops and targeted research investigations will enact and enable new methods and practices of history. Targeted readings address current theories and methods for working with the range of historical source materials: moth-eaten archives, curated library collections, digitizations, and digital-born objects. We will then get right to work on practices and your own research projects. Students will set up an archival relational database through the web-based tool Nodegoat. They will finish the session by curating their own historical archive, which they will codify as a relational database, and then explore development through further research or publication.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL375Z, QAC205Z**
Prereq: **None**

HIST276 Sultans, Saints, and Scholars: The Rise of the Ottoman World

How did a small band of Turkish nomads at the frontiers of the Byzantine Empire transform into a world power spanning three continents? In this class, we will explore the dynamic history of the Ottoman Empire from its emergence in the early fourteenth century until the early seventeenth century. This course traces the political, cultural, and social developments that shaped the Ottoman Empire's rise and left a lasting impact on the Middle East, Europe, and beyond. Key topics include the significance of Istanbul as a cultural and political hub, the interplay of religion and governance, the role of the sultan, the palace, and the harem, the dynamics of urban life, coffeehouse culture, and the ways the Ottomans saw themselves in relation to their neighbors and the world. We will analyze primary sources like travelers' accounts, dream diaries, poetry, and court records -- alongside modern scholarship -- to understand how the Ottomans governed their diverse populations, navigated religious pluralism, and adapted to changing political landscapes and environmental pressures. We will also examine the role of saints, mystics, and scholars who influenced spiritual life and shaped ideas of law and community. No prior background in Ottoman or Middle Eastern history is required -- just a curiosity about the past and a willingness to engage with complex histories.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST278 Visualizing Firearms History: An Applied Quantitative and Archival Approach for a Project-Based Expl

This project-based course provides a unique cross-disciplinary opportunity to study important historical questions surrounding firearms. Combining quantitative methodology in data science with qualitative research methods in history, students will answer questions they are passionate about based on existing datasets. Students will read, discuss, and write responses to the latest historical scholarship on the technological development of guns, firearms in media, gun violence statistics, and advertisements. Students will choose one of four datasets to research and analyze. These include data sets related to firearms patents since the 1820s, firearms in media (film, television, anime, games), firearms-related deaths, and advertisements of firearms. Students will develop skills in hypothesis testing and inferential statistical analysis alongside qualitative research methods used in history. The course offers one-on-one support and training in the skills required to complete a team-based final project. The final project will be hybrid between a research paper and also an exhibit (e.g., film, website, media, art installation). Students will present their work at the center's third annual undergraduate research conference (Spring 2025). Select students can apply to continue on as QAC summer apprentices and Baker Collabria Fellows in Data Analysis, and as CSGS NEH-funded summer history research fellows and as History thesis researchers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **QAC204, CHUM278**
Prereq: **None**

HIST279 The Making of Modern Japan

This class spans the course of modern Japanese history from the dawn of the Tokugawa Shogunate in 1600 to Japan's current struggles with economic recession and declining birth rate. Throughout the course, we will delve into topics such as politics, religion, war, economics, media, and the daily lives of the Japanese people to shed light on how Japan has adapted to the onslaught of new domestic and global challenges that have occurred over the past four centuries. By the end of this course, you will have a firm grasp on topics such as the complex nature of Bushido, the first "miraculous" industrialization of a non-european nation, the rise of Japanese imperialism, the postwar path to pacifism, and Japan's global position as a leader in technology, tourism, public transportation, and soft power. No former knowledge of Japan or Asia is required for this course. All lectures, weekly readings, and books included on the list for the comparative book review will be in English. All readings will be provided save for the books for the comparative book review.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS279**
Prereq: **None**

HIST280 The Industrial Revolution in Global Context: Economic History Since 1800

With the development of mechanized industry in the late 18th century, a productivity revolution was unleashed that would soon spread from Britain to continental Europe, North America, and Japan. By the early 21st century, three successive industrial revolutions had profoundly transformed these societies as well as the rapidly developing economies of East and South Asia. This course analyzes the historical forces driving this process. It begins by studying the transformation of Europe's overwhelmingly rural and agricultural economy into a predominantly urban and industrial one, looking closely at entrepreneurs, technology, and changing trading patterns during various phases of this process. The focus will be on Britain, Germany, the United States, and Japan, considering not only industrial development but also its broader implications, including colonial empire, great power rivalry, protectionism, economic depressions, and warfare, to highlight the complex relationship between economic and political power. The course will also analyze how industrial capitalism survived the disasters of the 20th century to drive a process of regional and global economic integration in the late 20th century. It will conclude by considering the opportunities and challenges posed to the mature industrial economies by the newly emerging industrial powers China and India.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST281 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)
This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi "New Order." We will explore the reasons for the ultimate failure of the German war effort and the country's catastrophic destruction and defeat in 1945, as well as Germany's postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizone Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST281, GRST350**
Prereq: **GRST213**

HIST282 Histories of Ukraine
Over the course of its history, Ukraine has been a site of multiple political projects and diverse historical experiences. As a concept that encompasses a specific territory, it has also been a space where multiple communities--Ukrainians, Russians, Jews, and Poles--have histories. This course will look at how these histories have been shaped by and alongside one another, and the kind of political programs, obstacles, and possibilities that have emerged through these encounters. It will ask why Ukraine and its history have been the subject of so much confusion and controversy, and examine the concepts (nation, state, people, culture) that transform a space into a place, a land into a home.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES200**
Prereq: **None**

HIST283 The History of Emotions & Religion: Feeling One's Way to the Past
When examining the lives of communities, societies, and religions, scholars tend to focus on ideas and practices such as "justice" and "salvation" or fair elections and religious discipline. But what about emotions? For reasons we will examine, Western scholars -- and, thus, students -- have often overlooked the centrality of emotions in the social interactions of and between various cultures. This seminar will consider various historical (and a few contemporary) references to emotion in written texts. It will take into account the variability of the language about emotions (indeed, does the category of "emotion" even translate into all languages?). Emotions examined in American, European, South Asian, and Middle Eastern contexts include those that might be translated into current American English as fear, love, awe, submission, dispassion, pride, and loyalty. Each will be considered in their historical context with reference to the contemporary terms used and their linguistic register. Papers will involve the use of historical dictionaries and encyclopedias in order to understand period uses of terms we might now described as "emotive." Seminar members will visit with Wesleyan's Rare Books staff in preparation for a final project that will require use of the archives of either Wesleyan or the Middlesex Historical Society.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI265**
Prereq: **None**

HIST284 Death and the Limits of Representation
The disciplines of history, philosophy, and literature all hinge on the issue of representation. The ability to communicate ideas, visions, or arguments all depend on the ability to represent these abstract notions in a concrete and recognizable form. In this course we will problematize the basis of all three disciplines by exploring Death as the limit of representation: as that which is ultimately unknowable (or knowable only second-hand) and thus beyond representation. Indeed, what is the concept of the "ghost" but an attempt to represent someone who is dead in the recognizable form of the body that once lived. Yet, the ghost appears and disappears, is not bound by the laws of time or space, and is largely present in its absence. By exploring texts by such authors as Plato, Shakespeare, Poe, Derrida, Levinas, Mbembe, and Hartman, and studying historical events such as the "black death," the Middle Passage, and the Shoah, we will attempt to understand the project of representation and its limits.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL282**
Prereq: **None**

HIST285 Modern South Asia
This course examines the history of South Asia since the 1940s. Using a combination of memoir, history, and film, we examine the forces that have shaped South Asia (India, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka) in the twentieth and twenty-first centuries. We begin with the trauma of Partition in 1947 and then work backwards and forwards in time to explore key themes like religious nationalism, popular media, caste, language politics, war, separatism, policing, the logistics of democracy, and economic development.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS285**
Prereq: **None**

HIST286 Photography and Law: Mugshots, Privacy and Publicity, Obscenity, Copyright, and Evidence
This seminar is designed as an introduction to the major developments in the legal history of photography in transatlantic (US-UK especially) society from the first law cases involving photography in 1840 through to contemporary legal debates about such topics as cameras in the courtroom, sexting, surveillance, photographing police, dash cam and body cam videos, admissibility of photographs as evidence, obscenity and moral boundaries of subject matter, and copyright. A range of secondary historical and theoretical writings will anchor the discussions, but the course will focus primarily on student analysis and interpretation of primary and archival sources (texts of legal cases, law reviews and dissertation, news articles, and documentary and video footage). Students will gain knowledge of how legal history has shaped the history of photography, and new perspectives on the historical origins of contemporary issues in photography and digital imaging. This course should be of interest especially to history majors and non-majors who are interested in law, photography, and culture and will also contribute to the "Visual and Material Studies" module in History.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ARHA264**
Prereq: **None**

HIST287 Science in Modernity and After: 20th-Century Science and Technology
The 20th century was a time of dramatic achievements in science, from nuclear physics to space exploration to gene sequencing. It also saw the emergence of many of the technologies that underpin our world today: atomic weapons, electronic digital computers, synthetic fertilizers, and high-yield crop varieties, to name a few examples. This course surveys these developments, focusing not only on the histories of specific ideas and techniques, but more broadly exploring the complex relationship between science and technology; the relationship between science, the military, and state power; the changing cultural and political influence of scientists and engineers; the institutions and places where science and innovation gets done; the globalization of science and technology; and the emergence of critiques of science and technology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **STS287**
Prereq: **None**

HIST288 Delhi: The Past in the Present
This seminar examines the history of Delhi, one of the largest and oldest cities on the planet. Our focus will be on the ways the layers of Delhi's past protrude into and inform Delhi's present. We will combine a chronological and thematic approach, paying particular attention to material culture, memory, public history, and the environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST289 God & Guns: The History of Faith and Firearms in America
This course examines the history of firearms and religion in the United States, ultimately seeking to understand the significance of gun culture within American Christianity and the powerful "God & Guns" story at the core of many Americans' identity. Beginning with an overview of colonial and revolutionary-era views of firearms and violence, the course examines the influence of slavery, gender, and the wars of the 20th century, paying special attention to the emergence of a masculine, warrior Jesus within evangelical and fundamentalist communities during the Cold War. Students will be challenged to consider the ways in which this story helps explain one facet of popular support for Donald Trump and to reflect on how firearms are central to the identity of many conservative American Christians.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RELI263**
Prereq: **None**

HIST290 Environmental and Industrial History of the Long Island Sound
This course is a history of the Long Island Sound, the body of water which stretches from the East River in New York City to Block Island in Rhode Island and connects the eastern seaboard states of New York and Connecticut to the Atlantic Ocean. After a brief account of the sound's glacial history and riverine geography, we will focus on the environmental, social, and economic history of the region from the 18th to 21st centuries, with a focus on exploitation for textiles, metal production, fishing, and oystering. We will dedicate special attention to industrial pollution and federal, state, and local efforts to assess environmental impacts and restrict dumping in the sound. Field trips will include a visit to Manresa Island, the site of a coal-fired power plant (and later, oil), shuttered amid heavy flooding during Hurricane Sandy (2012). Topics discussed include the regulation and remediation of dumped sediment in Norwalk Harbor and Manresa Island containing heavy metals and coal ash.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS268**
Prereq: **None**

HIST291 Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book "Male Daughters, Female Husbands: Gender and Sex in an African Society" (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category.

This seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL323, FGSS269**
Prereq: **None**

HIST291Z Gender and History: Global Feminist Theories and Narratives of the Past
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book Male Daughters, Female Husbands: Gender and Sex in an African Society (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. For the first three weeks of the summer session we will focus on 1) Producing a Gendered Discipline 2) Feminist Theories and Sexualities and 3) Gender in the Archive. In the final week, students will produce a final research paper relating to one of four possible themes: International Feminisms, Women's Rights, Queering Histories, or Gender and Labor. Our readings for the

week will guide an in-depth discussion of each topic. The course is especially appropriate for prospective history and feminist, gender and sexuality majors (this is a gateway course for FGSS), though all students interested in using gender as a category of historical analysis for their scholarly work in other fields are welcome.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL323Z, FGSS268Z**
Prereq: **None**

HIST292 Remaking Empire: The Ottomans in an Age of Transformation (1622-1839)
This course examines the Ottoman Empire from the upheavals surrounding the regicide of Osman II in 1622 to the start of the Tanzimat reforms of 1839. Traditionally labeled a period of decline, these two centuries now appear as an era of profound transformation. We will explore shifting patterns of political authority, the rise of provincial households, reconfigurations of military and fiscal institutions, and the dynamism of religious, intellectual, and urban life. The course also situates the empire within broader currents of early modern change, including global trade, diplomacy, and technological adaptation. Through analysis of primary sources and recent scholarship, students will analyze how the Ottomans confronted crisis, negotiated reform, and reimagined imperial order, laying crucial foundations for the nineteenth-century restructuring that foregrounds the modern Middle East. No prior knowledge of Ottoman history is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST293 Advanced Research in Digital History
The digital age has changed everything and nothing about the practice of historical research. After being equipped with core concepts, terminology, and practices of historical research, students will engage and explore various applications: across moth-eaten archives, curated library collections, optical scans, and digital-born objects. We will then immediately apply this work to collectively setting up an archival relational database through the digital tool Nodegoat. Students will finish the semester by curating their own historical archive and codifying it as a relational database. Depending on the specific project and student abilities, students will also connect this work to utilizing and/or learning skills in translation, GIS, database creation, database management, and digital visualization. Successful students will be connected to the Travelers' Lab international network: an opportunity to connect, receive feedback from, and collaborate with professors at higher education institutions in the United States and around the world. Depending on the year students may also be offered conference presentation and publication opportunities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL375, QAC375**
Prereq: **None**

HIST293Z The U.S. Civil War, 1861--1865
This course surveys United States history from the early national period to the Gilded Age and the Progressive Era at the end of the 19th century. Central themes to be addressed will include the struggle over the meanings of democracy and constitutionalism, the transformations resulting from industrialization, as well as continental expansion and expropriation of Indigenous lands. We will also examine the series of reform crusades dedicated to religion, abolition and the changing roles of women. Particular attention will be paid to the formation and consolidation of the United States as both a nation state and as an emergent global imperial power.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST294 Political Fiction
Attitudes toward politics, economics, society, and history will be examined from works of fiction that directly criticize an existing society or that present an alternative, sometimes fantastic, reality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST295 Trouble in Mind: The History of Psychiatry in the United States
This is a class in the history of psychiatry (and to a lesser degree, the disciplines that comprise clinical psychology). Many of us experience disturbances of mood, thought, and behavior over the course of our lives. When we do, we sometimes seek help from those with training in medicine or psychology. This has not always been the case, however. The question we explore in this seminar is how this came to be. In so doing, we will consider how theories seeking to explain the mind and therapies seeking to treat its invisible wounds have evolved over the past two-plus centuries, and how that evolution has shaped and been shaped by the shifting ways we see, hear, imagine, react to, and -- ultimately -- attempt to relieve mental anguish.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **PSYC283**
Prereq: **None**

HIST296 Colonial Latin America
This course studies the history of Latin America and the Caribbean from pre-conquest times to the emergence of independence movements in the early 19th century. Lectures will explore the key environmental, cultural, economic, political, and religious transformations that shaped colonial societies throughout the region. Beginning with the formation of indigenous and Iberian polities before 1492, we will consider how early modern colonial governance functioned and evolved throughout the period of Spanish and Portuguese rule in the Americas. Through an array of primary and secondary sources we will reconstruct the lived experiences of a diversity of actors across the colonial world. We will pay particular attention to the methods and approaches that scholars have used to understand the history of the region.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST296**
Prereq: **None**

HIST297 Environmental Art: Research through Art/Art through Research
How can communities understand the conditions wrought by fossil fuel infrastructure and anthropogenic climate change? How should they confront environmental crisis and imagine ecological futures? What can we know about our environment, and what eludes us? Co-taught with visiting artist-composer Ari Benjamin Meyers, this class is a practical experiment in "Research through Art," and "Art through Research" (Dombois, 2009) focusing on the site of coal and oil-fired power plant shuttered amid heavy flooding during Hurricane Sandy. The landscapes of Manresa Island (South Norwalk, CT) include an abandoned

turbine hall, a birch forest on a coal ash dump, and an array of wetland and coastal habitats. Participants will use practice-based research methods to develop works of art engaging with the site in its past, present, and future conditions. The course models artistic research methods with reference to a specific site and set of environmental conditions, bringing together students from arts/performance, sciences, humanities, and social sciences to produce site-specific works in a coastal ecosystem transformed by fossil fuel infrastructure.

At the heart of this course is a concern with what it means to be uncertain. The sciences provide tools to address problems of uncertainty. Practices of research, within and beyond the sciences, gather varied approaches to not knowing. Artists employ methods drawn from multiple academic disciplines (ethnography, sociology, history, the sciences), media (technoscience, video, audio, installation, multimedia), and sites of research (archive, laboratory, biome, habitat). While artists may engage many of the same practices as academic researchers, their works break the analytic frame. Art may be prescriptive or descriptive, didactic or agnostic, pointed or indeterminate; it may delight, frustrate, provoke, agitate, or inspire. Art may be curious or inquire; it may also make space for the experience of uncertainty. How does uncertainty make us feel? How should we respond?

Students across disciplines -- performance, visual arts, music, ecology, biology, geochemistry, history, religion, sociology, psychology, anthropology, economics, government, etc. -- are encouraged to submit a statement of interest for permission of instructor (POI). The purpose of the POI is to secure a collaborative balance of students across disciplines, toward the production of environmental art that engages a broad public.

This course will require 4-6 scheduled site visits to Manresa Island in South Norwalk, CT, requiring students to leave campus by 12 p.m. Friday and return by 5 p.m. Transportation will be provided.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CSPL297, ENVS296, STS297**
Prereq: **None**

HIST298 Oh Canada: Indigenous Resistance and Settler Colonialism, 1776--1896
This course will help answer a pressing question: Why does Canada exist? As a settler state built on Indigenous homelands, Canada developed in unique ways when compared to the United States. With its deep Indigenous heritage, long history of British-French rivalries, and constant influence from the United States, Canada was (and is) defined in no small part by its inability to define itself.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST299 Mapping The Borderlands: The U.S./Mexico Border and Digital Storytelling
The U.S./Mexico border is not only a geographical boundary, but a complex mapping project, where governments and corporations project their visions of the landscape into policies and boundaries, only to run afoul of people, terrain, and climate. Therefore, this course will serve two interrelated functions: 1) to explore borderlands as a concept and spatial relations, particularly at the U.S./Mexico border 2) to use digital tools to tell spatial stories about the border. While the current location of the border is often naturalized as an ahistorical and timeless dividing line between the United States and Mexico, this course acquaints students with a long historical approach and competing perspectives on issues arising from the presence of the U.S./Mexico border/lands. Using monographs, first-hand accounts, film, and music, we will trace the recent history, politics, and culture of the borderlands, exploring topics like racialization, immigration, gender, place-making, and cultural exchange. At the same time, we will examine and apply digital methods that complement our understanding of the U.S./Mexico border.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST300 Issues in Contemporary Historiography
This course is designed to introduce history majors to a range of problems, debates, and critical practices in the discipline of history. Part I explores the ethical and public dimensions of history; Part II focuses on key schools of historical thought; Part III examines historical interpretation and primary sources; and Part IV samples varieties of evidence. This course should be taken in the student's junior year.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST301 The Spanish Civil War, 1936--1939
The Spanish Civil War erupted during a decade in Europe marked by ideological tensions, economic and social crises, the weakness of democracies contrasted to the dynamism of dictatorial regimes, and an international climate that culminated in the outbreak of World War II. The ideological character of the civil war in Spain, which appeared to pit left vs. right, or democracy vs. fascism, or nation and religious faith vs. communism and revolution, captured the imagination of Europeans and spurred their involvement in the war. All of Europe's dangers seemed to have exploded in Spain, whatever the specifically Spanish factors that unleashed and defined the struggle. This seminar will examine the events in Spain and Europe's response to them through contemporary writings, such as journalistic and participants' accounts, diplomatic documents, memoirs, films, biographies, and general and specific studies from the 1930s to the present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST302 Reproductive Politics and the Family in Africa
This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal and sexual health and technologies of reproduction, but for us reproduction will be an object of historical inquiry. One of the driving questions for this course will be how reproduction has been given meaning socially. How have African societies understood abortion, infanticide, or other medical means of controlling fertility and childbirth? What has been the relationship between the family and the state? We will also examine ideas about sexuality and love, changing notions of parenthood, childhood health, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced health policy and political ideologies which, in turn, changed conceptions of motherhood, fatherhood, and the family.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-HIST**
Identical With: **FGSS303, STS302**
Prereq: **None**

HIST303 Policing and Power
This course examines the history of American policing by considering the contexts and conflicts that birthed and shaped the modern carceral state, focused primarily on the late nineteenth century to the 1980s. Moving through five modules, it considers the origins of policing and imprisonment in Europe and the United States, policing as social control or social order, the role of police in constructing the state, policing in a transnational context, and the modern era of mass incarceration. These modules ask what police power is, what histories have shaped the limits or excesses of that power, and how law enforcement shaped American society, culture, and politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST304 Middle East Intellectuals and Modernity
How have Middle Eastern intellectuals conceived and discussed modernity? We will use this question to analyze the variety in the history of thought in Middle Eastern societies in the 19th and early 20th centuries. Modernization, formation of the modern state and issues of nationalism, imperialism and colonialism, main intellectual questions of the time, will form the framework as we analyze their political, social, and cultural impact on the production of knowledge in the Ottoman and post-Ottoman lands. As such it is NOT a history of the Middle East but rather a history of mentalities, organized around four thematic/chronological modules (Reform, Modern State and Constitutionalism/ Panislamism, Nationalisms and Colonialisms) each representing a set of concepts, ideas, and movements as well as facts and problems, all of which will be compared to the larger world of modern state formation both in thought and practice. The principal aim is to familiarize students with the processes of modernization in the making of the modern Middle East.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST305 Coexistence and Violence in Europe: Jews, Muslims, Roma and their Neighbors
From the end of the 18th to the beginning of the 21st century, the territories of Central and Eastern Europe were transformed from imperial borderlands with religiously and ethnically diverse populations into homogenous nation-states. This course will examine the processes that remade these borderlands, along with the changing relations between the various ethnic and religious communities that dwelled within them. Students will consider examples of both peaceful coexistence and violent conflict among these populations, as well as the impact of the modern state, its institutions, and ideologies such as nationalism, liberalism, socialism, and fascism on these regions. Throughout the course, students will consider especially the history of Jewish, Muslim, and Romani minorities in light of major themes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST306 We Were Eight Years in Power: Reconstruction and the Politics of Black Inequality
We Were Eight Years in Power examines the crucible of American democracy by looking at the struggle of African American rights following the Civil War. Debates in the period on the rights of African Americans continue to structure American ideas of race and citizenship to the present day. The foundations of American racial animus and systemic racism date to Reconstruction. We will explore both the periods of Reconstruction (1863-1877) and Redemption (1877-1910), its dark successor that saw the establishment of Jim Crow. We will discuss readings on the promise of interracial rule, Reconstruction in the north, the violent overthrow of racial equality, and the establishment of the color line in American law.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST307 The Economy of Nature and Nations
On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek oikos, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the oikos over this period, from cameralism's vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, the course explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the "economy of nature," to the design of markets for carbon credits today.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS307, ENVS307**
Prereq: **None**

HIST308 Trump-Evangelicals: the History of Fundamentalism and Evangelicalism in America
This course examines the history of American evangelicalism and fundamentalism, beginning with a brief overview of Protestantism in the colonial and revolutionary eras. Then, the course examines revivalism, slavery, and the emergence of fundamentalism during the 19th century. Special attention is paid to the re-emergence of evangelicalism after World War II, the establishment of the religious right, global evangelicalism, and subcultures (such as Christian music). The course concludes by investigating the core evangelical support for the candidacy and presidency of Donald Trump. Students will be challenged to consider the ways issues of gender, race, and economics have shaped fundamentalism and evangelicalism, and reflect on how these movements' views of American history contribute to their own sense of identity and purpose.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CSPL308, RELI308**
Prereq: **None**

HIST309 The Idea of Nature: Theory and Practice
What is nature, that our minds are so full of it? Aristotle, the first naturalist in European intellectual history, called it an inner principle of change, and wove his observations of the natural world into the fabric of his philosophy; Darwin

inherited a millennia-old tradition of thinking about change in nature and produced the theory of evolution we live with today. This seminar charts the long history of the idea of nature in European thought, moving between the histories of philosophy and what was once called "natural philosophy" and is now called "science." Along the way, we will meet the constituent parts of living "nature": animals (what are they, anyway? And are we them?), plants, and then, with the advent of microscopy, the cell itself. This course also explores the cultural life of the idea of nature, by devoting substantial time to a specific case study: the natural history museum, a creation of the Victorian period that has, for more than a hundred years, offered many people their first glimpse of the idea that nature is the kind of thing that has a meaningful past, and possibly a future as well. How did natural history museums explore evolutionary theory for the general public? How did they expand people's sense of time, and of the variety of species in nature? How did they court, and deal with, political and religious controversy? And how were they sometimes the beneficiaries of, and complicit in, the political and intellectual project of colonialism? We explore all these questions. Readings include Aristotle, Hans Blumenberg, Georges Canguilhem, Charles Darwin, Sigmund Freud, Pierre Hadot, Donna Haraway, Ursula LeGuin, Harriet Ritvo, Sophia Roosth, and Steven Shapin.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST310 Treaty People: Indigenous Diplomacy and Settler Duplicity, 1600-1921
Indigenous nations have engaged in diplomatic relationships with settler states from the time of contact. Many of the earliest treaties retain cultural and legal force today. The Two Row Wampum in the 17th century, the Peace and Friendship Treaties (1726-1779), and the Canadian Numbered Treaties (1871-1921) are only a few examples of the hundreds of nation-to-nation agreements that defined and still define Indigenous and settler relations in the places we now call the United States and Canada. In this class students will read treaty texts and the diplomatic negotiations that led to the agreements to understand how treaties led to colonial oppression rather than peaceful co-existence. A deep reading of the most recent scholarship on Indigenous treaty making will then illuminate the contemporary relevance of historical treaties as tools of Indigenous resurgence as the foundation for legal claims to sovereignty and LandBack.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST311 The History of the Samurai
This course examines the history of Japanese warriors, known among other things as samurai and bushi, from their origins in ancient Japan to the dismantling of the samurai class after the Meiji Restoration in 1868. Through a combination of primary and secondary sources, we will trace the development of warrior power and identity, the rise of warrior power in medieval Japan, the domestication and bureaucratization of warriors during the Edo Period (1600--1868), and warrior discontent with socioeconomic change as one of the driving forces behind the Meiji Restoration. Other themes include the relationship between warrior government and adjudication, the use of Buddhism for legitimation, and male-male intimacy and sexual relations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS311**
Prereq: **None**

HIST312 Diggers and Discontents: Doing History from Below
History looks different when told from the perspective of those without power. This course will introduce students to the practice of "doing history from below," which includes finding the voices of the marginalized and illuminating the actions of those who fought against established power structures. Each week, we'll read about the discontented from the 17th to 19th centuries, including the poor, criminals, women, the enslaved, pirates, Indigenous nations, and workers. We will discuss how the very institutions of historical practice reify the status quo and elide the experiences of those who fought for alternate (and better) futures.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST313 Schemers and Redeemers: Capitalism and Christianity in the Early Republic
This course examines the intersection of two of the most significant themes in U.S. history: Capitalism and Christianity. Beginning with the Early Republic (1790s) and continuing through the mid-19th century, this course asks students to explore how Americans used their religious identities to negotiate and shape market activity and institutions (and in turn, how the marketplace shaped their religion). Students will investigate the varied ways in which religious women and men resolved tensions between gender, class, slavery, moral dogma, and market imperatives. Finally, this course will require students to reflect on how the early 19th-century U.S. experience informs our understanding of the relationship between capitalism and Christianity in 21st-century America.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RELI320**
Prereq: **None**

HIST314 The Political Ascetic
Ascetics have long played a decisive role in Indian politics. Gandhi is the best known exemplar of this fact. But the figure of the "political ascetic" long predates Gandhi. This seminar examines the philosophical, religious, and historical underpinnings of the political ascetic in the long sweep of Indian history, which thereby affords a revised understanding of the recent Indian past -- including agrarian (or kisan) asceticism, Gandhian post-modern asceticism, Ambedkar's Buddhist-dalit asceticism, and Savarkar's Hindu nationalist asceticism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS316**
Prereq: **None**

HIST315 Global Histories: Problems in Scale, Scope, Depth, and Time
How big is too big? How far back in time can historians go? How best to understand the relationship between science and history? What counts as evidence? What accounts for the rise (or return, some would argue) of macro-history? What does it portend for the future of microhistory? This advanced seminar will examine the history and historiographical implications of macro-historical frameworks, including comparative history, world history, global history, deep history, and big history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CHUM341**
Prereq: **None**

HIST316 History of Science, Medicine, and Technology in the Islamicate World
A survey of major turning points, debates, and socio-political context of the history of science, medicine, and technology in the Islamicate World. The course will provide samples from the contributions of the Islamicate world to the following scientific fields: astronomy, mathematics, geography, cartography, medicine, optics, and mechanics. In addition, the course will probe into the relationship between scientific production and other fields of knowledge such as religion, occult sciences, art, and Sufism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS314**
Prereq: **None**

HIST317 The Great Game
The term "Great Game" was first popularized by Rudyard Kipling in his classic novel Kim (1901), where it referred to spycraft in the service of empire. The term gradually came to refer to the struggle for "mastery" of Asia during the 19th century, mainly between the British and Russian Empires. Nowhere were the effects of this imperial rivalry more pronounced than in what is now Afghanistan, Pakistan, Punjab, Kashmir, and Tibet. More recently the term (and the mental architecture and attitudes that have evolved to sustain it) has been applied to grand strategy, global geopolitics, and espionage more broadly, in scenarios as wide-ranging as Cold War "Containment" and the "War on Terror," as well as the more recent US "pivot to Asia," China's "Belt and Road Initiative," and "Global Biopolitics." This seminar will examine the history of the Great Game--as both spycraft and great power rivalry -- and its wider geopolitical reverberations. We will also examine an array of Great Game manifestations in popular culture. Readings will combine historical narrative and analysis with film and literature.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GSAS317**
Prereq: **None**

HIST318 The Politics of Death: The Living, the Dead, and the State
This course will explore the intersections between the living, the dead, and the state, focusing on the ways that death and the dead body raise particular questions and problems for different kinds of political regimes. The course will examine the collisions between the state and the dead, both symbolic and material, by investigating spaces where the state and death intersect in revealing ways: cemeteries, cremation, monuments, rituals, and religious institutions and cultures. The course will also follow, borrowing anthropologist Katherine Verdery's term, "the political lives of dead bodies," the ways in which states mobilize dead bodies to reconfigure the political order.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ENVS318, REES318**
Prereq: **None**

HIST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933
Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918--1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **GRST264, CJST319**
Prereq: **None**

HIST320 Visions of World Order: From the French Revolution to the Present
This course offers a survey of how social scientists, philosophers and statesmen have understood and imagined global order from the late 18th century until the present. The course first examines interpretations of global order that emerged during the late 18th and 19th centuries: Cosmopolitanism (Immanuel Kant), Positivism (August Comte, Saint Simon), Nationalism, (Giuseppe Mazzini) and Marxism. The course then turns to the first half of the twentieth century by examining the international thought of W.E.B. Dubois, Marcus Garvey, Rosa Luxemburg and Gandhi, while also discussing fascist and liberal internationalist views of world order that emerged after World War I. The third part of the course discusses visions of Cold War order connected to American modernization theory (W.W. Rostow), neoliberalism (Friedrich Hayek), post-colonialism (Franz Fanon), Third Worldism, Neoconservatism (Jeane Kirkpatrick) and Systems Theory. The course concludes with the Post-Cold War period and how it has been imagined by such thinkers as Francis Fukuyama and Samuel Huntington along with a discussion of such topics as the global turn to nationalism, the Green New Deal and the "New Cold War with China."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST321 Media and Power in Latin America: From Quipus to Twitter
This interdisciplinary seminar explores how media technologies have shaped Latin American societies and politics from the colonial encounter to the dawn of the digital age. Investigating the local histories of indigenous forms such as the Andean knotted quipu and scribal texts, along with newspapers, radio, photography and social media, we examine how Latin Americans made and used these technologies to assert power, claim status, and launch protests. Through brief theoretical readings and historical case studies, we explore such themes as the relationship between colonialism and the written word, the enduring legacy of alternative indigenous literacies, the importance of rumor and oral communication in societies with low literacy rates, and the role of mass media in identity formation and contemporary social movements.

Structured in part as a lab, the class will be organized around producing a physical and digital exhibition of Latin American media materials available in Wesleyan's collections, to be displayed for the broader university community and beyond. We will produce this exhibition over the course of the semester, integrating individual research projects into our broader collective project that will be conducted as a collaborative/team effort. Along the way we will experiment with hands-on activities that might include making quill pens, setting type, and operating a printing press, take field trips to examine rare media materials first hand, and learn from on-campus experts as we develop our public exhibition.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST320**
Prereq: **None**

HIST322 Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present
Dark, wild, primitive, Edenic and infinitely wealthy: the Amazon has been many things in many times and places. From the disgruntled Spanish conquistadors who first traversed the jungle's rivers in search of cinnamon, to the 19th-century scientific expeditions of enlightened explorers, to contemporary environmentalists, the Amazon remains a mysterious object of inquiry. It still incites the imagination of travelers, filmmakers, and politicians alike. This seminar investigates the multiple ways in which the Amazon and its peoples have been portrayed in chronicles, scientific writings, and film. We will confront the historical circumstances, motives and ideologies that prompted each of these depictions and how, in turn, they shaped the colonization of the region. We will pay close attention to genre, and to themes such as cross-cultural encounter, imperialism, and the representation of indigenous societies. We begin in 1542 with the chronicle of Francisco de Orellana. As the first Spaniard to navigate the entire length of the Amazon River, Orellana influenced how Europeans imagined the jungle well into the 19th century. Subsequently, we apply readings in history of science and anthropological theory to Claude Lévi-Strauss account of Amazonian tribes in Tristes Tropiques (1955). Students will then conduct independent research into a representation of their interest. Possible topics include scientific expeditions in the region, the jungle and modernization, global warming, or human rights. Finally, we will reflect on the Amazon as a metaphor for the human condition with Werner Herzog's film Fitzcarraldo (1982).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST322**
Prereq: **None**

HIST323 No Day But Today: United States Queer History
Queer history, as a subfield, has flourished in the more than five decades since the Stonewall Riots. What began as an attempt by activists involved in the liberation era to reclaim the lost and erased historical memory for queer people has developed into a vibrant field of interdisciplinary scholarly interrogation. This seminar will introduce students to the historiographic contours of queer history and help them develop independent research projects. We will take advantage of the extensive queer periodicals collection assembled by Wesleyan University's Department of Special Collections and University Archives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST324 Homelands: Indigenous Worlds in North America
This class will investigate the story of Indigenous peoples discovering Europeans. It is a difficult story to tell, because few Indigenous inhabitants left written records describing what it was like when ships arrived on the shores and the men and women disembarked, established settlements, and began the process of expanding across the continent. Some encounters were peaceful, while others were violent. Every encounter, however, can be understood by studying Indigenous societies and their worldviews. Far from static and unchanging groups, Indigenous nations were constantly adapting to their physical and spiritual world. This class will use primary and secondary sources to explore North America from the Indigenous perspective, including the rise and fall of great societies before the arrival of Europeans, strategies of contact and exchange after 1500, and the quest to maintain authority and independence during the 18th and 19th centuries.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST325 Fugitives and Freedman: The Politics of Slavery in the Civil War Era
The actions of fugitive slaves and newly-freed people turned the crisis of American union into a war for emancipation. Questions of slavery's expansion, permanence, and end dominated the political discourse of the United States from 1848 through 1877. This course will examine the ways in which political actors, especially African Americans, kept the twin issues of slavery and emancipation in the public sphere to restructure American society in the middle of the 19th century.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM335**
Prereq: **None**

HIST326 Radical Mapping: History, Praxis, and Grounded Theory
From Indigenous trade routes in precolonial Louisiana to 21st-century digital commemorations of lynching sites, this advanced seminar will examine at the craft of mapping as a site of historiographical study and an opportunity to propose new ways of understanding time and space that center communities of color. We situate the rise of the professionalized fields of Western geography and cartography as a colonial practice, engage critical and resistant readings of historical maps, and convene in a collaborative studio model. Some questions we will explore include: What is a map, and what kind of power does the object and practice wield? How have communities of color been both enclosed and liberated by spatial arrangements of earth, sea, and sky? What would it mean, in the words of David Harvey, to develop a "People's Geography?" What interventions are cutting-edge scholars making, and what methods are they using to articulate original historical research?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST327 Gender and Sexuality in Japanese History Across the Premodern/ Modern Divide
This seminar explores both changes and continuities in Japanese conceptualizations of gender and sexuality between premodern and modern times. Structured around the notion that modernization produced a paradigmatic shift in Japanese life and thought, the course will examine gender and sexuality as both discourse and practice, considering how Japanese people described, experienced, and shaped gender roles and sexual life in their daily existences. We will investigate the dominant gender system and understandings of gender and sexuality operating in Japan before and during the Edo period (1600-1868), then consider the influence of Western views and concepts like the male/female and heterosexual/homosexual binaries on Japanese society and culture from the Meiji period (1868-1912) through postwar times. Other topics include gendered differences in education, gender performance in kabuki, female and male prostitution, the "gender crisis" of the Japanese modern girl, the salaryman and professional housewife archetypes, and postwar gay masculinities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**

Identical With: **CEAS326, FGSS334**
Prereq: **None**

HIST328 The First Female Historian: The Crusade-Era Epic History of Anna Komnena
Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena -- a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire -- to finally break into this most gendered of genres? And, how has Anna Komnena's accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with The Alexiad through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL350, MDST350**
Prereq: **None**

HIST329 Race Discourse in the Americas
This course examines the belief system of race as it intersects with contemporary social and political concerns. These include: gender, sexuality, AI and technology, animal studies, Obama and black politics, mass incarceration, and questions of environmental sustainability. Moving beyond the national borders of the United States, the class will also explore the functioning of race in South Africa as well as conduct a comparative inquiry of the idea of caste that has been used to analyze the social structure of several South Asian societies. The course seeks to understand the transformations and persistence of racial hierarchy as a constitutive element of our present global order.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST330 Introduction to Public History: Working with Museums, Archives, and Historic Sites
This course will introduce students to the history, ideas, and best practices that shape the world of "public history." How do institutions like museums, archives, and historic sites balance the standards of formal academic scholarship with the demands of interpreting history for a larger public audience? What role do these cultural organizations play in the construction of larger historical narratives? What responsibilities do they have to their audience, stakeholders, and society? The course will turn on six key concepts that shape the world of public history: History and Memory, Inclusivity and Accessibility, Shared Authority/Inquiry, Agendas and Audiences, Legal and Ethical Frameworks, and Economics and Entrepreneurship. Through class readings, discussions, and field work, students will develop an understanding of not only the theories and ideas behind public history, but also the practical daily concerns public historians encounter on the ground. The course will help prepare students who are considering a career in museums, archives, historic sites, historic preservation, and the nonprofit sector. Students will also work with the Wesleyan University Special Collections staff to complete exhibits to be displayed in the Olin Library
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST331 Pacific Ecologies
From the Whanganui River of the Whanganui Maori in Aotearoa (New Zealand) to Litekyan of the CHamoru people in Guåhan (Guam), Pacific Indigenous peoples' conception of the environment challenges the Western dichotomy that separates humans from nature. Grounded in islands and flowing with oceanic currents, this upper-level seminar will engage with Indigenous and migrant histories of what constitutes the "natural world," including attention to more-than-human relations. We will also examine the effects of militarism, imperialism, and climate change in shaping human-to-environment relations; and engage with how Pacific Indigenous peoples have led environmental movements rooted in Pacific genealogies, motivations, and worldviews. In doing so, we will examine how different perspectives of the environment and ecologies can influence notions of time and temporality in historical narration and writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENVS334**
Prereq: **None**

HIST332 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM385, FGSS385**
Prereq: **None**

HIST333 Appeasement and the Origins of the Second World War
In this study of Europe's crisis, 1933-1939, from Hitler's appointment as chancellor of Germany to the outbreak of the Second World War, attention will focus upon the reassertion of German power and its effects upon the diplomacy and politics of Great Britain and France. Specific topics will include Hitler's aims and actions; critical events concerning the Rhineland, Spain, Czechoslovakia, and Poland; pacifism and the French Left; Neville Chamberlain and British conservatism; and the debate over the immediate origins of the war in 1939. Readings will include memoirs and contemporary diplomatic documents, newspapers, and journals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L333**
Prereq: **None**

HIST334 Social History of Islam in Africa
The history of Islam in Africa spans 14 centuries, and Islam continues to play a central role in shaping contemporary African societies. In this course, we will examine the long social history of Islam on the continent. Islamic expression in Africa is diverse. We will explore the dynamic ways in which Islam has influenced local cultures and politics as well as the various ways in which individual Africans and African communities have made Islam their own. Topics of discussion include early trade and state formation; Islamic education, literacy, and conversion; the role of women in Muslim societies; Islamic cultural productions; Muslim responses to colonialism; and the contemporary development of political Islam. We will end the course by reflecting on the responses of Africans to contemporary changes in the wider Muslim world.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST335 Nature, Science, and Empire in Early Latin America
This seminar will introduce students to a diversity of scientific practices that flourished in the Hispanic World between 1400 and 1800. We will begin by analyzing how a debate known as the "polemic of Spanish Science," together with the Black Legend conditioned the ways in which colonial Latin American science was traditionally approached. From available studies we will then survey some of the significant contributions to botany, astronomy, medicine, and metallurgy of Mesoamerican and Andean civilizations. From there we will read an array of primary and secondary sources in order to reconstruct the varied, and often eclectic knowledge gathering and knowledge making practices that missionaries, humanists, and crown-officials devised to understand the natural world. We will pay close attention to their particular goals and methods and the manner in which they were influenced by the encounter with foreign peoples, the dynamics of conquest and colonization, the movement of books and commodities, and institutions of censorship and patronage.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST335**
Prereq: **None**

HIST336 Development
This course is a history of economic development, understood as a series of ideas about how countries progress toward greater prosperity, higher standards of living, and greater quality of life. We will question the origins of these ideas during the colonial period and after World War II; discuss liberal, socialist, and imperial variations on a theme; and pay special attention to modernization, technical assistance, the Green Revolution, and the role of international organizations in shaping the world order. The course draws on recent histories of human rights, empire, and liberalism, and surveys feminist and environmentalist critiques to development approaches.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST337 Missionary Mysteries: the Objects and Archives of Wesleyan's Missionary Past
This course examines the history of Wesleyan University's connections to missionary work in the nineteenth and early twentieth centuries, as seen through the university's archival and object collections. Students will spend the bulk of classroom time in hands-on learning as they engage with the archives of the Wesleyan Missionary Lyceum and cultural heritage collections obtained by missionaries and brought back to the University. Beginning with an overview of historical, archival, and museum methods, the course then will examine objects and written records from the Americas, West Africa, East Asia and the South Pacific. Students will be challenged to consider the ways in which Wesleyan has been engaged in colonialism, imperialism, and global evangelism. Topics of investigation will include: gender, linguistics, museum ethics and repatriation, the use of objects as educational tools.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RELI337, ANTH337**
Prereq: **None**

HIST338 Constructing the Past: Theories of Historical Knowledge
This seminar will explore how we "make history" by exploring issues and debates in contemporary theory of history. Wesleyan is known as the epicenter for theory of history because of the academic journal "History and Theory," owned and edited by Wesleyan University faculty for the past 60 years. We will discuss such topics as the nature of historical truth; time and temporality; fiction and fact; history as a science with laws vs history as an art, with style; gender history; agency and causation; history of the emotions; of animals, and history's moral imperatives. We will give special attention to recent arguments about the theory of history, and how we construct the past. Key figures are likely to include Walter Benjamin, R. G. Collingwood, Michel Foucault, Hayden White, Frank Ankersmit, Nancy Partner, Joan Scott, and Reinhart Koselleck as well as publications by Wesleyan faculty past and present.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL328**
Prereq: **None**

HIST339 Chronos Through the Ages: A History of Time and Temporality
Why do we start the new year in the dead of winter? Why is September the ninth month when its name means "seventh" in Latin? The same could be asked of October, November, and December. How can time zones be so variable, and why do we change the clocks by an hour twice a year? Contrary to our modern view of time as a scientific constant that runs the same everywhere in the world, the answers to these questions reveal that how we think about time has been socially constructed and contingent on historical circumstances. This course will introduce students to the history of time as it has been understood through human culture, from antiquity to the modern era, as well as critical engagements with how historians and anthropologists engage with time. We will analyze primary sources from different eras that all grappled with the concept of time, and learn about the history of clocks, calendars, and more. Students will come away with critical reflections on our modern assumptions about time.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST340 Policing and Power
This course examines the history of policing in the United States by considering the contexts and conflicts that birthed and shaped the modern carceral state, focused primarily on the late nineteenth century through the 1980s. Moving through five modules, it considers the origins of policing and imprisonment in Europe and the United States, policing as social control or social order, the role of police in constructing state power, policing in a transnational context, and the modern era of mass incarceration. These modules ask what police power is, what histories have shaped the limits or excesses of that power, and how law enforcement shaped American society, culture, and politics. We will pay considerable attention to how these histories can help us navigate contemporary debates around law enforcement and crime.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST341 Body Histories in Africa
African bodies have long generated intrigue and misunderstanding. Outside observers, such as missionaries, travelers, colonial administrators, and anthropologists, have documented practices such as scarification and spirit possession as they simultaneously rendered their African practitioners "other." All too often the body as an instrument for creative expression, ritual healing,

or social action was lost in translation. More recently Western feminists have focused their attentions on female circumcision. The persistence of circumcision (for both girls and boys) and other bodily practices speaks to their enduring social value and symbolic meaning. What can we learned from these and other body histories in Africa? In this course we will examine embodied rituals such as spirit possession, which marks the body as a site for human engagement with the supernatural. The widespread practice is also a gendered technique of healing documenting shifting understandings of health and illness. In addition, we will study the practice of "sitting on a man" by which women addressed the body politic through dance and collective nudity. The revealed body in motion shamed men into action and has been employed in the 21st century to shame oil companies for their greed and environmental destruction. In this and other examples, we will approach the body as an archive: it is an archive in motion and subject to social renewal. Our embodied evidence will allow us to explore shifting histories of religion, art, sexuality, the economy, and politics from the precolonial era to the contemporary moment. By taking the body as our lens we will also learn new ways to examine the African past through histories of aesthetics, value, labor, hierarchy, and knowledge production.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

HIST342 The Rise of the Conservative Movement in the United States Since 1945
"So inevitable, yet so unexpected," Alexis de Tocqueville declared, referring to the French Revolution of 1789. The same is true of the conservative movement that developed in the United States during the second half of the 20th century. What is the nature of modern American conservatism? How and why did it emerge? What are its social bases? How has conservatism evolved in America since the 1930s? What sort of varieties and conflicts exist within the movement? How did mid- and late-20th-century American conservatives compare to earlier sorts of conservatism in America in the early Republic, the antebellum South, modern American liberalism, and political conservative parties in Europe and Britain? What is the historical significance of the movement?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST343 America's First Civil Rights Movement: Black Activism in the U.S. from the Founding to Reconstructio
Historians long described free African Americans in the early United States as occupying an "in-between" legal status, neither enslaved property nor entirely legal persons. This class would explore how free Black people rejected that status, seeking liberation, protection, and equality in the early United States. In so doing, they participated in, and meaningfully shaped, debates over the contours and privileges of American citizenship. Through this subject lens, students will be introduced to the methods of political, social, and legal history, and will have the chance to use contemporary social theories on activism, inclusion, and liberation as a critical lens.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM346**
Prereq: **None**

HIST344 From World Economy to World Wars: The Age of Deglobalization, 1914-1945
Why was an unprecedented era of global trade, investment, and prosperity suddenly shattered by world war in 1914? And why did such catastrophic global conflicts break out twice in the twentieth century? This seminar analyzes the intersections of trade, investment, great power rivalry, and international security to assess the role that economic interdependence played in the heightened tensions foreshadowing the two most destructive conflicts in history. Looking closely at prewar global entanglements and inter-imperial rivalries, it will analyze why war broke out in 1914 and why it spread beyond Europe. It will consider the attempts at peacemaking in 1919 and how the failure to create a durable world economic order encouraged protectionism, protected imperial blocs, and aggression by Italy, Germany, and Japan in the 1930s. The course will discuss the Second World War as an outgrowth of the unresolved problems of the interwar period. We will study this war and its aftermath, as well as the more durable economic order created during the Cold War. The seminar concludes with student presentations on a topic of their choosing that will culminate in research papers submitted at the end of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST345 Media Revolutions: Color Television and the Humanities in the 1960s and 1970s
This course visits some of the groundbreaking TV series that presented humanities and sciences to global mass audiences in the 1960s and 1970s. Television emerged as a powerful cultural presence and with remarkable speed. From the late 1960s, the British Broadcasting Company, in partnership with PBS in America, created a series of television programs (partly to widen the audience market for new color television programming). This course focuses on the role of television as a still new, and potentially disruptive, medium. We will look at and discuss a range of British TV series from Kenneth Clark's "Civilisation" and "Monty Python's Flying Circus" (both 1969) to Jacob Bronowski's "The Ascent of Man" (1973) and Alistair Cooke's "America" (1972), John Kenneth Galbraith's "The Age of Uncertainty" (1977), and David Attenborough's "Life on Earth" (first aired in 1979). We will read and discuss works of art and media criticism around this time that laid the groundwork for major conceptual and theoretical remappings of the fields of cultural and visual studies. We also will explore the impact of television on art worlds and museums, looking at how 1960s' color television documentaries influenced the way that humanities are presented televisually up to today. This course satisfies requirements for the "Visual and Material Culture" module in history and major requirements for the Science in Society Program.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM353, STS352**
Prereq: **None**

HIST346 Wesleyan and War: The University's Collections & Connections from the Seven Years' War to Vietnam
This course examines the theme of warfare in the context of Wesleyan University, as seen through the university's archival, rare book, and other collections. Students will spend the bulk of classroom time in discussion and hands-on learning examining the Library's rich collections beginning with the Seven Years' War (1750s), the American Revolution, Barbary Wars, and the War of 1812. As we move into the Civil War, students will also analyze the Wesleyan community's participation in the nation's wars, including the different responses of campus and alumni from World War I to World War II through the Vietnam War and its transformative impact on the University. Students will engage with Wesleyan's collections, developing intermediate and advanced research skills by considering the ways in which Wesleyan and its alumni have engaged with warfare, collecting, and American history. Topics of investigation will include:

espionage, naval warfare, Indigeneity, gender, slavery, education, technology, and tactics/strategy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST347 Foucault: IYKYK
In this course we will follow Michel Foucault's trajectory and methodologies throughout his career from his early work on archeology of knowledge to his genealogical history of the present, focus on bio-power, and then governmentality. Part intellectual history and part theory/method of history, the course will take up Foucault's work within the context of his own time but also as a dynamic set of tools for critique, political activism, and history in the 21st century.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-HIST**
Identical With: **COL347**
Prereq: **None**

HIST348 Urban Histories of Latin America
Cities have occupied Latin American writers, artists, and scholars since the early decades of the sixteenth century. Mapped on to preexisting settlements of indigenous importance, colonial cities became the center of Iberian administration in the New World. They imparted justice, granted citizenship rights, set the standard of civility and religious orthodoxy, and held the promise of economic improvement. The preeminence of cities in Latin America continued into the modern period. Mexico, Buenos Aires, and Rio de Janeiro became opulent and unequal metropolitan centers in the nineteenth century. Unconstrained growth brought about the megalopolises of our current day.

This seminar will explore Latin America's major urban centers in significant moments from the pre-Hispanic period until the present day. Through chronicles, travel narratives, photography, legal writings, newspaper archives, maps, and film we will reconstruct the many dimensions of urban culture in the region. The course will be organized thematically and geographically. We will begin by studying the ways in which Latin American writers have understood the role of the city, and its dwellers, in shaping the trajectory of their various nations. We will pay particular attention to themes like the city and modernity, the every-day experiences of urban residents, racial, gender, and social inequality, the city as a site of historical memory and violent contestation, the environmental challenges of urban growth, and the rise and fall of counter-cultural and protest movements.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST348**
Prereq: **None**

HIST348Z Urban Histories of Latin America
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Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST348Z**
Prereq: **None**

HIST349 Is History True?: The Genealogies and Genres of Facts
History, as both genre and discipline, has a complicated relationship with truth. As a genre, it is popularly understood to be factual -- a reflection of what really happened; as a discipline, it constructs the very reality that it claims to represent. History, in short, is based on the "facts" that it constitutes as real. This is not to say that our world is "post-truth" or unreal or that all "facts" are equally true. Rather, it is to suggest that to access historical reality we need to investigate the genealogies and genres of "facts," since facts (even "alternative facts") are the building blocks that make reality politically, socially, and culturally meaningful. So how does a "fact" become real? What genres of proof are used to constitute historical truth, and by whom? In this class, we will use historical approaches to understand how "facts" gain meaning and agency and analyze the (often porous) boundaries between history, memory, myth, rumor, and conspiracy. To do this, we will consider case studies -- political tropes like "Godless Communism" or "Judeo-Bolshevism"; legal categories such as "genocide" and "crimes against humanity"; and historical frameworks like "the Holocaust" and the "end of history" -- to consider how they structure our worldviews. The format of the course will combine discussion seminar with independent research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CHUM386, REES249**
Prereq: **None**

HIST350 Black New Orleans
New Orleans is a location on a map, a collective memory, and a metaphor. But most of all, New Orleans is and has been a site of Black cultural production for centuries. While the name often conjures images of Mardi Gras beads and Bourbon Street revelers, this intermediate level seminar unpacks the complex histories of Black communities beyond stereotypes popularized by mass media and tourism marketing. We will discuss topics such as airboat tours, so-called post-Katrina "resilience," voodoo priestess Marie Laveau, and more. Drawing inspiration from historian Jessica Marie Johnson's statement that "Black New Orleans Is The Center of The World," we will come to understand the Crescent City as a crucible and incubator of Black culture. The materials used in this course are as multifaceted as the city itself and include scholarly texts, primary sources, fiction, spoken word, music, and documentary film.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST351 Beyond 1619: Enslavement in the United States, 1619-1860
The recent publication of the New York Times' "1619 Project" has refocused attention on the history and lasting effects of enslavement in the United States. Discussion of slavery as America's "original sin," however, oversimplifies the complex, multifaceted, and adaptable nature of enslavement in American history. This seminar will provide students with a grounding in the extensive literature of slavery in the United States from 1619 to the outbreak of the Civil War. We will examine slavery as an economic system of labor exploitation, a racialized hierarchy that legitimized white supremacy, and as a site of resistance and cultural formation. We will explore, additionally, the lives of enslaved individuals alongside our study of the institution of slavery.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST352 The Communist Experience in the Soviet Union (CLAC.50)
Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-HIST**
Identical With: **CGST352, REES352**
Prereq: **None**

HIST353 The Communist Experience in the 20th Century
Two decades have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism's answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES353**
Prereq: **None**

HIST353Z The Communist Experience in the Twentieth Century
More than thirty years have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the Communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism's answer to capitalist modernity from the 1917 revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union but also beyond it (in Eastern Europe and Asia). In the global conflict between Capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes? This course is an intensive reading, research, and writing seminar.

- This course is held entirely online and is a hybrid synchronous and asynchronous format.

- You should be prepared to spend at least 4-6 hours/day on class work.

- There is a class every day: on Mondays and Thursdays we will meet synchronously on Zoom at our regular class time (3:30-5:10 pm); on Tuesdays, Wednesdays, and Fridays, the format will be asynchronous (meaning you can engage with the day's materials at your own pace within a 24-hour window).

- You are expected to participate in each class having read the assigned material and reflected on them in your forum comments. Each day's online discussion will cover the topic and materials of the day.

- Each day you are expected to post at least one original comment of your own, and to respond to at least one comment by a classmate.

- The questions will be posted by 12 pm the day of the class, and the forum will be open for 24 hours, until 12 pm the following day.

- Be prepared to engage with the sources critically--to raise important issues, ask for clarification, and/or propose alternative interpretations, and to bring your own questions into the discussion. When possible, point to specific examples in the text and reference sources/page numbers to make the discussion easier to navigate for the class.

- Your active engagement in the seminar--both on the forum and in the synchronous sessions--is absolutely essential.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES353Z**

Prereq: **None**

HIST354 Slavery and the American Legal System
This class will uncover the deep, foundational relationships between American slavery and the nation's legal, constitutional, and judicial traditions. It will, in turn, consider the historical and structural tensions between democratic state-building and the social, economic, and security imperatives of a slave society. It will begin with a historical analysis of how, starting in the seventeenth-century British empire, slaveholder sought to shape the construction of what would become the foundations of American law. After considering the historical foundations of American slavery, the class will turn toward an examination of how slavery's legal foundations shaped American legal, constitutional, and jurisprudential practices after its abolition. Students will complete final projects that work to uncover the extent of slavery's continued presence in the precedents and traditions that shape the modern American judiciary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM355**
Prereq: **None**

HIST354Z Self and Text in Roman North Africa: Augustine's Confessions
The native North African Augustine of Hippo wrote the most influential autobiographical text in (so-called) Western literature. It remains the most brilliant text I have ever read: a mind-bendingly complex and yet fully coherent literary self. Let's read it together. Set between Carthage and Rome in 400, Augustine wrote just 10 years before the Eternal City would be sacked by the disaffected former legions of the empire (the Goths). Split between conqueror and conquered, civilization and apocalypse, Augustine wove humanity's existential and epistemological questions into a literary tapestry for the ages: Who am I? How do you speak? Who are you? How do I listen? Who are we? How do we know? At once memoir, critique of empire, philosophy, psychology, theology, personal history, criticism, and a letter, these Confessions require close, careful, focused, attentive readings from a diverse group of interpreters. Join our learning community and spend two snowbound weeks at Wesleyan with a book you will never forget.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL354Z, MDST354Z**
Prereq: **None**

HIST356 Between Worlds: Change and Continuity in Early Latin America
The conquest and colonization of the Americas challenged long-held assumptions about geography, time, history, nature, theology, and humanity for both indigenous societies and Europeans. Modern scholars have described the encounter either as an earth-shattering moment of revolutionary intellectual reverberations or, alternatively, as one of limited and slower impact.

This course examines the ways in which diverse actors in the Iberian colonial world confronted change and continuity in their societies. In particular, it seeks to understand how they approached the conquest and its environmental, political, religious, legal, and social repercussions. Through the study of chronicles, graphic materials, poetry, omens, grammars, and maps, we will look at how missionaries, indigenous scholars, scientists, and nuns interpreted the forces transforming their communities. We will pay particular attention to the traditions and practices that they mobilized to explain the past and convey its present and future significance. Major themes include religious conversion and its consequences, the emergence of new social and ethnic identities under colonial institutions, linguistic change, and the writing of history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST229**
Prereq: **None**

HIST357 Regulators: The Administrative State in Modern America
How much arsenic is permissible in drinking water? Should financial firms be required to hold on to some of the risky securities they issue? Can a company sell a jar of peanut butter that contains only 90% peanuts? In the modern United States, the answers to these questions are determined by the administrative state - a collection of dozens of regulatory agencies, bureaus, and commissions comprising millions of officials and staff. Historians, political scientists, and other scholars have long recognized the administrative state as an important site of governance. But unlike Congress, the courts, or the Presidency, most of us have little idea about what exactly the administrative state does, much less how these regulatory bodies came to have so much power and responsibility. EPA G-Men banging down doors in Springfield might get a laugh on "The Simpsons," but why do EPA special agents carry guns?

This course approaches the making of the administrative state as a central component in the history of the modern United States. The seminar begins in the late 19th century, when elected officials created commissions of experts in an attempt to govern an increasingly complex economy, and continues through the 20th century, with its bursts of new state authorities and responsibilities, before concluding in the present, asking what a long history of the administrative state can teach us about contemporary policy. To understand the context in which the administrative state emerged and evolved, we cast a wide net. Among other subjects, students will consider popular movements for environmental protection and worker safety, intellectual transformations in understandings of risk and public welfare, political fights over the scale and scope of the government, and biographies of regulators and the powerful institutions that they make up. Readings include classic texts and new scholarship across different disciplines, alongside contemporary journalism and novel approaches like podcasts - returning throughout the semester to the question of how we can tell an engaging and vital history of the administrative state. Toward that end, students will also explore a variety of different primary source materials throughout the semester before embarking on their own original research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST358 The "Self" in Self-Determination: Personhood & Peoplehood in Empire & Decolonization
This seminar course will explore the historical literature on self-determination and decolonization movements in the twentieth century across the globe. Combining the fields of US imperial history, international history, global indigenous studies, and diasporic studies, this course will delve deep into the historical development of right of self-determination within and outside of imperial regimes. It interrogates how peoples articulated their sense of "personhood" and "peoplehood" to claim political rights within the borders of nations and empires, as well as on the international stage. The course will also explore how decolonization as a concept transformed beyond the realm of law and personhood and encompassed culture, the environment, and lifeways.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

HIST359 Reorienting East Asia: A Thematic Study of China, Japan, Korea, and Beyond
Although the concept of East Asia is firmly cemented in the western imagination, the reality behind the east Asian region -- if one was to call it that -- is far more complex. This course will explore topics in history, politics, religion, language, economics, and modern media as they relate to the three countries usually characterized as east Asia: China, Japan, and Korea. In so doing, you will learn about various connections that bind the countries together as well as the areas in which they do not connect. You will also learn about other players in the region who do not typically receive the attention they deserve, such as Mongolia, Tibet, India, the Ryukyu Islands, and Indochina. By the end of this course, you will be able to highlight unique aspects of each country and qualify the connections made between multiple cultures that have been neighbors for over a millennium.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CEAS358**
Prereq: **None**

HIST360 Evidence: A History
What counts as evidence and proof has changed and varied over time. This class will introduce students to the changing nature of evidence and proof in history, science, law, medicine, and news media. Topics include histories of trial by ordeal, trial by jury, photography, the footnote, fact checkers, expert testimony, the polygraph, statistics, DNA, and AI. Students will read amicus briefs, watch films, write papers, create evidence for mock trials, and study the rise and political effects of "alternate facts" discourse.We will also explore the ways that historical narratives, museums, and commemorations use evidence to tell stories through exhibits, monuments, plays, textbooks, and markers. The class will also discuss the history of landmark legal trials where new forms of evidence were central, and discuss the different ways that films handle evidence in genres such as true crime documentary. This is a discussion-based course that aligns with the Center for Humanities theme for Fall 2025: "Genres of Proof. Assignments include oral and written reports, a creative visual assignment, and a final research paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CHUM369**
Prereq: **None**

HIST361 Race and Immigration in U.S. History
This seminar asks us to consider how we might understand the histories of race and im/migration within the context of a settler colonial nation, beyond the mythology of a "nation of immigrants" at a time when immigrants, migrants, refugees, and non-citizens are under renewed attack in the United States.
An emphasis will be placed on interdisciplinary historical approaches to U.S. immigration, demonstrating its intersection and entanglement with U.S. imperialism, racial capitalism, transnational racial formations, and the carceral state and policing throughout U.S. history. Students will be exposed to the approaches of cultural, social, gender, political, labour, and legal historians who study these issues, alongside the work of various interdisciplinary scholars of race and im/migration. Though chronologically organized, each session will focus on a different set of peoples, migrations, and themes. Taken together, the course will provide for a strong foundation to understanding the entangled histories of race and im/migration in the United States.

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

HIST362 Issues in Contemporary Historiography
This course is designed to introduce history majors to a range of problems, debates, and critical practices in the discipline of history. Part I explores the ethical and public dimensions of history; Part II focuses on key schools of historical thought; Part III examines historical interpretation and primary sources; and Part IV samples varieties of evidence.

This course should be taken in the student's junior year.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST363 Histories of Mexican America
This course will explore and allow for discussion of key themes in Mexican American and Mexican immigrant history in the modern United States. The course will cover diverse geographies and time periods, from the northern borderlands of colonial New Spain to postwar California to contemporary New Haven and rural Vermont. Alongside ranging geographies and temporalities, the course will also pay specific attention to various communities who have historically -- whether proudly, ambiguously, or reluctantly -- been part of the peoples we now call Mexican Americans and Mexican immigrants. It will serve as a critical exploration of the intertwined histories of both Mexican American and Mexican immigrant communities in the United States -- of where, how, and why they have historically intersected, collaborated, and stood in solidarity with one another alongside when they have been at odds with each other throughout U.S. history. An emphasis will be placed on interdisciplinary historical approaches to Mexican American and Mexican migrant histories. Students will be exposed to the approaches of cultural, social, political, gender, oral, labour, and legal historians alongside various interdisciplinary Ethnic Studies scholars.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

HIST364 Thinking with Objects: Processing a Museum Collection from Southern Africa
In Thinking with Objects, students will gain hands-on experience processing a collection of Namibian artifacts in Wesleyan's care. The course will introduce students to many of the ethical and practical challenges facing museum collections today, providing an opportunity to apply the ideas we discuss all semester by processing a collection of decorative and everyday objects made from diverse materials (wood, beads, animal hide, and shells). Part of the course will be the investigation of the origins and function of these objects. Learning how to handle, label, store, and potentially exhibit objects from the collection will enable students to reflect on Wesleyan's relationship to the African continent, and to think more generally about university and museum collections and methodologies
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **ENGL396**

Prereq: **None**

HIST365 North/South Borderlands of the United States
This advanced seminar on the U.S.-Mexico and U.S.-Canada borderlands situates our current moment's renewed anti-migrant and pro-border policing politics within a longer history of mobility, immigrant exclusion, labour exploitation, and border violence while disrupting common assumptions that place the northern and southern borders of the United States in binary opposition to one another. The course guides us in thinking expansively about what constitutes border violence and policing within differing racial and national contexts. We will engage with histories and historiographies from Canada, the United States, and Mexico, pulling together diverse countries that nonetheless share not only geographies but political visions of mobility and migrant life, whether dictated "from above" by state actors or "from below" by communities acting (at times) in solidarity with one another. The class traces border politics at hemispheric, national, and local levels along with immigrant, labour, and Indigenous politics from the nineteenth century to the present day. The course will help us make historical sense of renewed calls for immigration restriction alongside opposing calls for solidarity that are envisioned in the popular slogan "No One is Illegal on Stolen Land."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

HIST366 A History of Incarceration in the United States
This course examines the history of incarceration in the United States from the 18th century to the late 20th century. It begins with history of indentured servitude in the colonial era and then considers the intensification of the enslavement of blacks in the 19th century as well as the expansion of prisons in the 20th century. The course seeks to engage how systems of confinement accompanied the development of a political system based on the languages of liberty.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **CSPL366**
Prereq: **None**

HIST367 Life of Modern Fact
Facts aren't born; they are made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This seminar explores the tools and techniques that people have used to craft facts. We consider examples from the 18th century through the present day, such as training manuals, films, and instruments. We also examine how broader structures such as social networks and the law help produce facts as people share, defend, and use them. Finally, this course encourages skepticism and creativity in the use of primary sources and the formulation of original research, questioning the givens of human knowledge.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS367**
Prereq: **None**

HIST368 Energy Legacies and Ecological Futures
Rooted in a history of energy production, this course explores the possible futures of aging fossil fuel infrastructure, a primary political, economic, and ecological crisis of the 21st century. Students will participate in the planning of a conference on the "Futures of Fossil Fuel Infrastructure" to be held at Manresa Island in South Norwalk, CT. Manresa, in the marine estuary of the Long Island Sound, is the site of a shuttered coal- and oil-fired power plant planned as a public park with the support of a philanthropic 501(c)3.

In this course, students will consider multiple prescriptions for remediation, public access, community, ecological restoration, landscape architecture, and adaptive re-use in historical perspective. Students will have the opportunity to formulate and exhibit their own visions informed by historical examples.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST371 Fascism
This seminar aims to identify varieties and components of fascist ideologies and to undertake comparative analysis of European fascist movements in the first half of the 20th century. The initial focus will be on the several ways fascism has been defined and understood, including examples of how the term has been utilized to characterize certain governments and personalities. Specific attention then will be devoted to Italy, Germany, Spain, and France, with emphasis on Mussolini and Hitler and their regimes. Additionally, apparent linkages of fascism to post-1945 politics, such as the National Front in France, will be explored. Other fascist movements may be chosen as the subject of a major research paper. Materials for the seminar will include documentary sources, films, interpretive studies, and biographies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST372 Historical Narrative and the Graphic Novel
Historical narratives are all around us -- from the films and television we watch, to the murals and monuments we walk past on the street, to the underlying foundations of the jokes we tell or the phrases we say. Building from this assumption, that we are surrounded by historical narratives both explicitly and subliminally, this seminar will focus on the ways that graphic novels engage with historical storytelling and historical narratives. The course will focus on how graphic novelists tell history, with particular emphasis on modern U.S. history in a transnational framework. We will read across graphic novel genres, from historically-inspired mysteries to memoirs to young adult fiction set in the contemporary moment. Alongside these graphic novels, we will read the work of historians and interdisciplinary scholars who have written about the histories told in illustrated format. The course will therefore provide snapshots of transnational twentieth- and twenty-first-century U.S. histories, with each focusing on a different time period and community, while asking us to take seriously the question of how we tell history beyond the confines of academia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST373 Language and Power in Latin America
What is a perfect language? Societies across the globe, in different times and places, have sought to answer this question. In the process they have posited a diversity of theories about the relationships among language, individual and group identity, social harmony, religious devotion, and political power. This seminar investigates the ways in which Latin American societies, from the colonial period until the present, grappled with the problem of language and its ability to shape their communities. From Indigenous polities, to the

imperial monarchies that conquered and colonized the Americas, to the nation-states that emerged in the 19th century, all have had to confront the realities of a diverse and profoundly multilingual region. The course will be organized around representative case studies. It will draw from a variety of fields (e.g., linguistics, philosophy, history, anthropology, and history of science) to consider how language served as either a resource or an obstacle to be surmounted in the creation of ideal religious, political, and intellectual communities in Latin America. Significant themes include the role of language in conquest and colonization, the development of cultural institutions to regulate and standardize language usage, the prevalence of bilingualism in many regions, the proliferation of literacy campaigns as a hallmark of the revolutionary governments of the mid-20th century, and the emergence of Indigenous peoples as social and political actors in contemporary Latin America.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST373**
Prereq: **None**

HIST374 Food Security: History of an Idea
The Food and Agricultural Organization of the United Nations has held that "food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life." This course is a history of food insecurity as a material condition and a geopolitical concept for explaining uneven access to provisions. Although we begin with the emergence of food security as a concept during World War II, we will spend the majority of the course studying other ways of organizing access to the means of subsistence. Topics discussed will include why human beings share food, the invention of agriculture, transportation infrastructure, international trade, food aid, agricultural research and development, poverty, conflict, and famine.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS374, ENVS374**
Prereq: **None**

HIST375 Unraveling Nature: Environmental Histories of Latin America
In the late eighteenth century, as almost three-hundred years of Spanish-rule in the Americas neared collapse, the Colombian scholar Francisco José de Caldas wrote that the key to understanding human variety lay in the different environments that human societies inhabited. For Caldas, nowhere was this more evident that in the Andes, where within close proximity a variety of temperature ranges and degrees of atmospheric pressure clearly influenced the character and customs of people. From the depths of the Amazon to the highest peaks of the Andes and the semi-arid lowlands of the Gran Chaco, the Latin American environment has continually inspired chroniclers, scientists, state-planners, and environmental activists, all seeking to unravel its workings in the service of their economic, political, social, and religious ideals. This class investigates the range of technologies and genres that scholars, administrators, local experts, and communities across Latin America have used to make the region's varied geographic spaces intelligible from the fifteenth century until the present day. It explores tensions between material and theoretical influences on the spatial imaginary and examines how environments were made and remade to serve imperial, colonial, national, and global projects. Important themes include Indigenous cosmologies and natural knowledge, the establishment of colonial extractive economies, the export-led growth of the nascent Latin American nations, the developmentalist projects of the late twentieth century, and recent efforts to contest the exploitation of nature by endowing natural bodies, like rivers and mountain ranges, with legal rights.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **LAST375**
Prereq: **None**

HIST376 Travel and Communication in Europe
This course will explore the character of travel and communication networks, patterns, technologies, and ideas in Europe in the medieval and early modern periods. Students will therefore learn the concept of travel and mobility, whether commercial, cultural, or bureaucratic, and the concept of notable reconfigurations and acceleration of exchange in this period. Beyond ideas, the networks they linked to will be prominent. These include technologies such as the bridge, road, and wayfinding, as well as cybernetic creations like the riding horse (with iron shoes and complex needs); the development of institutions of hospitality, like the monastery, the hostel and the inn; and the adaptation of writing to facilitate motion and communication. Due attention will be paid to exotic travel such as crusading, pilgrimage and warfare; however, routine business travel will be key, such as the trips required by law, by trade, by the search for money, and the desire to see family.

Methodologically, the course will focus on the idea of networks and the techniques of the digital humanities. Thus, text mining for information; mapping in GIS (Geographic Information Systems); and analyzing network relations will be important additions to the usual historical skills of reading and writing essays.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **MDST376**
Prereq: **None**

HIST377 Comparative French Revolutions
This course makes a systematic, comparative analysis of the causes, patterns, and consequences of revolutionary activities in France, examining the revolutions of 1789, 1830, 1848, and 1870. The course will emphasize revolutionary movement organizations, political and social goals, ideology, and industrialization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L377**
Prereq: **None**

HIST378 LAND BACK! Indigenous Sovereignty Politics
This advanced research seminar will feature a look at the contemporary LAND BACK movement through current case studies with a focus on tracing the historical and legal genealogies of settler colonial land dispossession, indigenous land title, and self-governance issues bounded to territory (recognized and otherwise). We will examine different historical periods, moments, geographical sites, and case studies to explore the complexities of life for Indigenous peoples in the Pacific Islands and North America subject to the authority of the United States in relation to land as a central part of exercising sovereignty. In relation to these themes, the course will also examine: Indigenous peoples' varied political statuses in settler colonial context; self-determination; structures of domination and resistance; Indigenous agency; Native nationalism and decolonization. Readings will focus on the recognition and assertion of collective land rights, treaty rights, as well as land claims, land recovery, and land reclamation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST379 The Fire Next Time: The Modern Black Freedom Struggle
The Fire Next Time explores the spectrum of African American politics in the mid-20th century United States. It will examine not only the nonviolent social movement against the Jim Crow South but will scrutinize expanding notions of black militancy against racial oppression in modern America. We will complete and discuss readings on the "short" and "long" civil rights movements; the position of women in movements for black equality; the leadership of Martin Luther King, Jr. and Malcolm X; the work of civil rights activists in the urban North; and the movement for Black Power. This course seeks to provide students with an understanding of the major themes and contexts of the most important social movement of the 20th-century United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **AFAM379**
Prereq: **None**

HIST380 Transforming Bodies: Movement and Agency in West Africa
Dancers in West Africa embody human agency and transform historical worlds. As one elder farmer proclaimed: "Our ciwara have power[!]" Masked ciwara dancers on the Mande Pleateau call upon the collective labor of farmers to produce rural life, and more recently, have responded to transformations of the agricultural landscape. They emphasize the power of the human body over agricultural machines. Elsewhere in West Africa, the Atsiagbekor dance energized and celebrated Ewe male soldiers by acting out scenes from the battlefield. The dance movements were also secret codes used during battle to give instructions. How and when to fight, defend, or retreat depended on this embodied communication. The accompanying loud drum music served an added purpose of instilling fear in enemy ranks because it created the impression of a mighty army on the march. Still performed, the dance now symbolizes Ghanaian cultural heritage and helps to shape local historical memory.

In this course we will examine the body as an active agent in West African social and political life. We will study the historical and contemporary meanings of laboring bodies through dance and everyday movement, such as women's pounding of fufu or stirring of toh daily meals. We will also reflect on the ritual enactment of enslavement or colonial rule as a means to subvert old power structures. The body in these cases was a tool for resistance. We will also unpack multiple interpretations for specific women's embodied protests such as "sitting on a man." Collective body movement was powerful, but individual bodies might also enact healing or express religious devotion. Spirit possession, for example, marked the body as a site for human interaction with the supernatural. In this and other examples, the body is an archive in motion and subject to social renewal. By taking the body and movement as a lens, we will explore shifting histories of labor, performance, gender, politics, aesthetics, and religion from the pre-colonial era to the contemporary moment. We will also learn new ways to creatively move and narrate the African past and present.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-HIST, SBS-HIST**
Identical With: **DANC380**
Prereq: **None**

HIST382 Anthropocene as Modern Grand Narrative
The Anthropocene refers to the new age in which humankind started to have a significant impact in altering or rupturing the Earth's systems, where the Earth is now moving out of its current geological epoch (the Holocene) and into "a less biologically diverse, less forested, much warmer, and probably wetter and stormier state." (Steffen, Crutzen, and McNeill 2007, Sciences Module, 614). This course begins by examining the debates on the definition and periodization. It then explores precursors to the concept of the Anthropocene, such as Confucian and Daoist writings on the taming of the natural environment for human needs, the catastrophism versus uniformitarianism debate, and contesting definitions of sustainability. Finally, it looks at how recent works of environmental history engaged with the concept of the Anthropocene and brought our attention to the impact of the transition from organic economy to carbon economy. Is the Anthropocene a new meta-narrative that professes to be the theory that explains all human activity? Is the Anthropocene a call to arms for environmental justice? Is the Anthropocene just a declensionist fairy tale--one that leads us down a dead end, throwing up our arms in resignation over the irreversible destruction of the natural environment?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS382, ENVS383**
Prereq: **None**

HIST383 French Existentialism and Marxism
This course is a study of French thinkers of the 20th century who challenged and reevaluated the principles upon which Western society was based, with an emphasis on the problems and theories concerning the standards of moral action, the nature of political knowledge, political engagement, ethical relativity, free will, and determination.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **RL&L383**
Prereq: **None**

HIST385 Science and the State
Over the past two centuries, states have been among the most prodigious producers and consumers of scientific information. Broad areas of scientific inquiry--such as demography, economics, geography, and ecology--substantially developed in response to the need of states to manage their populations, their economies, and their natural resources. State-directed scientific and technological innovation has also played a critical role in the pursuit of national security and infrastructural development, most notably through the development of nuclear weapons, missiles, and an array of military technologies. Finally, states have turned to scientific experts to enhance the credibility and legitimacy of policy decisions. This course introduces students to literature in the history of science that explores the connections between systems of knowledge and state power. Themes developed include the tensions between expertise and democracy, secrecy and scientific openness; the relationship between political culture and scientific and technological development; and the role of quantification, standardization, and classification in producing political order.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS375**
Prereq: **None**

HIST386 China as Scientific Powerhouse
Science, technology, and medicine played an integral role in the China's transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad

philosophical questions that motivate the research in history of those areas. We will learn to explore science, technology, and medicine in China on "its own terms" by understanding how the unique political and social challenges of modern China shaped Chinese science.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS285, CEAS222**
Prereq: **None**

HIST387 History of the End
How will it end? Scientific hubris, a nuclear event, an asteroid, environmental disaster, overpollution, resource scarcity, commodity price spikes, riots, social chaos, social control? This seminar investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS387, ENVS387**
Prereq: **None**

HIST388 Italy and Spain in the 20th Century
This seminar is devoted to a comparative analysis of aspects of Italian and Spanish history since 1896, date of Italian colonial disaster and 1898, date of Spain's loss of empire. Consideration will be given to economic underdevelopment, the persistence of regionalisms, the role of the Catholic Church, the weakness and collapse of liberal political systems, the emergence of fascism, socialism, communism, and anarchism, the regimes of Mussolini and Franco, and the construction and development of democracy in both countries. Emphasis will be devoted to the fascist regime in Italy and to the Civil War and Franco regime in Spain. Seminar materials will include interpretive works, memoirs, documents, films, and contemporary accounts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST389 Sachem School: Indigenous Lifeways and Settler Radicalism After 1600
In the 21st century, we face a series of interconnected reckonings: environmental collapse, economic disparity, racial inequality, and more. There were, and still are, alternative ways of organizing our economies, reframing our relationships with the land, and creating kinship networks that mitigate against inequality and enmity. This class will explore what settlers learned -- and refused to learn -- from the Indigenous societies they encountered after contact in northern North America. From Roger Williams's ideas of religious toleration in the 1640s to #landback today, settlers have at times demonstrated a willingness to learn from Indigenous lifeways and employ those lessons in ways deemed "radical" by Western standards. Understanding this history illuminates a path toward a future in which we continue learning from Indigenous nations and work to repair the damage settler societies have inflicted on each other and our world.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

HIST390 The Redeemed Narrative: Microhistories in Early America
This course will guide students in thinking about American social history, the efforts by historians to recover the lived experiences of those who did not leave substantial archival documentation, through a close examination of examples of microhistory in early America. Microhistory, situated between the New Social History, influenced by the Annalistes and British Marxists, and the Cultural Turn, influenced by critical and linguistic theory, offers a unique opportunity to analyze the ways that early American historians creatively utilize evidence. We will pay particular attention to the ways that microhistory recovers histories of race and gender despite the paucity and problematic nature of archival sources. While students will receive a grounding in the theories of archival source interpretation, emphasis will be placed on the ways that historians have put those theories into practice. The course is designed to be an upper-level seminar, preparing students with the research tools to write their senior thesis or major capstone paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST391 The Treason of the Intellectuals: Power, Ethics, and Cultural Production
In his 1928 essay Julien Benda railed against the "treason" of the European intellectual establishment who abandoned disinterested intellectual activity in favor of political and nationalist engagement. In this course we will explore the relation of intellectuals to politics and the ethical ramifications thereof. Beginning with the Dreyfus Affair, the course will emphasize political involvement in France to focus on the vexed relationship between political action and intellectual production. We will examine figures such as Zola, Benda, Breton, Celine, Sartre, Camus, Beauvoir, Aron, Fanon, Foucault, Mbembe, Derrida, Kristeva, and Cixous.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **COL355**
Prereq: **None**

HIST392 The Acceleration of Europe: Mobility and Communication, 1000---1700
This research course explores the thesis that during the Middle Ages, Europeans began to move faster, to move more often, and, by doing so, transformed the nature of social life, cultural life, and the character of selves and minds in the world. The course will explore the material aspects of this, such as the nature and development of roads and bridges, ships and canals, inns and hospitality that sustained and encouraged advancing travel. Thematic importance will be given to the place of horses and horseriding in these developments. The course is about the history of communication and the idea that a particular sort of traveler was created through later medieval travel and became the means of cultural and psychological acceleration. The social and cognitive networks established through travel, including the exchange of letters and messages, linked the local to the national. Merchants, pilgrims, soldiers, judges, students, preachers, and bureaucrats became the means of spreading news, changing views, and speeding up the world. This course will expose students to methods and skills in the digital humanities such as network analysis, geographic information systems, and database analysis.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST393 Materia Medica: Drugs and Medicines in America
This course investigates the identification, preparation, and application of drugs and medicines in the United States, emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include early modern European prospecting for medicinal plants, the

development of an international drug trade, and the formation of national pharmaceutical markets in the Untied States in the 19th century. Participants will explore the production, circulation, and restriction of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation. In addition to knowledge of the social history of drugs and medicines in the United States, students are expected to develop competencies in historical research using primary and secondary sources. The final weeks of the course are devoted to applying historical knowledge to contemporary debates in global public health, including international pharmaceutical research, drug development, and epidemic disease.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **STS393**
Prereq: **None**

HIST394 Seminar: Topics in the History of Europe Since 1945
This seminar is devoted to study of selected topics in the history of Europe after the Second World War. These will include the end of the war in 1945; the origins and developments of the Cold War, 1945--1962; France and the war in Algeria; de Gaulle's Fifth Republic and the events of 1968; Spain since 1975; Germany's ascendancy; the decline and collapse of the Soviet Union; the European Union; and contemporary Europe.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST395 "If there is no God, then everything is permitted?" Moral Life in a Secular World
In Fyodor Dostoevsky's The Brothers Karamazov, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity.

One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French laïcité, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES344, RELI393**
Prereq: **None**

HIST395Z "If there is no God, then everything is permitted?" Moral Life in a Secular World
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

In Fyodor Dostoevsky's The Brothers Karamazov, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity.

One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French laïcité, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **REES344Z, RELI393Z**
Prereq: **None**

HIST396 The U.S. South: A Global History
When people think of the U.S. South, they often think of a place that's isolated and insular--a region cut off from the rest of the United States and the wider world. Yet nothing could be further from the truth. Throughout its history, the South has been deeply entangled in the world and in the larger processes of globalization. Few regions of the United States have been more connected or more cosmopolitan. This seminar explores the global history of the U.S. South from the early 1800s to the present. By tracing the transnational movement of people, ideas, and commodities, it seeks to understand how the world has shaped the South, and also how the South has shaped the world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST397 United States Overseas Empire
The United States is an empire: an empire that expands beyond the North American continent into many islands across the globe. From Puerto Rico and the U.S. Virgin Islands in the Atlantic to American Samoa and Guam in the Pacific, the US remains an imperial power with unincorporated island territories, a euphemism for replacing the anachronistic term "colonies." The residents of these territories have truncated political rights; they do not have voting representation in U.S. Congress, and they cannot vote in U.S. Presidential elections. Though U.S. territories are usually footnotes in the grand narrative of U.S. history, this course argues that they are integral to understanding the

United States as a whole. We will examine the history of how the U.S. acquired and governed the territories from the perspective of the islands themselves, emphasizing the local effects of U.S. colonial policies. We will analyze how U.S. foreign policy split indigenous peoples into separate political entities, how economic interests changed native political systems, how U.S. militarism affected the ecology of whole islands and the culture of territorial residents, and how public health policies racialized island peoples. We will also explore how self-determination and decolonization movements were stymied by the U.S. government, and how a whole host of other colonial policies and actions has affected and continues to affect the territories. The course will cover islands currently under U.S. control, including American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the United States Virgin Islands, and Hawaii. It will also examine former territories, Trust Territories of the Pacific, and occupied islands including the Philippines, Cuba, Haiti, the Dominican Republic, among others. With the changing nature of U.S. imperialism, we will also consider the United States expansive military base presence throughout the globe. The history of these islands can tell us much about limits of U.S. citizenship, about the growth of U.S. commerce and militarism globally, about patterns of migration and immigration, and about the changing discourse of race and indigeneity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Prereq: **None**

HIST398 Visions of the Future: Capitalism and Colonialism in the World's Fairs
This course will explore the history of the world's fairs from the 1851 Great Exhibition in London to the 1939 New York World's Fair. These events showcased the newest technologies that would revolutionize life and labor for millions of human beings around the world. They also presented to the public new consumer goods and forms of entertainment such as music, dances, and sports. Moreover, they were sites of competition for rising nations and empires. Each participant country brought artifacts that demonstrated their (often idealized) national characteristics and development. Western powers displayed colonial products and peoples to show how they had been advancing in their expansionist enterprises. The students will read works on the humanities and social sciences that delve into the meanings of the world's fairs. They will also analyze primary sources (texts, paintings, film, songs, cartoons, and more) which will allow them to ask their own questions about these events.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM322, AMST322**
Prereq: **None**

HIST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

HIST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

HIST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

HIST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

HIST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

HIST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

HIST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

HIST423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

HIST424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

HIST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

HIST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**
Grading: **OPT**

HIST467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **2.00**
Gen Ed Area: **None**
Prereq: **None**

HIST469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

HIST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

HIST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

HIST496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

ITALIAN (ITAL)

ITAL101 Elementary Italian I
Italian 101 is the first half of a two-semester elementary sequence. Our emphasis is on the development of basic oral and written competence, and reading and aural comprehension skills. In this course, you will master the linguistic skills necessary to function in day-to-day circumstances in Italian as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture.

Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will learn to talk about things in your own immediate environment, such as family, friends, daily routine, likes and dislikes, and you will learn how to handle basic social interactions such as meeting people, planning events, eating out, inquiring about other people's lives, and relating information in simple terms. We will explore roughly five units of the textbook; additionally, your linguistic experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

Students are strongly encouraged to enroll in the continuation of the Italian Elementary sequence in Spring (Italian 102): language learning is cumulative and requires time and consistent effort. Italian 101 and Italian 102, taken together, will provide a strong linguistic foundation--which is necessary to access Intermediate and Advanced courses at Wesleyan and to succeed in study abroad experiences in Italy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL102 Elementary Italian II
This course is the second half of a two-semester elementary sequence. Our emphasis is on the continuing development and strengthening of oral and written competence, and reading and comprehension skills. Specifically, you will master the linguistic skills necessary to describe and narrate simple events in the past and in the future, make comparisons, express possibility, express your point of view, and agree and disagree with the opinions of others. You will also reach a better understanding of culture, society, and everyday life in Italy as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. By the end of this course, you can expect to be able to function quite ably and with assurance in day-to-day circumstances in Italian. We will explore roughly five units of the textbook; additionally, your linguistic and cultural experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance. Students are strongly encouraged to enroll in this course after taking Italian 101 to continue their Italian Elementary sequence: language learning is cumulative and requires time and consistent effort. Italian 101 and Italian 102, taken together, will provide a strong linguistic foundation--which is necessary to access Intermediate and Advanced courses at Wesleyan and to succeed in study abroad experiences in Italy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL101**

ITAL103 Intensive Italian
Intensive Italian is a course designed for highly motivated students who wish to learn the basics of Italian language in one semester. The course emphasizes the development of basic oral and written competence, and reading and aural comprehension skills. In this course, you will master the linguistic skills necessary to function in day-to-day circumstances in Italian as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture.

Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. We will use the textbook both in class and at home; additionally, your linguistic experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

This course is particularly recommended for students with a background in other romance languages, such as Spanish, French, or Portuguese.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL111 Intermediate Italian I
Italian 111 is the first half of a two-semester intermediate sequence. Authentic artifacts such as literary excerpts, films, newspaper articles, songs, and commercials constitute the starting points of this course. These include topics ranging from stereotypes and perceptions of Italy to significant moments in Italian history and politics, family and student life, employment, immigration/ emigration, organized crime, and environmental awareness, all of which shed light on the rich diversity and complexities within Italy and offer a variety of opportunities to improve and refine your ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will build on previously learned grammatical structures and acquire more complex ones that will allow you to improve your ability to relate information, narrate stories, make hypotheses, express your opinions, and debate the opinions of others, both in writing and in conversation. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance. Students are strongly encouraged to enroll in the continuation of the Intermediate Elementary sequence in Spring (Italian 112): language learning is cumulative and requires time and consistent effort. Italian 111 and Italian 112, taken together, will provide a strong linguistic and cultural foundation--which is necessary to access Advanced courses at Wesleyan and to succeed in study abroad experiences in Italy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL102**

ITAL112 Intermediate Italian II
Italian 112 is the second half of a two-semester intermediate sequence. Authentic artifacts such as literary excerpts, films, newspaper articles, songs, and commercials constitute the starting points of this course. These include topics ranging from stereotypes and perceptions of Italy to significant moments in Italian history and politics, family and student life, employment, immigration/ emigration, organized crime, and environmental awareness, all of which shed light on the rich diversity and complexities within Italy and offer a variety of opportunities to improve and refine your ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will build on previously learned grammatical structures and acquire more complex ones that will allow you to improve your ability to relate information, narrate stories, make hypotheses, express your opinions, and debate the opinions of others, both in writing and in conversation. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance. Students are strongly encouraged to enroll in this course after taking Italian 111 to continue their Intermediate Elementary sequence: language learning is cumulative and requires time and consistent effort. Italian 111 and Italian 112, taken together, will provide a strong linguistic and cultural foundation--which is necessary to access Advanced courses at Wesleyan and to succeed in study abroad experiences in Italy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL111**

ITAL216 Words and Sex: Storytelling, Censorship, and Boccaccio's Decameron
We will explore literary genres and representations of sex and gender in Boccaccio's Decameron. Through close readings of selected tales and cultural analyses of their trans-historical and transnational reception, we take the Decameron's words as point of departure for the study of storytelling and the politics of readership. As modern readers of Boccaccio's renowned and classic Medieval collection of short tales, we investigate the text's notions of love, gender, and sexuality by comparing and contrasting the Decameron with various other texts across varying media, from the works of Petrarch and Chaucer to the modern readings of D. H. Lawrence and Pier Paolo Pasolini, and from visual arts to digital humanities. Students are invited to creatively engage with these and other texts of their choice (and with approval of the instructor) in order to produce, by the end of the course, either a) an analytic blog post that may be published on the H-Net of the Transnational Italian Studies working group; or b) an individual or collective project inspired by Boccaccio's Decameron.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL293**
Prereq: **None**

ITAL217 Infernal Passions: Love, Sex, and Desire from Dante to Today
This course traces the explosive themes of love, sex, and desire in contemporary Italian cultural productions. At the heart of this exploration is Dante, whose Divine Comedy transformed personal passion into cosmic drama, making him a foundational voice in how desire, transgression, and redemption have been conceived and represented in Italian culture. His legacy serves as both a mirror and a provocation for today's artists, writers, and filmmakers. Each unit pairs Dante's verses with 20th- and 21st-century texts and cinematic works that engage in a dialogue about power, eroticism, and resistance -- exploring the tension between the sacred and the profane, the persistence of obsessive love, the commodification of sex, and the subversion of heteronormative desire. Tracing these echoes across time, we will uncover how Italian culture continuously redefines the politics of the body, gender, and sexuality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**

Prereq: **ITAL112**

ITAL220 Italian Gaming Lab: Using Tabletop Games for Language Learning (CLAC.50)
Italian Gaming Lab is designed as a game-based Italian language laboratory that will focus on why and how tabletop games can be effective tools for language learning; examples will include board games, card games, and tabletop role-playing games (TTRPGs), an increasingly popular type of game that is based on collaborative storytelling in which participants either impersonate one or more characters or create and organize entire worlds.

In this CLAC course, we will explore how a game-informed pedagogy can work in Italian language and culture classrooms and to highlight analog gaming approaches that have worked inside and outside the language classroom. We will discuss the basics of Game-Based Learning (GBL) applied to L2 acquisition, as well as play a series of games that can illustrate the gameful principles previously studies. Participants will discuss the application of gaming principles to L2 acquisition and create reports and playful presentations on their linguistic journey through play. The course offers students the opportunity to use language creatively and to develop critical knowledge within the rising and innovative field of Game-Based Learning and educational game design.

The course will be conducted in Italian, and games will be played in Italian. Both intermediate/advanced learners of Italian (second-year level or above) and native speakers are welcome. If you are unsure about whether your language background is sufficient for the course, please contact the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST220**
Prereq: **ITAL102**

ITAL221 Culture, Society, and History in Italy
This course is designed for students who have completed at least two years of college-level Italian or who have achieved equivalent competency through study in Italy. Our primary objective is to enhance students' speaking abilities and Italian cultural literacy through exposure to a variety of Italian texts and contexts. The course will be organized both thematically and chronologically, taking into consideration a group of three themes that could change from one year to the next. Some groups or themes that might organize the course include the following groupings: l'amore, la morte, e l'altro; la città, la campagna, i sogni; il passato, il presente, e il futuro. We examine these themes in literary texts, paying attention to the different genres, and in opera and film. Students are expected to participate actively in this seminar setting. Class is conducted entirely in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL222 Ruin and Redemption: Narrating Twentieth-Century Italy
When fugitive far-left terrorist Cesare Battisti was extradited to Italy in January 2019 to serve out a life sentence for crimes committed in the late 1970s, he provided fresh evidence for the way that 20th-century events still cast long shadows into contemporary Italy. The events, their narration and re-narration over time tell the story of unresolved conflicts and overturned verdicts in a context characterized by repression, revisionism, and rehabilitation. In this course we study three historical events of the past century that continue to haunt contemporary Italian society, culture, and politics: fascism; civil war and resistance; and the political violence of terrorism in the 1970s and 80s. We approach these events by examining the ever-changing narratives about them. For each narrative we focus on specific issues (e.g., for fascism: the rise of fascism, racism and anti-Semitism, colonialism, Mussolini's cult of personality, the exaltation of war, fascist intellectuals, the art of the regime, etc.), but we use these as an entry point to articulate contradictions and complexity. We explore these narratives through various media and forms of expression: from films to novels, from landmarks to newspaper articles, from poems to billboards. By exploring how the polarizations of these narratives flow into the 21st century, we unveil the fractures and conflicting agents at the core of contemporary Italy.

The course is conducted in Italian. Authors include: Gianni Amelio, Marco Bellocchio, Italo Calvino, Liliana Cavani, Umberto Eco, Beppe Fenoglio, Dario Fo, Natalia Ginzburg, Helena Janaczek, Primo Levi, Pier Paolo Pasolini, Luisa Passerini, Cesare Pavese, Rossana Rossanda, Roberto Rossellini.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL222**
Prereq: **None**

ITAL223 Home Movies: Italian "Families" on Film
What is "the family" in an Italian social and cultural context? How has it changed over time? How has it responded to the transformations of Italian society since the time of the postwar economic miracle until today? Have its contours changed to adapt to new values? Has it fossilized existing values? Are families limited to flesh-and-blood kinship or are they constructed along lines of shared values and loyalty? This course seeks some answers to these questions through a sustained exploration of a variety of types of families as they are presented in Italian cinema from roughly 1950 until today. We will take stock of representations of the "traditional" family and the related social values, seeking to understand how Italian filmmakers, through their focus on the family, enter into the debate concerning tradition and change within Italian society, culture, and history. To that end, we will examine family dynamics along a broad spectrum of relative and intersecting aspects including affiliation, love, and rivalry; elective families (organized around crime syndicates, families constituted according to affinity); "failed" and "challenged" families and what that means; and examples of single-parent and same-sex families that seek to challenge conventional heteronormative paradigms. Along the way, we will recur to some critical readings (in sociology, history, and anthropology) that will help us frame our inquiry. This course is conducted in Italian. ITAL 223 is an appropriate course for anyone seeking an advanced class after ITAL112.

We will screen one primary film each week, which will anchor our discussions and serve as the basis for that week's activities. Students will also make 10-15 minute presentations on a secondary film that will serve as a "companion" to the primary text and will thicken our understanding of that week's themes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL223**
Prereq: **ITAL221 OR ITAL222**

ITAL224 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance
In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolo Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L224, MDST223**
Prereq: **None**

ITAL225 Italian/Middletown: Podcasting Middletown's Italian Treasures
This class uncovers Italian Treasures in Middletown, both on and off campus. An advanced course in Italian that is as suited for fifth-semester students as it is for those returning from Bologna or who have already taken a course in Italian, we will explore Italian podcasts and podcasting in Italian before turning our attention to podcast production of our own. Our course begins with audio explorations of podcasts in Italian, which will allow us to examine a variety of themes and subjects (e.g., true crime, sports, health, politics, among others), conducting contextualized grammar review as we go. Alongside study of both the medium of podcasting and examples of Italian podcasts, we will learn about the history of Middletown's Italian community and conduct a hunt for Italian treasures to explore and study. How does Middletown's Italian past link to its present? And to Wesleyan? Where can we find Italian "treasures" on campus and off? Throughout the semester, students will produce several short audio assignments, for which they will prepare (and submit) scripts. In service to all audio assignments, students will work on their pronunciation and diction with the Foreign Language Teaching Assistant from the University of Bologna. In addition to the brief audio assignments and scripts, major assignments include one 5-min podcast episode at midterm and one 7-min episode by the end of November. In the last week of class, students will collaborate on editing and producing a 55-min podcast that folds together all their individual chapters and includes music and linking narrative. This final podcast will be broadcast on Wesleyan's WESU.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL226 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. After 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present. The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L226, RELI218, MDST226, WLIT250**
Prereq: **None**

ITAL227 Devotion and Deception: Erotic Discourse from Dante to Petrarca
In this course, we will investigate the ideology, content, and material forms of love literature from Dante Alighieri to Francesco Petrarca. Through a close reading of such texts as Dante's Vita nova (ca. 1295), Giovanni Boccaccio's Decameron (ca. 1353), and Petrarca's Rerum vulgarium fragmenta (often referred to as the poetry book par excellence: il canzoniere, ca. 1374), we will unveil the literary and fictitious nature of medieval erotic literature. We will explore the origins of love poetry in medieval France and its subsequent interpretation and rewriting in Italian courts and comuni. We will inquire into the cultural constructions of the medieval notion of the lyrical self and how it still has an impact on our own notion of consciousness. We will study the forms, themes, and characters that populate 'love stories' in the Middle Ages. We will analyze the dynamics of composition, circulation, and reception in manuscript culture. Our close analysis of the texts as they have been preserved in manuscript form will help us gauge the differences between medieval and contemporary ways of writing, reading, and loving. This course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST247**
Prereq: **None**

ITAL228 Writing the Self
This course examines literary self-writing as a practice through which identity is questioned, shaped, and reimagined, with particular attention to writing across languages and cultural contexts. Through readings by Italian and transnational authors (including Alba de Cespedes, Anna Banti, Italo Svevo, Jhumpa Lahiri, Espérance Hakuzwimana) the course explores how narratives of the self engage with issues of gender, class, race, memory, and social belonging. Students will analyze a range of autobiographical and autofictional forms while developing their own sustained work of self-writing in Italian, shaped through ongoing revision and discussion. The course is thought in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL229 Roads to Rome: Italian Cinema from Neorealism to Today
Do all roads lead to Rome? In ancient times, people across the Mediterranean referred to Rome as Caput Mundi, "the capital of the [Western] world." In 1906, while living there, James Joyce wrote to his brother Stanislaus: "Rome reminds me of a man who lives by exhibiting to travellers his grandmother's corpse." Four

decades later, in 1948, film critic Jean-Georges Auriol remarked: "At present, there is no doubt that Rome is the capital of cinema in Europe, if not the world."

This course offers a virtual journey to the Eternal City by means of a critical survey of Italian cinema from neorealism to the present. By analyzing fundamental films that take Rome as their setting and subject, we will discuss major trends in postwar Italian cinema as we explore the history of Italy from fascism to today. Through the works of Federico Fellini, Cecilia Mangini, Pier Paolo Pasolini, Paolo Sorrentino, Lina Wertmüller, and others, including several Academy Awards winners and nominees, we will address topics such as the legacy of World War II and the transition to democracy, traditional and queer notions of love, the relationship between Italy and the United States, Catholic religion and the Vatican, politics and organized crime, and the transnational representation and aestheticization of Italy.

This course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL230 The Sick Body: Illness, Medicine, and Mourning in Italian Culture
This course approaches Italian literature and film through the lens of the medical humanities, examining how illness and mourning are narrated across time. From plague narratives and early medical thought to modern psychiatry, institutional care, and the AIDS crisis, the course explores how bodily vulnerability is shaped by cultural beliefs, social norms, and medical practices. Literary texts and visual materials -- including anatomical studies and film -- invite students to consider illness not only as a biological condition but as a lived experience structured by gender, sexuality, class, religion, and power.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL231 Italian Colonialism and Its Legacies
This course is an introduction to the history and consequences of Italian colonialism. We will study literary and historical texts describing the social and political forces that led to colonization as well as writings by colonized people and their descendants in order to gain a balanced, comprehensive understanding of this often-overlooked moment in Italian history. Students will read futurist, fascist and postcolonial theoretical work and will examine Italian, African and Albanian cultural artifacts representative of the colonial experience. We will also discuss current debates about immigration in Italy and their relationship to this colonial history. Literary texts will include: Dell'Oro's L'abbandono; Cialente's Cortile a Cleopatra; Ali Farah's Madre piccola; Marinetti's Mafarka futurista; and work by prominent Italian scholars of colonialism such as Del Boca and Isnenghi. This course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL232 Italy at School: Biography of a Nation
Soon after the unification of Italy (1861), the Coppino Law extended primary school to five years, making it free of charge and mandatory for its first three years (1877). Edmondo De Amicis would subsequently depict these reforms in his best-selling novel Cuore (1886), a text that introduced some enduring features of school narratives but also many stereotypes, thus attracting constant criticism and inspiring several parodies of its moralistic underpinnings. Ever since then school narratives have become a key component of Italian culture, creating a genre that has thrived especially in the last three decades, with a number of both fiction and nonfiction books published by teacher-writers who have reflected on their experience.

In this course we will study Italy from the perspective of these texts about school that often originated within school walls themselves. In so doing, we will reconstruct the history of a relatively young country, Italy, through the institution that, like no other, has been given the responsibility of "making Italians." At the same time we will question the image of Italian society that school narratives have, intentionally or not, contributed to portraying. In addition to reading Lucio Mastronardi's Il maestro di Vigevano (1962), we will focus on a wide range of materials, including novels, memoirs, poems, popular songs, films, and works of art that, even in the absence of a unanimously acclaimed "classic" of the genre, have shaped the Italian collective imaginary. Materials will be organized around five poles that have been quintessential to the debate on school in Italy across politics and culture: characters (teachers and students, obviously, but also colleagues, classmates, and families), labor and working conditions (including themes such as precarious work, class conflict, labor rights), gender and identity (questioning traditional gender roles and discussing integration of migrants at school), places and geographies (addressing topics from school design to teaching in prisons, as well as center-periphery integration and north-south divide), and actions (both those of teachers and of students, such as obtaining a certification vs. passing a test, disciplining students vs. questioning teachers' authority, resigning from job vs. cutting classes). The course will be conducted in Italian.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **EDST232**
Prereq: **ITAL112**

ITAL233 Modern Italy on the Silver Screen: 1960--2015
This course is an introduction to modern Italian culture through the lens of Italian cinema. Beginning in the postwar era, we will look at the radical transformations that have shaped contemporary Italy by examining the aesthetic and narrative trends of the silver screen. Italian cinema holds an important place in global film culture, giving rise to new artistic forms (from neorealism to spaghetti westerns and arthouse slashers) that have dramatically impacted foreign and domestic sensibilities. Among the films screened are Fellini's La dolce vita, Pasolini's Mamma Roma, De Sica's Matrimonio all'italiana, Leone's Il buono, il brutto, il cattivo, Argento's Suspiria, Moretti's Caro diario, Ozpetek's Saturno contro, and Giordana's Quando sei nato non puoi più nasconderti. Each film screening is accompanied by a brief presentation of the socio-historical context in which it was produced, allowing students to situate the artistic projects within broader Italian social and political histories. By the end of the term students will have an understanding of the last half-century of Italian national history and will be familiar with key terms in film theory and analysis. This course is taught in English; films will be screened in Italian with English subtitles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L233**
Prereq: **None**

ITAL235 The Invention of Fiction: Giovanni Boccaccio's Decameron
In this course we read and discuss Giovanni Boccaccio's Decameron (ca. 1353), a collection of 100 short stories traded by an "honest brigade" of 10 Florentine men and women. They tell each other these stories while sheltered in a secluded villa as the plague of 1348 rages in Florence. We study the Decameron as both a product and an interpretation of the world Boccaccio inhabited. We examine the Decameron's tales and narrative frame as a point of entry into the cultural and social environment of medieval Italy. We look at its scurrilous, amusing, and provocative innuendos as traces of erotic, religious, ethnic, and cultural questions. We investigate the sexual exuberance of many of Boccaccio's tales and the tension between "high" and "low" culture. We consider the development of mercantilism and literacy in early-modern Europe and its emerging virtues of wit and self-reliance. We review the dynamics of composition and reception in manuscript culture and the book's adaptation into different media, from illuminations to film. And by impersonating the 10 Florentines, we will reenact their pastime of telling stories and appreciate Boccaccio's remarkably modern sensibility and unsurpassed art of writing fiction. This course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST245**
Prereq: **None**

ITAL236 Inferno
In this course we read and discuss Dante's Inferno (ca. 1306-1309) and its afterlife. Inferno is the poetic description of Dante's (imagined or actual) journey through Hell. We study how its poetry and narrative embody the notions of love, sorrow, evil, guilt, redemption, and punishment. We examine the poem as both a product and an interpretation of the world it describes and of its radical otherness: its representation of the otherworld, its relationship with religion and faith, its fear of death, its obsession with the Devil. We inquire into Dante's inventiveness and poetic technique, reviewing his magisterial use of realistic and figurative language. We observe how Inferno casts its long shadow on modern culture: in the description of the horror of Nazi concentration camps (Primo Levi's memoir), or in the representation of the inauthentic life in consumerist society (Pier Paolo Pasolini's rewriting of Inferno in contemporary Italy). We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (or to Disney comics), continuously camouflaging and adapting to different media. And we critically reflect on how, after seven hundred years, Inferno has not finished saying what it has to say. The course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL238 What's in a Name? Autobiography and Autofiction in Modern Italian Culture
This course explores the relationship between a person's (or a character's) identity and their name, examining the crucial relevance of naming and renaming practices in shaping individual identities and collective narratives through a wide variety of Italian texts. In the first module, we read Holocaust memoirs and contemporary short fiction and we listen to podcasts and songs by Black and Jewish Italian authors to analyze the nuanced ways in which names shape racial identity, from the derogatory act of name-calling and the deprivation of personal names to the empowering act of reclaiming one's name and narrative. In the second part of the course, we consider coming out stories and gender transition accounts, including graphic novels and feature films, to reflect on the impact of putting into words one's gender identity and choosing new names in individual journeys of self-discovery and affirmation. In our last module, we focus on the last twenty years of Italian literature to study one of its dominant genres (that some Italian critics polemically named a "disease"): autofiction, a blend between autobiography and fiction. For the final essay or project, each student will choose a recently published novel to read, analyze, and adapt or (partially) translate. This course is conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

ITAL241 Antonioni and Cinema of the Environment
From its earliest days, the cinema has sought to capture the wonders of the world: exotic landscapes, industrial inventions, and human prowess in the face of nature. At the same time, many important filmmakers--and particularly those in the Italian tradition--have mined their medium's capacity to register and comment upon environmental change. Few directors traversed the upheavals of the 20th century quite like Michelangelo Antonioni. Beginning with his early documentaries, we'll explore cinema's relationship to both the natural world and the built environment across Antonioni's long career. From the foggy landscape of the Po valley to the urban centers of Milan, Rome, London, and Los Angeles, we will assess the images produced by location shooting and realist techniques, but also by formal abstraction and non-narrative time. What might Antonioni's inclination toward abstraction and detachment ("Antoniennui," in a memorable pun) tell us about the world? How should we square his stylistic tendencies with his camera's attention to an environment under pressure? What lessons does his cinema hold for the present?

We'll approach these questions using the core methods of the humanities: close reading, careful viewing, and critical analysis. Along the way, we'll sharpen our understanding of film scholarship, and explore how to make critical (and creative) arguments about cinema and the environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL244 Re-imagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Drawing on innovative techniques of music, dance, painting, and theater Dante denounced political corruption and social injustice in a story that has inspired artists throughout the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th century prisoners of the Inquisition. Students will read selected cantos from Dante's "Commedia," consider contemporary news accounts of modern equivalents to medieval injustices, examine previous adaptations of the poem, and devise their own responses to Dante in the art form of their choice (theater, dance, poetry, playwriting, rap, music, spoken-word, visual arts).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222, COL235, MDST224, RL&L222**
Prereq: **None**

ITAL245 Not Just Neorealism: Italian Cinema, its History and Politics (CLAC.50)
This 0.5-credit course is conducted in Italian and designed to supplement the English-language Italian cinema course "Not Just Neorealism: Italian

Cinema, its History, and Politics" (RL&L 245). The presentations that are part of the requirements for the parent course (RL&L 245) will serve as our basis in this discussion-based section: Students will be responsible for screening films in addition to those required for 245, for presenting them, and, during the discussion sections in Italian, responsible also for linking them to the course material. Further, students enrolled in the CLAC will also make mini-presentations to the broader body of the students enrolled in the parent course only, linking the extra screenings to those that are part of the course syllabus, and enriching the discourse and knowledge base.

Students are required to be simultaneously enrolled in the parent course in order to enroll in the CLAC section. For this reason, enrollment is granted on a POI basis.

Students must have advanced competency in Italian: completed ITAL 221 or a course with a higher number, spent a semester (or more) in Wesleyan's Program in Bologna, or be linguistically proficient. For any questions about linguistic preparation, please contact the instructor.

Please note that at present this section is not acceptable as one of the nine required courses for the ITST major.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST245**
Prereq: **ITAL221**

ITAL246 Crises and Emergencies in Modern Italy
The COVID-19 pandemic revived a longstanding concern in Italian theory about the relationship between rule of law and state of exception. This course draws upon biopolitics and cultural studies to investigate the relevance and ramifications of the emergency management paradigm in modern Italy. It also provocatively questions an established trend in public discourse, namely the rhetoric of the crisis: "crisi di governo," "crisi di valori," but also "emergenza migratoria," "emergenza ambientale," and so on. Why is Italy constantly in crisis? By relying on various genres of literature and on a wide range of media including films, songs, and social media, we will analyze artistic representations of these crises and emergencies, as well as the state responses to them. The critical exploration of case studies from four interconnected thematic areas revolving around issues of public health, power, body, and space will often unveil diverging narratives, allowing for reflections on the tension between safety and freedom, vulnerability and resistance, individual and collective memory, and truth and fiction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL222**

ITAL247 Coming Out/Coming of Age: Narratives of Becoming in Italian Culture
By examining narratives of "becoming" in Italian literary and screen texts, we will work to read against a dominant "master" narrative of Italian culture that is cis-male, patriarchal, and "white." The literary and screen texts we will explore in depth include some "classic" narratives of coming of age in the Italian cultural tradition which we will lay alongside Italian cultural "coming out" narratives, some "classic," others less so. What can we learn from such adjacencies? What does one "come out" of with regard to either strand of inquiry? Is adolescence a "closet" out of which one emerges with a sexual identity? Does one come of age as an artist or "come out" as a practitioner of a particular artistic genre (filmmaker, poet, novelist)? How do artistic choices of practice subtend and inform sexual identity? What gets left behind in this "progress" of "becoming"? These are some of the questions we will address in this course, conducted in Italian.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL352**
Prereq: **None**

ITAL249 Italian Filmmaking by the Book: Adaptations, Texts, and Contexts
This course explores the adaptations and transformations of Italian literary texts into their cinematic and televisual counterparts. We will principally study Italian narratives from the 20th and 21st centuries and their screen adaptations as a way of uncovering the modes and means by which Italian screen culture borrows from literary antecedents. Is the relation between literary texts and their screen adaptations a love story or bad romance? Is it characterized by a "faithfulness" to the text or a "betrayal"? Throughout the semester, students will acquire an enriched understanding of the assorted texts and their contexts by studying varied genres (short fiction, novels, nonfiction, detective stories), a variety of themes (crimes both real and imagined, petty and powerful; historical revisionism; personal and political dilemmas), and diverse geographical settings focusing principally on Southern Italy (including cities and islands reaching from the Mediterranean to the Adriatic).

All students in the course will study a common core of five author/director pairs. The core consists of "Il Gattopardo" (di Lampedusa/Visconti); "Io non ho paura" (Ammaniti/Salvatores); "L'amica geniale" (Ferrante/Costanzo); "Gomorra" (Saviano/Garrone/Sollima); and "Novelle per un anno/Caos" (Pirandello/Taviani). Additionally, students will, in consultation with the instructor, choose a sixth pairing from the list of the following titles, which will serve as the basis of their end-semester presentation as well as an element of the oral final exam: "Il giorno della civetta" (Sciascia/Damiani); "Il contesto/Cadaveri eccellenti" (Sciascia/ Rosi); "I Malavoglia/La terra trema" (Verga/Visconti); "Padre Padrone" (Ledda/Taviani); "Quo vadis, baby?" (Verasani/Salvatores); "Acciaio" (Avallone/Mordini); "Il conformista" (Moravia/Bertolucci); "Todo modo" (Sciascia/Petri); "Minchia di re/Viola di mare" (Pilati/Maiorca); "Benzina" (Stancanelli/Stambrini); "Il padrino" (Puzo/Coppola); "La tregua" (Levi/Rosi); and "Le forme dell'acqua" (Camilleri/Sironi). Students may also care to consider literary texts from earlier historical periods: Basile's 16th-century "Il cunto de li cunti/Il racconto dei racconti" (Garrone) and Collodi's 19th-century "Pinnochio" (with adaptations by Disney, Benigni, and Garrone). This course will be conducted in Italian. This course is appropriate for all students who have completed ITAL 112 or whose placement exam indicated a course numbered ITAL 221 or higher.

Students are encouraged to put the lengthened winter break to good purpose. All students are expected to read the first book of Ferrante's Neapolitan quartet, "L'amica geniale," during the winter break. It is a long novel, but students will find that the Italian is not challenging. Any edition in Italian will be fine (e.g., electronic, print, used, etc.). Reading in advance of the semester will facilitate students' workload as well as keep Italian flowing during the lengthy pause. It is further greatly recommended that students read di Lampedusa's "Il Gattopardo"

in advance of the semester. If students have already taken an Italian course numbered 221 or higher, or have already studied in Italian, it is recommended that they read "Il Gattopardo" in Italian. Any edition will serve.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL289**
Prereq: **None**

ITAL256 Medieval Gigs: Saints, Scholars, Sailors, Sinners
A friar preaching to birds, a scoundrel passing as a saint, a nun conversing with Jesus, a Greek hero sinking into hell, a scholar talking to the dead, and a merchant exploring uncharted territories: We find unusual professional figures gigging in Italy circa 1300. In this course we explore medieval alterity through the voices of its most illustrious representatives: from Francis of Assisi to Dante Alighieri, and through a variety of other workers in the Italian economy. We examine various aspects of medieval religious culture ranging from mystical visions to the institutional politics of the Church. We consider the development of mercantile capitalism and its emerging virtues of wit and self-reliance. We track seafarers as they encounter the Other during their maritime voyages. For those staying closer to home, like clerics and other literate "Italians," we review the dynamics of composition and reception from orality to manuscript culture. We observe how medieval culture is embodied through different media, from manuscript illuminations to film. And by combining micro- and macro-perspectives, we approach the Italian Middle Ages from a broad aesthetic, historical, and socio-anthropological standpoint.

The course is conducted in Italian. Authors include Francis of Assisi, Catherine of Siena, Angela of Foligno, Giotto, Dante Alighieri, Francesco Petrarca, Giovanni Boccaccio, Marco Polo, and Christopher Columbus.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST258**
Prereq: **None**

ITAL260 Castles of Cards: Italian Romance Epic Storytelling Lab
Celebrated authors of 20th-century Italian literature such as Italo Calvino and Gianni Celati have included in their works several features of Renaissance romance epic, from the importance of orality and the idea of sharing stories with a community of listeners to multi-threaded narratives and a playful attitude to the world of storytelling. The current popularity of fantasy literature and TV series puts us in an ideal position for the study of the chivalric romance and for an exploration of the continuities and the differences between past and present literary forms. In this course we focus on canonical and less canonical texts of the Italian Renaissance epic and their modern rewritings. After a multimedia investigation of Andrea da Barberino's "Guerrin Meschino," Luigi Pulci's "Morgante," Boiardo's "Inamoramento de Orlando," Ariosto's "Orlando Furioso," and Tasso's "Gerusalemme liberata" along with their rewritings by authors such as Bufalino, Nori, Celati, Calvino, and Giuliani, we will take inspiration from Calvino's "Il castello dei destini incrociati" to transform the classroom into a storytelling lab. The same deck of tarot cards that Calvino used for his book will help us to take part in a role-playing game and create a collaborative story that will gradually unfold throughout the semester. The class aims both at studying the Italian romance epic in order to reenact it creatively and also at using this collaborative rewriting as an interpretive tool to explore Renaissance literature from within.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL263 Mythic & Modern: Reappropriating Classical Themes in Contemporary Drama and Performance
What does it mean to defy the authority of the patriarch, of family, or of government? How do these structures of authority intersect in contemporary society? How do we, today, understand "destiny"? How do we challenge it, and what are the consequences for doing so? How do we break the patterns of shame and disenfranchisement inherited from the shared past? These are just some of the social, political, and ethical concerns transmitted over time by playwrights, stage and performance artists, and film directors who treat classical myths as valuable constructs for interrogating our contemporary world and society. In this collaborative, project-based course we explore how classical myths have been appropriated within the modern Italian and Italophone cultural context. Just as important as our study and discussion of modern adaptations of classical models are the staged readings of key scenes incorporated strategically throughout the semester that help us develop an organic understanding of the material from the inside. Our overarching aims include: 1) exposing what persists in modern adaptations of classical myths, 2) tracking the kernels of change that the adaptations present, and 3) understanding why performers over time, working in disparate cultural milieus, continue to seek and derive inspiration from classical myths. The mythic figures we examine may include any of the following: Sophocles' Antigone, Euripides' Oedipus and Medea, Aeschylus' Agamemnon, as well as figures from the Oresteia and from such epics as Homer's "Iliad" and Virgil's "Aeneid." This course is taught in conjunction with ITAL263 and FREN263. The final collaborative performance, scheduled during the final exams period, will involve students from across the Romance Languages and offers the unique opportunity for cohort building among students of French, Italian, and Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA263**
Prereq: **ITAL221**

ITAL267 Female Dicks: Police, Detectives, and Private Investigators in Contemporary Italian Culture
Through the act of detection and "solution" of a crime, classic detective stories and police procedurals often serve as consoling narratives, knitting up the unraveled social fabric and seeing that justice will either be served or promised. In solving the crime, the detective--sometimes called a "dick" in the classic American hard-boiled detective literature--often restores order to social chaos. What changes when women--female dicks--conduct the investigation? Do women investigators, as agents of detection, uphold existing (patriarchal) power structures, dynamics, and epistemologies? Challenge them? Transform them? These are some of the themes we will contemplate as we study Italian "gialli" published since 1995.

We will concentrate on three different types of female dicks: la Deferente (the deferential), la Scomoda (the disquieting, uneasy), and la Vendicatrice (the vindicator). We will read novels in several different book series privileging Bologna as a location; further, we will also explore films and television series, trying to plumb the relationship of these Italian screen texts to the phenomenon of global and transnational noir.

This course is conducted through the medium of Italian and is suitable for anyone who has already taken a fifth-semester course (or one that is more advanced) on the Middletown campus or who has participated on the ECCO Program in Bologna. If you have questions about whether this is the course for you, please contact the instructor.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL367**
Prereq: **ITAL112**

ITAL280 Journeys of the Mind and Body
From Dante's descent into the underworld to contemporary narratives of migration, journeys -- both real and imaginary -- have shaped Italian literature, art, and film production. This course explores how movement, whether physical, psychological, or symbolic, serves as a catalyst for transformation, self-discovery, and historical reckoning. We will examine visionary landscapes in Dante and Leopardi, shifting bodies in Tasso and Tondelli, evolving female identities from Veronica Franco to Elena Ferrante, and testimonies of displacement from Primo Levi to Igiaba Scego. How do literary and artistic journeys negotiate the tension between reality and imagination? In what ways does movement -- whether forced or voluntary -- reshape identity and power? How do historical and cultural contexts influence the meaning of travel?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **ITAL112**

ITAL289 The Mediterranean Archipelago: Literary and Cultural Representations
"Islands which have / never existed / have made their ways / onto maps nonetheless" (Nicholas Hasluck). In this course, we study Mediterranean islands as geographical, textual, and metaphorical spaces. We focus on specific islands -- both fictional and real -- as case studies for the aesthetic, political, and metaphysical implications of insularity, while also aiming to present the Mediterranean as a spatial, historical, and cultural network of relationality and conflict. Elaborating upon Predrag Matvejevitc's statement that "the Mediterranean is not only geography," we approach Mediterranean insularity not only in cartographical representations (from Greek geographers to Arab cartographers), but also as poetic topos (from Ariosto's Island of Alcina to Goethe's Capri), narrative stratagem (from Homer's Phaeacia to Boccaccio's Rhodes), literary protagonist (from Deledda's Sardinia to Murgia's Sardinia), political concept (from Plato's Atlantis to Campanella's Taprobane), and existential condition (from Cervantes's Cyprus to Cavafy's Ithaca). We engage in a diachronic and synchronic exploration of Mediterranean islands' inherent dialectic between resistance and occupation, identity and assimilation, marginality and integration, zoological extinction and speciation, inbreeding and metissage, autochthony and allogeny, linguistic conservatism and creoleness, territorial boundedness and internal division. Our approach will also be archipelagic and include methods and concepts from historical linguistics and dialectology to diplomatic history and postcolonial poetics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **MDST360, WLIT340**
Prereq: **ITAL112**

ITAL333 The Cosmos of Dante's Comedy - Medieval Italian Lab (CLAC .50)
This optional lab is dedicated to students who are taking or have taken RL&L 226 (The Cosmos of Dante's Comedy) and want to read and discuss sections of Dante's masterwork in Italian. The lab is designed for upper-intermediate and advanced learners of Italian, but students with reading knowledge of Italian should contact the instructor if they feel this course may be appropriate for them.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST333**
Prereq: **None**

ITAL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

ITAL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ITAL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

ITAL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

ITAL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ITAL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

ITAL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ITAL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

ITAL502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPANESE (JAPN)

JAPN103 Elementary Japanese I
This course is designed for those who have no previous experience studying Japanese. The objective of this course is for students to acquire communicative and functional skills in Japanese. You will learn the basics of speaking, listening, reading, writing, orthography, and sociolinguistics (when to say what and why) of modern Japanese. Textbook Genki Lesson 1 - Lesson 8 will be covered. Each of the 8 lessons covered in this course includes new vocabulary items and expression patterns related to topics such as time, shopping, daily activities, travel, family, and expressing opinion. In addition, students will learn to read and write 46 basic hiragana and katakana syllables and approximately 86 Kanji (Chinese characters). Class meets daily, five hours per week, and includes weekly TA sessions.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

JAPN104 Elementary Japanese II
This course is a continuation of JAPN103, and will approach elementary-level Japanese from two angles: form (grammar) and context (social usage). Students will continue to enhance their fundamental skills in Japanese, with a focus on describing thought and action, expressing intent, and developing intercultural and interpersonal communicative abilities (apologizing, giving/receiving advice, making requests, etc.). The course will continue to emphasize reading, writing, speaking, and listening skills, and will familiarize students with various aspects of Japanese culture through the textbook and other media and study materials. Textbook Genki Lesson 9 - Lesson 16 will be covered and 123 additional kanji will be introduced.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN103**

JAPN205 Intermediate Japanese I
This course will approach intermediate-level Japanese from two angles: form (grammar) and context (social usage). Students will learn complex expressions, such as communicating regret, respect (honorifics/humbling), passive experiences, and causative forms. The course will emphasize reading, writing, speaking, and listening skills, and will familiarize students with various aspects of Japanese culture through the textbook and other media and study materials. Textbook Genki Lesson 17 - Lesson 23 will be covered and 107 additional kanji will be introduced.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN104**

JAPN206 Intermediate Japanese II
This course aims to develop the four language skills (reading, writing, speaking, and listening) by addressing a variety of topics, including the geography, speech styles, technology, sports, and food of Japan. Students will also learn various strategies in conversation: asking questions, apologizing, asking for favors and expressing gratitude, asking for advice and getting information, and expressing one's thoughts. Lesson 1- Lesson 5 from the textbook Tobira will be covered and 176 additional kanji will be introduced.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN205**

JAPN217 Third-Year Japanese I
The primary goal of this course is to enable students to acquire Japanese language proficiency through integrating four skills: speaking, listening, reading, and writing. Lesson 6 - Lesson 9 from the textbook Tobira cover different topics, including religion, pop culture, traditional performing arts, and education in Japan. The class meets three hours per week.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN206**

JAPN218 Third-Year Japanese II
This course aims to develop the four language skills (reading, writing, speaking, and listening) by addressing a variety of topics, including convenient things, history, traditional crafts, and nature of Japan. Students will also learn various strategies in conversation: conveying information, talking about past events, explaining how things are made, and extending one's dialogue. Lesson 10-Lesson 13 from the textbook "Tobira" will be covered and 141 additional kanji will be introduced.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN217**

JAPN219 Fourth-Year Japanese: Conceptualizations of Identity in Contemporary Japan
Enrolled students and faculty will determine the twice-weekly, 80-minute class meeting times together.

By placing Japan in a global context and exploring key social, cultural, and political themes through comparative analysis with other nations, this course fosters deep engagement with modern literary texts, current media reports, visual materials, and critical discussions conducted entirely in Japanese. Students will actively interpret complex materials while expanding their understanding of contemporary Japanese society.

Themes explored in the course include:

1) Issues related to the modern Japanese family, including the declining birthrate and aging population

2) Diversity and identity in Japan, addressing topics such as the concept of "Japanese-ness," the experiences of resident aliens and the naturalization process, biracial and bicultural individuals, indigenous groups such as the Ainu, and the experiences of Zainichi Koreans (resident Koreans in Japan) *Note: These themes are subject to change.

By the end of the semester, students will have developed the following competencies:

1) Enhanced reading comprehension of articles on various aspects of Japanese society, with improved speed and accuracy through the study of Kanji characters, grammar, and expressions

2) The ability to analyze and comprehend complex content more efficiently, using acquired linguistic skills to grasp key concepts

3) Proficiency in articulating, both orally and in writing, summaries of learned material in a clear, accessible manner, and expressing well-supported personal opinions

4) The ability to present and critically evaluate differing viewpoints, and engage in thoughtful discussions on various issues

5) A deeper understanding of global perspectives, fostering an appreciation for cultural differences and the importance of intercultural understanding
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN218**

JAPN220 Fourth-Year Japanese: Advanced Japanese through Contemporary Fiction, Essays, and News Reports
In this course, taught completely in Japanese, students will read original works of short fiction, essays in Japanese by well-known contemporary authors, and newspaper and magazine pieces. We will also include several movies and/or television dramas. We will explore various genres and popular themes in Japanese literature and consider style and voice. Through the works we look at, students will also be introduced to advanced Japanese grammar, expressions, patterns, kanji, and vocabulary.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN219**

JAPN228 Conversational Japanese Through Role Play
Using a situational approach, students will learn through spoken practice various Japanese expressions for functions such as requests, invitations, apologies, comfort, encouragement, offers, advice, permission, humility, and how to describe or explain situations, explain procedures, ask for corrections, make excuses, and share topics, etc., in different situations. Additionally, in these situations, students will practice switching smoothly to the most appropriate speech styles (casual/polite/honorific) based on the relationship or psychological distance between the speaker and the listener so that their Japanese sounds "natural" to people they are engaging with out in the "real world." Students will be given situations in class, and they will think of appropriate conversations for those situations, studying through role-playing. Students must adjust the level of politeness based on the given relationship. The role playing and discussions will also derive from students watching scenes from popular Japanese media (movies, drama, internet, etc.) and then talking about them.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **JAPN104**

JAPN229 Debating Japan and the World in Japanese
Tied to courses being offered in the CEAS, students in this course read related literature, scholarly articles and blogs, watch videos and films, and debate in Japanese about current events and issues surrounding Japan, Asia, and the world. Guest Japanese speakers may visit the class. Some possible themes are foodways, educational systems, Japanese relations with other Asian countries, identity and stereotypes, and cultural appropriation. However, an overarching focus will be on the history and current dynamics of Japanese-American relations. All materials, reading and writing assignments, and discussion will be in Japanese, with some comparative materials in English, and some translation by students into English. Native speakers of Japanese are strongly encouraged to participate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

JAPN230 Contemporary Japanese Politics in Japanese
This seminar is a discussion-based class designed for advanced language learners and native speakers of Japanese. We will discuss a wide range of contemporary topics in Japanese society and politics. All texts, discussions, and assignments will be in Japanese. Diverse texts will be used--for example, newspaper, magazine, and academic journal articles as well as video broadcasts and web resources.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

JAPN231 Conversational Japanese Through Role Play II
This course is for students with basic grammatical and structural proficiency in Japanese, but who are interested in improving their speaking skills. This includes (but is not limited to) students who are concurrently taking other Japanese language classes but desire more speaking practice, students who have

studied Japanese on their own but are not currently enrolled in a regular class, students who studied Japanese in the past and are looking to refresh their skills, or students who simply want to become better speakers and listeners. It is an opportunity for all students of Japanese to refresh and reinforce their speaking and listening skills. This course employs a situational, role-playing approach (students are given situations in class and asked to generate conversations appropriate to those situations). Language functions learned in JAPN 228 will now be applied in more concrete, real-life situations. Students will encounter and learn various Japanese expressions for occasions such as dining out, shopping, traveling, visiting the doctor, communicating at school, making phone calls, and more. In these situations, students also will practice switching smoothly to the most appropriate speech styles (casual/polite/honorific) based on the relationship between the speaker and the listener. Multimedia sources from Japan (movies, television, websites, etc.) will also be used in class sessions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Prereq: **JAPN104**

JAPN285 Translating Modern Japanese Song Lyrics (CLAC.50)
This course offers students the opportunity to build skills and experience as translators of cultural texts by producing Japanese-to-English translations of the lyrics to select modern Japanese popular songs. Students will formulate their own individual translations of the assigned song each week, and then work together in class sessions to amend and further develop those translations, learning from each other's choices and strategies in order to arrive at the most effective rendering possible. Successful completion of JAPN 218 required; heritage learners, native speakers of Japanese, and others with advanced Japanese language skills (both spoken and written) are welcome in the course, with advance permission from the instructor.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST222**
Prereq: **JAPN218**

JAPN401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

JAPN408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

JAPN409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

JAPN419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

JAPN420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

JAPN465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

JAPN466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

JAPN491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

JAPN492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

KOREAN (KREA)

KREA153 Elementary Korean I
Elementary Korean will introduce students to written and spoken Korean. Taught by a native-speaker instructor, the course is useful to students who may have spoken Korean at home as well as to those students who have no previous experience with the language.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-CEAS**
Prereq: **None**

KREA154 Elementary Korean II
Elementary Korean II is the second part of the elementary course in Korean. Students will develop communicative skills in speaking and listening, but increased attention will be given to reading and writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **[KREA153 or LANG153 or ALIT153 or EAST153]**

KREA205 Intermediate Korean I
Intermediate Korean I is the first part of the intermediate course in spoken and written Korean. Various functions of more complex grammar patterns will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able to demonstrate higher levels of balanced communicative skills in speaking, reading, writing, and listening.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

KREA206 Intermediate Korean II
Intermediate Korean II is the second half of the intermediate course in spoken and written Korean. Various functions of more complex grammar patterns will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able to demonstrate higher levels of balanced communicative skills in speaking, reading, writing, and listening.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **KREA205**

KREA217 Advanced Korean I
Advanced Korean I is the first half of the advanced course in spoken and written Korean. Various functions of more complex grammar patterns and vocabulary than those learned in previous levels will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able to demonstrate an advanced level of balanced communicative skills in speaking, reading, writing, and listening.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **None**

KREA218 Advanced Korean II
Advanced Korean II is the second half of the advanced course in spoken and written Korean. In addition to the textbook, selected readings from news articles and short stories from modern Korean literature will be introduced to help students develop their writing skills and a higher level of reading comprehension. Upon the completion of this course, students will be able to demonstrate an advanced level of balanced communicative skills in speaking, reading, writing, and listening.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Prereq: **KREA217**

KREA255 Modern History and Culture of Korea: From Imperialism to Two Koreas (CLAC.50)
This course will serve as an introduction to the more recent history and culture of Korea; South Korea's rebirth from the remnants of a devastating war into a globalized country whose cultural influence has grown drastically since the 2000s. We will be discussing politics and diplomacy, economic development and industrialization, the growth of mass culture, and social changes concerning Korean women and family. Key topics will include the colonial period, the Korean War and national division, the struggle for democracy, and Korean pop culture. Course material will include films, dramas, and literature on these topics.

This course will be conducted in Korean. Students who have either completed three years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean are also welcome.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST255**
Prereq: **None**

KREA256 Exploring Korea Through a Multifaceted Cultural Lens (CLAC .50)
This course will address a variety of aspects of traditional and modern Korean culture, ranging from traditional cuisine, music/art, religion, and the modernization of Korea in the 20th century to the Korean Wave, films, education, and the history of Korean pop music. Video clips, movies, and other multimedia materials will be utilized to better facilitate students' learning of Korean culture and heritage. This course will be conducted mostly in Korean. Students who have either completed one or two years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean and heritage speakers are also welcome.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CGST256**
Prereq: **None**

KREA262 Korean Music from Shamanism to Television (CLAC.50)
This course is open to intermediate learners, advanced learners, and native speakers. The discussion topics will be broadly approached, utilizing various music video examples as vehicles to deeper social, religious, and cultural understanding. These various music examples are from ancient to current Korean music practices. Historically, Korean music was integrated with dance, literature, art, song, and ceremony. Therefore, music (sound) was not separated from other elements but was essential to daily life, community activities, religious practice, artistic collaboration, costumes, food, and the very soul of the Korean people. Traditional Korean music is imbued with the history of court ritual, folk village stories, and myths, in addition to religious rituals of Confucianism, shamanism, and Buddhism. The music is central to a broad range of cultural, social, and humanitarian aspects of Korean life.

Korean traditional music has been evolving for over 2,000 years, and it is now rapidly moving in many directions with contemporary life and influence from Western culture. Historically, music was created as a group activity by village people oftentimes working with a spiritual leader shaman. Currently, the most acceptable music is created and performed by individual performers as a repertoire for TV programs. In the 21st century, as society changes, Korean music is changing also, with differing values of popular culture brought in

through recordings, film, and of course the internet. Young musicians go beyond traditional music and are developing a new repertoire that mixes Western instruments or electronics with various traditional instruments. This is a new Korean identity. Newly created Korean ensembles and bands such as K-pop are successfully beginning to dominate the international music scene. In contrast to the formerly inner-looking "Hermit Kingdom," Korea has now entered into instant global communications with the production of more individual music in various styles.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC262, CGST262**
Prereq: **None**

KREA401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

KREA402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

KREA412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

KREA491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

KREA492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

LATIN (LAT)

LAT101 First-Year Latin: Semester I
Conquer Latin in two semesters! Acquire a basic vocabulary and build your skills with essential grammar as you develop your ability to read passages in Latin from the principal classical authors--including Cicero, Vergil, and Ovid. This first semester covers half the textbook. In the second semester (LAT 102), you will complete the textbook.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT102 First-Year Latin: Semester II
Continue your conquest of Latin by completing your acquisition of a basic vocabulary and essential grammar.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-CLST**
Prereq: **LAT101**

LAT104 Intensive Introductory Latin
Learn Latin in a semester with this intensive introduction to grammar and syntax. Readings in original authors help illustrate and reinforce the fundamental principles of the language in preparation for more advanced reading at the intermediate level. Recommended for students wanting accelerated Latin acquisition or those with some background wanting a quick review.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT201 Catullus and Cicero: Love and Life in Republican Rome
We will read portions of Cicero's "Pro Caelio" speech and a selection of the poems of Catullus, with a focus on the tangled social web linking the poet Catullus, the young Caelius, their shared love interest Lesbia/Clodia, and Cicero's long-standing feud with Clodia's brother. We'll get a glimpse behind the curtain of the private lives and public performances of Rome's elite during the late Republic -- complete with secret affairs, political scheming, and even an accusation of poisoning! We will also explore how these texts reflect social and cultural tensions of Rome in the 50s BCE, a period of growing instability not long before the Republic's dramatic fall. This course will fall under the Literature and Performance track.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT202 Latin Lyric Poetry
In this intermediate-level Latin course, students will continue to develop their facility with the Latin language and their understanding of Roman literary history through a reading of selections of Latin lyric and elegiac poetry, two corpora that are both heavily influenced by earlier Greek models and show a remarkable degree of Roman ingenuity. The work of Horace and Catullus will provide an entry point into this fascinating material. We will then turn to work by the elegists Propertius and Tibullus, as well as shorter poems by Ovid. Throughout the course, we will also be investigating a number of questions. What is lyric poetry, and to what extent must Latin lyric poetry be read as a continuation of the Greek lyric tradition? How do Roman authors take Greek models and rework them to address the interests of their contemporary audience? How and for whom were these poems performed, and how does this affect the way we read this corpus? To facilitate our discussion we will be reading translations of a number of Greek lyric songs and of Latin lyric poetry by Seneca and Statius, some examples of modern lyric, and scholarly literature. In addition to our daily reading in Latin, we will undertake a careful review of Latin grammar, as well as long-term translation and commentary assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT203 Latin Prose: Roman Letters
Whose voices could be heard in the politically turbulent first century CE, and what did it mean to write from within the orbit of power? Through letters of Seneca the Younger and Pliny the Younger, this course explores how elite Romans navigated questions of morality and meaning under the Roman Empire. Seneca, who spent years as an advisor to Nero, crafts letters to articulate a philosophy for ethical living. Pliny recounts episodes from his life, including an eyewitness account of the eruption of Vesuvius, and probes the values of

his contemporary world. This course will include a review of Latin grammar and syntax while gradually acclimatizing students to the rhythms and stylistic patterns of Latin prose.

This course satisfies the Literature and Performance track & History, Politics and Social Justice track.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT221 Roman Comedy
It has long been recognized that Plautus and Terence displayed widely different comic styles: Terence was an artist; Plautus, an untutored genius. We shall examine this difference through a critical reading of selected plays in their divergent literary and historical contexts.

This course will fall under the Poetry & Performance and History/Social Justice tracks.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT230 Love and Suffering in Ancient Rome (CLAC.50)
In this CLAC course students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on "love." We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate "western" beliefs on love and marriage, that is, "all you need is love," over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLAS**
Identical With: **CGST231**
Prereq: **LAT102**

LAT251 The Age of Nero
Nero: artist or monster (or both)? This course will focus on the personality and politics of the emperor and the reaction he evoked in contemporary and subsequent accounts of his reign, concentrating especially on the powerful picture of Nero and the Neronian regime painted by the Roman historian Tacitus in his "Annals," with supplementary evidence from Suetonius's "Life of Nero," imperial inscriptions, and visual propaganda. Topics discussed will include Tacitus as a historian, public and private life in Neronian Rome, how to die well, and whether Nero really sang of the Fall of Troy while Rome burned.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT254 Apuleius: THE GOLDEN ASS
Fast-paced, magical, sexy, and bizarre, Apuleius' GOLDEN ASS, or METAMORPHOSES, contains more than enough rowdy episodes to keep us entertained for a semester. The novel tells the story of the feckless Lucius, the man-turned-ass whose encounters with the residents of Thessaly range from the vulgar to the weird to the sublime. Our goals, in addition to reading and understanding the Latin, include tracing prominent themes and becoming acquainted with recent relevant scholarship.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT281 Roman Satire: Juvenal
Roman satire, as practiced by Lucilius, Horace, Persius, and Juvenal is a strange hybrid: it combines social criticism, literary parody, philosophical rumination, and obscene burlesque, a self-consciously "humble" genre set in the framework of dactylic hexameter, the meter of high-flown Homeric and Vergilian epic. It is among a small minority of ancient literature which directly addresses itself to the humbler aspects of the everyday lives of Roman citizens. This course on Roman satire will focus on Juvenal, the last practictioner of Roman verse satire. We will begin the course with a selection of short readings from each of the four Roman satirists in order to orient ourselves with standard topics of Roman satire (including dining, country vs. urban life, the body, sex, and gender roles) and differentiate the approaches. We will spend the rest of the semester exploring Juvena's seminal works: his first and second book of Satires, wherein he situates himself as a figure marginalized by a new order of foreign interlopers, powerful gender deviants, and tyrannical patrons and emperors, as well as Satire 10, his caustically philosophical take on the "Vanity of Human Wishes."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT290 Wine, Wit, and Wealth: Status and Society in Horace and Martial
This course explores conspicuous consumption and hospitality in Rome during the early Empire. Through translating selections from Horace's Satires and Martial's Epigrams -- with a tasty detour into the cookbook recipes attributed to Apicius -- we will examine how some of ancient Rome¿s wittiest writers used themes of food and friendship to explore urban life and social status. Students will continue developing their skills in reading Latin poetry, with emphasis on grammar, close reading, and critical analysis. The course is appropriate for students at the intermediate and advanced levels.

This course satisfies the Literature and Performance requirement for the Classical Studies Major.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT301 Petronius
Follow the down-and-out Roman Encolpius as he embarks on a titillating tour of the Mediterranean, persecuted (with impotence!) by the phallic god Priapus. Join him as he attends the longest dinner party in Latin literature, a class-crossing affair including nouveau riche, citizens, slaves, freedmen, and foreigners. In addition to reading the Latin, we will examine issues of scholarship, from the title (Satyrica? Satyricon?), to the genre, to sexuality, to class and status.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT322 Lucretius
"Imagine there's no heaven..." This course offers close reading in Latin of extensive selections of the DE RERUM NATURA, the remarkable poem in which Lucretius argues that the world is made up of atoms, that the soul dies with the body, that the gods never help or punish human beings, and that mortals should live their lives in search of the peace of mind of Epicurean philosophy. We will try to understand Lucretius' Latin, which we will hope to read with increasing ease and accuracy to relate fully to his rhetorical and poetic techniques and to the literary, philosophical, historical, and cultural background of this unusual and fascinating poem.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLAS**
Prereq: **None**

LAT325 Pseudointellectuals and Eccentric Millionaires: Petronius!
Follow the young, naïve, and curious Encolpius as he winds his way through Rome in the oldest surviving ancient Roman novel! Our hapless "hero" confronts the guile and treachery of Rome's shadiest denizens in this Menippean satire, running into thieves, impotence, sexual voracity, drunkenness, and general debauchery along the way. Join Encolpius at the absurdly wealthy Trimalchio's home for a bizarre and interminable dinner party full of questionable characters from every corner of Roman society. What enticing or disgusting delights will find him along the way? This notoriously absurd, funny, and occasionally horrifying work will allow us to explore issues of class, status, slavery, sexuality, and narratology. Petronius' work gives "novel" insight into the cultural phenomena of his day using Latin full of colloquialisms, misunderstandings, and eclectic vocabulary geared towards diverse social interaction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT330 Love and Suffering in Ancient Rome (CLAC .50)
In this CLAC course, students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on "love." We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate "western" beliefs on love and marriage, that is, "all you need is love," over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Identical With: **CGST331**
Prereq: **LAT102**

LAT331 Vergil: AENEID 2
Vergil's Aeneid book 2 is almost cinematic in its tragic, poignant, and frenetic depiction of the fall of Troy, from looming threat of the Trojan Horse to the firing of the city, rooftop battles, and the violent loss of loved ones while the gods manipulate events with petty disdain for human life. Students will read book 2 in its entirety in Latin, and the rest of the work in English. The purpose of this course is to continue to develop skills in reading Latin poetry and to continue the study of Latin grammar with close reading and critical analysis.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT335 Martial
This half-credit course will explore a variety of themes in Martial's "Epigrams." Underappreciated today, the "Epigrams" depict friendships, rivalries, sexualities, ethnicities, violence, gender roles, professions, aspirations, and failures in a sharp social commentary on the imperial Roman world. In addition to weekly translation, we will survey the latest scholarly literature on Martial's corpus.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT340 Beastly Readings in Latin Poetry and Global Antiquity
Where and what is the animal in Roman literature? This advanced Latin course explores selections from Virgil's Georgics and Aeneid, and Ovid's Metamorphoses to understand how Roman poets utilize the category and reality of the animal in their literary worlds. What can intrusive animals and "beastly reading" tell us about Roman poetic agendas and conceptions of the human from antiquity to today? We will also experiment with comparative approaches by introducing Greek literary antecedents and Sanskrit literature in translation -- what might we learn from comparative reading across other ancient literary traditions? Readings and critical literature in Classical scholarship and Animal Studies will inform our analyses over the course of the semester. This course counts towards the Literature and Performance concentration in the Classical Studies Major. This course requires prerequisite LAT 200 level or permission of instructor to enroll.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT351 The Age of Nero
Nero: artist or monster (or both)? This course will focus on the personality and politics of the emperor and the reaction he evoked in contemporary and subsequent accounts of his reign, concentrating especially on the powerful picture of Nero and the Neronian regime painted by the Roman historian Tacitus in his "Annals," with supplementary evidence from Suetonius's "Life of Nero," imperial inscriptions, and visual propaganda. Topics discussed will include Tacitus as a historian, public and private life in Neronian Rome, how to die well, and whether Nero really sang of the Fall of Troy while Rome burned.

For CLST Major requirements, this course can be used for the Literature and Performance track.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT353 Demagogues and Tyrants in the Roman Historians
Reading selections from Livy's ab Urbe Condita, Sallust's Bellum Catilinae, and Tacitus' Annales we will consider these historians' depictions of tyrants and demagogues (e.g., the Tarquins, Catiline, Tiberius, Nero) throughout Rome's political history, their views on the interactions between these controversial figures and the Senate and people of Rome, and their narratives describing the circumstances behind their rise and fall. At the same time, we will explore the role of fact vs. fiction, propaganda, and bias in the writing of Roman history through comparative analysis with contemporary sources and inscriptional evidence.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT360 Constructing Masculinity and Identity in Roman Elegy
This course will explore the ways in which Roman elegists used the genre of their poetry to construct a literary alternative to Roman masculinity and mores. Propertius, Tibullus, and Ovid each developed a masculine persona that rejected career politics and militarism in favor of the battlefields of love, creating a culture war between the status quo and a new Roman masculinity. The course will include weekly translation and secondary readings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT375 Set in Stone: Reading Roman Life through Inscriptions
Inscriptions are our tweets from the ancient Romans. From the alphabets scrawled by school children on wax tablets to the curse tablets of scorned lovers and the biographical epitaphs on funerary monuments lining the roads leading into Roman cities they provide an intimate view of daily life in the ancient world, while public inscriptions document the political, religious, and social workings of the Roman state. This course will survey a representative sampling of the Latin inscriptional record from the earliest period through the Empire, including examples of laws, decrees, and religious dedications, Augustus' Res Gestae, and the methods employed in inscribing objects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Prereq: **None**

LAT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

LAT408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

LAT409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAT424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

LAT491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

LAT492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

LATIN AMERICAN STUDIES (LAST)

LAST121 Tales of Resistance: Modernity and the Latin American Short Story (In English)
Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, as well as immigration to Europe and the United States.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L121**
Prereq: **None**

LAST126 Intro to History: Heretics on Trial: The Holy Inquisition and Its Enemies
The Inquisition was among the most feared institutions of the early modern West. In its efforts to impose religious orthodoxy, it persecuted minorities, prohibited behaviors it deemed heretical--like magic and unbelief--and censored intellectual inquiry. Yet despite its resoluteness, the ability of the Catholic Church to impose control varied widely across time and place and was often met with equally firm resistance. This introductory course examines how the Catholic Inquisition functioned, from its origins in the medieval period to its final demise in the nineteenth century, paying particular attention to geographic and temporal specificities. From Cartagena de Indias to Lima, Goa, Rome, and Toledo, inquisitorial tribunals spanned a significant portion of the Atlantic world. The records produced by its scribes are some of the richest sources of the social, cultural, religious, and economic history of the era, yet they are also some of the most challenging to deal with, both epistemologically and morally. Historians have relied on Inquisition archives to reconstruct the lives of individuals and communities who left no other written records, all the while seeking to acknowledge that the records were produced under duress by officials who suspected the accused of the terrible crime of heresy. Through a wide range of primary sources like trial transcriptions, Inquisition "autobiographies," written confessions, censored books, and literary sources, students will both survey the lives of people who faced the Inquisition's scrutiny, while considering the role of violence, persecution, and resistance in the creation of the very records that allow for historical reconstruction.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST173**
Prereq: **None**

LAST218 From Chocolate to Coca: Commodities and the Making of Latin America
Bananas, silver, and coffee connect Latin America to consumers across the globe. From the discovery of massive silver deposits in Potosí in the 16th century to the growth of the illegal drug industry in the 20th century, these commodities have shaped how people work and eat, not only in Latin America but worldwide. Everyday goods like sugar or rubber have also given rise to political revolutions, environmental destruction, scientific discovery, and new literary and artistic movements across the region. How do commodities shape the societies that produce or consume them? What commodities are shaping today's global economy? Is it possible to extract these goods in a sustainable way?

This course combines approaches from anthropology, history of science, and environmental history to study key commodities in the history of Latin America from the colonial period until the present day. It will examine the ways in which various material goods linked local actors to broad networks of production and consumption of an increasingly interconnected global economy. The course will pay particular attention to how these relationships irretrievably changed local communities and to the ways in which historical actors contested, adapted to, or transformed production and consumption regimes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST257**
Prereq: **None**

LAST219 Latin American Economic Development-Macro
In this course, we try to understand the puzzle of differential economic development of Latin America as a region and its countries in particular. Our lens of analysis is employing economic tools but also draws on other disciplines such as history and sociology. The course covers a broad range of economics and introduces you to aspects of macroeconomics, microeconomics, international economics, labor and development economics. Initially, we will study different ways to measure development in Latin America. We will then begin our journey to identify reasons and causes for various development outcomes of the Latin American region and differential economic success and failure of specific countries. In the first half of the semester we will examine the historical background and endowments, policies of export-led growth and import-substitution, the debt crisis and the subsequent stabilization. We will cover the financial crisis of the late 1990s and the early 2000s. Then we will turn our focus to the recent years and challenges to economics growth in Latin America and Latin American countries. Here, we will assess trade, investment climate, poverty, and inequality in the region. The situation and policies addressing the informal economy, education and health in Latin America will be discussed in detail. Thereafter, we will analyze gender and ethnicity in the context of Latin American development.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ECON**
Identical With: **ECON261**
Prereq: **ECON101 OR ECON110**

LAST226 Survey of Latin American Literatures, Cultures, and Ideas
A close study of texts from the colonial period to the present will serve as the basis for a discussion of some of the major ideas and cultural and political debates that have emerged in modern Latin America to this day. Thinkers include Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Neruda, Borges, García Márquez, Menchú, and Bolaño, among others. For purposes of understanding context, students will also read selected chapters from works by historians and cultural critics and will watch several films. (Please note that this course was previously called "Spanish American Literature and Civilization.")
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**

Identical With: **SPAN270**
Prereq: **SPAN221**

LAST229 Between Worlds: Change and Continuity in Early Latin America
The conquest and colonization of the Americas challenged long-held assumptions about geography, time, history, nature, theology, and humanity for both indigenous societies and Europeans. Modern scholars have described the encounter either as an earth-shattering moment of revolutionary intellectual reverberations or, alternatively, as one of limited and slower impact.

This course examines the ways in which diverse actors in the Iberian colonial world confronted change and continuity in their societies. In particular, it seeks to understand how they approached the conquest and its environmental, political, religious, legal, and social repercussions. Through the study of chronicles, graphic materials, poetry, omens, grammars, and maps, we will look at how missionaries, indigenous scholars, scientists, and nuns interpreted the forces transforming their communities. We will pay particular attention to the traditions and practices that they mobilized to explain the past and convey its present and future significance. Major themes include religious conversion and its consequences, the emergence of new social and ethnic identities under colonial institutions, linguistic change, and the writing of history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST356**
Prereq: **None**

LAST232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America
This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is organized around four primary dialogues: (1) the creative reception by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti) of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (jarchas) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic-American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN232, COL226**
Prereq: **SPAN221**

LAST239 Writings from the Abyss: Andean Women Authors Between Territory, Memory, and Body
This course explores literature written by Andean women through a lens that centers the body, gender, and territory as key axes of resistance writing. We will ask ourselves how authors from regions such as Peru, Bolivia, and Ecuador -- from the mid-20th century to the present -- articulate their experiences and genealogies from positions that engage with ancestral knowledge, Indigenous worldviews, Andean spiritualities, and political memory. The selected texts highlight representations of the female body as a site of conflict, pleasure, maternity, trauma, and rebellion. Topics will include the coloniality of gender, state violence, language and orality, racialization, and sexual dissidence. The course is organized thematically and combines literary analysis with approaches drawn from cultural studies, Andean feminisms, and decolonial theory. Readings will include texts written in Spanish as well as bilingual or translated works from Quechua, Aymara, or Kichwa, alongside visual materials, interviews, and digital archives when relevant.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN240, FGSS241**
Prereq: **SPAN221**

LAST240 From the Banjo to Dembow: Afro-Caribbean Music in Motion
This course analyzes the global circulation of Afro-Caribbean musicians, dancers, audiences, musical styles, and even musical instruments from the beginning of European colonialism to the present day. We will seek to understand the political interconnections between the Caribbean and the wider world by focusing our attention on specific "musical itineraries." These will include, among others, the creation of the banjo by enslaved people in the Caribbean and the instrument's role in black resistance in North and South America, the musical aftershocks of the Haitian Revolution in Cuba and Louisiana, the production of black internationalist politics at weekly "regge" dances led by Jamaicans in early 20th-century Costa Rica, and the rise of reggaetón between Panama, Puerto Rico, Cuba, the Dominican Republic, and the United States.

We will question how these musical itineraries propelled black political movements and shaped larger ideas about race, nation, diaspora, and the meaning of "the Caribbean" itself. No prior musical knowledge is required for this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Identical With: **AFAM240**
Prereq: **None**

LAST241 Contested Archives: Power and Memory in Latin American Archival Practices
This course explores the histories and politics of archiving in Latin America, from colonial record-keeping and imperial control to contemporary community-led, feminist, and dissident archival projects. What counts as an archive? Who decides what is preserved and erased? How are bodies, languages, and stories made (in)visible through archival dynamics? What alternative archival imaginaries emerge from Latin America's colonial and postcolonial contexts? We will analyze how archives have functioned both as instruments of domination and as tools of resistance, central to the construction of national histories, racial hierarchies, and cultural identities, but also capable of challenging erasure and reclaiming marginalized memories. Through an interdisciplinary and decolonial lens, we will engage with both historical texts and cultural and artistic interventions that challenge dominant archival logics, including literary works,

films, visual art, performance, and digital media that interrogate, fictionalize, or subvert archival practices. We will examine a variety of materials, including state archives, ecclesiastical records, truth commissions, community memory projects, and speculative/fictional texts based on archival material. By reading across genres and media, the course highlights how cultural production can both expose and reimagine the power of the archive. Works include texts by Diamela Eltit, Horacio Castellanos Moya, Cristina Rivera Garza, Patricio Guzmán, Diana Taylor, Silvia Rivera Cusicanqui, Aníbal Quijano, installation and performatic art by Regina José Galindo and diverse materials from archives and memory projects throughout Latin America.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN241**
Prereq: **SPAN221**

LAST242 Histories of the Caribbean: New Questions, Methods, and Vantage Points
This course explores some of the most exciting new trends in historical scholarship on the Caribbean. We will consider how recent scholars of the Caribbean have turned a critical eye to existing methods and reimagined "archives" as they have crafted new stories about gender, sexuality, race, the environment, and the rise of modern capitalism. In this way, we will question how these new directions in Caribbean studies have reshaped the study of history more generally. We will use a wide geographic lens in order to gain an expansive vision of the circuits of the Greater Caribbean, stretching from Antigua, Guadeloupe, Barbados, Martinique, Jamaica, Trinidad, Guyana, Cuba, Puerto Rico, and Haiti into the wider Atlantic world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Prereq: **None**

LAST244Z Imagining the End: Neoliberalism and the Arts
Many of us now like to paraphrase the philosopher Frederic Jameson when he argued that it has become "easier to imagine the end of the world than the end of capitalism." As the recent deluge of post-apocalyptic movies and documentaries about melting glaciers makes clear, this is an accurate statement. Yet while most of us imagine how neoliberal capitalism will bring about the end of the world, others try to imagine the end of the status quo. Since neoliberalism became the global hegemonic system, artists of all kinds have been imagining ways we can survive and (perhaps) overcome it: think about the songs of Tracy Chapman or Residente, the street art of Keith Haring or Lady Pink, the movies of Chloe Zhao or Alejandro González Iñárritu, or the writings of Ursula Le Guin or Roberto Bolaño. This course explores how engaged art from the 1970s to the present has responded to -- and fought against -- neoliberal hegemony in the United States, Latin America, and beyond. Through the arts, we will explore the nightmares of global collapse and the dreams of a new egalitarian and sustainable society. In addition to analyzing movies, poems, short stories, songs, and street art, we will read theoretical and historical studies that help us understand how neoliberalism shapes contemporary culture and makes art into one of the few areas in which dissent can be expressed.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-AMST**
Identical With: **AMST244Z, HIST244Z**
Prereq: **None**

LAST245 Modern Latin America Since 1810
This lecture course explores some of the main themes of Latin America's modern history from the beginning of the independence movements in the 19th century until the present day. In particular, it traces the contentious processes of state-formation and the creation of national and regional identities. Governments, elites, and popular movements fought over questions of race, economic development, and inequality in their attempts to formulate a particular vision of the nation. We will contextualize these struggles in global economic transformations and pay particular attention to the rise of the United States as force in the region.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST245**
Prereq: **None**

LAST247 Caribbean Writers in the U.S. Diaspora
The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **GSAS247, AFAM243, ENGL243**
Prereq: **None**

LAST251 Cycles of Resistance: Indigenous Voices in Latin American Literature and Culture
This course explores the richness and diversity of Indigenous voices in Latin America, from early colonial records to contemporary expressions. Using a transhistorical methodology, we will examine how socio-political issues and topics like land defense, cultural resilience, gender violence, hybrid identity, and political resistance persist and evolve through diverse perspectives in Indigenous discourse and cultural production. We will analyze and compare foundational texts like the Popol Vuh and Nueva corónica y buen gobierno, as well as original manuscripts alongside contemporary voices such as those of Humberto Ak'abal, Yana Lucila Lema, and Sonia Guiñansaca. Special attention will be given to the writings of indigenous women, exploring how they have challenged hegemonic narratives and reclaimed their bodies and territories. Additionally, we will explore multimedia expressions and digital activism to understand how indigenous individuals and communities adapt and resist in a globalized world. This course invites students interested in literature, cultural studies, gender studies, and human rights to engage critically with indigenous perspectives, fostering a deeper understanding of the complexities of Latin American cultures.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN242**
Prereq: **SPAN221**

LAST252 Race and Nation in Latin America
How does race operate in Latin America, and in what ways does it intersect with the concept of nation and national belonging? The regions we call Latin America and the Caribbean have, since the first human encounter between "Old" and "New" Worlds of the 15th century, been often understood as places of mixture--both cultural and biological. From at least the early 19th century, when independent nations in the region began to emerge from colonial rule, intellectuals, statesmen, and citizens alike have had to contend with "race" and its inextricable connection to the concept of "nation." This course aims to introduce students to the history of race and national formation in Latin America

and the Caribbean, from the wake of the independence movements of the early 19th century to the present. It draws on historical, anthropological, and literary approaches to identifying, analyzing, and interpreting the varied meanings of race and nation throughout the region.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Prereq: **None**

LAST254 Tales of Resistance: Modernity and the Latin American Short Story
Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization, both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, and immigration to Europe and the U.S.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN284**
Prereq: **None**

LAST258 Bolívar's Interpreters: Nation Construction in the Americas
No figure has been seized upon more as a symbol of cultural and political unity in Latin America than the liberator Simón Bolívar. In this course, we will examine not only the case of contemporary Venezuela with its cult-like tradition but also several of the countless appropriations of Bolívar that have occurred across the Americas and in Europe in the 180 years since his death. From the Cuban José Martí to the Colombian García Márquez, from the Spaniard Miguel de Unamuno to the U.S. socialist Waldo Frank, from, to be sure, the powerful tradition of the Latin America essay with its identity politics to the U.S.-led Pan Americanism of the 1920s, '30s, and '40s, Bolívar has been made to serve complex and important functions in discourse about national and continental identity. To consider all this, we will study a number of rewritings of Bolívar's life and works, focusing on the dynamic process in which literary, cultural, and political traditions have been formed around him, while giving special attention to issues bearing on race, gender, and modernization. A wide range of texts will be examined, including letters, essays, poems, novels, screenplays, and films.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN286**
Prereq: **None**

LAST260 Neotropical Acuatic Ecosystems: Their Importance, Sustainable Use, and Conservation (CLAC 1.0)
(English translation below Spanish text) El curso de Ecosistemas Acuáticos Neotropicales permitirá a los estudiantes buscar información y discusión sobre la diversidad y complejidad de los ambientes acuáticos en la América tropical. Comenzaremos a aprender definiciones, características, distribución y ejemplos de humedales, lagos, ríos y muchos otros hábitats acuáticos en todo el neotrópico. El origen del sistema hidrológico. Evolución de las principales cuencas: Amazonas, Magdalena, Orinoco y Paraná. El Paleo Orinoco-Amazonía: Importancia geológica y biótica. Dinámica geológica. Evidencia geológica y biológica. Hipótesis evolutivas de la fauna piscícola. Evolución del paisaje amazónico como parte del conocimiento para comprender los diversos procesos y patrones de riqueza y distribución de la biodiversidad. Los humedales (sabanas inundadas) de Colombia-Venezuela como ejemplo de humedales neotropicales. El Pantanal brasileño y las llanuras colombo-venezolanas como "áreas de criadero" para la biota acuática y terrestre y su importancia para el mantenimiento de la biodiversidad. Los estudiantes también leerán y buscarán información sobre el Sistema Fluvial Orinoco como ejemplo de estudio. La importancia biótica, el desarrollo sostenible y la conservación. Identificar los factores antrópicos que afectan al sistema. El desarrollo social y económico, y las contribuciones a través de los Programas de Evaluaciones Acuáticas Rápidas (RAP's) como metodología para producir información que permitió proponer áreas para la conservación de la biodiversidad. Terminamos con un análisis de los recursos y la importancia pesquera de las principales cuencas neotropicales: Amazonas, Orinoco y Paraná-Paraguay. Seguridad alimentaria. Ejemplos de ríos en riesgo.

This course will examine why the Orinoco and Amazon basins in South America harbor a biological richness much larger than other river basins around the world. About 50% of all higher plant species of the world are included in these basins. Data on vertebrates showed that about 3,000 freshwater fish species, thousands of birds (migratory and local), and hundreds of amphibians, reptiles, and mammals have been found so far in those basins geographically included in six countries: Bolivia, Brazil, Colombia, Ecuador, Peru, and Venezuela. We will examine the key factors that have affected their historical-geological development, the actual richness, and the threats to sustainable development and conservation. We will ask questions about the nature and interactions of the key factors and agents that harbor and transformed the high ichthyological and other aquatic biota diversity, reflected by the wide range of landscapes and aquatic ecosystems included in those basins. We will try to identify fragile aquatic ecosystems depending upon the biological richness, endemicity, importance for local communities, and potential threats. We will examine the current trends in the fisheries, forest exploitation, and agriculture for human consumption, noting that stocks of many species of fish are in steep decline, and that current fishing practices are not sustainable. Finally, the major impacts and threats faced by the fishes and aquatic ecosystems of the Orinoco River Basin are discussed with the purpose of studying potential plans for sustainable development. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS188, CGST266**
Prereq: **SPAN221**

LAST265 Multilingual Aesthetics in Latin America
This course examines writings by Latin American authors who are multilingual or have an intercultural awareness as a result of colonization, cosmopolitanism, migration, or bicultural upbringing. First, students will learn about a variety of Spanish American movements, such as "modernismo," "creacionismo," "negrismo," "indigenismo," "neoindigenismo," and "indianismo," all of which dialogued with diverse cultures and languages other than Spanish. Then, we will examine a series of collaborative projects, such as a quadrilingual poem co-written by Octavio Paz (Mexico), Jacques Roubaud (France), Edoardo Sanguineti (Italy), and Charles Tomlinson (UK); a selection of English-Spanish poems by Marjorie Evasco (Philippines) and Alex Fleites (Cuba); and the "Festival de poesía: lenguas de América," a bi-annual event that gathers poets from diverse multilingual regions in the Americas. Lastly, we will examine literary and scholarly work by/about Latin American writers of indigenous descent, as well as works in Spanish, English, and "Spanglish" by Chicano, U.S. Latino, and Filipino American writers. Throughout the semester students will reflect on how multilingualism can serve as a medium for aesthetic experimentation, intercultural dialogue,

and/or political resistance. All discussions will be held in Spanish, and all readings will be in their original Spanish or in Spanish/English translation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN275**
Prereq: **SPAN221**

LAST267 Caribbean Geographies
This course will explore how human and non-human encounters induced through slavery, indentureship and colonialism have been imagined and contested by Caribbean geographers, ecologists, artists, and poets. Students will gain an immense understanding of how Caribbean communities have experienced and countered geographic problems like uneven development, vaccine apartheid and gender-based violence. Students will think through concepts that define Caribbean geographies, such as 'the plot,' 'the bounty,' 'black land,' and the 'kala pani.'
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-AFAM**
Identical With: **AFAM268**
Prereq: **None**

LAST268 Black Religions in the Americas
This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santeria) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, "authenticity," commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI268, AFAM387, ANTH267**
Prereq: **None**

LAST271 Political Economy of Developing Countries
This course explores the political economy of development, with a special focus on poverty reduction. We discuss the meaning of development, compare Latin American to East Asian development strategies (focusing on Argentina, Brazil, Mexico, South Korea, and Taiwan), examine poverty-reduction initiatives in individual countries (including Bangladesh, Chile, and Tanzania), and evaluate approaches to famine prevention and relief. Throughout the course, we pay close attention to the role of procedural democracy, gender relations, market forces, and public action in promoting or inhibiting development.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT271, CEAS271**
Prereq: **None**

LAST272 Cubanidad: Diaspora, Exiles, and Cultural Identity in Cuban Literature and Film
This course will examine shifting notions of Cubanness, or "cubanidad," from the 19th century to the present times from a diasporic framework. We will discuss writings by/about African slaves, Chinese indentured laborers and migrants, and Spanish immigrants in Cuba, as well as Cuban exiles in the U.S. and Spain from the 19th century to the beginning of the 20th century. Through a variety of literary texts and films, we will then study select cases of European exiles who visited Cuba in the 1930s and '40s, the later massive waves of Cuban migration to the U.S. after the Revolution, and the more recent immigrants who have settled in Cuba.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN272**
Prereq: **None**

LAST273 Beyond Machu Picchu & Macondo: Real and Imaginary Worlds in Latin American Letters
Latin American writers and intellectuals have long conceived of their particular literary and cultural practices in connection to individual spaces and sites, both real and imagined. In this course we will examine why and how they have done so, looking not only at well-known if not legendary ones such as Machu Picchu and Macondo, invented, respectively, by Neruda and García Márquez in certain moments of their careers, but also the América and Gran Colombia of Simón Bolívar, the New York City of the Cuban intellectual José Martí (1880s) and Nuyorican writer Tato Laviera (1970s), as well as Violeta Parra's other Chile, César Aira's Colón (Panamá), Fernando Vallejo's Medellín (Colombia), and Mayra Montero's eroticized Caribbean. In each case we will be concerned with understanding the relationship between local, national, and hemispheric history and the new imaginarios created by the author/intellectual in question in the context of north-south relations. Topics to be considered within this critical framework will include the Wars of Independence, industrialization in the late 19th-century, the construction of the Panama Canal (1904--1914), the Cold War (1947--1991), Latino identity in the context of Puerto Rico and New York City, the drug wars, and sexual identity. When possible, films and short videos will be used to help build knowledge of historical context.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN273**
Prereq: **None**

LAST274 Insular Borders of Latin(x) America
Before and at the same time the United States established itself throughout the 19th century as a major power in the Americas and the world, various Latin American republics inherited and acted upon a similar imperialist agenda to expand their borders not only to neighboring territories but also across oceans. In this class, we will study and compare these imperialist gestures, among them the Spanish Empire's control of its remaining insular colonies in the 19th century (e.g., Cuba, Puerto Rico, the Philippines, and Guam) and the United States' successive claim to these very same islands. We will analyze literary works and films that interrogate these imperialist claims as well as the trajectories of islanders: for instance, the forced migration of the Rapanui (Easter Island people) in the second half of the 19th century (first as slaves to Peru and then to the town of Hanga Roa in Easter Island) and the island-to-island "intra-colonial" (Joanna Poblete) recruitment of Filipino and Puerto Rican laborers in sugar plantations in Hawai'i at the beginning of the 20th century. Some of the questions we will explore are: Why are islands so coveted by old and new empires? How have Rapanui, Filipino, and Puerto Rican migrants and their descendants resisted authorities on the insular borders of empire? How do writers and artists tell these silenced histories? Can we speak of Latinidad and Edouard Glissant's concept of Poetics of Relation in a Pacific Ocean context? Readings will be in Spanish and English. All discussions and assignments will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-CHUM**
Identical With: **SPAN274**
Prereq: **None**

LAST276 Body, Voice, Text: Theater and the Transmission of Experience
Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on reading, study, research, and interpretation) and also as an art form (built on reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN276, THEA276**
Prereq: **None**

LAST277 The Secret Life of Waste: Trash in Latin American Art & Literature
From space junk to microplastic particles found in human blood, man-made waste and pollution are ubiquitous. What are the effects of waste on the environment? What can the decomposition of waste create and/or undo? What is the afterlife of waste? Is waste apocalyptic? Through figures such as rottenness, radioactivity, mutation, and zombies, we will explore the ways in which Latin American art and literature try to answer some of these questions by imagining living amidst the remnants of hyperconsumption and by exploring the unforeseen effects that coexisting with waste could have upon the land and the body. We will study a wide range of visual and literary engagements with trash from novels, poetry, comics, and films to environmental art projects. Artists and writers may include Cecilia Vicuña, Daniel Lie, Samanta Schweblin, Fernanda Trías, Vik Muniz, H. G. Oesterheld, Javier Campos, and Alejandro Durán, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN277**
Prereq: **SPAN221**

LAST278 Narratives of the Latin American Jungle
This course is a critical exploration of the ways in which forests and its plurality of beings, and particularly the tropical territories marked as jungle or rainforest in South America (the Amazon, the Darién), have been narrated, imagined, and contested in cultural production and in indigenous and peasant ontologies and place-based practices for more than a century. We will investigate the construction of jungle as a territory of dwelling shaped by the relational condition between human and other-than-human beings (plants, animals, water) and as a place where diverse anxieties about sovereignty, politics, race, development, gender, and subversion collide. We will examine this cultural geography in relation to diverse histories of modernization, development and extractivism, the global angst over the environment and its destruction, local processes of (cosmopolitical) resistance, and the various political and environmental conflicts that have shaped the region over the past century. Attending to Amazonian indigenous thought and to political ecology and other intellectual practices emerging from Latin America, as well as to literature, film, popular culture and visual art, we will discuss the potential to disavow modern/colonial binaries like nature-culture, human-nonhuman and civilization-barbarism, in a place that has been central to the way in which Latin America has been imagined for centuries.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN278, ENVS274**
Prereq: **None**

LAST279 Christianity and Globalization
This course focuses on recent developments in global Christianity. We will look at various interlinked dynamics: the rise of spirit-filled Evangelicalism, especially Pentecostalism, faith-based humanitarianism, child-sponsorship programs, and themes of militarism such as spiritual warfare. We will pay attention to the role of U.S. power in the world and how the narratives that various Protestant Christians tell through their writings and media shape life across international spaces. We will sample a variety of methods in how one studies the field of Christianity. These will include historical, sociological, and anthropological methods, all of which challenge traditional scholarly accounts (meaning those in the field of church history) in order to expand our understandings of Christianity in the modern period.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI279**
Prereq: **None**

LAST280 Screening Youth in Contemporary Latin American Cinema
This course will examine some of the most important Latin American films from the past three decades that also happen to cast children and teenagers as protagonists. We will analyze a large body of films that address issues of historical memory, economic inequality, social conflict, political activism, education, sexuality and gender, cultural identity, and citizenship through the lens of youth. These films question the roles of minors in relation to politics and resistance, and reflect upon the cultural constructions of childhood that operate at a social level with important political implications. Students will explore the aesthetic and social dimensions at play in these films and develop interpretative filmic skills through an exploration of the connections between the technical composition of the works and the social, political, and cultural contexts that they address. Besides the varied cultural, theoretical, formal, and historical elements that this course will examine, this course includes a creative project by which students will develop an idea for a short film based on their own personal coming-of-age narrative.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN280**
Prereq: **SPAN221**

LAST281 Labor in Latin America and the Caribbean: Pedestals and Veils of Disposability
This course examines the racialized and gendered exploitation of labor that has long structured everyday life across the Western hemisphere. It asks how shifting productions of race and gender mediate the distinction between productive and disposable humanity. We will examine a variety of materials from the region spanning the colonial period to the present, including literature, film, visual and performance art, economic theory, political philosophy, grassroots activism, testimonials, chronicles, and journalism. Through these texts, we will problematize a range of interdisciplinary issues, such as the veiled continuities of conquest and enslavement, the accelerated pace of capitalist extraction of human and non-human value, and state responses to forced migrations of populations considered criminal, undesirable, or superfluous. We will also study

aesthetic and lived examples of resistance from Latin America, the Caribbean, and their diasporas, with particular interest in how collective organizing has taken on new forms in the face of work's increasing informalization and precaritization. Building off these examples, students will develop an accessible final project that applies their research and analytical skills not only to produce knowledge, but to cultivate critical consciousness for the reader, listener, or viewer.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN281**
Prereq: **SPAN221**

LAST283 The Other 9/11: Dictatorial and Post-Dictatorial Films and Literature in Chile
This course explores how poetry, novels, and films, produced during and after Chile's military regime (junta de gobierno), try to make sense of state violence and cruelty. This class suggests that by actively performing the work of memory, of remembering the violent past and the forcefully disappeared ones (detenidos desaparecidos), films and literature oppose the politics of oblivion instantiated by the post-dictatorial state while claiming for and imagining social justice. We will understand films and literature as active, ethical memory technologies which we will read against the grain of Chilean politics and history (políticas de los acuerdos).

Some of the poets we will read include Eugenia Brito, Carmen Berenguer, Teresa Calderón, Malú Urriola, Rosa Betty Muñoz, and Raúl Zurita. In addition, we will watch films by Patricio Guzmán, Cecilia Vicuña, and Pablo Larraín. Finally, we will read novels by Alejandro Zambra, Roberto Bolaño, and Nona Fernández.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN283**
Prereq: **None**

LAST285 Narratives of Crisis: Violence and Representation in Contemporary Latin American Culture
How have Latin American literature, film, and performance of the past three decades articulated the many forms of violence in a region facing complex armed conflicts, wars deployed around the drug trade, and diverse forms of political unrest? Focusing on Colombia, Peru, Central America, and Mexico, we will investigate how contemporary cultural artifacts reflect on the linguistic, ethical, and social dimensions of subjectivity in times of crisis and provide productive analytical frameworks to examine violence, history, and memory in the region.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN282**
Prereq: **None**

LAST286 Racial Capitalism and Resistance in Central America
In modern-day Central America and its diasporas, the most precarious communities are descendants of colonized, enslaved, and dispossessed populations. Yet while the fact of race and class intersecting is evident, why and how they have evolved together is not. This course examines the relationship between race formation and economic dispossession across the region through a transnational perspective. Through a wide range of Central American and hemispheric cultural objects, theoretical frameworks, and grassroots praxes, we will meditate on the theoretical paradigm of racial capitalism, which holds that racialism and capitalism are co-constituting and have evolved together to produce an economic world order dependent on colonialism, violence, exploitation, and containment. Students will develop their interpretive and analytical skills by collaboratively examining issues of whiteness, mestizaje, and multiculturalism; resource extraction; economic exploitation and expulsion; rage, resistance, and revolution; policing, counterinsurgency, and criminality; migration; identity and ethno-politics; and education. Beyond these cultural, theoretical, historical, and aesthetic concerns, a central component of the course is a creative or community engaged project that students will develop in close collaboration and in stages throughout the semester.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN285**
Prereq: **SPAN221**

LAST288 Territories of Dwelling, Desire and Resistance in Latin America
What does it mean to dwell in a place? How are spatial orders and more-than human dimensions conceived of and what is the symbolic and material weight of these conceptions? This course seeks to examine the ways in which diverse spaces categorized as rural or as "natural frontiers" in Latin America have been inhabited, negotiated, and contested in the 20th and 21st centuries. How have cultural practices constructed them as territories of dwelling, desire, possession, dispossession, and resistance? How does narrative and art reflect on local modes of dwelling and on the relationships between community, embodiment, desire, memory and the materiality of place? We will focus on texts and artistic practices--literature, film, performance, and the visual arts--that, in thinking about mountains, rivers and other bodies of water, plants, more-than-human beings, seek to destabilize the hegemonic (colonial) gaze that has been projected onto rural spaces for centuries and complicate extractivist and other capitalist logics that have sought to transform them. We will trace how these texts intervene in urgent debates about extractivism, the destiny of rural lands, the uses, abuses and rights of nature, the struggles for peasant and indigenous rights, environmental justice, and the defense of alternative ontologies. We will focus particularly on the Andean and Amazon regions of South America, with specific attention to Colombia and Perú.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN288**
Prereq: **None**

LAST289 The Abya Yala Connection: Latin American Ecological Literature and Art
This course will examine the role that literature and the visual arts have played in imagining and suggesting ecological relations between humans and more-than-humans during our ecological crisis. Through the analysis of literary and visual aesthetic strategies, we will identify forms of resistance, endurance, and solidarity between feminist, queer, and indigenous bodies and the planet.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN292**
Prereq: **None**

LAST290 Current Environmental Issues in Latin America (CLAC 1.0)
(English translation below Spanish text) Este curso proporcionará información histórica y actual sobre el desarrollo de temas ambientales en América Latina. La información se dividirá en la evaluación del uso del medio ambiente durante los períodos precolombino y colonial (a); y b) período moderno. Se discutirá

la organización, estructura y gobernanza del medio ambiente. El desarrollo de políticas públicas, planes de gestión, factores que se deterioran y los posibles usos sostenibles del medio ambiente y sus recursos. Leeremos literatura interdisciplinaria incluyendo: académica, informes, documentos oficiales gubernamentales y proyectos de ONG dedicados al diagnóstico, desarrollo y uso o nuestros recursos en América Latina. Por último, se estudiarán casos particulares de países latinoamericanos como Argentina, Brasil, México, Costa Rica, Perú y Venezuela. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. This course will provide historical and current information on the development of environmental issues in Latin America. The information will be divided into assessing the use of the environment during (a) pre-Columbian and colonial periods and (b) the modern period. The organization, structure, and governance of the environment will be discussed, as will the development of public policies, management plans, factors that deteriorate, and the potential sustainable uses of the environment and its resources. We will be reading interdisciplinary literature including academic, reports, official governmental documents, and NGOs' projects dedicated to the diagnostic, development, and use of resources in Latin America. Finally, particular cases of Latin American countries such as Argentina, Brazil, Mexico, Costa Rica, Peru, and Venezuela will be studied. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS294, CGST267**
Prereq: **SPAN221**

LAST291 From the Muralists to the Narconovela: The Public Intellectual in Mexico
Mexican writers, intellectuals, and artists, both male and female, have long been recognized for the brilliance with which they have used their work to comment on and shape the direction of the Mexican state and to engage with the multiple traditions (indigenous, European, and mestizo) that define them. In this course, we will examine the writings and artistic and filmic work of several major figures with the goal of understanding how they see and imagine Mexico in particular historical moments. The course will cover the entirety of the 20th-century and the beginning of the 21st, extending from the Mexican Revolution (1910--1917) and the Muralists (1920s--40s), through the post-1945 period including 1968, and to the drug wars and the Zapatista movement (since 1994). Students will analyze novels, essays, art, poetry, and film.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN290**
Prereq: **SPAN221**

LAST292 Spanish American 'Modernismo' in a Global Context
The publication of Nicaraguan Rubén Darío's AZUL... in 1888 is often considered to be the inaugural event of "modernismo," the first Spanish-language literary movement that originated in Spanish America and spread thereafter throughout the Hispanophone world. In March 1916, about a month after Darío's death, a magazine in the Philippines claimed that Darío also belonged--at least "spiritually"--to the Philippines. Inspired by this statement, in this course students will read poems, short stories, and crónicas (short journalistic articles) by canonical Spanish American modernista writers, such as Darío, Julián del Casal, José Martí, Amado Nervo, José Enrique Rodó, Leopoldo Lugones, and Delmira Agustini, in conjunction with Filipino modernistas, including Fernando María Guerrero, Jesús Balmori, Manuel Bernabé, and Evangelina Guerrero. We will also read a selection of works of Spanish writers, such as Salvador Rueda, who visited Cuba and the Philippines in the 1910s. Some of the salient characteristics of modernismo that we will cover are the rejection of immediate reality and materialism, the search for linguistic renovation and cosmic harmony, and the celebration of Hispanism. When focusing on this last aspect, we will assess how modernismo helped to keep Spanish America connected not only to Spain but also to the Philippines, which became a U.S. territory in 1898, alongside Cuba and Puerto Rico. Thus, we will explore to what extent modernista writers responded to the spread of U.S. imperialism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN291**
Prereq: **None**

LAST293 Writing Women's Bodies: Gender and Sexuality in Latin America
This class explores the narrative fiction of 21st century Latin American women. Through an analysis of visuality, art, ecology, nanotechnology, sexuality, and memory, among other themes, we study the ways in which women construct their bodily experience and forge ethical relations with the world through linguistic and aesthetic innovation. We will read authors such as Samanta Schweblin, Gabriela Wiener, Brenda Navarro, María Gaínza, Gabriela Cabezón Cámara, Juliana Javierre, and Lina Meruane.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN293, FGSS291**
Prereq: **SPAN221**

LAST294 Queering Latin America: Contemporary Gay, Lesbian, and Transgender Literature and Film
This course studies important and groundbreaking films, novels, and poetry by contemporary gay, lesbian, and transgender artists. It focuses on their strategies to survive, respond to, and defy the changing socio-political Latin American landscape of the last 80 years. We will introduce some key critical concepts and debates from queer theory to guide our discussions. Some of the artists we will study include: Alejandra Pizarnik, Lucía Puenzo, Manuel Puig, Pedro Lemembel, Karim Aïnouz, Lorenzo Vigas, Rosamaría Roffiel, and Norma Mosgrovejo, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN294, FGSS294**
Prereq: **None**

LAST295 Voices, Noises, and Son: Modern Sounds in Hispanic Caribbean Cultures
What happens to our understanding of Hispanic Caribbean cultures if we think about it through the category of sound? From the recorded voices of indigenous Caribbean peoples denouncing the atrocities of neo-colonialism to the contemporary Afro-Caribbean reggaeton rhythms in San Juan, sound has been a key component for this region's expressions and literatures. In this course, students will explore how multiple kinds of sound-voices, noises, music, and rhythms-shape and define the literatures and cultures of the Caribbean basin. We will read literary works and pay attention to the "sounds" described in them in order to examine how diverse ethnic groups have contributed to the production, perception, and transformation of various Caribbean "sonorous" landscapes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN295**

Prereq: **SPAN221**

LAST296 Colonial Latin America
This course studies the history of Latin America and the Caribbean from pre-conquest times to the emergence of independence movements in the early 19th century. Lectures will explore the key environmental, cultural, economic, political, and religious transformations that shaped colonial societies throughout the region. Beginning with the formation of indigenous and Iberian polities before 1492, we will consider how early modern colonial governance functioned and evolved throughout the period of Spanish and Portuguese rule in the Americas. Through an array of primary and secondary sources we will reconstruct the lived experiences of a diversity of actors across the colonial world. We will pay particular attention to the methods and approaches that scholars have used to understand the history of the region.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST296**
Prereq: **None**

LAST297 "Un pedacito de la historia negra": Afro-Latin American Literature and Culture
The significant contributions of Afro-descendent individuals to the development of Latin American culture have been frequently overlooked or torn to pieces. Yet, the experiences and bodies of racialized people have been key in shaping and transforming the region's culture. Beyond their representation in early colonial and republican works, Afro-descendent writers and characters have been crucial in the modern aesthetics of Latin American literatures. Along with musicians and other artists, they have provided a continuous challenge to the idea of Latin America and its cultural production as a product of a homogeneous cultural and racial miscegenation. Inspired by Colombian artist Joe Arroyo's opening to a famous salsa song, wherein he sets out to tell "un pedacito de la historia negra," in this seminar we will study short stories, novels, poetry, music, and film, including works that explore the experience of being racialized in Latin America, poetic experimentalism through orality, and the retelling of the history of Black resistance in the Caribbean through modern media. Engaging with historical and contemporary issues such as racial discrimination, social inequality, and cultural pride and preservation, this course invites students to critically analyze the fundamental role of Afro-Latin Americans in shaping Latin American cultures and histories.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LAST**
Identical With: **SPAN298**
Prereq: **SPAN221**

LAST298 Food Security and Environmental Conservation (CLAC 1.0)
(English translation below Spanish text) En este curso los estudiantes investigarán información y discusión sobre la seguridad alimentaria y el uso del medio ambiente en una selección de países de América Latina. Haremos preguntas sobre la base de la producción y disponibilidad de alimentos. También examinaremos la información disponible de las agencias públicas y privadas sobre los programas establecidos por los países para garantizar la seguridad alimentaria de sus habitantes y el uso sostenible y la conservación del medio ambiente. Discutiremos conceptos como: La soberanía alimentaria y la seguridad como un sistema alimentario en el que las personas que producen, distribuyen y consumen alimentos también controlan los mecanismos y políticas de producción y distribución de alimentos; La nutrición como normas mundiales y particulares de consumo de alimentos; La Justicia social relacionada con la accesibilidad de los alimentos; y el derecho humano a una alimentación adecuada y a la libertad del hambre como uno de los objetivos del milenio de las Naciones Unidas. El estudiante revisará casos particulares en América Latina. El curso se presenta en un formato de lectura/discusión en el que todas las lecturas, escritos y discusiones estarán en español. In this course students will research and discuss food security and the use of the environment in a selection of Latin American countries. We will ask questions about the basis of food production and availability. We will also examine the available information from public and private agencies about programs established by countries to ensure the food security of their inhabitants and the sustainable use and conservation of the environment. We will discuss concepts such as: food sovereignty and security as a food system in which the people who produce, distribute, and consume food also control the mechanisms and policies of food production and distribution; nutrition as a global and particular standard of food consumption; social justice related to the accessibility of food; and the human right to adequate food and freedom from hunger as one of the United Nations' objectives of the millennium. Students will look at particular cases in Latin America. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS297, CGST268**
Prereq: **SPAN221**

LAST299 Decolonizing Speculative Fiction in Latin America
This course interrogates what it means to imagine alternative futures in colonial and postcolonial settings. As the writings of conquistadors, explorers and missionaries show, Europe envisioned the New Continent as the land of the future or utopia, to the point that contemporary decolonial theorists have observed that nothing was "discovered" by the first European travelers to America but the idea of discovery itself. Modern temporalities of progress became thus inseparable from the image of the Americas as a frontier of imperial expansion, religious conversion, and economic exploitation. If European SF (science fiction/speculative fiction) emerged hand-in-hand with positivist notions of progress and civilization, Latin American SF contested Eurocentric epistemologies by claiming the ability to imagining the future and fictionalizing worlds otherwise. The course will center on three key moments of Latin American literary history: 1) the early to mid-twentieth century experiments in fantastic literature from the Southern Cone, which broke with realist mimesis from the margins of modernity; 2) post-1989 SF novels from Bolivia, Guatemala and Chile, that address the making of neoliberal globalization from the vantage point of the Global South; and 3) contemporary Dominican and Cuban works in which Afro-Caribbean religions and gender formations engage in productive conversations with digital technologies, biomedical engineering, game cultures, and climate change.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN299**
Prereq: **None**

LAST302 Latin American Politics
This course explores democracy, development, and revolution in Latin America, with special attention to Argentina, Brazil, Cuba, and Nicaragua. Questions to be addressed include: why has Argentina lurched periodically from free-wheeling democracy to murderous military rule? Why is authoritarianism usually less harsh, but democracy often more shallow, in Brazil than in Argentina? How democratic are Latin America's contemporary democracies? What accounts for the success or failure of attempted social revolutions in Latin America? Why did postrevolutionary Cuba wind up with a more centrally planned economy and a more authoritarian political system than postrevolutionary Nicaragua? How much progress has each of these countries made toward creating a more affluent, educated, healthy, and equitable society?

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT302**
Prereq: **None**

LAST307 Contemporary Challenges in Latin American Politics
Latin America's contemporary challenges include corruption, crime, economic woes, social policy shortcomings, populism, declining political trust, the erosion of fragile democracies, and the political underrepresentation of women and minority groups. This course examines the historical legacies, international influences, and social-structural factors that shape and constrain how Latin American citizens and governments are responding to these challenges. Weekly readings and discussions, along with a succession of analytic exercises, will prepare students to write a research paper on a Latin American politics topic of their choice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT309**
Prereq: **None**

LAST308 Greater Latin America: Ideas, Politics, and Culture in the Americas
What is "Latin America," who are "Latin Americans" and what is the relationship among and between places and people of the region we call Latin America, on the one hand, and the greater Latin diaspora in the US on the other? This course will explore the history of Latin America as an idea, and the cultural, social, political, and economic connections among peoples on both sides of the southern and eastern borders of the United States. The course will draw from a variety of sources, including literature, visual arts, music, and oral history. Topics we will consider include the origin of the concept of "Latin" America, Inter-Americanism and Pan-Americanism, transnational social movements and intellectual exchanges, migration, and identity politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Prereq: **None**

LAST309 Territory, Community, and Identity in the Americas
How does a place shape community social relations? And in what ways do peoples' relationships to natural resources and the built environment shape their political identities? This course will explore these questions by focusing on particular case studies in the Western Hemisphere. We will consider the ways in which communities are tethered to a particular idea of territory, whether they be "fugitives," "runaways," "natives," or "immigrants." The cases we will explore include quilombos and palenques comprised of people who escaped enslavement in Portuguese and Spanish America, indigenous communities forged before, during, and after colonization by Europeans, and newfound communities or colonies comprised of relatively recent (im)migrants.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Prereq: **None**

LAST315 Cuban Literature and Film: Imagination, Revolt, and Melancholia
This course surveys the major aesthetic and socio-historical movements in modern and contemporary Cuba. Since the late 19th century, the island of Cuba has been at the center of a number of key epochal disputes: between colonialism and independence, racism and racial justice, neocolonialism and revolution, liberalism and socialism, isolationism and globalization. In the arts, the turn of the century launched a period of great imaginative invention. Considering the singular place of Cuba in Latin America, the Caribbean, and the globe, this course addresses some of the most representative works of Cuban literature and film since independence until the present time. Imagination, revolt, and melancholia are the three concepts that will orient our discussion. Imagination refers both to artistic creation and to the collective capacity of projecting new worlds, utopias, or impossible realities. Revolt, as opposed to revolution, is not restrained to politics as usual but relates rather to a deep experience of discontent and a return (from the Latin revolvere) to ancient psycho-social strata. Finally, melancholia serves as a point of view to understand what happens when history does not live up to emancipatory expectations. Special attention will be given to Afrocubanismo, ethnographic literature, the avant-garde aesthetics of the group Orígenes, Marvelous Realism, testimony, revolution, socialist experimental film, diaspora, the Special Period, and post-Soviet life.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN296, CGST324, COL314**
Prereq: **SPAN221**

LAST320 Media and Power in Latin America: From Quipus to Twitter
This interdisciplinary seminar explores how media technologies have shaped Latin American societies and politics from the colonial encounter to the dawn of the digital age. Investigating the local histories of indigenous forms such as the Andean knotted quipu and scribal texts, along with newspapers, radio, photography and social media, we examine how Latin Americans made and used these technologies to assert power, claim status, and launch protests. Through brief theoretical readings and historical case studies, we explore such themes as the relationship between colonialism and the written word, the enduring legacy of alternative indigenous literacies, the importance of rumor and oral communication in societies with low literacy rates, and the role of mass media in identity formation and contemporary social movements.

Structured in part as a lab, the class will be organized around producing a physical and digital exhibition of Latin American media materials available in Wesleyan's collections, to be displayed for the broader university community and beyond. We will produce this exhibition over the course of the semester, integrating individual research projects into our broader collective project that will be conducted as a collaborative/team effort. Along the way we will experiment with hands-on activities that might include making quill pens, setting type, and operating a printing press, take field trips to examine rare media materials first hand, and learn from on-campus experts as we develop our public exhibition.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST321**
Prereq: **None**

LAST321 Secrets, Lies, and Fictions in the Americas
In 1964, historian Richard Hofstadter underlined the spread of a "paranoid style" in American politics. Although Hofstadter's description seems more appropriate today than ever, in an increasingly interconnected global order the role of misinformation, uncertainty, manipulation, and conspiratorial imaginaries in shaping and limiting democracies and public spheres cannot be exclusively assigned to any particular locale. From a continental standpoint, this course offers analytical tools to explore the political complexity of lies, secrets, and fictions in both the United States and Latin America since the mid-twentieth century to this day. By studying a series of cases--including the Guatemalan

civil war, the assassination of John F. Kennedy, the Pentagon Papers, the U.S. intervention in the Middle East, the "dirty war" in Latin America, censorship in socialist Cuba, the arrest of Augusto Pinochet in London, Wikileaks, hacker practices in the early days of internet, or Cambridge Analytica--we will address the relations between surveillance, spectacle, and conspiracies (both factual and imagined) in the contemporary techno-political landscape. Moreover, the course emphasizes the speculative and theoretical potentials of art and literature when it comes to understanding socio-political phenomena. Beyond distinctions between truth and falsehood, fictional constructions are key to our collective capacity to imagine alternative worlds. By mapping out the ways in which fictions circulate as such or rather as truthful versions of reality, we will problematize the limits and uses of truth, lies, and official and alternative narratives, as well as the power of states, corporations, individuals, and collectives to direct attention and frame information.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM321**
Prereq: **None**

LAST322 Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present
Dark, wild, primitive, Edenic and infinitely wealthy: the Amazon has been many things in many times and places. From the disgruntled Spanish conquistadors who first traversed the jungle's rivers in search of cinnamon, to the 19th-century scientific expeditions of enlightened explorers, to contemporary environmentalists, the Amazon remains a mysterious object of inquiry. It still incites the imagination of travelers, filmmakers, and politicians alike. This seminar investigates the multiple ways in which the Amazon and its peoples have been portrayed in chronicles, scientific writings, and film. We will confront the historical circumstances, motives and ideologies that prompted each of these depictions and how, in turn, they shaped the colonization of the region. We will pay close attention to genre, and to themes such as cross-cultural encounter, imperialism, and the representation of indigenous societies. We begin in 1542 with the chronicle of Francisco de Orellana. As the first Spaniard to navigate the entire length of the Amazon River, Orellana influenced how Europeans imagined the jungle well into the 19th century. Subsequently, we apply readings in history of science and anthropological theory to Claude Lévi-Strauss account of Amazonian tribes in Tristes Tropiques (1955). Students will then conduct independent research into a representation of their interest. Possible topics include scientific expeditions in the region, the jungle and modernization, global warming, or human rights. Finally, we will reflect on the Amazon as a metaphor for the human condition with Werner Herzog's film Fitzcarraldo (1982).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST322**
Prereq: **None**

LAST335 Nature, Science, and Empire in Early Latin America
This seminar will introduce students to a diversity of scientific practices that flourished in the Hispanic World between 1400 and 1800. We will begin by analyzing how a debate known as the "polemic of Spanish Science," together with the Black Legend conditioned the ways in which colonial Latin American science was traditionally approached. From available studies we will then survey some of the significant contributions to botany, astronomy, medicine, and metallurgy of Mesoamerican and Andean civilizations. From there we will read an array of primary and secondary sources in order to reconstruct the varied, and often eclectic knowledge gathering and knowledge making practices that missionaries, humanists, and crown-officials devised to understand the natural world. We will pay close attention to their particular goals and methods and the manner in which they were influenced by the encounter with foreign peoples, the dynamics of conquest and colonization, the movement of books and commodities, and institutions of censorship and patronage.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST335**
Prereq: **None**

LAST343 Empires of Captivity: The Resurgence of Atlantic Slavery in the Age of Emancipations
The dawn of the 19th century was marked by a series of challenges to Atlantic slavery, epitomized first by the unprecedented victories of the Haitian Revolution and then by the implementation of municipal bans and bilateral treaties that sought to limit the international trade in African captives. Yet seemingly paradoxically, this same period saw the rapid expansion of new zones of enslavement stretching from the U.S. South to Cuba, Brazil, and beyond. Proslavery forces mobilized across these jurisdictions in order to reverse the tide of abolition and to participate in (or simply to profit from) a burgeoning illegal trade in captives. Meanwhile, people of African descent who were enslaved or re-enslaved during this period built upon the precedent of emancipation in Haiti and other antislavery jurisdictions as they mounted claims to freedom for themselves, their families, and their communities. They continuously pushed forward the halting pace of general emancipation, laying the foundations for struggles for recognition and restitution that continue to the present day.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LAST, SBS-LAST**
Identical With: **AFAM343**
Prereq: **None**

LAST344 The Haitian Revolution Beyond Borders
In 1791, enslaved people rose up against their masters in the French colony of Saint-Domingue, at the time the most profitable plantation society in the world. Thirteen years later, their efforts would culminate in the declaration of independence of Haiti, a nation founded on the pillars of antislavery, anticolonialism, and racial equality. This course investigates the regional and global significance of this revolution through its interconnections with Haiti's neighbors in the Caribbean and across Latin America. First, we will look at the immediate implications of Haiti's founding for the fate of New World slavery during the Age of Revolutions. Next, we will consider Haiti's long-term impact on national identities, racial formations, and future revolutionary struggles in the Americas over the course of the 19th and 20th centuries.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-LAST**
Identical With: **AFAM344**
Prereq: **None**

LAST348 Urban Histories of Latin America
Cities have occupied Latin American writers, artists, and scholars since the early decades of the sixteenth century. Mapped on to preexisting settlements of indigenous importance, colonial cities became the center of Iberian administration in the New World. They imparted justice, granted citizenship rights, set the standard of civility and religious orthodoxy, and held the promise of economic improvement. The preeminence of cities in Latin America continued into the modern period. Mexico, Buenos Aires, and Rio de Janeiro became opulent and unequal metropolitan centers in the nineteenth century. Unconstrained growth brought about the megalopolises of our current day.

This seminar will explore Latin America's major urban centers in significant moments from the pre-Hispanic period until the present day. Through chronicles, travel narratives, photography, legal writings, newspaper archives, maps, and film we will reconstruct the many dimensions of urban culture in the region. The course will be organized thematically and geographically. We will begin by studying the ways in which Latin American writers have understood the role of the city, and its dwellers, in shaping the trajectory of their various nations. We will pay particular attention to themes like the city and modernity, the every-day experiences of urban residents, racial, gender, and social inequality, the city as a site of historical memory and violent contestation, the environmental challenges of urban growth, and the rise and fall of counter-cultural and protest movements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST348**
Prereq: **None**

LAST348Z Urban Histories of Latin America
Cities have occupied Latin American writers, artists, and scholars since the early decades of the sixteenth century. Mapped on to preexisting settlements of indigenous importance, colonial cities became the center of Iberian administration in the New World. They imparted justice, granted citizenship rights, set the standard of civility and religious orthodoxy, and held the promise of economic improvement. The preeminence of cities in Latin America continued into the modern period. Mexico, Buenos Aires, and Rio de Janeiro became opulent and unequal metropolitan centers in the nineteenth century. Unconstrained growth brought about the megalopolises of our current day. This seminar will explore Latin America's major urban centers in significant moments from the pre-Hispanic period until the present day. Through chronicles, travel narratives, photography, legal writings, newspaper archives, maps, and film we will reconstruct the many dimensions of urban culture in the region. The course will be organized thematically and geographically. We will begin by studying the ways in which Latin American writers have understood the role of the city, and its dwellers, in shaping the trajectory of their various nations. We will pay particular attention to themes like the city and modernity, the everyday experiences of urban residents, racial, gender, and social inequality, the city as a site of historical memory and violent contestation, the environmental challenges of urban growth, and the rise and fall of counter-cultural and protest movements.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST348Z**
Prereq: **None**

LAST373 Language and Power in Latin America
What is a perfect language? Societies across the globe, in different times and places, have sought to answer this question. In the process they have posited a diversity of theories about the relationships among language, individual and group identity, social harmony, religious devotion, and political power. This seminar investigates the ways in which Latin American societies, from the colonial period until the present, grappled with the problem of language and its ability to shape their communities. From Indigenous polities, to the imperial monarchies that conquered and colonized the Americas, to the nation-states that emerged in the 19th century, all have had to confront the realities of a diverse and profoundly multilingual region. The course will be organized around representative case studies. It will draw from a variety of fields (e.g., linguistics, philosophy, history, anthropology, and history of science) to consider how language served as either a resource or an obstacle to be surmounted in the creation of ideal religious, political, and intellectual communities in Latin America. Significant themes include the role of language in conquest and colonization, the development of cultural institutions to regulate and standardize language usage, the prevalence of bilingualism in many regions, the proliferation of literacy campaigns as a hallmark of the revolutionary governments of the mid-20th century, and the emergence of Indigenous peoples as social and political actors in contemporary Latin America.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST373**
Prereq: **None**

LAST375 Unraveling Nature: Environmental Histories of Latin America
In the late eighteenth century, as almost three-hundred years of Spanish-rule in the Americas neared collapse, the Colombian scholar Francisco José de Caldas wrote that the key to understanding human variety lay in the different environments that human societies inhabited. For Caldas, nowhere was this more evident that in the Andes, where within close proximity a variety of temperature ranges and degrees of atmospheric pressure clearly influenced the character and customs of people. From the depths of the Amazon to the highest peaks of the Andes and the semi-arid lowlands of the Gran Chaco, the Latin American environment has continually inspired chroniclers, scientists, state-planners, and environmental activists, all seeking to unravel its workings in the service of their economic, political, social, and religious ideals. This class investigates the range of technologies and genres that scholars, administrators, local experts, and communities across Latin America have used to make the region's varied geographic spaces intelligible from the fifteenth century until the present day. It explores tensions between material and theoretical influences on the spatial imaginary and examines how environments were made and remade to serve imperial, colonial, national, and global projects. Important themes include Indigenous cosmologies and natural knowledge, the establishment of colonial extractive economies, the export-led growth of the nascent Latin American nations, the developmentalist projects of the late twentieth century, and recent efforts to contest the exploitation of nature by endowing natural bodies, like rivers and mountain ranges, with legal rights.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST375**
Prereq: **None**

LAST382 Erosion of Democracy
This seminar will explore the characteristics, causes, and consequences of "democratic backsliding" -- deterioration in the quality of democracy that may or may not lead to democratic breakdown. Topics to be covered include the meaning of democracy, the measurement of democracy, the right to vote, electoral integrity, democracy and the rule of law, democracy and populism, democracy and the Covid-19 pandemic, dimensions and sequences of democratic erosion, the causes of democratic erosion, and resistance to democratic erosion.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT382**
Prereq: **None**

LAST383 Venezuela: The Effect of Oil Discovery on People, the Environment, and on Democracy (CLAC 1.0)
(English translation follows below) Este curso examinará los factores clave que han afectado el desarrollo de Venezuela y su entorno desde el período

precolonial hasta el presente. Dividiremos la historia de Venezuela en dos períodos críticos: antes y después del descubrimiento de petróleo. Haremos preguntas sobre la naturaleza y las interacciones de los factores y agentes clave que transformaron a Venezuela de una colonia a la de un país económicamente independiente. Al examinar los períodos económicos anteriores y posteriores al petróleo por separado, aprenderemos que los factores clave, como la agricultura, el uso de la tierra y la influencia colonial europea, cambiaron drásticamente, transformando así muchas instituciones sociopolíticas. Los contrastes incluirán la resiliencia y la erradicación de enfermedades, los derechos humanos y la esclavitud, la propiedad de la tierra, la salud humana, los impactos en la biodiversidad y la salud humana, y la protección de las culturas indígenas. En última instancia, examinaremos los factores que han llevado al colapso de la democracia. Leeremos una literatura interdisciplinaria que incluye antropología, religión, sociología, ciencias ambientales, derecho e historia. El curso se presenta en un formato de lectura / discusión en el que todas las lecturas, escritos y discusiones serán en español. This course will examine the key factors that have affected the development of Venezuela and its environment from the pre-colonial period to the present. We will divide the history of Venezuela into two critical periods: before and after the discovery of oil. We will ask questions about the nature and interactions of the key factors and agents that transformed Venezuela from a colony to that of an economically independent country. By examining the pre- and post-oil economic periods separately, we will learn that the key factors, such as agriculture, land use, and European colonial influence, changed dramatically, thereby transforming many sociopolitical institutions. The contrasts will include resilience to and eradication of diseases, human rights and slavery, land ownership, human health, impacts on biodiversity and human health, and protections of indigenous cultures. Ultimately we will examine the factors that have led to the collapse of democracy. We will read an interdisciplinary literature that includes anthropology, religion, sociology, environmental sciences, law, and history. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ENVS**
Identical With: **ENVS283, CGST283**
Prereq: **SPAN221**

LAST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

LAST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

LAST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

LAST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

LAST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

LAST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

LAST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

LAST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

LAST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

LAST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

LESS COMMONLY TAUGHT LANGUAGES (LANG)

LANG101A Beginning Danish I
This quarter-credit online course is intended to prepare students with fundamental language skills and discover Danish language and culture. This course will help students acquire some basic speaking, listening and structural skills in Danish through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**

Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG101C Beginning Farsi I
Learn Farsi! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Farsi language and culture. This course will help students acquire some basic speaking, listening and structural skills in Farsi through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG101G Beginning Cantonese I
This quarter-credit online course is intended to prepare students with fundamental language skills and discover Cantonese language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Cantonese through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities, and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG101I Beginning Bengali I
This quarter-credit online course is intended to prepare students with fundamental language skills and discover Bengali language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Bengali through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities, and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG101K Beginning Swedish I
This quarter-credit online course is intended to prepare students with fundamental language skills and discover Swedish language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Swedish through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities, and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG101N Beginning Thai I
This quarter-credit online course is intended to prepare students with fundamental language skills and discover Thai language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Thai through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities, and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG102A Beginning Danish I
This courses takes place during Quarter 2. Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG102C Beginning Farsi I
Learn Farsi! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Farsi language and culture. This course will help students acquire some basic speaking, listening and structural skills in Farsi through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG102F Beginning Modern Greek I
This course takes place during Quarter 2. This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Modern Greek through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Modern Greek at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG102I Beginning Bengali I
Learn Bengali! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Bengali language and culture. This course will help students acquire some basic speaking, listening and structural skills in Bengali through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG103C Beginning Farsi I
This course is a continuation of Beginning Farsi I and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**

Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG103G Beginning Cantonese I
Learn Cantonese before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Cantonese through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Cantonese at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG103H Beginning Icelandic I
Learn Icelandic before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Icelandic through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Icelandic at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG103K Beginning Swedish I
Learn Swedish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Swedish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Swedish at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG104A Beginning Danish I
Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG104C Beginning Farsi I
This course is a continuation of Beginning Farsi I and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG104H Beginning Vietnamese I
Learn Vietnamese before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Vietnamese through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Vietnamese at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG104I Beginning Bengali I
Learn Bengali! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Bengali language and culture. This course will help students acquire some basic speaking, listening and structural skills in Bengali through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG104K Beginning Swedish I
Learn Swedish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Swedish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Swedish at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG104L Beginning Yiddish I
This quarter-credit online course is intended to prepare students with fundamental language skills. This course will help students acquire basic speaking and listening skills in Yiddish through an online language learning platform. By the end of the quarter, students will be able to converse at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG104M Beginning Dutch I
Learn Dutch! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Dutch language and culture. This course will help students acquire some basic speaking, listening and structural skills in Dutch through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105A Beginning Danish I
This course takes place during the Summer. Learn Danish before you go abroad! This .25-credit online course is intended to prepare students with fundamental language skills before they study abroad. Students will acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics on people and travel at an elementary level of proficiency in Danish.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105B Hindi
This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Hindi through an online language learning platform. By the end of the semester, students will be able to converse in Hindi at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105C Beginning Farsi I
This course is a continuation of Beginning Farsi I and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105G Beginning Cantonese I
Learn Cantonese before you go abroad! This quarter-credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Cantonese through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Cantonese at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105J Beginning Norwegian I
This courses takes place during the summer. Learn Norwegian before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Norwegian through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Norwegian at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG105T Beginning Turkish I
Start learning Turkish! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Turkish language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Turkish through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities, and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106A Beginning Danish I
This course takes place during Winter Session. Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106C Beginning Farsi I
Learn Farsi! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Farsi language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Farsi through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG106G Beginning Cantonese I
Learn Cantonese! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Cantonese language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Cantonese through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, and travel and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106H Beginning Vietnamese I
Learn Vietnamese before you go abroad! This quarter-credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Vietnamese through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Vietnamese at an elementary level of proficiency.

Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG106K Beginning Swedish I
Learn Swedish! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Swedish language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Swedish through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, and travel and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106N Beginning Thai I
Learn Thai! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Thai language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Thai through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, and travel and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106P Beginning Malay I
Learn Malay! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Malay language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Malay through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, and travel and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106Q Beginning Hungarian I
Learn Hungarian before you go abroad! This quarter-credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Hungarian through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Hungary at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG106R Beginning Haitian Creole I
Learn Haitian Creole! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Haitian Creole language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Haitian Creole through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106T Beginning Turkish I
Learn Turkish! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Turkish language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Turkish through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106U Beginning Gaelic I
Learn Gaelic! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Gaelic language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Gaelic through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106V Beginning Uzbek I
Learn Uzbek! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Uzbek language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Uzbek through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG106W Beginning Swahili I
Learn Swahili! This quarter-credit, online course is intended to prepare students with fundamental language skills and discover Swahili language and culture. This course will help students acquire some basic speaking, listening, and structural skills in Swahili through an interactive online language learning platform. By the end of the course, students will be able to understand and produce sentences related to the description of people, living environments, travel, and will be able to handle basic interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**

Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG111C Beginning Farsi II
Learn Farsi! This quarter credit, online course is intended to prepare students with fundamental language skills and discover Farsi language and culture. This course will help students acquire some basic speaking, listening and structural skills in Farsi through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG112C Beginning Farsi II
Learn Farsi! This quarter credit online course is intended to prepare students with fundamental language skills and discover Farsi language and culture. This course will help students acquire some basic speaking, listening and structural skills in Farsi through an online language learning platform. By the end of the quarter, students will be able to produce sentences to describe people, travel activities and other basic day interactions at an elementary level of proficiency.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG113C Beginning Farsi II
This course is a continuation of Beginning Farsi II and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG114C Beginning Farsi II
This course is a continuation of Beginning Farsi II and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG115C Beginning Farsi II
This course is a continuation of Beginning Farsi II and focuses on developing language skills necessary to conduct basic conversations related to places, directions, food and transportation. Students will also continue developing an understanding of language structures and patterns as grammatical concepts.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

LANG141 Elementary Modern Greek
The course is an introduction to the language and culture of modern Greece. The fundamentals of reading, writing, and speaking are taught. We start by learning the Greek alphabet and sounding out basic words and expressions. We then progress to acquiring useful vocabulary; practicing in-class dialogue exercises; and eventually constructing original sentences for use in conversation. In addition, we examine different aspects of Greek culture including modern Greek literature in translation, the Mediterranean Diet, contemporary Greek history, and Orthodox Christian spirituality and holiday customs.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG142 Elementary Modern Greek II
The course builds upon the language skills acquired in LANG 141. Students learn how to count, tell time, and give directions in Greek; compose short descriptive essays in the target language; and translate passages into English. Student-led conversation hours outside of class provide further opportunity to practice speaking and to explore interests such as Greek music, social media, and travel. In class, we also examine historical and cultural topics including life in contemporary Athens, the Greek War of Independence, and the story behind the modern revival of the Olympic Games.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG151 Elementary Swahili I
This course is an introduction to the study of the Swahili language, the most widely spoken language on the African continent, and focuses on the development of all four skills (listening, speaking, reading, and writing). The course includes regular meetings with a remote instructor, independent work, and weekly sessions with a teaching assistant.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG152 Elementary Swahili II
This course is a continuation of Elementary Swahili I, an introduction to the study of Swahili language, the most widely spoken language on the African continent, and focuses on the development of all four skills (listening, speaking, reading, and writing). The course includes regular meetings with a remote instructor, independent work, and weekly sessions with a teaching assistant.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG160 Introduction to Tamazight: The Native Language of North Africa and Beyond (CLAC.50)
This course will introduce students to the language (sounds and script) and culture of the Amazigh people, an ethnic group (commonly known as Berbers) native to North Africa and West Africa, specifically Morocco, Algeria, Tunisia, Libya, Mauritania, northern Mali, and Niger, with some oases in Egypt and the Canary Islands. The Tamazight language--the alphabet of which is called Tifinagh--has been a written language for almost 3000 years, although it was disrupted throughout history due to various invasions and conquests of the area. The Tuareg people of the Sahara desert in Northern Africa, and as of late Morocco and Algeria, have been using the Tifinagh alphabet (oldest dated inscription from about 200 BC) and the Tamzight language as a secondary national language. The objectives of this course are: 1. To introduce students to

the sounds and script of Tifinagh; 2. To teach students basic conversation and essential elements of the Tamazight language; and 3. To familiarize students with the culture of the different Amazigh peoples.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST240**
Prereq: **None**

LANG233 Introduction to ASL / English Interpretation (CLAC 0.5)
Having completed course work in Beginning ASL I, II and Intermediate I, II, students who have demonstrated a strong interest in continuing their studies at a more sophisticated and challenging level may find this course work interesting pursuant to becoming a professional, credentialed Sign Language Interpreter.

This experience will provide students with a working knowledge of the profession of interpreting including the Code of Professional Conduct, certification criteria, the roles and responsibilities of a professional interpreter and discussions of the role of the interpreter in a variety of professional settings including educational, medical, legal, the performing arts, counseling, and rehabilitation.

Students who attend this course demonstrate that they are able to express in ASL, with some confidence, routine and everyday experiential topics within a conversational format with some elaboration. They demonstrate clear and accurate signing and fingerspelling at a moderate rate of speed.

This coursework uses a process-oriented approach for applying the essential cognitive strategies for interpretation. These strategies include organizing and manipulating visual images, analyzing message for meaning, and self-monitoring for message accuracy. This experience serves as a transition from language learning to beginning interpretation.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-LANG**
Identical With: **CGST233**
Prereq: **LANG191**

LANG250 Visual Gestural Communication
The Visual Gestural Communication course (VGC) is an introduction to communication mostly based on iconicity via gestures. Students will use body movements in performance-like activities to model people's actions in the real world or in imaginary universes, facial expressions to convey feelings and emotions as well as some ideas and concepts, hand gesticulations to represent objects and concepts. Students will practice their non-verbal (aka not based on language) communication in diverse settings on a variety of topics taking into account different perspectives and sensibilities in the world: countries, cultures, languages, minorities, genders, ages, etc. Students will also be exposed to a stylized form of signed language used by the Deaf community in international settings, commonly called International Sign Language. This course does not require previous exposure to American Sign Language.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG290 Intermediate American Sign Language I
This course is the third (3rd) of six American Sign Language (ASL) courses encompassing two terms for Elementary, two for Intermediate, and two for Advanced. The two Intermediate ASL courses are an introduction to communication in ASL. You will expand your vocabulary and enhance your grammar while starting to get a basic understanding of the Deaf experience. The course will be taught primarily in ASL and with clarifications in written English as needed. Interactive activities in class and homework assignments will provide you with ample opportunities to practice communication in ASL as much as possible. Because of the absence of a standardized written system for ASL, you will complete many of the assignments by recording yourself on video.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **LANG191**

LANG291 Intermediate American Sign Language II
This course is the fourth (4th) of six American Sign Language (ASL) courses encompassing two terms for Elementary, two for Intermediate, and two for Advanced. The two Intermediate ASL courses are an introduction to communication in ASL. You will expand your vocabulary and enhance your grammar while starting to get a basic understanding of the Deaf experience. The course will be taught primarily in ASL and with clarifications in written English as needed. Interactive activities in class and homework assignments will provide you with ample opportunities to practice communication in ASL as much as possible. Because of the absence of a standardized written system for ASL, you will complete many of the assignments by recording yourself on video.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG310 Beginning Pequot Language and Culture I
This course is designed to provide participants with an introduction to Pequot language. Pequot is an Algonquian language spoken by many of the Native American people indigenous to Connecticut, including the Wangunks who lived in the area that is now Middletown. This course will focus on acquiring linguistic concepts aimed at developing conversational proficiency but will also include readings and discussions about Wangunk history and culture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG311 Beginning Pequot Language and Culture II
This course is the continuation of Beginning Pequot Language and Culture I. This course is designed to further develop conversational proficiency in Pequot language. Pequot is an Algonquian language spoken by many of the Native American people indigenous to Connecticut, including the Wangunks who lived in the area that is now Middletown. This course will focus on acquiring linguistic concepts aimed at developing conversational proficiency, but will also include readings and discussions about Wangunk history and culture.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-LANG**
Prereq: **None**

LANG419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

LANG420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

LANG466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MATHEMATICS (MATH)

MATHINB Indian Baccalaureate Credit
Offering: **Host**
Grading: **Transfer**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH114 History and Philosophy of Mathematics (for Everyone) (FYS)
Mathematical knowledge is a pinnacle of human knowledge and achievement, so we will never have an adequate account of human knowledge until mathematical knowledge is properly understood. For this reason, the course addresses the question: How do we come to know mathematical truths? What is distinctive about the course is that we will try to answer this philosophical question via scientifically, culturally, and historically informed reflection. This "humanizes" mathematical thought by finding its origins in humans (and in animals), and by finding it in specific cultural contexts and practices and in the historical expression and transmission of ideas. We will reflect on examples of proto-mathematical practices (measurement, record-keeping, writing), on the cognitive or psychological limitations that we overcome mathematics, as well as on some of the history of properly mathematical practices (arithmetic, geometry, algebra). We will identify the distinctive features of various mathematical practices and ask why they take the forms they do and what general morals can be drawn from them. You will also be invited to draw a philosophical moral about the nature of mathematical truth. Meetings will be a mixture of lectures, discussion, and review. Assignments will include writing assignments, problem sets, and "explainer" presentations in which you explain what's going on in a given passage. Hints and pointers about the readings will be provided. Never fear; no calculus will be presupposed or taught!
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHIL**
Identical With: **PHIL229F**
Prereq: **None**

MATH114F History of Math (Is for Everyone!) (FYS)
Mathematics is often taught as an abstract realm of eternal truths. The aim of this course is to "humanize" mathematical thought by re-embedding it in specific cultural contexts, material practices, and the historical transmission of ideas. We will focus on developments in geometry and algebra (and their interaction) in Ancient Greece, Medieval Islam, and Renaissance Europe, culminating in the analytic geometry of René Descartes. The principal aim of the course, however, is not to equip students with specific mathematical skills that they will go on to exercise in other contexts; it is rather to identify and reflect on the distinctive features of culturally specific mathematical practices and why they take the form they do. This will involve doing a good deal of math, but that mathematical study will be wedded to historical and philosophical inquiries. Historically, we will study the relation of particular mathematical practices to other cultural activities (commerce, taxation, the arts, etc.), their dissemination across space and time (through different places, cultures, and generations), and how their reception in different places and ages has led to transformations in the practices themselves. We will make use of Special Collections to consider different ways mathematics has been performed and preserved in writing, the role of mathematical texts in education, and the material transmission of mathematical knowledge: e.g., how a demonstration makes its way from Syracuse in 250 BC into a textbook printed in the United States over 2000 years later. Philosophically, we will interrogate the notion of mathematical proof by considering different methods of demonstration (reductio, construction, exhaustion, induction, analysis) and identifying the principles of adequacy to which they appeal. We will also reflect on the forms in which mathematical knowledge is presented (axiomatic systems, treatises, problems, theorems, methods) and ask what makes a result significant or generative in a specific tradition or paradigm. No special mathematical background is presupposed, but the class will require significant effort of everyone, regardless of mathematical experience. It is difficult to internalize the intellectual styles of different mathematical paradigms and to appreciate their distinctive methods and results. Some results (such as the Pythagorean theorem) will be familiar, but our approach to them likely will not be. There will be problem sets and tutorial sessions to help us digest the mathematical content. Assignments will include art projects, essays, problem sets, and "explainer" presentations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-COL**
Identical With: **COL100F**
Prereq: **None**

MATH117 Introductory Calculus
This course is designed to introduce basic ideas and techniques of differential calculus. Students should enter with sound precalculus skills but with very limited or no prior study of calculus. Topics to be considered include differential calculus of algebraic, exponential, and logarithmic functions. (Integral calculus will be introduced in MATH118.)
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH118 Introductory Calculus II: Integration and Its Applications
This course continues MATH117 and is designed to introduce basic ideas and techniques of calculus. Students should enter MATH118 with sound precalculus skills and with very limited or no prior study of integral calculus. Topics to be considered include differential and integral calculus of algebraic, exponential, and logarithmic functions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH119 Elements of Calculus, Part I
This course is the first half of a two-semester calculus sequence (MATH119, MATH120). This sequence is designed for students who have not previously studied calculus. The course, together with MATH120, will cover limits, derivatives, and integrals. Exponential, logarithmic, and trigonometric functions will be introduced and their calculus will be studied. Applications of calculus to biology, economics, physics, and/or other fields will be emphasized.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH120 Elements of Calculus, Part II
This course is the second half of a two-semester calculus sequence. This sequence is designed for students who have not previously studied calculus. The course, together with MATH119, will cover limits, derivatives, and integrals. Exponential, logarithmic, and trigonometric functions will be introduced and their calculus will be studied. Applications of calculus to biology, economics, physics, and/or other fields will be emphasized.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH119**

MATH121 Calculus I
MATH121, together with MATH122, will cover both theoretical and practical aspects of limits, derivatives, and integrals; the calculus of exponential, logarithmic, trigonometric, and inverse trigonometric functions; techniques of integration; plane analytic geometry; various applications of calculus; and sequences and series, including power series and intervals of convergence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH122 Calculus II
The continuation of MATH121. Topics covered include techniques and applications of integration and an introduction to sequences and series.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH123F Mathematical Deduction with Calculus (FYS)
This course is a first-year seminar (FYS). Topics covered include techniques and applications of integration and an introduction to sequences and series, with an emphasis on mathematical writing. Weekly papers will be required.It is suitable for students who have already taken calculus and are interested in pursuing the mathematics major. Students may not receive credit for both MATH 122 and MATH 123.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH121**

MATH132 Elementary Statistics
Topics included in this course are organizing data, central measures, measures of variation, distributions, sampling, estimation, conditional probability (Bayes' theorem), hypothesis testing, simple regression and correlation, and analysis of variation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH133 Intermediate Statistics
This class continues the study of statistics begun in MATH 132. Topics will include experimental design, ANOVA, multiple regression, non-parametric tests, and further topics as time permits. This course is an ideal continuation for students who have taken MATH 132 or who got a 4 or 5 on the AP Statistics exam and who wish to deepen their statistics knowledge.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH132**

MATH134F Mathematical Thinking (FYS)
In this course we seek to illustrate for the students that mathematics is an organic way of thinking, with a beauty and elegance of its own, that also includes its essential applications to many concrete physical models. Students will learn the techniques of mathematical writing, as well as take a survey of important mathematical topics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH211 Problem Solving for the Putnam
This course will explore the problems and problem-solving techniques of the annual William Lowell Putnam mathematical competition. Particular emphasis will be placed on learning to write clear and complete solutions to problems. The competition is open to all undergraduate students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH221 Vectors and Matrices
This is a course on the algebra of matrices and vector spaces. It emphasizes a concrete approach to the material. Topics include solving systems of linear equations, vector algebra, matrix algebra, properties of invertible matrices, determinants, the vector space Rn and its subspaces, dimension, and linear transformations. It concludes with a discussion of eigenvalues, eigenvectors, and matrix diagonalization. If time permits, additional topics such as the dot product, the Gram-Schmidt process, and basic aspects of vector spaces will be discussed. MATH 221 and MATH 223 cover very similar material, but they are intended for students with different experience in mathematics. MATH 221 takes a more concrete approach to the material, and it is suitable for students who have not yet engaged with proof-based mathematics. MATH 223 takes a more theoretical approach that is appropriate for students who have taken proof-based math courses already or for students with strong mathematics backgrounds who are willing to learn how to read and write proofs in parallel with linear algebra. MATH 221 and MATH 223 fulfill the same requirement for the mathematics major, and students need only select the option that is best suited to their current background in mathematics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH122**

MATH222 Multivariable Calculus
This course treats the basic aspects of differential and integral calculus of functions of several real variables, with emphasis on the development of calculational skills. The areas covered include scalar- and vector-valued functions of several variables, their derivatives, and their integrals; the nature of extremal values of such functions and methods for calculating these values; and the theorems of Green and Stokes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH223 Linear Algebra
This is a first course on linear algebra. It emphasizes a theoretical approach to the material. Topics include vector spaces, subspaces, dimension, linear transformations and matrices, determinants, eigenvalues and eigenvectors, and diagonalization of linear operators. If time permits, additional topics such as inner product spaces, Hermitian and unitary transformations, and elementary spectral theory will be discussed. MATH 221 and MATH 223 cover very similar material--they are both linear algebra courses--but they are intended for students with different experience in mathematics. MATH 223 takes a more theoretical approach that is appropriate for students who have taken proof-based math courses already or for students with strong mathematics backgrounds who are willing to learn how to read and write proofs in parallel with linear algebra. MATH 221 takes a more concrete approach to the material, and it is suitable for students who have not yet engaged with proof-based mathematics. MATH 221 and MATH 223 fulfill the same requirement for the mathematics major, and students need only select the option that is best suited to their current background in mathematics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH122**

MATH225 Introduction to Real Analysis
In this rigorous treatment of calculus, topics will include, but are not limited to, real numbers, limits, sequences and series, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series of functions, pointwise and uniform convergence of functions, and interchange of limiting processes. MATH228 or comparable experience in writing mathematical proofs is strongly recommended for success in this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH222 AND MATH221) OR (MATH222 AND MATH223)**

MATH226 Complex Analysis
This course will present the basic properties of complex analytic functions. We begin with the complex numbers themselves and elementary functions and their mapping properties, then discuss Cauchy's integral theorem and Cauchy's integral formula and applications, Taylor and Laurent series, zeros and poles and residue theorems, the argument principle, and Rouche's theorem. In addition to a rigorous introduction to complex analysis, students will gain experience in communicating mathematical ideas and proofs effectively.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH222 AND MATH221) OR (MATH222 AND MATH223)**

MATH228 Discrete Mathematics
This course is a survey of discrete mathematical processes. Students will be introduced to the process of writing formal mathematical proofs, including mathematical induction. Topics may include set theory, logic, number theory, finite fields, permutations, elementary combinatorics, or graph theory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **None**

MATH229 Differential Equations
This course is an introduction to the theory of ordinary differential equations. Topics will include existence and uniqueness theorems as well as techniques to solve systems of equations, with applications in pure mathematics and related fields such as physics, chemistry or biology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH221 AND MATH222) OR (MATH222 AND MATH223)**

MATH231 An Introduction to Probability
This course teaches the basic theory of probability. Although the notions are simple and the mathematics involved require only a basic knowledge of the ideas of differential and integral calculus, a certain degree of mathematical maturity is necessary. The fundamental concepts to be studied are probability spaces and random variables, the most important ideas being conditional probability and independence. The main theorems we will study are the law of large numbers and the central limit theorem.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH222 AND MATH228**

MATH232 Mathematical Statistics
This course covers the basic notions of estimation, hypothesis testing, regression, analysis of variance, experimental design, and other topics in statistics from a rigorous mathematical perspective. This material will be supplemented by various case studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH231**

MATH233 Stochastic Processes
This course provides a rigorous introduction to the theory of stochastic processes. Topics include a review of basic concepts of probability theory (probability spaces, random variables, expectation), Markov chains, Poisson processes, random walks, and Brownian motion. Students entering the course should have completed MATH231, and be comfortable with multivariable calculus and linear algebra.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH231**

MATH241 Set Theory
A course on axiomatic set theory, emphasizing its dual role as a foundation upon which the rest of mathematics can be built, and as a rich subject in its own right, primarily concerned with the nature of the infinite. The axioms of Zermelo-Fraenkel Set Theory (ZFC); the interpretation of mathematical concepts,

including the standard number systems, inside set theory; finite, countable, and uncountable sets; cardinal and ordinal numbers and their arithmetic; transfinite induction and recursion; the role of the Axiom of Choice; the cumulative hierarchy of sets.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH242 Knot Theory
This course is an introduction to topology, the study of space in a general sense. We will approach topology through knot theory, the study of embeddings of a circle in a three-dimensional space.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH243 Mathematical Logic
This course is an introduction to mathematical logic, including first-order logic and model theory, axiomatic set theory, and, as time permits, Goedel's incompleteness theorem.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH244 Topology: Point Set
This is an introduction to general topology, the study of topological spaces. We will begin with the most natural examples, metric spaces, and then move on to more general spaces. This subject, fundamental to mathematics, enables us to discuss notions of continuity and approximation in their broadest sense. We will illustrate topology's power by seeing important applications to other areas of mathematics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH246 Applied Topology
This course teaches the main concepts in Applied Topology. Students will learn to apply nonlinear methods to analyze the shape of data sets. These approaches are drawn from classical topology and focus on the shape in one of two ways: they either 'measure' it, that is count the occurrences of patterns within the data set; or build combinatorial representations of the data set. As an example of the former, we will look at persistent homology, whereas the latter will be represented by mapper. The topics covered include: basic notions from topology, simplicial complexes (Cech complexes, Vietoris-Rips complexes, etc.), homology, persistent homology and applications, mapper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH223**

MATH247 Applied Linear Algebra
This is a course on topics in linear algebra that are the foundations of modern data science and machine learning. Topics include dimensionality reductions, matrix decompositions, elementary spectral theory, multivariate optimizations, and their applications to machine learning such as gradient descent and support vector machines.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH221 OR MATH223) AND MATH222**

MATH252 Differential Forms
This class will be an introduction to differential forms, a central tool in modern topology, geometry, and physics. The course begins where MATH222 ends, with Green's theorem, the divergence theorem, and Stokes' theorem. All of these theorems are special cases of one theorem, known as the general Stokes' theorem, about integration of differential forms. The objective of the first part of the course will be to understand and prove this theorem. We will then discuss manifolds and what can be learned about them using differential forms, concentrating on de Rham cohomology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH221 AND MATH222) OR (MATH222 AND MATH223)**

MATH255 Advanced Topics in Real Analysis
Topics to be addressed include convergence of sequences and series of functions, spaces of functions and their topologies, the Lebesgue integral (on the line) and its basic convergence theorems, and Fourier series.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH225**

MATH261 Introduction to Abstract Algebra
This course is an introduction to abstract principles based on the special properties of the integers, rational, real and complex numbers. The course will cover general algebraic structures as well as their quotients and homomorphisms, with emphasis on fundamental results about groups and rings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH221 AND MATH228) OR (MATH223 AND MATH228)**

MATH262 Advanced Topics in Abstract Algebra
This second course in abstract algebra will cover fields and polynomial rings, as well as Galois theory and the insolvability of the quintic polynomial. Additional topics will be covered as time permits.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH261**

MATH264 Algebraic Geometry
This course is an introduction to algebraic geometry, the study of the geometric structure of solutions to systems of polynomial equations. These may take the form of lines, circles, parabolas, ellipses, hyperbolas, elliptic curves, leminiscates or Cassini ovals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH261**

MATH265 Mathematics of Quantum Computing
This is a one-semester course introducing students to the mathematics of quantum computing. No prior understanding of quantum mechanics will be

assumed. However, the course will rely heavily on material from linear algebra, and will also assume students are familiar with basic concepts from group theory. Classical computers store information in the form of bits -- a binary state of zero or one. In a quantum computer, information is processed in the form of qubits, which can exist not just in these two classical states, but in combinations of these two states -- this is the notion of superposition. In this course, we study how to model the fundamental notions of quantum computing with mathematics, and explore the ways quantum computing may supersede classical computing for certain tasks. The precise topics covered will depend in part on the backgrounds and interests of enrolled students, but primary topics for the course include Bell's inequality, Shor's algorithm, and Grover's search algorithm. Other aspects of quantum computing will be explored as time permits.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH261 AND (MATH221 OR MATH223)**

MATH271 Error-Correcting Codes
Nowadays messages are sent electronically through different kinds of communication channels. Most of these channels are not perfect and errors are created during the transmission. The object of an error-correcting code is to encode the data so that the message can be recovered if not too many errors have occurred. The goal of this course is to introduce the basic mathematical ideas behind the design of error-correcting codes. It makes use of algebraic techniques involving vector spaces, finite fields, and polynomial rings. These techniques will be developed in this course so that prior knowledge is not necessary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH221 OR MATH223**

MATH272 Elementary Number Theory
This is a course in the elements of the theory of numbers. Topics covered include divisibility, congruences, quadratic reciprocity, Diophantine equations, and a brief introduction to algebraic numbers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH273 Combinatorics
This course will present a broad, comprehensive survey of combinatorics. Topics may include partitions, the topic of inclusion-exclusion, generating functions, recurrence relations, partially ordered sets, trees, graphs, and min-max theorems.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH274 Graph Theory
A graph is a set V of elements called vertices and a set E of pairs of elements of V called edges. From this simple definition, many elegant models have been developed. Indeed, graph theory is essential to applications of computer science to network analysis and planar mapping.

This course will be an introduction to graph theory and its applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH228**

MATH283 Differential Geometry
This course is an introduction to the classical differential geometry of curves and surfaces in Euclidean 3-space. Topics from global differential geometry and extensions to higher dimensions will be considered as time and the background of the students permit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **(MATH222 AND MATH221) OR (MATH222 AND MATH223)**

MATH284 Euclidean and Non-Euclidean Geometry
Euclid developed an axiomatic system to describe plane geometry in 300 BC. This system is fundamental to our understanding of mathematics today. In this course, we will compare and contrast plane geometry and its axiomatic system with several beautiful geometries, including spherical, elliptical and hyperbolic geometries, and their applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH222 AND (MATH221 OR MATH223)**

MATH285 Introduction to Lie Theory
Lie theory is a fundamental area of mathematics, with many applications to physics and other sciences. In this course, we will study the basics of elementary Lie theory. This course will focus on matrix groups, which have concrete descriptions and include all of the Lie groups that commonly arise in applications. Topics covered in this class will include the algebra and topology of matrix groups, Lie algebras, matrix exponentiation, and applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Prereq: **MATH261**

MATH401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MATH408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MATH409 Senior Thesis Tutorial
Topics to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

MATH421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

MATH422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

MATH423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MATH424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MATH465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MATH466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MATH469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

MATH491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MATH492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MATH495 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

MATH496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

MATH500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, E&ES500, MB&B500, MUSC500, PHYS500, PSYC500**
Prereq: **None**

MATH501 Individual Tutorial, Graduate
Topic to be arranged in consultation with tutor.
Offering: **Host**
Grading: **OPT**

MATH502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**
Grading: **OPT**

MATH504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MATH507 Topics in Combinatorics
A graph is a set of vertices with an accompanying set of pairs of vertices, called edges. Given a set of searchers, a vertex search is a series of steps in which a searcher is either placed on or removed from a vertex in the graph. When both incident vertices of an edge simultaneously contain a searcher, then the edge is said to be cleared. The question of what is the minimum number of searchers needed to clear a graph is related to deep theorems of the structure of graphs, such as theorems about the pathwidth and treewidth of graphs. Graph searching and its variants are related to the game of Cops and Robbers (also called the pursuit-and-evasion game) which has applications in many areas, including robot movements and network security. A partially ordered set (poset) is a set with an order relation that is reflexive and transitive. Finite posets are used as finite models for topological spaces, which can describe large data sets. We will study both their topological and algebraic properties, including the Moebius and zeta functions, R-labelings, shellable labelings, lexicographically shellable labelings, and their homology. Special cases of posets such as Cohen-Macaulay posets, lattices, and modular and distributive lattices will be important examples. These topics are being used in current work in topological data science.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH509 Model Theory
An introduction to model theory: The syntax and semantics of first-order logic, definability, compactness and Löwenheim-Skolem theorems, realizing and omitting types, quantifier elimination and model completeness, countable models of complete theories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MATH513 Analysis I
MATH513 and MATH 514 constitute the first-year graduate course in complex analysis, real analysis, and functional analysis. The Fall semester is devoted to complex analysis and measure theory. Fall topics include holomorphic functions, Cauchy's theorem, Cauchy's integral formulas, analytic continuation, the calculus of residues, the maximum modulus principle, and conformal mappings; sigma algebras, Borel measures, Lebesgue-Stieltjes measures, measurable functions, the dominated convergence theorem, Egorov's theorem, and Littlewood's principles. Spring topics continue with the development of measure theory before moving on to functional analysis. Spring topics may include product measures, Fubini's theorem, and the Radon-Nikodym theorem; Banach spaces, Hilbert spaces, linear functionals, linear operators, the Banach-Alaoglu theorem, and the Hahn-Banach theorem.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH514 Analysis I
MATH513 and MATH 514 constitute the first-year graduate course in complex analysis, real analysis, and functional analysis. The Fall semester is devoted to complex analysis and measure theory. Fall topics include holomorphic functions, Cauchy's theorem, Cauchy's integral formulas, analytic continuation, the calculus of residues, the maximum modulus principle, and conformal mappings; sigma algebras, Borel measures, Lebesgue-Stieltjes measures, measurable functions, the dominated convergence theorem, Egorov's theorem, and Littlewood's principles. Spring topics continue with the development of measure theory before moving on to functional analysis. Spring topics may include product measures, Fubini's theorem, and the Radon-Nikodym theorem; Banach spaces, Hilbert spaces, linear functionals, linear operators, the Banach-Alaoglu theorem, and the Hahn-Banach theorem.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH515 Analysis II
This is a topics course in analysis and varies from year to year. It may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH516 Analysis II
This is a topics course in analysis and varies from year to year. It may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **MATH513**

MATH523 Topology I
This course is an introduction to topological spaces and the fundamental group; topological spaces, continuous maps, metric spaces; product and quotient spaces; compactness, connectedness, and separation axioms; and introduction to homotopy and the fundamental group.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH524 Topology I
A continuation of MATH523, this course will be an introduction to algebraic topology, concentrating on the fundamental group and homology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH525 Topology II: Topics in Topology
This is a topics course in topology that varies from year to year. This course may be repeated for credit. Recent topics have included knot theory, homotopy theory, Lie groups, and topological graph theory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH526 Topology II
This is a topics course in topology that varies from year to year. It may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH543 Algebra I
This course covers group theory including Sylow theorems, and basic ring and module theory, including structure of finitely generated modules over principal-ideal domains.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH544 Algebra I
This course studies Galois theory, finitely generated modules over principal-ideal domains, and other topics as time permits.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH545 Algebra II: Topics in Algebra
This is a topics course in algebra that varies from year to year. This course may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH546 Algebra II
This is a topics course in algebra that varies from year to year. It may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MATH549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MATH550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MATH572 Special Topics in Mathematics
This is a supervised reading course on advanced topics in number theory. This course may be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MEDIEVAL STUDIES (MDST)

MDST125 Love, Sex, and Marriage in Renaissance Europe
This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to: How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123, FGSS123**
Prereq: **None**

MDST125F Love, Sex, and Marriage in Renaissance Europe (FYS)
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about homosexual love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123F, FGSS123F, WLIT249F**
Prereq: **None**

MDST125Z Love, Sex, and Marriage in Renaissance Europe
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, the Italian Peninsula, the Low Countries, Portugal, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about "homosexual" love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how have contemporary (21st-century) writers reimagined Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L123Z, COL123Z, FGSS123Z, WLIT249Z**
Prereq: **None**

MDST128 Rome After Rome: Culture and Empire of Constantinople
Rome did not fall. Rome was swallowed by a new idea of what it means to be Roman when, in the fourth century, the empire left its own founding city behind and moved the capitol to the newly-minted city of Constantine, Constantinople. This course gives students a hands-on introduction to one of the most astounding sociopolitical transformations in human history, tracing out the cultural, political, and economic trajectories of the Roman empire of the Middle Ages.

In exploring the textual and material relics of this medieval metropolis on their own terms, students apply and publish their research interests on the collaborative place-based interactive teaching encyclopedia Constantinople as Palimpsest (https://arcg.is/0e4Lb4). For their final project students will design a unit for a high school history course, using Constantinople as Palimpsest to introduce the diversities and paradoxes of life in the city of New Rome.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL295, HIST230**
Prereq: **None**

MDST131 Introduction to Western Art I: Ancient to Medieval
This course introduces the art and architecture of the Western world during the ancient and medieval periods. The artistic traditions of the Near East, Europe, and the wider Mediterranean will be surveyed from the prehistoric era to ca. 1400 CE. Questions of style, content, function, and cultural and historical context will be examined alongside such perennial concerns as religion, rulership, social class, luxury, and the definition of art within its ancient and medieval milieus.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA109**
Prereq: **None**

MDST135F Entangled Sounding Objects: The Social Life of Musical Instruments (FYS)
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC135F, ANTH135F, ARCP135F, COL136F**
Prereq: **None**

MDST151 European Architecture and Urbanism to 1750
This course is an introduction to architecture and related visual art as an expression of premodern Western European civilizations, from ancient Greece through the early 18th century, including Roman, Early Christian, Byzantine, early medieval, Romanesque, Gothic, Renaissance, and Baroque architecture, landscapes, and cities. The focus is on analysis of form in architecture and the allied arts. Emphasis is on relationships between style and patronage. In each era, how does architecture help to constitute its society's identity? What is the relationship between style and ideology? How do architects respond to the works of earlier architects, either innovatively or imitatively? How do patrons respond to the works of their predecessors, either locally or distantly? How are works of architecture positioned within those structures of power that the works, in turn, help to define? How do monuments celebrate selected aspects of history and suppress others? How were the major buildings configured, spatially and materially? Emphasis will be on continuities and distinctions between works across time, seeing Western traditions as a totality over centuries. Lectures and readings convey different historiographic approaches to these issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA151**
Prereq: **None**

MDST203 Introduction to the Hebrew Bible (Old Testament)
The Hebrew Bible is one of the most influential texts in the world. From antiquity to the present, it has served as a source of philosophical, literary, and artistic reflection. It is a fascinating document, combining narrative, poetry, law, prophetic proclamations, and puzzling parables. What kind of book is the Hebrew Bible? Who wrote it and why? How do we approach such a text across the distance of time? Through a systematic reading from the very beginning, we will place the Bible in its historical context while giving special attention to the philosophical and literary questions it raises: Is obedience to authority always justified? Why do good people suffer unjustly? What is God's gender? In answering these and other questions, you will gain an understanding of the ways contesting interpretations make authoritative claims.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI201, CJST244, WLIT281**
Prereq: **None**

MDST204 Medieval Europe
This introductory lecture course is a history of European politics, culture, and institutions from the end of the Roman Imperial era through 1520. Within a chronological framework we will focus on the creation of kingdoms and government; the growth and crises of papal-dominated Christianity, its crusades and its philosophy; the rise and role of the knight, lady, and aristocratic culture; masculinity and gender relations; the crises of the later Middle Ages, including the Black Death, heresy, mysticism, and war. These all contributed to the beginnings of the modern world, including the Renaissance and the Reformation, events that ended the medieval period. We will also at least glance at the borderlands of Europe, the edges of Islamic and Orthodox worlds.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST201**
Prereq: **None**

MDST207 Chaucer and His World
In this course, we will read Chaucer's fascinating dream-visions, The BOOK OF THE DUCHESS and THE HOUSE OF FAME and his best-known work, THE CANTERBURY TALES. We will also read selections from Chaucer's sources and consider how he adapts these texts in his own literary works. Some of the topics we will explore are the various genres of Chaucer's poetry (allegory, epic, romance, satire), medieval ideas about psychology and dreams, the ideology of chivalry, Chaucer's reinvention of the classical world, and views of gender and sexuality. All readings will be in Middle English, so we will read slowly and carefully, with attention to the language.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL207**
Prereq: **None**

MDST209 Mosque and Cathedral: Islam and the West, c. 600-1500
This course examines the interaction between the Islamic world and medieval Europe from the perspective of art and architecture, from late antiquity and the rise of Islam through the end of the Middle Ages. Our approach will seek out both intersections and comparisons: while attending to the borders, crossings, and overlaps that existed between medieval Christendom and the Islamic world, this course will also stage comparisons of key themes specific to these traditions, chief among them the picturing of divinity, the status of a sacred text, the organization of sacred space, and the practice of luxury. We will survey a series of historical encounters, including Byzantine Iconoclasm, the Crusades, and trade and diplomacy in general, before culminating in Renaissance Italy. Special emphasis will be reserved for key geographies of exchange, including Spain, Sicily, North Africa, and the Holy Land. Consideration will be given to the media of architecture, mosaic, painting, relief sculpture, decorated books, ivory, metalwork, and textiles. Questions of geography, ethnicity, the other, the idol, cultural translation, and the status of text vs. image will be threaded throughout.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA209**
Prereq: **None**

MDST210 Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA210, RL&L210**
Prereq: **None**

MDST210Z Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA210Z, RL&L210Z**
Prereq: **None**

MDST211 Magic, Witchcraft, and Miracle, from Saints to Salem
Until the "disenchantment of the world" in the 18th and 19th centuries, Europeans lived in a universe shot through with hidden and awesome power. God's action in the world was possible, but puzzlingly he often operated through other agents, through the saints and by miracle. On the other hand, humans were often tempted to appeal to other powers to get what they wanted, and the use of magic--some pagan in origin, some not--was a pervasive influence. The world was full of demons and even devils, who used illusion and magic to entrap people by possessing them or turning them toward witchcraft in exchange for wealth and health. Surprisingly, the occult was not all bad, and Catholics and later Protestants too wrestled with the question of what to accept and what to suppress. Magical forces did not fade with the Renaissance but actually grew alongside the first developments toward modern natural science in the 16th and 17th centuries. The necromancer joined the saint, the priest, and the witch as the faces of occult power. This course will take a broad look at the people

and powers that filled the place where science and a lot of religion sit today. The course will survey medieval developments and will end in New England in the 17th century. The instructor will provide background and narrative history in order to place the readings into their appropriate context. In surveying the long history of magic and miracle in Europe, we shall ask such questions as: What exactly do these terms mean and how have the meanings changed? How far away from such a worldview are we today and did magic really end in the 17th century? And, if so, why? Who controlled the use of magic and how was its misuse identified and punished? Were the processes of law, inquisition, and prosecution fair or effective? Were there really witches or just witch hunts? Why did people believe in miracles and magic? Who were the practitioners? Why did it all decline?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST235**
Prereq: **None**

MDST212 Wesleyan University Collegium Musicum
The Collegium Musicum (literally "company of musicians") is a vocal performance ensemble dedicated to exploring and performing the diverse European repertories of medieval, renaissance, and baroque music. Emphasis is given to the study of musical styles, performance practices, vocal independence, healthy singing, and musicianship. Students investigate various cultural aspects of the production of music, including primary sources, acoustics, and cultural heritage. In spring 2026, we begin our celebration of the Collegium's 25 Years of early music at Wesleyan with a program entitled "Song of Songs, Old and New." Like much Biblical literature, the Song of Songs can be traced back to Sumerian origins. Our program will intersperse ancient Mesopotamian poetry relating to the spiritual marriage of Inanna (Sumerian goddess of love, fertility, and war) and Dumuzi (the shepherd god) with music that reflects the Jewish and Christian understandings of the related mystical union. Biblical language that evokes the fragrance of wine, blossom, fruits, and spices was particularly appealing to European Renaissance composers. We will present a simple Icelandic form of discant, a polytextual French motet, complex polyphony in multiple parts by Palestrina, Lassus, Bouzignac, and Aleotti, and some contemporary responses to these popular texts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC438, COL138**
Prereq: **None**

MDST213 Cross, Book, Bone: Early Medieval Art, ca. 300-1100
This class surveys the art and architecture of early medieval Europe, from the decline of the Roman Empire and the multiculturalism of Late Antiquity through the glory of Byzantium, the rise of Islam, and the establishment of Germanic kingdoms in Northern Europe. Style, content, function, and historical context shall be examined across monuments of architecture, sculpture, mosaic, manuscripts, painting, and the luxury arts. Questions of religious practice, political messaging, and cross-cultural translation shall be threaded throughout, for example: How might one picture God? How might one build a house of worship or decorate a sacred text? How might one best picture a ruler? How were art and artistry defined in early medieval Europe? How might we see dialogue, overlap, and/or competition between the art and architecture of Islam and Christianity, among other religious traditions? The art historical periods considered will include Late Antique, Byzantine, Umayyad, Abbasid, Migration, Insular, Carolingian, Mozarabic, Ottonian, and Viking art.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA213**
Prereq: **None**

MDST214 Introduction to the New Testament
The purpose of this course is to provide an introduction to those writings of the earliest Christians that came to be included in the Bible. These writings will be examined critically with respect to their social-historical origin, religious content, and place within the development of ancient Christianity. Interpreting early Christian texts constitutes the most important task in the study of the New Testament. We will therefore focus on a close reading of the New Testament in light of historical situations and social contexts in the Greco-Roman world, having as one of the chief aims of the course the acquisition of critical skills in reading and understanding the Bible. In the process we will necessarily engage secondary scholarship and wider theoretical interests, thereby providing students with a general introduction to the academic study of religion.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI212, WLIT282**
Prereq: **None**

MDST215 Religion and Politics in Early Christianity
The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI215, CLST215**
Prereq: **None**

MDST219 Northern Renaissance Art
The Northern Renaissance, roughly ca. 1400-1600, was a period of thrilling transition in Europe and profound change for the Western tradition of art and architecture. For art history, the period's many paradigm shifts include the rise of oil painting, the spread of the printing press and print media, the growth of middle-class patronage, the Protestant Reformation, radical developments in the practice of portraiture, an increasingly global worldview and mentality, the foundations of what might be referred to as an art market, and a fundamental revision of the purpose and definition of both art and the artist. This course explores these and other histories as they played out within panel painting, book painting, the sumptuous arts (e.g., tapestries and metalwork), printing, sculpture, and architecture, focusing mainly on France, the Low Countries, Germany, and England. We will begin within the late medieval world of Burgundy, Prague, and Germany before progressing through such key artistic personalities as Sluter, Broederlam, the Limbourgs, Campin, van Eyck, van der Weyden, Fouquet, Riemenschneider, Lucas van Leyden, Bosch, Dürer, Grünewald, Altdorfer, Cranach, Holbein, and Bruegel. Such a narrative will be equally enriched with less familiar and less canonical works. Threaded throughout are questions of mimesis, realism, skill, medium, and the growing cult of genius, as well as the relationship with the Italian Renaissance, the Mediterranean, and the expanding globe.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA220**
Prereq: **None**

MDST220 Love and Loss in Medieval and Early Modern French Literature and Culture
The interconnected themes of love and loss encompass others such as desire, passion, friendship, death, separation, and grief. This course introduces students to the uses of these themes in French literature of the medieval and early modern periods by reading a range of texts, from the courtly romance and lyric poetry, to the essay, the novella, and theater. We will examine how men and women treat these themes, and we will be especially sensitive to the ways in which women write in genres traditionally dominated by men. Topics of study will include the body, virtues and vices, marriage, sexuality, seduction, chastity, and violence. We will also place emphasis on improving French pronunciation and on developing oral presentation and written skills. Readings, papers, and discussions will be in French.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN222**
Prereq: **None**

MDST221 Mystical Visions, Medieval Women, and the Performance of Early Music
This course challenges the traditional male-dominated history of early music by focusing on the women who commissioned, performed, heard, and composed music in pre-modern times. Discovering love lyrics that express desires, conflicts, and sufferings that seem equally true today helps collapse the notion of linear time. In addition to finding similarities across centuries, we will draw from multiple disciplines, including comparative literature, religion and cosmology, and gender and sexuality studies. An interdisciplinary approach will guide our investigation of the mystical and visionary aspects of medieval music. Topics to be explored include communal music-making practices, authorship, power and politics, and the multiple civic and social functions of music. We investigate how the music of worship differs from that of romance, public ceremony, and private entertainment. These inquiries help to cultivate skills not only to appreciate our musical heritage but also to better understand contemporary social and cultural practices.

Various "medievalisms"--modern interpretations of the medieval--are explored, to show how musicians continue to interact with early practices in new and exciting ways. This allows us to talk not only about performers of historical early music, but also about composers like Kaija Saariaho, folk groups like Vulcan's Hammer and Folkal Point, and pop artists like Janelle Monaé and Florence Welch. The creation of medievalist music for films and video games is also relevant, as an arena where musicians reimagine the medieval for new audiences.

Coursework involves learning through performance, examination of manuscripts, research, writing, transcription, and editing. There are also weekly listening assignments and readings.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC241**
Prereq: **None**

MDST222 Early Renaissance Art and Architecture in Italy
This course surveys key monuments of Italian art and architecture produced between ca. 1300 and 1500. Focusing on major centers such as Florence, Milan, Rome, and Venice, as well as smaller courts such as Urbino and Mantua, it considers the works and careers of the most important artists and architects of the period, among them Giotto, Brunelleschi, Donatello, Giovanni Bellini, Botticelli, and Leonardo da Vinci. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, gender, and spectatorship. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA221, RL&L212**
Prereq: **None**

MDST223 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance
In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolo Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L224, ITAL224**
Prereq: **None**

MDST224 Re-imagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Drawing on innovative techniques of music, dance, painting, and theater Dante denounced political corruption and social injustice in a story that has inspired artists throughout the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th century prisoners of the Inquisition. Students will read selected cantos from Dante's "Commedia," consider contemporary news accounts of modern equivalents to medieval injustices, examine previous adaptations of the poem, and devise their own responses to Dante in the art form of their choice (theater, dance, poetry, playwriting, rap, music, spoken-word, visual arts).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222, COL235, ITAL244, RL&L222**
Prereq: **None**

MDST224Z Reimagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile.

Combining autobiography and cinematic writing techniques Dante denounced political corruption and social injustice in a story that has inspired artists through the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th-century prisoners of the Inquisition. Students will read selected cantos from Dante's Commedia, consider contemporary equivalents of medieval injustice, examine previous adaptations of the poem, and devise their own responses to Dante in a form of their choice (prose monologue, poetry, playwriting, rap, music, song, spoken-word, drawing, painting, visual collage, epistolary dialogue, etc.).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222Z, COL235Z, RL&L222Z**
Prereq: **None**

MDST225 European Intellectual History to the Renaissance
This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST215, COL216**
Prereq: **None**

MDST226 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. After 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present. The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L226, ITAL226, RELI218, WLIT250**
Prereq: **None**

MDST227 What Can the Middle Ages Teach Us About Nature?
Today nature is at the center of our preoccupations. This course will go back to a time before human beings thought they were the masters of nature, when nature was at the same time teaching and allegory, metaphor and science. We will explore the different functions of nature in bestiaries, poems, romances, and herbaria from the Middle Ages to the beginning of the Early-Modern period (in modern French translation). We will be able to see a real herbarium in the Special Collections & Archives. Students will also visit the Davison Center for the Arts and the Joe Webb Peoples Museum to explore visual representations of nature as well as scientific displays. During the semester, students will put together a herbarium that will be displayed in an exhibition at the end of the semester.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN229, ENVS229**
Prereq: **None**

MDST228 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History
This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic EL CID (12th-13th century); the bawdy and highly theatrical prose dialogue known as LA CELESTINA (1499); the anonymous LAZARILLO (1554), the first picaresque novel; and María de Zayas's proto-feminist novella THE WAGES OF VICE (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN230, COL229**
Prereq: **None**

MDST229 Fight like the French: Debates, Quarrels and Polemics in French Culture
In the age of "fake news" and polarization, knowing how to debate is essential. The French are notoriously practiced in debate; the importance of public opinion and the figure of the public intellectual have made French society as a whole particularly prone to the agonistic discussion of ideas. This course will survey foundational aesthetic and political debates in French culture from the 15th century to this day, focusing on those that were led by writers, philosophers, and intellectuals and that have entered French literary and cultural history. The course will show how controversies mark and make paradigmatic changes in the cultural landscape, advancing the arts and sciences and voicing political dissent. Throughout the course we will read literary works, treatises, letters, and newspapers.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-RLAN**
Identical With: **FREN228**
Prereq: **None**

MDST230 Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes
Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his Arthurian tales became the basis for all future retellings of the legend. We will read these tales in depth, paying particular attention to their enigmatic quality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN220**
Prereq: **None**

MDST231 Cuneiform to Kindle: Fragments of a Material History of Literature
This course provides a theoretical and historical investigation of diverse media of literary expressions from clay tablets to digital texts. We will inquire into the history of writing through different technologies and modes of composition, circulation, and reception from antiquity to the present day. By engaging in such topics as the transition from scroll to codex, from manuscript to print, and from book to Kindle, we will consider the history of literacy in relation to other forms of expression (oral, visual, networked) and analyze different practices of organizing textual materials (punctuation, paragraphing, annotation). We will scrutinize paratextual elements (title, front matter, opening information, foreword) and various forms of verbal accretions (glosses, commentaries, editorial interventions). We will examine shifting notions of authorship and originality and explore different systems of storage (libraries, archives, museums). And by questioning the multifaceted, nondeterministic interplay between literary artifacts and the media by which they are formalized and materially formed, we will provide a critical and historical reflection on the nature of textuality, writing, and media.

Readings will set essays in the history of the book and media studies alongside key literary case studies from various periods and geographical areas. Projects will engage with textual materiality (including through the creation of book-objects of our own). The course will be conducted in English.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L234, WLIT261**
Prereq: **None**

MDST232 Obscure Enigma of Desire
This course is an introduction to the study of the ways we create meanings when we read texts. It will focus on several deliberately obscure literary texts from twelfth-century France and will examine them in the light of the classical and medieval concepts of enigma, the marvelous (wonderful), fabula, and allegory as well as some modern theoretical works about how we understand narratives. We will seek to understand why deliberate obscurity is an important part of literature and how medieval authors created narratives that seem particularly meaningful precisely because they are obscure. We will consider why we feel these texts have meaning and the ways in which we make them meaningful to us. This course will be co-taught in parallel with a course (in English) on the same subject offered at the Charles University in Prague by Professor Lucie Dolezalova. About half of the classes will be conducted together with the class in Prague through teleconferencing and Professor Dolezalova will teach one week of the course at Wesleyan and meet with students while she is here.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L232**
Prereq: **None**

MDST234 Days and Knights of the Round Table
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its development in the 12th-century romances of Chrétien de Troyes. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN334**
Prereq: **None**

MDST235 Days and Knights of the Round Table
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L176**
Prereq: **None**

MDST236 Don Quixote: How to Read the Ultimate Novel
No novel is more celebrated than "Don Quixote," albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and "life" or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for "the real world" is often as nutty as the hero himself. We will read, discuss, and write about "Don Quixote" in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.
Offering: **Crosslisting**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L236, COL236, WLIT247**
Prereq: **None**

MDST237 Dante in His World: Politics, Poetry, Religion
Dante Alighieri is one of the great figures of European history and culture. He has been famous since his life, especially for his poem "The Divine Comedy," including its depictions of the Inferno, Purgatory, and Heaven. It reveals his massive intellectual knowledge and his deep and complex commitments. It might be less well known that he was also an active politician and a political theorist, as well as a student of literature and style.

This course will examine the body of his work and use it to outline some of the great political, moral, and religious crises of Europe around the year 1300, a moment closely connected to the very idea of the Middle Ages. Important course themes will include the question of the political balance of church and state, the role of mysticism and philosophy in expressing ethics, and the uses of history, theory, and poetry in seeking the good life. Readings will focus on Dante's own writings, including "The Divine Comedy," "The New Life" (La Vita Nuova), and "On Monarchy."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST236, WLIT342**
Prereq: **None**

MDST238 Mystics and Militants: Medieval Women Writers
In this class we will read a wide range of works written by European women between ca. 1100--1400, including courtly, devotional, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the antifeminist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical religious experience, heresies, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL232, FGSS224, RL&L231**
Prereq: **None**

MDST241 Your Revolutionary Life: Biography as Political Power from Antiquity to Modernity
Death is not enough to turn a life into a political movement. That translation requires a story. This course asks why, since Gandhi, few leaders have successfully drawn upon the power of adopting a revolutionary approach to living as a means of effecting political, social, and cultural change. A student-centered collaborative pedagogy equips students with the tools and concepts to collectively workshop principles drawn from a wide range of examples of revolutionary living from the period known as the middle ages; from well-known and widely imitated examples such as the Buddha, the Prophet, and the Christ, to lesser-known examples including cross-dressing nuns, hermits on pillars, desert mothers, begging collectives, and much more. Students will then apply the ways these past lives were remembered and transmitted to contemporary movements such as Occupy Wall Street or the Black Lives Matter CHOP in Seattle. Course assignments consist of short essays, presentations, and a self-designed final project that can be analytical, creative, or demonstrative.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL221, HIST232**
Prereq: **None**

MDST245 The Invention of Fiction: Giovanni Boccaccio's Decameron
In this course we read and discuss Giovanni Boccaccio's Decameron (ca. 1353), a collection of 100 short stories traded by an "honest brigade" of 10 Florentine men and women. They tell each other these stories while sheltered in a secluded villa as the plague of 1348 rages in Florence. We study the Decameron as both a product and an interpretation of the world Boccaccio inhabited. We examine the Decameron's tales and narrative frame as a point of entry into the cultural and social environment of medieval Italy. We look at its scurrilous, amusing, and provocative innuendos as traces of erotic, religious, ethnic, and cultural questions. We investigate the sexual exuberance of many of Boccaccio's tales and the tension between "high" and "low" culture. We consider the development of mercantilism and literacy in early-modern Europe and its emerging virtues of wit and self-reliance. We review the dynamics of composition and reception in manuscript culture and the book's adaptation into different media, from illuminations to film. And by impersonating the 10 Florentines, we will reenact their pastime of telling stories and appreciate Boccaccio's remarkably modern sensibility and unsurpassed art of writing fiction. This course is conducted in Italian.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL235**
Prereq: **None**

MDST247 Devotion and Deception: Erotic Discourse from Dante to Petrarca
In this course, we will investigate the ideology, content, and material forms of love literature from Dante Alighieri to Francesco Petrarca. Through a close reading of such texts as Dante's Vita nova (ca. 1295), Giovanni Boccaccio's Decameron (ca. 1353), and Petrarca's Rerum vulgarium fragmenta (often referred to as the poetry book par excellence: il canzoniere, ca. 1374), we will unveil the literary and fictitious nature of medieval erotic literature. We will explore the origins of love poetry in medieval France and its subsequent interpretation and rewriting in Italian courts and comuni. We will inquire into the cultural constructions of the medieval notion of the lyrical self and how it still has an impact on our own notion of consciousness. We will study the forms, themes, and characters that populate 'love stories' in the Middle Ages. We will analyze the dynamics of composition, circulation, and reception in manuscript culture. Our close analysis of the texts as they have been preserved in manuscript form will help us gauge the differences between medieval and contemporary ways of writing, reading, and loving. This course is conducted in Italian.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL227**
Prereq: **None**

MDST249 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"--one of the most persistent stories in history--using the very texts in which it was first articulated. We will work with selections from a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea, and many others--to connect the fall of

Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL247, CLST247, HIST247**
Prereq: **None**

MDST254 Cervantes
Cervantes is known chiefly for DON QUIXOTE, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. DON QUIXOTE also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about DON QUIXOTE, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN236, COL327**
Prereq: **SPAN221**

MDST255 The Vikings and the Viking Age, 700-1243
The Vikings erupted from their isolated northern homelands throughout Europe from the eighth century, and arguably reoriented European history both in the West, where they were instrumental in the history of the British Isles and France, as well as the East, where they were founders of the Russian kingdom. By 1100, they and their descendants had also established themselves in the Mediterranean, Italy, Sicily, and the Holy Land. This course will examine the reasons the Vikings emerged, and will explain their role not only as warriors, but as important merchants, administrators, and contributors to a robust European literary culture. They provide the perfect avenue by which to understand the creation of European culture and politics. The course will also act as an introduction to the dark age history of England, France, and Northern Europe.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST255**
Prereq: **None**

MDST257 Knights, Fools, and Lovers: An Introduction to Medieval and Renaissance French Culture
The study of history and past literature provides intellectual, psychological and emotional resources that make one more resilient in adapting to new circumstances, enable one to see new possibilities of being-in-the-world, and provide new capacities for self-understanding. A knowledge of the European past, moreover, can be an advantage for people seeking to study, live, or work in Europe. This course will help students develop those resources and knowledge through a study of various forms of short fiction and poetry from the French Middle Ages and the Renaissance (12th-16th centuries). We will focus on the representations of human relations, above all romantic relations and their inherent conflicts of power, in these works. We will also view a couple of historical films in order to develop our visual imagination.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN230**
Prereq: **None**

MDST258 Medieval Gigs: Saints, Scholars, Sailors, Sinners
A friar preaching to birds, a scoundrel passing as a saint, a nun conversing with Jesus, a Greek hero sinking into hell, a scholar talking to the dead, and a merchant exploring uncharted territories: We find unusual professional figures gigging in Italy circa 1300. In this course we explore medieval alterity through the voices of its most illustrious representatives: from Francis of Assisi to Dante Alighieri, and through a variety of other workers in the Italian economy. We examine various aspects of medieval religious culture ranging from mystical visions to the institutional politics of the Church. We consider the development of mercantile capitalism and its emerging virtues of wit and self-reliance. We track seafarers as they encounter the Other during their maritime voyages. For those staying closer to home, like clerics and other literate "Italians," we review the dynamics of composition and reception from orality to manuscript culture. We observe how medieval culture is embodied through different media, from manuscript illuminations to film. And by combining micro- and macro-perspectives, we approach the Italian Middle Ages from a broad aesthetic, historical, and socio-anthropological standpoint.

The course is conducted in Italian. Authors include Francis of Assisi, Catherine of Siena, Angela of Foligno, Giotto, Dante Alighieri, Francesco Petrarca, Giovanni Boccaccio, Marco Polo, and Christopher Columbus.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL256**
Prereq: **None**

MDST260 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**

Identical With: **MUSC260, ARCP270, ANTH260, COL255, REES206**
Prereq: **None**

MDST268 The Origins of Global Capitalism: Economic History, 1400--1800
This course explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit by 1800. Among other things, it seeks to provide answers for why China's economy--perhaps the most sophisticated in the world before 1500--fell into relative stagnation and why Europe was the first region to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. The course begins by exploring late medieval European agriculture, market systems, institutions, and technology to reveal how the paths of economic development taken in Europe began to diverge fundamentally from those taken by societies in Africa, Asia, and the Americas. It will explore the role of the spice trade in the expansion of European influence abroad, the significance of new food and cash crops in the development of plantation systems and long-haul trade, the impact of organized coercion in the development of monopolies and monopoly companies, and the role of proto-industrial methods of production and colonial economies in the birth of the Industrial Revolution. The course aims to be accessible, broad, and comparative, drawing insights from many fields to consider the environmental, geographical, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST268**
Prereq: **None**

MDST272 Law, Court, and Crime in England, 600--1660
This course will discuss the nature and development of law, dispute resolution, custom, and rule in England from the arrival of the English on the island in the age of Arthur when feud and compensatory justice dominated. It will then examine the rise of royal power, local custom, and the common law in the 12th and 13th centuries, including the Magna Carta crisis. We will focus on the growing politicization of law and the development of courts and lawyers alongside new sorts of lawmaking in parliament and through the power of the king. The growth and challenge of royal and parliamentary power will frame the last parts of the course that anticipate the revolutionary crisis of the 17th century. Along the way, the course will ask, Who gets to make law, what is the role of writing in the development of custom and law, how did the English decide who was right and who wrong: calculation, testimony, jury, or ordeal? What were the forms of punishment and compensation employed, and what did this tell us of conceptions of the person: mutilation, execution, or incarceration? How did social status and gender shape expectations and outcomes in the legal process: Who could be a legal actor, a responsible malefactor, a property owner, or a slave; who could be judge and legislator? The course will be based on the examination both of recent scholarship and a wide array of primary sources such as law codes, court record books, advice manuals, literature, treatises on law, and the practical documents from lawyers in courts and judges that are plentiful in medieval, Tudor, and Stuart England. The course provides a background to the sources of law in early America as well as other common law countries around the world.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST272**
Prereq: **None**

MDST273 The History of Science in Islam
This course will examine the intellectual legacy of the sciences in the Islamic world. Premodern Muslims cultivated various dimensions of what are today understood as the "hard sciences," including physics, mathematics, biology, and chemistry. In addition to exploring Islamic contributions to these fields during the classical period, known according to some sources as the "Golden Age of Islamic Science," we will explore Islamic medicine and medical theories, astronomy and astrological works (including tools used for astronomical observation), and the sciences of optics and alchemy. We will chart the development of these sciences while looking at the broader cultivation of scientific knowledge in Islamic societies, including the establishment of scientific institutions such as universities, observatories, hospitals, and pharmacies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL273, RELI274, STS273**
Prereq: **None**

MDST302 The Arthurian Legend on Film
This course will serve both as an introduction to the Arthurian legend and to its cinematographic representation since the 1940s. Medieval texts will be paired with films that are "based" -- more or less closely -- on them. We will consider the ways in which these stories are told in literature and in film and the differences between them. We will also consider the ways in which the legend was used to address both medieval and modern preoccupations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L300**
Prereq: **None**

MDST310 Muslims, Jews, and Christians: Convivencia in Medieval Iberia
For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual well-being.

This seminar will explore the works produced by the pluralistic societies of medieval Iberia from the perspectives of art, architecture, history, archaeology, literature, and music. As we study renowned monuments such as the synagogues of Toledo, the Alhambra, and the Way of St. James, we will learn to decode elements such as dress and home decor, food and hygiene, and gardening and agriculture, to expand our picture of culture and lived experience. Finally, we will ask why "convivencia" ultimately failed, and how the medieval Iberian experience can enlighten our own uneasy attempts at building a multicultural, multi-confessional society.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA310**
Prereq: **None**

MDST311 The Body in Medieval Art
Medieval thinkers theorized the body in ways vastly different from how human bodies are conceptualized and defined today in the twenty-first-century West. Indeed, the "medieval body" was not at all a stable or monolithic entity, but rather a shifting constellation of ideas and practices that waxed, waned, and coexisted throughout the European Middle Ages, ca. 400-1400. The diversity of medieval attitudes toward the body helped inform its representation in art,

which, simultaneously, was also dependent upon conventions of craft, medium, artistry, preciousness, and style. "Body" signals not only earthly bodies -- sexed, fleshly, corruptible, and soon to decay -- but also the soul (whose well-being was equally fragile), as well as heavenly, angelic, and divine bodies, including that of Christ. This course analyzes medieval strategies of representing these bodies while situating them in their respective intellectual and cultural environments. Primary-source materials will be contextualized by secondary literature, and our inquiries will remain cognizant of gender-, sexuality-, race-, and performance-critical methods. The bodies examined will include, and are not limited to, saintly, gendered, racialized, clerical, monstrous, virginal, heretical, sickly, healthy, courtly, resurrected, and uncircumscribable bodies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA311**
Prereq: **None**

MDST312 The Medieval Beast
How did medieval writers think about the distinction between human and animal? This course will begin with the categories of soul and body, ruler and ruled, speech and noise--among others. We will also read about human-animal hybrids like werewolves and bird-men in order to think through some of these binaries. Texts will include bestiaries (encyclopedias of animals), treatises on hunting, beast-fables from Christian, Muslim, and Jewish traditions, Marie de France's "Lais" and "Fables," Chrétien de Troyes's "Knight of the Lion," "Sir Gawain and the Green Knight," and Chaucer's "Parliament of Fowls."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL310**
Prereq: **None**

MDST313 Medieval Manuscripts
Medieval manuscripts were dense, considered gatherings of text and image, and they are among the richest of artifacts bequeathed to us by the Middle Ages. Manuscripts both crystallized and intervened in many of the key intellectual, religious, and aesthetic foundations of medieval Europe. To step into a luxurious medieval manuscript--into its script, its miniatures, its marginal decoration, its scribbles, its little monsters and unexpected grotesques, its tears and signs of use--is to probe a particular artform, distinct to pre-modernity, in which the definition of painted image and written word differed markedly from later centuries of the Western tradition. Throughout, basic questions of the relationship between text and image, and the linguistic and the pictorial, repeatedly beg attention. How were these books made, who used them (if they were used at all), how did the reading process unfold in the medieval period, and how did pictorial decoration assist in revealing--or, perhaps, obscuring--truth? These questions, and more, will inform this seminar's systematic inquiry of the making, function, and layout of the medieval book, from its Late Antique origins to the 15th century advent of printing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA312**
Prereq: **None**

MDST315 The Politics of the French Language and the Birth of the French State
Today, the advantages of national borders and monolinguistic language policies are being trumpeted all across the world. And yet, the study of premodern languages and literatures reveals that the history of national languages has always been a multicultural affair. In this course, we will look at the case of the French language, particularly the establishment of French as a literary language through strategies of legitimization. Starting with an examination of the first text written in the language that would later become French, from the 9th century, we will then go on to study (in modern French) a series of medieval and early-modern poems, plays, treatises and essays that borrow from other languages and literatures, even as they establish French as a literary and a national language. The final portion of this class will include a meditation on the status of French language in contemporary Francophone countries based on Derrida's essay "Le monolinguisme de l'autre."
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN315**
Prereq: **None**

MDST321 Dialogues of Love: A Close Reading
Towards the end of the fifteenth century amidst the burgeoning cultures of the Italian Renaissance in Naples, Genova, and Venice, the exiled Ibero-Sephardic philosopher and physician Judah Abravanel (Leone Ebreo) composed a philosophical work on erotic ethics as a dialogue between love (Philone) and wisdom (Sophia). "The Dialogues of Love" (1535) presented early modern readers with an erotic cosmology which drew upon Ancient and Medieval texts including Plato, Neo-Platonism, Neo-Aristotelianism, Kabbalah, and scriptural commentary. Widely translated, read, and reprinted throughout the sixteenth century, this text animated literary and cultural life throughout sixteenth-century Europe, finding its way into the work of poets and fiction writers such as Miguel de Cervantes. This course engages this unique and breathtaking work of early modern philosophy through a close reading of a Renaissance cosmos staged as a lovers' courtship.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL321, RL&L321, CJST321**
Prereq: **None**

MDST330 Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes
Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his Arthurian tales became the basis for all future retellings of the legend. We will read these tales in depth, paying particular attention to their enigmatic quality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN330**
Prereq: **None**

MDST350 The First Female Historian: The Crusade-Era Epic History of Anna Komnena
Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena -- a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire -- to finally break into this most gendered of genres? And, how has Anna Komnena's accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with The Alexiad through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-COL**
Identical With: **COL350, HIST328**
Prereq: **None**

MDST353 Race, Ethnicity, and Religion in Medieval Literature
Why do white supremacists celebrate the European Middle Ages as a lost era of racial and religious purity? This course approaches that question and related issues by considering the emergence of medieval ideas of race, ethnicity and religious difference. We will also think through the meaning of these categories and recent controversies about locating "race" in medieval studies. Our focus will be on a selection of texts dealing with encounters -- real and imaginary -- of Western European Christians with cultures ranging from the Mongol Empire to the Jewish communities in their own territories. The readings will begin historically with the Crusades and the gruesome chronicles written by Christian, Muslim, and Jewish authors. We will move on to religious polemics, travel accounts, and romances: fictions that re-imagine the past in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL353, CJST353**
Prereq: **None**

MDST354Z Self and Text in Roman North Africa: Augustine's Confessions
The native North African Augustine of Hippo wrote the most influential autobiographical text in (so-called) Western literature. It remains the most brilliant text I have ever read: a mind-bendingly complex and yet fully coherent literary self. Let's read it together. Set between Carthage and Rome in 400, Augustine wrote just 10 years before the Eternal City would be sacked by the disaffected former legions of the empire (the Goths). Split between conqueror and conquered, civilization and apocalypse, Augustine wove humanity's existential and epistemological questions into a literary tapestry for the ages: Who am I? How do you speak? Who are you? How do I listen? Who are we? How do we know? At once memoir, critique of empire, philosophy, psychology, theology, personal history, criticism, and a letter, these Confessions require close, careful, focused, attentive readings from a diverse group of interpreters. Join our learning community and spend two snowbound weeks at Wesleyan with a book you will never forget.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL354Z, HIST354Z**
Prereq: **None**

MDST360 The Mediterranean Archipelago: Literary and Cultural Representations
"Islands which have / never existed / have made their ways / onto maps nonetheless" (Nicholas Hasluck). In this course, we study Mediterranean islands as geographical, textual, and metaphorical spaces. We focus on specific islands -- both fictional and real -- as case studies for the aesthetic, political, and metaphysical implications of insularity, while also aiming to present the Mediterranean as a spatial, historical, and cultural network of relationality and conflict. Elaborating upon Predrag Matvejevitc's statement that "the Mediterranean is not only geography," we approach Mediterranean insularity not only in cartographical representations (from Greek geographers to Arab cartographers), but also as poetic topos (from Ariosto's Island of Alcina to Goethe's Capri), narrative stratagem (from Homer's Phaeacia to Boccaccio's Rhodes), literary protagonist (from Deledda's Sardinia to Murgia's Sardinia), political concept (from Plato's Atlantis to Campanella's Taprobane), and existential condition (from Cervantes's Cyprus to Cavafy's Ithaca). We engage in a diachronic and synchronic exploration of Mediterranean islands' inherent dialectic between resistance and occupation, identity and assimilation, marginality and integration, zoological extinction and speciation, inbreeding and metissage, autochthony and allogeny, linguistic conservatism and creoleness, territorial boundedness and internal division. Our approach will also be archipelagic and include methods and concepts from historical linguistics and dialectology to diplomatic history and postcolonial poetics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ITAL289, WLIT340**
Prereq: **ITAL112**

MDST363 (Un)Popular Performances/Performances (Im)Populaires
In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular "study-abroad destination" for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 "season" are preserved in his personal papers in the National Library of Scotland. This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FREN363, COL363, THEA363**
Prereq: **None**

MDST373 From Courtly Love to Cannibalism: Medieval Romances
Romance is the narrative form of medieval sexualities and courtly love, but it also gives literary shape to social worlds in which a protagonist switches genders, skin color changes with religion, and a dog might be the hero of a narrative. In this course, we will begin with texts that date from the Romance's origins in 12th-century France and continue with the form's development up to the well-known Middle English texts of the 14th century, including Sir Gawain and the Green Knight set at King Arthur's court. Some of the topics we will consider are Romance's engagement with "chivalry," the religious and racial conflicts of the Crusades, and of course, Christian mysticism and the Holy Grail.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL373**
Prereq: **None**

MDST376 Travel and Communication in Europe
This course will explore the character of travel and communication networks, patterns, technologies, and ideas in Europe in the medieval and early modern periods. Students will therefore learn the concept of travel and mobility, whether commercial, cultural, or bureaucratic, and the concept of notable reconfigurations and acceleration of exchange in this period. Beyond ideas, the networks they linked to will be prominent. These include technologies such as the bridge, road, and wayfinding, as well as cybernetic creations like the riding horse (with iron shoes and complex needs); the development of institutions of hospitality, like the monastery, the hostel and the inn; and the adaptation

of writing to facilitate motion and communication. Due attention will be paid to exotic travel such as crusading, pilgrimage and warfare; however, routine business travel will be key, such as the trips required by law, by trade, by the search for money, and the desire to see family.

Methodologically, the course will focus on the idea of networks and the techniques of the digital humanities. Thus, text mining for information; mapping in GIS (Geographic Information Systems); and analyzing network relations will be important additions to the usual historical skills of reading and writing essays.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST376**
Prereq: **None**

MDST378 Visionary Journeys through Sacred Landscapes: Japanese Art of Pilgrimage
This course examines the ways in which religious paintings were used and viewed in medieval Japan. Emphasis will be laid on images of sacred landscapes and the visionary journeys they inspired. Though primarily conceived as fundraising tools and advertisements aimed at inspiring viewers to undertake a physical journey to the illustrated site, these images became sacred in their own right and were approached by worshipers as one would approach the enshrined deity of the represented site. They also allowed spiritual travel through the images, providing virtual pilgrims with the karmic benefits of actual pilgrimage without the hardships of travel. Each week we will immerse ourselves in a sacred site, reading about its history, deities, religious practices, and unique benefits. We will then look at how these were given visual form and the artistic language developed to endow these visual representations with the power to inspire and move contemporary audiences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA379, CEAS379**
Prereq: **None**

MDST379 Christianity and Sexuality
This course will explore a range of Christian teachings on, attitudes toward, and technologies of sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and trans practices and identities, and reproductive justice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI379, FGSS309**
Prereq: **None**

MDST390 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L390, COL393, GRST291, FREN390**
Prereq: **None**

MDST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MDST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MDST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

MDST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

MDST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MDST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MDST409 Senior Thesis Tutorial
Topic to be arranged in consultation with tutor.
Offering: **Host**
Grading: **OPT**

MDST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MDST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MDST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MDST427 Central Asian Music Ensemble
The Central Asian Music Ensemble is dedicated to the study and performance of music from a region at the crossroads of Eurasia, encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan. Established in Fall 2023, the ensemble currently comprises Kazakh and Kyrgyz plucked and bowed lutes, plucked zithers, end-blown flutes, clay ocarinas, jaw harps, frame drums, and other percussion instruments. Students learn the basic techniques of playing the instruments and singing in a variety of

regional styles while exploring the history and cultural significance of music in nomadic and sedentary Central Asian societies through individual tutorials, group rehearsals, and engagement with visiting artists from Central Asia. In addition to playing traditional and contemporary repertoires from the region, students are encouraged to compose and improvise with ensemble instruments. Previous experience with string or wind instruments such as the guitar, violin, cello, or flute is desirable but not required. Students from diverse backgrounds are welcome to participate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC427, REES227, ENVS427**
Prereq: **None**

MDST466 Education in the Field
Offering: **Host**
Grading: **OPT**

MDST470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MOLECULAR BIOLOGY AND BIOCHEMISTRY (MB&B)

MB&B101F The Personal Genomics Revolution (FYS)
The first draft of the human genome sequence was published approximately 15 years ago, having taken more than a decade to complete at a cost of approximately three billion dollars. With incredible advances in sequencing technology, accompanying analysis tools, and maturation of sequence databases, we have arrived at the beginning of an era of "personal genomics." Today, individuals can have their genomes sequenced in a few hours for a few hundred dollars! This course explores the kinds of information contained within one's genome and the various ways in which genome sequences can be used for improving quality of life. Students will conduct original research to explore societal attitudes about the use of personal genomics for the purpose of making lifestyle choices (dating, diet, vocations, etc.); establishing notions of personal identity (race, gender, nationality, etc.); creating new social networks (based on genetic kinship); or prolonging life span (and revolutionizing medicine). As part of this research, students will also consider ethical issues (e.g., privacy, discrimination) surrounding the use of personal genomics, as well as how education might impact societal attitudes on particular applications of this technology. As this is an FYS course, student work will focus on developing skills in scholarly writing, which will include peer evaluations of other student writing and production of a final scholarly paper based on the results of their research project.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B102F Writing about Science (FYS)
This first-year seminar course will cover topical areas of science including the chemistry of foods and food additives, drugs, diseases and their treatments, the environment, and reproductive technologies. This class would be an excellent choice for prospective non-science majors who have an interest in understanding how modern science works. The course will emphasize writing and how to convey complex scientific concepts to a lay audience. Students will take on special projects and work to understand and present their findings in presentations and written form.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B103 Copernicus, Darwin, and the Human Genome Project
Much of art and philosophy is inspired by the question: What does it mean to be human? The project of science has provided rational explanations of human identity that threaten our self-perception as special beings--beginning with the Copernican revolution and discoveries about our unspecial place in the universe. In this course, we will discuss three paradigms arising from modern molecular biology that provide perspective on the lines between living and non-living, human and non-human life, and human and machine by exploring the science of DNA, evolution, and the Human Genome Project, respectively. As part of both discussions, we will consider how society negotiates with science, as depicted in politics and popular art, ethical issues pertaining to the advancement of scientific (e.g., reproductive, genetic) technologies, and plausible resolutions to the tension between science and society that arise from a detailed understanding of the scientific method. Little or no background knowledge in science/biology will be assumed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B107 The Science of Human Health: Microbiology and Immunology
Studying the molecular and cellular biology of disease-causing viruses and bacteria, we will survey the basic mechanisms that they deploy to colonize and harm our bodies. We will also learn about the cells and macromolecules that comprise our immune system, how they act in concert to detect and combat disease or, in certain instances, cause autoimmune disease. A case-study approach will be pursued to join these two subjects and to illustrate the complex interplay between pathogens and the immune system that allows us to successfully combat certain diseases, become persistently infected by others, or succumb to debilitating or fatal illnesses.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B108F Discutamos la Ciencia en Español (Let's Discuss Science in Spanish) (FYS)
This introductory course is designed for students with intermediate to advanced knowledge of the Spanish language. The class focus is to help students understand basic scientific concepts in Spanish and discuss scientific literature of general interest in Spanish. The goal is to develop language skills (reading, listening, writing, and speaking) with focus on scientific topics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**

Prereq: **None**

MB&B108Z Discutamos la ciencia en Español (Lets discuss science in Spanish)
This introductory course is designed for students with intermediate to advanced knowledge of the Spanish language. The class focus is to help students understand basic scientific concepts in Spanish and discuss scientific literature of general interest in Spanish. The goal is to develop language skills (reading, listening, writing, and speaking) with focus on scientific topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B111 Introduction to Environmental Toxicology
This course will look at the human health consequences of anthropogenic and natural toxins in the environment. We will examine how chemicals are absorbed, distributed, and detoxified within our bodies, and the mechanism of acute and chronic damage to our health. We will explore how toxins travel through the environment and how permissible levels of exposure are decided upon. This naturally leads to a discussion about the perception and management of risk. We will look at case studies relating to industrial pollution, accidents, and contamination of our air, water, and food through the lens of human disease and social cost. Students are asked to think critically about available scientific evidence and form opinions about how much risk is acceptable in our daily lives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B112 Fundamentals of Public Health and Communicable Diseases Epidemiology
As Influenza, HIV-AIDS, and COVID-19 pandemics have made abundantly clear, Public Health is a vital field of science and medicine that impacts the health and well-being of our communities on a global scale. In this course, we will learn the core principles of public health approaches, their functions, and how they translate into a comprehensive public health system. Focus will be on important emerging and re-emerging infectious diseases of global impact. Lectures, discussions, and case studies will be utilized to weave infectious diseases and public health responses together to illustrate effective and innovative ways of improving the health of our world community. Economic, social, and medical barriers that impare progress will be addressed.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B113F The mRNA Revolution in Medicine: A Misunderstood & Mistrusted Science (FYS)
The first use of messenger RNA (mRNA) vaccines saved millions of lives in the COVID-19 pandemic. Yet mRNA technology has been widely mistrusted from its first public introduction into the present day. This course will detail how mRNA medicine works, and why it has enormous therapeutic potential in areas ranging from cancer to rare genetic diseases. Grounded in this scientific understanding, students will then develop their own project that explores why this revolutionary medical technology is met with such resistance today. Examples of possible areas of focus include the psychology of belief, pseudoscience, and comparative historical perspectives on other medical advancements.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B117 Life in the Cell from a Molecule's Perspective
What does DNA look like when it is not condensed into chromosomes? How do partners in molecular processes find each other? If a molecular motor "walks," how does it take a step? We will explore these major topics in molecular biophysics by discussing primary scientific literature. Emphasis will be placed on revealing the ways in which our understanding of biological processes can be improved by understanding the underlying physics. Students should have a broad high school science background, familiarity with quantitative and algebraic concepts, and a desire to incorporate quantitative thinking into verbal discourse. Writing is a core element of the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS107**
Prereq: **None**

MB&B119 Biology and Chemistry in the Modern World: A Survey of Drugs and Disease
This course will cover a wide range of topics of current interest that are at the intersection of biology and chemistry. In particular, the molecular basis of issues related to drugs and disease will form a focus of the course. Topics to be discussed will include psychoactive and performance-enhancing drugs, mad cow, cancer, viral and bacterial diseases, and the chemistry of foods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM119**
Prereq: **None**

MB&B155 Tiny Organisms with a Big Effect: The Microbiome
With the advent of advanced sequencing technology, we are able to characterize the microflora that lives on and inside of multicellular organisms, including humans. It follows that there are still many unknowns with respect to the function and dynamics of relationships between bacterial communities and their hosts. These bacterial communities, colonizing humans and other organisms with millions of microbes, have captured the interest of the public. Popular news outlets have made the disparate claims that the right human microbiome can act as a panacea and the wrong microbiome is such a calamity that it can destroy an individual's health. This course will look at the true nature of the microbiome, to the extent that current research has revealed. We will discuss both normal and abnormal bacterial community compositions and any related disease states. Similarly, we will cover changes in microbiome composition over time and with respect to host development. In class, we will also consider the microbiomes of other organisms and how the presence and composition of the microbiome relates to disease states and/or life history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL155**
Prereq: **None**

MB&B155Z Tiny Organisms with a Big Effect: The Microbiome
With the advent of advanced sequencing technology, we are able to characterize the microflora that lives on and inside of multicellular organisms, including humans. It follows that there are still many unknowns with respect to the function and dynamics of relationships between bacterial communities and their hosts. These bacterial communities, colonizing humans and other organisms with millions of microbes, have captured the interest of the public. Popular news outlets have made the disparate claims that the right human microbiome can act

as a panacea and the wrong microbiome is such a calamity that it can destroy an individual's health. This course will look at the true nature of the microbiome, to the extent that current research has revealed. We will discuss both normal and abnormal bacterial community compositions and any related disease states. Similarly, we will cover changes in microbiome composition over time and with respect to host development. In class, we will also consider the microbiomes of other organisms and how the presence and composition of the microbiome relates to disease states and/or life history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL155Z**
Prereq: **None**

MB&B160 Biochemical and Molecular Basis of Human Diseases
This general education course will cover the biochemical, molecular, genetic, and cellular aspects of selected human diseases. The basic anatomy of each relevant system will also be covered, along with ethical questions that can arise when addressing each condition. Topics will include sickle cell anemia, diabetes, atherosclerosis, and prion diseases.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity
This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from the genetic code in DNA through protein synthesis and function. Topics include DNA replication, chromosome dynamics, transcription, translation, and gene regulation. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including transport across cell membranes, cellular energetics, protein sorting, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology. This course will require about 10 hours per week of engagement. Students should enroll separately in MB&B/BIOL191 Principles of Biology 1 - Laboratory.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL181**
Prereq: **None**

MB&B181Z Principles of Biology I: Cell Biology and Molecular Basis of Heredity
This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of genetics and gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from genetic code in DNA through protein synthesis and function. Topics include DNA replication and repair, chromosome dynamics, RNA transcription, protein translation, gene regulation, and genomics. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including cell signaling, energetics, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL181Z**
Prereq: **None**

MB&B182 Principles of Biology II
This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL182**
Prereq: **MB&B181 OR MB&B181Z**

MB&B182Z Principles of Biology II
This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL182Z**
Prereq: **BIOL181Z**

MB&B191 Principles of Biology I--Laboratory
This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**

Identical With: **BIOL191**
Prereq: **None**

MB&B192 Principles of Biology II: Laboratory
This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. A specific emphasis will be placed on science communication.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL192**
Prereq: **[MB&B191 or BIOL191]**

MB&B193 Principles of Biology I Laboratory (Online)
This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL193, NS&B193**
Prereq: **None**

MB&B194 Principles of Biology II: Advanced Topics
This course provides an optional supplement to the introductory course in physiology, development, evolution, and ecology (BIOL182, which should be taken concurrently). It is designed for highly motivated biology students who seek to enrich their understanding by engaging with current research in an intensive seminar setting. Students in BIOL194 will read and discuss recent journal articles that probe in greater depth some of the subjects covered in BIOL182. Weekly meetings will consist of a short lecture by the professor followed by group discussion of the readings.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL194**
Prereq: **BIOL181 or MB&B181**

MB&B198 Principles of Biology II Laboratory _ Online
This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. Laboratory exercises use the techniques of electrophysiology, microscopy, computer simulations, and analyses of DNA sequence data. Some exercises will include exploration of physiological processes in living animals.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL198, NS&B198**
Prereq: **BIOL192**

MB&B207 Introduction to Biophysics
This course will introduce students to major topics in biophysics with an emphasis on the statistical physics of biological systems at the microscopic or molecular level. Topics covered will include molecular motors, self-assembly, and single-molecule manipulation. Students will learn how physical arguments and reasoning can provide significant insight into the design and function of biological systems. While this course is geared toward students who have had a full year of calculus-based physics, relevant concepts in biology and chemistry will be introduced as needed. No detailed knowledge of biology or chemistry beyond the high-school level is required for this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS207**
Prereq: **PHYS116**

MB&B208 Molecular Biology
This course is a comprehensive survey of the molecules and molecular mechanisms underlying biological processes. It will focus on the cornerstone biological processes of genome replication, gene expression, and protein function. The major biomacromolecules -- DNA, RNA, and proteins -- will be analyzed to emphasize the principles that define their structure and function. We will also consider how these components interact in larger networks within cells to permit processing of external and internal information during development and how these processes become perturbed in disease states.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL208**
Prereq: **MB&B181 OR MB&B181Z**

MB&B209 Research Frontiers in Molecular Biology and Biochemistry
This course of weekly discussions of current research is for students who have completed the MB&B or BIOL introductory series. Discussions will be informal in nature and cover topics of current interest in molecular biology and biochemistry, emphasizing possibilities for future research areas for the students.

Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Prereq: **MB&B181 or BIOL181**

MB&B210 Genetics and Genomics
Genetics has provided a foundation for modern biology. We will explore the classical genetics and go on to consider how genomics has transformed this field. This course is intended to introduce students to the fields of genetics and genomics, which encompass modern molecular genetics, bioinformatics, and the structure, function, and evolution of genomes. We will discuss important new areas of research that have emerged from the genome projects, such as epigenetics, polymorphisms, transgenics, systems biology, stem cell research, and disease mapping. Students will also discuss bioethical issues we face in this new postgenome era.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL210**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

MB&B212 Principles and Mechanisms of Cell Biology
The cell is the smallest structural and functional unit of an organism. The primary goal of this course is to understand the structure, organization, regulation and behavior of cells, because with this perspective one can begin to ask complex questions including: why does mutating a protein cause a cell to malfunction and how does this cause tissue malfunction or disease? We will examine the cell mainly in the context of the multicellular organism--where cells respond to as well as regulate their local environment. Hence, this course provides

students with a firm foundation in cell biology as we examine eukaryotic cell structure, organelle function, cell adhesion and motility, signal transduction and cell differentiation, cell survival and apoptosis, and consider how these mechanisms integrate to generate coherent cell behaviors. Published research will be discussed throughout the course in order to build students' understanding of research in cell biology. Lectures, assignments and assessments include opportunities for students to develop a broad and deep knowledge of cell biology, gain understanding of the scientific process of inquiry, experimentation and interpretation, and develop skill in analytical and critical thinking and scientific writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL212**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

MB&B213 Informal Science Education for Elementary School Students I
This service-learning course will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary-age children in an afterschool program taking place at five local elementary schools. The classroom components include writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CIS213**
Prereq: **None**

MB&B214 Informal Science Education for Elementary School Students II
This service-learning course will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary-age children in an afterschool program setting at five local elementary schools. The classroom component includes writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class. This course is a continuation of CHEM241.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CIS214**
Prereq: **None**

MB&B223 The Molecular Basis of Cancer
Cancer is a group of diseases characterized by unregulated cell growth and tissue invasion. This course will focus on the molecular events that lead to cancer. We will cover topics in both molecular and cellular biology and genetics that are relevant to understanding the differences between normal and cancer cells. Particular focus will be placed on oncogenes and tumor suppressor genes, DNA damage responses, the p53 signaling pathway, cell cycle regulation, and the molecular basis of cancer therapies. This course will utilize both the textbook and primary scientific literature in the study of cancer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **BIOL223**
Prereq: **MB&B181**

MB&B228 Medical Biochemistry
This introductory course will focus on the essential concepts of biochemistry important to students interested in the health professions, including the chemical and biological foundations of cellular metabolism and related disease states. Major topics will include the structure and function of biological molecules in the human body (proteins, carbohydrates, fats, nucleic acids, vitamins), enzyme catalysis, cellular signaling, and digestion, absorption, and processing of nutrients for energy and growth.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL228**
Prereq: **[MB&B181 or BIOL181] AND CHEM251**

MB&B231 Microbiology
This course will study microorganisms in action, as agents of disease, in ecological situations, and as tools for research in molecular biology, genetics, and biochemistry. Particular emphasis will be placed on new ideas in the field.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL231**
Prereq: **BIOL182 OR MB&B208**

MB&B232 Immunology
In this introduction to immunology, particular emphasis will be given to understanding both the innate immune response and its agents as well as the acquired immune response mediated by B and T cells. Cellular and antibody responses in health and disease will be addressed, along with mechanisms of immune evasion by pathogens, autoimmune disease, and cancer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL232**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182]) OR [MB&B208 or BIOL208]**

MB&B233 Cellular Mechanisms of Gene Regulation and Gene Editing Tools
This course will explain the mechanisms of gene expression in eukaryotes. Then we will define the main and current techniques used for gene editing (CRISPR/Cas9, TALEN, site director mutagenesis, CRE/Lox recombination). Discussions will include how these technologies can be used to optimize organisms for health, food, and energy applications. Ethical use and current regulations of gene editing tools will also be considered.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **MB&B181**

MB&B235 Microbiology Laboratory
This laboratory, to be taken concurrently with MB&B231, is an essential part of learning microbiology. Techniques in general and specific areas of microbiology including recombinant DNA procedures involving microorganisms will be taught.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Prereq: **None**

MB&B237 Signal Transduction
Cells contain elaborate systems for sensing their environment and for communicating with neighbors across the membrane barrier. This class will explore molecular aspects of signal transduction in prokaryotic and eukaryotic cells. Topics will include membrane receptors, GPCRs, kinases, phosphorylation, ubiquitination, calcium signaling, nuclear receptors, quorum sensing, and human sensory systems. We will integrate biochemical functional approaches with structural and biophysical techniques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **BIOL237**
Prereq: **[MB&B208 or BIOL208]**

MB&B240 How Do We Build Muscle? The Molecular Basis of Skeletal Muscle Development and Disease
This lecture- and discussion-based course examines the molecular mechanisms that govern skeletal muscle development, homeostasis, regeneration, and disease. Through critical analysis of primary research articles, students will explore the regulation of myogenesis, including transcriptional control, chromatin remodeling, signaling pathways, mitochondrial metabolism, and ion homeostasis. Emphasis is placed on understanding how disruptions in these processes lead to muscle disorders such as muscular dystrophies, mitochondrial myopathies, cachexia, and metabolic muscle disease. Students will learn to interpret experimental approaches commonly used in muscle biology, including genetic models, cell culture systems, multi-omics analyses, and physiological assays. The course integrates developmental biology with disease mechanisms, fostering mechanistic thinking and critical evaluation of scientific evidence. Designed for advanced undergraduates interested in molecular biology, physiology, regenerative biology, and biomedical research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **(MB&B181 OR BIOL181) AND (MB&B182 OR BIOL182) AND MB&B208 AND CHEM251**

MB&B265 Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265, COMP113, CIS265**
Prereq: **[MB&B181 or BIOL181]**

MB&B265Z Bioinformatics Programming
This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics. MB&B/BIOL181 or POI: Those not meeting the prerequisite should contact the professor directly.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL265Z, CIS265Z, COMP113Z**
Prereq: **MB&B181 OR BIOL181**

MB&B266 Bioinformatics
This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL266, COMP266, CIS266**
Prereq: **[MB&B181 OR BIOL181]**

MB&B285 Molecular Biology Journal Club I
This course involves presentation and discussion of recent literature in the field of molecular and cellular biology.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B585**
Prereq: **None**

MB&B286 Molecular Biology Journal Club II
This course includes the presentation and discussion of recent findings in the field of molecular and cellular biology.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B586**
Prereq: **None**

MB&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function
Membrane proteins constitute one-third of all cellular proteins and one-half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (e.g., x-ray crystallography, EM, NMR), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **NS&B303, MB&B523**

Prereq: **(CHEM251 AND CHEM252 AND [MB&B208 or BIOL208])**

MB&B306 Epigenetics
Basic genetics states that individuals with different DNA sequences express different traits. However, a large number of permanent and heritable changes to cells and organisms occur in the absence of changes to DNA sequence. Such epigenetic mechanisms explain a variety of disparate observations, including the ability of a zygote to develop into dozens of distinct cell types in multicellular organisms using one common DNA blueprint, the observation that grandchildren of individuals subject to famine have higher rates of metabolic defects, and the ability of neurons to mediate formation of long-term memories. In this course we will use a variety of examples from cell biology and genetics to examine the template-dependent processes governing the perpetuation of discrete phenotypes. Topics will include the molecular biology of prions (infectious proteins) and environment-induced alterations in gene expression that may be transmitted to offspring.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B506**
Prereq: **MB&B181**

MB&B307 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B507, CHEM507, CHEM307, PHYS317, PHYS517**
Prereq: **None**

MB&B308 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B508, CHEM508, PHYS318, PHYS518, CHEM308**
Prereq: **None**

MB&B309 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM309, CHEM509, MB&B509, PHYS339, PHYS539**
Prereq: **None**

MB&B310 Mechanisms of Protein Trafficking Within Eukaryotes
This course surveys the mechanisms of protein trafficking and sorting within eukaryotic cells with an emphasis on the major protein exocytosis pathway.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B510**
Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B311 Genomics Analysis
This course is an introduction to genomics and analysis for students with interest in life sciences. It introduces current applications of genomics techniques, covers how to build a genomics workflow, and introduces statistical analyses in R programming language. This course assumes little or no prior programming experience and will provide hands-on experience in taking raw next-generation sequencing data through a custom workflow and ending with analyses in R statistical software. This course emphasizes hands-on computational methodology, bioinformatics data analysis, and interpretation of quantitative information. The primary method of evaluation is through written work and weekly homework assignments and the course will increase students skill in scientific writing and scholarship. Classes will consist of lectures, discussion groups and cloud based computational projects designed to train transferable skills in big data analysis. Lectures, labs, assignments and assessments will promote deep knowledge in genomics and informatics, gaining understanding in the scientific process, thinking analytically and critically about biological questions, and formulating original ideas and testing them with big data. Skills gained during the course will include quantitative, statistical and graphical tools, scientific writing, oral communication and deep thinking about ethics in a genomics-enabled world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL310, CIS310**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

MB&B313 Molecular, Proteomic, and Cell Biological Analysis of Telomere Composition and Function
This course will focus on a critical feature of the eukaryotic cell known as the telomere, or linear chromosome end. We will discuss the diverse set of critical molecular mechanisms affected by and involving telomeres including chromosome segregation, cellular aging, meiotic gamete production, and cancer progression. We will also focus on the physical architecture of the telomere, how this architecture dynamically alters in different biological contexts, and the types of molecules known to associate with telomeres in multiple model organisms including yeast and human cells. An emphasis will be placed on experimental strategies used for identifying new components of the telomere complex and for understanding telomere function during normal and diseased cellular states.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B513**
Prereq: **None**

MB&B315 The Regulation of Ribosome Biosynthesis
This course will focus on understanding one of life's original, and still greatest, feats: namely, how cells make proteins. Since early life forms evolved ribosomes several billion years ago, their synthesis, regulation, function, and evolution have been at the core of all aspects of biology.

This act of protein translation is remarkable, not only for its efficiency and fidelity, but also for the sheer complexity of the reaction, including the wide variety of molecules (e.g., mRNAs, tRNAs, rRNAs, proteins, amino acids) that need to be harnessed for its execution. In this course, we will investigate the biosynthetic pathways that are involved in effecting protein synthesis from various approaches. Both prokaryotic and eukaryotic systems will be considered, including the questions of how ribosome biosynthesis and activity is relevant to genetic diseases, cancer, cell growth, and antibiotic activity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B515**
Prereq: **[MB&B208 or BIOL208]**

MB&B316 Advanced Topics in Structural Biology
This course will examine how researchers use the tools of structure determination to explore current fundamental questions in the biological sciences. Beginning with a short history of the field of structure biology, we will examine the benefits and limitations of various techniques used to study protein and DNA structure. We will read primary literary sources on a number of contemporary topics for which structural biology has made important contributions. This may include (but is not limited to) microbial pathogenesis, immunology, gene regulation, membrane protein biology, neurological signaling, signal transduction, and metabolism. This course will explore how the study of structural biology contributes to our understanding and treatment of human diseases, including the development of drugs and other therapeutic interventions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B516**
Prereq: **None**

MB&B317 Advanced Topics in Recombinant DNA
The breaking and rejoining of DNA molecules is at the heart of so many cell biological processes, including adaptive immunity, the common emergence of new viral variants (such as the flu), the fundamental life cycle of other viruses (such as retroviruses), the prevention of aneuploidy in reproductive cells, the production of chromosomal rearrangements in cancer cells, and the repair of damaged DNA. Used as a tool by molecular biologists, recombinant DNA has led to tremendous insight into cell function, development, and disease. Recombinant DNA methodology is growing in its capacity to precisely change the genes carried by organisms, which has important implications for both the food industry and medicine. In this half-semester course, we will examine primary literature that touches on how recombination between DNA sequences is utilized within cells and as a research tool by humans to promote new genetic outcomes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B517**
Prereq: **None**

MB&B321 Biomedicinal Chemistry
This course is designed to explore the molecular basis of disease and treatment options. Topics will reflect the importance of chemistry and biochemistry in the advancement of medicine today and will include treatment of metabolic disorders, rational drug design, and mode of drug action. A large portion of the course will be dedicated to learning computer programs used in computational drug design as part of a final drug design project.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM321**
Prereq: **(CHEM251 AND [CHEM383 or MB&B383])**

MB&B322 Mechanisms of Protein Trafficking Within Prokaryotes
This course surveys the mechanisms of membrane protein topogenesis and protein secretion within E coli, the quintessential prokaryote, where sophisticated genetic and biochemical analysis has been possible. The course surveys the primary literature with student presentations and a written final examination.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B522**
Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B325 Introduction to Biomolecular Structure
This course aims to provide a framework for understanding three-dimensional structures of proteins, nucleic acids, and their complexes. The first half of the course emphasizes structural modules and topological patterns in major classes of proteins and nucleic acids. The second part of the course covers novel structural motifs, such as helix-turn-helix, zinc-finger, and leucine zipper, that are responsible for recognition of specific nucleotide sequences in nucleic acids by proteins. Analysis of structures using tools available on the Web and independent exploration of protein and nucleic acid databases are strongly encouraged.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM325**
Prereq: **None**

MB&B328 Topics in Eukaryotic Genetics: Transcription
This half-semester course will follow two principal themes: We will examine the use of genetic methods in current biological research and apply these methods to address questions about the regulation of gene expression in eukaryotes. Our examination of transcriptional regulation will lead us into the related topics of gene organization, chromosome structure, and signal transduction.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B528**
Prereq: **None**

MB&B330 Molecular and Cellular Basis of Human Diseases
This course will cover the molecular, genetic, cellular, and biochemical aspects of selected human ailments. Topics will include aging, atherosclerosis, osteoporosis, diabetes, obesity, and Alzheimer's disease.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B530**
Prereq: **[MB&B208 or BIOL208] OR [CHEM383 or MB&B383]**

MB&B333 Gene Regulation
This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list

(i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. We will discuss various "Omics" tools, and in particular, sequencing-based strategies that provide information about the transcriptome and epigenome. We will also discuss current models on how transcriptional regimes unfold during the activation (or silencing) of genes, and how these processes become disrupted in various diseases. Finally, we will consider stochastic attributes of gene regulation that challenge "all or nothing" perspectives on cellular states (e.g., perspectives that genes are either "on" or "off," or that cells are either "differentiated" or not). An overarching theme is how genomes encode and execute regulatory programs in response to environmental and developmental cues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B533, BIOL533, BIOL333**
Prereq: **MB&B181 OR BIOL181**

MB&B334 Stochastic Biology: Randomness and Order in Gene Regulation
While much of biology is discussed with assumptions of "determinism" (e.g., the cell is instructed to express a transcription factor that activates a downstream gene in a deterministic and entirely predictable way) and "homogeneity" (e.g., a population of cells all behaving synchronously in the same way), there is a growing appreciation that many biological outcomes are, in fact, statistical phenomena and stochastic in nature. In this half-credit module, we will discuss stochastic behavior in biology from the perspective of gene expression. A focus will be on emerging molecular and cellular techniques that enable observation of stochastic behavior at a single-cell resolution, thus permitting researchers to characterize molecular behavior as it actually occurs, as opposed to averaging a behavior across a population of otherwise diverse individuals. Insights on stochastic behaviors have far-reaching implications in biology, challenging long-held perspectives on transcription, replication, signal transduction, enzymatics, disease states (such as cancer), stems cells, cell differentiation, aging, and adaptive evolution. This course will focus primarily on one of these: stochastic behavior in transcription and chromosome dynamics and its implications to understanding cell and tissue behavior.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B534**
Prereq: **None**

MB&B335 Protein Folding: From Misfolding to Disease
Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B535, CHEM335, CHEM535**
Prereq: **MB&B208 OR MB&B325**

MB&B336 Metals, Metalloenzymes, and Disease
This course examines how transition metals regulate cellular biochemistry and how disruptions in metal homeostasis contribute to human disease. Through analysis of primary scientific literature and active discussions, students will explore the roles of metals such as copper, iron, and zinc in enzymatic activity, mitochondrial function, redox balance, and gene regulation. Emphasis is placed on understanding how metal deficiency, overload, or mislocalization leads to developmental and degenerative disorders. Case studies include Wilson disease, Menkes disease, mitochondrial myopathies, neurodegenerative diseases, and cancer. Students will connect molecular mechanisms to tissue dysfunction and clinical outcomes while developing skills in critical analysis of experimental design and data interpretation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B536**
Prereq: **MB&B191 AND MB&B208 AND CHEM251**

MB&B338 Biology and MB&B Symposium I
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL338, BIOL538, MB&B538**
Prereq: **None**

MB&B339 Biology and MB&B Symposium II
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL339, BIOL539, MB&B539**
Prereq: **None**

MB&B340 Practical Methods in Biochemistry
This course centers on currently used techniques for protein separation, characterization, and purification, such as ultracentrifugation, gel electrophoresis, and chromatography. These topics will be introduced within the general context of the behavior of macromolecules in solution. The relative stability of proteins in different media, the forces stabilizing protein structure, and the interaction of proteins will be discussed. We will explicitly consider different techniques used to study proteins. Relatively novel techniques to be discussed include surface plasmon resonance, microarray methods and mass spectrometry, and single molecule microscopy. In the course, we will go through three or four different protein purification protocols and discuss the methods used in each one. We will also touch upon the commonly used spectroscopic techniques used to characterize proteins, including absorption, fluorescence, and circular dichroism. The course will focus on biochemical techniques and understanding the physical principles underlying these techniques and will also discuss tactics for optimizing established isolation and purification procedures and for isolating and characterizing an unknown protein.

The course content is appropriate for advanced undergraduates (juniors/seniors) and beginning graduate students from chemistry, biology, molecular biophysics or MB&B.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **CHEM390**
Prereq: **[MB&B208] OR [CHEM383 or MB&B383]**

MB&B361 RNA Biology
RNA is often sidelined as simply the intermediary between genomic information in DNA and the cell's crucial effectors in proteins. Yet the presence of RNA at the center of the central dogma not only hints at a key role in life origins, but also indicates the enormous power of RNA in controlling gene expression. This course will first cover RNA structural & catalytic capabilities, their possible role in life's origins, and their use in cells today. Second, we will detail how RNA participates in gene regulation via translation, splicing, modification, localization, quality control, decay, and more. Third, we will investigate emerging RNA technologies in both research and medicine that exploit RNA's centrality to macromolecular processes in the cell.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B561**
Prereq: **MB&B181**

MB&B364 Metals in Biochemistry
Approximately one third of all proteins are metalloproteins. This course covers how metal ions and cofactors are employed by biological systems, with a focus on metalloproteins and enzymes. Students will learn how metals interact with macromolecules and modern experimental methods used to study the structural, chemical, and physical properties of metalloproteins. Current literature from the field of bioinorganic chemistry will be discussed.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B564**
Prereq: **MB&B208 AND CHEM141 AND CHEM142**

MB&B367 Principals of the Cytoskeleton: How Cells Move and Change Their Shape
Cells come in all shapes and sizes and can dynamically change their shapes in response to environmental cues. How is cell shape determined and regulated? Intricate intracellular networks of protein polymers, that constitute the cytoskeleton, provide a rigid structure that determines cell shape. These cytoskeletal networks are dynamic and can generate forces that push or pull against cell membranes, producing protrusions or invaginations. The cytoskeleton can also produce forces that fold tissues to shape whole multicellular organisms. In cell-walled organisms (plants, fungi, and bacteria), rigid cell walls demarcate cell shape, and the cytoskeleton directs the deposition of new cell-wall material, shaping the cell wall as cells grow. Because the cytoskeleton plays a central role in cellular structural integrity, it is commonly targeted by pathogens, including Chlamydia trachomatis, Vibrio cholera, Listeria monocytogenes, and Rickettsia rickettsia. Each of these pathogens has evolved mechanisms to hijack and weaponize the host cytoskeleton to facilitate host cell invasion. In this discussion-based course we will read and discuss the primary research literature to answer questions such as: How is a single cytoskeletal polymer assembled? How are polymers arranged into networks? How do pathogens co-opt elements of the cytoskeleton during infection? During the course students will gain valuable skills in scientific communication and in how to plan, interpret and critique experimental protocols and data, all while discovering the design principles and amazing capabilities of the cytoskeleton.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B567**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

MB&B375 The Cell-Division Cycle and Cancer
This course will cover a broad range of topics that are related to the process of cell division. We will discuss how the cell cycle is executed and regulated in a variety of eukaryotic systems. Major consideration will be applied to discussions of cancer and the defects in cell-division regulation that underlie this disease. Some of the topics include growth factors, signaling pathways, apoptosis, cyclin-dependent kinases as cell-cycle regulators, transcriptional and posttranscriptional control of cell-cycle genes, DNA replication, DNA damage checkpoints, and tumor suppressors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B575**
Prereq: **None**

MB&B377 Advanced Genetics
This course will focus on classical genetics, a discipline that grew from a desire to explain how adaptive traits are passed from generation to generation. Special emphasis will be placed on model organism genetics and on understanding how classical genetic analysis, in conjunction with the analysis of cellular and chromosome behavior, led to key discoveries about the nature of the gene, DNA, RNA, protein, and cellular function.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B577**
Prereq: **None**

MB&B381 Physical Chemistry for the Life Sciences
The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of physical chemistry in the life sciences. Theory, methodology, and biophysical concepts are distributed throughout the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **CHEM381, MB&B581, ENVS382**
Prereq: **(CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

MB&B382 Practical and Theoretical NMR
Nuclear magnetic resonance (NMR) is an extremely powerful and flexible technique that can be used to analyze molecules sized from just a few atoms

up to tens of thousands of atoms. This course will provide an introduction to how NMR spectroscopy works and background on the important theoretical aspects relevant for the most common NMR experiments. Time will be spent gaining practical experience in conducting NMR experiments both during and outside class. The ultimate goal of both the theoretical and hands on sections of this course is to enable you to correctly select and perform NMR experiments necessary to characterize molecules. In addition to learning how NMR hardware is used to produce spectra, we also cover important tasks like sample preparation and the finer points of data processing that will help you get better data. Beyond simple one-dimensional experiments, we will discuss a number of different multidimensional NMR experiments for determining the structures of small organic molecules, including COSY, HSQC, HMBC, and NOE. Furthermore, you will learn how protein structures are solved using 2D and 3D experiments, and how the motion of those proteins can be measured at the atomic level.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM382**
Prereq: **None**

MB&B383 Biochemistry
This rigorous introductory course to the principles and concepts of contemporary biochemistry presents both the biological and chemical perspectives. The major themes will be the structure and function of the major macromolecules (proteins, lipids, and carbohydrates), the basis and measurement of enzymatic activity, and general mammalian and plant cellular metabolism.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM383**
Prereq: **CHEM252 AND MB&B208**

MB&B386 Biological Thermodynamics
This course is addressed to undergraduate and graduate students interested in biological chemistry and structural biology. The course presents thermodynamic methods currently used to relate structure to function in biological molecules. Topics include binding curves, chemical ligand linkages, binding polynomial, cooperativity, site-specific binding processes, and allosteric effects. Several models for allosteric systems, such as the Monod-Wyman-Changeux model, the induced-fit model, and the Pauling model, are analyzed in detail. Applications of these models are illustrated for functional regulation of respiratory proteins and for protein-nucleic-acid complexes involved in control of gene expression.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM386**
Prereq: **(MATH121 AND MATH122)**

MB&B387 Enzyme Mechanisms
The chemical mechanisms involved in the action of a series of typical enzymes will be considered.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM387**
Prereq: **[CHEM383 or MB&B383]**

MB&B394 Advanced Laboratory in Molecular Biology and Genetics
This course is designed to familiarize students with current research techniques in molecular biology, biochemistry, and genetics. A variety of methods and approaches will be applied in a series of short projects, primarily using E. coli and Saccharomyces cerevisiae (budding yeast) as model systems. Students will gain hands-on experience employing recombinant DNA, microbiology, protein biochemistry, and other methods to answer basic research questions. This course provides excellent preparation for students planning to conduct independent research at the undergraduate level (MB&B401/402) and beyond.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Prereq: **[MB&B208 or BIOL208]**

MB&B395 Structural Biology Laboratory
One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by X-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, cryo-electron microscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis, protein purification, and column chromatography. The course will provide hands-on experience with spectroscopic and biophysical methods such as fluorescence, UV-Vis absorption, X-ray crystallography, isothermal titration calorimetry, and circular dichroism as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **CHEM395, PHYS395**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM325 OR MB&B208 OR PHYS207)**

MB&B401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MB&B408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MB&B409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

MB&B422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

MB&B423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MB&B424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MB&B465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MB&B466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MB&B491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MB&B492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MB&B500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, E&ES500, MUSC500, PHYS500, PSYC500, MATH500**
Prereq: **None**

MB&B501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MB&B504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MB&B506 Epigenetics
Basic genetics states that individuals with different DNA sequences express different traits. However, a large number of permanent and heritable changes to cells and organisms occur in the absence of changes to DNA sequence. Such epigenetic mechanisms explain a variety of disparate observations, including the ability of a zygote to develop into dozens of distinct cell types in multicellular organisms using one common DNA blueprint, the observation that grandchildren of individuals subject to famine have higher rates of metabolic defects, and the ability of neurons to mediate formation of long-term memories. In this course we will use a variety of examples from cell biology and genetics to examine the template-dependent processes governing the perpetuation of discrete phenotypes. Topics will include the molecular biology of prions (infectious proteins) and environment-induced alterations in gene expression that may be transmitted to offspring.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B306**
Prereq: **MB&B181**

MB&B507 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry

from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B307, CHEM507, CHEM307, PHYS317, PHYS517**
Prereq: **None**

MB&B508 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B308, CHEM508, PHYS318, PHYS518, CHEM308**
Prereq: **None**

MB&B509 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B309, CHEM309, CHEM509, PHYS339, PHYS539**
Prereq: **None**

MB&B510 Mechanisms of Protein Trafficking Within Eukaryotes
This course surveys the mechanisms of protein trafficking and sorting within eukaryotic cells with an emphasis on the major protein exocytosis pathway.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B310**
Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B513 Molecular, Proteomic, and Cell Biological Analysis of Telomere Composition and Function
This course will focus on a critical feature of the eukaryotic cell known as the telomere, or linear chromosome end. We will discuss the diverse set of critical molecular mechanisms affected by and involving telomeres including chromosome segregation, cellular aging, meiotic gamete production, and cancer progression. We will also focus on the physical architecture of the telomere, how this architecture dynamically alters in different biological contexts, and the types of molecules known to associate with telomeres in multiple model organisms including yeast and human cells. An emphasis will be placed on experimental strategies used for identifying new components of the telomere complex and for understanding telomere function during normal and diseased cellular states.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B313**
Prereq: **None**

MB&B515 The Regulation of Ribosome Biosynthesis
This course will focus on understanding one of life's original, and still greatest, feats: namely, how cells make proteins. Since early life forms evolved ribosomes several billion years ago, their synthesis, regulation, function, and evolution have been at the core of all aspects of biology.

This act of protein translation is remarkable, not only for its efficiency and fidelity, but also for the sheer complexity of the reaction, including the wide variety of molecules (e.g., mRNAs, tRNAs, rRNAs, proteins, amino acids) that need to be harnessed for its execution. In this course, we will investigate the biosynthetic pathways that are involved in effecting protein synthesis from various approaches. Both prokaryotic and eukaryotic systems will be considered, including the questions of how ribosome biosynthesis and activity is relevant to genetic diseases, cancer, cell growth, and antibiotic activity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B315**
Prereq: **[MB&B208 or BIOL208]**

MB&B516 Advanced Topics in Structural Biology
This course will examine how researchers use the tools of structure determination to explore current fundamental questions in the biological sciences. Beginning with a short history of the field of structure biology, we will examine the benefits and limitations of various techniques used to study protein and DNA structure. We will read primary literary sources on a number of contemporary topics for which structural biology has made important contributions. This may include (but is not limited to) microbial pathogenesis, immunology, gene regulation, membrane protein biology, neurological signaling, signal transduction, and metabolism. This course will explore how the study of structural biology contributes to our understanding and treatment of human diseases, including the development of drugs and other therapeutic interventions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B316**
Prereq: **None**

MB&B517 Advanced Topics in Recombinant DNA
The breaking and rejoining of DNA molecules is at the heart of so many cell biological processes, including adaptive immunity, the common emergence of new viral variants (such as the flu), the fundamental life cycle of other viruses (such as retroviruses), the prevention of aneuploidy in reproductive cells, the production of chromosomal rearrangements in cancer cells, and the repair of damaged DNA. Used as a tool by molecular biologists, recombinant DNA has led to tremendous insight into cell function, development, and disease. Recombinant DNA methodology is growing in its capacity to precisely change the genes carried by organisms, which has important implications for both the food industry and medicine. In this half-semester course, we will examine primary literature that

touches on how recombination between DNA sequences is utilized within cells and as a research tool by humans to promote new genetic outcomes.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B317**
Prereq: **None**

MB&B520 Topics in Nucleic Acid Structure
This course focuses on the principles of nucleic acid structure. The scope of this course is to go beyond the common DNA structures such as B-DNA and A-DNA helical structures. The course will concentrate on other DNA structural motifs such as branched DNA, supercoiled DNA, triplex DNA, and quadruplex DNA. Physical characterization of these structures as well as the functional implication of these structures (in terms of DNA replication, transcription, telomeres, etc.) will be discussed extensively. Discussion will also center on the forces that stabilize these structures, such as H-bonding and stacking interactions. The course will also cover other important DNA structural motifs such as curved or bent DNA as found in A-tracts and the relevance of these structures in promoter recognition and gene expression. Important RNA structures, such as ribozymes and pseudoknots, will be discussed. We will also discuss the significance of DNA structural motifs in eukaryotic genomes and the application of bioinformatic tools to search for these motifs.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

MB&B522 Mechanisms of Protein Trafficking Within Prokaryotes
This course surveys the mechanisms of membrane protein topogenesis and protein secretion within E coli, the quintessential prokaryote, where sophisticated genetic and biochemical analysis has been possible. The course surveys the primary literature with student presentations and a written final examination.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B322**
Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B523 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function
Membrane proteins constitute one-third of all cellular proteins and one-half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (e.g., x-ray crystallography, EM, NMR), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B303, NS&B303**
Prereq: **(CHEM251 AND CHEM252 AND [MB&B208 or BIOL208])**

MB&B528 Topics in Eukaryotic Genetics: Transcription
This half-semester course will follow two principal themes: We will examine the use of genetic methods in current biological research and apply these methods to address questions about the regulation of gene expression in eukaryotes. Our examination of transcriptional regulation will lead us into the related topics of gene organization, chromosome structure, and signal transduction.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B328**
Prereq: **None**

MB&B530 Molecular and Cellular Basis of Human Diseases
This course will cover the molecular, genetic, cellular, and biochemical aspects of selected human ailments. Topics will include aging, atherosclerosis, osteoporosis, diabetes, obesity, and Alzheimer's disease.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B330**
Prereq: **[MB&B208 or BIOL208] OR [CHEM383 or MB&B383]**

MB&B533 Gene Regulation
This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. We will discuss various "Omics" tools, and in particular, sequencing-based strategies that provide information about the transcriptome and epigenome. We will also discuss current models on how transcriptional regimes unfold during the activation (or silencing) of genes, and how these processes become disrupted in various diseases. Finally, we will consider stochastic attributes of gene regulation that challenge "all or nothing" perspectives on cellular states (e.g., perspectives that genes are either "on" or "off," or that cells are either "differentiated" or not). An overarching theme is how genomes encode and execute regulatory programs in response to environmental and developmental cues.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B333, BIOL533, BIOL333**
Prereq: **MB&B181 OR BIOL181**

MB&B534 Stochastic Biology: Randomness and Order in Gene Regulation
While much of biology is discussed with assumptions of "determinism" (e.g., the cell is instructed to express a transcription factor that activates a downstream gene in a deterministic and entirely predictable way) and "homogeneity" (e.g., a population of cells all behaving synchronously in the same way), there is a growing appreciation that many biological outcomes are, in fact, statistical phenomena and stochastic in nature. In this half-credit module, we will discuss stochastic behavior in biology from the perspective of gene expression. A focus will be on emerging molecular and cellular techniques that enable observation of stochastic behavior at a single-cell resolution, thus permitting researchers to characterize molecular behavior as it actually occurs, as opposed to averaging

a behavior across a population of otherwise diverse individuals. Insights on stochastic behaviors have far-reaching implications in biology, challenging long-held perspectives on transcription, replication, signal transduction, enzymatics, disease states (such as cancer), stems cells, cell differentiation, aging, and adaptive evolution. This course will focus primarily on one of these: stochastic behavior in transcription and chromosome dynamics and its implications to understanding cell and tissue behavior.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B334**
Prereq: **None**

MB&B535 Protein Folding: From Misfolding to Disease
Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B335, CHEM335, CHEM535**
Prereq: **MB&B208 OR MB&B325**

MB&B536 Metals, Metalloenzymes, and Disease
This course examines how transition metals regulate cellular biochemistry and how disruptions in metal homeostasis contribute to human disease. Through analysis of primary scientific literature and active discussions, students will explore the roles of metals such as copper, iron, and zinc in enzymatic activity, mitochondrial function, redox balance, and gene regulation. Emphasis is placed on understanding how metal deficiency, overload, or mislocalization leads to developmental and degenerative disorders. Case studies include Wilson disease, Menkes disease, mitochondrial myopathies, neurodegenerative diseases, and cancer. Students will connect molecular mechanisms to tissue dysfunction and clinical outcomes while developing skills in critical analysis of experimental design and data interpretation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B336**
Prereq: **MB&B191 AND MB&B208 AND CHEM251**

MB&B538 Biology and MB&B Symposium I
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B338, BIOL338, BIOL538**
Prereq: **None**

MB&B539 Biology and MB&B Symposium II
Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL339, BIOL539, MB&B339**
Prereq: **None**

MB&B543 The Hidden World: Microscopy and Its Central Role in Cell and Molecular Biology
This class will examine fundamental and cutting-edge imaging tools that are used to visualize cellular structures and processes. The course objective is to teach both the physical mechanics underlying how a microscope achieves magnification and resolution and how progressively more sophisticated imaging tools have consistently facilitated major advancements in our understanding of cell and molecular biological events.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-MBB**
Prereq: **MB&B208**

MB&B549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MB&B550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MB&B557 Research Seminars in Molecular Biology
This seminar course comprises weekly one-hour formal presentations by MB&B Department graduate students about their research projects. The presentations include background information and rationale of the project, description of research approaches and methodology, experimental details, results and analysis, including problem-solving activities/plans and future directions. Active discussion among the participants promotes sharing of new ideas and techniques and enhances students' communication skills.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

MB&B558 Research Seminars in Molecular Biology
This seminar course comprises weekly one-hour formal presentations by MB&B Department graduate students about their research projects. The presentations include background information and rationale of the project, description of research approaches and methodology, experimental details, results and analysis, including problem-solving activities/plans and future directions. Active discussion among the participants promotes sharing of new ideas and techniques and enhances students' communication skills.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

MB&B561 RNA Biology
RNA is often sidelined as simply the intermediary between genomic information in DNA and the cell's crucial effectors in proteins. Yet the presence of RNA at the center of the central dogma not only hints at a key role in life origins, but also indicates the enormous power of RNA in controlling gene expression. This course will first cover RNA structural & catalytic capabilities, their possible role in life's origins, and their use in cells today. Second, we will detail how RNA participates in gene regulation via translation, splicing, modification, localization, quality control, decay, and more. Third, we will investigate emerging RNA technologies in both research and medicine that exploit RNA's centrality to macromolecular processes in the cell.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B361**
Prereq: **MB&B181**

MB&B564 Metals in Biochemistry
Approximately one third of all proteins are metalloproteins. This course covers how metal ions and cofactors are employed by biological systems, with a focus on metalloproteins and enzymes. Students will learn how metals interact with macromolecules and modern experimental methods used to study the structural, chemical, and physical properties of metalloproteins. Current literature from the field of bioinorganic chemistry will be discussed.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B364**
Prereq: **MB&B208 AND CHEM141 AND CHEM142**

MB&B567 Principals of the Cytoskeleton: How Cells Move and Change Their Shape
Cells come in all shapes and sizes and can dynamically change their shapes in response to environmental cues. How is cell shape determined and regulated? Intricate intracellular networks of protein polymers, that constitute the cytoskeleton, provide a rigid structure that determines cell shape. These cytoskeletal networks are dynamic and can generate forces that push or pull against cell membranes, producing protrusions or invaginations. The cytoskeleton can also produce forces that fold tissues to shape whole multicellular organisms. In cell-walled organisms (plants, fungi, and bacteria), rigid cell walls demarcate cell shape, and the cytoskeleton directs the deposition of new cell-wall material, shaping the cell wall as cells grow. Because the cytoskeleton plays a central role in cellular structural integrity, it is commonly targeted by pathogens, including Chlamydia trachomatis, Vibrio cholera, Listeria monocytogenes, and Rickettsia rickettsia. Each of these pathogens has evolved mechanisms to hijack and weaponize the host cytoskeleton to facilitate host cell invasion. In this discussion-based course we will read and discuss the primary research literature to answer questions such as: How is a single cytoskeletal polymer assembled? How are polymers arranged into networks? How do pathogens co-opt elements of the cytoskeleton during infection? During the course students will gain valuable skills in scientific communication and in how to plan, interpret and critique experimental protocols and data, all while discovering the design principles and amazing capabilities of the cytoskeleton.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B367**
Prereq: **MB&B181 OR BIOL181 OR BIOL181Z**

MB&B571 Teaching: Techniques and Theory
This course will help teaching assistants working with the Principles of Biology labs prepare to teach weekly lab sessions. Students will obtain hands-on experience with various techniques in the areas of molecular and cell biology. In addition, best teaching practices will be discussed and students will share their teaching experiences with each other.

This course may be repeated up to two times for credit.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL571**
Prereq: **None**

MB&B575 The Cell-Division Cycle and Cancer
This course will cover a broad range of topics that are related to the process of cell division. We will discuss how the cell cycle is executed and regulated in a variety of eukaryotic systems. Major consideration will be applied to discussions of cancer and the defects in cell-division regulation that underlie this disease. Some of the topics include growth factors, signaling pathways, apoptosis, cyclin-dependent kinases as cell-cycle regulators, transcriptional and posttranscriptional control of cell-cycle genes, DNA replication, DNA damage checkpoints, and tumor suppressors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B375**
Prereq: **None**

MB&B577 Advanced Genetics
This course will focus on classical genetics, a discipline that grew from a desire to explain how adaptive traits are passed from generation to generation. Special emphasis will be placed on model organism genetics and on understanding how classical genetic analysis, in conjunction with the analysis of cellular and chromosome behavior, led to key discoveries about the nature of the gene, DNA, RNA, protein, and cellular function.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B377**
Prereq: **None**

MB&B581 Physical Chemistry for the Life Sciences
The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of physical chemistry in the life sciences. Theory, methodology, and biophysical concepts are distributed throughout the course.
Offering: **Crosslisting**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B381, CHEM381, ENVS382**
Prereq: **(CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

MB&B585 Molecular Biology Journal Club I
This course involves presentation and discussion of recent literature in the field of molecular and cellular biology.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B285**
Prereq: **None**

MB&B586 Molecular Biology Journal Club II
This course includes the presentation and discussion of recent findings in the field of molecular and cellular biology.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **MB&B286**
Prereq: **None**

MB&B587 Seminar in Biological Chemistry
This course involves weekly presentations and discussions based on current research.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CHEM587**
Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208)**

MB&B588 Seminar in Biological Chemistry
This course involves weekly presentations and discussions based on current research.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CHEM588**
Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208)**

MUSIC (MUSC)

MUSC102 World Music
This course will explore the diversity and range of musical expression around the world, mapping styles across Asia, Africa, Europe, and the Americas. We will immerse ourselves in a combination of extensive listening to recordings and viewing videos, reading, discussion, in-class performances, and attending relevant cultural events. The world as a whole will be surveyed and regional traits will be identified. Emphasis will be placed on specific pieces, musical instruments, artists, genres, and countries; discovering cross-cultural commonalities and differences; and understanding histories and processes of globalization. Assignments will consist of quizzes on the listening material, Moodle Forum posts, recording and concert reviews, and midterm and final group or solo projects. Three parallel goals will be pursued: 1) to become literate in a broad range of music from around the world; 2) to become familiar with a variety of approaches to understanding music from around the world; and 3) to experience the creative formation of a global music community in microcosm through midterm and final projects.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC103 Materials and Design
Materials and Design is an introduction to some of the elements of musical notation within the Western European musical tradition. Its primary aim is to provide students with a vocabulary and set of tools with which they can describe their experience of music, broadly understood. Focused on music's formal construction and operation within a specific cultural practice, the course also encourages critical listening and thinking skills across genres and geographies. It presumes no prior musical knowledge or training. This particular version of Materials and Design (Spring 2027) is an experimental version that examines how musical notational and theoretical practices are often encoded in digital audio workstations by teaching Ableton Live alongside introductory music theory. The class culminates in final creative projects developed over the course of the semester. Additional lab sessions outside of class are required for developing both theory and software skills. Prior experience with Ableton or digital audio tools are not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC103T Theory of Pop Music
This class endeavors to introduce students to fundamental music theory topics through analysis of popular music from the 20th and 21st centuries. We will use the work of such artists as The Beatles, Radiohead, Lauryn Hill, Beyoncé, Kendrick Lamar, Prince, etc., to teach scales and modes, basic jazz fundamentals, chord progressions, secondary functions, and song form. Besides discussion and in-class analysis, students will build their compositional "toolkit" by studying and discussing compositional techniques, learn how genre is created using theoretical principles, and will be asked to write in those genres through templated compositional exercises. Students will demonstrate theoretical analysis of pop songs in essay form and will learn to transcribe pop songs by ear, notating the chord progressions and melodies. As students progress in their theoretical knowledge, they will practice analyzing their own -- and each other's -- music.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA229**
Prereq: **None**

MUSC103Z Materials and Design
Materials and Design is an introduction to some of the elements of musical notation within the western European musical tradition. Its primary aim is to provide students with a vocabulary and set of tools with which they can describe their experience of music, broadly understood. Focused on music's formal construction and operation within a specific cultural practice, the course also encourages critical listening and thinking skills across genres and geographies. It presumes no prior musical knowledge or training. Unlike the Fall and Spring versions of MUSC 103, this version of Materials and Design is expanded in terms of scope and the level of student engagement. In the case of the former, the summer terms will allow for vibrant discussions about the history of musical "materials"--instruments, natural resources, and people--as well as how these materials are "designed"--notational practices, improvisation, the formation of canons, accessibility related to class, gender, sexuality, race, and place of origin.

In the case of the latter, whereas the Fall and Spring versions of the course are designed for the quick acquisition of a specific skill set, the immersion format of the summer course will allow for greater and more individualized exploration, including independent and group listening assignments, improvisation exercises, discussion posts, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC104 Rhythms of the World: An Introduction to Rhythm, Meter, and (Musical) Time
In MUSC 104, students explore the diverse ways people around the world use rhythm and time in musical expression. Through a combination of experiential learning and theoretical investigation, students will discover what rhythmic models reveal about music cultures and how these models resonate in us when we put them into practice. Our direct interactions with varied musical traditions will deepen students' rhythmic skills, broaden their musical creativity, and provide a foundation for deeper engagement in Wesleyan's musical offerings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC105 MF DOOM and Pierre Henry
This course will explore the relationship between hip hop and musique concrete by investigating the works of MF DOOM and Pierre Henry. The music of both employs the full range of sound through techniques of turntablism and sound sampling. In this course, we will explore the basic processes of sampling and field recording and use the compositional methods of DOOM and Henry in the creation of our own pieces. In this process, we will also examine the role of these methods in the history of hip hop and musique concrete. Course work will consist of weekly writing assignments and discussions plus monthly creative compositional assignments. Any choice of sampling software may be used in the completion of those assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC106 A Thousand Years of Music History
This course will offer a history of European art music from the early Middle Ages to the present day. Featured composers will include Hildegard, Machaut, Strozzi, Bach, Handel, Mozart, Beethoven, Debussy, Stravinsky, Beach, and Cage. Students will relate course content to art, architecture, and literature of the periods, as well as to major economic and historical events. We will explore the technical workings of music and together build a vocabulary for analyzing music and articulating a response to it; music will be interpreted as a cultural phenomenon. By the end of the semester, students should be equipped for a lifetime of informed listening.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC108 History of Rock and R&B
This course will survey the history of rock and r&b (broadly defined as a conglomeration of loosely connected popular musical genres) from their origins in the 1940s and '50s through the early 1990s. Three parallel goals will be pursued: to become literate in the full range of their constituent traditions; to experience the workings of the music industry by producing group projects; and to become familiar with a variety of theoretical approaches to the music, confronting issues such as economics of the industry, race relations and identities, youth culture and its relationship to American popular culture, and popular music as a creative, cultural, and social force. For the midterm and final projects, the class will form a music industry in microcosm (musicians, journalists, producers, video and sound engineers, visual artists), resulting in audio and video releases and a magazine.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC109 Introduction to Experimental Music
This course is a survey of recent and historical electronic and instrumental experimental works. MUSC 109 begins with early experimentalists and germinal works of John Cage, then quickly moves to a wide range of composers working with idiosyncratic electronics, invented instruments, intermedia, sound art, and many other areas of sound exploration and inquiry. Artists works include (and are not limited to) Henry Cowell, Earle Brown, Christian Wolff, Morton Feldman, Anthony Braxton, La Monte Young, Terry Riley, David Behrman, Gordon Mumma, Alvin Lucier, La Monte Young, Muhal Richard Abrams, George Lewis, Roscoe Mitchell, Robert Ashley, Steve Reich, Philip Glass, Meredith Monk, Laurie Anderson, Arthur Russell, John Zorn, and Julius Eastman. The course includes discussions of recent work by composers, performers, and sound artists such as Pamela Z, Tristan Perich, Guillermo Galindo, Lesley Flanigan, Jace Clayton (DJ / rupture), Holly Herndon, Raven Chacon, Jennifer Walshe, and Object Collection. The course includes lectures, demonstrations, and performances, and occasional visits by special guests.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC110 Introduction to South Indian Music
This course will introduce students to one of the world's great musical traditions, one that has been part of Wesleyan's renowned World Music Program for more than 60 years. Students will learn beginning performance techniques in melody (raga) and rhythm (tala), the cornerstones of South Indian music. Through a listening component, they will also learn to identify important ragas (melodic modes). Lectures will cover a wide range of topics, including karnatak (classical) music, temple and folk traditions, music in South Indian film, and pop music. Readings and lectures will also provide the historical and cultural context for this rich and diverse musical world and will prepare students for the fullest possible enjoyment of the annual Navaratri Festival in October.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS110**
Prereq: **None**

MUSC111 Music and Theater of Indonesia
Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A portion of the course is devoted to demonstrations and workshops, including instruction of an Islamic frame drum ensemble, singing, and Gamelan (percussion ensemble of Java and Bali).
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA348, GSAS211**
Prereq: **None**

MUSC115 Introduction to North Indian Music
This course will introduce students to North Indian Hindustani classical music, one of the two classical musical traditions of India. Students will learn about the basic concepts of melody and rhythm--the cornerstones of Indian music. Through listening components, they will also learn to sing the basics and identify important ragas (melodic modes) and tal (rhythm). Lectures will cover a wide range of topics, including Hindustani (classical) music, light classical music genres, folk music traditions, music in Bollywood film, and contemporary pop music. Readings and lectures will also provide the historical and cultural context for this rich and diverse musical world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS115**
Prereq: **None**

MUSC116 Visual Sounds: Exploring the Landscape and Architecture of Musical Notation
This course examines a diverse range of musical works seeing their notation as a process of translation, transformation, provocation, and imagination. Tracing a thread from medieval notations through to contemporary scores, we investigate the shifting tensions between the sonic and the visual over the long arc of music history. Why were sounds inscribed in the 9th century? How do 1960s scores reflect the radicalism of their era? Connections across centuries help shed light on musicians for whom the creative potential of notation surpasses its descriptive and prescriptive functions. Featured composers will include Hildegard of Bingen, Guillaume de Machaut, La Monte Young, George Brecht, Earle Brown, John Cage, Cornelius Cardew, Cathy Berberian, Yoko Ono, Pauline Oliveros, Mark Applebaum, and Claudia Molitor. Complementary materials comprise visual art, concrete poetry, and live theater.

One of the reason composers started to experiment with open scores in the 1950s and '60s was to develop a kind of musical notation that could be read, and therefore performed, even by those who did not identify as musically literate. This course is, accordingly, open to all students. No prior knowledge of musical notation or instrumental expertise is required. Meetings will involve discussion of a wide range of readings with the goal of expanding understanding of multiple relationships between music and visual materials.

Learning Objectives:

- To gain familiarity with the diversity of forms of musical notation.

- To recognize the variable relationships between inspiration, transcription, performance, and recordings.

- To consider musical notation as a form of design, a language code, and a form of translation.

- To develop creative processes and understand the creative processes of others.

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

MUSC116F Visual Sounds: Exploring the Landscape and Architecture of Musical Notation (FYS)
This course examines a diverse range of musical works, seeing their notation as a process of translation, transformation, provocation, and imagination. Tracing a thread from medieval notations through to contemporary scores, we investigate the shifting tensions between the sonic and the visual over the long arc of music history. Why were sounds inscribed in the 9th century? How do 1960s scores reflect the radicalism of their era? Connections across centuries help shed light on musicians for whom the creative potential of notation surpasses its descriptive and prescriptive functions. Featured composers will include Hildegard of Bingen, Guillaume de Machaut, La Monte Young, George Brecht, Earle Brown, John Cage, Cornelius Cardew, Cathy Berberian, Yoko Ono, Pauline Oliveros, Mark Applebaum, and Claudia Molitor. Complementary materials comprise visual art, concrete poetry, and live theater.

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

MUSC117 Musicking Body
"What is this thing called music?" asks Christopher Small in his book "Musicking" (1998) and observes, "Music is not a thing at all but an activity, something that people do." Taking a cue from Small's concept of "musicking" as an inherently social and physical process, this course will explore the role of the human body in the act of music performance and the creation of musical meaning. We will discuss interdisciplinary approaches to the study of music as embodied experience, drawing insight from fields as diverse as philosophy, feminist and performance studies, anthropology, ethnochoreology, and ethnomusicology. We will examine the modes, aesthetics, and cultural connotations of bodily expression, movement, and gesture in a variety of music and dance traditions worldwide--from Sufi-shamanic rituals in Central Asia to Indian classical vocal music, and from drumming and martial arts in East Asia to African American popular genres. By engaging with a range of theoretical perspectives and case studies of embodied sounds, we will reflect on the corporeal, sensory aspects of music performance and perception, the tacit nature of learning and transmission, the intersections of human musicking with the environment and technology, and the ways in which the musicking body is entangled with the physical, social, spiritual, and political forces that shape our lives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC117F Musicking Body (FYS)
"What is this thing called music?" asks Christopher Small in his book "Musicking" (1998) and observes, "Music is not a thing at all but an activity, something that people do." Taking a cue from Small's concept of "musicking" as an inherently social and physical process, this course will explore the role of the human body in the act of music performance and the creation of musical meaning. We will discuss interdisciplinary approaches to the study of music as embodied experience, drawing insight from fields as diverse as philosophy, feminist and performance studies, anthropology, ethnochoreology, and ethnomusicology. We will examine the modes, aesthetics, and cultural connotations of bodily expression, movement, and gesture in a variety of music and dance traditions worldwide--from Sufi-shamanic rituals in Central Asia to Indian classical vocal music, and from drumming and martial arts in East Asia to African American popular genres. By engaging with a range of theoretical perspectives and case studies of embodied sounds, we will reflect on the corporeal, sensory aspects of music performance and perception, the tacit nature of learning and transmission, the intersections of human musicking with the environment and technology, and the ways in which the musicking body is entangled with the physical, social, spiritual, and political forces that shape our lives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC118F Bob Dylan and His World: Sources and Legacies (FYS)
Bob Dylan's songwriting, recordings, and performances in the 1960s are widely recognized as causing a seismic shift in American music and in the youth counterculture. He did not exist in a vacuum, though, and drew deep from the wells represented by songwriter Woody Guthrie, mountain ballad singer Jean Ritchie, and blues musician Robert Johnson, among many others. His meeting with the Beatles and subsequent world tour with the Band caused unforeseen reverberations, such as the Beatles moving into increasingly sophisticated lyrical territory and Aretha Franklin covering a song by the Band. Many artists covered Dylan songs early on (Stevie Wonder, Sam Cooke, the Byrds, and Sonny and Cher), and many credited Dylan with opening up new avenues of creative expression, including Joni Mitchell, who has been recognized as one of the most inspiring and accomplished singer-songwriters of any era. In this course we will explore (1) the sources of Dylan's art; (2) Dylan's albums, performances, and films throughout his career, with a primary focus on the 1960s; and (3) artists who have been touched by Dylan's legacy, including those outside of North America. We bypass hero worship in favor of understanding cultural and social currents that enable individuals like Dylan to blossom. In addition to collecting, interpreting, analyzing, and presenting evidence as part of written scholarly arguments, which will be stressed throughout the semester, either the midterm or final project may take the form of a creative work other than a paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC119F Jazz in the 1960s (FYS)
The 1960s were a turbulent but stimulating time for the world of jazz. The R&B-based soul jazz movement was at its peak and often at odds with the still-developing avant-garde aesthetic. Certain other influences, such as those of Brazilian and African music, were becoming widespread in jazz for the first time. Older forms of jazz like bebop, big band music, and traditional jazz (aka "Dixieland") were struggling to remain viable and relevant. Rock music's surge in popularity was threatening the commercial solvency of jazz while acting as a musical and cultural force to which all jazz musicians had to react in some manner. Meanwhile much of this decade's jazz is inexorably linked to the political and social upheaval of the era, particularly those aspects relating to Black Americans' sense of identity and struggles for equality.

In this course, we will broadly explore the various movements that made up the jazz of this decade. We will delve more deeply into the music of some of the most important figures in jazz during this time, such as Art Blakey, John Coltrane, Miles Davis, Ornette Coleman, Charles Mingus, Stan Getz, Rahsaan Roland Kirk, Jimmy Smith, Yusef Lateef, and Sun Ra. We will study musicians who typified a particular movement, those who assimilated several into a personal style, and those who moved freely among factions. All the while, we will be contextualizing the music within the social and political climate of the decade and the broader artistic and commercial landscape of music at the time.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC120F Music, Place, and Culture: An Exploration of African American Soundscapes and Traditions (FYS)
This course will explore African American soundscapes and traditions through the lens of New Orleans, a cradle of jazz, brass bands, Mardi Gras celebrations, and more. From the historically significant grounds of Congo Square to the mean streets of the Calliope; from the moving voice of gospel singer Mahalia Jackson to the edgy flows of southern hip-hop artist Mystikal; from the sweet trumpet sounds of jazz pioneer Louis "Satchmo" Armstrong to the emphatic full body twerk of bounce artist Big Freedia; from the inspiring soulful sounds of Tank and the Bangas to the powerful sonic echoes of parading brass bands, New Orleans is a place where music and culture bubbles up from the streets and travels throughout the world.

New Orleans is also a place of perpetual marginalization stemming from systemic racist policies that often lead to life-threatening forms of policing and gentrification. These policies disproportionately affect the very African American communities that provide the world such rich, and sometimes healing, iconic sounds. New Orleans serves as an ideal place--bearing strong African American musical roots--to study the manner in which culturally invested people understand, negotiate, and produce space musically. Course participants will immerse themselves in the varied genres of African American music-making traditions through reading and writing assignments, in-class discussions, active music listening, video screenings, creative projects, and possible guest artist engagement. Music genres to be studied include jazz, gospel, soul, funk, blues, hip-hop, rap, zydeco, and bounce.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC121 Queering Russian Music
How have the sexuality of a Russian composer Pyotr I. Tchaikovsky and international success of a popular music duo t.A.T.u. shaped the understanding of gender, sexuality, and queerness in the Russian context? This entry-level course introduces a variety of theoretical and journalistic approaches and presents a historical overview of Russian music centered around queerness, gender, sexuality, and power. Using methodologies of queer studies and queer theory, we will examine a variety of musical genres and musicians ranging from Imperial Russia to the present-day Russian popular and film music. The topics will focus on women composers, queer genres, queer sexual and musical identity.

Selected personalities examined in the course:

Catherine II (the Great), Pyotr I. Tchaikovsky, Vaslav Nijinsky, Sofia Gubaidulina, Galina Ustvolskaya, Alla Pugacheva, Zemfira, t.A.T.u, Pussy Riot, AIGEL, Little Big, Manizha, Oxxxymiron, ICEPEAK
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **REES221, RUSS221**
Prereq: **None**

MUSC121F Queering Russian Music
How have the sexuality of a Russian composer Pyotr I. Tchaikovsky and international success of a popular music duo t.A.T.u. shaped the understanding of gender, sexuality, and queerness in the Russian context? This entry-level course introduces a variety of theoretical and journalistic approaches and presents a historical overview of Russian music centered around queerness, gender, sexuality, and power. Using methodologies of queer studies and queer theory, we will examine a variety of musical genres and musicians ranging from Imperial Russia to the present-day Russian popular and film music. The topics will focus on women composers, queer genres, queer sexual and musical identity.

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Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **REES121F**
Prereq: **None**

MUSC122 Sample, Remix, Reuse, and Replay: Approaches to Musical Adaptation in Audiovisual Culture
Many of the musics we listen to and encounter are palimpsests, collages, and assemblages. Texts are layered upon and juxtaposed against pre-existing texts, creating polyvocal dialogues and contrasting and complementary systems of meaning. This class introduces students to questions and controversies of adapted and remixed musical media in 20th and 21st century society, analyzing the ways music and other texts and materials (e.g., paintings, plays, places, novels, technologies, genres, historical events, preexisting music) are adapted through processes of revision, remix, remediation, sampling, restaging, and reinterpretation to create new layers of meaning. The course will consider the roles of film, television, video games, music video, digital audiovisual formats and technologies, and related audiovisual media. We will journey from the recycling of preexisting classical music in video games to the remediation and transmission of live operas to the movie theater screen in the MET Live in HD series, from compositions that translate the visuality of iconic paintings into sound to the practice of remix and sampling in hip hop culture, from the digital adaptation of operatic conventions in Final Fantasy VI to cover versions that complicate listeners' expectations of gender performance, from the live performance of video game soundtracks by a symphony orchestra in Video Games Live and Pokémon: Symphonic Evolutions to the compilation mixtape scores of Hollywood films, and from Tan Dun's Internet Symphony for the YouTube Orchestra to how the urban neighborhood of Washington Heights in New York City is repurposed, staged, and cast as a central character in In the Heights or how American political history is adapted and revitalized in Hamilton. Themes in the course include, among others, the changing roles and responsibilities of musicians in an age of digital globalization; the power of musical media and referential texts to structure human experience; and the role of the composer and listener as manipulators and interpreters of musical meaning across comparative audiovisual texts. This seminar draws on the classroom community's interdisciplinary backgrounds and interests as well as readings and case studies that cross and challenge disciplinary boundaries. Students can achieve success in this course without previous musical knowledge.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC122F Writing about Sound: What the audible can teach us about our world
Sound speaks volumes, even if what it tells us can be tricky to put into words. If we listen critically, sound can teach us important lessons--like how technology is evolving, society changing, and what it means to be human. That is why sound has recently preoccupied the academic study of music, visual arts, media, ecology, race, disability, architecture, economics, and the history of science. Touching on each of these areas, this course blends core texts and case studies in the interdisciplinary field of sound studies to offer something interesting to all students, regardless of their chosen major. As part of Wesleyan's first-year seminar program, the course has two aims: to explore how philosophers, ethnographers, practitioners, and journalists have written about sound; and to help students cultivate good habits for putting their own arguments into writing. There are no prerequisites to join the class, and assignments will focus on developing weekly reading responses into longer-form essays.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC123F Afrobeats Nation: History, Creativity, and Transatlantic Performance (FYS)
Afrobeats has become a global phenomenon in recent years. With Burna Boy and Tems' Grammy win, and performance at the Coachella festival alongside Rema, Fireboy, and Wizkid, Afrobeats appeals to a borderless "Afronation" in the post-Fela era. Given the entries on global music charts (Billboard Hot 100), streaming numbers, and performances at the Grammy Awards, Paris La Défense Arena, Afro Nation, Glastonbury Festival, Wireless Festival, Madison Square Garden, and Citi Field, Afrobeats artists are shaping the global music scene. This course examines the creativity, social history, and transnationality of West African popular music from 1960 to date. We will cover issues of hip hop appropriation and resistance, gender politics, visual culture, Fela Kuti's Afrobeat and Black consciousness, and the global appreciation of contemporary Afrobeats music.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC124F Mapping Culture (FYS)
What is a culture, how can it be intimately wrapped up in a location, and how can that be mapped out to better understand its inner workings? In the face of globalization and pervasive online communities, what can conventional wisdom--"location, location, location" and "All politics is local"--tell us about the importance of actual places in cultural formations? We will first orient

ourselves with a wide range of music-mapping projects, as well as projects that directly address the significance of a location. From a base in the interdisciplinary field of ethnomusicology, we will then examine how scenes and subcultures can congeal in particular places and times, mapping them in New York City's Lower East Side (punk), Greenwich Village (urban folk revival), and South Bronx (early hip-hop). Deploying a broad conception of culture, we will cover other art forms (e.g., graffiti) and social formations. Haight Ashbury (San Francisco) 1960s counterculture, Laurel Canyon (L.A.) 1970s singer-songwriters, Chicago 1980s post-disco house, and London 1980s post-punk goth will provide complementary case studies. These examples will provide models as students embark on their own to map out a culture of their choice as their midterm and final projects, using Google maps, Story Maps, or some other interactive multimedia format. Readings on theories of place and of subcultures will provide blueprints for issues to be explored, including how group identity and a sense of community can be locally constructed and the significance of physical in-person contact in a world of increasingly virtual relationships.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC125 Music and Downtown New York, 1950-1970
This course will explore the history, interconnections, and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York during two particularly rich decades in American culture: Euro-American experimentalists; African American jazz-based avant-garde; blues and folk revivalists; and Lower East Side rock groups. Much of the course will be devoted to understanding their points of convergence and divergence, especially in conversation with broader currents of the time (e.g., the Civil Rights Movement and related notions of freedom, shifting youth subcultures, and avant-garde aesthetics). We will read about and listen to recordings of a wide variety of musicians, identify aesthetic and cultural trends, and study the local industry that supported them. Student research, interpretation, and writing will be emphasized throughout the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC125F Music and Downtown New York, 1950-1970 (FYS)
This course will explore the history, interconnections, and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York during two particularly rich decades in American culture: Euro-American experimentalists; African American jazz-based avant-garde; blues and folk revivalists; and Lower East Side rock groups. Much of the course will be devoted to understanding their points of convergence and divergence, especially in conversation with broader currents of the time (e.g., the Civil Rights Movement and related notions of freedom, shifting youth subcultures, and avant-garde aesthetics). We will read about and listen to recordings of a wide variety of musicians, identify aesthetic and cultural trends, and study the local industry that supported them. Student research, interpretation, and writing will be emphasized throughout the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC126F Poetry and Song (FYS)
Students will read poems by major poets in English (including Yeats, Shelley, Shakespeare, many living poets) and study settings of these poets by composers (Ives, Barber, Britten, etc.). We will also study the lyrics of many recent popular songs that can be read as poetry, including lyrics of Steely Dan, Patti Smith, and of course The Beatles. The final topic of the class will be, pro and con--did Bob Dylan deserve the Nobel Prize for Literature?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC127 C-Pop in the Shadow of a Rising China
Explore the emotional aspect of a rising China and understand the inner feelings of contemporary Chinese youth through C-pop. How did "red songs" from the Cultural Revolution become popular songs in the 21st century? How did an "extremely soft and feminine" voice threaten the Chinese Communist Party? Why do songs from the "jazz capital of the Orient" trigger nostalgia? How do underground rock and punk bands negotiate their existence? How is rap in China different from that of the US or anywhere else? How do Chinese artists deal with LGBTQ issues and ethnic minority issues in popular music? Why do TV variety shows matter? What future is there for China's burgeoning "internet songs"? Popular music in a rising China presents complex issues of state-sponsored popular culture intersecting with bottom-up popular taste and desire, the repressive collective "we" intersecting with the resilient individual "I" in artistic expressions, the imagined "ancient China" intersecting with contemporary sound and technology, and the intensifying nationalistic sentiment intersecting with China's expanding global ambition. This course offers students opportunities to explore aesthetic, political, and cultural meanings expressed in China's popular music from the 1980s to the present. Chinese language knowledge is not necessary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS259**
Prereq: **None**

MUSC128F Music and the Moving Image: From Music Video to Film to Digital Media (FYS)
On August 1, 1981--the day that a cable TV channel playing music videos 24/7 made its debut--the inaugural video aired on MTV by the band The Buggles announced to viewers, "Video Killed the Radio Star." Since the launch of MTV, music videos have shaped popular culture, and their production, narrative, multimodal, and editing aesthetics have influenced other musical screen media, including film, commercials, television title sequences and end credits, film trailers, live concert films, video games, YouTube fan remixes and more. The development of digital new media technologies made the production technologies once only accessible to commercial record labels and production companies available to fans and consumers on their computers, cameras, and mobile media devices. This course explores the relationships between music and moving images (e.g. television, film, computer, video games, mobile media, digital media), and how the music video format has influenced modes of music making, performance, reception, and circulation. Music videos have shaped the aesthetic style of a wide range of screen media genres, serving as a form of branding popular music and artists, introducing experimental and avant-garde techniques to a mass audience, and facilitating participatory fan musicking. This course thinks deeply about several key issues concerning music and moving images (e.g. virtuality, identity politics, cross-cultural exchange, participatory musicking, fandom, virtuosity, adaptation, branding, liveness, nostalgia), examining how screen media with their visual and auditory content can be listened to and read as cultural texts.

Case studies in this seminar range from the history, genre expectations, and experimentalism of music videos to ethnographic filmmaking, from the visual album (Beyoncé's LEMONADE) to fan produced video game music machinima, from the sound design of documentary film to the movie musical, from Hollywood compilation soundtracks to the pace, camera angles, and dance sequences of post-MTV Bollywood film, from 8-bit video game sound to the music pedagogy of children's television programs (Sesame Street's "Geometry of Circles" scored by Philip Glass), and from the use of pre-existing music in television commercials (United Airlines' use of George Gershwin's RHAPSODY IN BLUE, Michael Jackson's "Billie Jean/New Generation" for Pepsi), video games (ETERNAL SONATA, TETRIS), and mobile media apps (the Clapping Music app, the John Cage Prepared Piano app) to expressions of Indigenous musical modernity (Tanya Tagaq's multimedia collaboration NANOOK, the Anishinaabe singing mobile game app HONOUR WATER, the soundscapes of the Iñupiat Alaskan Native video game NEVER ALONE).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC129 The Art of Listening
Over the 20th century, the advent of electronic sound recording and transmission triggered rapid changes in all forms of auditory culture. We will examine this evolution through the different approaches to listening that emerge with the concepts of soundscape, sound object, sound art, and sound design. We will give particular attention to the artists and composers who explicitly shaped these concepts through their work. This includes figures such as writer William S. Burroughs, composer John Cage, singer Bing Crosby, pianist Glenn Gould, theatre director Elizabet LeCompte, filmmaker Walter Murch, artist Max Neuhaus, composer Pauline Oliveros, guitarist Les Paul, composer R. Murray Schafer, and theorist Pierre Schaeffer. In addition to readings, listenings, and viewings, class members will perform works by composers such as Maryanne Amacher, John Cage, Alvin Lucier, and David Tudor and create sound works of their own. The class should be of interest to anyone who anticipates working with sound in their creative endeavors, whether as a musician, artist, dancer, or filmmaker.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC130F Wagner and Wagnerism: Richard Wagner's Music and Influence from the 1840s to the Present (FYS)
Richard Wagner is perhaps the most influential composer who ever lived. Not only an influence on every musician who followed him, he has also had enormous influence on literature, the theatre, visual arts, and even politics. His music is beautiful but controversial. His ideas range from the most exalted, idealistic visions of the future and human possibility to some confused political notions and a particularly virulent antisemitism. In the words of one of his countless biographers, "Humanity has paid dearly for the Wagnerian patrimony." He was a particular favorite of Hitler, but also of W.E.B. Du Bois. Can Wagner and his legacy be redeemed? Should it? The first step is to understand exactly what this complicated man and his long shadow are all about.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC131F Gender and Sexuality in Hip Hop (FYS)
This survey course is designed to present students with a variety of issues pertaining to gender and sexuality in aspects of hip-hop music and culture, including music video imagery and artists such as Nicki Minaj and Missy Elliott. In addition to hip-hop music, students will examine other aspects of hip-hop culture such as DJing and graffiti, as well as perspectives from outside of the African-American community.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC133F Caribbean Connection: Music and Culture of Trinidad and Tobago Music (FYS)
MUSC 133F will examine the history and development of three major genres of music from Trinidad and Tobago: Calypso, Soca, and Chutney music. In this course we will explore issues relating to culture, tradition, colonialism, gender, identity, religion, and sexuality in Trinbagonian party music. We will survey scholarly material as we listen and analyze the lyrical and visual components found in popular music videos, as well as the party/fete arena, to gain a better understanding of how these styles of writing and visual portrayals have shaped Carnival music today. Additionally, we will begin this course with an introductory examination of the musical traditions within some of the Spanish, French, Dutch, and English-speaking Caribbean, ending the course by probing the many ways Caribbean countries connect culturally and historically.

Although this is not a performance-based course, students would have a firsthand opportunity to play the steelpan and auxiliary percussion instruments as we learn about the invention of the instrument, as well as hear directly from Trinbagonian musicians and other Caribbean musicians via zoom.

Some styles of music explored in this course are: Tamboo bamboo, calypso, soca, chutney, chutney-soca, Jamoo, shango (orisha), tassa drumming, rhythm sections (folk drumming), steelpan, extempo, parang (parranda), parang-soca, zess, zouk, ska, rocksteady, reggae, reggaeton, afro-cuban, merengue, bachata, and vodou-jazz.

N.B. This course is open to ALL students and requires no prior knowledge of or experience in Caribbean music.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC134F Video Game and Anime Music Since the Year 2000 (FYS)
In this course, we will focus on two of the dominant popular media forms of the twenty-first century, video games and anime (broadly defined), to approach questions about the role of music in the digital era. We will ask: what role do sound and music play in these complex audiovisual art forms? As anime's production globalizes, to what extent can it considered an exclusively Japanese product? (And conversely, how does anime's global popularity point to longstanding anxieties in the anglophone world about "the rise of Japan"?) How do video games and anime bring to the forefront important conversations about the relationship between creative arts, technology, and economic systems? And finally, who are the figures creating this music, and how does their role differ from that of pre-twenty-first century composers? The course will include two major projects: (1) an in-class midterm presentation contrasting the role of

sound and music in two different media, and (2) a digital ethnographic project exploring the role of community in a particular video game or online fan space.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC135F Entangled Sounding Objects: The Social Life of Musical Instruments (FYS)
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **ANTH135F, ARCP135F, COL136F, MDST135F**
Prereq: **None**

MUSC201 Tonal Harmony
This course builds on the foundations established in Materials and Design, with an expanded focus on the analysis of Western European music from the Common Practice period (c. 1700-1900). Through guided listening, written analytical exercises, and in-class discussion, students will develop a deeper understanding of harmony, melody, and formal structures characteristic of the late Baroque, Classical, and early Romantic traditions. Weekly lab sessions emphasize the practical application of these concepts through sight-singing, dictation, and keyboard work, with sustained use of solfège to strengthen aural and theoretical fluency.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC103**

MUSC202 Theory and Analysis
Grounded in the European art music tradition, this course offers a global approach to the study of harmony and form. Through analysis, critical listening, and composition we will explore how musical structures shape expression across time and place. While focusing on Classical and Romantic repertoire, we'll also consider how diverse musical systems around the world engage with similar -- or radically different -- ideas of form and tonality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC201**

MUSC203 Chromatic Harmony
This course is an investigation of the tonal system as it functions in extreme situations: selected highly chromatic passages in Mozart, Beethoven, and Schubert; the more adventurous compositions of Chopin and Liszt; Wagnerian opera-drama; and late-19th-century works in which the tonal system approaches collapse (Hugo Wolf, early Schoenberg). Recently developed models from the music-theoretical literature will be introduced. Chromatic harmony will be considered from both technical and expressive points of view.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC201 OR MUSC202**

MUSC204 20th Century Compositional Techniques
Students will write short pieces in various twentieth century styles, using modal, pandiatonic, free chromatic, serial, chance, and minimalist techniques.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC109 OR MUSC201 OR MUSC202**

MUSC205 Song: Music and Text
This course is an investigation of different sorts of song, in which the music and the words are more or less equal partners. Composers and poets to be discussed include: Franz Schubert; Hugo Wolf; Charles Ives; various settings of Langston Hughes; George and ira Gershwin; The Beatles; Paul Simon; Kanye West; and Bob Dylan (did he merit the Nobel Prize?).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC103 OR MUSC201**

MUSC206 18th-Century Counterpoint
This course is a study of the contrapuntal practice of J. S. Bach and other 18th-century composers, with emphasis on writing in the style of the period.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC202**

MUSC207 Orchestration
Students will write for the various groups of the orchestra (strings, winds, brass, percussion) and for the entire ensemble.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC201 OR MUSC202**

MUSC208 Post-Tonal Music Theory
At the dawn of the 20th century, European composers began to experiment with a radically new and completely decentered tonal language. Leaving the practice of tonality behind them, these composers used unorthodox numerical relationships to create formal links and motivic connections between the sounds of their compositions. Post-tonal theory represents the body of scholarship that attempts systematically to examine the formal procedures and properties associated with this modernist music; it also represents one attempt to understand the relationships between musical pitches that hold outside the framework of tonality. This course will serve as a general introduction to post-tonal music theory and will also serve as an introduction to the music of the Second Viennese School: Arnold Schoenberg, Alban Berg, and Anton Webern.

Beyond the music of these composers, we will also contemplate applications of post-tonal theory to more recent music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC201**

MUSC210 Theory of Jazz Improvisation
This course concentrates on the vocabulary of improvisation in the African American classical tradition. Rhythmic, melodic, and harmonic knowledge will be approached through the study of scales, chords, modes, ear training, and transcription. Theoretical information will be applied to instruments in a workshop setting. Intensive practice and listening are required. This course may not be repeated for credit.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM386**
Prereq: **MUSC103**

MUSC212 South Indian Music: Solkattu
Solkattu is a system of spoken syllables and hand gestures used to teach and communicate rhythmic ideas in all of South India's performing arts. It has been part of Wesleyan's program in karnatak music for more than 40 years. Students of many different musical traditions have found solkattu valuable for building and sharpening rhythmic skills and for understanding the intricacies of karnatak tala (meter). Building on the fundamental skills acquired in MUSC110, students will learn increasingly advanced and challenging material in a variety of talas. An extended composition, developed for the group, will be performed in an end-of-semester recital.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS212**
Prereq: **[MUSC110 or GSAS110]**

MUSC219 I am the Loudest Sound in This Room // I am the Softest Sound in This Room
I am the Loudest Sound in This Room // I am the Softest Sound in This Room (MUSC 219) examines the use of feedback-based systems in performance, composition, and sound art. Particular emphasis will be given to the creation and exploration of recursive systems, starting with Alvin Lucier's seminal work I am Sitting in a Room. The class will overlap with explorations of instrument design, acoustics, orchestration, improvisation, idiosyncratic electronic systems and programming, and performance. Students will be encouraged to create original work as part of the class. The class will use softwares such as Max/MSP, Reaper, and other systems as necessary for the class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC220 Composing, Performing, and Listening to Experimental Music
This is a first course in the composition of music that does not does not treat pitch relations as primary but, instead, finds approaches that can engage with all forms of sound whether pitched, unpitched, contextually specific, or abstract. Pieces from the last 100 years that have developed this approach will be presented and the ideas underlying their making (as likely to be drawn from acoustics, psychoacoustics, acoustical ecology, and sound engineering as music theory or history) will be discussed.

Weekly course work will focus on short compositional studies that respond to the pieces discussed and explore different digital and analog compositional techniques (tape manipulation, sound sampling, granular synthesis, frequency modulation, feedback, etc). Two larger creative projects will be completed, one at the eighth week of the semester and the other as an end-of-semester term project.

There will also be one primarily technological assignment. This will be to design a "plug-in" that could add a useful capability to your working environment (most likely Audacity, Reaper or Ableton Live). You will also attempt to build this plug-in using an AI tool, such as ChatGPT or Claude, capable of performing the coding on the basis of verbal prompts. (Ideally, this will yield a tool that facilitates your term project, but its role as an assignment is simply to demonstrate your ability to clearly communicate compositional and technological ideas.)
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC221 Live-Electronics for Composition, Improvisation, and Sound Art
This course delves in to Max with the goal of creating live-electronics sound-based systems. The class begins by looking at seminal works in experimental live electronics performance and interactive arts and quickly maneuvers into other arenas of performance and composition. Max for Live, Jitter, Mira, and experimental controllers will also be discussed and further pursued depending on individual student projects to be completed by the end of the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC109**

MUSC222 Sound Art, Music, and Interactive Media
The focus of this course is on creative projects in digital media conceived in relation to historical considerations of these same techniques. Recording, amplification, and radio transmission have exerted a profound effect on musical practices of all forms since the beginning of the 20th century. In the period immediately after World War II, composers and artists began to focus on changing the relation of composers, performers, and listeners to sound in response to those techniques. We will consider those artistic strategies and the role they have played in shaping musical genres such as musique concrete, serial and spectral composition, interactive computer music systems, circuit bending, and entirely new genres such as sound, video, and performance art. Student projects will be focused on the creation of music, installations, and performances that respond to those ideas and issues. Our primary tool for those projects will be MAX/MSP/Jitter, a software environment designed to enable the composition of real-time interactive sound, video, and network connections.

The fundamental goal of this course is to develop the combination of technical skills and historical awareness needed to creatively engage the ever-expanding accumulation of data and social media that is currently enabling a new period of change in artistic practice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC223 Music, Recording, and Sound Design
This technical and historical introduction to sound recording is designed for upper-level students in music, film, theater, dance, and art. The course covers the use of microphones, mixers, equalization, multitrack recording, and digital sequencing. Additional readings will examine the impact of recording on musical and filmic practice. Participation in the course provides students with access to the Music Department's recording facilities in the music studios.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **DDC223**
Prereq: **MUSC103 OR MUSC201**

MUSC224 Experiments in Sound and Technology
This course will explore hybrid approaches to performance that combine live coding with analog electronics. SuperCollider and its extensions will be our live coding environment. Analog approaches will include both synthesizers (Arp 2600, Moog Modular), homemade/home modified electronics devices drawn from the David Tudor Collection of Electronic Instruments, and Instrumentation and other devices prototyped in class. Coursework will center on collaborations with classmates with complementary backgrounds and skills. To that end, this class is open to anyone who can demonstrate background in any one of the following areas: experimental music composition, sound production, performance video, computer programming, or electronic circuitry. Students interested in the course will be asked to provide a statement about their background and the nature of their interest in the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC225 Sound Systems and Chamber Electronics
A course in live electronic music centered on the transformation and spatial redistribution of sound. Coursework includes individually creating interpretations of fixed media work (by a composers such as Eliane Radigue, Luc Ferrari, Robert Ashley) for specific spaces using a sound system designed for that space and that piece. Collectively we will prepare realizations of ensemble pieces that played a pivotal role in the development of this music (such as John Cage's Cartridge Music and David Tudor's Rainforest IV). Term projects will take the form of concert music or sound installation or other hybrid forms.

On a technical level we will explore different generations of electronic

instruments and instrumentation drawn from Wesleyan's World Instrument Collection. This ranges from found objects such as slinky's and bird calls to Moog and Arp synthesizers and guitar pedals and other idiosyncratic synthesis devices. We will expand this vocabulary with digital sound techniques using SuperCollider 3, a free music programming environment that extends the DIY sensibility to software.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC226 Field Recording
Behind every sound we hear while listening to music, watching television, playing games, or browsing the internet, an incredible amount of thought went into how to best capture and reproduce it. There are so many amazing sounds, and having the skillful ingenuity to capture those moments, often outside the convenience of a studio, is key to ensuring the ephemeral sonic elements in our world are incorporated into the lives of anyone who wants to listen. The practices discussed in this course will be focused on both the flexibility and practical considerations of creating from a home studio in the 21st century, and framed to fit a range of artistic and professional endeavors such as album production, broadcasting, ethnographic documentation, and sound recording for visual media. This course will illuminate every step of that process, from choosing equipment for making a particular recording, to editing, cleaning up, and mastering the deliverable result, while also touching on specific historical and technical elements of recording technology. By the conclusion of this course, students will have the foundations to share the sounds they hear--in the way they want them to be heard--with the world.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DDC**
Prereq: **None**

MUSC227 Sound Production
Presenting art conceived as sound goes far beyond setting up a pair of speakers. With the immersive potential of new audio technologies, artists are empowered to think outside the box and create unique super-systems to express themselves. These endless possibilities can be immensely exciting or potentially overwhelming, depending on how much an artist is able to internalize where art and technology overlap. This course will prepare creative thinkers to incorporate audio into their work by establishing a fundamental understanding of modern speaker/transducer designs and configurations, FOH mixers and large-scale audio routing/processing technologies, control interfaces/protocols for producing and interacting with sound, basic room acoustics and strategies on maximizing the potential of a space, and methods of incorporating microphones/live audio into a project. By the end of this course, students will have the tools they need to set up and manage unique and complex audio systems, and better realize their relationship between art and technology.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-DDC**
Prereq: **None**

MUSC230 Music Theater Workshop
This class will be a collaborative, hands-on workshop for playwrights and composers who will work together throughout the semester, simulating the real-world process of writing a piece of musical theater. Students will explore standard works in the musical theater canon as well as less traditional pieces, concentrating on dramaturgical elements specific to the form (opening numbers, "I Want/I Am" songs, extended musical sequences, act one finales, 11 o'clock numbers, etc.). Students will then apply this knowledge to their own work as they generate scenes, songs, and outlines for libretti. Students will leave the class with a grasp of the classic components of this art form, hopefully inspired to follow or bend the "rules" to suit their own creative instincts. This course counts towards the Theater Arts category for the THEA major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA279**
Prereq: **None**

MUSC231 Performing Arts Videography
This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing and discussion of works such as Wim Wenders's Pina, Elliot Caplan's Cage/Cunningham, John Cohen's The High Lonesome Sound, and Peter Greenaway's Four American Composers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **DANC231, THEA213**
Prereq: **None**

MUSC232 Instrument-Body
The ancient Greek word organon meant both instrument and sense organ, hence the development of a shared word in English for organ (as in a Hammond B3 organ) and organ (as in a kidney). This etymological overlap opens onto a set of generative questions into the nature of instruments: Are they inside or outside the body? Is the body an instrument? If the body is an instrument, who plays it? If an instrument is outside the body, what kind of object is it--a fetish? a prosthetic? an enhancement? an extension? a tool? a commodity? a technology?--and what does it do to the player? Can experimenting with new body-instrument relations become a pathway towards re-organ-izing the body and its relations? Instrument-Body is both a seminar and a studio course that takes these questions as a point of departure for creative and critical experimentation. We will read widely across the fields of musicology, art history, performance studies, queer studies, and critical race studies to investigate questions of instrumentality, embodiment, and technology. In addition, we will create performances across three units: "make an instrument," "break an instrument," and "make yourself an instrument." Students who already play instruments are encouraged to enroll, as are students that have no preexisting relationship to musical instruments.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **THEA232**
Prereq: **None**

MUSC240 Visual Sounds: Exploring the Landscape and Architecture of Musical Notation
This course examines a diverse range of musical works seeing their notation as a process of translation, transformation, provocation, and imagination. Tracing a thread from medieval notations through to contemporary scores, we investigate the shifting tensions between the sonic and the visual over the long arc of music history. Why were sounds inscribed in the ninth century? How do 1960s scores reflect the radicalism of their era? Connections across centuries help shed light on musicians for whom the creative potential of notation surpasses its descriptive and prescriptive functions. Featured composers will include Hildegard of Bingen, Guillaume de Machaut, La Monte Young, George Brecht, Earle Brown, John Cage, Cornelius Cardew, Cathy Berberian, Yoko Ono, Pauline Oliveros, Mark Applebaum, and Claudia Molitor. Complementary materials comprise visual art, concrete poetry, and live theater. One of the reasons composers started to experiment with open scores in the 1950s and 60s was to develop a kind of musical notation that could be read, and therefore performed, even by those who did not identify as musically literate. This course is, accordingly, open to all students. No prior knowledge of musical notation or instrumental expertise is required. Meetings will involve discussion of a wide range of readings with the goal of expanding understanding of multiple relationships between music and visual materials. Learning Objectives: To gain familiarity with the diversity of forms of musical notation. To recognize the variable relationships between inspiration, transcription, performance, and recordings. To consider musical notation as a form of design, a language code, and a form of translation. To develop creative processes and understand the creative processes of others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **COL233**
Prereq: **None**

MUSC241 Mystical Visions, Medieval Women, and the Performance of Early Music
This course challenges the traditional male-dominated history of early music by focusing on the women who commissioned, performed, heard, and composed music in pre-modern times. Discovering love lyrics that express desires, conflicts, and sufferings that seem equally true today helps collapse the notion of linear time. In addition to finding similarities across centuries, we will draw from multiple disciplines, including comparative literature, religion and cosmology, and gender and sexuality studies. An interdisciplinary approach will guide our investigation of the mystical and visionary aspects of medieval music. Topics to be explored include communal music-making practices, authorship, power and politics, and the multiple civic and social functions of music. We investigate how the music of worship differs from that of romance, public ceremony, and private entertainment. These inquiries help to cultivate skills not only to appreciate our musical heritage but also to better understand contemporary social and cultural practices.

Various "medievalisms"--modern interpretations of the medieval--are explored, to show how musicians continue to interact with early practices in new and exciting ways. This allows us to talk not only about performers of historical early music, but also about composers like Kaija Saariaho, folk groups like Vulcan's Hammer and Folkal Point, and pop artists like Janelle Monaé and Florence Welch. The creation of medievalist music for films and video games is also relevant, as an arena where musicians reimagine the medieval for new audiences.

Coursework involves learning through performance, examination of manuscripts, research, writing, transcription, and editing. There are also weekly listening assignments and readings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MDST221**
Prereq: **None**

MUSC242 Baroque and Classical Music
This discussion-based seminar provides an overview of the history of Western European music from the Baroque and Classical periods (roughly 1600 to 1800). More than a survey course, however, it engages students in some of the significant debates around the character and function of music, with a special focus on music's role in defining the modern era. Together, we will consider (and in some cases, reconsider) the following questions: How does music express? What were some of the paradigms for conveying meaning with music? Why does music feature so prominently in contemporaneous discourses as varied as the natural sciences, aesthetics, rhetoric, and others? By the end of the semester, students should expect to acquire some techniques for articulating their experience of music and relating that experience to compositional

procedures idiomatic to the style. Repertoire to be considered will include works by Monteverdi, Lully, J.S. Bach, Haydn, Mozart, and Beethoven. We will also devote time to exploring the role of this music in cultural exchanges in Asia and the Americas. Facility with musical notation is expected.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC243 Music of the 19th Century
The nineteenth century is a time of great change--politically, socially and artistically. We will study many of the major composers, and major trends, through their relationship to Richard Wagner. Wagner's life intersects with almost every major figure in nineteenth century music, in one way or another, and his legacy defines much of the twentieth century, extending all the way to today. In addition to European composers, we will study selected composers in the United States as well. Europeans include Beethoven, Chopin, Berlioz, Schubert, Liszt, Louise Ferenc, Brahms, Arthur Sullivan, and Hugo Wolf. Americans include Frank Johnson (the first published African American composer), Louis Moreau Gottschalk, and "the Beethoven of America," Anthony Philip Heinrich.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC244 Music of the 20th Century
In the 20th century, European and American art music (classical music in common parlance) became increasingly fragmented. Composition splintered into diverse idioms and methods: the minimalism of Steve Reich, impressionism of Claude Debussy, and indeterminacy of John Cage, to name only a few. Often, the proponents of one school vehemently rejected the techniques of the others. Perhaps as a result of such schisms, the audience for classical music--particularly contemporary composition--diminished in size, to the point that critics were hailing the "postclassical era" by the 1990s. The concert hall ceased to be a showcase for contemporary compositions and became a kind of museum devoted to preserving (and occasionally reinventing) canonic works of the past. Commercial popular musics such as jazz and rock eclipsed classical music in audience appeal and relevance. While some composers attracted listeners through their interface with folk and popular musics or with film (e.g., Aaron Copland, Leonard Bernstein), others preferred to cultivate small but devoted audiences of initiates for their challenging works (e.g., Milton Babbitt, Arnold Schoenberg). Meanwhile, the advent of mass-produced sound recordings enabled music from distant times and places to be preserved, transported, and heard on demand, with profound consequences for the creation, performance, and consumption of music. In this course, we will explore the many trends that have marked classical musicking in the 20th century. Through extensive listening assignments and primary source readings, we will meet many of the century's influential composers, performers, critics, record producers, pedagogues, patrons, and listeners. In discussions and writing, we will explore what the past century's legacy means for us as musicians and listeners today. While previous experience with music is useful, it is not a requirement for success in this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC245 Music in the United States in the Nineteenth Century
The musical culture of the United States in the nineteenth century is very rich and diverse. American composers of the period are far better, and more interesting, than is generally assumed. This course will focus on music of the concert hall, church music, and popular music. Composers studied will include Anthony Philip Heinrich ("the Beethoven of America"), George Bristow, Francis "Frank" Johnson (the first published African American composer), and the early compositions of Amy Beach, Charles Ives, and others whose careers spill over into the twentieth century.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC246 The Symphony: Evolution of Genre
This course will explore cultural settings and key elements in development of the orchestra as a performing force, conducting as an art form, organology, and music history, by means of tracing the evolution of a single genre: the symphony (from 1750s through 1950s). Preliminary list of composers includes J. Haydn, W. A. Mozart, M. Martines, L. v. Beethoven, J. Bologne, F. Schubert, F. Mendelssohn, H. Berlioz, P. Tchaikovsky, J. Brahms, A. Dvorzak, A. Beach, L. Farrenc, G. Mahler, J. Sibelius, F. Price, W. Grant Still, R. Vaughan Williams, D. Shostakovich, S. Prokofiev.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC247Z Women Writing Symphonies
The course focuses on the lives and work of pioneer female composers of the 19th and early 20th centuries who dared to venture into the traditionally male-dominated field of writing for orchestras -- symphonies, in particular. We will examine their compositional style in context of the "norms and traditions" of the day, survey critical reception and response to the premieres, as well as current scholarship, and take a closer analytical look at some of the scores that illustrate particularly innovative approaches to the genre of symphony. Featured composers are Louise Farrenc (1804-1875, France), Emilie Mayer (1812-1883, Germany), Alice Mary Smith (1839-1884, Great Britain), Amy Beach (1867-1944, United States), and Florence Price (1887-1953, United States). This course requires the ability to read music and knowledge of basic music theory.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC248 Music in Outer Space
Very few people have traveled out of the Earth's atmosphere, but many composers have voyaged extensively in the conceptual realms of outer space. Throughout human history, musicians have been inspired by the "harmony of the spheres," knowledge of the universe, celestial bodies, and planetary motion. From Pythagorus, Boethius, Philippe de Vitry, John Dunstaple, Johannes Kepler, Gustav Holst, György Ligeti, John Cage, Judith Weir, Alvin Lucier, Brian Eno, Karlheinz Stockhausen, Sun Ra, and Jeff Mills to the 1977 Voyager Golden Record, Hawkwind, David Bowie, the Grateful Dead, Pink Floyd, John Williams, Kraftwerk, and the Beastie Boys, we explore the importance of constellations to musical creativity, and the ways in which cosmic sounds have influenced artists. The course will approach the topic through various interpretative lenses. Readings are drawn from a wide range of sources--theoretical, scientific, poetic, and experiential. Discussion topics will include theories relating to the music of the spheres, the study of geometry and proportion, astro-acoustics, sonification, the use of metaphor (in naming the planets in our solar system, lunar and solar imagery), and the influence of imagined and documented sounds of space on composers past and present. Students will each construct their own soundscape of space in the near future. Musicians, astronomers, theorists, and composers: All are welcome.

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

MUSC249 Calderwood Seminar in Public Writing: Music Journalism and Public Musicology
The internet has revolutionized how people consume music, and how they read and write about it. This course will offer an introduction to music journalism as a practice of public musicology, one that has become central to contemporary life. Students will analyse and apply techniques used to write about music for the wider public, learn how to develop ideas, sharpen critical skills, and complete a series of reporting assignments. We will look at the history and function of music criticism, assess different kinds of music writing, discuss changing perceptions of music as a public art form, and the role of journalism in cultural preservation. The class will write and collaboratively edit a series of reviews, and make a short radio feature in collaboration with WESU (88.1FM). The reviews will focus on recordings, live events, and books on musical cultures. Students will have the opportunity to engage with professional music writers, which will help to prepare them for later work in music journalism, or in arts or media organizations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **WRCT249**
Prereq: **None**

MUSC250 Film and Folk Music of India
What is film music culture in India? What is folk music in India today? How do these genres interact and influence one another? Most research on the music of India has focused on the classical systems. However, for many people, the most important musical expressions found in their personal and social lives are film and folk musics. Even though film music is considered to be entertainment, it reflects almost all aspects of Indian music and culture. Students will be introduced to the culture and heritage of India. Film and folk music will be analyzed with reference to ancient and modern musical treatises. Topics covered will include the diverse cultures within India and its global diaspora. Students will be encouraged to sing or play the pop and folk songs of India.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC252Z Expressions of Indigeneity in Music and Sound
What would an opera about Thanksgiving composed by a Native American artist sound like? To explore the politics of representation in Indigenous sound and music, this course draws students into a global dialogue about Indigeneity. Topics include the interplay of tradition and modernity, the impact of colonization, music production and consumption, and the politics of knowledge production through various media. In addition to reading and listening assignments, the students will engage in a local ethnographic project--creating an Indigenous sound map in the locale of their choice. For the final project, informed by readings and listening in class, students can choose their formats, either a research project, a creative project, or a combination of both.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC256 A Celebration of Women in Jazz: A Critical Analysis of Gender
How can we take the lessons of Jazz with us into other spaces? In this course, students will study Women in Jazz and examine the broad impact of our social structures and power systems to consider how the lessons of Jazz can help us navigate our future. How can we take the values of Jazz, such as improvisation, listening skills, democracy, a celebration of diversity, and equity work, and use our agency to effect change for the better in our communities? This course will examine the traditionally male-dominated nature of Jazz, its history of misogyny, and underrepresentation of women and other gender expressions. Students will learn in general about the musical art form of Jazz, its history as Black American music, and its unique qualities including improvisation, the blues, and swing. There will be a strong focus on listening to music from women musicians, and students will learn how to actively listen to jazz and all music. Together, we will look at case studies of successful women musicians and composers from the history of Jazz through the present, reading biographical information and reviewing their performance and compositional contributions. Musicians may include Mary Lou Williams, Carla Bley, Terri Lynn Carrington, esperanza spalding, Nina Simone, Billie Holiday, Ella Fitzgerald, Melba Liston, Lil' Hardin Armstrong, Dinah Washington, Abbey Lincoln, Toshiko Akiyoshi, and Marian McPartland.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **ENVS256, AFAM256, FGSS258**
Prereq: **None**

MUSC260 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **ARCP270, ANTH260, COL255, MDST260, REES206**
Prereq: **None**

MUSC261 Music and Modernity in China, Japan, and Korea
This course examines the relationships between music and modernity in China, Japan, and Korea and the interactions between the impact of Western music and nationalism and contemporary cultural identities. In particular, it explores the historical significance of the Meiji restoration on Japanese music tradition; the Japanese influence on Chinese school songs; the origins of contemporary music in China, Japan, and Korea; the adaptation and preservation of traditional music genres; and the rise of popular music and the music industry. We will focus on the cultural conflicts encountered by East Asian musicians and composers and their musical explorations and experiments in searching for national and individual identities in the processes of nation-building and modernization. The course aims to provide knowledge on East Asian music genres, insight on the

issues of global/local cultural contacts, and a better understanding of music's central role in political and social movements in 20th-century East Asia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS268**
Prereq: **None**

MUSC262 Korean Music from Shamanism to Television (CLAC.50)
This course is open to intermediate learners, advanced learners, and native speakers. The discussion topics will be broadly approached, utilizing various music video examples as vehicles to deeper social, religious, and cultural understanding. These various music examples are from ancient to current Korean music practices. Historically, Korean music was integrated with dance, literature, art, song, and ceremony. Therefore, music (sound) was not separated from other elements but was essential to daily life, community activities, religious practice, artistic collaboration, costumes, food, and the very soul of the Korean people. Traditional Korean music is imbued with the history of court ritual, folk village stories, and myths, in addition to religious rituals of Confucianism, shamanism, and Buddhism. The music is central to a broad range of cultural, social, and humanitarian aspects of Korean life.

Korean traditional music has been evolving for over 2,000 years, and it is now rapidly moving in many directions with contemporary life and influence from Western culture. Historically, music was created as a group activity by village people oftentimes working with a spiritual leader shaman. Currently, the most acceptable music is created and performed by individual performers as a repertoire for TV programs. In the 21st century, as society changes, Korean music is changing also, with differing values of popular culture brought in through recordings, film, and of course the internet. Young musicians go beyond traditional music and are developing a new repertoire that mixes Western instruments or electronics with various traditional instruments. This is a new Korean identity. Newly created Korean ensembles and bands such as K-pop are successfully beginning to dominate the international music scene. In contrast to the formerly inner-looking "Hermit Kingdom," Korea has now entered into instant global communications with the production of more individual music in various styles.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **CGST262, KREA262**
Prereq: **None**

MUSC263 Queering Russian Music
This course takes Russian and Russophone music out of its usual frames and asks what happens when we listen through the lenses of gender, sexuality, and power. Using methodologies of queer studies and queer theory, we consider how music both reflects and reshapes ideas of "Russianness." From imperial ballet to Soviet pop, from Tchaikovsky to contemporary queer artists in media, the course highlights intersections of music, identity, and politics. Special attention is given to the 2000s wave of Ukrainian musicians (Ivan Dorn, 5'nizza, and others) whose presence redefined the sound and style of Russian pop music in the 21st century. Students develop tools for critical listening, music analysis, and cultural interpretation while engaging broader debates about identity, politics, and belonging in today's Russian cultural sphere.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **REES263**
Prereq: **None**

MUSC264 Singing in a Strange Land: An Examination of the History of Black Sacred Songs
This new course (developed as alternative to Ebony Singers during COVID-19) is a brief survey of the history of African American sacred music from slavery to the present. Much attention will be paid to the direct experience of listening to music and the inspiration derived therefrom. Class consists of lectures, listening labs, and impression papers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC448**

MUSC265 African Presences I: Music in Africa
This is a team-taught course, with instructors Charry and Dankwa bringing their complementary areas of expertise for a wide-ranging, interactive, and engaging immersion into the music, history, and cultures of Africa. We will explore the diversity of musical expression throughout the African continent with a combination of intensive reading, listening to recordings, viewing videos, discussion, and hands-on performance (all levels welcome). We will survey the continent as a whole, explore regional features, discuss in depth specific pieces, genres, and countries, and look at the social and political horizons of music, including its role in everyday life and rituals and how musical experiences have changed in contemporary life. We will also explore the presence of African music in social media, including the spread and impact of African rap and hip hop.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC265Z African Presences I
One of the assets of Africa's music scene is its vast plurality. Traditional music conceived, developed, and performed in Africa over many centuries coexists and interacts with contemporary art and popular music. Through readings, classroom discussions, listening, viewing, and practical performances, this course will examine some selected musical traditions linked geographically and historically to various areas of Africa. The course highlights several themes: structure and style; interconnection of traditional, popular, and art music forms; circulation of African music; and music's role in shaping African identities in the globalized world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC267 Lift Every Voice and Sing: A History of Gospel Music and African American Musical Traditions
This course will look at the cultural and historical background of Gospel Music, tracing it back to the pre-slavery era, and working our way up until the gospel music of today. This course is for students who are interested in why gospel music is such a universally beloved genre and tradition. While the course will focus on the formation of Gospel music, a diversity of other African American musical genres will be covered in this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM253**
Prereq: **None**

MUSC268 The People's News: The Convergence of Gospel and Hip Hop in Modern Thought
The Convergence of Gospel and Hip Hop will survey the words and power of Gospel Music and its foray into Hip Hop. How do the words used within a culture develop and/or determine the message and meaning of said culture. If words have power, how is that power used? We will also consider the rejection of Gospel Singers who embraced the unholy and how the message evolved to expand into the formerly non sacred expanse of Hip Hop, and if it has been successful or a lesson in futility.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC264**

MUSC269 Sacred and Secular African American Musics
A fluid, multiconceptual approach to musicology will be introduced to view African American sacred and secular music traditions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM249**
Prereq: **None**

MUSC270 A&R: Past, Present & Future -- a Deep Dive into the Recording Industry
Have you ever wondered how the recording industry really works and how hits become hits? This course will teach you everything you've ever wanted to know about A&R (Artists & Repertoire) as the engine that has driven the music business since the 19th century. Beginning with the invention of recorded sound, we'll trace the evolution of the business -- musically and technologically -- through current day. We'll study the formats of recorded music (both physical and digital) alongside of the colorful characters who brought them and the songs within to the public. The second half of the course transitions from theory to practice, with students taking on the role of adjunct A&R representatives for Pure Tone Records, studying contemporary A&R methods and applying lessons from the past. The course culminates in students discovering and pitching new artists for potential signing. Course taught by two-time Grammy award-winning music producer and A&R executive Pete Ganbarg (Wes class of '88).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC272 History of Jazz in American Culture
Jazz, has been a staging ground for working out some of the most defining issues and aspects of American culture. These include the dynamics of race relations, the articulation of gender roles and class distinctions, artistic expressions of freedom and democracy, the creative possibilities of the encounter of European- and African-based cultures on American soil, and an extraordinarily influential aesthetic of cool. Jazz was the dance and listening music of choice for most Americans from the 1920s-40s, until it was displaced and pushed to the margins by R&B and rock in the 1950s. But it has remained an inspiration for many artists up to the present day, including Kendrick Lamar's jazz-drenched To Pimp A Butterfly and Janelle Monae's 21st-century Afrofuturism deeply indebted to Sun Ra.

This course will provide students with a broad-based literacy in the history of jazz, while examining its significance and impact within American culture. We will explore its early 20th-century origins in New Orleans, its rise as America's popular dance music in the 1920-30s, a shift to a more concert art-oriented form in the 1940s-50 (representing the epitome of cool and hipness), avant garde expressions of the 1960s (representing a new kind of universal spirituality), its move into rock and the growth of artist-based collectives of the 1970s, and its emergence in hip hop samples in the 1990s. We will learn about major artists and their classic recordings, including Billie Holiday, Thelonious Monk, John Coltrane, and Miles Davis, as well as new directions from recent generations. We will immerse ourselves in a combination of listening to recordings, viewing videos, reading, discussion, and in-class performances. Throughout the semester we will pursue the parallel goals of using jazz history to understand American history and vice versa. This is a jazz history course with a difference, able to accommodate curious newcomers as well as aficionados, and those interested in the social and cultural dynamics as well as the musical materials.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM272**
Prereq: **None**

MUSC274 Hymnody in the United States Before the Civil War
This course will examine the singing of hymns and psalms in the United States, concentrating on the first half of the 19th century. Three parallel traditions will be examined: Anglo-American psalmody, as exemplified in The Sacred Harp; the African-American spiritual, as documented in "Slave Songs of the United States"; and Native American hymn tunes as exemplified in the music of the Brothertown Indian Nation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC275 Music and Downtown New York
This course will explore the history and flourishing of four distinct music communities that inhabited and shaped downtown New York City during two especially rich decades (the 1950s and 60s): urban blues and folk revivalists; an African American jazz-based avant-garde; Euro-American experimentalists; and Lower East Side rock groups. These four vanguard musical movements--at the heart of major cultural shifts at the time, with reverberations and legacies that remain relevant up to the present day--are an essential part of U.S. history. We will uncover their points of convergence and divergence, especially in conversation with broader contemporaneous currents, including the Civil Rights Movement and related notions of freedom, shifting youth cultures, music and politics, and avant-garde aesthetics. Drawing from primary sources, we will read about and discuss recordings of a wide variety of musicians, view a broad cross-section of film, identify aesthetic and cultural trends, and study the local industry that supported them. A key theme will be the importance of a place. Projects throughout the semester can include written papers, recordings, artwork, culture mapping, or other creative endeavors somehow related to each of the four topics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM265**
Prereq: **None**

MUSC277 Jazz Avant-Gardes
What is an avant-garde and what does it mean in the context of jazz? This course will explore this question focusing on the 1950s and 60s and beyond. We will take a holistic approach, examining the music and its surrounding community within the broader social and cultural currents of the times. These currents

include European-inherited avant-garde aesthetics, the increasingly urgent civil rights movement and changing conceptions of freedom, artist collectives, and Afrofuturism. Three key artists will provide a focal point: Ornette Coleman, Cecil Taylor, and Sun Ra. Others will expand our view, including Thelonious Monk, John Coltrane, Alice Coltrane, the Art Ensemble of Chicago, Anthony Braxton, Yoko Ono (a non-jazz artist who contributed to an experimental sensibility in NYC), and others. We will immerse ourselves in a combination of reading, listening to recordings, viewing videos, discussion, and some in-class performances. Throughout the semester we will pursue the parallel goals of using this movement in jazz to expand our understanding of avant-garde movements in general and using historical avant-garde movements to expand our understanding of how the phenomenon has played out in jazz. The first two weeks will function as a Jazz 101 boot camp, so no prior experience in jazz is necessary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC278 Survey of Jazz Styles
This course is a study of how jazz works, developing the awareness and tools that allow us to understand and evaluate what we are hearing when we listen to live or recorded jazz--how and why the musicians do what they do and the larger context into which a performance fits. We explore historical developments and chronology, the structures that govern jazz improvisation and other performance practices and the instrument roles and sub-styles that typically make up the music. Though there will be ample relevant information for musicians, a background in music theory or performance is not at all necessary for this course.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC278Z Survey of Jazz Styles
This course is a study of how jazz works, aimed at developing the awareness and tools that allow us to understand and evaluate what we are hearing when we listen to live or recorded jazz, how and why the musicians do what they do, and the larger context into which a performance fits. We explore historical developments and chronology, the structures that govern jazz improvisation and other performance practices, and the instrument roles and sub-styles that typically make up the music. Though there will be ample relevant information for musicians, a background in music theory or performance is not necessary for this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC279Z Music and Wellbeing
IN-PERSON COURSE: 10:00am-noon and 4:00pm-6:00pm, Monday through Friday. Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings. Music has been, and continues to be, an essential component of the practices of traditional healers in most indigenous cultures. Methods vary greatly from culture to culture, and from ancient to modern times. Hindustani (North-Indian art) music is unusual in having a very well-established written record, as well as an oral history. But although knowledge of the medicinal effects of Hindustani musical tones and modes was once integral to understanding and selecting the rags (melodic systems) that make up this music, much of this knowledge has been lost. The sarangi (North-Indian viol) is an instrument closely associated with musical healing. Oral history transmitted through generations of sarangi players makes it possible to trace a lineage of music's medicinal purposes back to the Mughal era.

This course draws on my experience and knowledge as a Hindustani music scholar and an eighth-generation sarangi player from a hereditary musical family to open up a space for the development of community-focused performance methodologies. It looks at ways that my inherited tradition can provide a model for musical healing in contexts outside of India. Acknowledging the capacity for music to activate and influence autonomic system responses, components of the course involve research into the neuroscience of musical healing, public health initiatives, and the relationship to composition and to improvisation.

An integral part of the course, the "lab" will teach you strategies for listening and learning songs composed in rags. It will include structured breathing and yogic-postural forms, combined with healing strategies drawn from diverse sound-based creative practices. Borrowing tools from ethnomusicology, music-therapy, and medical anthropology, the course will extend the listening part of the lab to draw comparisons and analyze music healing practices. In addition, students will be encouraged to investigate, compare, and draw parallels to their own culture(s) and the discipline of music(s) they belong. Detailed and guided listening will make it possible for you to integrate emerging understandings of the relationships between ritual, music, and the health care. The course goal is to broaden your understanding of music as therapy, while raising awareness of the cultural processes that are constructed through musical practice. Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC285 Global Hip Hop of the Non-Anglophone World (CLAC .50)
Proficiency in a language other than English is required. Each student will present to the class a single piece of their choice in a non-English language every other week (for a total of five presentations). Presenters will provide the class with written lyrics in both the original language and in English translation. In lieu of analyzing recordings by others, students have the option to compose their own non-English rap songs and record (or perform) them for in-class discussion. The final paper will tie the five presentations together in a single formal document (or website). Class discussion will be in English, but the topics will all be rap lyrics and hip hop/youth culture in the non-Anglophone world.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **CGST285**
Prereq: **None**

MUSC290 Research Skills in Ethnomusicology--IRL & Digital
This course provides an introduction to research methods in ethnomusicology, a discipline that studies all types of music (and sound), both in real life and digital, from diverse humanistic and social scientific perspectives. The course is organized around weekly hands-on exploratory and empirical mini projects moving from virtual field to real-world fieldwork to interviewing musicians to digital sound-mapping and music video editing, from learning about Wesleyan's wide-ranging music ensembles to writing album reviews to "composing" an

ethnography, which will offer orientation to a discipline that has been central to Wesleyan's approach to music and sound for over 60 years.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC291 The Gendering of Music in Cross-Cultural Perspective
This course presents a critical examination of issues explored and debated in recent studies of gender, sexuality, power, identity, and music from diversified music traditions, including Western art music, popular music, and world musics. Drawing upon interdisciplinary discourse on theories of feminism and gender, gay and lesbian musicology, as well as queer theory in ethno/musicology, through case studies and analysis of various musical examples, we will investigate the following topics: women's multiple roles in the historical and contemporary practices of music; desire, sexuality, and women's images in music; and how gender ideology, contextualized by sociocultural conditions, both constructs and is constructed by musical aesthetics, performance practice, creative processes, and the reception of music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **FGSS240**
Prereq: **None**

MUSC293 Mapping Culture
What is a culture? How can it be intimately wrapped up in a location and how can that be mapped out to better understand its inner workings? In the face of globalization and pervasive online communities, what can conventional wisdom--"location, location, location" and "all politics is local"--tell us about the importance of actual places in cultural formations? We will first orient ourselves with a wide range of music-mapping projects, as well as projects that directly address the significance of a location (Nile Project, Playing for Change). From a base in the interdisciplinary field of ethnomusicology, we will then examine how scenes and subcultures can congeal in particular places and times, mapping them in New York City's Lower East Side (punk), Greenwich Village (urban folk revival), and South Bronx (early hip hop). Deploying a broad conception of culture, we will cover other art forms (e.g., graffiti and other street art) and social formations. Haight-Ashbury (SF) 1960s counterculture, Laurel Canyon (L.A.) 1970s singer-songwriters, Chicago 1980s post-disco house, and London 1980s post-punk goth will provide complementary case studies. These examples will provide models before students embark on their own to map out a culture of their choice as their final project, using either Google Maps or Story Maps. Readings on theories of place and of subcultures will provide blueprints for issues to be explored, including how group identity and a sense of community can be locally constructed and the significance of physical in-person contact in a world of increasingly virtual relationships.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC293Z Mapping Culture
What is a culture, how can it be intimately wrapped up in a location, and how can that be mapped out to better understand its inner workings? In the face of globalization and pervasive online communities, what can conventional wisdom--"Location, location, location" and "All politics is local"--tell us about the importance of actual places in cultural formations? We will first orient ourselves with a wide range of music mapping projects, as well as projects that directly address the significance of a location (Nile Project, Playing for Change). From a base in the interdisciplinary field of ethnomusicology, we will then examine how scenes and subcultures can congeal in particular places and times, mapping them in New York City's Lower East Side (punk), Greenwich Village (urban folk revival), and South Bronx (early hip hop). Deploying a broad conception of culture, we will cover other art forms (e.g., graffiti and other street art) and social formations. Haight Ashbury (SF) 1960s counterculture, Laurel Canyon (LA) 1970s singer-songwriters, Chicago 1980s post-disco house, and London 1980s post-punk goth and early 2000s grime will provide complementary case studies. These examples will provide models before students embark on their own to map out a culture of their choice as their final project, using either Google maps or Story Maps. Readings on theories of place and of subcultures will provide blueprints for issues to be explored, including how group identity and a sense of community can be locally constructed and the significance of physical in-person contact in a world of increasingly virtual relationships.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC294 Queer Opera
Opera is a total art: It weds elaborate fashions with scene design and lighting to create incredible dramas set to music. For this reason, opera forces us to think interdisciplinarily about the narratives it portrays. Every action, every emotion, every decision and recognition in the drama is conveyed to the audience in multiple and sometimes contradictory ways. Operas are also fantastic living experiments in the performative representation of human sexuality. In addition to all of the love and sex that occurs explicitly on the opera stage--and there is plenty of that--operatic narratives also bear witness to changing structures of normativity; regimes of social control are thematized, sometimes lampooned, and often transgressed within the drama, and operas allow us to see how this unfolds within an interconnected ensemble of media. This course serves to introduce students to the world of the opera stage and, through that world, the foundational texts of queer theory. Together we will explore operas from the 17th century to the present day, opera theory of the past century, and queer theory of the past three decades to ask what these bodies of knowledge have to teach each other.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **FGSS295**
Prereq: **None**

MUSC295 Global Hip-Hop
Over the past two decades, hip-hop, in its various facets of rap, deejaying, dance, visual art, fashion, and attitude toward authority, has gradually taken over as a primary medium of expression for youth around the world. Used as mass entertainment, elite aesthetic statement, social and political commentary, tool for education and social change, vehicle for economic opportunity, and as the core of a cultural movement, hip-hop has proven malleable enough to thrive embedded in scores of different languages and cultures around the world and effectively speak to local needs. Yet its local manifestations have also managed to retain their membership in a global hip-hop culture.

In this seminar we will study the global spread of hip-hop from an interdisciplinary approach, examining its varieties of expression from aesthetic, cultural, social, musical, linguistic, kinetic, economic, and technological perspectives. We will first come to an understanding of the rise and dispersion of hip-hop culture in the United States. Then, beginning with France, where it first took hold, we will move around the world examining local case studies and their more global implications.

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

MUSC296 Soundscapes of Islam
From the melodious recitation of the Qur'an and Sufi-inspired sung poetry to popular soundtracks of religious revival and resistance, the world of Islam has generated myriad sonic expressions across its diverse historical and geocultural milieus. While recognized for its affective and transformative powers, music has also been the subject of a longstanding polemic in Islamic societies, its moral and ethical status being debated and contested. This course will survey the soundscapes and ideoscapes of Islam, exploring the manifold roles and meanings assigned to music among Muslim communities. It will examine a range of sound practices and related discourses to discover the ways in which locally distinct religious and social customs have shaped concepts of music and sonic articulations of Muslim identity. We will locate the varied and shifting attitudes toward music and musicians within the context of political censorship, colonialism, nationalism, and cosmopolitan modernity, and consider the impact of current conflicts and migratory processes on the local-global circulation of religious ideologies and sounds. Drawing from selected case studies of sacred and secular performance, we will explore the musical construction of gender, place, and architecture; the role of media in the formation of Muslim 'counterpublics'; and the mediation of aesthetic sensibilities through style. Topics covered will include: views on music within the Islamic tradition (the Qur'an and Sunna, shari'a law, theology, and Sufism); philosophies and cosmologies of music in Islam; music at the courts of Islamic rulers; religious chant and art singing in the Middle East; sound, healing, and exorcism in North Africa; ritual, devotional, and mystical practices in Central Asia; Islamic performing arts in Indonesia; Sufi world music and Muslim pop and hip-hop across Asia and Africa, and among immigrants and refugees in Europe and North America. Throughout the course, Islam will be encountered as a widely diverse spiritual and sociocultural system that has been a source and stimulus for creativity among Muslim peoples worldwide.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **REES296, COL294**
Prereq: **None**

MUSC297 Music of Central Asia: From Throat-singing to Heavy Metal
The music of the Hu was chosen as the soundtrack to Star Wars Jedi: Fallen Order because it sounded otherworldly to Western audiences. In fact, the Hu draw on ancient musical traditions from Central Asia, one of the most culturally and musically diverse areas of the world. This course introduces students to a wide range of music practices, genres, and styles in historically nomadic and sedentary regions of Central Asia: throat-singing, sounds of shamanic and Sufi Islamic rituals, epic performance, narrative instrumental playing, oral poetry competitions, folk and art singing, Western-influenced classical and popular music genres, including Central Asian repertoires of opera and symphony, Azerbaijani jazz, Uzbek estrada, Kazakh Q-pop and crossover music, Mongolian heavy metal, and hip hop. The roles and meanings of music are discussed in relation to wider aspects of culture and social life, the impact of Soviet culture policies, post-Soviet national revival, and globalization.

The course includes a performance component. Students learn to play a variety of Kazakh and Kyrgyz musical instruments, including plucked and bowed lutes, a plucked zither, clay ocarinas, jaw harps, and percussion instruments. Previous musical training is not necessary. The course draws on extensive audiovisual materials and is open to students of all levels.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **REES297, RUSS297, COL298**
Prereq: **None**

MUSC300 Seminar for Music Majors
This seminar will provide music majors an opportunity to understand one or more of the world's musical traditions by studying them in-depth. The topic of the seminar will vary from one semester to the next.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC304 Arranging and Composing for Jazz Orchestra
This course is an examination of techniques of arranging, composing, and orchestration for the jazz orchestra. The language of the jazz orchestra will be analyzed from all relevant perspectives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC308 Composition in the Arts
Composition, the manner in which elements are combined or related to form a whole in space and time, is a basic practice in all the arts. This course brings together practitioners from diverse art forms and traditions to address the basic issue of composition.

In this seminar, we will explore the compositional process through assignments that address the interacting concepts of site and information. By "site," we mean a semantic field extending through corporeal, environmental, and social dimensions. By "information," we mean representations abstracted from sites, "meaningless" when independent of any specific semantic interpretation. Participants will compose individual and collaborative interventions in a wide range of sites--public, private, physical, and electronic--in response to the problems posed.

This course is permission-of-instructor, and is intended for upper-level majors in Art, Dance, Film, Music, and Theatre, and others with sustained compositional practices suitable to the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **ARST308, THEA308**
Prereq: **None**

MUSC309 The Winslow Archives: Composition, Education, History
Richard Winslow taught at Wesleyan from 1949 to 1983, where he was the key figure in establishing the World Music Program and Wesleyan's continuing commitment to experimental music. In retirement, he remained very active as a composer and thinker. His long life ended in 2017, a few months short of his 100th birthday. In 2019, the family donated his papers and other materials

to the Wesleyan archives; these have now been processed, and a basic but complete finding aid is available at https://archives.wesleyan.edu/repositories/sca/resources/richard_k_winslow_papers.

Partly to honor his work, but mostly because he was such an extraordinary composer and thinker, Wesleyan is initiating a more detailed study of the archival materials, together with a series of performances. This seminar helps students gain a closer familiarity with Winslow's life and work through hands-on study of manuscripts, correspondence, and recordings. It will be of interest to composers, who will study Winslow's techniques as revealed in sketches, scores, and annotations; to musicologists and historians, who will help construct a complete chronology of Winslow's life and especially of his activities as a Wesleyan professor; and to archivists, librarians, and digital humanists, who will gain first-hand experience with the problems that attend categorizing, describing, and disseminating archival materials in a variety of media.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

MUSC404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC405 Private Music Lessons for Nonmusic Majors
Private instrumental and vocal lessons meet once a week at a regularly scheduled time. Permission of the instructor is required. Students contract to take 12 lessons. Each instructor sets his or her criteria for accepting students. Returning students may register during pre-registration. Students new to the Private Lessons Program must contact the instructor to determine whether an interview during the first week of classes is required. This course may be repeated four times for credit towards graduation regardless of section or combination of sections.

Each section is for different instrument or voice lessons. Please see each section for the instrument/voice lessons taught by that instructor. (Section 01 is only for Bass lessons). A full list of instructors and their instruments can be found under the Private Lessons section of the Music Department website.

In most cases the student needs to provide their own instrument. Piano and drums are available to students for lessons, and certain other orchestra instruments may be available to private lessons students.

Course Fee: $780 for 12 lessons billed through the Student Account. Financial support may be available for those who qualify. Please see the Music Department web site under Private Lessons for details.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC406 Private Music Lessons for Declared Music Majors
This course is open only to declared junior and senior music majors. Music majors may count one semester of MUSC406 towards their performance credits for the music major. Private instrumental and vocal lessons meet once a week at a regularly scheduled times. Permission of the instructor is required. Students contract to take 12 lessons. Each instructor sets his or her criteria for accepting students. Returning students may register during pre-registration. Students new to the Private Lessons Program must contact the instructor to determine whether an interview during the first week of classes is required. This course may be repeated four times for credit towards graduation regardless of section or combination of sections. Each section is for different instrument or voice lessons. Please see each section for the instrument/voice lessons taught by that instructor. (Section 01 is only for Bass lessons). A full list of instructors and their instruments can be found under the Private Lessons section of the Music Department website. In most cases the student needs to provide their own instrument. Piano and drums are available to students for lessons, and certain other orchestra instruments may be available to private lessons students. Course Fee: $780 for 12 lessons billed through the Student Account. Financial support may be available for those who qualify. Please see the Music Department web site under Private Lessons for details. A waiver for a portion of the private lessons fee is available for junior and senior music majors.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MUSC408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

MUSC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC413 Korean Drumming and Creative Music Ensemble
This course is an experiential, hands-on percussion ensemble with the predominant instrument in Korean music, the two-headed janggo drum. Students will learn to play a range of percussion instruments including janggo, barrel drum (buk), hand gong (kwenggari), and suspended gong (jing). Through the janggo, drumming students gain first-hand experience with the role music plays in meditation and the benefits it offers to develop a calm, focused group experience. In the end they integrate their focused mind, physical body energy, and breathing through a stream of repetitive rhythmic cycles. The students will be introduced to traditional folk and court styles of janggu drumming. The ensemble plays pieces derived from tradition and new ideas, and creates new works exploring imaginative sounds on their instruments. If there is an opportunity during the semester, the students will have a creative collaboration with a dancer(s) or musician(s) from other cultures. The ensemble will experience a deep respect for the diverse cultural backgrounds of the students developed from the efforts of teamwork and creating music together through Korean drumming. The semester will end with a live performance for the public.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS413**
Prereq: **None**

MUSC414 Korean Drumming and Creative Music Ensemble Advanced
This class offers more advanced techniques for those students who have taken the beginner course or who have some basic experiences in Korean drumming or who have long-term drumming experiences of any other cultures including Western drum set. Attendance and additional practice time are mandatory. In comparison to the beginner class, the advanced class will play rapid, vigorous, and seamless rhythmic patterns on janggu, buk, and kwenggari. Students are expected to be creative in utilizing materials given during the semester. Each student will focus on a lengthy solo work on any of these instruments, as well as ensemble playing. Students will explore both traditional and new emerging styles of Korean drumming. In the end, they will integrate their solos in the ensemble piece and create a new piece. The ensemble will experience a deeper level of drumming from contributing solo work to the ensemble and the efforts of teamwork. They will learn about group activity in music-making through sharing ideas and assisting each other. The semester will end with a live performance(s) for the public.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS414**
Prereq: **MUSC413**

MUSC416 Beginning Taiko--Japanese Drumming Ensemble
This course introduces students to Japanese taiko drumming. The overarching goal of this class is to gain a broad understanding of Japanese culture by studying the theory, performance practices, and history of various genres of classical, folk, and contemporary music traditions. Students will gain a better understanding of the spirit behind the matsuri (festival) and Japanese performance arts through learning basic taiko technique and one or two pieces on the Japanese taiko drum. Students should wear clothes appropriate for demanding physical activity (i.e., stretching, squatting, various large arm movements). Students with a musical background might find MUSC 417 Intermediate Taiko to be a suitable alternative, as it covers the same theoretical and historical content but at an accelerated pace and includes additional repertoire.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS416**
Prereq: **None**

MUSC417 Intermediate Taiko--Japanese Drumming Ensemble
This course introduces students to Japanese taiko drumming. The overarching goal of this class is to gain a broad understanding of Japanese culture by studying the theory, performance practices, and history of various genres of classical, folk, and contemporary music traditions. Students will gain a better understanding of the spirit behind the matsuri (festival) and Japanese performance arts through learning basic taiko technique and a couple of pieces on the Japanese taiko drum. The distinction between this course and MUSC 416 Beginning Taiko lies in the pace of instruction and the quantity of musical pieces covered. Students should wear clothes appropriate for demanding physical activity (i.e., stretching, squatting, various large arm movements).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC418 Taiko II: Japanese Drumming Ensemble
This is course is for students who have taken Beginning Taiko. Acceptance to this class is at the discretion of the instructor. Students will learn more advanced techniques in taiko drumming by learning pieces from the Matsuri and kumi daiko performance repertoires.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS418**
Prereq: **None**

MUSC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

MUSC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

MUSC427 Central Asian Music Ensemble
The Central Asian Music Ensemble is dedicated to the study and performance of music from a region at the crossroads of Eurasia, encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan. Established in Fall 2023, the ensemble currently comprises Kazakh and Kyrgyz plucked and bowed lutes, plucked zithers, end-blown flutes, clay ocarinas, jaw harps, frame drums, and other percussion instruments. Students learn the basic techniques of playing the instruments and singing in a variety of regional styles while exploring the history and cultural significance of music in nomadic and sedentary Central Asian societies through individual tutorials, group rehearsals, and engagement with visiting artists from Central Asia. In addition to playing traditional and contemporary repertoires from the region, students are encouraged to compose and improvise with ensemble instruments. Previous experience with string or wind instruments such as the guitar, violin,

cello, or flute is desirable but not required. Students from diverse backgrounds are welcome to participate.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MDST427, REES227, ENVS427**
Prereq: **None**

MUSC428 Chinese Music Ensemble
The Wesleyan Chinese Music Ensemble is a performance group dedicated to exploring the modern Chinese ensemble and a variety of Chinese music styles. It is made up of a number of traditional Chinese instruments, including plucked lutes and zithers, hammered dulcimer, bowered fiddles, bamboo and reed flutes, and percussion. The course is designed to be hands-on and experiential, encouraging students to explore the basic ideas of Chinese music and culture through weekly rehearsals, practices, and performances.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **CEAS428**
Prereq: **None**

MUSC429 Voice Technique & Improvisation
The ensemble is structured as a singing workshop, focusing on technical and artistic development. The warmup regimen covers breath support, resonance, diction, range extension, and expressivity. These skills are applied to group and solo projects which emphasize improvisation and collaboration, culminating in a performance of Syntactical Ghost Trance Music, a system for spontaneous composition developed at Wesleyan by Professor Emeritus Anthony Braxton. Ensemble members will have opportunities to use electronics to expand the scope of vocality.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC430 South Indian Voice--Beginning
Students will be taught songs, beginning with simple forms and increasing in complexity. There will also be exercises to develop the necessary skills for progress into the more complex forms.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS430**
Prereq: **None**

MUSC431 South Indian Voice--Intermediate
This course is a continued exploration of the song forms begun in MUSC430, with emphasis on the forms varnam and kriti, the cornerstones of the South Indian concert repertoire. Specific exercises will also be given to prepare students for the improvisational forms they will encounter in the advanced class to follow.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS431**
Prereq: **MUSC430 or GSAS430 or MUSC110**

MUSC432 South Indian Voice--Advanced
Development of a repertoire of compositions appropriate for performance, along with an introduction to raga alapana and svara kalpana, the principal types of improvisation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC430 OR MUSC431**

MUSC433 South Indian Music--Percussion
Students may learn mridangam, the barrel-shaped drum; kanjira, the frame drum; or konnakkol, spoken rhythm. All are used in the performance of classical South Indian music and dance. Beginning students will learn the fundamentals of technique and will study the formation of phrases with stroke combinations. Advanced classes will be a continuation of lessons in a variety of talas. Individual classes are supplemented by a weekly group section.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **[MUSC212 or GSAS212]**

MUSC434 Improvisational Techniques in South Indian Music
This course will introduce advanced students of karnatak vocal music to raga alapana and svara kalpana, the most important forms of melodic improvisation. Students will begin by learning precomposed examples of these forms. As they become comfortable with idiom, they will progress to designing their own improvisations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC435 Keyboard Techniques for Composers and Conductors
This course is intended for students who wish to master fundamental keyboard techniques. Through regular playing/performance assignments, this course will improve the students' ability to use the piano as a tool toward their musical careers. Students will focus on harmonization, score reading, and their ability to accompany and lead from the keyboard. This course is performance-based and requires weekly practice. Basic conducting and rehearsing strategies will also make up part of the curriculum. Students should have basic piano skills and a solid foundation in basic keyboard harmony.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC103**

MUSC436 Wesleyan Concert Choir
This choral ensemble welcomes members of both Wesleyan and Middletown communities and is devoted to performance of standard choral repertoire from the 17th century to the present day, both accompanied and a cappella. Solo and leadership opportunities will be available for advanced singers.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC437 Singing to Your Instruments
Students will learn South Indian classical music by learning to sing and then applying this knowledge to non-Indian instruments they already play. They can then use their own instruments in recitals of South Indian music and dance.

Beginners will be introduced to basic exercises and simple compositions. Advanced students will be introduced to improvisation in addition to different types of compositions in various ragas and talas. Students will form an ensemble that will be encouraged to participate in on- and off-campus performances.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS437**
Prereq: **None**

MUSC438 Wesleyan University Collegium Musicum
The Collegium Musicum (literally "company of musicians") is a vocal performance ensemble dedicated to exploring and performing the diverse European repertories of medieval, renaissance, and baroque music. Emphasis is given to the study of musical styles, performance practices, vocal independence, healthy singing, and musicianship. Students investigate various cultural aspects of the production of music, including primary sources, acoustics, and cultural heritage. In spring 2026, we begin our celebration of the Collegium's 25 Years of early music at Wesleyan with a program entitled "Song of Songs, Old and New." Like much Biblical literature, the Song of Songs can be traced back to Sumerian origins. Our program will intersperse ancient Mesopotamian poetry relating to the spiritual marriage of Inanna (Sumerian goddess of love, fertility, and war) and Dumuzi (the shepherd god) with music that reflects the Jewish and Christian understandings of the related mystical union. Biblical language that evokes the fragrance of wine, blossom, fruits, and spices was particularly appealing to European Renaissance composers. We will present a simple Icelandic form of discant, a polytextual French motet, complex polyphony in multiple parts by Palestrina, Lassus, Bouzignac, and Aleotti, and some contemporary responses to these popular texts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MDST212, COL138**
Prereq: **None**

MUSC439 Wesleyan University Orchestra
The Wesleyan University Orchestra is a student-community ensemble that is open to everyone with a passion for orchestral literature. Prospective members should have an intermediate-to-advanced skill level of performance on an orchestral instrument. The orchestra performs music from all genres and time periods, ranging from the 18th-century "classics" to contemporary academic and popular compositions. The orchestra presents three concerts each year: a "masterworks" program in early December, often featuring one of the department's private lessons instructors or a guest artist as a soloist; a children's concert in early March; and the Student Concerto Competition concert in early May. The orchestra occasionally collaborates with the Wesleyan Concert Choir. For more information about the orchestra visit: https://orchestra.site.wesleyan.edu/
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC440 Vina and Voice in South Indian Music - Beginners
In this course, beginning students will learn the fundamental technical exercises of Vina performance and develop an understanding of phrase formation. The lute-type Vina is among the oldest and most revered instruments in South Indian music. Advanced classes will continue this training through more complex lessons and sustained practice in a variety of talas.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS440**
Prereq: **None**

MUSC441 Piping Performance: An Exploration of Artistic Expression through the Pipe Organ
With the ability to create the most delicate and jarring of timbres, and to fill the space with "other-worldly" soundscapes, the pipe organ is a vehicle that transports one toward artistic and musical growth. This course will introduce students to the history and development of the instrument, while fostering other musical skills and studies that assist each student to find their voice as an artist-creator. This multi-track course allows students to select their focus in one or more organ-related disciplines: improvisation, composition, performance practice, repertoire playing, church music, musicological research, etc. Students utilize their growing knowledge of the organ to complete three musical performance or research-related projects that they develop over the course of the semester. Final projects are publicly presented. A lab time in the form of private lessons, consultation, and individual practice is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC442 Chamber Music Ensemble
This course may be repeated for credit. A variety of small chamber music ensembles will be coached by instrumental teachers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC443 Wesleyan Wind Ensemble (WesWinds)
Rehearsals will combine intensive concert preparation with occasional readings of works not scheduled for performance. Open to all members of the Wesleyan/Connecticut community.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC444 African Popular Music Performance
This course aims at bringing together students with diverse musical skills to explore the riches of African popular music (broadly defined to include a range of styles such as highlife, hiplife, hip-hop, dancehall, reggae, azonto, and gospel highlife) through performance. Popular music, first and foremost, is an urban genre. Its origins go back to the early 1900s when, because of European presence in the coastal areas of West Africa, and later spreading to other parts of the continent, new musical instruments, ideas, and imaginings became available. Today, popular music is the driving force of the music industry in Africa. Through intensive studio practice, reading, listening, viewing, and individual and group rehearsals, the goal of the course is twofold: to develop proficiency in African pop music performance and to become familiar with the intellectual discourse on African popular music, its interactions with traditional African music, and its role in the formation of generational identities. The course is fundamentally performance-based; hence, enrollment is limited to skilled musicians with some proficiency in singing and the following instruments: guitar, keyboard, drum sets, bass guitar, saxophone, trumpet, and trombone.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC445 West African Music and Culture: Beginners
This is a performance-based course that focuses on West African music. The course is designed to provide a practical and theoretical introduction to traditional West African music and culture. Students experience the rhythms, songs, movements, and languages of Ghana and its neighboring countries through oral transmission, assigned readings, film viewing, and guided listening to commercial and/or field recordings. This interdisciplinary approach to learning is in keeping with the integrated nature of drumming, dancing, singing, and hand clapping in West Africa. Students learn to play a range of instruments, including drums, metal bells, and gourd rattles.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC446 West African Music and Culture--Intermediate
This course is designed to build on the skills developed in MUSC445. The beginner repertoire is reviewed, and more demanding call-and-response patterns are learned, along with new, more challenging repertoire. Students may be asked to perform on and off campus.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC445**

MUSC447 West African Music and Culture--Advanced
This course is designed to build on the skills developed in MUSC445 and MUSC446. Complex repertoire is learned and brought to a higher performing standard. Students experience the intricacies of dance accompaniment while drumming and singing with the advanced West African dance class. The student ensemble will be asked to perform on (and possibly off) campus.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC446 OR MUSC445**

MUSC448 Ebony Singers: Gospel Music
This course will be a study of African American religious music through the medium of performance. The areas of study will consist of traditional gospel, contemporary gospel, spirituals, and hymns in the African American tradition. The members of the group will be chosen through a rigorous audition (with certain voice qualities and characteristics).
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM241**
Prereq: **None**

MUSC450 Steelband
This is an ensemble course in the musical arts of the Trinidadian steelband. Students learn to perform on steelband instruments and study the social, historical, and cultural context of the ensemble. We also address issues of theory, acoustics, arranging, and composing. Readings, recordings, and video viewings supplement in-class instruction. The ensemble will present public performances.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM450**
Prereq: **None**

MUSC451 Javanese Gamelan--Beginners
Dominated by colorful bronze percussion instruments, the Gamelan ensemble features gongs, bronze and wooden xylophones, drums, and vocalists. Other instruments include bowed- and plucked-string instrument and flute. Some of the instruments date back to the 12th century in Java, Indonesia. The main content of the course is the instruction of various levels of difficulty in the playing techniques of different instruments and singing. Previous formal music instruction is not necessary.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS451**
Prereq: **None**

MUSC452 Javanese Gamelan--Advanced
Dominated by colorful bronze percussion instruments, the Gamelan ensemble features gongs, bronze and wooden xylophones, drums, and vocalists. Other instruments include bowed- and plucked-string instrument and flute. Some of the instruments date back to the 12th century in Java, Indonesia. This course is advanced-level performance of central Javanese gamelan. Emphasis on the classical repertoire.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **GSAS452**
Prereq: **MUSC451**

MUSC453 Keyboard Techniques II: Conducting and Score Reading
This course is intended for advanced piano students who wish to master advanced keyboard techniques. Through regular playing/performance assignments, this course will improve the students' ability to use the piano as a tool toward their musical careers. Students will focus on harmonization, score reading, and their ability to accompany and lead from the keyboard. This course is performance-based and requires weekly practice. Basic conducting and rehearsing strategies will also make up part of the curriculum. Students should have taken Keyboard Skills 1
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC454 Latin Jazz Ensemble
This course is intended for those who would like to learn about the wide variety of instrumental and vocal genres known as "Latin jazz." Students should have intermediate to advanced musical ability, but singers who are fluent in Spanish are highly desirable. Students should have comfort with a mix of reading and improvisation, as Latin jazz charts are often a combination of chord symbols and classical reading. The main genres we will explore are salsa, bachata, bossa nova, rhumba. Repertoire from Celia Cruz, Tito Puente, Spanish Harlem Orchestra, Chucho Valdés will be mixed with jazz standards performed in the Latin jazz idiom. The final project will consist of a public concert.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC455 Jazz Ensemble
This course builds small-group performance skills including improvisation, accompaniment, pacing, interaction, repertoire, and arrangements.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC456 Jazz Improvisation Performance
In this extension of MUSC210, Theory of Jazz Improvisation, all materials previously explored will be applied to instruments in a workshop setting. Intensive practice and listening are required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM390**
Prereq: **None**

MUSC457 Jazz Orchestra I
This course is for those with commitment to the American musical tradition called jazz. Skill and experience are highly desirable but, consistent practice is the biggest prerequisite. Small and large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Thelonious Monk, Charlie Parker, Fletcher Henderson, John Coltrane and many other composers will be deeply engaged. Intensive practice and rehearsal of the compositions, as well as class presentations of readings, will lead to development of ensemble and solo skill. The commitment to rehearsal of the compositions, as well as listening and reading assignments, will culminate in an end of semester public concert.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM396**
Prereq: **None**

MUSC458 Jazz Orchestra II
A continuation of MUSC 457, this course is for those with commitment to the American musical tradition called jazz. Skill and experience are highly desirable but, consistent practice is the biggest prerequisite. Small and large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Thelonious Monk, Charlie Parker, Fletcher Henderson, John Coltrane, and many other composers will be deeply engaged. Intensive practice and rehearsal of the compositions, as well as class presentations of readings, will lead to development of ensemble and solo skill. The commitment to rehearsal of the compositions, as well as listening and reading assignments, will culminate in an end of semester public concert.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **AFAM397**
Prereq: **None**

MUSC459 Methods of Improvisation Ensemble
The ensemble is open to musicians of all backgrounds, stylistic orientations, and traditions seeking to develop their improvisational abilities. All instruments are welcome. Weekly rehearsals will explore improvisation from a method-based perspective in order to develop the skills needed to create spontaneous compositional works as an ensemble. Each student will learn how to develop their musical foundational skills to be able to create unique rhythmic and sonic environments as both a soloist and an ensemble member. Traditional notations will not be used. Instead, graphic- and prose-based notations will be employed to facilitate the forging of a musical language unique to the ensemble.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC461 Sound Systems: The How of Hearing
Since the late 19th century artists, corporations and composers have all proposed, developed, presented, and occasionally commercialized physical systems that reconfigure how sound can be experienced. The early impact of the entertainment industry ranged from the introduction of stereo to movie theaters in Walt Disney's Fantasia to the development of close miking for the crooning of Bing Crosby to McCune sound service's introduction of stage monitors for the benefit of Judy Garland. Artists and composers used related methods to propose entirely new understandings of how music can be. Futurist Luigi Russolo's Intonarumori of 1913 proposed an Art of Noise, while Pauline Oliveros' concept of deep listening developed listening as a foundational form of music making. R. Murray Schafer's concepts of soundscape and acoustic ecology project a music of environmental relations mediated through sound, while Maryanne Amacher's sound characters create individual sounds understood as capable development and change beyond the expanse of any one performance or composition. This class will be a performing ensemble focused on "sound systems" as musical instruments and musical practices performing live and fixed media sound pieces through sound systems we will configure for different sites on campus. Together with developing the technical skills required to mount these pieces, we will also investigate and discuss the varied musical, social, acoustical, and psycho-acoustical understandings of music and sound that influenced their shaping.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC109**

MUSC463 Teaching Music Lessons to Children in Local Schools
This is a service-learning course. Wesleyan students will teach private and small group music lessons to local children. These sessions will be augmented by a weekly classroom session in which readings and the student teachers' journals will be discussed. Some of the Wesleyan Department of Music's private lesson instructors may visit to answer questions and guide the student teachers through the issues, musical and extra-musical, that the lessons will raise. Written assignments will include responses to weekly readings, regular journal entries, and an end-of-semester paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC464 Laptop Ensemble
This course promotes knowledge and skills in live electronics performance, cultivates new musical repertoire for the group, and increases public awareness of new forms of working music technology while developing overall technological and troubleshooting proficiency. The course accomplishes this through regular rehearsals as well as a combination of required group and "satellite" performances. A range of repertoire is curated over the course of the semester involving new pieces created for the ensemble, as well as the reinterpretation of historical works using live electronics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MUSC466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

MUSC470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

MUSC491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MUSC492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

MUSC500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, E&ES500, MB&B500, PHYS500, PSYC500, MATH500**
Prereq: **None**

MUSC501 Individual Tutorial for Graduate Students
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC502 Individual Tutorial for Graduate Students
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MUSC504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

MUSC505 Topics in Applied Ethnomusicology/Public Musicology
Work in applied ethnomusicology and public musicology includes a wide range of activities and formats, including: blog posts, magazine articles, public community music performances, tweets, podcasts, pre-concert and public lectures, forensic testimony, and the development of digital open-access tools and resources. What unifies these and many other possible forms is a desire by scholars to convey the cultural relevance and influence of music by engaging audiences outside the academy. Many are concerned with the social responsibility of the university, and developing methods and projects to collaborate with and give back to the communities in which we live, work, and research. The seminar will also address what the tools, methods, and values of the interdisciplinary field of digital humanities can offer applied ethnomusicology and public musicology. We will apply a suite of open-source analytic, pedagogical, networking, research, and presentation tools developed by digital humanists to our own projects. Through readings and research-creation projects we will better understand the work of institutions for cultural preservation, the role of activist and political scholarship, how to write accessibly for all readers, and how to convey our ideas in a number of different formats (e.g. blogs, "think pieces" or online articles, pre-concert lectures, open-access digital archives and research webspaces).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC506 Reading Ethnomusicology
As one of the two core introductory courses to ethnomusicology, this course lays a general intellectual groundwork for MA students with a concentration in ethnomusicology through in-depth reading of some of the most important writings in ethnomusicology. Focusing on both intellectual history and current issues, the course evolves around the key concepts and themes that have defined, expanded, or challenged the field. Students will critically and comparatively discuss the approaches and contributions of each work they study. At another level, this course also aims at broadening students' knowledge of world musics through studying a wide range of music ethnographies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC507 Practicing Ethnomusicology
This course provides a broad introduction to the research methods of ethnomusicology. The theory and practice of musical ethnography are examined, including fieldwork techniques, ethnographic writing, research ethics and representation, bi-musicality, approaches to the transcription and analysis of musical sound, ownership, repatriation, and dissemination of ethnographic materials. Students gain an understanding of the historical development of ethnomusicology and its relationship to allied disciplines such as musicology and

anthropology, become familiar with the work of prominent scholars in the field, and acquire practical skills of ethnographic research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC508 Graduate Seminar in Composition
This course is designed for first- and second-year composition students in the Graduate Program. We will discuss and analyze works covering a broad range of compositional styles and techniques, inviting composers to share their original work and research. In addition, students often perform their own works and those of fellow course members. Special guest composers and ensembles interact with the course when possible.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC509 Special Topics in Contemporary Music
Offerings of this seminar focus on different issues of specific relevance to contemporary music compostion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC510 Graduate Proseminar in World Music Studies
This introductory seminar is offered every fall as a required course for all first-year music MA students. The primary focus is developing research, writing, and critical interpretive and analytical skills necessary for initiating and completing the MA thesis projects. Students will be exposed to the breadth of the music department's specialties, and we will identify and discuss current issues that cut across concentrations within the department.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MUSC513 Improvisation in Cross-Cultural Perspective
This course will explore musical improvisation around the world from a variety of theoretical and practical perspectives. Readings on theories of improvisational processes, as well as on specific musical traditions in the United States, India, Indonesia, Africa, and elsewhere, will complement practical transcription and analysis projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC515 Mapping Music as/in Motion: The Cartographies and Circulation of Aural Culture
Music circulates, moves, and is mapped through places, pathways, materials, bodies, and technologies. Together, we will encounter a series of conceptual frameworks and case studies that map the nodes, pathways, boundaries, and movements of sonic phenomena and musical life. How do the movements of music and musicians, the places they occupy, and the boundaries they negotiate communicate spatial information about music practices? How they circulate physically and virtually? What are the different methods that ethnomusicologists use to represent and map these circulating sounds? This seminar not only discusses the physical cartography and circulation of music cultures, but also, the virtual spaces music moves through. In the opening decades of the 21st century, new media practices and Web 2.0 modalities (e.g. Spotify, YouTube, Twitter, Facebook) have enabled new cartographies, patterns, and pathways of circulation, and engendered new approaches to participatory musicking. The seminar also raises questions of how technologies and modes of mobility interface with categories of identity, race, and gender.

In-class discussions foreground the role of movement and how musical movement is mapped and represented. The seminar addresses such topics as: musical movements by way of travel, habitation, refuge, trade, ghettoization, migration, or telecommunication; sonic geography; the ways sounds and music flow and vibrate through, in, and among places (e.g. urban streets and neighborhoods, spaces of protest, music scenes, performance venues); composition as travel writing; why some musics and musical actors are more mobile than others; how travel and migration shape music-making and musical senses of place; how the maps and cartographic representations of places are redrawn as music and musical actors move and aural culture makes claims to space; the place of border theory, cartography, migration studies, transnationalism, and human geography in ethnomusicology; the impact of travel, tourism, festivals, and tours on local music scenes; mobile media and technologies; how subversive and DIY cartographies of music cultures and their movements offer alternative representations to conventional social and political customs; and how the spatiality and materiality of musical mobility is experienced through aural, tactile, visual, and haptic sensations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC517 Sex/Gender/Queerness in Music and Music Scholarship
This seminar is designed to involve all music graduate students, namely students in composition, ethnomusicology, and performance concentrations, from both MA or PhD programs. This course will examine the major ideas in the recent feminist, gender, and queer studies in the fields of composition, ethnomusicology, musicology, and popular music studies. The class will explore varied approaches in critical re/presentation of femininity/masculinity/transgender/queerness in composing, listening, performing, and analyzing music and sound. We will consider the significance of engaging feminism, gender studies, and queer studies in our varied relations with music. In so doing, each member of the class will have the opportunity to design their own final creative project and to develop a dialogue with the ideas presented in the readings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC518 Music and Embodiment
This course will explore the role of the human body in music performance, transmission, and perception. Through discussion of interdisciplinary literature on embodiment, analysis of cross-cultural case studies, and ethnographic projects describing their embodied engagements with music, students will examine the biological and cognitive foundations of human musicality, the cultural and social dimensions of music as embodied practice and experience, and the body politics of musical expression and participation. Topics covered will include the role of movement and gesture in singing and instrumental playing; the interrelation of instrument morphology, body techniques, and music structure; the interplay of sound, space, and architecture; and intersections between human musicking, technology, and the environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC519 Current Issues in Ethnomusicology
This course concentrates on current scholarship, intellectual issues, and music ethnographies in ethnomusicology. It challenges the students with contemporary theoretical debates among ethnomusicologists, such as music and identity, music and gender, race and power, music and technology, and music and decolonialization. The course will closely examine the impact of interdisciplinary approaches on music ethnography through critical analysis of the readings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **None**

MUSC520 Explorations in Musicology
What is Musicology? How and why do scholars write about music? This course will investigate some of the motivation for making music a scholarly object of inquiry. After reviewing some of the methodologies through which scholarship has been constructed (archival research, reception history, historiography, practice-led research), we will assess and discover new ways to write about music and the cosmos. This topic will serve as a prism through which musicological debate can be understood, and contrasted with ethnomusicological and other approaches. We will draw on a range of musicological approaches and frameworks--cultural, historical, scientific, and environmental studies, posthumanism, mythology, and countercultural spirituality.

Course Objectives:

- To gain familiarity with diverse thinking about music inspired by the great beyond

- To understand some of the reasons why musicians turn to cosmology

- To develop cross-cultural understandings of the collaborations of musicians and astronomers

- To explore celestial motion as a form of design, or a mode of rationalizing

- To use musicology tools to find new ways of analyzing phenomena

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

MUSC521 Seminar in Interdisciplinary Studies
The course, one of the four core PhD seminars in ethnomusicology, examines a number of disciplines as they relate to general current theoretical issues and the interests of ethnomusicology. Visitors from other departments will present their disciplinary perspectives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC522 Seminar in Comparative Music Theory
In this seminar we will take a deep dive into historical texts of music theory from the 18th, 19th, and early 20th centuries. Because of its significant overlaps with physics, acoustics, aesthetics, and philosophy, music theory can serve as an important site for any inquiry into the history of ideas. Particularly distinctive in music theory of the 18th century and beyond are the linkages that join the empirical and physical sciences with speculative discourses on beauty and subjectivity. In addition to covering major figures in the canonic history of Western music theory after 1700, this seminar will focus in particular on moments of colonial encounter and exchange that occurred through music theory; our aim will be to understand how the modern, Western self was in part fashioned through its investigation of non-Western musical systems. For their final papers, students are encouraged to draw on their own research interests, placing them in dialogue with the historical texts and methodological concerns that we will explore together this semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

MUSC530 Department of Music Colloquium
This lecture series showcases new work by performers, composers, and scholars in ethnomusicology, musicology, music theory, sound art, and cultural history. The colloquia also invite dialogue with professionals working in arts education, curation, and administration. Typically, a 45-minute talk is followed by 30 minutes of questions and discussions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

MUSC561 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **OPT**

MUSC563 Field Research or Academic Education (Graduate)
Graduate-level tutorial for field research or academic education.
Offering: **Host**
Grading: **OPT**

MUSC564 Field Research or Academic Education (Graduate)
Graduate-level tutorial for field research or academic education.
Offering: **Host**
Grading: **OPT**

MUSC565 Academic Education in the Field
Offering: **Host**
Grading: **OPT**

MUSC566 Academic Education in the Field
Offering: **Host**
Grading: **OPT**

MUSC591 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

MUSC592 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: **Host**
Grading: **OPT**

NEUROSCIENCE & BEHAVIOR (NS&B)

NS&B149 Neuroethology: Sensory Basis of Animal Orientation and Navigation
This course is about the sensory and neuronal processes underlying the ability of animals to orient in and move through their environments. We will consider the basic functions of sensory and nervous systems that underlie the remarkable abilities of animals to orient themselves in personal space, move through their home range, and move through the world in long-distance migrations and in homing. Animals from invertebrates through fish, birds, and mammals will be considered. The format of the course will be seminar/discussion and some lectures with heavy student participation. The course is intended for first-year students with high school-level courses in at least two of the following: biology, chemistry, or physics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL149**
Prereq: **None**

NS&B193 Principles of Biology I Laboratory (Online)
This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B193, BIOL193**
Prereq: **None**

NS&B198 Principles of Biology II Laboratory _ Online
This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. Laboratory exercises use the techniques of electrophysiology, microscopy, computer simulations, and analyses of DNA sequence data. Some exercises will include exploration of physiological processes in living animals.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL198, MB&B198**
Prereq: **BIOL192**

NS&B210 Research Methods in Cognition
This course will examine the experimental method as a means of gaining knowledge about human cognition. Students in this course will learn about general research methods in cognitive psychology related to experimental design, understanding and interpreting research, and ethical issues involved in research with human subjects. Classic research paradigms in cognitive psychology will be explored through the use of interactive demonstrations and in-class experiments.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC210**
Prereq: **(PSYC105 AND PSYC200) OR (PSYC105 AND ECON300) OR (PSYC105 AND QAC201) OR (PSYC105 AND MATH132)**

NS&B213 Behavioral Neurobiology
This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL213, PSYC240**
Prereq: **None**

NS&B220 Cognitive Psychology
Cognitive psychology, a major branch in the field of psychology, is the scientific study of human adult mental processes. The goal of this course is to provide a broad introduction to the issues, methods, and phenomena that characterize the field. These will be brought to life with selected examples of influential empirical studies and, occasionally, practical applications. In seeking constraints on theories of how the mind works, we will draw primarily on studies of adult human behavior (e.g., reaction time, task accuracy), individuals with localized brain damage (e.g., visual agnosia), and measures of brain activity (e.g., as inferred using fMRI techniques). Computer models and nonhuman animal studies will also be considered. Broad topics will include attention, perception, memory, knowledge, reasoning, and decision making. The course is lecture-based but will incorporate discussions, demonstrations, video, and group activities. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC220**

Prereq: **PSYC105**

NS&B222 Sensation and Perception
This course explores our perceptual systems and how they create and shape our experience of the world around us. We will consider the neurophysiology of perceptual systems as well as psychological approaches to the study of perception, covering all of the human senses with a special emphasis on vision. Class demonstrations will introduce students to interesting perceptual phenomena. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC222**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B224 Hormones, Brain, and Behavior
Hormones coordinate the anatomical, physiological, and behavioral changes necessary for developmental, seasonal, and diurnal transition in animals. These molecules have profound effects on the development of the brain and on adult brain function. How do hormones orchestrate brain assembly and the expression of specific behaviors? How do behavior, social context, and the environment influence hormone secretion? This course will provide a critical survey of our understanding of the relationship between endocrinology, the brain, and behavior in a variety of animal systems. Select topics include insect metamorphosis; sexual differentiation of the vertebrate brain and behavior; reproductive and aggressive behavior in birds, lizards, and rodents; song learning and song production in birds; and the effects of hormones on sexual behavior and cognitive function in primates, including humans. The exploration of a variety of systems will provide students with an appreciation of the ways in which the relationships between hormones and behavior vary across species, as well as the extent to which these relationships are conserved.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL224**
Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [BIOL182 or MB&B182]**

NS&B225 Cognitive Neuroscience
This course provides an introduction to cognitive neuroscience -- the study of how the brain enables the mind. We will begin with an overview of the neural substrates of cognition and the tools for understanding the structure and function of the human brain. Then we will cover neural processes that support sensory perception and attention, memory, motor control, language, executive control, and emotional and social functioning. We will also discuss mechanisms of brain evolution, development, and repair, and their implications for various diseases and disorders. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC225**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B227 Motivation and Reward
This course will focus on motivation and reward, providing students with a background in and understanding of the various theories and approaches to studying the topic of motivation, including an introduction to some of the history and the current advances in the field. The course uses animal and human research to try to unravel the brain areas and neurotransmitter systems involved in different forms of reward, including food, sex, and drugs, and examine cases of disordered motivation such as drug addiction, obesity, and disordered gambling. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **PSYC227**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B228 Clinical Neuropsychology
This introductory course will examine the relationship between brain functioning and cognition, behavior, and emotion through the study of human brain disorders. The course will begin with a brief overview of basic human regional neuroanatomy, followed by an exploration of neuropsychological assessment and intervention (its history, rationale, goals, and procedures). These topics will provide a foundation for the discussion of more specific topics in neuropsychology (e.g., traumatic brain injury, dementia, psychiatric disorders, cerebrovascular disorders, seizure disorders, learning disabilities, autism) and the role that neuropsychologists play in the evaluation and treatment of individuals with these disorders. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC228**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B238 Psychological Theories of Learning and Motivation
The goals of this course are to help students develop practical, evidence-based skills for effective classroom learning, understand and appreciate research on the neuroscience of learning and motivation across species, and apply theories of learning and motivation to understanding human behavior. Course objectives for achieving these goals include: implementing evidence-based practices; dispelling myths about learning; explaining mechanisms of memory consolidation and factors that modulate it; distinguishing between and identifying components of operant and classical conditioning; and explaining how each theory of motivation can be used to understand why people behave in certain ways. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC226**
Prereq: **PSYC105 OR NS&B213**

NS&B239 Functional Anatomy of the Human Brain
The human brain is an organ with the consistency of firm Jell-O, weighing about 2.5 pounds in an adult. It is made of 86 billion neurons and approximately the same number of non-neuronal cells. Contrary to common misconceptions, we use all the neurons in our brains, not just a small fraction of them from the regions dedicated to the function being performed. Brain cells organize in distinctive anatomical structures, which are interconnected through complex circuits that control nearly every function of the body, such as learning and memory, thinking, consciousness, and aesthetic appreciation. Its malfunction results in a variety of diseases, including senility, mood disorders, and motor/sensory dysfunctions. This course will examine in some detail the complex organization of the brain and how it performs some of its basic functions. The course will familiarize students with the medical terminology and neurological concepts for a general understanding of the human brain and spinal cord, being of special interest for pre-med students, NS&B, biology, and psychology majors; and anyone simply interested in how the brain works. This course counts as an elective or column 1 breadth course towards the psychology major.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL239, PSYC239**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B243 Neurohistology
The aim of this course is to study the microscopic structure of the nervous system. Structural and functional relationships between neurons and glia, as well as the organization of major brain regions (cortex, hippocampus, and cerebellum) will be examined. In addition to traditional histological preparations, modern techniques including confocal microscopy and immunohistochemistry will be studied and performed. Laboratory exercises will include the preparation and visualization of microscopic slides using a variety of techniques. While this course will focus on mammalian nervous system, skills learned in this course will be applicable in a variety of research models.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL243**
Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [MB&B181 or BIOL181]**

NS&B244 Neuropharmacology
This course will introduce students to the physiological and molecular effects of drugs on neuronal activity and behavior. We will cover key concepts in neuropharmacology, including pharmacokinetics and pharmacodynamics, alongside techniques used in modern pharmacotherapeutic discovery as it relates to the treatment of neurological and neuropsychiatric disease. Student assessment will include in-class quizzes and exams.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL244, BIOL544**
Prereq: **BIOL182 OR BIOL182Z AND NS&B213**

NS&B245 Cellular Neurophysiology
This neurophysiology course is mostly a study of how neurons send, receive, and integrate the signals that produce nervous system activity. Using the tools of electrophysiology (the electrical recording and manipulation of neurons), we can better understand synaptic plasticity, neuronal oscillations, and network activity. In the last module of the course, students will use their knowledge of a diversity of voltage-gated channels, neurotransmitter systems, and neuron categories to better understand the neurophysiology of epileptic seizures and sensorimotor systems and locomotion. We will also examine articles about human-machine interfaces that are being developed in the diagnosis and treatment of epilepsy as well for the restoration of motor activity and somatosensation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL245, BIOL599**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B247 Laboratory in Neurophysiology
The course is designed to teach techniques and offer independent research experience. Students study living nervous systems and measure the electrical signals at the heart of nervous system function. In the first part, experiments include intracellular recordings of rest and action potentials, synaptic transmission, sensory coding and integration in simple nervous systems. Students learn surgical and electrophysiological recording techniques working with invertebrate and cold-blooded vertebrate animals including crayfish, mollusks (Aplysia), leeches, fish, and amphibians. In the second part of the course, students will use these techniques in novel, independent research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL247**
Prereq: **([NS&B213 or BIOL213 or PSYC240] AND [BIOL182 or MB&B182])**

NS&B250 Laboratory in Cellular and Behavioral Neurobiology
The goals of the course are to introduce students to a number of contemporary laboratory techniques in neuroscience and behavior. The laboratory introduces students to experimental method and techniques including neuroanatomy, immunohistochemistry, primary neuronal and astrocyte cell culture methods, analyses of electrical activity in the brain, and behavioral analyses of learning, memory, social behavior, and social dominance in inbred strains of mice.

Students will learn to analyze experimental data and write a series of laboratory reports on the experiments done during class. In addition, students will write a term paper related to one of the experimental approaches.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL250, NS&B555**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B251 Laboratory in Basic Practices in Neuroscience
This course will provide students with the knowledge and some tools to solve problems in neurobiology. Topics covered include a fundamental review of neurobiology and approaches in neuroscience research methods, behavioral studies, tissue/cell preparation, and histology/microscopy.

Students will learn how the applications of advanced neuroscience techniques have answered fundamental questions in neurobiology and neurophysiology. Modern approaches and their applications will be discussed, including behavioral studies, tissue preparation and analysis, histology, and microscopy.

The learning outcomes will be assessed by a project, oral presentation of the project, written laboratory class reports (lab notebooks), and a lab practicum.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL251**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

NS&B252 Cell Biology of the Neuron
Understanding the cellular biology of neurons is critical for understanding neurological disorders as well as neuropharmacological methods for treating the nervous system. In this course, we will explore how neurons function, focusing on structure-function relationships of the molecular building blocks of neurons. We will examine the basic cell biological mechanisms that underlie the formation, function, and plasticity of neurons and circuits. Areas studied will include cytoskeleton, cellular polarity, synapse formation, synaptic transmission, inter- and intra-cellular transport, neuronal plasticity, and regeneration. This course is designed to follow on from NS&B213 Behavioral Neurobiology.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL252**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B254 Comparative Animal Behavior
In this survey course, we explore a wide range of animal behaviors at the proximate and ultimate levels of analysis. Main topics include: the principles of communication, genetic regulation of behavior, neuroethology, biological rhythms, hormones and behavior, reproduction, and animal cognition. Students gain foundational knowledge by engaging with textbook readings and traditional lectures. Students practice self-directed inquiry, peer-assisted learning, and scientific communication through in-class work sheets, group discussions, take-home assignments, and presenting topics of their choosing. Finally, students will learn about research and the academic career path through scholar highlights, interacting with guest speakers, and reading primary literature.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL254**
Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR [NS&B213 or BIOL213 or PSYC240] OR BIOL182Z**

NS&B257 Neurogenetics
Genes are the basic functional units of heredity. This course is an introduction to the study of genes and their role in shaping neuronal structure, neuronal function, and behavior. We will learn about classic and modern approaches used to probe the relationship between genes and behavior, with a focus on studies using model organisms (e.g., flies, mice, worms). We will discuss the molecular genetics of neurological disorders with high heritability and the use of genetic tools to treat these conditions, and we will consider the ethics surrounding treatment and diagnosis of these disorders. Student assessment will include short written responses, in-class quizzes, and exams.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **BIOL257**
Prereq: **BIOL181 AND BIOL182**

NS&B280 Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201, GOVT201, PSYC280**
Prereq: **None**

NS&B280Z Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201Z, GOVT201Z, PSYC280Z**
Prereq: **None**

NS&B299 Waves, Brains, and Music
Pressure waves bounce against the ear, and we create perceptions called sounds from them. We organize sounds to make music, making more waves, and the cycle goes forward. This course will provide an introduction to the fraction of these phenomena that can be measured and analyzed, focusing on the mathematics of signal analysis, auditory physiology, and the physiology of musical perception and production. Periodic waveforms include musical tones and the voltage fluctuations that can be measured from brains. The first third of this course (waves) is an introduction to the quantitative analysis of periodic waveforms, with the goal that the student will have a better understanding of how to interpret the analysis of both musical sounds and neuronal recordings. The second part of the course (brains) examines the known mechanical processes (physiology) by which the mammalian brain analyzes the periodic waveforms that we interpret as sound. The third part of the course uses these lessons to examine original research articles about the neuroscience of music, that is, how neuronal networks produce musical perception.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL299**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B302 Neurobiology of Aging
This course is designed to explore the intricate relationship between the aging process and the nervous system. As our population ages, understanding the underlying neurobiology of aging becomes increasingly important. This course delves into the physiological, cellular, and molecular aspects of how the nervous system changes over time and the impact of these changes on cognition, behavior, and overall well-being.

This course will introduce the student to the study of aging (gerontology) and the effects of normal aging and pathological aging on the nervous system. We will discuss general concepts of aging, and biochemical, physiological, and behavioral age-associated changes in the motor, sensory, cognitive, and neuroendocrine systems. By the end of the course, the student should have a clear understanding of what aging is and what effects it has on normal brain function. In class, I will introduce the topic with slide presentation and after that, we will discuss the topic based on the scientific article discussion. After the last class, students will have extensive opportunities for feedback and will write a project and present it in class as an oral presentation. Student evaluation will include weekly quizzes, project, a midterm and final exams, and class participation/attendance.

Course Objectives:

By the end of this course, students will:

1. Gain a Comprehensive Understanding: Develop a comprehensive understanding of the neurobiological processes associated with aging, including neurodegenerative diseases.

2. Explore Structural Changes: Examine structural changes in the aging brain, such as alterations in neuron density, synapse formation, and brain volume.

3. Analyze Functional Changes: Analyze functional changes in the aging nervous system, including changes in memory, cognition, sensory perception, and motor function.

4. Study Neurodegenerative Diseases: Investigate common neurodegenerative diseases associated with aging, such as Alzheimer's disease, Parkinson's disease, and age-related macular degeneration.

5. Explore Cellular and Molecular Mechanisms: Explore the cellular and molecular mechanisms underlying age-related changes in the nervous system, including oxidative stress, inflammation, and genetic factors.

6. Examine Potential Interventions: Review potential interventions and strategies to promote healthy aging and delay or mitigate age-related neurobiological changes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL302**
Prereq: **NS&B213**

NS&B302Z Neurobiology of Aging
This course is designed to explore the intricate relationship between the aging process and the nervous system. As our population ages, understanding the underlying neurobiology of aging becomes increasingly important. This course delves into the physiological, cellular, and molecular aspects of how the nervous system changes over time and the impact of these changes on cognition, behavior, and overall well-being.

This course will introduce the student to studying aging (gerontology) and the effects of normal aging and pathological aging on the nervous system. We will discuss general concepts of aging, and biochemical, physiological, and behavioral age-associated changes in the motor, sensory, cognitive, and neuroendocrine systems. By the end of the course, the student should clearly understand what aging is and its effects on normal brain function. In class, I will introduce the topic with slides presentation and after that, we will discuss the topic based on the scientific article discussion. After the classes, students will have extensive opportunities for feedback and will be requested to write a project for the last, oral presentation of the project in the class, and a final exam.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL302Z**
Prereq: **NS&B213**

NS&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function
Membrane proteins constitute one-third of all cellular proteins and one-half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (e.g., x-ray crystallography, EM, NMR), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B303, MB&B523**
Prereq: **(CHEM251 AND CHEM252 AND [MB&B208 or BIOL208])**

NS&B304 Glia: Not just neuronal glue!
Historically, neuroglial cells (i.e., astrocytes, oligodendrocytes, and microglia) were considered the space-filling cells of the brain, simply the brain's "glue." Later, their primary role was considered metabolic support of neurons (e.g., buffer extracellular potassium, recycle neurotransmitters, myelination, etc.). However, the notion of glia as inert bystanders has recently been revised. It is now accepted that glial cells play critical physiological roles in normal nervous system development and function, including controlling brain wiring, modulation of synaptic transmission, regulating blood flow, and serving as the brain's lymphatic system just to name a few functions. Moreover, glia contributes to a variety of neurological disorders such as epilepsy, glioma, multiple sclerosis, neurodegenerative diseases, and psychiatric disorders like major depressive disorder and schizophrenia. Hence, these underappreciated cells are long overdue recognition. This is an interdisciplinary course in which students will engage in a focused, in-depth exploration of how glial cells contribute to neurological and psychiatric disorders. Lectures by both basic scientists and clinicians will highlight recent research on the molecular mechanisms by which glial cells contribute to the establishment and progression of neurological and psychiatric disorders.

This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature. After the classes, students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include quizzes and assessments for a lay audience, a midterm and a final exam, class participation, and attendance.

Course Objectives:

1. Describe the development, histology, and normal physiological function of glial cells.

2. Describe the role inflammation plays in neurological and psychiatric conditions.

3. Describe the role traumatic brain injury plays in neurological and psychiatric conditions.

4. Describe the role genetics plays in neurological and psychiatric conditions.

5. Describe the physiology, pathology, and disease mechanisms of neurological and psychiatric conditions.

6. Demonstrate effective written communication skills to construct a succinct "News & Views" style summary of a primary research report for a lay audience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL304**
Prereq: **NS&B213**

NS&B316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives
The goal of this seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment of the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; and (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC316**
Prereq: **None**

NS&B316Z Schizophrenia and its Treatment
Please note: readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus - http://www.wesleyan.edu/wintersession.

The goal of the seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment in the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC316Z**
Prereq: **None**

NS&B317 Neuroethics
Ethics, or morality, is one of the complex features of human behavior. This course will explore "Neuroethics" from two perspectives: (1) the neuroscience of ethics (i.e., the role of the human brain in ethical or moral behavior) and (2) the ethics of neuroscience (i.e. the ethical implications of manipulating the brain). The first perspective will relate to the premise that human morality is embodied in and operates based on the principles of the functional architecture of the brain, in particular, the cerebral cortex. The course will examine the organization and neural networks, especially of the association cortices (prefrontal Cortex: ventromedial, dorsolateral and orbitofrontal cortex; the cingulate cortex; temporal association cortex; and the inferior and superior parietal lobes). The course will review studies on the development of moral values in children and their neural underpinnings, leading to studies of the functions of the adult brain in moral or ethical decision-making. Topics such as the neural basis of resolving the "Trolley Problem," neuroeconomics, altruism, poverty, forgiveness, and compassion will provide the basis for this discussion. We will evaluate from a neuroscience perspective questions such as determinism and free will, and the sense of "self"--ideas that have played a significant role in ethical theories. Based on this body of knowledge, we will look at emerging ethical issues arising from technological developments that allow for manipulating the normal and diseased brain. A variety of questions will be examined, including brain imaging and privacy; enhancement of normal brain function through chemical, electrical, and electromagnetic stimulation; implanted neural interfaces; restoring brain damage; and neuroscience and the law.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Prereq: **[PSYC225 or NS&B225] OR [NS&B213 or BIOL213 or PSYC240]**

NS&B320 Neuroscience of Learning and Memory
One of the fundamental functions of our nervous system is to encode and store memories, which allows us to survive and shape our personal identities. In this course we will cover different animal models of learning and memory, which have been useful tools to understand maladaptive memories underlying neuropsychiatric and neurological disorders such as post-traumatic stress disorder, substance use, and Alzheimer's disease. We will look in detail at how neurons and neural circuits change and respond when an organism learns something new or recalls a past experience. This course will also involve detailed discussions related to sex differences in both learning behavior and the biological basis of memory processes. The central focus of the course will be integrating current work in basic cellular and molecular neurobiology with the experimental

psychology of learning and memory. This course counts as an elective towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **PSYC305**
Prereq: **NS&B213**

NS&B323 Biochemistry of Neurodegenerative Disease
Broadly defined, neurodegenerative disease occurs when a specific class of neuron dies and thus fails in its biological action. In this course, we will delve into the many different, intricate ways neuron death can occur and cause disease. From the chemistry of neurotransmitters, aggregation of proteins, and the collapse of neuromuscular junctions, many areas of the neurobiology can go awry. The focus of the course will be on understanding the complex interplay of small molecules and proteins that keep neurons healthy and functional. In this course, we will use current primary literature and lecture to understand the varied topics. This course aims to improve skills in reading and analysis of primary literature as well as the written and oral presentation of scientific findings.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM323**
Prereq: **BIOL181 AND CHEM252**

NS&B325 Stem Cells: Basic Biology to Clinical Application
This course will cover recent advances in stem cell biology, including tissue-specific and pluripotent stem cells. Clinical applications will be covered and we will examine the ethics and politics as well as the science of this emerging field.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL325**
Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182])**

NS&B326 History of the Brain
The course is designed to trace the people, experiments, social forces, and ideas that have helped shape the legacy of current neuroscientific knowledge. The course will be broken up into five parts. Part one will look at Ancient Egyptian, and Classical Greek and Roman conceptions of brain function. Part two will investigate methodological advances in the study of electricity and cell-staining techniques -- both developed in the 18th-19th century -- that paved the way for novel ways of looking at brain function and human behavior and how these new conceptualizations impacted the culture at large. Part three will investigate the history of assigning specific cognitive, emotional, and behavioral function to specific structures in the brain. Part four will link developments in neuroscientific study with their impact (both positive and ill) on the treatment and care of people with psychiatric and neurological illness form the 19th-century to the present day. Part five will present a summing up and an overview of contemporary models of brain and mind.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC326**
Prereq: **None**

NS&B326Z History of the Brain
The course is designed to trace the people, experiments, social forces, and ideas that have helped shape the legacy of current neuroscientific knowledge. The course will be broken up into five parts: Part one will look at Ancient Egyptian, and Classical Greek and Roman conceptions of brain function. Part two will investigate methodological advances in the study of electricity and cell-staining techniques -- both developed in the 18th-19th century -- that paved the way for novel ways of looking at brain function and human behavior and how these new conceptualizations impacted the culture at large. Part three will investigate the history of assigning specific cognitive, emotional and behavioral function to specific structures in the brain. Part four will link developments in neuroscientific study with their impact (both positive and ill) on the treatment and care of people with psychiatric and neurological illness form the 19th-century to the present day. Part five will present a summing up and an overview of contemporary models of brain and mind.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC326Z**
Prereq: **None**

NS&B328 Chemical Senses
The least well understood of the senses, chemical sensation, is key to survival and behavior of many species. This course covers the structure and function of sensory neurons in both the gustatory and olfactory systems, as well as in chemosensory irritation. We will examine coding of sensory information to understand how higher cortical areas interpret stimuli. We will look at a variety of animal models and discover common organizing principles across phyla. Emphasis will be placed on the cell biology of these systems. Students will participate in reading, analyzing, and presenting recent studies from different areas within chemical sense to highlight recent findings and where the emphasis in chemosensory research is focused.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL328**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B329 Neural Costs of War
This course focuses on stress reactions that result because of exposure to war, combat, and related atrocities. You will learn about the diagnosis of PTSD, including its development and history. There is a strong emphasis on the neural and cognitive mechanisms for stress-related psychopathology and the overlap of psychological and neural systems with the damaging effects of traumatic brain injury. While interactions of these mechanisms with social and cultural processes are considered, the primary emphasis is on the neural and cognitive mechanisms. To be fully prepared for this course, students should have a solid grounding in neuroscience and behavior, as well as basic psychopathology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC329**
Prereq: **None**

NS&B341 Psychology of Human Memory
This seminar course is designed to provide students with an in-depth exploration of the psychological science of human memory. We will examine current issues and theories in human memory research and the methods by which human memory is explored. Both classic and contemporary research findings from the disciplines of cognitive psychology, cognitive neuroscience, and neuropsychology will be brought together to paint a picture of the current understanding of human memory. Topics to be covered include different memory systems and frameworks (e.g., working memory, semantic memory, episodic memory), remembering and forgetting (e.g., phenomenal experience

of remembering, various mechanisms of forgetting), reality/source monitoring (e.g., memory attributions, true and false memories), the influence of emotional and social factors on memory (e.g., social remembering), and memory in clinical populations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC341**
Prereq: **None**

NS&B343 Muscle and Nerve Development
This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL343, NS&B543, BIOL543**
Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196 or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])**

NS&B344 Developmental Biology of the Nervous System
Near the top of the list of unsolved mysteries in biology is the enigma of how the nervous system constructs itself. Here is a part of our body that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. We will also discuss some disorders and dysfunctions that may happen during the neurobiology of development, such as cerebral palsy, autism, and attention-deficit hyperactivity disorder (ADHD). We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature. After the classes students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include weekly quizzes and/or assessment, a mid-term and a final exam, and class participation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL344**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

NS&B345 Developmental Neurobiology
Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL345, NS&B545, BIOL545**
Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

NS&B347 Mammalian Cortical Circuits
The mammalian cortex is where conscious perception and thought is generated, but the mechanistic details governing those processes are not well known. Studies of those circuits have revealed a heterogeneity of neuronal classes in the cortex and their proposed roles in these processes. Detailed wiring diagrams of local and long-distance cortical circuits are emerging, colored with dynamic connections that are helping us understand the cortex with these reverse-engineering strategies. Most of the readings for this course will be taken from the recent primary literature; areas of the cortex that will be studied include sensory cortex as well as studies of hippocampal cortical circuits.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL347**
Prereq: **NS&B213**

NS&B348 Topics in Cognitive Development
In this course we will discuss in depth a selection of current topics in cognitive development research. We will read and discuss primary literature and focus on cutting-edge debates in the field, surveying evidence from different stages of human individual development as well as (when appropriate) evidence from different nonhuman species.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC348**
Prereq: **None**

NS&B351 Neurobiology of Learning and Memory
Animals as varied as sea slugs and humans display a number of types of learning, ranging from the capacity to acquire species-specific behavior to the ability to form arbitrary associations. Just as varied are the philosophies governing the choice of how to best study the neurobiology of learning and memory. Through lectures, class discussion, student presentations, and a critical reading of the primary literature, the advantages and disadvantages of these various approaches will be investigated. While the specific focus of this class will be on learning and memory, other ways in which the brain learns will also be explored. Normal brain ontogeny relies to some extent on invariant cues in the animal's environment, making this process somewhat analogous to learning. In fact, the neural substrates for learning are likely to be a subset of the basic steps used during brain development. Moreover, the developmental rules guiding brain assembly place constraints on the what, how, and when of brain function and learning. Therefore, this course will also cover select topics in basic developmental neurobiology.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL351**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B353 Neurobiology of Neurological Disorders
This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including including schizophrenia, Alzheimer's disease, sleep disorders, anxiety disorders, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL353, PSYC353**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B356 Neurodevelopmental Disorders
This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, cerebral palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory ingration disorder, and neonatal hypoxia. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic cellular aspects of brain function.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL356, PSYC356**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B357 Sex and Gender: From Synapse to Society
From movies like Think Like a Man to songs like "God Made Girls," from federal policies to gender reveal parties, much of our experience is defined by an ideology of gender dichotomy and an endorsement of fundamental sex differences in behavior. But does science agree? The field of neuroscience is bursting with research that both supports and questions inherent differences in the brains and behavior of men and women. In this course we will be taking an open and critical look at this scientific literature. We will begin by clarifying what it means, biologically, to be male/female, determine the limits to these definitions, and evaluate how these biological elements (genes/hormones/anatomy) interact with our environment and society to influence our behavior and gender identity. Additionally, we will evaluate nonhuman animal and human data regarding sex differences in behaviors (e.g., aggression, verbal communication) and neuropathological states (e.g., addiction, autism spectrum disorder). Student evaluation will include effortful participation, biweekly concept checkpoints, a final paper/presentation, and weekly editorials.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **BIOL357, FGSS357**
Prereq: **BIOL182 AND NS&B213**

NS&B358 Neurobiology of Movement
This course is designed to take a comparative approach to understanding the major motor systems of the brain and will cover the basic elements of motor "control." However, the motor system does much more than contract muscles. Even the most basic movements such as walking require whole-body coordination that must be learned and adapted to our environment. During active sensation, motor systems even modulate our sensory perceptions. Much of what we have learned about motor systems comes from animals as diverse as crickets, electric fish, and birds. This course uses a comparative approach to understand the functions various brain regions contribute to our active lives.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL358**
Prereq: **NS&B213**

NS&B360 Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits
This course will examine structural and functional neuroplasticity in the nervous system. The ability of the nervous system to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections is regulated by our environment, both within the body and the external world. We'll examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, learn how the birth of new neurons changes across the lifespan, and discover how adult neurogenesis is altered by the aging process, physical exercise, stress, and neuropsychiatric disorders, such as epilepsy and Alzheimer's disease. We'll also learn about potential stem cell therapies for enhancing brain repair and plasticity after brain injuries. Students will prepare for class by reading scientific papers and reviews on the topic. In class, I will introduce the topic with slide presentations, and after that we will discuss the topic based on the scientific article discussion. After the classes students will have extensive opportunities for feedback and will be requested to write a simple paragraph for the next class and/or answer a small quiz, based on the new knowledge acquired. Student evaluation will include weekly quizzes and/or assessment, a final exam, and class participation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL360**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B360Z Neuroplasticity and Neurogenesis in Health and Disease: Molecules, Cells, and Circuits
This course will examine structural and functional neuroplasticity in the nervous system. The ability of the nervous system to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections is regulated by our environment, both within the body and the external world. We'll examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, learn how the birth of new neurons changes across the lifespan, and how adult neurogenesis is altered by aging process, physical exercise, stress, and neuropsychiatric disorders, such as epilepsy and Alzheimer's Disease. We'll also learn about the potential stem cell therapies for enhancing brain repair and plasticity after brain injuries. After the basic material is introduced, class sessions will be scientific article discussion-based. Students will prepare for class by reading scientific papers and reviews on the topic. In class, we will introduce the topic with slide presentation and after that, we will discuss the topic based on the scientific article discussion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL360Z**
Prereq: **NS&B213 OR BIOL213 OR PSYC240**

NS&B373 Exploring the Brain-Body Interface: The Neuroscience of Basic Survival
Basic survival depends on the brain's regulation of fundamental behaviors and physiological pathways, such as drinking, eating, digestion, thermoregulation, breathing, and cardiovascular function. How do the brain and body communicate with each other to achieve homeostasis under different physiological states, and what goes awry in disease? How have species adapted to thrive in challenging environments, such as extreme temperatures and resource scarcity? In this advanced seminar, students will take a deep dive into the exciting research taking place at the brain-body interface. We will explore the main components of the peripheral nervous system, such as the vagus nerve and the dorsal root ganglia, that act as gatekeepers into our internal and external sensory worlds. We will also explore pathways within the central nervous system that regulate our basic bodily functions. By reading primary literature and review papers and participating in in-class discussions, students will gain deep knowledge of this burgeoning field of neuroscience. Through short written assignments and oral presentations on topics of their choosing, students will gain practical skills in scientific scholarship and communication.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **BIOL373**
Prereq: **(BIOL181 OR MBB 181) AND (BIOL182 OR MB&B182) AND (BIOL213 OR NS&B213)**

NS&B378 Advanced Research in Cognitive Neuroscience
This advanced research course provides in-depth training in the experimental methods of cognitive neuroscience, focused on human memory. Students will work individually and in groups on semester-long projects, which will include literature reviews, experimental design, data collection, analysis, journal-formatted writing of results, and oral presentations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC378**
Prereq: **None**

NS&B382 Advanced Research in Decision Making
This course is designed to allow students to conduct supervised research in the area of the cognitive psychology of reasoning and decision making. Working as a team with the instructor and other members of the research group, students will undertake a semester-long experimental research project on a topic in reasoning and decision making.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **PSYC382**
Prereq: **None**

NS&B383 Advanced Research in Learning and Memory
This advanced research course is designed to allow students to conduct supervised research in the area of human learning and memory. Working with the instructor, students will become part of an active research lab, undertaking a semester-long experimental research project that seeks to answer a current question in the field of memory research.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC383**
Prereq: **None**

NS&B390 Experimental Investigations into Reading
Experienced readers can easily recognize thousands of words. The mental dictionaries of these readers are efficiently organized to allow rapid and seemingly effortless word recognition. There are still many unanswered questions about the processes involved in visual word recognition. In this class, students will work together with the instructor to design and carry out an experimental investigation relating to reading and word recognition. The semester will provide students with a chance to integrate all aspects of the experimental process: idea formation, experimental design, data collection and analysis, interpretation, write-up, and presentation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC390**
Prereq: **None**

NS&B392 Behavioral Methods in Affective Neuroscience
This research methods course teaches experimental design and methods in experimental psychopathology using tools to conduct behavioral research in cognitive-affective neuroscience. Course material includes studies from the contemporary psychopathology research literature, with a focus on cognition-emotion interactions. Methods taught will vary by semester and individual research projects and will include statistical procedures (e.g., repeated measures ANOVA), tools for conducting research and analyzing data (e.g., computer programming for stimuli presentation and data processing), and neuroimaging techniques (e.g., event-related potential). There is high expectation that those enrolled in this course will take initiative to extend their learning to areas for which they have specific interests related to the course objectives. Students are also expected to work independently.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC392**
Prereq: **None**

NS&B393 Advanced Research in Cognition and Neuropsychiatric Illness
Students in this advanced undergraduate research course will work in teams on novel and ongoing research studies focused on understanding neurocognitive dysfunction and its treatment in neuropsychiatric illness. Students will be matched to a research project and will participate in different aspects of this research including background literature review, acquiring elementary skills in neurocognitive and symptom assessment, and collecting and/or analyzing extant data using SPSS. Students may also be involved in learning cognitive training procedures.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **PSYC393**
Prereq: **None**

NS&B401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

NS&B408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

NS&B409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

NS&B421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

NS&B422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

NS&B423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

NS&B424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

NS&B466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

NS&B491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

NS&B492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

NS&B501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

NS&B503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

NS&B509 Neuroscience Journal Club I
Presentation and discussion of current research articles in the field of neuroscience.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL509**
Prereq: **None**

NS&B510 Neurosciences Journal Club II
Presentation and discussion of current research articles in the field of neuroscience.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **BIOL510**
Prereq: **None**

NS&B543 Muscle and Nerve Development
This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL343, BIOL543, NS&B343**
Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196 or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])**

NS&B545 Developmental Neurobiology
Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL345, NS&B345, BIOL545**
Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

NS&B549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

NS&B550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

NS&B555 Laboratory in Cellular and Behavioral Neurobiology
The goals of the course are to introduce students to a number of contemporary laboratory techniques in neuroscience and behavior. The laboratory introduces students to experimental method and techniques including neuroanatomy, immunohistochemistry, primary neuronal and astrocyte cell culture methods, analyses of electrical activity in the brain, and behavioral analyses of learning, memory, social behavior, and social dominance in inbred strains of mice.

Students will learn to analyze experimental data and write a series of laboratory reports on the experiments done during class. In addition, students will write a term paper related to one of the experimental approaches.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL250, NS&B250**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PHILOSOPHY (PHIL)

PHIL112 Virtue and Vice in History, Literature, and Philosophy
Examines the long, complex and sometimes contradictory associations of virtue with piety, salvation, righteousness, intensity, strength, and, more recently with vulnerability and suffering. Beginning with Confucius and Aristotle, and winding our way through Christianity, humanism, postmodernism until the present, we will explore the ethics, power, and politics of the ideas of virtue and vice.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL228, CHUM228, HIST140**
Prereq: **None**

PHIL118 Reproduction in the 21st Century
This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL118, FGSS118, STS118**
Prereq: **None**

PHIL151 Living a Good Life: Chinese Lab (CLAC.50)
This optional "lab" class is intended for students (1) who have taken or are currently taking PHIL 210: Living a Good Life; and (2) who have little or no exposure to classical Chinese. Each weekly session will introduce students to aspects of the classical Chinese language--the written language of pre-20th-century China. Students will be able to read (in Chinese) and discuss (in English) key passages from the Confucian classics on which the Living a Good Life courses is partly based. No previous knowledge of Chinese (classical or modern) is necessary.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Identical With: **CGST224, CHIN151**
Prereq: **None**

PHIL152 Living a Good Life: Greek Lab (CLAC.50)
This half-credit "Greek Lab" uses a slow reading of Plato's Republic to invite students into the world of Ancient Greek. In the first three weeks of the semester, students will be introduced to the Ancient Greek alphabet and explore the meanings of two key Greek philosophical terms -- eudaimonia (often translated as "happiness" or "flourishing") and dikaiosune ("justice" or "righteousness") -- that will set the stage for our study of Plato. In subsequent weeks, we will progress through each of the ten books of the Republic, highlighting a pivotal Greek keyword in each class session and discussing how its nuances inform Plato's argument for the good life as the just life.

No prior experience with Greek (ancient or modern) is required, and all readings and discussion will be geared toward students with little to no background in classical languages. Our goal is twofold: to develop an appreciation for Attic Greek, and to discover how direct exposure to the language enhances our

understanding of a core text in the history of philosophy. Through short reading assignments prior to class, followed by group work and guided discussion in class, students will gain a unique perspective on some of philosophy's most enduring questions, while also developing the tools to navigate Ancient Greek terminology with confidence. Please note: this course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative and is not meant to replace a full introductory course in Ancient Greek. Students seeking more in-depth language training should enroll in GRK 101.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Identical With: **CGST225**
Prereq: **None**

PHIL160 Philosophy and the Movies: The Past on Film
This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM360, HIST129**
Prereq: **None**

PHIL185 Let's Talk: Civil Disagreement and Dialogue
This class is designed to help students improve their communication and dialogue skills through character development. We will consider ways to build community and trust in order to productively engage in and facilitate difficult conversations across political and social differences. Rooted in a philosophical framework for the study of values and virtue, we will reflect upon and incorporate the moral and intellectual features of good dialogues into our everyday lives. Our goal is to become the sort of people who can communicate effectively across differences in careful, constructive, open dialogues aimed at truth and justice.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL184, RELI184, SOC276**
Prereq: **None**

PHIL185F Reasonable Disagreements: Science, Philosophy, Magic, & Society (FYS)
Much of contemporary social and political discourse revolves around science--with many assuming that science is rational, objective, true, and the ultimate source of knowledge. As a result, it would seem unreasonable to believe in things like astrology, magic, alchemy, and other non-scientific ideals, or even to suggest that science might not be as objective, rational, or true as we might think. In this class we will explore different historical and philosophical approaches to distinguishing "legitimate" forms of inquiry and knowledge, considering the ways that our contemporary perspectives on science have been shaped by a long history of philosophy, "natural" philosophy, magic, theology, and "pseudosciences." We will investigate issues and concepts within and about science, including topics such as the nature of theories, the nature of scientific progress, and the relations among science, values, and society.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL185F, RELI185F, STS185F**
Prereq: **None**

PHIL195 Mellon Mays Fall Seminar
This course is for participants in the Mellon Mays Undergraduate Fellowship program. It is designed to introduce students to the requirements and rigors of graduate school. A central focus of the seminar will be to develop a research project on which the students would work over a two-year period.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL196 Mellon Mays Spring Seminar
This course is for participants in the Mellon Mays Undergraduate Fellowship program. It is designed to introduce students to the requirements and rigors of graduate school. A central focus of the seminar will be to develop a research project on which the students would work over a two-year period.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL201 Philosophical Classics I: Ancient Western Philosophy
This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **COL359, CLST217**
Prereq: **None**

PHIL202 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant
Can we ever hope to attain certain knowledge of the external world? Can we know ourselves? How is our mind related to our body? Are our senses more reliable than our intellect? Or is it the other way round? Can we have science without a belief in God? These are some of the questions that excited the philosophical imagination of the major intellectual figures of the early modern period, an era of unparalleled collaboration between science and philosophy. In this course we will examine how the Scientific Revolution encouraged philosophers toward radical innovation in epistemology and philosophy of mind, laying the foundations for our own modern conceptions of natural law, scientific explanation, consciousness and self-consciousness, knowledge and belief. We will be reading, analyzing, and arguing with some of the most influential works in the history of Western philosophy, including Descartes' MEDITATIONS, Locke's ESSAY CONCERNING HUMAN UNDERSTANDING, Hume's ENQUIRY CONCERNING HUMAN UNDERSTANDING, and Kant's CRITIQUE OF PURE REASON.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**

Gen Ed Area: **HA-PHIL**
Identical With: **COL360**
Prereq: **None**

PHIL204 Philosophical Classics IV: 20th-Century Analytic Philosophy
This course will study selected writings by the antispeculative, logic- and language-oriented thinkers who have shaped 20th-century Anglo-American philosophy--including Peirce, Frege, Moore, Russell, Wittgenstein, Carnap, Quine, Ryle, and Austin.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **PHIL202 OR PHIL101**

PHIL205 Classical Chinese Philosophy
Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **CEAS261, RELI228**
Prereq: **None**

PHIL206 Community-Engaged Philosophy: Teaching the Search for a Good Life
In this half-credit course, students who have successfully served as discussion facilitators for PHIL210: Living a Good Life will learn how to teach an abbreviated version of the course to local high school students in a nine-week voluntary after-school program. Having been trained in this special approach to discussion facilitation for their fall semester work in PHIL210, students will be able to deepen their knowledge of both course content (philosophy) and their facilitation skills through guided experiential learning. Course topics will focus on the skills of learning through close observation and reflection on one's teaching (reflective practice), understanding one's students (adolescent development, cultural consciousness), and pedagogical knowledge regarding lesson planning, student engagement, developing productive classroom climate, promoting self-directed learning, and authentic assessment. Students must have served as discussion facilitators/leaders for PHIL210.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL310**
Prereq: **None**

PHIL207 Live Like a Philosopher
Philosophy in the ancient world was viewed not simply as a discipline or body of doctrine but as a way of life. In this project-based learning course, we will study and put into practice the theoretical views of four schools of ancient philosophy in the Greek and Roman world: Platonist, Aristotelian, Epicurean, and Stoic. After some preliminary work introducing ourselves to each of these schools, the majority of this course will be divided into four units. In each unit, students will "live like a philosopher" by incorporating the thought of each school into their daily lives. The aims of this course are to test the viability of these philosophical theories, consider how they may be put into practice, and explore how they may illuminate for us what it means to lead a well-lived life.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL207F Live Like a Philosopher (FYS)
Philosophy in the ancient world was viewed not simply as a discipline or body of doctrine but as a way of life. In this project-based learning course, we will study and put into practice the theoretical views of four schools of ancient philosophy in the Greek and Roman world: Platonist, Aristotelian, Epicurean, and Stoic. After some preliminary work introducing ourselves to each of these schools, the majority of this course will be divided into four units. In each unit, students will "live like a philosopher" by incorporating the thought of each school into their daily lives. The aims of this course are to test the viability of these philosophical theories, consider how they may be put into practice, and explore how they may illuminate for us what it means to lead a well-lived life.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL208 Teaching Fellowship for National Education Leaders
This course is for students to serve as Teaching Fellows for a course with the National Education Opportunity Network (neonopportunity.org), which provides college courses to Title I and Title I-eligible high schools nationwide. Please inquire with the instructor for information on course topics available this semester. Students will: -Host weekly 45-minute synchronous discussion sessions with 15-25 high school scholars via Zoom to enhance their engagement with course content, expose them to college-level seminar-style discussions, and help improve their analytical and metacognitive skills. -Evaluate and provide feedback on student work. Specific time assignments for sessions with high school students and required Teaching Fellow group meetings will be scheduled at the same time every week based on availability. This course counts for 10 hours toward the 20-hour practicum requirement in the EDST major or minor. The other 10 hours can be completed by repeating this class or through an independent practicum.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST405, QAC302, CSPL305**
Prereq: **None**

PHIL210 Living a Good Life
For many philosophers, Eastern and Western, philosophy has been more than an effort to answer fundamental theoretical questions. It has been an activity aimed at changing one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of living a good life. How does philosophical reasoning interact with lived practice? How do views about metaphysics or psychology lead to ethical commitments? Despite their differences, Confucians, Daoists, Aristotelians, and Stoics all agreed that philosophy should aim at making us better people. Can such an idea still get traction in today's world? This course will typically have a large-group lecture each Monday, smaller breakout sections with the instructors on Wednesdays in which the texts and ideas will be discussed, supplemented by smaller weekly student-led dialogue sessions on Fridays. For details about the structure of the course and a syllabus of class meetings, along with the locations of plenary lecture sessions, breakout sessions, and dialogue sessions, please see this year's course website and past versions of the course at the following link: https://livingagoodlife.com. Students who would like to explore the ancient Chinese and Greek texts on which the course draws are encouraged to enroll in either of two, optional 0.50-credit classes that are associated with our course: PHIL151 Living a Good Life: Chinese Lab; and PHIL152 Living a Good Life: Greek Lab. These courses will expose students with no prior background to the Classical Chinese and Greek languages. See their separate entries in WesMaps for more information.
Offering: **Host**

Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS253, COL210**
Prereq: **None**

PHIL211 Critical Philosophy of Race
What is race? Can philosophy account for it or describe it? This class will serve as an introduction to the field of philosophy of race, and examine the general crises or problems that race and racism raise for philosophical projects and methods. We will explore topics such as the ontology of race, its relationship to other social formations like class and gender, its foundations in violence, and its fugitive possibilities. We will read work from classical philosophers of race--like Charles Mills, Linda Alcoff, and David Haekwon Kim--and from scholars at the margins of philosophy--like Gloria Anzaldua, Adrian Piper, and Fred Moten.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **AFAM211**
Prereq: **None**

PHIL211F Critical Philosophy of Race (FYS)
What is race? Can philosophy account for it or describe it? This class will serve as an introduction to the field of philosophy of race, and examine the general crises or problems that race and racism raise for philosophical projects and methods. We will explore topics such as the ontology of race, its relationship to other social formations like class and gender, its foundations in violence, and its fugitive possibilities. We will read work from classical philosophers of race -- like Charles Mills, Linda Alcoff, and David Haekwon Kim -- and from scholars at the margins of philosophy -- like Gloria Anzaldua, Adrian Piper, and Fred Moten.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL212 Introduction to Ethics
This course will begin with some ancient questions about values. We find that two ancient approaches to right living (Platonic-Stoic and Aristotelian) differ radically over how much experience or society can teach us about what is good. Yet both insist that moral life is essentially connected to individual happiness. Turning next to modern ideas of moral action (Kantian and utilitarian), we find that they both emphasize a potential gulf between individual happiness and moral rightness. Yet, like the ancients, they disagree over whether morality's basic insights derive from experience. The last third of the course explores more recent preoccupations with ideas about moral difference, moral change, and the relation between morality and power. Especially since Marx and Nietzsche, moral theory faces a sustained challenge from social theorists who allege moral norms and judgments serve hidden ideological purposes. Some have sought to repair universal ethics by giving an account of progress or the overcoming of bias, while others have argued for plural or relative ethics. Ecological critics have challenged moral theorists to overcome their preoccupation with exclusively human interests and ideals. What kinds of moral reflection might be adequate to problems of global interdependence? Students will come to understand the distinctive insights and arguments behind all of the positions considered, to recognize more and less cogent lines of response to them, and to shape their own patterns of moral reasoning through careful reflection.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **ENVS212**
Prereq: **None**

PHIL213 Introduction to Existentialism
This course covers the wide variety of thinkers who may be considered a part of the existentialist tradition. The political and cultural phenomenon of existentialism asks questions concerning the essence of freedom in modern society, the role of emotions and passions in subjectivity, how meaning is brought to life, and the tensions between individuality and society. We will address these questions through the writings of thinkers such as Friedrich Nietzsche, Fyodor Dostoevsky, Jean-Paul Sartre, Simone de Beauvoir, Emilio Uranga, Leopoldo Zea, Gloria Anzaldúa, and Frantz Fanon. Throughout we will investigate what lessons for political life and belonging we can draw from these thinkers in our contemporary world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **RL&L213**
Prereq: **None**

PHIL213F Introduction to Existentialism (FYS)
This course covers the wide variety of thinkers who may be considered a part of the existentialist tradition. The political and cultural phenomenon of existentialism asks questions concerning the essence of freedom in modern society, the role of emotions and passions in subjectivity, how meaning is brought to life, and the tensions between individuality and society. We will address these questions through the writings of thinkers such as Friedrich Nietzsche, Fyodor Dostoevsky, Jean-Paul Sartre, Simone de Beauvoir, Emilio Uranga, Leopoldo Zea, Gloria Anzaldúa, and Frantz Fanon. Throughout we will investigate what lessons for political life and belonging we can draw from these thinkers in our contemporary world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL214 Reasoning About Justice
This course introduces students to the disciplined study of philosophy through reflection on justice and the grounding and authority of claims invoking justice. The central theme of the course is that conceptions of justice and its authority cannot be understood or established in isolation. The meaning and authority of claims about justice and injustice can only be established through inferential relations to other philosophical issues, for example, concerning reason, knowledge, reality, agency, and identity. These issues will be explored through reflective engagement with classic treatments of these issues by Plato, Hobbes, Kant, and more contemporary philosophical work. The contemporary readings include discussions of distributive justice (concerning access to resources and opportunities); the interplay between gender, race, and conceptions of justice; and whether justice and injustice can be assessed comparatively without reference to a comprehensive, ideal social order.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL214F Thinking with Animals (FYS)
Non-human animals are all around us but often we don't think about them, and more often than not, we don't consider thinking with them. Some people continue to believe that animals don't think at all. In this course we will explore our relationships with other animals, what we think of living with and around them, what we imagine they think about living with and around us. We will

use philosophical, scientific, and literary texts to help us explore our complex relationships with other animals.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL215 Humans, Animals, and Nature
A variety of important issues are central to understanding the complexity of relationships between humans, nonhumans, and the rest of nature. The goals of the course are to help students to think critically, to read carefully, to argue well, and to defend their own reasoned views about the moral relations between humans, animals, and nature.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **ENVS215, STS214**
Prereq: **None**

PHIL216F Whither Democracy? Introduction to Political Philosophy (FYS)
The course introduces students to some of the major philosophical perspectives that continue to inform contemporary social and political thought. We begin with the two paradigmatic arguments for obedience to the state and arguments for civil disobedience given by Plato and Dr. Martin Luther King Jr. We then look at the main justifications for obedience to the state--the social contract, freedom and equality (by looking at the topic of work and a universal basic income)--and then explore the contemporary crisis of democracy. We then conclude by exploring civil disobedience as the legacy of Dr. King in light of Tahrir Square/ Occupy Wallstreet/BLM.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL217 Truth & the Poet: Introduction to Phenomenology and Lyric Thinking
What is lyric poetry? What is phenomenology? Can poetry think phenomenologically? What can phenomenology tell us about the way lyric poetry communicates experience? What is the nature of poetic experience, and how does it relate to the structure of experience more generally? What is the relationship between subjectivity and objectivity in experience and the meaning that we give to it? This course provides a foundation for (1) ways of reading and discussing lyric poetry, and (2) understanding and engaging with the school of philosophical thought known as phenomenology. We will read poems from a wide variety of periods, languages, and cultures including Sappho, Césaire, Vallejo, Plath, Dickinson, Rilke, Rimbaud, Stevens, Baudelaire, Dylan, and many others. We will build a basic approach to phenomenology through select readings of Husserl and Heidegger. This course is designed for students with no prior knowledge of philosophy or poetry. By working interdisciplinarily with various thinkers and poets, this course will introduce or continue familiarity with close reading in the College of Letters and other areas of the humanities. This course is recommended but not required prior to taking COL 309 (The Poet & Truth).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL232**
Prereq: **None**

PHIL218 Personal Identity and Choice
This course explores philosophical reflections on the problem of personal identity and its relationship to matters of choice and freedom. How do certain experiences and thoughts and physical materials compose oneself? Am I the same person over time even through complete transformations of experience, thought, and material? Can I choose which elements of my existence to count as essential? Some argue the concept of a unified and enduring self partakes of illusion; at the other extreme, some argue for the permanent integrity of individual souls. Regarding choice and freedom, we find a related debate, ranging from those who deny free will altogether to those who define humanity's essence in terms of choice and agency. Might we coherently say that some human selves can have more integrity and others less? What gives a measure of meaningful coherence to a person's life? Similarly, can we distinguish some choices as more free than others? What makes for meaningful choice? Besides serving as an introduction to philosophical reasoning, the course will draw interdisciplinary connections on themes such as social identities, religious experience, political freedom, and legal responsibility.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL218F Personal Identity and Choice (FYS)
This course explores philosophical reflections on the problem of personal identity and its relationship to matters of choice and freedom. How do certain experiences and thoughts and physical materials compose the self? Am I the same person over time even through complete transformations of experience, thought, and material? Can I choose which elements of my existence to count as essential? Some argue the concept of a unified and enduring self partakes of illusion; at the other extreme, some argue for the permanent integrity of individual souls. Regarding choice and freedom, we find a related debate, ranging from those who deny free will altogether to those who define humanity's essence in terms of choice and agency. Might we coherently say that some human selves can have more integrity and others less? What gives a measure of meaningful coherence to a person's life? Similarly, can we distinguish some choices as more free than others? What makes for meaningful choice? Besides serving as an introduction to philosophical reasoning, the course will draw interdisciplinary connections on themes such as social identities, religious experience, political freedom, and legal responsibility.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL220 Human Nature
The idea of "human nature" plays an important role in all sorts of explanations, but what does it mean? What is it to be a human? Are we just rational animals? Do some humans have different natures than others? Is it possible for us to change our nature or is it innate? Are we products of nature, nurture, or some combination? Are humans fundamentally evil or good? By examining philosophical, historical, religious, theoretical, and scientific literatures, this course will examine various answers to these questions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **STS220**
Prereq: **None**

PHIL221F Philosophy as a Way of Life (FYS)
For many philosophers, East and West, philosophy has been more than an effort to answer fundamental questions. It has been an activity aimed at changing

one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of life. How does philosophical reasoning interact with lived practice? How do metaphysical views lead to ethical commitments? Despite their differences, Confucians, Christians, Aristotelians, and Stoics all agreed that philosophy should aim at making us better people. Can such an idea still get traction in today's world?
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL222 Global Philosophy
Philosophy is not now, nor has it ever been, narrowly confined to one culture, tradition, or civilization. As European and then American power reached around the world in recent centuries, so too have Euro-American philosophical traditions acquired a global audience, but other philosophical traditions did not disappear. These other ways of approaching philosophy have been re-emerging or reconstituting themselves--sometimes drawing on and sometimes contesting assumptions from the Euro-American traditions--in what can loosely be called our post-colonial world. This course asks what "philosophy" means in these different contexts and explores how philosophy was and is done within various traditions. In addition, we probe and assess distinct approaches to making philosophy more global, which at the very least must mean more cognizant of the presence of multiple ways of doing philosophy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS252**
Prereq: **None**

PHIL224F Horror Film and Philosophy (FYS)
Why are we fascinated with films like Halloween and The Babadook? This class will use philosophical concepts and skills to explore the horror movie genre. Topics will include the definition of artistic genres, the phenomenology of horror, and the concept of monstrosity. You will be asked to closely examine both philosophical texts--including work by Noel Carroll, Cynthia Freeland, Catharine Malabou, and Eugene Thacker--and horror films themselves--including Night of the Living Dead, Christmas Evil, Titane, and The Love Witch.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL229F History and Philosophy of Mathematics (for Everyone) (FYS)
Mathematical knowledge is a pinnacle of human knowledge and achievement, so we will never have an adequate account of human knowledge until mathematical knowledge is properly understood. For this reason, the course addresses the question: How do we come to know mathematical truths? What is distinctive about the course is that we will try to answer this philosophical question via scientifically, culturally, and historically informed reflection. This "humanizes" mathematical thought by finding its origins in humans (and in animals), and by finding it in specific cultural contexts and practices and in the historical expression and transmission of ideas. We will reflect on examples of proto-mathematical practices (measurement, record-keeping, writing), on the cognitive or psychological limitations that we overcome mathematics, as well as on some of the history of properly mathematical practices (arithmetic, geometry, algebra). We will identify the distinctive features of various mathematical practices and ask why they take the forms they do and what general morals can be drawn from them. You will also be invited to draw a philosophical moral about the nature of mathematical truth. Meetings will be a mixture of lectures, discussion, and review. Assignments will include writing assignments, problem sets, and "explainer" presentations in which you explain what's going on in a given passage. Hints and pointers about the readings will be provided. Never fear; no calculus will be presupposed or taught!
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHIL**
Identical With: **MATH114**
Prereq: **None**

PHIL231 Reason and Paradox
This course is an introduction to philosophy, logic, and conceptual issues underlying the foundations of the natural and social sciences. We will examine and analyze a range of patterns of reasoning that lead to surprising, even alarming, conclusions. These go from fallacious arguments whose mistakes can be clearly pinpointed, to conceptual puzzles whose resolution leads to insights about reasoning, to four genuine paradoxes for which there are no clear solutions at all. Most of these paradoxes have been known since antiquity: Zeno's Paradox, about the concepts of space, time, and motion; the Liar Paradox, about the notions of truth and reference; the Sorites Paradox, about the notion of vagueness; and a surprise paradox to be announced in class. The analysis of fallacies and puzzles leads to the study of deductive logic. On the basis of a working knowledge of logic, we will be in a position to see how the paradoxes challenge both the fundamental assumptions that we make in thinking about the world and the very assumptions that underlie rational thought itself.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHIL**
Prereq: **None**

PHIL232 Beginning Philosophy
This introduction to philosophy for first-year students includes close study and discussion of some major classical texts, as well as some contemporary works.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL232F Beginning Philosophy (FYS)
This introduction to philosophy for first-year students includes close study and discussion of some major classical texts, as well as some contemporary works.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL233F Bodies and Experiences (FYS)
Philosophers study the world with their minds. But who says that they should only discuss "mental" stuff such as concepts, rationality, or logic? This course is about bodies, and about the experiences that we have in virtue of those bodies. We will explore a variety of contemporary philosophical topics that have bodies and experiences at their center. These include the experience of skilled movement when we dance or play a sport, having a physical disability, or being shamed for our body size. We will discuss the ways we experience race, gender, sex, and sexual orientation. We will learn what makes a question distinctly philosophical and what methods philosophers follow to answer it. But most importantly, we will learn to be OK with the fact that there might be no true answer at all.
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL234 Riddles of Existence: An Introduction to Metaphysics and Epistemology
Philosophy, according to one of the earliest philosophers, Aristotle, begins in wonder. This course is an introduction to some central aspects of the world and of our lives that give rise to wonder. Specifically, we will begin a rigorous examination of the natures of reasoning, knowledge, identity, mind, body, time, freedom, morality, and beauty.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL242 Introduction to Buddhist Thought and Practice
This course will introduce significant aspects of Buddhist thought and practice, primarily as it manifested through the literature of India, South Asia, and East Asia. It begins with an overview of the historical Buddha's life and the development of early Buddhist ideas and practices. The course then introduces the Mahayana or Great Vehicle tradition that began to emerge around the first century BCE, as well as later forms of esoteric Buddhism known as Tantra. The course concludes with the development of modern Buddhism in Asia and its manifestation in the West. Readings consist mainly of primary Buddhist texts in translation, which are supplemented as necessary by works of secondary scholarship. The course broadly examines the topics of Buddhist philosophy and ethics, monastic and ascetic life, meditation and ritual practices, and the material culture of Buddhist societies, including artistic traditions, architecture, and book culture.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI242, CEAS242, GSAS242**
Prereq: **None**

PHIL250 Thinking By Analogy: The Philosophical Use of a Literary Form
"Juliet is the sun!" So says Romeo, but what does it mean to say someone is the sun? Presumably, Juliet is the sun in being the source of warmth, life, and light in Romeo's world. Yet Juliet is of course not the sun in being an object of astrophysical study, or a giant ball of burning gas. Romeo's claim works, it seems, through a curious interweaving of being and not-being; of sameness and difference. Analogical thinking serves as a source of illumination in all human cultures, and is a pivotal method of comparative and critical inquiry across a range of diverse fields. It facilitates the exploration of abstract themes in literature, aids in drawing insightful inferences in scientific discovery, navigates the complexities of case precedents in legal reasoning, and supports the crafting of compelling ethical arguments. This course will examine the art of analogy as a tool for philosophical understanding and creative thought, tracing its development in the history of philosophy through to its contemporary applications. Roughly half of the semester will focus on premodern perspectives on analogical thinking and verbal image-making, with an emphasis on the contributions of Plato and Aristotle. The remaining half will focus on later works of philosophy and literature that theorize about or employ analogical methods. Our interest throughout will be in how such thinking helps address issues surrounding the nature of reality, representation, and interpretation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **COL249**
Prereq: **None**

PHIL251 Classical Chinese Philosophy: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Classical Chinese Philosophy (PHIL205) course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-CEAS**
Identical With: **CHIN351, CGST251**
Prereq: **None**

PHIL252 Nietzsche - Science, Psychology, Genealogy
This course offers an intermediate survey of Friedrich Nietzsche's mature philosophical writings. Nietzsche's thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions--does human life have meaning? What makes an action right or wrong? Can we comprehend the true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche's reflections on the impact of modern science (especially the advent of Newton's mechanical physics and Darwin's evolutionary biology) on our conceptions of value and meaning in human life.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL290, GRST290**
Prereq: **None**

PHIL253 Nietzsche als Versucher (CLAC.50)
The term "Versucher" combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes "Versucher" as "the not-undangerous name [he] dares to bestow" on the "philosophers of the future"--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard

Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 "Nietzsche - Science, Psychology, Genealogy," though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-GRST**
Identical With: **CGST290, GRST330, COL287**
Prereq: **None**

PHIL254 The Rationalist Tradition in Early Modern European Philosophy
This course offers an intermediate-level survey of the Rationalist tradition in Early Modern European Philosophy. Broadly speaking, Rationalism (with a capital 'R') is the view that human reason can deliver insight into significant philosophical truths, without relying on sense experience. We will explore varieties of this methodological commitment in connection with several core topics - including the existence of God, the nature of the human mind (or soul), its relation to the body, and the possibility of empirical knowledge. We will read texts by René Descartes, Princess Elisabeth of Bohemia, Margaret Cavendish, Baruch Spinoza, G.W. Leibniz, and Emilie Du Châtelet.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL283**
Prereq: **None**

PHIL255 Moral Psychology
Moral psychology is the study of our minds that is aimed at an understanding of how we develop, grow, and flourish as moral beings. In this course we will examine historical and contemporary texts from philosophy, psychology, and spiritual writings that deal with the nature of the good life for human beings, the development of virtues, and the cultivation of ethical understanding and moral sensibilities. Emphasis will be both on careful understanding of the texts and on the attempt to relate the theories discussed to our own moral lives.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL257 Human Nature in Chinese Thought
This is a course on theories and practices regarding human nature in the history of Chinese traditions, such as Confucianism, Daoism, Legalism, Buddhism, and Neo-Confucianism. What does it mean to be a human? Do all humans have something in common? How should we conduct our lives with respect to those common characteristics? Thinkers from both Western and Eastern traditions have offered their own distinctive and thought-provoking answers to those questions. In the West we are more familiar with the concept of "rational animal" which remains the classical understanding of human nature since the time of Plato and Aristotle. In the history of the Chinese tradition, however, very different approaches towards human nature were adopted, such as the concepts of sympathy, effortless action, no-self, and original enlightenment. Together they can offer us some new insights into the concept of human nature beyond just rationality.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS267**
Prereq: **None**

PHIL258 Post-Kantian European Philosophy
In this study of 19th- and 20th-century philosophy in Europe (primarily France and Germany), special attention will be devoted to the interpretation of modern science, its significance for understanding the world as distinctly modern, and ourselves and the world as natural (or as transcending nature). Related topics include the scope and limits of reason, the role of subjectivity in the constitution of meaning, the place of ethics and politics in a science-centered culture, and the problems of comprehending historical change. Philosophers to be read include Kant, Hegel, Marx, Nietzsche, Husserl, Heidegger, Weber, Marcuse, Habermas, and Foucault. The course is designed to introduce students to a very difficult but widely influential philosophical tradition and will emphasize close reading and comparative interpretation and assessment of texts and reasoning. This course meets the Social, Cultural, and Critical Theory Certificate's requirement in philosophical origins of theory.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **STS281**
Prereq: **None**

PHIL259 Neo-Confucian Philosophy
This course presents critical discussion of issues central to Neo-Confucian (11th--19th centuries CE) philosophers that in many cases are still central in East Asian thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality. While our primary focus is on China, we will also look at distinctive Neo-Confucianism issues in Korea and Japan.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **CEAS256, RELI206**
Prereq: **None**

PHIL260 Reading Mencius in Chinese (CLAC.50)
This course offers students the opportunity for guided reading of the original, classical Chinese text of the great Confucian classic Mencius (or Mengzi). Advanced (fourth-year level or above) competence in Chinese (including native Chinese competence) is required for the class, but previous experience in classical Chinese is not. The pace of reading and language of discussion will be determined based on student enrollment.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-CGST**
Identical With: **CGST260**
Prereq: **None**

PHIL261 Philosophical Classics III: Post-Kantian Analytic Philosophy
This course focuses on the development of a central strand of European and American philosophy after Kant: the analytic tradition of philosophy. The philosophical orientation, problems, and methods of this tradition animate much

of contemporary philosophy, and this course aims to provide a basic grounding in this tradition, and thereby a gateway to current mainstream philosophizing. Topics include: logic, mathematics, science, necessity, thought, knowledge, and reality.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **PHIL201 OR PHIL231**

PHIL262 Phenomenology and Existentialism
In this course, we will study and discuss two interrelated and complementary schools of thought in Western philosophy: phenomenology and existentialism. We will cover both history and contemporary debates, as well as phenomenology-inspired research in cognitive science, psychology, and neuroscience. Roughly half the course will be devoted to the origins of phenomenology and existentialism, setting the main views within their historical context. The other half will discuss contemporary philosophical debates and scientific research, for example in artificial intelligence and robotics, involving phenomenological approaches.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL263 Modern Chinese Philosophy
We will critically examine Chinese philosophical discourse from the late 19th century to the present, including liberalism, Marxism, and New Confucianism. Topics will include interaction with the West, human rights, the roles of traditions and traditional values, and the modern relevance of the ideal of sagehood.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **CEAS264**
Prereq: **None**

PHIL264 Philosophical Approaches to the Animal
This course offers a survey of various philosophical topics related to non-human animals, including animal ethics, animal consciousness, the human-animal binary and animal ontology, and the political condition of animals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL265 Postanalytic Philosophy: Science and Metaphysics
The analytic movement in early 20th-century philosophy distinguished the domain of philosophy from that of empirical science. The sciences were empirical disciplines seeking facts, whereas philosophy primarily involved the analysis of linguistic meaning, often using the resources provided by formal logic. Criticisms of this conception of philosophy and its relation to the sciences have shaped much of the subsequent development of anglophone philosophy. This course will examine closely some of the most influential later criticisms of the early analytic movement and the resulting reconceptions of philosophy as a discipline. The central themes of the course cut across the fields of epistemology, metaphysics, and the philosophy of language and mind. Special attention will be given to philosophy's relation to the empirical sciences, since this has been a prominent issue raised by the criticisms of the early analytic movement. Among the philosophers most prominently considered are Quine, Sellars, Davidson, Putnam, Dennett, Kripke, Brandom, and Haugeland.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL266 Confucian Ethics
Is human nature fundamentally good or fundamentally bad? How do we live a good life? Is there a universally correct priority in value conflicts? This course focuses on various ethical topics that are explored within the Confucian tradition. The course will combine lecture with discussion of primary and secondary sources, as well as group and individual presentations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS270, RELI266**
Prereq: **None**

PHIL267 History and Limits of Aesthetic Theory
This class will engage significant contributions to Aesthetic Theory in the West from antiquity to the modern period along three dimensions: theoretical, critical, and historical. From a theoretical standpoint, we will address perennial questions in aesthetics, such as what makes something a work of art in the first place, what it means for art to be "beautiful" or otherwise "successful," how differences in media condition and contribute to artistic meaning, what genera are and how they evolve, whether and how art can be ethically or politically significant, why we care about fiction, why and how we "enjoy" tragic plays or horror films, and how artistic tradition can (and should) inform individual works. From a critical standpoint, we will consider how works of art contemporaneous with each theoretical account either reinforce or challenge its specific proposals. And from a historical standpoint, we will seek to understand how aesthetic theories both respond to the specificities of their own epoch and situate themselves relative to the artistic and aesthetic traditions of their predecessors. Readings will include texts by Aristotle, Hume, Kant, Lessing, and Hegel.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL266**
Prereq: **None**

PHIL268 Black Horror Film: A Philosophical Introduction
In this class, we will explore the philosophical implications of the tradition of Black horror cinema. We will explore the ethics of screened Black suffering, the genealogy of the Black monster, the connection between Black horror and Black existentialism, and the political power of cinema. This course will include close readings of films such as Atlantics and Nope, as well as earlier forms of the genre like Blacula and Son of Ingagi. We will contextualize these films with philosophical work by Frantz Fanon, Hortense Spillers, Kara Keeling, and Stanley Cavell, among others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL269 Modern Aesthetic Theory
As a philosophical discipline, aesthetic theory initially coalesced around a cluster of related issues concerning the nature of beauty and the norms governing its production, appreciation, and authoritative assessment. Beginning in the nineteenth century, however, both art and aesthetics undergo a conspicuous yet enigmatic shift, signaled by (among other things) Hegel's declaration that "art, in its highest vocation, is and remains for us a thing of the past." Rather

suddenly, classical accounts of beauty, genius, aesthetic experience, and critical taste are beset by anxieties about the autonomy and significance of aesthetic praxis in human life and, subsequently, by a series of challenges to the tenebility of traditional aesthetic categories--author, text, tradition, meaning and interpretation, disinterested pleasure, originality, etc. Our aim in this course is to track these conceptual shifts and to interrogate the rationale behind them. (This course complements, but does not presuppose COL 266: History and Limits of Aesthetic Theory.)
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL269, GRST269**
Prereq: **None**

PHIL270 Environmental Philosophy
This course offers philosophical resources for understanding and addressing environmental concerns. At the same time, we will recognize how ecological insights challenge some of the most influential ideas in the European philosophical tradition--human-centered and individualist accounts of existence, agency, knowledge, and value. Shared questions may include: Is there a coherent way of distinguishing "nature" from the non-natural? What can we understand about non-human experience and value? How do people become motivated to recognize and respond to problems whose effects play out in far-away or unfamiliar bodies? How do concepts of moral responsibility apply to climate change? How does environmentally directed action relate to social justice? When there are ecological impacts attached to choices that are conventionally seen as matters of personal liberty (such as food choices, living arrangements, reproductive choices), how do we constructively engage with one another? Despite near consensus about our times being rife with environmental crises, concepts like "environment" and "nature" defy any straightforward account. Similarly, it seems even when people come together around problems of injustice and unsustainability, they may not share any clear positive account of justice or of sustainability. Rather than be defeated by the lack of shared foundational concepts, students will become familiar with at least three patterns of critique--each of these being not a theory or kind of information but a set of skills with perceptual, conceptual, and dialogical aspects. These three patterns of critique are ecological critique, standpoint critique, and sustainability critiques, and they correspond roughly to three traditional domains of philosophy: inquiry into being (metaphysics), inquiry into knowledge and understanding (epistemology), and inquiry into norms and ideals for action (ethics). Understanding these three patterns of critique allows students to address emerging environmental problems more effectively, recognizing the intertwined relations among empirical inquiry, moral accountability, and social justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **ENVS270**
Prereq: **None**

PHIL271 Data, Privacy, and Ethics
Paying for items at the grocery store has become automated thanks to self-checkout stations. Grabbing a coffee at McDonalds involves plugging an order onto a screen. These and other new technologies positively and negatively impact society. For instance, many of these now automated procedures were once occupations, and research shows that automation is displacing jobs that would normally serve underrepresented communities. What's more is that these machines store your information: what you bought, how many items, and at what time you made the purchases. The internet and various social media websites store even more information that is bought and sold to companies and organizations. Thus, should it be permissible for automation to replace workers? What is and isn't moral use of such information? Who is responsible if a machine does something wrong? Are there scenarios in which an organization should not have access to data? In this class, we will explore these questions and other normative questions on data-driven technologies by way of case studies on particular topics. We will the explore the following topics: data ownership, surveillance and privacy, algorithmic bias and its solutions, misinformation, 'the black box problem,' opacity in machine learning, and societal implications of automaton. Authors to be read include Emmanuel Mesthene, Cathy O'Neil, Wendell Wallach, Frances Haugen, Sina Fazelpour, David Boonin, and more. Some relevant movies that touch on these topics include Chappie, Coded Bias, the Minority Report, and the Great Hack.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL272 Human Rights Across Cultures
Are human rights universal? Do cultural differences matter to judgments about human rights? We will look at the current international human rights institutional framework and at theoretical perspectives from Europe and America, China, and the Islamic world. We will look primarily at philosophical materials but will also pay some attention to the premises of international legal documents like the Universal Declaration of Human Rights and to the assumptions behind activist organizations such as Amnesty International.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS262**
Prereq: **None**

PHIL273 Philosophy of Law
This course will consist of four sections. We will start by understanding what law is by looking at a classic debate within the philosophy of law between natural law and legal positivism (whether law and morality are connected). We will then look at adjudication, the different methods that judges use to interpret laws and we will do this by looking at famous, recent supreme court judgments. We will then look at freedom of religion cases and think about whether religious practices should be exempt from general laws that normally applies to everyone. We will end with the largest section of the course: the legal regulation of freedom of speech and then connect it to freedom of speech on the internet.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL274 Self & Social Transformation
Racism, sexism, and classism are deeply ingrained in our habits and feelings. It seems that in order to change objective conditions we need to change ourselves and our communities. But given that our habits and feelings are often unconscious and resistant to change, how do we philosophically go about doing this? This class tries to answer this question. It starts theoretically with ancient Greek and ancient Chinese virtue ethics as well as Foucault's later work on self-transformation. It then takes these concepts/theories and sees them in action in contemporary movements of self/community transformation. We start with a paradigmatic political activist movement of self-transformation: the Black feminist transformative justice movement with the goal of prison abolition. But as we progress, we will explore less obvious and seemingly more mundane movements of self- and community transformation such as Saba Mahmood's dawa movement from Egypt, Weight Watchers, and finally "ballroom" culture from Detroit. Anthropological ethnographies of these movements will help show how we can self-reflexively shape our own habits and transform ourselves.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **ANTH274, FGSS274**
Prereq: **None**

PHIL275 Aesthetics of the Uncanny
In contrast to beauty, pleasure, and harmony, uncanniness stands as the ugly stepchild of philosophical aesthetics. In this class, we will survey ways of interpreting, explaining, and appreciating the aesthetic experience that more literally translates from German as "the unhomely" or "the not-at-home." As such, and more precisely, this course will explore the aesthetic experience of the unfamiliar or the unnaturally familiar. Our survey will take us through the horror genre, the post/modernist avant-garde, Internet aesthetics, terror-tinged spirituality, and psychedelicism, as well through theorists like Stanley Cavell, Sigmund Freud, and Cynthia Freeland.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL276 Virtue Ethics: Traditional, Comparative, and Contemporary Approaches
This course provides an overview and evaluation of various virtue-based approaches to ethics in the Western and Eastern traditions. In the first part of the course, we will get a basic sense for the structure and distinctive features of ancient virtue-based ethical theories. In the second part of the course, we will follow the trajectory of these approaches through to their revival in the late 20th century in the contemporary virtue ethics movement.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL277 Feminist Philosophy and Moral Theory (FGSS Gateway)
This course explores the dialogue between feminist concerns and moral theory. It will explore not only how moral theory might support certain central feminist insights and aims but also why some feminists cast doubt on the project of "doing moral theory." Does the language of existing philosophical moral theories (reason, fairness, equality, utility, human nature, rights) sufficiently allow articulation of feminist problems? If not, how can feminist moral theorists move us beyond the grip of familiar gender-loaded oppositions? After surveying a range of perspectives on feminism and philosophy, we will give a deep reading to three book-length developments of feminist ethics: one from a Kantian perspective, one focused on care, and one focused on virtue ethics. As a gateway course for the FGSS program, this course serves to introduce critical thinking about the construction of gender and the intersection of gender with race, ethnicity, class, and sexuality.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **FGSS277**
Prereq: **None**

PHIL278 Political Philosophy
The United States incarcerates more people than any other country in the world. Over 2 million people are caught in the criminal justice system today. A disproportionate number of those incarcerated are people of color, particularly black, Latino, and indigenous men. Women, too, are a growing part of the prison population, as are queer, transgender, and gender-nonconforming people. Children, particularly impoverished black youth and, increasingly, immigrants, are funneled into correctional supervision. In this course we will ground philosophical explorations of freedom and captivity by exploring the vexing problems faced by those who are incarcerated.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL279 Race and Animals
Is there any connection between racism and human exceptionalism? This course will explore questions of if and how the processes of racialization and animalization are linked. Are racialized others always also dehumanized? What is the ontological significance of animalized racial caricatures? How do both processes connect to colonial violence? Readings will draw from a wide variety of disciplines and media, including primary historical sources, philosophical essays, film and documentary, and works in political theory, critical theory, post- and de-colonial theory, and history.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL280 Theory, Critique, Politics
The subject of this course centers on two questions in 20th century continental philosophy. First, what can theory bring to our understanding of politics? Second, what is the role of critique for political judgment? We will begin with Kant for an understanding of the meaning of "critique" that many 20th century continental philosophers draw upon. Following this introduction, the course will be split between German philosophers and French philosophers to allow us to understand the tensions and convergences between the two camps. The German philosophers we will read are Heidegger, Adorno, Herbert Marcuse, and Ernst Bloch. For the French philosophers, we will read Jean-Paul Sartre, Simone de Beauvoir, Maurice Merleau-Ponty, and Michel Foucault. By the end of the course students will be able to assess how different thinkers attempted to resolve the relationship of the philosopher to political society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL281 Asian/American Philosophy
Asian/American philosophy is a new subfield concerned with the philosophical positionality of Asian diasporic peoples. Topics include empire, orientalism, racialization, immigration, war, alienation, diaspora, and creolization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS283**
Prereq: **None**

PHIL282 Reason and Revelation: An Introduction to the Philosophy of Religion
With the dawning of modernity, Europe's colonial and scientific adventures opened a distinction of mutual suspicion between theology and philosophy. Broadly speaking, "philosophy of religion" is the effort to evaluate the claims of revelation and reason in terms of one another. We will examine some of the major texts within this field, whose authors include deep skeptics, committed Christians, committed anti-Christians, secular and nonsecular Jews, feminists, ethicists, idealists, empiricists, Romantics, and liberationists. Themes include proofs of God's existence--along with refutations of those proofs and rebuttals to

those refutations--the problem of evil, religious ethics, religious experience, the possibility of a universal religion, "divine" racism, the gender of God, the ecocidal tendencies of Abrahamic theology, and the role theology might or might not play in efforts toward ecological, sexual, and racial justice.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **RELI292**
Prereq: **None**

PHIL283 Animal Law and Policy
This course will provide an overview of law and public policy as they apply to non-human animals. The course will explore the historical and philosophical treatment of animals; discuss how such treatment impacts the way judges, policymakers, lawyers, legal scholars, and lay people see, speak about, and use animals; survey current animal protection laws and regulations, including overlap with such policy issues as food and agriculture, climate change, and biodiversity protection; consider recent political and legal campaigns to reform animal protection laws; examine the concept of "standing" and the problems of litigating on behalf of animals; interrogate the current classification of animals as "property" and the impacts of that classification; and debate the carceral turn in animal legal advocacy.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS293, ENVS284**
Prereq: **None**

PHIL285 Aesthetics and Race
This course explores what philosophers have termed the "race-aesthetics nexus": the entanglements of race and aesthetic experience in our discourse, politics, and experience. Specifically, we will consider both how aesthetic phenomena like artworks and landscapes can be racialized, and the ways in which race is an aesthetic phenomenon. Texts include Paul Taylor's Black is Beautiful, Monique Roelof's The Cultural Promise of the Aesthetic, and Angela Davis' Blues Legacies and Black Feminism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **AFAM288**
Prereq: **None**

PHIL286 Philosophy of Mind
This class is a philosophical investigation into the nature of the mind. We will explore such questions such: What kinds of beings are capable of having mental states? Can non-human animals or computers think and feel? What is it to be conscious, and can the subjective, first-personal experience of consciousness be adequately captured by a scientific theory? How do our minds represent the world? By what mechanism do our thoughts, feelings, and desires get linked up to the things around us? We will ask these questions with the goal of shedding light on our nature as thinking, feeling beings, and on the relation of our inner lives to the physical world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **STS286**
Prereq: **None**

PHIL288 Sciences as Social and Cultural Practices
Philosophers long construed scientific knowledge as achieved and assessed by individual knowers, but recent work has recognized a greater epistemic role for scientific communities, disciplines, or practices and has taken seriously the social and cultural context of scientific research. This course surveys some of the social, cultural, and political aspects of the sciences that have been most important for scholars in science studies, including differences between experimental, field, and theoretical science; the role of disciplines and other institutions in the sciences; interactions between science and its various publics; the politics of scientific expertise and science policy; the globalization of science; the social dimensions of scientific normativity, from metrology to conceptions of objectivity; race and gender in science; and conceptual exchanges between sciences and other discursive practices. The concept of the social will also receive critical attention in its purported contrasts to what is individual, natural, rational, or cultural.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS205**
Prereq: **None**

PHIL289 Philosophy of Language
This course is a study of recent attempts by philosophers to explain the nature of language and thought. The focus of the course will be on one or more of the following topics: reference, sense, analyticity, necessity, a priori truth.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **PHIL201 OR PHIL202 OR PHIL231**

PHIL290 Philosophical Logic
This course will study the philosophical and conceptual foundations of deductive reasoning, developing into an exact theory of the fundamental principles of such reasoning. A subsidiary aim is to equip the student with the necessary background for reading contemporary philosophical texts.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHIL**
Prereq: **PHIL231 OR PHIL230**

PHIL291 Reason and Its Limits
This course offers a close study of Immanuel Kant's magnum opus, the Critique of Pure Reason, supplemented by related writings by Kant and some secondary literature. Kant observes that the history of philosophy is rife with disagreements, even though philosophers purport to traffic in necessary truths disclosed by reason alone. This scandalous fractiousness calls into question reason's ability to offer substantive insights into necessary truths. Kant's "critique" aims to vindicate reason by distinguishing, in a principled manner, the sorts of things we can know with certainty from those that lie beyond the limits of human understanding. His central thesis, "transcendental idealism," holds that "reason has insight only into what it produces after its own plan" (Bxiii). In other words, we can indeed be certain of key structural features of reality such as its spatiotemporality and causal interconnectedness--but only because those features are, in some crucial sense, mind-dependent. This class will explore in detail the arguments for these claims as well as prominent interpretations of their philosophical upshot.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **COL292, GRST292**

Prereq: **None**

PHIL292 Philosophy of Logic and Mathematics
This course focuses on some principal philosophical issues raised by logic and mathematics. In the first half, we will investigate a range of characterizations of the nature of logic and address the following questions. Is logic a set of true propositions or a set of rules governing correct reasoning? How, if at all, is logic connected with psychology, i.e., with facts about how we think? Is logic in some sense necessary? What, if anything, can logic tell us about the nature and constitution of reality? In the second half we shift to 3 main positions on the nature of mathematics. We start with the view that mathematics is just logic, a view known as logicism. We elaborate logicism by contrast with the Kantian view that mathematics rests on the spatial and temporal forms of one of our cognitive faculties, and against the background of certain conceptual development in 19th-century mathematics. We will go into some relatively non-technical details of how Gottlob Frege and Bertrand Russell attempted to justify logicism. We will uncover some deep problems with logicism, which partly motivates the other two positions we will examine: the (Kantian) formalist conception of mathematics advanced by David Hilbert, and the (Kantian) intuitionist conception of mathematics advocated by L. E. J. Brouwer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **PHIL202 OR COL260 OR PHIL201 OR COL359 OR CLST217 OR PHIL231**

PHIL293 Metaphysics
An advanced introduction to some central topics in traditional and contemporary metaphysics, topics may include time, universals, causation, freedom of will, modality, realism, and idealism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **PHIL202**

PHIL294 Heidegger and the Being Question
Martin Heidegger argued in BEING AND TIME that philosophy has only one question at its heart, the question of the sense of being, even though that question has been trivialized or obscured by the philosophical tradition. This course will explore this question; its relation to more traditional topics in metaphysics, epistemology; and the philosophy of mind, language, and science; and its implications for how philosophy should be done, to what ends. Our primary readings will be BEING AND TIME and various secondary literature, but the aim will be to formulate, pose, and address the question of what it means to be, rather than to interpret or assess Heidegger's own views about this question.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL295 Philosophy of Mathematics and Logic
An introduction to the principal philosophical positions on the nature of mathematics and logic. The theories of mathematics to be examined include logicism, formalism, intuitionism, constructivism, and structuralism. The theories about logic to be discussed include monism vs. pluralism, extensionalism vs. intensionalism, theories of logical constants, and the status of second-order logic. Some of knowledge of deductive logic, such as PHIL 231 or MATH 243, is very helpful, but not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **PHIL202 OR PHIL231**

PHIL296 Philosophy of Psychology
How does the mind work? So-called "computationalists" think that the mind (and the brain) works as a computer, which first forms and manipulates symbols (usually called "mental representations") according to rules, and then issues "commands" to guide behavior. On the other hand, the "5E" (Ecological, Embodied, Embedded, Enactive, Extended) approach rejects the computer analogy. 5E theorists insist that minds, and minded organisms more generally, cannot be understood in isolation from their environment. Cognition doesn't happen "in a vacuum," and it isn't separable from action. As a consequence, the mind can extend beyond the boundaries of our skull and even of our whole body. This course is devoted to comparing and contrasting the computationalist and the 5E approaches to cognition. We will examine similarities and differences, assumptions and commitments with respect to core debates at the interface of philosophy, psychology, and cognitive science such as, for instance, the nature of visual perception.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **STS296**
Prereq: **None**

PHIL297 The Problem of Language in Chinese Philosophy
The class examines the criticisms of language in various schools of Chinese thought, exploring themes such as the ineffability of the absolute, the rejection of logic, naturalistic criticism of language as a vehicle of propositional knowledge, the "heart that precedes words" in apophatic practice, words as generator of duality, and more. Special emphasis will be given to the paradox of "saying the unsayable" in Daoism and Chan Buddhism, and on the various literary techniques by which the early thinkers have tried to avoid this conflict.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS298, STS202**
Prereq: **None**

PHIL298 Feminist Epistemology
Traditionally, the project of theorizing about knowledge (including concepts such as justification, belief formation, and rationality) assumes that such an enterprise is possible even if one ignores the context and situation of the knower: Philosophers can theorize about, say, belief formation, even if we ignore who is forming the belief--that is, we can ignore their educational, socio-economic background, gender, ethnicity, race, and disability status. Feminist epistemologists question this assumption: They think the context and situation of the knower is relevant for knowledge acquisition and generation. In this course, we will specifically focus on scientific knowledge, since science is typically assumed to be 'pure' and 'isolated' from socio-political and cultural influences. Some questions we will address include the following: Is the notion of scientific objectivity gendered? Is rationality gendered? In what ways can the process of scientific theorizing be more equitable? Do the ideals and standards of science themselves need to change? This course will study the work of Linda Alcoff, Elizabeth Anderson, Sandra Harding, bell hooks, Helen Longino, Maria Lugonés, Alison Wylie, and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL301 Du Chatelet's Philosophy of Science
Èmilie Du Châtelet was a respected and lauded natural philosopher, mathematician, and physicist during her time. She published an essay on fire in 1739 alongside Voltaire, and published two editions of her work on physics and philosophy, namely the Foundations of Physics, in 1740 and 1742. After Du Châtelet's death in 1749, her former math tutor collected and submitted for publication her translation and commentary of Newton's Principia. It was successfully published and remains the leading translation of Newton's work today in France. Despite her success in the 18th century, Du Châtelet has been a neglected, and she remains an understudied figure in the history and philosophy of science since the 20th century. This course seeks to critically examine Du Châtelet's philosophy of science taking into account the authors with whom she engaged (Newton, Leibniz, and Descartes in particular) as well as the current state of scholarship concerning her work. The main text of study will be her Foundations of Physics, and the main topics of discussion will include the following: principles of knowledge, hypotheses, method, space and time, matter, motion, and gravity. Alongside the Foundations of Physics, we will also read Katherine Brading's Émilie Du Châtelet and the Foundations of Physical Science.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL302 Catching Glimpses: Perceiving Infinitesimals in the Scientific Revolution
The rise of mathematical natural science in the early modern period marked the dissolution of objective reality as it had previously been known. Since Aristotle, perceptible objects had been understood to be enduring substances whose identities were inscribed in their very being and which retained these identities through change. The mechanistic worldview of the 17th and 18th centuries exploded this stable order into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Rather than encountering a world of enduring and identifiable substances--animals, vegetables, and minerals; people and artifacts--the perceiver was instead confronted with fleeting constellations of homogeneous matter in a perpetual flux, no sooner glimpsed than gone. This metaphysical picture of infinitary flux was complemented by a new branch of mathematics, the infinitesimal calculus, which proved immensely successful both in uncovering new theorems and in modeling empirical phenomena.

Both the metaphysics and the mathematics of the new science were, however, rife with paradox. If material objects not only harbor a microscopic substructure but are, in fact, divisible without end, then we are faced with pluralities of pluralities without any underlying unities--parts of parts of parts...and not a whole among them. Conceptual instability afflicted the infinitesimals used in calculus, as well. In some contexts they were treated as very small but non-zero quantities, in others as strictly zero--provoking one critic to call them "ghosts of departed quantities."

In conjunction with the CHUM theme "Ephemera," this class will study the philosophical turbulence induced by the new science--in particular, by the mechanical philosophy and infinitesimal calculus. We will pay special attention to its consequences for the philosophy of perception. Aristotle compared perceptible objects to signet rings impressing their distinctive forms on the receptive wax of the human sensorium. But if there are no enduring substances or determinate forms, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to accommodate the fleetingness and flux of material phenomena? And how is it that, though we are awash in ephemera, we nevertheless enjoy an (illusory?) impression of endurance and stability?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM339, COL351, GRST249, STS339**
Prereq: **None**

PHIL303 Plato's REPUBLIC
"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's Republic. No other work in the Western tradition can lay claim to setting the tone so influentially for the development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today--on matters of ethics, politics, moral psychology, epistemology, metaphysics, and aesthetics--receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of The Republic alongside various perspectives that have been taken on this magisterial work in contemporary philosophy, journalism, and literature. We will focus on The Republic primarily as a work of moral psychology by investigating the topical question of the dialogue: Why is it better to live justly rather than unjustly? For Plato, a just life is one governed by the pursuit of wisdom or learning, and this he believes will also be a psychologically healthy one. By contrast, a life governed by the indiscriminate pursuit of power--the life of a tyrant--is psychologically corrupted. These are bold claims. What is Plato's argument for them? In raising this question, we will consider the political project Plato embarks upon in the Republic in constructing a just society, as well as connected issues he raises in the dialogue concerning the nature of human motivation, the distinction between belief and knowledge, the distinction between appearance and reality, the importance of a proper education to the human good, and the role of art and beauty in furthering the common good. Alongside Plato, we will read various works of secondary literature, journalistic pieces, and works of fiction this semester, all inspired by The Republic.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CLST257, COL341**
Prereq: **None**

PHIL304 Infinity and the Mathematization of Nature: Early Modern Perspectives
The "mathematization of nature" is a hallmark of the so-called "scientific revolution" in sixteenth- and seventeenth-century Europe. By privileging quantitative methods for measuring and explaining natural phenomena, thinkers broke with the largely "qualitative" forms of explanation typical of the Aristotelian tradition. Especially with the development of new mathematical methods--notably, advances in algebra, analytical geometry, and the development of infinitesimal calculus--the scope and explanatory power of natural philosophy was considerably extended. At the same time, however, new puzzles arose about how the pristine models of abstract mathematics could apply to the messy reality of concrete nature. This question was especially pressing in connection with new mathematics' exploitation the notion of infinity: infinite series, infinite extensions, infinitesimally small quantities, and even infinities greater than other infinities. Should we take the successful application of such infinitary mathematics to natural phenomena to imply that nature itself harbors an infinity of infinities? And how must we reconceive the cognitive powers of the human mind to make room for the fact that infinity has ceased to signify the unknowable as such and has instead become a primary tool for producing scientific knowledge?

In this seminar, we will examine some of the most prominent Early Modern applications of infinitary mathematical methods in the study of natural phenomena as well as central debates about what sense, if any, can be made of these procedures and their apparent success.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL300, STS304**
Prereq: **None**

PHIL306 Sophist, Statesman, Philosopher: Plato's Later Metaphysics and Politics
How is it possible to speak falsely? Plato connects this question with a puzzle he inherits from the great pre-Socratic philosopher Parmenides: to speak falsely is to speak about what is not; but in speaking about what is not, we ascribe being somehow to not-being, which sounds like a contradiction. This seminar will focus on the metaphysical, epistemological, and political issues generated by Parmenides's puzzle and explore Plato's solution to them in two of his later-period works: the Sophist and the Statesman. In the process, we will see how Plato rethinks his theory of forms in these dialogues, how he learns to let go of Socrates, how a sophist should be distinguished from a philosopher, and how all of this is relevant to politics and the art of ruling.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Prereq: **None**

PHIL321 American Pragmatist Philosophy: Purposes, Meanings, and Truths
This course sketches and evaluates an American tradition of more or less overtly pragmatist thinkers in philosophy and the human sciences, stretching roughly from Emerson and Peirce at the beginning; through William James, George Herbert Mead, and John Dewey in the heyday of the pragmatist public intellectual; to recent and current writers as diverse as Cornell West, Robert Brandom, Richard Rorty, Ian Hacking, and Ruth Millikan. These thinkers offer variations on the premise that all meanings gesture not only backward to facts and things but also forward to the practical circumstances and purposes of interpreters. As purposes shift, so do meanings, and as meanings shift, so does truth--for whether we accept a claim as true depends above all else on its meaning. Pragmatist theories have been subjected to frequent caricature as implying that ideas can mean whatever we take them to mean or that what is true varies according to what each individual finds convenient and expedient to believe. What does it mean, then, to retain a sense of respect for truth? While some pragmatist accounts do explicitly deflate the importance of the concept of truth, others claim not only to respect truth but to offer an account of truth that allows us to inquire more clearly into the evolving but real meaning of moral judgments, religious and aesthetic claims, psychological attributions, and other deeply contested candidates for human belief.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL327 Progressive Confucianism and Its Critics
Contemporary "Confucianism" designates a diverse set of philosophical, social, political, and religious approaches that are rooted in traditional East Asia and are playing significant--and increasing--roles in the modern world. "Progressive Confucianism" designates a subset of these approaches, emphasizing the ways that the Confucian tradition has developed throughout the centuries and arguing both that modern Confucianism must continue to develop, and that a properly developed Confucianism has much to contribute to contemporary philosophy and to modern societies. This seminar will explore the background out of which progressive Confucianism has emerged; its distinctive approach and key contributions to Confucianism and to global philosophy more generally; and central criticisms that it has faced, with sources ranging from more conservative (or even fundamentalist) Confucians to liberals and progressives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS327**
Prereq: **None**

PHIL331 The World Viewed
"Why are movies important?" With this question, posed on the second page of The World Viewed, Stanley Cavell both inaugurates and pre-emptively rejects the tradition of English-language philosophy of film. Published in 1971 and written at Wesleyan, Cavell's masterpiece was arguably the first full-length manuscript on film written by a British-American academic philosopher. And yet it has largely been disregarded or even denigrated by the tradition that followed it, in large part because of the radicality of Cavell's starting point. Rather than initiating the study of film by asking "Why are movies important?", most academic philosophers initiate that study by asking "What are movies, and how are they unique?" The force and novelty of Cavell's theory of film depends on his intuition that this latter question is the wrong basis for such a theory. In this course, we will closely read the entirety of The World Viewed. This exercise in close reading is also an exercise in desedimentation: by taking Cavell's poetic, autobiographical, far-reaching, and intentionally obscure writing seriously, we will attempt to deconstruct our notions of philosophy, film, thought, and the places the threee intersect. Special attention will be paid to Cavell's inaugural question. Readings will be supplemented by regular film screenings and additional work by Cavell, Noel Carroll, Susanne Langer, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL340 Human Nature
The idea of "human nature" plays an important role in all sorts of explanations, but what does it mean? What is it to be a human? Are we just rational animals? Do some humans have different natures than others? Is it possible for us to change our nature or is it innate? Are we products of nature, nurture, or some combination? Are humans fundamentally evil or good? By examining philosophical, historical, religious, theoretical, and scientific literatures, this course will examine various answers to these questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **STS340**
Prereq: **None**

PHIL341 Empathy and Radical Care
This course will explore the philosophical and perceptual issues that empathy generates by focusing on specific contexts of both human and nonhuman captivity. Philosophical explorations will be supplemented with political insights of activists engaged in mutual aid, abolition, and animal and eco-justice.
Offering: **Crosslisting**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM318**
Prereq: **None**

PHIL344 Horror in Black Philosophy
This class will trace notions of horror through the history of Black philosophy, through close readings of works such as W.E.B. DuBois's Souls of Black Folk, Sylvia Wynter's "Unsettling the Coloniality of Being/Power/Truth/Freedom," Calvin Warren's Ontological Terror, and Denise Ferreira da Silva's Towards a Global Idea of Race. We will then examine Black horror films in the context of this philosophical lineage. We will pay special attention to the use of concepts of ineffability, inarticulability, and unintelligibility in the articulation of Blackness and anti-Black violence, and connect these concepts to the aesthetics and phenomenology of horror.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL345 The Problem of the Negro as a Problem for Thought
Philosophical inquiries into the "the Negro problem" -- the question of what blackness is and how we socially reckon with its existence -- have historically flourished outside of the academic mainstream, weaving through a myriad of forms -- art, criticism, sociology, autobiography, oral traditions, etc. -- that are typically not counted as philosophy. This class will challenge our assumptions about where good and rigorous philosophy happens by attempting to track the metaphilosophical challenges that the study of blackness produces. We will read a survey of black studies texts from writers including Nahum Chandler, Marquis Bey, Christina Sharpe, and Fred Moten.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **AFAM348**
Prereq: **None**

PHIL347 Ethics, Ecology, and Moral Change
People commonly recognize that in facing global climate crises, we need to change our habits and practices. Yet our activities are bound up with our perceptions and with our embodied experience of value and possibility. This seminar dives into recent attempts to radically rework our ways of understanding and inhabiting the world. As the flip-side of environmental alienation is alienation from our embodiment, our sessions will incorporate movement and other challenges to sedentary classroom habits.

Given an account of thinking and action as always actively embodied and embedded in our surroundings, we will consider the hypothesis that shifts in action emerge together with shifts in perception. Radical accounts of metaphor and its uptake will help us develop accounts of perceptual change. Our readings will follow a variety of metaphorical directions, including animism and animacies, affordance and hyperobject, process, event and intra-action, native and other, inflammation and balance, dwelling and death, consumption and sustainability. How -- and with what risks and unexpected outcomes -- can these patterns of recognition help in orienting us to the challenges of environmental interdependence and volatility?

This course benefits from collaborative visits with philosopher-dancer Jill Sigman, via Wesleyan's Creative Campus Initiative. Sigman will co-shape discussion and activities during at least two of our sessions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **ENVS347**
Prereq: **None**

PHIL350 Radical Self-Care
This is a higher-level seminar on philosophy as a way of life that will explore how the notion of self-care has been developed and deployed throughout history by several political theorists and activists, including Mohandas Gandhi, MLK Jr., Nelson Mandela, Audre Lorde, Angela Davis, bell hooks, and Sara Ahmed.

When conducted in the present day, reflection on how one should live naturally requires attending to matters of sociopolitical concern, such as healthcare inequities, environmental degradation, wealth disparities, and prison reform. An investigation into the links between personal and social well-being has so far been something of a lacuna in the field of philosophy as a way of life, though in a variety of formulations and across several traditions, practices of self-care and self-formation have typically been seen as continuous with (and even a prerequisite for) a robust engagement with others and the pursuit of social justice causes. We will explore the connection between these two domains in this course. As a project during the semester, students will be asked to engage in a cause that matters to them by implementing selected ideas from the thinkers and activists that we'll be studying.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **COL303**
Prereq: **None**

PHIL351 Deconstruction and Politics
Following the later work of Jacques Derrida, we will investigate the significance of the concepts of sovereignty and democracy in some important texts of 20th-century continental philosophy. We shall attempt to understand why these notions are taken at face value and yet still pose many problems for that tradition. Why did democracy and sovereignty give rise to many complications and paradoxes while, at the same time, they continue to hold a vital conceptual import within the political as such. We will thus ask why are political philosophies so invested in sovereignty and democracy? Ultimately, we will consider the possibility of a close affinity between the political and the rhetorical, and will try to understand why democracy and sovereignty tend to exceed conceptual grasp. Because our approach will be primarily deconstructive, we shall also attempt to compare it to other modern and contemporary approaches.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **RL&L351**
Prereq: **None**

PHIL352 Black Thought and Critical Theory
This course follows Stuart Hall's insistence in "What is this 'Black' in Black Popular Culture?" that the theoretical articulations of "blackness" are always "conjunctural." We will investigate how black thought has been conjoined with critical theory through phenomenology, pragmatism, Marxism, semiotics, and psychoanalysis. In our readings of a variety of 20th- and 21st-century

thinkers, we will elaborate the philosophical richness and contradictory tensions embedded in the notion of "blackness" at specific historical and theoretical conjunctions. How is "blackness" useful for social theory? Must we assume there is a transhistorical identity to "blackness"? In what ways does "blackness" conjoin with the conceptualizations of gender, sexuality, class, and religion? Black thought and critical theory is the provocation that we attend to the tensions these questions raise. In this course, we will read the works of James H. Cone, Cornel West, Hortense Spillers, Saidiya Hartman, Sylvia Wynter, Denise Ferreira da Silva, Frank Wilderson, Calvin Warren, Tommy J. Curry, Stuart Hall, and Frantz Fanon.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **AFAM352, FGSS352**
Prereq: **None**

PHIL353 Blackness in the Anthropocene
To deny the "unprecedented" geological impact of humans' force on nature is now practically untenable. Theorists in the humanities, nonetheless, remain unimpressed with what this "new era" has afforded us in terms of critical potential. From accusations that what we now call the "Anthropocene" has merely established a hegemony of brute facts at the expense of critique, to concerns about the multiple ways in which the term continues to obscure catastrophic socio-ecological relations, it is fair to say that the scenes of the "Anthropocene" are still contested terrains. The aim of this course is to investigate the Anthropecene's many forms of socio-political erasures and theoretical "blind-sights." We will examine the ways in which Anthropocenean discourses have been powerful at disavowing racial antagonism in our current ecological crisis. More specifically, in this course, will study the ecological negative effects on black communities around the globe with the aim to questions the shortcomings of ethics in Anthropocenean times. We will explore questions like "who are 'recognizable/legitimate' victims in environmental disasters," "do events like hurricane Katrina or the migration crisis teach us anything about our human condition," and "what is the 'post' in post-humanism." We will read philosophical works ranging from Immanuel Kant and Baruch Spinoza to Rosi Braidotti and Karen Barad.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **AFAM353**
Prereq: **None**

PHIL354 Ecologies of Attention: Biosemiosis, Attunement, and Ethics
We consider variants on biosemiotic accounts of meaning, following one thread through Emerson to Nietzsche, another from Peirce and James to Bateson (Ecology of Mind, 1972) and Gibson (Ecological Approch to Visual Perception, 1979), and a third through contemporary indigenous thinkers and anthropologists attempting to bridge scientific ecology and animist panpsychism--Kimmerer, Whyte, Kohn, Ingold, Strathern. While most of the texts here focus on the nature of meaning as a living process, they are also in constant dialogue with normative concerns, being both motivated by subversive or non-humanist ecological values and inspiring distinctive insights about how to lead meaningfully connected lives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM366, ENVS247**
Prereq: **None**

PHIL356 Afro-Caribbean Philosophy
This seminar focuses on the philosophical production of Afro-Caribbean thinkers since the middle of the twentieth-century. We focus on close readings of Frantz Fanon, Édouard Glissant, and Sylvia Wynter alongside others to consider a Caribbean approach to questions and problems of modernity, relationality, space, race, belonging, the human, creolization, language, anti-colonialism, and liberation. We consider the roots of some of these questions in the work of earlier thinkers such as Aimé Césaire, as well as contemporary influences of their work across and beyond the Caribbean. We will work beyond the linguistic divisions of the Francophone, Hispanophone, or Anglophone Caribbean to consider conversations in common across the archipelago, in a multiplicity of languages.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL357 Animal Minds
Can animals reason? Do they form intentions, do they have beliefs, might they act ethically? What do other animals know? How can we know what they might know, and what can exploring the minds of other animals tell us about our own minds? In this course we will attempt to answer these questions by adopting a largely comparative perspective and examining philosophical, scientific, psychological, and popular writing about minds. We will examine evidence for mindedness and reasoning in social species. We will also explore the ethical implications of this research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL358 Decolonial Theory
Decolonial/Post-Colonial theory has always been a creatively different way to approach topics of social justice. This course has four parts. The first quarter will be both about defining what post-colonialism is through foundational texts, but also differentiating its methodology from liberalism and Marxism. We will then apply this knowledge by looking at how decolonization/post-colonialism feminism thinks differently about equality and freedom. In the second half of the course, we will focus on contemporary and cutting-edge readings on how decolonial/post-colonialism can help us think differently about our degraded environment and the looming climate crisis. The third quarter of the course links together Indigenous sovereignty and environmentalism, and we end the course with a look at the new internationalism about climate justice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL359 Philosophy of Wang Yangming
This seminar offers a broad engagement with Wang Yangming (1472-1529), one of the most innovative and influential of all Chinese philosophers. We will read all of his writings that are available in English translation (his major work, the Record for Practice (Chuan Xi Lu); many of his letters; and a few poems) as well as the best recent scholarship on Wang, with the goal of both understanding and critically assessing his ideas, as well as opportunities to put Wang's ideas into constructive dialogue with contemporary philosophy. The seminar will also pay attention to the ways in which Wang's ideas have been understood and appropriated by thinkers, activists, and political leaders down to the present day.

Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **CEAS359**
Prereq: **None**

PHIL362 Origins of the Human Mind
Since classical antiquity, philosophers have often characterized human beings by way of contrasts between ourselves and nonhuman animals, particularly in terms of mental abilities humans possess and nonhuman animals (putatively) lack, such as reasoning and language. Only recently, however, have the sciences--particularly evolutionary biology, cognitive psychology, anthropology, and cognitive ethology--begun to offer the tools needed to characterize differences in the cognitive tool kits of different species and to attempt to piece together hypotheses about how human minds differ so greatly from those of our nearest relatives, the great apes, in spite of our genetic similarity and the comparatively brief period since the time of our last common ancestors. In this course, we will read several recent works by philosophers and scientists presenting theories of the evolution of distinctively human cognition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL363 Philosophy of Perception
Roughly, perception is the cognitive activity embodied creatures engage in in order to find out things about their environment. In the most basic sense, perception involves conscious awareness of something other than ourselves, which causally depends on sensory organs (our eyes, ears, nose, etc.) being stimulated by something external to our physical body. In this course, we will explore the several different "levels" at which philosophers think about perception and the different questions being asked. At the metaphysical level, the central question is: What kind of "things" do we perceive? What is perceptual awareness of? At the epistemological level, we will deal with the question: can we gain knowledge about the world through perception? Finally, at the psychological level, we will ask: How do the psychological processes--studied by sciences like cognitive science, neuroscience, physiology, etc.-- relate to the metaphysical and epistemological questions?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL366 Bodies, Machines, and Meaning: Cultural Studies of the Sciences
Cultural studies of the sciences shift the focus of interdisciplinary science studies from understanding the sciences as producing and justifying knowledge to understanding them as meaning-making and world-transforming practices. Cultural studies attend to scientific meaning-making at multiple levels, and to the interactions among them: concrete material relations among bodies, technologies, and their settings or situations; verbal, visual, corporeal, mathematical, and other expressive performances; and social, cultural, or political institutions, practices, boundaries, and movements across and within them. Cultural studies of science also emphasizes political engagement with scientific practices and their broader cultural entanglements. This course explores what it means to do cultural studies of science, with a focus on three interrelated themes: alternative conceptions of what it means to make claims and reason about what happens in "nature"; case studies in how scientific meaning and understanding are embodied and prosthetically extended technologically; and some specific conceptual and material relations among scientific understandings of life, bodies, sex, reproduction, and being human.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **SISP366**
Prereq: **None**

PHIL368 The Ethics of Captivity
There are a variety of forms of captivity and a wide array of individuals who are kept in captivity. In this course, we will explore the conditions of captivity (including prisons, zoos, laboratories, and sanctuaries) and explore the variety of ethical and political issues that captivity raises for humans and other animals.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

PHIL381 Topics in Philosophy of Mind
This course will explore recent discussions in philosophy of mind. Topics will change from year to year. This year we will look at perspectival pluralism - the view that we understand the mind through a variety of cognitive lenses -- perspectives, frames, models -- that bring different things into focus and involve different forms of reasoning and representation. In addition to an introduction to perspectival pluralism, we will explore its possible implications in philosophy of science, theory of knowledge, truth, and metaphysics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **None**

PHIL383 Mind, Body, and World
This seminar in the metaphysics of mind and meaning begins with the philosophical and scientific background to cognitivist conceptions of mind and artificial intelligence. Both classic and recent criticisms of cognitivism and early AI emphasize the role of bodily movement and skill, language, social normativity, and engagement with and within the world as integral to conceptualization and understanding. These themes will then be explored constructively in some recent reconceptions of cognition as embodied and social-pragmatic, and of language and other conceptual repertoires as integral to bodily involvement in the world and with one another.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **STS383**
Prereq: **None**

PHIL385 Understanding Life and Mind
Philosophical conceptions of mind and language are now typically "naturalistic" in the sense that they take these phenomena to be part of the natural world and understandable scientifically. Naturalistic conceptions of mindedness (and many of the sciences of mindedness) still mostly take their lead from a Cartesian tradition of understanding mindedness as an "internal" representation of an "external" world, now located in the brain or central nervous system rather than an immaterial soul. This advanced seminar instead explores the possible philosophical significance of recent developments in evolutionary and developmental biology for understanding mindedness. The course takes up four primary themes: organism/environment entanglement; relevant background from the recent emergence of an "extended evolutionary synthesis;" reconceptions of mindedness as ways organisms inhabit and respond to environments rather than as internal representations; and the evolution and development of language as a form of evolutionary niche construction that coevolves with human organisms and ways of life.
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-SISP**
Identical With: **STS385**
Prereq: **None**

PHIL389 A Book of Nonsense: Wittgenstein's Tractatus
Wittgenstein's Tractatus Logic-Philosophicus is one of the most enigmatic and yet influential texts of 20th-century European philosophy. In this seminar we will explore its major themes in depth. In the Tractatus, Wittgenstein advances a conception of the nature of all representation. This conception invokes, on the one hand, the making of pictures, and, on the other, the uses of language. Central to the conception is the idea that representation and represented necessarily share a common form. So if language represents reality, then reality has the form of language. Wittgenstein thus declares, "The limits of my language signify the limits of my world." The pre-eminent place of language in the Tractatus is one of its most impactful legacies, contributing to the "linguistic turn" that can be observed in analytic philosophy around the turn of the twentieth century. Via this linguistic turn, Wittgenstein transforms the Kantian idea of the bounds of sense into a doctrine of meaningful linguistic use: distinguishing significant linguistic representations from signs that merely seem to make sense -- i.e., nonsense masquerading as sense. The Tractatus rejects "traditional" metaphysical philosophy as at bottom nonsense which says nothing true or false. But Wittgenstein also advances a distinction between what can be said by means of language, and what shows itself in our uses of language. And it turns out that what can be shown cannot be said. The twin ideas of nonsense and of showing lead to the deepest mysteries of the Tractatus: some seemingly "metaphysical" positions, such as solipsism and mysticism, in spite of being nonsense, nevertheless show what are, in some sense, truths. Most paradoxically, the words of the Tractatus themselves turn out to be nonsense and say nothing. Our final aim is an elucidation of what and how one is to learn from such a book of nonsense.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **COL386**
Prereq: **None**

PHIL390 Topics in Metaphysics
Philosophy, especially in the European tradition, has perennially been interested in necessary features of reality, and in the nature of necessity itself. It has also been inveterately invested in rationality, and in discovering its nature. Is there such a thing as necessity that stems from rationality? One answer that has had much staying power is that logic and its laws frame the most fundamental type of necessity: it is impossible, for example, that there both is and isn't anything that travels faster than the speed of light in vacuum, for any such supposed situation violates the logical law of non-contradiction, and so is in a sense not really intelligible. (Except possibly in Australia.) This seminar is an examination of this answer through discussion of views of two seminal figures in modern European philosophy: Immanuel Kant and Gottlob Frege. We will focus on a recently prominent style of reading Kant as inheriting and transforming Aristotle's hylomorphism, and on the ways in which some proponents of this style of interpretation see Frege's conception of logic as closer to that of G. W. Leibniz. We will assess the extent to which such interpretations may be sustained by the actual writings of the philosophers just mentioned, as well as how well they hold up philosophically.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Prereq: **PHIL293**

PHIL391 Topics in Philosophy of Logic and Mathematics
Is logic distinct from mathematics? This is the overarching question of this seminar. Specifically, we will discuss two contrasting types of answers to this question. One, which can be traced to Leibniz, holds that the answer is no, that the truths of mathematics, in part or altogether, are logical truths. The other, which can be traced to Kant, answers yes, because knowledge of mathematics requires some non-logical form(s) of intuition, perhaps of space and time. We will look closely at versions of the Leibnizian answer advanced by two originators of analytic philosophy: Gottlob Frege and Bertrand Russell. Both, but Frege in particular, have deep philosophical reasons for their positive answer, which is nowadays known as logicism. We will discuss some of those philosophical reasons. More importantly, both insist that their answers would not be truly compelling unless they identified precisely the fundamental truths of logic, and gave rigorous proofs of axioms of mathematical theories from the truths of logic. Part of our work is to understand Frege's proofs of the Dedekind-Peano axioms of arithmetic from his formulation of logic. We will discuss how Russell, through the Paradox that bears his name, demonstrates the inconsistency of Frege's logic. We will then investigate two programs of salvaging logicism. One, called neologicism, attempts to show how arithmetic is derivable from a consistent variant of Frege's logic. The other, due to Russell, is to circumvent his Paradox by a conception of logic as governing a hierarchy of types of entities, and then deriving arithmetic from this type-theoretic logic. We will next turn to a version of the Kantian answer advanced by David Hilbert. This answer, called (Hilbertian) formalism, holds that genuinely contentful mathematics rests on something like our intuitive knowledge of the possibilities of operations with signs, but that all of classical infinitary mathematics may be justified as a conservative extension of this content. If time permits, we will examine Kurt Gödel's theorems of the incompleteness of arithmetic and the trouble they raise for Hilbert's formalism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **PHIL290 OR MATH243**

PHIL393 Do We Truly Choose? Free Will in Philosophy and Theology
Free will has been a central pillar of philosophical inquiry throughout history. While contemporary debates often focus on issues of consciousness, mechanics, neurobiology, and physics, premodern discussions frequently revolved around the role of God in defining the boundaries of human freedom. This seminar will delve into diverse perspectives on free will, drawing from philosophical traditions across time and place -- both past and present, East and West -- with particular emphasis on the Islamic context. Through a close reading of key sources, the course examines how different thinkers have conceptualized human agency and the extent to which it determines action. Ultimately, the seminar will grapple with the vexed question: do human agents actually enable their acts, or, in the final analysis, truly "do nothing"?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **COL333, CHUM313**
Prereq: **None**

PHIL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

PHIL404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PHIL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PHIL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHIL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PHIL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PHIL420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

PHIL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

PHIL470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

PHIL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PHIL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PHYSICAL EDUCATION (PHED)

PHED101 Tennis, Beginning
This course is designed for those who have had no formal instruction in tennis. Basic grips and stroke technique will be taught for the forehand, backhand, serve, and volley. Also covered will be equipment selection, court etiquette, and proper scoring of games, sets, and matches. The introduction of basic doubles formation will also be included. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED102 Tennis, Intermediate
This course is designed for those who have taken beginning tennis and have learned the basic grips and strokes. The intermediate group will have a more detailed analysis of stroke technique. Ladder match play will give students the opportunity to learn singles and doubles strategy. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED104 Golf
This course is designed to teach the basic information necessary to play and enjoy the game of golf. Each classroom period is spent teaching beginning golfers to play the game correctly from the start: mastering the pre-swing, fundamentals of grip and aim, addressing the ball, and swing technique. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED105 Everyday Athlete
By the end of the course, students will be able to: 1. Demonstrate proper technique in fundamental movement patterns (squat, hinge, push, pull, carry, core). 2. Understand and apply key training principles such as overload, progression, and recovery. 3. Track and reflect on their own physical progress and wellness habits. 4. Build a personal weekly fitness plan that balances strength, cardio, mobility, and rest. 5. Recognize the mental performance components of training: motivation, focus, and resilience.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED106 Fitness, Beginning
This course is designed to meet the needs of the individual interested in establishing a self-paced exercise program. The emphasis of this course is on the development of cardiovascular endurance. Individuals are instructed how to determine personal work-load levels and pace themselves during various classroom aerobic activities. Participants also receive additional instruction in strength training. Cardiovascular activities include fast walking, jogging, aerobic exercise, rope jumping, interval training, and rowing ergometer work. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED107 Inner Game of Golf
Golf is traditionally taught with verbal instruction from the teacher to the student. The students in this class will be taught with learning by feel. Through this unique approach, students will learn that their natural swing is already present within themselves and they simply need to allow it to come out. Through various drills and learning techniques, students will also discover that enjoyment of golf comes first, success comes second. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED112 Advanced Olympic Weightlifting and Powerlifting
The focus of the class will be on advanced weight room techniques. Half of the quarter will emphasize the art of Olympic weightlifting, including the clean and jerk and the snatch movements. The other half of the quarter will emphasize the art of powerlifting, including the three power movements--squat, deadlift, and bench press. Safety in these advanced techniques is always prioritized.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED118 Strength Training, Introduction
This course is designed for the individual who is unfamiliar with or has had no experience in programs focusing on building body strength. This course includes an introduction to the strength-training facilities at Wesleyan, proper strength-training techniques, and various elementary training programs. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED119 Strength Training, Advanced
This course is designed to meet the needs of students who are sincerely involved in strength training, body building, and/or competitive lifting. The course will include the use of four weight-lifting machines and instruction in competitive lifting techniques. There will also be discussion and demonstration of various progressive resistance modes that develop muscular strength and endurance. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED120 Swimming, Beginning
The objective of this course is to equip students with basic water safety skills and knowledge to make them reasonably safe while in, on, or about the water. We will introduce skills designed to improve stamina and basic coordination and to increase individual aquatic abilities. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED121 Swimming, Advanced Beginner
This course is designed to build upon the skills learned in beginning swimming. Emphasis is placed on improving the overhand crawl stroke with rotary breathing. Students will be introduced to the basic skills needed to learn the backstroke and breaststroke. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED122 Swimming for Fitness
This program is designed for the lap swimmer who is interested in learning and applying cardiovascular conditioning and training to swimming. Instruction is given in breathing exercises and pacing techniques. Individual work-load levels are determined, and self-paced programs are centered around those levels. Various training techniques are discussed and used in the program. A course prerequisite is the ability to swim 25 yards (any stroke) continuously and comfortably. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED123 Lifeguard Training
This course is designed to teach potential lifeguards the skills and knowledge needed to prevent and respond to aquatic emergencies. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED124 Squash
This course is geared toward the beginner but may be taken by those who have played some before. Basic grips and strike technique will be taught for the forehand, backhand, serve, and volley. Also covered will be safety precautions, court etiquette, and proper scoring of games and matches. The intermediate player may not get much attention the first two weeks while the beginners learn the basics. The first class of each quarter will meet in the lobby of the Freeman Athletic Center. Students must have their own racket and goggles.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED125 Table Tennis
Table tennis (also known as ping-pong) is a racket sport derived from tennis but distinguished by its playing surface being on top of a stationary table, rather than a court on which players stand. Table tennis uses paddles, vs a stringed racket, a small hollow plastic ball, and a net. While played in basements the world over, this course will teach you how to play the sport competitively. It will address technique, strategy, and rules and we will learn how to play both singles and doubles. Table tennis is played in so many different settings from backyards at home to rec rooms at work, and from university all the way to the Olympics. This is the perfect course to learn the sport from scratch or hone existing skills for social events, networking opportunities, or the sheer fun of playing.

Basic paddles and balls will be provided. Non-marking shoes are required.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED127 Tabata/Fitness Training
Tabata/fitness training is a program designed to enhance an individual's competency at all physical tasks. The student will perform exercise elements successfully at multiple, diverse, and randomized physical challenges. Areas of fitness will include cardiovascular endurance, stamina, strength, power, speed, balance, agility, and coordination. The start-stop training design is based on 20-second bursts of high-intensity workout followed by a 10-second rest. Each high-intensity burst/rest is repeated 4--8 times. The course will provide challenging workout programs that provide the health benefits of cardiovascular workouts with high- to moderate-intensity training and/or high- to moderate-intensity interval training. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED130 Skating, Beginning
This introduction course to ice skating will include lectures as well as work on ice and covers all basics of skating. Progress is self-paced. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED133 Interval Training
Interval training involves a series of low- to high-intensity exercise workouts interspersed with rest or relief periods. This course includes a variety of cardio drills and resistance training exercises designed to challenge and improve cardio and muscular strength while maintaining a strong core. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED137 Rowing for Fitness
This course is designed to introduce individuals to the use and benefit of rowing as a lifetime fitness activity. Through the use of the Concept II rowing ergometer, students will be taught proper rowing technique, conditioning, injury prevention, and ways to include rowing as a part of an overall exercise program. No previous rowing experience is necessary. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED138 Indoor Cycling
Indoor cycling, as an organized activity, is a form of exercise with classes focusing on endurance, strength, intervals, high intensity (race days), and recovery that involves using a special stationary exercise bicycle with a weighted flywheel in a classroom setting. During the class the instructor simulates the ride. Together you travel on flat roads, climb hills, sprint, and race! This is a truly fantastic cardiovascular class. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED139 Running for Fitness
This course is an introduction to the basic principles of a fitness running program. The training program will be individualized for each student based on individual goals. Topics will include proper training techniques, running gear, injury prevention, and stretching. All levels of running welcome. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED140 Racketlon
Racketlon combines tennis, badminton, squash, and table tennis into one sport. It is racketsports' answer to other combination sports such as triathlon or decathlon. Very commonly played in Europe, opponents play each of the sports to 21 points, and the winner is the person with the highest total points. Racketlon is also played in a doubles format where teams of two opponents play against each other. This class will introduce students to each of the four racketsports and how to play them in combination within the sport of racketlon. As a capstone experience, the class will play both a singles and a doubles racketlon. Previous racketsport experience will be valuable in this class, but is not required. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**

Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED142 Yoga for Fitness
This yoga class is designed to improve the health, performance, and mental acuity of students interested in improving their level of fitness. The class will blend balance, strength, flexibility, and power in a fitness format. This practical and user-friendly style of yoga is accessible, understandable, and achievable by individuals at any level of fitness. Attendance is required. The first class in each quarter will meet in the lobby of Freeman Athletic Center Lobby. This class meets in the second quarter.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED145 Indoor Cycling and Yoga
This is a combination class that warms up your body with some sun salutations, strengthens your lower body with a cycling ride, and then stretches your hard-worked muscles with yoga asanas. Yoga and indoor cycling are natural complements to one another because each exercise has a mental and a physical component and trains your body while developing mind/body awareness. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED147 Hatha Yoga
This is a beginning yoga class with no previous experience needed. The class will consist of 26 postures and two breathing exercise aimed at improving your posture and alignment, balance, and strength. Posture and exercise covered: Warm-up:Standing Deep Breathing - Pranayama (Sanskrit), Half Moon Pose - Ardha-Chandrasana (Sanskrit), Awkward Pose - Awkward Pose (Sanskrit), Eagle Pose - Garurasana (Sanskrit), Balancing, Standing Head to Knee - Dandayamana-Janushirasana (Sanskrit), Standing Bow Pose - Dandayamana-Dhanurasana (Sanskrit), Balancing Stick - Tuladandasana (Sanskrit).

Stretching: Standing Separate Leg Stretching Pose -Dandayamana-Bibhaktapada-Paschimotthanasana (Sanskrit), Triangle Pose - Trikanasana (Sanskrit), Standing Separate Leg Head to Knee Pose - Dandayamana-Bibhaktapada-Janushirasana (Sanskrit), Focus Tree Pose - Tadasana (Sanskrit), Toe Stand - Padangustasana (Sanskrit), Dead Body Pose - Savasana (Sanskrit), Wind-Removing Pose - Pavanamuktasana (Sanskrit)

Spine Strengthening, Sit up - Pada-Hasthasana (Sanskrit), Cobra Pose - Bhujangasana (Sanskrit), Locust Pose - Salabhasana (Sanskrit), Full Locust Pose - Poorna-Salabhasana (Sanskrit), Bow Pose - Dhanurasana (Sanskrit).
Opening: Fixed Firm Pose - Supta-Vajrasana (Sanskrit), Half Tortoise Pose - Ardha-Kurmasana (Sanskrit), Camel Pose - Ustrasana (Sanskrit), Rabbit Pose - Sasangasana (Sanskrit), Spine-Twisting Pose - Ardha-Matsyendrasana(Sanskrit), Blowing in Firm Pose - Kapalbhati in Vajrasana(Sanskrit). Bring a mat, towel, and your own water. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED148 Hatha Yoga
This is a beginning yoga class with no previous experience needed. The class will consist of 26 postures and two breathing exercise aimed at improving your posture and alignment, balance, and strength. Posture and exercise covered:

Warm-up: Standing Deep Breathing - Pranayama (Sanskrit), Half Moon Pose - Ardha-Chandrasana (Sanskrit), Awkward Pose - Awkward Pose (Sanskrit), Eagle Pose - Garurasana (Sanskrit), Balancing, Standing Head to Knee - Dandayamana-Janushirasana (Sanskrit), Standing Bow Pose - Dandayamana-Dhanurasana (Sanskrit), Balancing Stick - Tuladandasana (Sanskrit).

Stretching: Standing Separate Leg Stretching Pose -Dandayamana-Bibhaktapada-Paschimotthanasana (Sanskrit), Triangle Pose - Trikanasana (Sanskrit), Standing Separate Leg Head to Knee Pose - Dandayamana-Bibhaktapada-Janushirasana (Sanskrit), Focus Tree Pose - Tadasana (Sanskrit), Toe Stand - Padangustasana (Sanskrit), Dead Body Pose - Savasana (Sanskrit), Wind-Removing Pose - Pavanamuktasana (Sanskrit), Spine Strengthening Sit up - Pada-Hasthasana (Sanskrit), Cobra Pose - Bhujangasana (Sanskrit), Locust Pose - Salabhasana (Sanskrit), Full Locust Pose - Poorna-Salabhasana (Sanskrit), Bow Pose - Dhanurasana (Sanskrit).

Opening: Fixed Firm Pose - Supta-Vajrasana (Sanskrit), Half Tortoise Pose - Ardha-Kurmasana (Sanskrit), Camel Pose - Ustrasana (Sanskrit), Rabbit Pose - Sasangasana (Sanskrit), Spine-Twisting Pose - Ardha-Matsyendrasana(Sanskrit), Blowing in Firm Pose - Kapalbhati in Vajrasana (Sanskrit).

Bring a mat, towel, and your own water. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

PHED152 Outdoor Hiking
Hiking is merely walking on a footpath, whether on a neighborhood path or a more adventurous trail that involves some climbing. Hiking is a moderate cardiovascular activity. Common benefits include weight loss, prevention of osteoporosis, decreased blood pressure, and relief of back pain. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED155 Speed Agility Plyometric Training
Learn to increase your cardio by speed and quickness. Agility training focuses on foot speed, quickly changing direction and improving reaction to visual cues. Plyometrics is an explosive movement to build muscle. The two will be combined to enhance the over all body conditioning. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**

Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED157 Pickleball
Pickleball is a paddle sport with combined elements of tennis, badminton, and ping pong, and played on a doubles badminton court. The net is similar to a tennis net, but is two inches lower. The game is played with a hard paddle that is similar to table tennis and usually made up of graphite or composite. The ball is comparable to a whiffle ball.

The game can be played in either singles' or doubles' matches. For new players, the basics of the sport are easy to learn. Typically, one session of three or four games is all that it takes to grasp the basics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED158 Wiffle Ball
This course is an introduction to the game of Wiffle Ball. The course is designed to teach the basic rules, fundamentals, and techniques of the game. The course includes instruction on pitching, fielding, baserunning and hitting, as well as game strategy. We will also include game play to be able to compete with the skills that we have developed. Game play will focus on the slow/med speed pitch version of the game. Classes will take place in Bacon Field House, which offers an ideal size and surface for instruction and game play.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED159 Cross Training Fitness
This class will use dynamic warm-up, dynamic flexibility, bodyweight, dumbbells, free weights, kettleballs, interval training, cardio/fitness machines, aquatic training, core training, and neuromuscular training in a fun, progressive way so students have a variety of ideas to implement to stay fit for life. The first class of each quarter will meet in the lobby of Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED160 Move Well: Mobility, Flexibility, and Longevity in Physical Activity
This course introduces students to foundational mobility, flexibility, and recovery practices designed to improve movement quality, reduce injury risk, and support lifelong physical well-being. Through guided foam rolling, stretching, and mobility exercises, students will develop an understanding of how the body moves and how to care for it amid academic, athletic, and daily life demands. Classes will emphasize practical, accessible techniques that can be applied before and after physical activity, during periods of high stress, or as part of a regular wellness routine. The course is designed for students of all fitness levels and athletic backgrounds and encourages sustainable, lifelong approaches to physical activity.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED170 Sculling
This course is designed for those students that have completed the introductory Rowing for Fitness course (PHED137). It gives them the opportunity to take these skills to the water and learn a fitness activity that can last a lifetime. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **PHED137**

PHED172 Dorm to 5k: Running for Fitness
This course is designed to introduce students to the fundamentals of physical fitness, focusing on developing the stamina, technique, and mental strategies needed to successfully complete a 5K run. Students will progressively improve their endurance, strength, and overall fitness through a combination of running, cross-training, and education on healthy lifestyle habits. By the end of the course, students will be able to complete a 5K race and incorporate sustainable fitness practices into their daily routines.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

PHED195 Theory of Coaching
This course is designed to introduce students to the basic principles and theories of coaching. Students will become familiar with coaching philosophies, coaching objectives, leadership, and motivation styles. Students will also be introduced to team management and planning techniques, evaluation tools, training techniques, and risk management concerns for coaches. This course has no prerequisite and is open to all students.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED196 Basketball Fundamentals
This course is designed to introduce students to the fundamentals of basketball. From the basic skills of the game -- dribbling, shooting, passing, defending -- to the rules of the game that govern the sport. Students will enjoy both skill development and game strategy as the grow from 2 v 2 games into a full 5 v 5 environment. In addition to basketball fundamentals, the course will cover the importance of overall physical fitness and how to set themselves up for a lifetime of activity.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED201 Practicing Mindfulness Techniques During Activity
This course will provide students with an introduction to mindfulness and teach them mindfulness tools they can use to better self-regulate their emotional states and manage the stress-reaction cycle so many college students find themselves in.

Mindfulness can be brought to any activity. In this course, students will practice different mindfulness techniques through various types of physical activity such as walking meditation, yoga, and time in nature, to name a few. Part lecture,

part activity class, students will acquire skills that aid in reducing stress caused by many of life's major stressors: time, people, sleep, work/academics, roles, food, pain, change, fear, panic, and anxiety.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHED401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYSICS (PHYS)

PHYS105 Calderwood Seminar in Public Writing: Radical Sustainability
The environmental challenges widely known and discussed for the past 50 years not only remain: they have grown. Maybe we haven't worked hard enough, or maybe we've been going about sustainability the wrong way. Radical sustainability explores the intersection of these now-critical challenges--extinction, climate change, and many others--as well as the physical and social constraints on action to address them. Our aim is to identify the pressure points for an effective response within the geo-ecosystem and the human systems embedded within it, and then to focus on making change through writing.

Calderwood Seminars in Public Writing are writing-intensive courses that emphasize writing for general audiences about expert subject matters. Students work with their peers to hone the skills that enable them to translate scientific understanding of sustainability for the public. Using an intensive author/editor model, students will explore public communication in a variety of forms, including news articles, radio features, and editorials. The goal is prose that is polished and persuasive. Course readings are chosen to highlight the physical nature of human systems as they relate to natural systems. While there is no prerequisite, the course is intended for upper-level students with experience in environmental and sustainability studies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **ENVS235, WRCT235**
Prereq: **None**

PHYS107 Life in the Cell from a Molecule's Perspective
What does DNA look like when it is not condensed into chromosomes? How do partners in molecular processes find each other? If a molecular motor "walks," how does it take a step? We will explore these major topics in molecular biophysics by discussing primary scientific literature. Emphasis will be placed on revealing the ways in which our understanding of biological processes can be improved by understanding the underlying physics. Students should have a broad high school science background, familiarity with quantitative and algebraic concepts, and a desire to incorporate quantitative thinking into verbal discourse. Writing is a core element of the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **MB&B117**
Prereq: **None**

PHYS111 Introductory Physics I
This course, along with PHYS 112 in the spring semester, is an introduction to the fundamental principles of physics. Employing trigonometry and algebra the goal is to provide tools for the quantitative understanding of a wide variety of phenomena, with many examples taken from the life sciences. The lab PHYS 121 is recommended. Since algebra is an important prerequisite for PHYS 111, we strongly recommend that all students take a diagnostic test prior to the start of the course. It can be found at https://www.khanacademy.org/math/algebra/test/subject-challenge?modal=1 Taking this "Course Challenge" will take 30-45 minutes and leave you with a good idea of where your algebra skills might need review. Follow-up guided lessons can be chosen at this website.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS112 Introductory Physics II
This is the second of two non-calculus courses covering fundamental principles of physics. The emphasis is on developing a conceptual understanding of the physical processes that govern our universe. Proficiency in elementary algebra, vector algebra, trigonometry, and arithmetic is required. The lab PHYS122 is recommended.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **PHYS111**

PHYS113 General Physics I
This course is the first term of a general physics course with calculus, recommended for students interested in majoring in the sciences. With the focus on Newtonian dynamics, PHYS 113 seeks to develop both conceptual understanding and the ability to use this knowledge to obtain quantitative predictions of how the universe works. Through a collaborative and interactive classroom experience, students develop problem-solving skills and a mathematical description of mechanics. The associated lab, PHYS123, is highly recommended. PHYS113 and PHYS116 are part of a sequence of courses that lead into the physics major. PHYS113 is a pre-requisite for PHYS116; therefore, students must take them in sequence.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS116 General Physics II
This course is the second term of a general physics course with calculus, recommended for students interested in majoring in the sciences. The focus is on the physics of charged particles, including an introduction to the concepts of electric and magnetic fields. Students will develop both conceptual understanding of how charged particles give rise to both electricity and magnetism and the ability to use this knowledge to quantitatively describe the behavior of these particles in a variety of contexts, including electrical devices. Through a collaborative and interactive classroom experience, students develop problem-solving skills and a mathematical description of electricity and magnetism. The associated lab PHYS124 is highly recommended; any student wishing to major in physics should enroll in PHYS124, since it is a requirement for the major.
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **PHYS113**

PHYS116P General Physics II Problem Solving
This course in the problem solving session component of General Physics II. All students enrolled in PHYS 116 must register for one section of PHYS 116P. This course meets weekly for a session focused on direct solving of problems based on material that is covered during General Physics II class time. Students will work in collaboration to develop the problem solving skills that will allow them to succeed in General Physics II and beyond.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.00**
Gen Ed Area: **None**
Prereq: **None**

PHYS121 Introductory Physics Laboratory I
This laboratory course provides experience with phenomena discussed in PHYS111 lectures. While this course is not required by the Physics Department, students planning to enter the health professions should be aware that a year of physics WITH LABORATORY is usually required for admission. Consult your major advisor if you are in doubt about similar requirements in your field. Each laboratory is limited to 16.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS122 Introductory Physics Laboratory II
This course provides laboratory experiences for students taking PHYS112.

This laboratory course teaches students how to obtain, process, and evaluate data and compare these data with quantitative models of how our world works.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS123 General Physics Laboratory I
This laboratory course provides experience with phenomena discussed in PHYS113 lecture, integrating calculations with the experiments. Students will get hands-on experience with physical systems that demonstrate the principles being studied in PHYS113. Hands-on experience helps in developing physical intuition, a deeper understanding of the course material, and the world around us. The emphasis in this course is on experimental technique and the proper identification, appreciation, and handling of experimental error.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS124 General Physics Laboratory II
This laboratory course is designed to be taken in conjunction with PHYS116. Students will get hands-on experience with physical systems that demonstrate the principles being studied in PHYS116. Hands-on experience helps in developing physical intuition, a deeper understanding of the course material, and the world around us. The emphasis in this course is on experimental technique and the proper identification, appreciation, and handling of experimental error.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **PHYS113 OR PHYS123**

PHYS170Z Introduction to Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA170Z, CIS170Z**
Prereq: **None**

PHYS205 Introduction to Mechanical Design and Engineering
This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA170, CIS170**
Prereq: **None**

PHYS206 Introduction to Electrical Design & Engineering
Students will learn about engineering mechanics, electronic control systems, and physical actuators (e.g., for movement) using a microprocessor platform, sensors and motors. The final project will require a student team to ideate, design, analyze, and optimize a mechatronic system. This course will allow students to better understand components, methods, and challenges in mechatronics systems commonly found in automation and robotics.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-CIS**
Identical With: **IDEA175, CIS175**
Prereq: **None**

PHYS207 Introduction to Biophysics
This course will introduce students to major topics in biophysics with an emphasis on the statistical physics of biological systems at the microscopic or molecular level. Topics covered will include molecular motors, self-assembly, and single-molecule manipulation. Students will learn how physical arguments and reasoning can provide significant insight into the design and function of biological systems. While this course is geared toward students who have had a full year of calculus-based physics, relevant concepts in biology and chemistry will be introduced as needed. No detailed knowledge of biology or chemistry beyond the high-school level is required for this course.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **MB&B207**
Prereq: **PHYS116**

PHYS210 How Things Fail: Mechanics and Materials
This lab/lecture engineering course is a foundational cornerstone of structural analysis and mechanical design. It will provide students with a theoretical and practical understanding of static equilibrium, force systems, material response to loading, and analysis of failure modes for each of the fundamental types of stress and strain (axial, flexural, and torsional). These skills are vital for students from a range of disciplines, including mechanical engineering and architecture. The final project will entail design, implementation, and testing of an optimized model of a structure.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-IDEA**
Identical With: **IDEA210, CIS210**
Prereq: **IDEA170 AND (PHYS111 OR PHYS113)**

PHYS213 Waves and Oscillations
The properties of periodic motion recur in many areas of physics, including mechanics, quantum physics, and electricity and magnetism. The ubiquity of oscillatory motion in biological and chemical systems, as well as engineering, provides interdisciplinary importance for developing the formal description of periodic motion. We will explore the physical principles and fundamental mathematics related to periodic motions. Topics will include damped and forced harmonic motion, normal modes, the wave equation, Fourier series and integrals, and complex analysis. Principles and techniques developed in this course are central to many subsequent courses, particularly Quantum Mechanics (PHYS214, PHYS315), Classical Dynamics (PHYS313), and Electricity and Magnetism (PHYS324). An important component of this course is to develop the ability to use mathematical software packages to graph expressions, solve equations, and obtain numerical solutions to differential equations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **PHYS116**

PHYS214 Quantum Mechanics I
This course provides an introduction to wave and matrix mechanics, including wave-particle duality, probability amplitudes and state vectors, eigenvalue problems, and the operator formulation of quantum mechanics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **(PHYS213 AND MATH221) OR (PHYS213 AND MATH223)**

PHYS215 Special Relativity
This calculus-based half-credit, half-semester introduction to Einstein's theory of special relativity promotes both a qualitative understanding of the subject and a quantitative problem-solving approach.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS217 Nonlinear Dynamics and Chaos
Why is it often very difficult to predict the behavior of systems even when we know the interactions between the constituent parts? When the interactions are nonlinear, the tools of linear mathematics are inadequate. When nonlinear systems have more than three dimensions in their state space, they are often chaotic with fundamental limits on predictability. This course systematically addresses one and two dimensional nonlinear systems, analyzing fixed points, bifurcations, and limit cycles. We then explore chaos in continuous systems and discrete maps. The course balances mastery of mathematical tools for analyzing nonlinear systems, development of physical intuition, and practical problem-solving.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **PHYS213**

PHYS219 Introduction to Contemporary Physics
This course examines the foundations of modern physics, including special relativity, the building blocks of matter, the fundamental interactions and gravity, and recent views of the universe such as entanglement, supersymmetry, strings, and dark matter and dark energy.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **(PHYS113 AND PHYS116)**

PHYS313 Classical Dynamics
This is a course in classical mechanics at the intermediate level that utilizes problem solving instruction and learning. It approaches Newtonian mechanics from a more advanced point of view and introduces Lagrangian and Hamiltonian dynamics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS513**
Prereq: **(PHYS213 AND MATH222) AND (MATH221 OR MATH223)**

PHYS315 Quantum Mechanics II
This course will expand the formalism of quantum mechanics to include spin and angular momentum in three dimensions. The quantum theory of identical particles will be developed and applied to multi-electron atoms.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS515**
Prereq: **(PHYS214 AND MATH223) OR (PHYS214 AND MATH221)**

PHYS316 Thermal and Statistical Physics
Thermodynamics and statistical mechanics are pillars of physics. Thermodynamics provides a framework through which we can understand the rules for the conversion of energy and matter from one form to another. As we will learn, every transfer of energy results in the conversion of some energy into an unusable form. Using the tools of thermodynamics, we can establish limits for the amount of useful work that can be extracted from any process. These limits have important implications for the quest to achieve sustainability in our use of energy and materials. As we learn about thermodynamics, we will spend some time exploring this real-world application of the material covered. Likewise, statistical mechanics provides us with a set of tools for understanding how the behavior of individual atoms and molecules impacts the properties and behavior of materials that can be observed in our daily lives. Our approach to this material differs from many previous physics courses and requires a mixture of statistical and counting skills, coupled with physical intuition for the nature of matter. In addition to explaining phase transitions, critical phenomena, and the statistical nature of fermions and bosons, the tools of statistical mechanics are essential for

understanding phenomena like evaporative cooling and the greenhouse effect. We will explore the conditions that lead to these phenomena and discuss the role they may play in a comprehensive approach to sustainability.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS516**
Prereq: **PHYS214**

PHYS317 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B507, MB&B307, CHEM507, CHEM307, PHYS517**
Prereq: **None**

PHYS318 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B508, MB&B308, CHEM508, PHYS518, CHEM308**
Prereq: **None**

PHYS320 Introduction to Tensors and General Relativity
Students will learn the basics of physics in curved spacetime and the use of tensors to describe physical quantities and laws. Geodesics in curved spacetimes and how space and time change in general relativity will be a particular focus.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Prereq: **MATH222 AND PHYS215 OR PHYS313**

PHYS321 Physics Research at Wesleyan
This seminar introduces students to the exciting and diverse research conducted within the physics department. Faculty members from various research areas will give talks showcasing their work, providing insight into both fundamental and applied physics. The goal is to help students explore different research topics, understand what physics research entails, and discover potential opportunities to get involved in faculty-led projects. This seminar is open to all students with an interest in physics who are curious about research, but have not yet chosen a specific focus, particularly first- and second-year students and also graduate students in their first year of study. The course is structured as a series of faculty presentations, followed by discussions where students can engage with researchers, ask questions, and explore potential research pathways.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **PHYS523**
Prereq: **None**

PHYS322 Physics Colloquium with Journal Club II
Students will review and discuss materials in preparation for attending the physics colloquium. Attendance at the colloquium is also required.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

PHYS324 Electricity and Magnetism
This course covers the classical field theory of electricity and magnetism. The core of the course covers electrostatics and magnetostatics with emphasis on both physical insight and the partial differential equations that describe these fields. We then cover electrodynamics to complete Maxwell's equations and to derive the elementary properties of electromagnetic radiation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS524**
Prereq: **PHYS116 AND PHYS124 AND PHYS213 AND MATH222**

PHYS339 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B309, CHEM309, CHEM509, MB&B509, PHYS539**
Prereq: **None**

PHYS340 Computational Physics
Most modern problems in physics cannot be analytically solved, making numerical solution necessary. This course introduces students to vital numerical methods used in modern computational physics. Students will develop code to calculate exact numerical solutions to a range of physics problems, such as N-body motion, the solution of Schrödinger's equation, and phase transitions. Methods covered include root finding, numerical integration of initial and boundary value problems, Monte Carlo techniques, and an introduction to machine learning methods. Code will be developed using Python and there will be opportunities to gain experience in the C programming language as well. Previous programming experience is strongly encouraged but not required.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **(MATH221 AND PHYS213) OR (MATH223 AND PHYS213)**

PHYS342 Experimental Optics
This is an experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS542**

Prereq: **(PHYS116 AND PHYS213)**

PHYS345 Electronics Lab
This laboratory course covers the fundamentals of analog and digital electronics: passive DC and AC circuits, linear transistor and integrated circuits, and digital integrated circuits.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS545**
Prereq: **(PHYS116 AND PHYS213)**

PHYS358 Condensed Matter
This calculus-based course is an introduction to the physics of the solid state. It includes topics such as the reciprocal lattice, elastic constants, band structure, and Fermi surfaces.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS558**
Prereq: **PHYS316 AND PHYS315 AND PHYS324**

PHYS377 Chemistry of Materials and Nanomaterials
This course will provide an introduction to materials chemistry, with a special emphasis on nanomaterials. Topics covered will include colloidal metal nanomaterials; semiconductors and quantum dots; carbon nanotubes, fullerenes, and graphene; metal-organic frameworks; self-assembly and metamaterials; electron and scanning probe microscopies; and lithography. The course will also discuss applications of these materials and techniques in areas such as plasmonics and sensing, catalysis, energy generation, and medicine.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **CHEM377**
Prereq: **CHEM251**

PHYS395 Structural Biology Laboratory
One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by X-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, cryo-electron microscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis, protein purification, and column chromatography. The course will provide hands-on experience with spectroscopic and biophysical methods such as fluorescence, UV-Vis absorption, X-ray crystallography, isothermal titration calorimetry, and circular dichroism as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B395, CHEM395**
Prereq: **(CHEM142 OR CHEM142Z OR CHEM144) AND (CHEM325 OR MB&B208 OR PHYS207)**

PHYS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PHYS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PHYS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PHYS420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PHYS421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

PHYS422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

PHYS423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PHYS424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PHYS465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

PHYS466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

PHYS470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

PHYS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PHYS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PHYS500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, E&ES500, MB&B500, MUSC500, PSYC500, MATH500**
Prereq: **None**

PHYS501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **A-F**

PHYS505 Condensed Matter Physics Seminar I
Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHYS506 Condensed Matter Physics Seminar II
Presentation and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHYS507 Atomic and Molecular Physics Seminar I
Presentations and discussions of material at the forefront of the discipline, emphasizing current research at Wesleyan.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **PHYS214**

PHYS508 Atomic and Molecular Physics Seminar II
Presentations and discussions of material at the forefront of the discipline, emphasizing current research at Wesleyan.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHYS509 Theoretical Physics Seminar I
Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **([PHYS313 or PHYS513] AND PHYS214 AND [PHYS315 or PHYS515] AND [PHYS316 or PHYS516])**

PHYS510 Theoretical Physics Seminar II
Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**

Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **([PHYS315 or PHYS515] AND [PHYS324 or PHYS524] AND [PHYS316 or PHYS516])**

PHYS511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PHYS513 Classical Dynamics
This is a course in classical mechanics at the intermediate level that utilizes problem solving instruction and learning. It approaches Newtonian mechanics from a more advanced point of view and introduces Lagrangian and Hamiltonian dynamics.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS313**
Prereq: **(PHYS213 AND MATH222) AND (MATH221 OR MATH223)**

PHYS515 Quantum Mechanics II
This course will expand the formalism of quantum mechanics to include spin and angular momentum in three dimensions. The quantum theory of identical particles will be developed and applied to multi-electron atoms.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS315**
Prereq: **(PHYS214 AND MATH223) OR (PHYS214 AND MATH221)**

PHYS516 Thermal and Statistical Physics
Thermodynamics and statistical mechanics are pillars of physics. Thermodynamics provides a framework through which we can understand the rules for the conversion of energy and matter from one form to another. As we will learn, every transfer of energy results in the conversion of some energy into an unusable form. Using the tools of thermodynamics, we can establish limits for the amount of useful work that can be extracted from any process. These limits have important implications for the quest to achieve sustainability in our use of energy and materials. As we learn about thermodynamics, we will spend some time exploring this real-world application of the material covered. Likewise, statistical mechanics provides us with a set of tools for understanding how the behavior of individual atoms and molecules impacts the properties and behavior of materials that can be observed in our daily lives. Our approach to this material differs from many previous physics courses and requires a mixture of statistical and counting skills, coupled with physical intuition for the nature of matter. In addition to explaining phase transitions, critical phenomena, and the statistical nature of fermions and bosons, the tools of statistical mechanics are essential for understanding phenomena like evaporative cooling and the greenhouse effect. We will explore the conditions that lead to these phenomena and discuss the role they may play in a comprehensive approach to sustainability.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS316**
Prereq: **PHYS214**

PHYS517 Molecular Biophysics Journal Club I
This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion iIn Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B507, MB&B307, CHEM507, CHEM307, PHYS317**
Prereq: **None**

PHYS518 Molecular Biophysics Journal Club II
Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B508, MB&B308, CHEM508, PHYS318, CHEM308**
Prereq: **None**

PHYS521 Physics Colloquium I
Presentations by outside experts and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

PHYS522 Physics Colloquium II
Presentations by outside experts and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **([PHYS315 or PHYS515] AND [PHYS313 or PHYS513])**

PHYS523 Physics Research at Wesleyan
This seminar introduces students to the exciting and diverse research conducted within the physics department. Faculty members from various research areas will give talks showcasing their work, providing insight into both fundamental and applied physics. The goal is to help students explore different research topics, understand what physics research entails, and discover potential opportunities to get involved in faculty-led projects. This seminar is open to all students with an interest in physics who are curious about research, but have not yet chosen a specific focus, particularly first- and second-year students and also graduate students in their first year of study. The course is structured as a series of faculty presentations, followed by discussions where students can engage with researchers, ask questions, and explore potential research pathways.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **PHYS321**
Prereq: **None**

PHYS524 Electricity and Magnetism
This course covers the classical field theory of electricity and magnetism. The core of the course covers electrostatics and magnetostatics with emphasis on both physical insight and the partial differential equations that describe these fields. We then cover electrodynamics to complete Maxwell's equations and to derive the elementary properties of electromagnetic radiation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS324**
Prereq: **PHYS116 AND PHYS124 AND PHYS213 AND MATH222**

PHYS531 Research Frontiers in Physics I
This seminar focuses on presenting general methods used in current theoretical and experimental research performed in the Physics Department. The exposition will be done by student participants, guided by the instructing faculty.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS532 Research Frontiers in Physics II
This seminar focuses on presenting general methods used in current theoretical and experimental research performed in the Physics Department. The exposition will be done by student participants, guided by the instructing faculty.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS533 Research Communication in Physics I
This course consists of weekly meetings for students to practice their scientific presentation and listening skills. Students will each claim responsibility for one or two meetings. Presentations may consist of research-relevant papers, practice talks for conferences, or research updates for the general graduate audience.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS534 Research Communication in Physics II
This course consists of weekly meetings for students to practice their scientific presentation and listening skills. Students will each claim responsibility for one or two meetings. Presentations may consist of research-relevant papers, practice talks for conferences, or research updates for the general graduate audience.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS539 Molecular and Cellular Biophysics
This course is an integration of the physical and chemical principles underlying biological systems from molecules to cells. The objectives are to develop an understanding of the underlying biological and physical principles that inform biophysical methods (e.g., protein-protein interaction studies, enzyme kinetics, spectroscopy, structural biology), how these concepts and techniques can be used to address open scientific questions, and how to critically evaluate their use in scientific literature. Particular emphasis will be placed on the biophysical concepts underlying studies of proteins, enzymes, and metalloproteins.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-CHEM**
Identical With: **MB&B309, CHEM309, CHEM509, MB&B509, PHYS339**
Prereq: **None**

PHYS542 Experimental Optics
This is an experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS342**
Prereq: **(PHYS116 AND PHYS213)**

PHYS545 Electronics Lab
This laboratory course covers the fundamentals of analog and digital electronics: passive DC and AC circuits, linear transistor and integrated circuits, and digital integrated circuits.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS345**
Prereq: **(PHYS116 AND PHYS213)**

PHYS549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PHYS550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PHYS558 Condensed Matter
This calculus-based course is an introduction to the physics of the solid state. It includes topics such as the reciprocal lattice, elastic constants, band structure, and Fermi surfaces.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS358**
Prereq: **PHYS316 AND PHYS315 AND PHYS324**

PHYS563 Analytical Mechanics
Advanced classical mechanics: multidimensional motion, rigid bodies and rotational dynamics, chaotic dynamics, elementary continuum mechanics, and applications.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **(PHYS213 AND PHYS217 AND PHYS313) OR (PHYS213 AND PHYS217 AND PHYS513)**

PHYS565 Mathematical Physics
Historically, physics and mathematics are closely related. Physics uses powerful tools developed by mathematicians, while physicists, investigating the actually existing universe, provide mathematicians with new concepts and ideas to explore. This way, many mathematical techniques, and even entire areas of

mathematics, developed from the need to solve certain real-life problems posed by physical reality. The purpose of this course is to give students an overview of the powerful array of mathematical tools available for the solution of physical problems. Starting with the presentation of tools of complex analysis, we will apply them to the solution of ordinary and partial differential equations. We will encounter Fourier and Laplace transforms and will study the Green's function method for the solution of bound and scattering problems. We will also look into the elements of Group Theory and apply it to angular momentum in quantum many-body systems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **MATH222 AND MATH223 AND PHYS313 AND PHYS315 AND PHYS324**

PHYS566 Electrodynamics
This course covers boundary value problems, Green's functions, multipoles, fields in dielectric and magnetic media, electromagnetic radiation, and wave guides.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **PHYS324**

PHYS567 Statistical Mechanics
This course will develop important concepts in statistical physics by examining several applications in detail. The areas covered will include the classical and quantum gases, critical behavior and phase transitions, and elementary transport phenomena.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **[PHYS316 or PHYS516]**

PHYS568 Quantum Mechanics
This course will develop advanced concepts of quantum mechanics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **[PHYS315 or PHYS515] AND [PHYS313 or PHYS513]**

PHYS571 Advanced Topics in Atomic and Molecular Physics
Topics in modern optical and atomic physics will be explored with an emphasis on precision time metrology. Fundamental questions, experimental challenges, and various applications will be discussed.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **PHYS315**

PHYS572 Advanced Topics in Atomic and Molecular Physics
Several plasma applications will be discussed, for example, in fusion, chemical analysis, surface treatment, and medicine.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **PHYS515**

PHYS573 Advanced Topics in Condensed Matter
The course will cover advanced topics in condensed-matter physics, with emphasis on current research problems within the department.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **PHYS324 OR PHYS524**

PHYS574 Advanced Topics in Condensed Matter
The course will cover advanced topics in condensed-matter physics, with emphasis on current research problems within the department. This course may be repeated for credit.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **PHYS324 OR PHYS524**

PHYS575 Advanced Topics in Theoretical Physics
This graduate course presents advanced topics in theory of relevance for current research in the department. The specific material varies each time the course is taught.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **PHYS213 AND PHYS214 AND PHYS324**

PHYS576 Advanced Topics in Theory
This graduate course will present advanced topics in theory of relevance for current research in the department.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-PHYS**
Prereq: **None**

PHYS588 Seminar in Atomic and Molecular/Chemical Physics.
Weekly seminars presented jointly with the Chemistry Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CHEM548**
Prereq: **None**

PORTUGUESE (PORT)

PORT101 Portuguese I
Introduction to the Portuguese language and the Lusophone-world with a focus on Brazil. Students will develop basic language skills (reading, listening, writing, and speaking) along with an awareness of the Portuguese-speaking world in Africa, Asia, Europe and the Americas, including its presence in the United States. PORT 101 and PORT 102 are designed as a year-long sequence, with each course covering half the textbook, along with other materials including Brazilian film, poetry, media, children's literature, journalism and music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**

Prereq: **None**

PORT102 Portuguese II
This course is the continuation of PORT 101, part of a year-long sequence of Portuguese. The second semester will further develop language skills (reading, listening, writing, and speaking) with increasing attention to oral proficiency and cultural topics. Music, poetry, short fiction, media, and journalism are integrated with the textbook to explore culture topics and current events. Students who plan to study abroad with Portuguese or wish to pursue further language study may petition to continue with a tutorial option.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

PORT155 Portuguese (Romance Language Speakers) I
This course offers students who have a strong working knowledge of Spanish or another Romance language the opportunity to study Brazilian Portuguese in an accelerated format. This course is conducted entirely in Portuguese. Completion of both semesters is required for study abroad in Brazil.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST155**
Prereq: **FREN112 OR ITAL112 OR SPAN112**

PORT156 Portuguese (Romance Language Speakers) II
This course is the continuation of a yearlong course in intensive Portuguese. The second semester will concentrate on mastery of grammar points, with increasing attention to readings, writing, and cultural topics. Music, poetry, short stories, Internet resources, video, and journalism are integrated with the textbook.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **PORT155 or LANG155**

PORT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PORT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYCHOLOGY (PSYC)

PSYC105 Foundations of Contemporary Psychology
This course will include an introductory-level presentation of ideas and research findings in the major areas of psychology. It will serve as both preparation for upper-level courses in psychology and as a valuable contribution to students' liberal arts education. This course will help students discover what psychology is and what psychologists do. Not only will students learn the basic content of psychology, but the course should help them to think critically about such everyday issues as, In what ways are we like other humans, and how do we differ? What do babies perceive and think? Why do we dream? Content areas include history of psychology, methods of psychological research, biological basis of human behavior, motivation and emotions, learning and memory, sensation and perception, cognitive and social development, personality, intelligence, and psychopathology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC105F Foundations of Contemporary Psychology (FYS)
This course will introduce the field of psychology through digital projects that include data collection and analysis, video production/editing, graphic design, and script writing. Students will learn about contributions of the brain to our behavior, sensation and perception, emotions, development, learning, mental health, memory, our social world, and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC105Z Foundations of Contemporary Psychology
This course will include an introductory-level presentation of ideas and research findings in the major areas of psychology. It will serve as both preparation for upper-level courses in psychology and as a valuable contribution to students' liberal arts education. This course will help students discover what psychology is and what psychologists do. Not only will students learn the basic content of psychology, but the course should help them to think critically about such everyday issues as, In what ways are we like other humans, and how do we differ? What do babies perceive and think? Why do we dream? Content areas include history of psychology, methods of psychological research, biological basis of human behavior, motivation and emotions, learning and memory, sensation and perception, cognitive and social development, personality, intelligence, and psychopathology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC117F Psychological Science and the Good Life (FYS)
How can we use psychological science to help improve our coping, resilience, and well-being? We are in an intense period of adjustment - historical change in how society functions, a recent shift to a world with Covid-19, and, for you, the transition to Wesleyan and college. Fortunately, psychological science has given us many helpful research findings about how the mind and brain work, how to improve well-being, and how to change our own behaviors and mindsets for a better life. In this course, we will learn about the scientific findings that point us toward well-being, and we will practice the skills that are supported by such evidence. The aim of the course is to leave with a better understanding of psychological science, a toolkit of research-supported practices we can use in our everyday lives, and a supportive community.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC118F Social Psychology of Close Relationships: Examining Human Connections (FYS)
This course introduces first-year students to reading, writing, and discussing research in social psychology focused on relationships. We will cover topics pertaining to experiences that are common in college or university, including friendships, love, attraction, romantic relationships, family relationships, and

group dynamics. Students will learn to review, understand, and critique research studies in social psychology. Students will be encouraged to apply research to their own experiences through several short writing assignments, group activities, and class discussions. Students will also develop an APA-style research paper over the course of the semester, which will be presented during class. This course counts as an elective towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC119F Conflict Resolution for College Students (FYS)
Human interaction inevitably results in conflict. Yet not all conflict is destructive; at times conflict can lead to growth. The college years are replete with examples of interpersonal conflicts, such as those with roommates, friends, family, professors, employers, and strangers. In addition, students may be part of a team or organization and conflict can happen at the organizational level as well. Further, individuals and organizations are embedded within different cultural contexts, which can also yield conflicts with other cultures in terms of values and priorities.

This course will focus on the psychological causes and consequences of interpersonal, intergroup, and intercultural conflict. Topics discussed will include the role of power, status, trust, communication, and social identity as well as different models of negotiation and mediation. Students will learn about various theories related to the causes of conflict along with practical strategies for navigating conflict in ways that are constructive.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC120F Stress, Trauma, and Resilience (FYS)
This First Year Seminar uses examples of stressful and traumatic exposures to war-time combat and interpersonal violence drawn from literature, film, and real life, to study the continua of changes to psychological and biological mechanisms involved in the human response to life threatening experiences. Psychiatric diagnosis of the response to stress and trauma are introduced and the utility and limitations of the descriptive approach are considered. Key mechanisms studied include those from the psychological domains of fear and anxiety, memory and cognition, habits and reward processing, and social processes. Alterations in these mechanisms are used to illustrate the manner in which trauma alters human behavior in ways that can be both adaptive and problematic. Students in this course also learn how to methodically read, interpret, and explain findings from scientific journal articles; oral presentations developed in class are used to create outlines for written assignments throughout the semester that, in turn, serve as building blocks for a final paper. This course counts as an elective towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC121F The Brain: Fact or Fiction?
Dopamine fasting, bio-hacking, and nootropics, oh my! It seems like every day experts present us with a new method to "fix" or "understand" our brains. But, how do we assess what is true in the world of neuroscience? In this course, we will discuss some common misconceptions about the brain perpetuated in the media and discover the origins of these common myths. Not only will we learn some neuroscience, but this course will also teach the basics of assessing scientific claims. Students will get practice reading primary scientific articles, writing accurately about psychological research, and critiquing brain science as depicted in their favorite (or least favorite) media, from podcasts to science fiction. Assignments will include two short writing assignments and one long paper that will be written throughout the duration of the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC122F Psychology of Communication (FYS)
Language is unique to human beings and a central component of human cognition. This class is designed to introduce students to the role of language in thought and the psychology that underlies how we use language to communicate, both as speakers and listeners. We will cover major themes in this area of study, including different levels of linguistic analysis, the psychology of communication processes, the relationship between speaking and thinking, and the role of efficiency in communicative behavior. The course will be largely discussion-based, centered on the regular readings of scholarly articles. There will be several short writing assignments and content-based assignments, as well as a longer final paper.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC123F Diagnosing Ourselves and Others: Psychological Classifications in Everyday Life (FYS)
Our understanding of self and others increasingly relies on psychological classifications such as anxiety, trauma, imposter syndrome, attachment style, boundaries, narcissism and the like. We share common meanings of these mental terms though usually we are unaware of their origins or scientific status. The seminar explores the circulation of this phenomenal psychological discourse in science, personal life and social media. We trace the evolution of popular diagnostics of ourselves and others, asking how their everyday usage shapes our cognition, behavior, and relationships. We also consider this vocabulary's underlying counter punctual themes of human vulnerability and resistance along with their effects on our moral life. This course counts as an elective requirement towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC124 Lab - Research Methods in Psychological Science
This course is the laboratory component that accompanies PSYC 212 Research Methods in Psychological Science with Lab. This course counts as an elective requirement towards the psychology major. PSYC 124 and PSYC 212 Research Methods in Psychological Science with Lab must be taken concurrently.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC125F Psychology of Queer Issues (FYS)
While the LGBTQ+ community itself, and acceptance of LGBTQ+ community, have increased over the course of history, members of the community continue to have unique interpersonal experiences and experience bias at both the

individual and systemic level. This course will cover major perspectives that aim to provide interdisciplinary insights into our understanding of the experiences of LGBTQ+ people. Topics for this course will include psychological theories that can contribute to widely held perceptions and attitudes about the LGBTQ + community, the role of ideologies, as well as intersectional perspectives that provide a more wholistic understanding of the queer experience. Additionally, this course will also discuss how the issues faced by LGBTQ+ people may not only stem from outside the community, but also within the LGBTQ+ community, and the unique consequences these may have. Through reading and discussion of theoretical and experimental research, we will analyze and learn the perspectives that researchers use to understand the experience of LGBTQ+ people, while also considering the social implications that can come from our current psychological understanding about the queer experience. This course counts as an elective towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC126F Speaking Your Language (FYS)
How do(es) the language(s) we speak shape our perception of the world? How is our perception of others shaped by their language, accent, or dialect? This course will investigate these questions through psychological research as well as a variety of other sources. We will learn about different theories of language acquisition, myths surrounding bilingualism as well as linguistic relativity. The second half of the course will focus on accents, accented speech, and accent bias. Throughout the course students will be challenged to consider their own linguistic backgrounds and examine how it shaped their experiences growing up. As a first-year seminar, this course will give students the necessary skills to become critical consumers of both empirical and non-empirical sources as well as to articulate their opinions in both spoken and written forms.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC200 Statistics: An Activity-Based Approach
This course will introduce the concepts and methods used in the analysis of quantitative data in the behavioral and life sciences. The approach will emphasize activity-based learning. Lectures will be used for the initial presentation and wrap-up of topics, but most class time will be devoted to activities in which students perform analyses. The topics covered will include descriptive statistics, sampling distributions, estimation, hypothesis testing, analysis of variance, and regression. All sections of this course will satisfy the statistics requirement for the PSYC major and the methodological requirement for the NS&B major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105**

PSYC201 Psychological Statistics
This course provides a general introduction to the use of statistics in everyday life and in psychological research. Special emphasis will be placed upon the development of critical thinking skills for evaluating the validity of statistically-based claims found in the media and in published research. In addition, the course will focus on the practical application of statistics and the logical connection between various analytic techniques. Both descriptive and inferential statistics will be discussed, and students will learn to clean and analyze data using Microsoft Excel and specialized statistical software (e.g., SPSS and/or R).
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105 OR PSYC101**

PSYC202 Qualitative Research Methods in Psychology
The goal of the course is to introduce students to basic research strategies for investigating human thought and behavior, with a focus on qualitative methods. The course provides detailed introduction to different qualitative methods, including interview, observation, case study, content analysis, archival, life history, and narrative techniques. Attention is given to the framing of research questions, design of studies, the ethics of psychological research with humans, and assumptions about human nature. The course is problem- and project-based, providing hands-on research experience.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC206 Research Methods in Cognitive Development and Education
This course introduces students to translational research in psychology--research that draws on psychological science to inform practice. The first third of the course will cover basic research methods, fulfilling the requirement for the major and preparing students to critically read, interpret, and engage in research. Then, we will investigate a series of case studies in which people have attempted to take basic research in developmental science and apply it to education settings. Example research-based interventions we might choose to study include mindfulness, growth mindset, early numeracy, reading instruction, teacher development, and anti-bias education. We will ask questions like: Which aspects of the research did the interventions account for, and which aspects were set aside? What are the factors that facilitate or block the use of research in practice? How are research-based interventions evaluated, and how do the outcomes of those evaluations affect our interpretations of the original research findings? What tradeoffs are made when putting research findings into the real world? How do seemingly small details about how interventions are designed and implemented affect the research-practice interface? Through our discussions, we will cover some core topics located at the bridge between research and practice such as practitioner expertise, science communication, participatory action research, educational design, and implementation science.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC207 Research Methods in Developmental Psychology
The goal of this course is to introduce students to basic research strategies and methods, with a focus on those pertinent to developmental psychology. Course materials will focus on conceptual, design, and analytic issues. This course is designed to provide students with the knowledge, skills, and understanding to conduct and evaluate research. In the service of these goals, students will participate in lectures, readings, discussions, and hands-on projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC208 Research Methods on Emotion
This course will focus on methods and techniques to study emotions in their social context, including emotional narratives, interviews, experiments with emotional stimuli (e.g., mood induction), surveys, and daily diaries. We will investigate which methods and techniques are best suited to study various

positive and negative emotions. The course will give special attention to ethical issues in emotion research.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC200 OR QAC201 OR ECON300 AND PSYC105 OR PSYC105F OR MATH132**

PSYC210 Research Methods in Cognition
This course will examine the experimental method as a means of gaining knowledge about human cognition. Students in this course will learn about general research methods in cognitive psychology related to experimental design, understanding and interpreting research, and ethical issues involved in research with human subjects. Classic research paradigms in cognitive psychology will be explored through the use of interactive demonstrations and in-class experiments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **NS&B210**
Prereq: **(PSYC105 AND PSYC200) OR (PSYC105 AND ECON300) OR (PSYC105 AND QAC201) OR (PSYC105 AND MATH132)**

PSYC211 Research Methods in Clinical Psychology
The goal of this course is to introduce students to basic research strategies and methods of psychological science, with a focus on those most relevant to clinical psychology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **(PSYC105 AND PSYC200) OR (PSYC105 AND QAC201) OR (PSYC105 AND ECON300) OR (PSYC105 AND PSYC201) OR (PSYC105 AND MATH132)**

PSYC211Z Research Methods in Clinical Psychology
The goal of this course is to introduce students to basic research strategies and methods of psychological science, with a focus on those most relevant to clinical psychology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC212 Research Methods in Psychological Science with Lab
This course introduces students to basic quantitative research methods in psychological science, with a laboratory component. This course is designed to provide students with the knowledge, skills, and understanding to conduct and evaluate research in psychological science. Lectures, readings, discussions, and hands-on research projects will be included. This course counts as a research methods or elective requirement towards the psychology major and the lab course counts as an elective. PSYC212 and PSYC124 Lab - Research Methods in Psychological Science must be taken concurrently.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC213 Research Methods in Social Psychology
The course examines research methods and techniques used in social psychology, including observation, correlation, and experimentation. Students will learn about study design, research ethics, and how to collect and analyze data, as well as effective ways to report results. All students are expected to undertake a research project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC214 Research Methods in Sleep Research
Have you ever read an empirical research article and wondered where the authors got the idea for their research study? Have you ever thought about how researchers decide on which participants to select and what questions to ask of their study participants? How can we assess the value of a theoretical idea based on empirical evidence? And why might there be conflicting findings when researchers test the same phenomenon? This course is designed to help students explore these and other questions related to research methods in psychology, with a focus on sleep research. This is an interactive lecture and lab-based course. Through a series of hands-on lab assignments, students will acquire the necessary skill set to be able to critique, analyze, and design psychological research. Students will explore both qualitative and quantitative methodological designs used in psychological research (e.g., experiments, interviews, and surveys). Additionally, students will gain skills in conducting basic statistical analyses (e.g., correlation, t-test, ANOVA). The course will culminate with a final project in which students will design an original research study.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC214Z Research Methods in Sleep Research
Have you ever read about a published study and wondered where the authors got the idea for their research study? Have you ever thought about how researchers decide on which participants to select and what questions to ask of their study participants? How can we assess the value of a theoretical idea based on empirical evidence? And why might there be conflicting results when researchers study the same phenomenon? This course is designed to help students explore these and other questions related to research methods in psychology, with a focus on sleep research. Through a series of interactive lectures and hands-on class activities that complement the assigned textbook chapter readings, you will acquire the necessary skill set to critique, interpret, and design psychological research. The intensive nature of winter courses (10 classes, 4 hours each) requires that students are fully engaged with the material and will keep up with all assigned readings (~2 textbook chapters and 1 assigned empirical article per class). Course content will be grounded within the field of sleep health research, with an emphasis on quantitative research methods and design. You will be expected to apply your knowledge of research methods in psychology by designing an original research study on a sleep-related topic of your choice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC220 Cognitive Psychology
Cognitive psychology, a major branch in the field of psychology, is the scientific study of human adult mental processes. The goal of this course is to provide a broad introduction to the issues, methods, and phenomena that characterize the field. These will be brought to life with selected examples of influential empirical studies and, occasionally, practical applications. In seeking constraints on theories of how the mind works, we will draw primarily on studies of adult human behavior (e.g., reaction time, task accuracy), individuals with localized brain damage (e.g., visual agnosia), and measures of brain activity (e.g., as

inferred using fMRI techniques). Computer models and nonhuman animal studies will also be considered. Broad topics will include attention, perception, memory, knowledge, reasoning, and decision making. The course is lecture-based but will incorporate discussions, demonstrations, video, and group activities. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B220**
Prereq: **PSYC105**

PSYC222 Sensation and Perception
This course explores our perceptual systems and how they create and shape our experience of the world around us. We will consider the neurophysiology of perceptual systems as well as psychological approaches to the study of perception, covering all of the human senses with a special emphasis on vision. Class demonstrations will introduce students to interesting perceptual phenomena. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B222**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC225 Cognitive Neuroscience
This course provides an introduction to cognitive neuroscience -- the study of how the brain enables the mind. We will begin with an overview of the neural substrates of cognition and the tools for understanding the structure and function of the human brain. Then we will cover neural processes that support sensory perception and attention, memory, motor control, language, executive control, and emotional and social functioning. We will also discuss mechanisms of brain evolution, development, and repair, and their implications for various diseases and disorders. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B225**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC226 Psychological Theories of Learning and Motivation
The goals of this course are to help students develop practical, evidence-based skills for effective classroom learning, understand and appreciate research on the neuroscience of learning and motivation across species, and apply theories of learning and motivation to understanding human behavior. Course objectives for achieving these goals include: implementing evidence-based practices; dispelling myths about learning; explaining mechanisms of memory consolidation and factors that modulate it; distinguishing between and identifying components of operant and classical conditioning; and explaining how each theory of motivation can be used to understand why people behave in certain ways. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B238**
Prereq: **PSYC105 OR NS&B213**

PSYC227 Motivation and Reward
This course will focus on motivation and reward, providing students with a background in and understanding of the various theories and approaches to studying the topic of motivation, including an introduction to some of the history and the current advances in the field. The course uses animal and human research to try to unravel the brain areas and neurotransmitter systems involved in different forms of reward, including food, sex, and drugs, and examine cases of disordered motivation such as drug addiction, obesity, and disordered gambling. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B227**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC228 Clinical Neuropsychology
This introductory course will examine the relationship between brain functioning and cognition, behavior, and emotion through the study of human brain disorders. The course will begin with a brief overview of basic human regional neuroanatomy, followed by an exploration of neuropsychological assessment and intervention (its history, rationale, goals, and procedures). These topics will provide a foundation for the discussion of more specific topics in neuropsychology (e.g., traumatic brain injury, dementia, psychiatric disorders, cerebrovascular disorders, seizure disorders, learning disabilities, autism) and the role that neuropsychologists play in the evaluation and treatment of individuals with these disorders. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B228**
Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC230 Developmental Psychology
This course is an introduction to human behavior and psychological development focusing on infancy and childhood. We will examine theory and research about physical, social, emotional, language, brain and cognitive development, with emphasis on cognitive development. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC230Z Developmental Psychology
In this two-week, full-credit course, students will learn how children develop across different domains -- physical, cognitive, language, social-emotional, identity, personality. We will emphasize the primary research literature in developmental science and expose students to the fundamental methods and theories used to study how children develop. In the process, we will learn to appreciate the beauty and detail of human development, as well as the ingenuity of research in the field over the last several decades.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **EDST231Z**
Prereq: **None**

PSYC239 Functional Anatomy of the Human Brain
The human brain is an organ with the consistency of firm Jell-O, weighing about 2.5 pounds in an adult. It is made of 86 billion neurons and approximately the same number of non-neuronal cells. Contrary to common misconceptions, we use all the neurons in our brains, not just a small fraction of them from the regions dedicated to the function being performed. Brain cells organize in distinctive anatomical structures, which are interconnected through complex circuits that control nearly every function of the body, such as learning and memory, thinking, consciousness, and aesthetic appreciation. Its malfunction results in a variety of diseases, including senility, mood disorders, and motor/sensory dysfunctions. This course will examine in some detail the complex organization of the brain and how it performs some of its basic functions. The course will familiarize students with the medical terminology and neurological concepts for a general understanding of the human brain and spinal cord, being of special interest for pre-med students, NS&B, biology, and psychology majors; and anyone simply interested in how the brain works. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **NS&B239, BIOL239**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PSYC240 Behavioral Neurobiology
This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered. This course counts as an elective or column 1 breadth course towards the psychology major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B213, BIOL213**
Prereq: **None**

PSYC245 Psychological Measurement
This course will discuss various approaches to the measurement of psychological constructs such as intelligence and personality. Topics covered will include ability tests (e.g., IQ tests), achievement tests (e.g., classroom assessments), and diagnostic clinical assessments (e.g., the draw-a-person test). Strengths and weaknesses associated with various methods of measurement (e.g., self-report vs. performance measures) will also be discussed. Special attention will be given to the criteria used to critically evaluate the psychometric quality of measurement instruments. Students will learn the steps necessary to develop psychometrically sound, practically useful, and legally defensible tests. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC246 Behavior Change, Clinical Interventions and Health Promotion
This class will review the current science and historical context of mental and physical health behavior change approaches across three levels of intervention: the self, the individual, and society. Major topics will include fundamental behavioral principles, basic elements of empirically supported individual treatments (e.g., cognitive behavioral therapies, interpersonal therapy), and the design and evaluation of population-level health interventions. Lectures, readings, and clinical examples will illustrate both the theory and step-by-step practice of evidence-based approaches to behavior change across levels. Assignments may include a self-monitoring exercise, in-class role plays, a group project, an exam, and brief writing assignments. This course is designed to introduce students to a broad range of contemporary approaches to psychological and behavioral treatments; however, it will not provide the skills needed to implement psychological interventions. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC248 Adolescence and Emerging Adulthood
This course takes a global, cultural perspective to the study of human development during adolescence (ages 10-18 years) and emerging adulthood (ages 18-25 years). Students will gain a deeper understanding of key aspects of psychosocial functioning during these two developmental age periods. The course approaches adolescence and emerging adulthood as periods of both opportunity and vulnerability. Topics include cognitive development, love and sexuality, media, peer relationships, and risk and resilience. Class activities and assignments provide opportunities for students to actively engage with the material presented and discussed in class. Students also will have the opportunity to participate in a cross-cultural experience, culminating in a class documentary on a selected topic related to adolescent and emerging adulthood development. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105 OR PSYC105F**

PSYC251 Psychopathology
This course provides an overview of psychopathology, the study of "abnormal" behavior or mental disorders. From various theoretical perspectives, the ways that abnormality is defined will be considered. You will learn what we know and don't know about the phenomenology, diagnosis, and causes of mental disorders. Major domains of psychopathology, the symptoms and behaviors associated with common mental disorders, and the mechanisms hypothesized to be involved with them will be covered. The ways that different paradigms steer the development and implementation of treatments will be examined. This course is not designed to help resolve personal experiences with mental illness. This class will challenge widely accepted ideas about mental illness. You will learn to think critically about how mental illness is understood by society, mental health professionals, and clinical researchers. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105**

PSYC253 Educational Psychology
This course will focus on three major topics and how they relate to current educational policy debates. The first topic will be an examination of the

fundamental purpose of school. We will discuss theoretical and empirical perspectives on why schools exist and ways in which school purpose varies by school type (e.g., public, private, charter) and location (e.g., by state and country). The second topic to be covered relates to the implementation of school mission. In this context, we will reflect on how theories of child development, student motivation, classroom management, and pedagogy inform instructional practice. Finally, the third major topic that will be covered is how to determine whether schools are achieving their stated goals. We will examine the appropriate (and inappropriate) uses of assessment for understanding whether students are learning, whether teachers are effective, and whether a school has a positive or negative climate. This course counts as an elective or column 2 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **EDST253**
Prereq: **None**

PSYC259 Discovering the Person
This course surveys major developments in psychology and psychiatry from 1860 to the present. Through readings and lectures, the course introduces the major schools, theories, and systems in the American "psy" sciences. We examine the kinds of persons who were "discovered," the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine phenomena that were located, catalogued, and explained by these sciences, including rationality, gender, cognition, personality, race, emotion, psychiatric disorders, development, intelligence, and the will. Attention is given to the scientific grounds of investigations and the empirical evidence sought in the century-long process of discovering and naming psychological kinds. Readings include primary source documents, histories, and philosophical analyses. This course counts as an elective or column 2 breadth course towards the psychology major. Students who have taken PSYC310 or SISP312 cannot take this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **STS259**
Prereq: **PSYC105**

PSYC260 Social Psychology
What leads us to become attracted to one person rather than another? How does prejudice develop, and how can it be reduced? Can psychological research help protect the environment and, if so, how? This course offers an overview of classic and contemporary social psychology, covering topics such as group behavior, friendship, stereotyping, conformity, obedience, and conflict resolution. This course counts as an elective or column 3 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC265 Culture in Psychology: An Introduction to Theory and Research
Culture is central to the study of mind and behavior. This course will provide students with an introduction to theory and research on culture in psychology. We will discuss what culture is, the methods that psychologists use to study culture, and how much of our behavior is universal or culture-specific. We will explore how culture influences how we think, feel, and behave. This course counts as an elective or column 3 breadth course towards the psychology major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC277 Psychology and the Law
This course will offer an introduction to the range of topics that are of concern both to psychologists and to members of the legal profession. We will investigate how psychologists may enter the legal arena as social scientists, consultants, and expert witnesses, as well as how the theory, data, and methods of the social sciences can enhance and contribute to our understanding of the judicial system. We will focus on what social psychology can offer the legal system in terms of its research and expertise with an examination of the state of the social science research on topics such as juries and decision making, eyewitness testimony, mental illness, the nature of voluntary confession, competency/insanity, child testimony, repressed memory, and sentencing guidelines. In addition, this course will look at the new and exciting ways legal scholars and psychologists/social scientists are now collaborating on research that looks at topics such as the role of education in prison, cultural definitions of responsibility, media accounts and social representations of crime and criminals, death penalty mitigation, and gender/race discrimination within the criminal justice system. This course will introduce students to this field, especially to the growing body of applied and theoretical work and resources available for study and review. Students will be encouraged to explore the connections between issues of social science and the law, translating legal issues into social scientific research questions that can then be examined more closely in the literature. This course counts as an elective or column 3 breadth course towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **AFAM287**
Prereq: **PSYC105**

PSYC280 Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201, GOVT201, NS&B280**
Prereq: **None**

PSYC280Z Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **QAC201Z, GOVT201Z, NS&B280Z**
Prereq: **None**

PSYC281 Investigaciones Importantes en Psicología (CLAC.5)
This course will focus on several key empirical studies that have had an impact on the field of psychology. We will explore the big-picture question each study was examining, what the thinking in the field was then and is now on this big-picture question, how the data were gathered and analyzed, what relevant replication attempts have found, and what the implications of the findings are for the field of psychology. Lectures and conversations will be conducted in Spanish. Readings will generally be in Spanish, but some may be in English. Students should be at the intermediate level or above.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-PSYC**
Identical With: **CGST238**
Prereq: **SPAN110 OR SPAN111 OR SPAN112 OR SPAN113**

PSYC282 People and Places: An Introduction to Environmental Psychology
This course explores human-environment interactions and the relationships between natural, social, and built environments in shaping people as individuals, and in turn, how people shape their environment(s). This course will critically explore theories and research that serve as the foundation of the field, as well as examine applications to real-world problems. This course will incorporate inquiry-based approaches to environmental psychology including the methods of participant observation and PhotoVoice. This course will engage ecological approaches and multi-level concepts in understanding human-environment dynamics and interactions from the home/personal space, community, and urban life, among others, as well as reflect on students' experience of their physical and social environments. As a survey course, this course will cover myriad topics with consideration to social justice, and varying conceptualizations and experiences addressing gender, race, class, age and people with disabilities. Considering the COVID-19 pandemic, this course will give special consideration to public space and home environments. As a discussion-based seminar, topics will ultimately be driven by student interest. Several films and podcasts may be incorporated into class. This course counts as an elective towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS246**
Prereq: **None**

PSYC283 Trouble in Mind: The History of Psychiatry in the United States
This is a class in the history of psychiatry (and to a lesser degree, the disciplines that comprise clinical psychology). Many of us experience disturbances of mood, thought, and behavior over the course of our lives. When we do, we sometimes seek help from those with training in medicine or psychology. This has not always been the case, however. The question we explore in this seminar is how this came to be. In so doing, we will consider how theories seeking to explain the mind and therapies seeking to treat its invisible wounds have evolved over the past two-plus centuries, and how that evolution has shaped and been shaped by the shifting ways we see, hear, imagine, react to, and -- ultimately -- attempt to relieve mental anguish.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST295**
Prereq: **None**

PSYC285 The Narratives of Illness and Recovery
This course provides a detailed examination of primarily first-person accounts of illness and recovery. The focus will be on narratives that deal with mental illnesses and trauma or the psychological aspects of physical illnesses. We will explore the relationship of story and narrative to the healing process. Students will analyze across texts the common psychological traits that lead to recovery and generativity, as well as the response to loss and the experience of suffering. Particular emphasis will also be placed on the role of "the wounded healer," those persons who have suffered and then choose to assist others who face similar predicaments.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL200, ENGL200**
Prereq: **None**

PSYC286 Contemporary Literacy: What Does It Mean to Be Literate in the 21st Century?
How do humans learn to read and write -- and how has that learning evolved in a rapidly changing media landscape? This course explores the cognitive, social, and cultural processes involved in literacy acquisition, from early development to advanced academic and digital literacies. Rooted in Paulo Freire's concept of literacy as a practice of meaning-making and empowerment, the course invites students to critically examine how literacy is shaped by power, identity, and access.

Drawing on contemporary multiliteracies research, students will explore the diverse ways literacy is practiced in today's digitally mediated world. Special attention will be given to media and information literacy--essential skills for navigating misinformation, algorithms, and fragmented media environments. This course will also center on literacy as the foundation for civic learning and engagement, inviting students to think about the ways schools scaffold citizenry through literacy instruction. Through critical inquiry, hands-on analysis, and reflective practice, students will develop the tools to access, evaluate, and produce information in a way that is ethical, critical, and socially responsive.

This course is ideal for students interested in education, media studies, communication, and anyone seeking to understand literacy beyond the printed word in our complex digital age.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST226**
Prereq: **None**

PSYC287Z Understanding Inequality: Psychological and Educational Perspectives
This class focuses on recent work by psychologists, economists, and education researchers examining the effects of growing inequality on our collective mental health and on the school-related performance of children in particular. One class theme is that U.S. economic inequality has grown substantially in the past few decades, so that we now have one of the highest levels of inequality of any advanced industrialized country in the world. A second key theme is how few Americans are aware of the extent of these changes and their effects on the well-being of children and adults. The course also focuses on the nature of

the "American Dream" and how distorted perceptions of social mobility affect many Americans' concerns about inequality. The overall class concentrates on how these economic realities and related psychological misperceptions have combined to create a cascade of negative psychosocial and educational consequences, ranging from "deaths of despair" in adults, to increased mental health issues in children, to the growing polarization of educational opportunities and outcomes at all ages. Among the topics that will be covered are: the growth of wealth and income inequality in U.S. (including comparisons with other advanced, industrialized countries); psychological research on how people perceive and misperceive inequality; the moral nature of inequality in relation to thinking about distributive justice; the psychological literature on the consequences of inequality; and, finally, the limitations of a meritocracy for addressing these consequences. This course fulfills the Category 1 requirement for the Education Studies Major and Minor, and an elective credit for the Psychology Major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST211Z**
Prereq: **None**

PSYC288Z Zero to Infinity: The Psychology of Numbers
What are the origins of mathematical thinking, and why do some people become experts while others get nervous calculating a tip? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their intuitive understanding of numbers, geometry, and space to successfully navigate their environments. Yet, individual differences in math achievement emerge early in development and often persist throughout children's education. In this course we read and discuss both foundational and cutting-edge articles from cognitive science, education, and psychology to understand how mathematical thinking develops. We will also tackle questions such as: How do culture and varying social contexts affect numerical understanding? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? This class will involve a blend of synchronous class-time meetings and asynchronous work.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST250Z**
Prereq: **None**

PSYC293 Towards Antiracist Psychological Science
What does it mean to conduct "antiracist" studies that "decenter whiteness"? What investigative practices are warranted and what scientific foundations are necessary for doing innovative, antiracist research? This course takes up these questions, grounding exploration of scientific practices in a fuller understanding of psychology's history and epistemology. We examine past practices that fostered and sustained racist beliefs, consider race theories, and explore key concepts including reflexivity, positionality, diversity, elite capture, race theory, indigenous psychologies, and social justice. These and related concepts along with historical, philosophical, and theoretical analyses are engaged to locate research methods and professional practices that move toward realizing antiracist science.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105**

PSYC295Z The Science of Happiness
Positive psychology is the study of human strengths and happiness. The field has compiled an enormous research base offering evidence of the fundamental components of well-being and flourishing. While early research employed a narrow, "Western" definition of happiness, the discipline later broadened its focus to include traditionally "Eastern" concepts such as social harmony and compassion. More recently, the field has been redefined through second-wave and third-wave positive psychologies, which seek to break free from the binary concepts of "positive" and "negative" in favor of a dialectic approach, while utilizing concepts of flourishing through suffering, and including models for systemic change. This course will primarily utilize journal articles to trace the history and development of positive psychology from its inception to the current state of the field. Core concepts will be discussed and critiqued. Students will be required to keep a "flourishing journal" and complete out-of-class activities for personal reflection and practice of individual experiences of well-being. Additional course requirements include shorter and longer reflection papers, in-class discussion, and a final project. This course is being offered as a blend of synchronous class meetings and asynchronous work.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC303 Social Media and Development: Constructing the Self Online
Humans typically develop their view of themselves, or their self-concept, through interactions with others in their community. For adolescents, this takes place typically within school environments and other community institutions as they begin to rely less on their parents. With the dawn of social media, these interactions are taking place on a global scale with increased anonymity. How does this social and technological change impact how teens and young adults form their views of themselves? What implications do these changes have for adults who work with adolescent populations? This course will explore these questions, illuminating an understanding of the accepted model of self-concept development and the impacts of social media. Students will also explore related concepts of self-esteem and social development. This course will use empirical research to examine and critique the overall negative view of social media usage amongst adolescents, and train students to probe commonly accepted viewpoints using careful scholarship. The course will provide a discussion of research standards in the field of social media research and encourage critical evaluation of empirical research.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST333**
Prereq: **None**

PSYC304 Celebrating Learner Differences: Creating Inclusive Classrooms Using Research
How do humans develop the capacity to learn? This course will focus on the dynamic influence of the cognitive, social emotional, and demographic factors involved in this process, using a research-based framework. Students will be encouraged to evaluate the learning process throughout K-12 educational settings and will explicitly learn to read and critique research in the learning sciences. Students will also evaluate the utility of research in different learning settings and the effectiveness of associated pedagogical tools and strategies.

The course will begin with a discussion on learning sciences research and explicit instruction for research evaluation. Topical considerations will include the development of human memory, executive function, attention, and other

cognitive processes that underlie learning and information processing. Students will also explore background factors, including socioeconomic status, and social emotional factors, including motivation and emotion, as predictive and associated factors for learning and information processing.

This course fulfills the Category 1 requirement for the Education Studies Major and Minor. It satisfies the ELECTIVE only requirement for the PSYC major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST335**
Prereq: **None**

PSYC305 Neuroscience of Learning and Memory
One of the fundamental functions of our nervous system is to encode and store memories, which allows us to survive and shape our personal identities. In this course we will cover different animal models of learning and memory, which have been useful tools to understand maladaptive memories underlying neuropsychiatric and neurological disorders such as post-traumatic stress disorder, substance use, and Alzheimer's disease. We will look in detail at how neurons and neural circuits change and respond when an organism learns something new or recalls a past experience. This course will also involve detailed discussions related to sex differences in both learning behavior and the biological basis of memory processes. The central focus of the course will be integrating current work in basic cellular and molecular neurobiology with the experimental psychology of learning and memory. This course counts as an elective towards the psychology major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B320**
Prereq: **NS&B213**

PSYC316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives
The goal of this seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment of the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; and (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B316**
Prereq: **None**

PSYC316Z Schizophrenia and its Treatment
Please note: readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus - http://www.wesleyan.edu/wintersession.

The goal of the seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment in the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B316Z**
Prereq: **None**

PSYC320 Practicing Science: Thinking and Writing
This course is designed to provide students with instruction and practice in academic writing in science. Students will complete and discuss assigned readings about academic science writing. They will engage in writing with peer and instructor feedback, in a supportive community of practice. This course counts as a specialized or elective requirement towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC321 Seminar on Social Action
This seminar introduces students to theoretical and empirical research on conceptions, perceptions, and outcomes of strategies for social action, including scholarship on individuals' and groups' change efforts. In this course, students will engage with social psychological concepts both classical and modern to answer pressing questions such as when is social action (in)effective or (in)authentic? What (dis/en)courages people to join movements and what behaviors support (or undermine) them? What explains backlash against change initiatives? Students will be asked to consider the benefits and constraints of social action strategies and develop their own theories as to what forms of action are most (or least) conducive to change and when. This course counts as a specialized or elective requirement towards the psychology major. This course counts as a specialized or elective requirement towards the psychology major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC322 Psychology of Decision-Making
We make decisions all the time. The vast majority of decisions have little consequence, though some are monumental and can deeply affect our lives. The broad goal of this course is to explore the science of judgment and decision-making. We will leverage concepts and research from the fields of psychology, neuroscience, and economics to understand how an individual makes judgments and decisions, why these decisions are subject to bias, and whether humans are "rational" decision-makers. Along the way, we will examine major questions that have guided decision research, consider domains where decision-making could be improved, and think of practical applications of course concepts to everyday life. Foundations of Contemporary Psychology (PSYC 105) is strongly recommended as a prerequisite (plus any courses listed under individual sections), as this is an upper-level course (that relies on student contributions) in the Psychology Department.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC326 History of the Brain
The course is designed to trace the people, experiments, social forces, and ideas that have helped shape the legacy of current neuroscientific knowledge. The course will be broken up into five parts. Part one will look at Ancient Egyptian, and Classical Greek and Roman conceptions of brain function. Part two will investigate methodological advances in the study of electricity and cell-staining techniques -- both developed in the 18th-19th century -- that paved the way for novel ways of looking at brain function and human behavior and how these new conceptualizations impacted the culture at large. Part three will investigate the history of assigning specific cognitive, emotional, and behavioral function to specific structures in the brain. Part four will link developments in neuroscientific study with their impact (both positive and ill) on the treatment and care of people with psychiatric and neurological illness form the 19th-century to the present day. Part five will present a summing up and an overview of contemporary models of brain and mind.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **NS&B326**
Prereq: **None**

PSYC326Z History of the Brain
The course is designed to trace the people, experiments, social forces, and ideas that have helped shape the legacy of current neuroscientific knowledge. The course will be broken up into five parts: Part one will look at Ancient Egyptian, and Classical Greek and Roman conceptions of brain function. Part two will investigate methodological advances in the study of electricity and cell-staining techniques -- both developed in the 18th-19th century -- that paved the way for novel ways of looking at brain function and human behavior and how these new conceptualizations impacted the culture at large. Part three will investigate the history of assigning specific cognitive, emotional and behavioral function to specific structures in the brain. Part four will link developments in neuroscientific study with their impact (both positive and ill) on the treatment and care of people with psychiatric and neurological illness form the 19th-century to the present day. Part five will present a summing up and an overview of contemporary models of brain and mind.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **NS&B326Z**
Prereq: **None**

PSYC327 Psychology of Queer Issues
While the LGBTQ+ community itself, and acceptance of LGBTQ+ community, have increased over the course of history, members of the community continue to have unique interpersonal experiences and experience bias at both the individual and systemic level. This course will cover major perspectives that aim to provide interdisciplinary insights into our understanding of the experiences of LGBTQ+ people. Topics for this course will include psychological theories that can contribute to widely held perceptions and attitudes about the LGBTQ + community, the role of ideologies, as well as intersectional perspectives that provide a more wholistic understanding of the queer experience. Additionally, this course will also discuss how the issues faced by LGBTQ+ people may not only stem from outside the community, but also within the LGBTQ+ community, and the unique consequences these may have. Through reading and discussion of theoretical and experimental research, we will analyze and learn the perspectives that researchers use to understand the experience of LGBTQ+ people, while also considering the social implications that can come from our current psychological understanding about the queer experience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC327Z Psychology of Conflict Resolution
This course will focus on the psychological causes and consequences of interpersonal, intergroup, and international conflict. Topics discussed will include the role of power, status, trust, and social identity. Students will learn about various theories related to the causes of conflict, as well as practical techniques for navigating conflict, including negotiation, mediation, and facilitation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC329 Neural Costs of War
This course focuses on stress reactions that result because of exposure to war, combat, and related atrocities. You will learn about the diagnosis of PTSD, including its development and history. There is a strong emphasis on the neural and cognitive mechanisms for stress-related psychopathology and the overlap of psychological and neural systems with the damaging effects of traumatic brain injury. While interactions of these mechanisms with social and cultural processes are considered, the primary emphasis is on the neural and cognitive mechanisms. To be fully prepared for this course, students should have a solid grounding in neuroscience and behavior, as well as basic psychopathology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B329**
Prereq: **None**

PSYC330 Engaging Antiracist Psychological Science: From History and Theory to Practice
Responding to calls for antiracist psychological science, this seminar explores what it means to design and conduct that science. What does it mean to conduct "antiracist" studies that "decenter whiteness"? The exploration of scientific practices is grounded in gaining a fuller understanding of psychology's history, epistemology, research practices, and influence on social policy. Upon surveying past practices that fostered and sustained racist beliefs, we examine race theories and explore key concepts including reflexivity, positionality, diversity, elite capture, race theory, indigenous psychologies, and social justice. These

historical, philosophical, and theoretical analyses are engaged to locate research methods and professional practices that move toward realizing antiracist science. The course incorporates lab activities, 6 papers, and a final project that engages a key concept or practice of antiracist psychology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105**

PSYC332 Seminar in Cognitive Neuroscience
This seminar is an in-depth analysis of the ways that scientists study the neural basis of cognition in humans. Topics to be covered include the representation of visual categories, the neural influence of attention, episodic memory, theories of spatial cognition, and decision-making. Through reading and discussion of primary research articles, we will evaluate the methods and theoretical debates in each domain, while recognizing and integrating common themes that link across the field. Students will also learn how to work with simple computer models and simulations (using Python), in order to gain a strong foundation in the computational principles that underlie recent advances in the field of cognitive neuroscience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC334 Seminar in Social Neuroscience
One of the most complex functions we (and other animals) exhibit is the ability to interact with other members of our species. Social behavior, in turn, depends on processes at scales ranging from the entire nervous system down to the effects of individual hormones and genes. This course will examine phenomena such as facial processing, attributions of agency and mental states, aggression, dominance, social isolation, in-group/out-group identification, and group decision-making.

To understand these concepts, we will discuss experimental findings that employ a variety of methods, ranging from behavioral studies to physiological assays, but with particular emphasis on methods from cognitive neuroscience. As we discuss primary research in the field, students will not only gain insight into the specific social behaviors covered, but a broader understanding of research approaches in psychology and neuroscience. Foundations of Contemporary Psychology (PSYC 105) is strongly recommended as a prerequisite.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC337 Psychology of Language
Language is central to both cognition and the human experience. This class is designed to familiarize students with the fundamental principles and questions that surround the study of language and communication from a cognitive psycholinguistic perspective. The course will cover different approaches to the study of language, focused on the role of language in cognition. Additionally, we will cover how speakers and listeners use language to successfully communicate with one another. The course will be a mix of both lectures and discussions, centered on regular readings of scholarly articles that are foundational to the field. Students will be evaluated on routine writing exercises, including periodic short assignments and a longer final paper. Students may also be evaluated on participation, engagement, short quizzes, and/or short homework assignments. Formally, students will be asked to engage with peer-reviewed research, utilize library resources, engage critically with course material, discuss new ideas with peers, and improve their academic writing capabilities on complex and current scientific topics. Students who have taken PSYC122F will not be admitted due to the overlap in content.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC338 Masculinities
This course examines masculinities and the psychology of men using theories and research findings. We survey a range of perspectives on men and masculinity, drawing from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, and queer theory. We will ask how the psychological attributes associated with men relate to private life and public spaces, and whether our enactments and conceptions of masculinity have changed over time. Exploration of these questions will be informed by both psychological research and close analysis of media representations; the course thus emphasizes methods for examining representations of masculinity in science and the media.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **FGSS339**
Prereq: **PSYC105 OR [FGSS209 or ENGL208]**

PSYC339 Psychology of Human Sexuality
This course introduces the psychology of human sexuality in its evolutionary, physiological, reproductive, and social contexts. We'll explore various psychological theories of human sexuality, as well as sexual motivations, sexual anatomy, sexual response, sexual pleasure, gender and gender identity, sexual orientation, sexual behavior, sexuality across the life span, safe sex, and consent. In addition, this course covers contemporary issues that may arise each week, such as sex education, gender diversity, and sexual orientation. In light of the current political climate, it is anticipated that politically sensitive topics may be discussed in class to sort out myths from evidence supported by scientific research. The course emphasizes current research in psychology, sexology, and sociology and will be inclusive across cultures, races, ethnic groups, gender, sexual orientation, and relationship orientation. This course is also intended to be responsive to student questions and to provide a space for discussions in a non-judgmental, inclusive, and accepting environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105 OR PSYC105F OR PSYC260**

PSYC340 Seminar on Migration and Child Development
How do the current politics of borders and citizenship impact the well-being of migrant children, youth, and families? How do U.S. immigration policies intersect with what research tells us about what children need to thrive? Is there a role for psychologists to inform today's discourse on immigration policy? These are a few of the questions that we will be exploring throughout our time in this class.

Through class readings, discussions, and course assignments, we will examine why and under what circumstances children and families migrate to the United States. We will explore how various parts of the migration experience relate to child and adolescent development. Together we will analyze contemporary immigration policies through the lens of developmental psychology. Students will

learn to grapple with the opportunities and limitations of developmental science to inform immigration policies that matter for the day-to-day lives of immigrant children and families.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC341 Psychology of Human Memory
This seminar course is designed to provide students with an in-depth exploration of the psychological science of human memory. We will examine current issues and theories in human memory research and the methods by which human memory is explored. Both classic and contemporary research findings from the disciplines of cognitive psychology, cognitive neuroscience, and neuropsychology will be brought together to paint a picture of the current understanding of human memory. Topics to be covered include different memory systems and frameworks (e.g., working memory, semantic memory, episodic memory), remembering and forgetting (e.g., phenomenal experience of remembering, various mechanisms of forgetting), reality/source monitoring (e.g., memory attributions, true and false memories), the influence of emotional and social factors on memory (e.g., social remembering), and memory in clinical populations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B341**
Prereq: **None**

PSYC343 Sleep and Psychosocial Functioning in Youth
This course is designed to orient students to the fascinating world of sleep and psychosocial functioning, with a focus on the adolescent and emerging adulthood years. We will explore how sleep relates to various aspects of psychosocial functioning, including cognitive development (e.g., memory), emotional well-being (e.g., mental health), social adjustment (e.g., social media use), and cultural contexts (e.g., race-ethnicity). The content for this course is primarily based on published empirical research and theory. The seminar format of this course is designed to facilitate a dynamic and interactive learning environment and requires active participation from all students.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC344Z Parenting
This course engages students with the science and practice of parenting through an interdisciplinary and cross-cultural lens. A critical component of the course is the integration of interdisciplinary perspectives on parenting-related topics that highlight the cultural nuances that inform parenting norms, beliefs, and practices. Consequently, assigned readings will be based on selected chapters and empirical research articles within the fields of psychology, sociology, and anthropology. Students will also evaluate the relevance and validity of parenting-related content in popular media (e.g., social media, websites, books, podcasts, and blogs), in relation to published theory and empirical research. Student evaluation will be largely based on students' contributions (written and oral) to class discussions. Assignments are designed to assess students' ability to understand, critique, and apply course content. Topics include parenting styles, discipline, parent-child sleep, and gender socialization. All assigned readings will be posted in Moodle.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC347 Science of Suicide Risk & Prevention
This course will explore the science of suicide research, prevention, and intervention. Topics will include terminology, epidemiology, historical and contemporary theories of suicide, ethical and methodological challenges to suicide research, risk and protective factors, empirically supported approaches to prevention and intervention, suicide in the media and popular culture, and emerging issues and controversies in the field of suicidology. In many ways, the field of suicide research is young and knowledge is rapidly changing. Special attention will be paid to novel methodological advances in clinical psychological science. The course will use books, empirical articles, class discussion, critical thinking, exams, and writing assignments to accomplish its learning objectives. This course is not designed to resolve personal experiences with suicidal thoughts, suicide loss, or mental illness nor will it address assessing suicide risk among friends or family members.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC348 Topics in Cognitive Development
In this course we will discuss in depth a selection of current topics in cognitive development research. We will read and discuss primary literature and focus on cutting-edge debates in the field, surveying evidence from different stages of human individual development as well as (when appropriate) evidence from different nonhuman species.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B348**
Prereq: **None**

PSYC351 Your Brain on Drugs: The Neuroscience Behind Drugs of Abuse and Addiction
Substance use disorder (colloquially known as drug addiction) is a pervasive disease that has touched countless lives. In order to understand the disease, one must first understand the mechanism of actions of addictive substances. This course will cover several major classes of abused drugs (nicotine, alcohol, amphetamines, cannabis, psychedelics, etc.) through a combination of lectures and discussion of current research articles studying these substances and their effects on the brain. Societal influences on the conception of addiction and addiction treatment will also be discussed. This course is largely discussion based, with a final project on a drug of choice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC353 Neurobiology of Neurological Disorders
This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including including schizophrenia, Alzheimer's disease, sleep disorders, anxiety disorders, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B353, BIOL353**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PSYC354 Seminar on Intelligence and Creativity
What does it mean to be smart? Who decides whether something or someone is creative? The answers to these questions are of great consequence as they often determine who gets access to scarce resources. This course will introduce students to some of the most vibrant and lively debates in the fields of intelligence and creativity. Our goal will be to discuss relevant theories and evaluate empirical data associated with various perspectives and approaches to understanding these important constructs. In addition, students will gain familiarity with and critically evaluate how intelligence and creativity are measured, as well as the usefulness of different measures for predicting the success of individuals and organizations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **EDST354**
Prereq: **None**

PSYC354Z Seminar on Intelligence and Creativity
What does it mean to be smart? Who decides whether something or someone is creative? The answers to these questions are of great consequence as they often determine who gets access to scarce resources. This course will introduce students to some of the most vibrant and lively debates in the fields of intelligence and creativity. Our goal will be to discuss relevant theories and evaluate empirical data associated with various perspectives and approaches to understanding these important constructs. In addition, students will gain familiarity with and critically evaluate how intelligence and creativity are measured, as well as the usefulness of different measures for predicting the success of individuals and organizations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **EDST354Z**
Prereq: **None**

PSYC355 Psychology of Reading
The study of the psychology of reading encompasses many aspects of human cognition: from sensation and perception to comprehension and reasoning. This class will provide an overview of research in the psychology of reading. Topics such as word recognition, eye movements during reading, comprehension, learning to read, methods of teaching reading, the brain and reading, reading in different languages, and reading impairments in children and adults will be covered.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC356 Neurodevelopmental Disorders
This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, cerebral palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory ingration disorder, and neonatal hypoxia. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic cellular aspects of brain function.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-NSB**
Identical With: **NS&B356, BIOL356**
Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PSYC358 Seminar in Intergroup Peace and Conflict
This seminar is an in-depth analysis of key psychological readings on the topic of intergroup peace and conflict. Topics covered include key psychological theories in intergroup relations used to articulate the reasons and sources for intergroup conflict (i.e., Social Identity Theory, Realistic Group Conflict Theory), topics covering how intergroup conflict is perpetuated (i.e., revenge, collective memory and collective victimization), strategies to reduce conflict and promote peace (i.e., contact theory, norm interventions, intergroup dialogues, protest), and behaviors that ideally progress beyond conflict (i.e., apologies, forgiveness, reconciliation, reparation). Additionally, the course examines philosophies of peace. Students in the course will not only discuss psychological strategies that are used to move toward peace, but critically consider/reconsider what a peaceful society means and what one would actually look like. Through reading and discussion of theoretical and experimental research articles, we will not only evaluate the methods scholars use to study these real-world issues, but also critically analyze and deconstruct the theoretical underpinnings influencing how psychologists approach and evaluate intergroup conflict and peaceful societies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105 AND (PSYC200 OR PSYC201 OR QAC201 OR ECON300 OR MATH132) AND (PSYC260 OR PSYC261 OR PSYC265 OR PSYC266 OR PSYC267 OR PSYC269 OR PSYC277)**

PSYC361 The Psychology of Prejudice and Discrimination
This seminar offers a social psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and control of indigenous peoples, animals, and the natural environment.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **AFAM361**
Prereq: **PSYC260**

PSYC363 The Dramaturgical Approach to Psychology
The objective of this course is to explore the use of the language of theater in the illumination of psychological questions. Material for the course will be about half drama, half readings from social psychology. Among the issues to be explored are politics as theater, audience effects, role-playing as a teaching and therapeutic technique, the actor's identity problems, and general theory of the mask.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC365 Seminar on Emotion
This seminar aims to provide an intensive introduction to what emotions are and how they influence our relations with other people. The seminar will cover general theory on emotion as well as theory on specific emotions (e.g., anger,

shame, envy, humiliation). As emotions are multicomponential processes, we will examine how the social context shapes different components of the emotion process (e.g., phenomenological experience, regulation, and expression of emotion). Moreover, we will explore how emotions operate at the individual, interpersonal, intergroup, and cultural levels of analysis.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC200 OR QAC201 OR ECON300 AND PSYC105 OR PSYC105F OR MATH132**

PSYC374 Early Childhood Practicum
In this small intensive practicum course, students will spend a minimum of 3 hours per week working in early childhood education settings. The practical experience will be complemented by contemporary research about early child development, education, policy, and practice. Course topics will be driven by the interests of the group, by the questions that naturally emerge from the practicum placement experience, and by current debates in the field. Such topics include but are not limited to: diversity in language acquisition; scaffolding children's autonomy and executive function; the unique functions of exploratory play in human learning and development; and in-the-field consequences of new legislation (e.g., Connecticut's 2023HB-06880-R02-BA mandates on play-based learning and raising the kindergarten age). In addition to reading primary sources and working within early childhood classrooms, we will benefit from conversations with experts actively working to integrate research, practice, and policy. Students will keep journals documenting their field placements, submit response papers to class readings, participate actively in class discussions, and complete an in-depth exploration of a topic of their choice that bridges across the scholarly literature and the field placement experience. This is an advanced class available by Permission of Instructor (POI). Previous coursework in psychology is strongly recommended. Students are encouraged to participate for the full year (.5 credit per semester), and those who intend to do so will be given priority.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC375 Advanced Research in Social Psychology: Social Representations of Crime in Children's Television
This is an advanced research seminar examining the relationship between adult understandings about crime and criminals and the images depicted in children's entertainment. Working with the instructor, students will become part of an active research lab, collecting and analyzing qualitative data that will ultimately contribute to a project that aims to connect early childhood media exposure to adult understandings about such things as the "causes" of crime, the demographics of crime, and solutions to crime. Students will gain significant knowledge about and fluency with social representation theory, as well as hands-on experience using a variety of qualitative data analysis techniques.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC376 Advanced Research in Adolescent Development
This course is designed to provide students with experience conducting research in adolescent development. Students will learn about community-based and online research methods with immigrant youth and families. There will be opportunities to gain competencies in various research-based skills such as conducting literature reviews, data management, collecting and analyzing quantitative and qualitative data.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC377 Advanced Research in Racism and Intergroup Relations
Students in this advanced research course will contribute to ongoing research studies on the topics of race, racism, and intergroup relations. Students will be introduced to social psychological and cultural psychological research methods within the study of racism and intergroup relations. Students will contribute to different aspects of the research process such as literature reviews, collecting and analyzing quantitative and/or qualitative data, data management, and manuscript preparation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC378 Advanced Research in Cognitive Neuroscience
This advanced research course provides in-depth training in the experimental methods of cognitive neuroscience, focused on human memory. Students will work individually and in groups on semester-long projects, which will include literature reviews, experimental design, data collection, analysis, journal-formatted writing of results, and oral presentations.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B378**
Prereq: **None**

PSYC379 Advanced Research in Conceptual Development
Students in this course work on new and ongoing research projects in the Cognitive Development Laboratory. Students will be individually matched to a research project and participate in all aspects of research including background literature review and designing, running, and analyzing experiments.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC380 Advanced Research in Social Identity
Students in this course will contribute to ongoing research on topics related to social identity. As part of the research team, students will learn and apply social psychological approaches to investigate how people understand their social group memberships, experience or express identity-based bias, and evaluate strategies for addressing prejudice, discrimination, and stereotyping. As part of an active research lab, this course will provide an overview on how to conduct experimental research in social psychology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC382 Advanced Research in Decision Making
This course is designed to allow students to conduct supervised research in the area of the cognitive psychology of reasoning and decision making. Working as a team with the instructor and other members of the research group, students will undertake a semester-long experimental research project on a topic in reasoning and decision making.
Offering: **Host**

Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Identical With: **NS&B382**
Prereq: **None**

PSYC383 Advanced Research in Learning and Memory
This advanced research course is designed to allow students to conduct supervised research in the area of human learning and memory. Working with the instructor, students will become part of an active research lab, undertaking a semester-long experimental research project that seeks to answer a current question in the field of memory research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B383**
Prereq: **None**

PSYC384 Advanced Research in Cognitive Development
This course is designed to allow advanced students to conduct a supervised group research project in cognitive development. Working with the instructor, students will conduct an experiment that seeks to answer a current question in the field of cognitive development.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **None**

PSYC385 Advanced Research in Digital Learning
This hands-on research seminar offers applied experience in the design, implementation, and evaluation of digital learning. Students will develop expertise in curricular design, critically reviewing research on project-based learning strategies, and supporting digital learning across diverse educational settings.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC386 Advanced Research in Sleep
This advanced research course is designed to provide students with an in-depth understanding of how to critique and analyze psychological research. Specifically, we will focus on research within the field of sleep and psychosocial functioning. This seminar course takes an intensive lab-based approach. Students will have access to a comprehensive dataset that includes assessments of stress, anxiety, depression, physical activity, interpersonal relationship quality, personality, procrastination, and chronotype. Based on this data, students will be expected to commit to a semester-long project, which involves analyzing data and reporting findings on a self-selected topic. Upon completion of this course, students will have a strong working knowledge of the field of sleep and psychosocial functioning. This course also provides opportunities for students to develop analytical, writing, critical thinking, and presentation skills. Students also will gain data analytic skills using the Statistical Package for the Social Science (SPSS) program.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **(PSYC105 AND PSYC200)**

PSYC388 Advanced Research in Measurement
In this advanced seminar on psychological measurement, students will receive individualized mentoring from the instructor on each aspect of the course, including conducting an in-depth literature review on a topic, developing a new measurement instrument, gathering and analyzing pilot data using a variety of advanced statistical methods (e.g., factor analysis, Rasch measurement, item response theory), and writing a professional paper reporting on the results and future directions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Prereq: **PSYC105**

PSYC389 Advanced Research in Social and Historical Process
Students will become familiar with core theories on the temporal dynamics and cultural diversity of psychological phenomena. Students will work collaboratively on empirical projects that engage and appraise the theories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC105**

PSYC390 Experimental Investigations into Reading
Experienced readers can easily recognize thousands of words. The mental dictionaries of these readers are efficiently organized to allow rapid and seemingly effortless word recognition. There are still many unanswered questions about the processes involved in visual word recognition. In this class, students will work together with the instructor to design and carry out an experimental investigation relating to reading and word recognition. The semester will provide students with a chance to integrate all aspects of the experimental process: idea formation, experimental design, data collection and analysis, interpretation, write-up, and presentation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B390**
Prereq: **None**

PSYC392 Behavioral Methods in Affective Neuroscience
This research methods course teaches experimental design and methods in experimental psychopathology using tools to conduct behavioral research in cognitive-affective neuroscience. Course material includes studies from the contemporary psychopathology research literature, with a focus on cognition-emotion interactions. Methods taught will vary by semester and individual research projects and will include statistical procedures (e.g., repeated measures ANOVA), tools for conducting research and analyzing data (e.g., computer programming for stimuli presentation and data processing), and neuroimaging techniques (e.g., event-related potential). There is high expectation that those enrolled in this course will take initiative to extend their learning to areas for which they have specific interests related to the course objectives. Students are also expected to work independently.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B392**
Prereq: **None**

PSYC393 Advanced Research in Cognition and Neuropsychiatric Illness
Students in this advanced undergraduate research course will work in teams on novel and ongoing research studies focused on understanding neurocognitive

dysfunction and its treatment in neuropsychiatric illness. Students will be matched to a research project and will participate in different aspects of this research including background literature review, acquiring elementary skills in neurocognitive and symptom assessment, and collecting and/or analyzing extant data using SPSS. Students may also be involved in learning cognitive training procedures.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PSYC**
Identical With: **NS&B393**
Prereq: **None**

PSYC396 Advanced Research on Culture and Emotion
This course offers an in-depth examination of how culture (e.g., cultural values, norms) influences the emergence, experience, expression, and social consequences of emotions. Students will work in a team on a semester-long research project on culture and emotion (e.g., envy, humiliation, shame, happiness). The course includes advanced theoretical and empirical literature. The readings and research projects will give special attention to how gender intersects with culture in emotional experience and expression. Students will also learn how to adapt methods (e.g., narrative approaches, diary studies, field experiments) and techniques (e.g., adjustment of research measures to specific cultural communities, translation) to study emotions in their cultural context.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **PSYC265 OR PSYC208 OR PSYC365 OR PSYC200 OR QAC201 OR ECON300**

PSYC397 Advanced Research in Clinical Psychology
This advanced research course provides students the opportunity to conduct supervised research in clinical psychology, specifically in the area of suicide and self-injurious behaviors. Depending on the semester and student interests, tasks may include study design, data collection, clinical interviewing, data management, data analysis, and manuscript preparation. Weekly lab meetings will focus on current topics in clinical research and will include student presentations. All students will complete a research paper in journal article format. It is expected that those enrolled in this course will work independently and take initiative to extend their learning in the areas most consistent with their interests. Note: This course is not designed to resolve personal experiences with suicidal thoughts, suicide loss, or mental illness, nor will it address assessing suicide risk among friends or family members.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PSYC**
Prereq: **None**

PSYC401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PSYC408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

PSYC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PSYC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

PSYC420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

PSYC421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

PSYC422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: **Host**
Grading: **OPT**

PSYC423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PSYC424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PSYC465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

PSYC466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

PSYC467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

PSYC468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

PSYC470 Independent Study, Undergradua
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

PSYC491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PSYC492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

PSYC496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

PSYC500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop before the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **ASTR500, CHEM500, BIOL500, E&ES500, MB&B500, MUSC500, PHYS500, MATH500**
Prereq: **None**

PSYC501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

PSYC504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.
Offering: **Host**
Grading: **OPT**

PSYC511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

PSYC549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PSYC550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

PSYC561 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **A-F**

PSYC562 Graduate Field Research
Research in the field, normally on thesis project.
Offering: **Host**
Grading: **OPT**

QUANTITATIVE ANALYSIS CENTER (QAC)

QAC133F Data-fy That: Theory and Practice of Digital History (FYS)
History is not simple. It is not the past, but a way of talking about the past with a unique claim to authority. For this reason no imperialism ever fails to claim a history, while at the same time every revolution rewrites it. History is an activity, it is a practice. Whether in the analog world of pen and paper or in the digital metaverse, history is its data. To practice history is to select an object of study and to "data-fy" it. In this course you will be empowered to become not only a reader of history, but a creator of historical data, a scholar actively seizing the current digital history moment as an occasion to break down history's myths through the activities of research, datafication, and analysis. We will critique the past as it has been conceived by upending archives through the construction of relational databases: a quiet revolution defying the colonizer and empowering the colonized. History can always be claimed by the powerless. Everywhere, and out of anything, we seek to democratize the historical present. Join the revenge of the archive.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL133F**
Prereq: **None**

QAC150 Working with SQL and Databases
Many of you have heard of studies that analyzed Twitter messages and predicted some phenomena--spread of flu in New York, consumer confidence index, and so on. Behind the success of these studies are the systems for data storage and retrieval. A regular user can access only the latest nine days of tweets. Any study that aspires to analyze longer periods has to deal with the issues of storing the observations and retrieving them later for analysis. The goal of this course is to show you how to do that--how to connect to various types of databases and how to retrieve and update your data. We will start with relational databases; learn SQL, the language used to query and update the data; and explore the latest developments in the database field--Hadoop and MapReduce.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC151 Working with Excel and VBA
Many of us know Excel for its spreadsheets: a quick and easy way to store some information, share it, and maybe make some charts. The goal of this course is to show you the more advanced features of Excel. We will write code in Visual Basic for Applications (VBA), learn how to import data from external databases and Web-based resources, create custom menus to interact with a user, and examine how Excel can be used in business decision making.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC153 Working with Mathematica
This course introduces students to Mathematica's computing environment and all the basic features of the software. Starting with basic operations and computations, students will be introduced to graphics, visualization, and mathematical computations and will learn through a series of hands-on lab exercises to use the Mathematica programming language for modeling and data analysis. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, a basic calculus background, and a willingness to make mistakes and learn from them is expected.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC**
Prereq: **None**

QAC154 Working with MATLAB
The content of this course focuses on learning the basics of utilizing MATLAB to program and solve basic problems. We will operate on the assumption that students have no prior experience with programming. The goals of the course will be to develop algorithmic thinking, problem solving, and quantitative skills within the context of MATLAB. The course will cover essential mechanics of programming, many of which are common to all programming languages, as well as some selected advanced topics. With the expectation that students with a broad background with various motivating factors lead them to enroll in the course, students will be invited to apply the skills learned in the course to completing the culminating final project related to their specific interests.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **IDEA154, CIS154**
Prereq: **None**

QAC155 Working with Python
This course introduces students to programming, data management, and analysis with Python. Through a series of hands-on lab exercises, students learn to work with a variety of data using a high-level programming language and associated libraries to effectively manage and analyze their data. The emphasis is on data exploration and visualization and includes work with unstructured data generated by social media interactions. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC156 Working with R
This course introduces students to programming, data management, and analysis with R. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use R's programming language and associated packages to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC157 Working with SAS
This course introduces students to programming, data management, and analysis with SAS. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use SAS's programming capabilities to effectively manage and analyze their data, with an emphasis on data exploration and

visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC158 Working with Stata
This course introduces students to programming, data management, and analysis with Stata. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use Stata's programming capabilities to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC159 Working with High Performance Computing (HPC) Tools
This is a cross-disciplinary course designed to introduce students to UNIX and learn how to perform calculations/analysis in a high performance computing (HPC) environment. We assume students have a basic understanding of computing, but no prior experience with working with UNIX or HPC is expected. All students will gain experience working on Wesleyan's High Performance Computing cluster. We will learn to work in a UNIX environment, how to write BASH scripts, and how to schedule and complete our work in a multiuser HPC environment. In the second part of the course, we shift the focus to parallel computing. We introduce CUDA devices used for parallel computing, and work to convert a serial program into its parallel version. Students will develop and implement a project of their choosing, which may involve UNIX and HPC combined with any area of interest. Anticipating the course will be taken by students studying a broad range of disciplines brought together by a common interest in HPC, individualized support and feedback will be provided at several checkpoints throughout the course. Students will gain insight into the many ways UNIX and HPC are crossing traditional disciplinary boundaries to advance research in a variety of fields, expanding the possibilities in our data-driven era.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-QAC**
Prereq: **COMP112**

QAC171 Business Modeling with Excel
Broadly speaking, this course is about evidence-based decision-making. It is intended for students with a background in Excel and VBA who want to learn how to use spreadsheets to develop business and financial models and communicate the results. Model building is different from the usual Excel skills as it focuses more on the analytical/mathematical aspects than on data wrangling and requires some basic familiarity with economic/financial models and data analysis tools. We will start with problems where the inputs are deterministic and we must decide on optimal allocation of resources. We will then advance to problems with stochastic inputs and explore solutions either through simulation or through optimization of goal functions. Through this work we will develop the appropriate programming skills (e.g., VBA) and learn to effectively use Excel to implement our models and display the results of our analyses.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **QAC151 AND ECON300**

QAC190F Big Data, Big Promises, Big Problems? (FYS)
This seminar explores the transformation of the modern data landscape from its pre-datafication beginnings in the early 90s to the contemporary age of "big data." Throughout this transformation, various sectors of society, including healthcare, education, business, urban planning, governance, sustainability, media, science, and art, have experienced unprecedented opportunities for growth and advancement. However, alongside these opportunities, significant challenges have arisen, including privacy concerns, fairness and bias issues, data governance, and model interpretability, all of which have far-reaching implications. The seminar provides a systematic exploration of the characteristics of the "big data" landscape, its impact on the production and distribution of goods and services, and its "data ethics" implications. We will explore the promises, and problems, of our data-driven era, paving the way for informed discussions and critical thinking in our fields of study.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **None**

QAC201 Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **GOVT201, PSYC280, NS&B280**
Prereq: **None**

QAC201Z Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **GOVT201Z, NS&B280Z, PSYC280Z**
Prereq: **None**

QAC203 Hollywood and Big Data
Taught by a media research executive with a long industry experience this course is designed to provide students with an introduction and understanding of how the media industry is using data to make decisions that shape the art landscape of our times. Data around consumer behavior--what, how and why people are watching--has exploded recently and is extensively used in making decisions

about what TV shows and movies to produce, how to promote them and how to make them. The course will explore how the media industry quantifies different kinds of content, the ways in which people watch and pay for that content, and how value is attributed across the media landscape. Students will be introduced to essential "media metrics" (e.g. viewership, box office, engagement) and learn to evaluate different data sets for their integrity and representative insights. Visiting media executives will discuss how data informs their jobs ("evidence-based decision making"). Assignments will include written briefs based on different data sets and a final project presentation highlighting skills in analyzing and presenting insights extracted from media research data. By the end of this course, students will be familiar with key decision-making tools in the media industry and be able to analyze and understand the impact on media output
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **FILM203**
Prereq: **None**

QAC204 Visualizing Firearms History: An Applied Quantitative and Archival Approach for a Project-Based Expl
This project-based course provides a unique cross-disciplinary opportunity to study important historical questions surrounding firearms. Combining quantitative methodology in data science with qualitative research methods in history, students will answer questions they are passionate about based on existing datasets. Students will read, discuss, and write responses to the latest historical scholarship on the technological development of guns, firearms in media, gun violence statistics, and advertisements. Students will choose one of four datasets to research and analyze. These include data sets related to firearms patents since the 1820s, firearms in media (film, television, anime, games), firearms-related deaths, and advertisements of firearms. Students will develop skills in hypothesis testing and inferential statistical analysis alongside qualitative research methods used in history. The course offers one-on-one support and training in the skills required to complete a team-based final project. The final project will be hybrid between a research paper and also an exhibit (e.g., film, website, media, art installation). Students will present their work at the center's third annual undergraduate research conference (Spring 2025). Select students can apply to continue on as QAC summer apprentices and Baker Collabria Fellows in Data Analysis, and as CSGS NEH-funded summer history research fellows and as History thesis researchers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST278, CHUM278**
Prereq: **None**

QAC205Z Building a Relational Database: Introduction to Historical Research Data
This course empowers students to become not only readers of history but creators of historical data, new scholars actively seizing the current digital history moment as an occasion to break down history's myths through the activities of research, datafication, and analysis. The digital age -- even the advent of GenAI -- has changed nothing fundamental about the practice of historical research. But it could: the digital age is an opportunity for scholars to act as agents of change. This winter course focuses on the role of data in existing historical practices. Our series of focused workshops and targeted research investigations will enact and enable new methods and practices of history. Targeted readings address current theories and methods for working with the range of historical source materials: moth-eaten archives, curated library collections, digitizations, and digital-born objects. We will then get right to work on practices and your own research projects. Students will set up an archival relational database through the web-based tool Nodegoat. They will finish the session by curating their own historical archive, which they will codify as a relational database, and then explore development through further research or publication.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL375Z, HIST275Z**
Prereq: **None**

QAC211 Digging the Digital Era: A Data Science Primer
The course introduces students to the practice of what has come to be known as data science. Using a multidisciplinary approach and data from a variety of sources that cover any aspect of everyday life--from credit card transactions to social media interactions and Web searches--data scientists try to analyze and predict events and behavior. The first part of the course defines the area and introduces basic concepts, tools, and emerging applications that will include a broad introduction to machine learning tools and algorithms. It will include a brief mathematical background and introduction to modeling across disciplines. In part two of the course, we work on data acquisition and management and introduce appropriate programming and data management tools. In part three, we concentrate on basic analytical and visualization techniques as we explore and understand the emerging patterns. Using a learning-by-doing approach in a computing laboratory, students will learn how to write computer programs in R to access, organize, and analyze data through a series of small projects designed to illustrate the application of the techniques we develop for a variety of data sets and situations. The class will include hot topics like big data, privacy, and ethical issues around data, to name a few. Students will also engage in a semester-long project where they will address their own research questions working with "messy data."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC216 Introduction to Survey Design and Analysis
Survey data provide valuable information for the study of public opinion and behavior, and they are commonly used in several fields such as political science, public policy, economics, education and psychology. This course is an introduction to survey design, current implementation methods, and survey data analysis. By the end of the course, students will be able to design and conduct their own survey research projects. The class meetings include lectures, discussions, hands-on exercises, and work on a term project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **None**

QAC220 Applied Vectors and Matrices
An introduction to the mathematics of matrices and their application in traditional and modern methods of data analysis and scientific computing. The course promotes an interdisciplinary approach, and topics may include: - Coordinate transformations in data visualization, iterated patterns in mosaics and art - Use of least squares approach with linear solvers for regression, as well as image alignment - PCA-decomposition of computer images (the "eigenfaces" example) - Matrix decomposition methods: Singular Value Decomposition and Non-negative Matrix Factorization - Dimensionality reduction and data compression - Matrix operations in deep learning. - ChatGPT and word vector embeddings Students will use R for most of the computational tasks, and Mathematica for symbolic math and deep learning.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **SBS-QAC**
Prereq: **MATH121**

QAC231 Introduction to (Geo)Spatial Data Analysis and Visualization
Geographic information systems (GIS) provide researchers, policy makers, and citizens with a powerful analytical framework for spatial pattern recognition, decision making, and data exploration. This course is designed to introduce social science and humanities students to spatial thinking through the collection, management, analysis, and visualization of geospatial data using both graphical and command line-based spatial analysis platforms. Classes will consist of short lectures, hands-on training, group projects, critiques, and class discussions. Weekly readings and assignments will build skills and reinforce concepts introduced in class. The course will culminate in a group project developed through student-driven inquiry and including geocomputation. Readings across multiple disciplines will allow students to comprehend the breadth of applied geospatial thinking in today's research arena. The course is part of Wesleyan's Digital and Computational Knowledge Initiative and is aimed at students with limited or no prior GIS experience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC232Z Mapping the Pandemic
The COVID-19 pandemic has altered the global community's daily relationship with space and movement, both at a hyperlocal scale of social distancing to a global scale of disease spread. Spatiotemporal visualizations in the form of maps and apps have allowed us to watch the worldwide spread of COVID-19 and keep tabs on local case counts in our own spaces. Geographic information systems (GIS) provide citizens, researchers, health care providers, and policy makers with a powerful analytical framework for visualization, data exploration, spatial pattern recognition, response planning, and decision making within our life in the time of COVID-19. This course is designed to develop spatial thinking and visualization skills relevant to COVID-19. Students will look at (and critically evaluate) existing maps and apps related to the current pandemic, create their own maps and apps, and critically evaluate their classmates' maps and apps. Class meetings will consist of case study lectures/discussions, instructor-led skill-building workshops, studio work sessions, and presentation/critique sessions. Spatial data collection, management, analysis, and visualization will occur within a cloud-based GIS (ArcGIS Online). Readings prior to the first class will establish a baseline for student comprehension of the breadth of applied geospatial thinking in today's research arena. The course is aimed at students with limited or no prior GIS experience.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-EES**
Identical With: **E&ES271Z**
Prereq: **None**

QAC234 Working with Remote Sensing Data with Applications in Social Science Research
The last decade has seen an increase in application of remote sensing data in social science research: nighttime light data is used to support research into economic development and urbanization, measurements of pollutants serve as a proxy for economic activity, digital elevation models are used by historians to reconstruct most probable locations of ancient roadways, and archeologists use image analysis to discover ancient sites. This course will introduce students to the universe of publicly available remote sensing data products and will teach the students how to work with the remote sensing data (e.g., using Google's Earth Engine and its scripting platform). Topics covered in the course include the manipulation of geometric features, making of maps and animations of environmental variables, generation of time series for geographic regions, and operations on aerial photography.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **QAC155 OR QAC156 OR COMP112 OR COMP114**

QAC239 Proseminar: Machine Learning Methods for Audio and Video Analysis
In this course, students are introduced to machine learning techniques to analyze image, audio, and video data. The course is organized in three parts, and in each part we will first introduce how these nontraditional data can be converted into appropriate (mathematical) objects suitable for computer processing, and, particularly, for the application of machine learning techniques. Students then will learn and work with a number of machine learning algorithms and deep learning methods that are effective for image and audio analysis. We will also explore major applications of these techniques such as object detection, face recognition, image classification, audio classification, speaker detection, and speech recognition.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **CIS239**
Prereq: **COMP112 OR QAC155 OR QAC156 OR COMP112Z**

QAC241 Introduction to Network Analysis
This is an interdisciplinary hands-on course examining the application of network analysis in various fields. It will introduce students to the formalism of networks, software for network analysis, and applications from a range of disciplines (history, sociology, public health, business, political science). We will review the main concepts in network analysis and learn how to use the software (e.g., network analysis and GIS libraries in R) and will work through practice problems involving data from several sources (Twitter, Facebook, airlines, medical innovation, historical data). Upon completion of the course, students will be able to conduct independent research in their fields using network analysis tools.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **CIS241**
Prereq: **None**

QAC250 An Introduction to Data Journalism
This course is designed to familiarize students with the basic principles and tools of data journalism and to provide a wider understanding of the role of basic data analysis in society. To that end, the course will focus on developing a solid familiarity with basic data analysis and visualization software. It will also focus on developing the tools of journalism: retrieving public data, interviewing people and databases, and the basic principles of journalistic writing. By the end of the course, students will be able to analyze data, identify stories within the data, and create a news story complete with data visualizations of publishable quality--a skill transferable to many fields and disciplines. Both online and traditional print platforms will be covered.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **CSPL250, WRCT250**
Prereq: **None**

QAC251 Data Visualization: An Introduction
This course will introduce students to the principles and tools necessary to present quantitative information in a visual way. While tables and graphs are widely used in our daily lives, it takes skill to deconstruct what story is being told. It also takes a perceptive eye to know when information is being misrepresented with particular graphics. The main goals of the course are for students to learn how to present information efficiently and accurately so that we enhance our understanding of complex quantitative information and to become proficient with data visualization tools. Beginning with basic graphing tools, we will work our way up to constructing map visualizations and interactive graphs. This course will require a substantial amount of computation in R. No prior programming experience is necessary, but learning does require willingness and time.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **CIS251**
Prereq: **None**

QAC251Z Data Visualization: An Introduction
This course will introduce students to the principles and tools necessary to present quantitative information in a visual way. While tables and graphs are widely used in our daily lives, it takes skill to deconstruct what story is being told. It also takes a perceptive eye to know when information is being misrepresented with particular graphics. The main goals of the course are for students to learn how to present information efficiently and accurately so that we enhance our understanding of complex quantitative information, and to become proficient with data visualization tools. Beginning with basic graphing tools, we will work our way up to constructing map visualizations and interactive graphs. This course will require a substantial amount of computation in R. No prior programming experience is necessary, but learning does require willingness and time.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **CIS251Z**
Prereq: **None**

QAC260 Special Topics in Computer Science
This course is designed for nonmajors who wish to pursue some topic in computer science beyond introduction to programming. Topics will vary according to the instructor.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MATH**
Identical With: **COMP260**
Prereq: **COMP112**

QAC300 Data Science I: Statistical Foundations
The course bridges classical statistical theory with modern data science applications, providing students with rigorous mathematical foundations and practical computational skills. Topics progress from probability theory and hypothesis testing to predictive modeling, regularization, and overview of machine learning methods. We emphasize the transition from traditional inference to prediction-oriented data science, covering bootstrap methods, robust inference, linear and logistic regression, model selection, and ensemble methods. Ethical considerations in algorithmic bias and responsible AI are integrated throughout. Extensive hands-on work includes computational assignments with emphasis on reproducible research practices.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **QAC201 OR QAC201Z OR QAC211 OR BIOL242 OR MATH132 OR PSYC200**

QAC301 Statistics Education Practicum
This course will serve students who are pursuing their undergraduate degree in a variety of disciplines but who want to expand their skills in statistics and applied data analysis in preparation for a future career. It will also serve students who are currently pursuing independent, quantitative research at the undergraduate or graduate level. The course will center on personal interaction in support of introductory statistics students. Active peer mentoring and supporting experiences will be based on the theory that good teachers (and learners) of statistics need to be developed, as opposed to being trained. In line with this theory, this hands-on course will provide an intensive opportunity to build specific knowledge regarding teaching and learning in the area of data-driven statistical inquiry. Students enrolled in this course will (1) attend statistics-mentoring development sessions (one hour per week); (2) provide one-on-one support for introductory statistics students during workshop-oriented class sessions (three hours per week); (3) lead small group-mentored meetings for five to six statistics students (one hour per week); and (4) monitor and critique progress on applied data assignments (one hour per week). In addition to these hands-on experiences, students will pursue a project aimed at furthering the field of statistics education. Projects may take the form of course evaluation, content/conceptual curriculum development, or translation of educational statistical software materials. Similar to QAC380 (Introduction to Statistical Consulting), this course is aimed at providing students with an opportunity to enhance their statistical skills beyond the introductory level.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **None**

QAC302 Teaching Fellowship for National Education Leaders
This course is for students to serve as Teaching Fellows for a course with the National Education Opportunity Network (neonopportunity.org), which provides college courses to Title I and Title I-eligible high schools nationwide. Please inquire with the instructor for information on course topics available this semester. Students will: -Host weekly 45-minute synchronous discussion sessions with 15-25 high school scholars via Zoom to enhance their engagement with course content, expose them to college-level seminar-style discussions, and help improve their analytical and metacognitive skills. -Evaluate and provide feedback on student work. Specific time assignments for sessions with high school students and required Teaching Fellow group meetings will be scheduled at the same time every week based on availability. This course counts for 10 hours toward the 20-hour practicum requirement in the EDST major or minor. The other 10 hours can be completed by repeating this class or through an independent practicum.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-EDST**
Identical With: **EDST405, CSPL305, PHIL208**
Prereq: **None**

QAC305 Exploratory Data Analysis and Pattern Discovery
The course introduces the theory and practice of exploring, describing, summarizing and detecting patterns of interest in complex datasets. Various approaches including aggregation, clustering, data visualization, and latent variable modeling will be employed. This course will give students an opportunity to develop computational skills (primarily in R) and to learn how to discover and interpret relationships in unstructured observational data. The applications and examples for this course will be broad and relevant to many fields of study.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **QAC211 OR ECON300 OR GOVT367**

QAC307 Experimental Design and Causal Inference
The course provides the foundations and statistical thinking to design, collect, and analyze experimental data and introduces appropriate techniques for observational data when causal inference is the objective of the analysis. Throughout the course, we introduce and compare various experimental designs. We will discuss sample size and power calculations as well as the advantages and disadvantages of each of these designs. With observational data, we will explore difference-in-difference models, propensity score matching techniques, regression discontinuity designs. This course gives students the opportunity to develop further their computational skills as we learn how to describe, interpret, control, and draw inferences from experimental and observational data.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **CIS307**
Prereq: **QAC201 OR PSYC200 OR MATH132 OR ECON300**

QAC311 Longitudinal Data Analysis
Work across different fields, from medicine and public health to social sciences and education, often involves the collection and analysis of longitudinal data--combination of cross-sectional and time series (repeated measures for the unit of observation) data. This rich data structure provides opportunities to explore questions that could not be addressed with simpler data sets, but at the same time requires special considerations because we are analyzing observations that are not independent. The course introduces students to appropriate graphical exploration of the data and the specification and estimation of fixed and random-effects models. It also develops the basic framework for difference-in-differences models and explores their applications.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 OR ECON303 OR GOVT367 OR PSYC200**

QAC312 Hierarchical Linear Models
Research questions cannot always be explored by collecting data with independent observations. Sometimes this is due to limitations or constraints on the data collection method, and other times our questions pertain to data that are measured at both the individual and group levels (e.g., patients from different hospitals or students from different schools that belong to different districts). Hierarchical linear models (HLM), also called multi-level or mixed models, explicitly model such nested data structures and address analytical and estimation issues not accounted within the framework of the classical linear model. Using data sets from different fields of study (e.g., education, medicine, and health) students will learn to formulate multilevel research questions, estimate and critically examine HLM applications.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 OR ECON303 OR GOVT367 OR PSYC200**

QAC313 Latent Variable Analysis
The course is an introduction to latent variable modeling. Students will learn the fundamental statistical methods for structural equation modeling (SEM), including principal component analysis, confirmatory factor analysis, path analysis, and SEM for both quantitative and binary observed variables. In addition, students will learn the basic components of SEM, such as assumptions, testing model fit and indices of fit, testing competing models, estimation methods, and issues in model identification. Students will learn to develop structural equation models using AMOS, R, and/or Mplus statistical software.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 OR ECON303 OR GOVT367 OR PSYC200**

QAC314 Survival Analysis
Survival or event history analysis focuses on modeling and analysis of time-to-event data--such as onset of a disease; duration of a strike; failure of a biological, physical, or social system; or recidivism). This course introduces students to survival and hazard functions, the analysis of censored data using parametric and non-parametric estimation methods; compares survival curves for different groups; and discusses competing risk models. The emphasis is on the applications of the different methods with the objective of broadening computational skills in R and/or SAS and to reinforce statistical writing and communication. These skills will be applied to a variety of problems in political science, public health, engineering, and medicine.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 OR ECON303 OR GOVT367 OR PSYC200**

QAC320 Applied Time Series Analysis
Understanding and modeling the past allows us to extract insights in our areas of study that are not possible to extract without time series data. This course is an introduction to the theory and practice of time series analysis. We will learn to identify and model the components of a time series process, and to properly model relationships among variables over time. By emphasizing the practical applications of time series analysis, the course will give students an opportunity to further develop computational skills and learn how to develop forecasting models, and to make inference using time series data.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **ECON300 OR QAC201**

QAC323 Bayesian Data Analysis: A Primer
This course introduces the applied principles of Bayesian statistical analysis. The Bayesian paradigm is particularly appealing in research where prior research and historical data are available on parameters of interest. This course will teach students appropriate techniques for analyzing data of this nature as well as broaden computational skills in R. The course will lay the foundation for Bayesian data analysis that students can use to further develop skills in decision making.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Identical With: **CIS323**
Prereq: **MATH132 OR ECON303 OR GOVT367**

QAC356 Advanced R: Building Open-Source Tools for Data Science
An in-depth exploration of the R programming language and development environment; from syntax and data structures, to data analysis and visualization, report writing, project management, and software development. Students will work in teams to create open-source data science applications that can be used to manage and prepare data, perform statistical analysis, and create compelling

visualizations and reports. Students will also have an opportunity to contribute to a shared Wesleyan R package that contains datasets and functions that are useful for teaching introductory and advanced data science courses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **QAC201 or MATH132 or ECON300 or QAC302 AND COMP112 AND QAC156 or QAC211 or QAC251**

QAC375 Advanced Research in Digital History
The digital age has changed everything and nothing about the practice of historical research. After being equipped with core concepts, terminology, and practices of historical research, students will engage and explore various applications: across moth-eaten archives, curated library collections, optical scans, and digital-born objects. We will then immediately apply this work to collectively setting up an archival relational database through the digital tool Nodegoat. Students will finish the semester by curating their own historical archive and codifying it as a relational database. Depending on the specific project and student abilities, students will also connect this work to utilizing and/or learning skills in translation, GIS, database creation, database management, and digital visualization. Successful students will be connected to the Travelers' Lab international network: an opportunity to connect, receive feedback from, and collaborate with professors at higher education institutions in the United States and around the world. Depending on the year students may also be offered conference presentation and publication opportunities.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL375, HIST293**
Prereq: **None**

QAC378 DeltaLab: Computational Media Analysis
The content of this course focuses on Wesleyan Media Project media data, including advertising and local television news, and exposes students to a variety of computational ways of making that data more accessible through computational analyses and visualization. Projects are often but not exclusively group-based and draw upon the range of different disciplinary perspectives. Students will engage with the instructors and other lab members once a week for updates on their projects, will attend skill demonstration meetings and smaller group sessions to facilitate lab knowledge transfer, and will engage regularly in hands-on work with the data.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **SBS-QAC**
Identical With: **GOVT381**
Prereq: **None**

QAC380 Introduction to Statistical Consulting
In this course, students will be exposed to realistic statistical and scientific problems that appear in typical interactions between statisticians and researchers. The goal is for students to apply what they have learned in their basic statistics and data analysis courses to gain greater experience in the areas of research collaboration, data management and analysis, and writing and presenting reports on the results of the analyses. An important objective of the course is to help develop communication skills, both written and verbal, as well as the professional standards and interpersonal skills necessary for effective statistical consulting.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **MATH132 OR ECON303 OR PSYC200 OR [QAC201 or GOVT201 or PSYC280 or NS&B280]**

QAC381 QAC Praxis Service Learning Lab
As a service learning lab, this course provides students with an opportunity to further develop their abilities to analyze data and apply their knowledge and statistical computing skills as they work closely with nonprofit community partners on data analytic projects. Students in the course will identify research questions of interest to the community partner, gather and manage data, conduct statistical analyses, and interpret and summarize results. The service component involves providing statistical consulting to community partners by formulating and completing data analytic projects, the results of which may be used to improve services, identify areas requiring increased services and areas in which services can be made more efficient, as well as improving data collection, data reporting, and organizational functioning.
Offering: **Host**
Grading: **A-F**
Credits: **1.25**
Gen Ed Area: **SBS-QAC**
Prereq: **MATH132 OR ECON300 OR PSYC200 OR QAC201 OR SOC257 OR GOVT201 OR PSYC280 OR NS&B280**

QAC385 Applications of Machine Learning in Data Analysis
The course provides a broad overview of machine learning algorithms and focuses on their application in data mining. Building on a basic background of regression analysis, and following a learning-by-doing approach, students are introduced to data mining tools and techniques that are used to identify patterns and relationships in large and complex data. While the emphasis is on intuition and application rather than theoretical results, through different case studies, students are introduced to the fundamentals of the different methods and learn how to conceptualize a problem, analyze it using appropriate tools, and communicate their results.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-QAC, SBS-QAC**
Prereq: **QAC211 OR PHYS221 OR ECON303 OR GOVT367 OR MATH231 OR MATH232**

QAC386 Quantitative Textual Analysis: Introduction to Text Mining
We encounter computerized processing of text in almost every field of life. Google tries to infer the meaning of our search queries, online review engines try to extract information about what products are popular with the users, and across different fields scholars analyze text for insights into the processes and phenomena they study. This course will introduce you to the skills necessary to mine text for information and knowledge. You will learn how to use Python to retrieve text from a variety of sources, how to use regular expressions to identify which pieces of text are useful to your study, and how to use techniques from data mining to analyze the processed text to extract information and for classification and prediction.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Prereq: **COMP112 OR QAC155 OR QAC239 OR QAC305 OR QAC385**

QAC387 Generative AI -- LLM Tools for Data Analysis
The goal of this course is to educate students in the techniques of doing data analysis with the assistance of artificial intelligence. The course will cover the use of Generative AI -- Large Language Models (LLMs) and consider the ethical dimensions in the development of AI tools and their applications. Through hand-on exercises and a term project students will develop the understanding and the skills for development, application, and appropriate use of AI tools in data analysis to advance empirical research and evidence-based decision making.

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

QAC388 Deep Learning and Large Language Models: An Introduction
You have probably used ChatGPT, DeepSeek, Midjourney, or another generative AI in your lifetime. But how do these tools actually work? This course will help you answer that question by introducing you to the theory and practice of deep learning, the fundamental technology underlying generative AI. Students will learn the building blocks of modern neural networks, including matrix and vector operations, embeddings, backpropagation, and attention. This will culminate in the implementation of the original GPT transformer language model from scratch in PyTorch. We will then explore extensions of transformers in other modalities, including vision and diffusion transformers for understanding and generating images, and transformers for time series analysis. Along the way, we will cover other types of neural networks, including multilayer perceptrons, CNNs, and RNNs. We will use these models in a variety of practical applications using real-world datasets.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **(MATH 221 OR MATH 223 OR QAC 220) AND (COMP341 OR QAC 239 OR QAC 305 OR QAC 385 OR QAC 386)**

QAC401 Individual Tutorial, Undergraduate
Topic to be arranged In consultation with the tutor.
Offering: **Host**
Grading: **OPT**

QAC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

QAC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

QAC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

QAC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

QAC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

QAC492 Teaching Apprentice Tutorial, Undergraduate
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

QAC493Z Summer Research Fellowship
This course is open to students engaged in summer research fellowships and receive .25 credit upon successful completion of a summer research educational experience. Summer Research Fellows conduct independent research with faculty mentors in one or more departments. Students must satisfy the requirements of the fellowship and complete the course assignments in order to receive credit. Requirements are specific to the program students are sorted into (CIS, COE, QAC, or Other). Please see your program's webpage for details. Please email scienceresearch@wesleyan.edu with any questions.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CIS493Z, ENVS493Z**
Prereq: **None**

RELIGION (RELI)

RELI102F Sex and Sexuality in Islam (FYS)
Islamic societies have long traditions of commentary about the body and sexuality. Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims throughout time. Instead of essentializing the Islamic "viewpoint" on sexuality, we will survey the variety of opinions and ideas about sex from medieval Islam to the modern world. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and modern sex manuals and debates, among other sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct in Islam, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL102F, FGSS102F, HIST120F**
Prereq: **None**

RELI115F Theorizing Religion with Zombies (FYS)
This course introduces students to theories in religious studies in order to investigate the intellectual and cultural histories of two highly influential and essentially religious ideas: the zombie and the apocalypse. We will critically trace their representations in popular culture in order to explore writings in biblical narrative, history, modernity, monster theory, alterity, gender, capitalism, race, epidemiology, film theory, and media studies. We will begin with ancient texts, move to the history of the concept of the zonbi in Haiti, and then trace the trope of this modern monster and its various meanings into the contemporary moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI151 What is Religion? Kool-Aid, Sacred Space, and the "God-Emperor"
This course will introduce students to the academic study of religion. It will not offer a survey of "world religions"; rather, it will call upon a set of case studies to help us explore various theoretical issues in the study of religion. These include theories of religious experience, the interpretation of religious texts, the relationship between thought and practice, and the intersections of religion with law, culture, race, gender, and national identity. Perhaps most importantly, we will examine some of the historical, social, and political processes that have produced "religion" as a category in the first place. Together, these discussions will offer us a set of descriptive and analytical tools for understanding the role of religion in social, economic, and political life in both premodern and contemporary settings.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI151F What is Religion? JewBus, Museums, and the First Amendment (FYS)
Why did the FBI assault the Branch Davidians' compound near Waco, Texas, thinking it was a cult, while those inside viewed the government as serving the anti-Christ? Can one be Buddhist and Jewish at the same time? Are museums religious spaces? Does secularism protect religion from the government or the government from religion? This class will introduce you to the ways in which we study religions by reading critical case studies, including those about Muslims debating the hijab, the treatment of sacred objects in museums, and freedom of religion court cases. This is not a survey of world religions, and once you've taken What is Religion?, you'll know why we don't teach that at Wes. You will also have a critical set of intellectual tools for understanding the role of religion in the contemporary world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST151F**
Prereq: **None**

RELI167 Introduction to History: Yoga: A Global History
Yoga as a philosophical, religious, and ascetic discipline has shaped the lives of major world-historical figures, including the Buddha, the Mughal emperor Akbar, Mahatma Gandhi, and Steve Jobs. Though yoga is usually understood today as a timeless set of disciplines that inculcate spiritual and physical well-being, it has experienced dramatic change over the millennia--not least with the rise of "postural" yoga in India from about 1000 CE, its systematization as "hatha yoga" by about the sixteenth century, and its growing popularity in the West since the early twentieth century. The aim of this course is to introduce students to the rich global history of yoga, to foster an understanding of and appreciation for the philosophical and psycho-somatic dimensions of yoga, as well as the political and cultural transformations that shaped and were shaped by yoga (and prominent yogis and yoginis) as it spread from India to both the East and West.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST167, GSAS167**
Prereq: **None**

RELI173F Invoking the Earth Mother: Ecofeminisms and Indigenous Spiritual Ecologies (FYS)
Over the past 50 years, a radical reshaping of our relationship to the organic world has infused national economic strategies, United Nations discourses, indigenous land rights movements, and environmental legal frameworks with language that invokes the Mother Earth. This seminar will explore the social, legal, and metaphysical aspects of eco-feminist and indigenous spiritual ecologies. We will explore these worldviews and ritual practices from animist, pantheist, monist and panentheist perspectives, with a particular focus on gender constructs, implicit and explicit, within these movements. What is the relationship between the 1970s environmental movement and the rise of Goddess worship in the U.S.? Between the United Nations and Amazonian ayahuasca practitioners? Legally, Should Trees Have Standing (Stone 1972)? Politically, Is the Goddess a Feminist (Hiltebeitel & Erndl 2000)? Is Mother Earth, ultimately, empowering for LGBTQ2S foks? Engaging emerging podcasts, shamanic documentaries, social manifestos, and provocative religious studies texts, students will wrestle with a profound set of humanistic questions that may prove crucial to our survival as a species, namely: under what circumstances do we successfully invoke Mother Earth, the Pachamama, or the Goddess to self-regulate the ecologically destructive practices of our late-stage capitalism?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI174F Jesus Chicken: Business and Religion in America (FYS)
Summary: Although many Americans are aware of the religious identity of the fast-food chain Chick-fil-A (earning it the moniker of "Jesus Chicken" in some communities), there is nothing new about businesses that project a religious ethos. This First Year Seminar explores the blurry boundary between business and religion in America, examining the ways in which businesses use religion and the ways in which religious entities often function as businesses. Although this course primarily focuses on the Christian tradition, it will also examine the ways in which other religious communities (such as Jewish and Buddhist) approach the marketplace. Chronologically, the course spans the 17th to 21st centuries, paying special attention to the emergence of the market economy in the U. S. from 1800-1850 and the growth of consumer culture in the second half of the 20th century. This course will provide students with an introduction to historical methods and the critical study of religion, while focusing on developing collegiate-level reading, writing, and critical thinking skills that will form a foundation for any major at Wesleyan.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST143F**
Prereq: **None**

RELI175F Constructing the Human: Humans and Animals in the Hebrew Bible (FYS)
How do we define "humanness" and what assumptions do we make about our own distinctions between "humans" and "animals" when we define humanness? This course will look at the process of constructing the human category in the ancient world and Hebrew Bible and then compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST175F**
Prereq: **None**

RELI176F Morality and Health: Religion, Bodies, and Biomedicine (FYS)
We often think of religion and medicine as diametrically opposed. Faith, prayer, and alternative health methods can seem incompatible with science and biomedical care. Yet, throughout most of human history, religion and health have been intimately intertwined. And they still are. The ways that we treat our bodies--individual and collective--are often influenced by religious ideas,

moral systems, and embodied spiritual practices. This course explores differing religious approaches to life, personhood, and death. We will ask how race, gender, and sexuality intermix with religiously derived ideas about morality and health. Readings will cover birthing, dying, healing pilgrimages, self-help, organ transplantation, Artificial Reproductive Technologies, vaccination, and more.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **STS176F**
Prereq: **None**

RELI177 Introduction to Black Religions in the Americas
This course will both introduce students to the themes of Black religions formed in and through the Americas, and specific traditions, for example Santería, Islam, Christianity, and Buddhism. The Americas are formed in and through Black Atlantic. The phrase the Black Atlantic centers the forced movement of enslaved Africans from Africa to the Americas and Europe as the center of a set of complex forces: European global expansion, land expropriation, indigenous extermination and, of course African enslavement. The term aptly captures the shifting geographies we call the Americas. Africans were not solely objects of dehumanizing subjugation and property. Africans co-created the new world of the Americas through material practices, traditions of knowledge, and meaning making summed up in religion. Students will read scholarly articles and engage multi-sensory sources and first-person accounts of both themes and traditions. All resources will be provided in class or via Moodle. Books for purchase are not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM177**
Prereq: **None**

RELI177F The Black Atlantic, A Religious Interpretation (FYS)
The world as we know it is shaped by The Black Atlantic. This phrase centers the forced movement of enslaved Africans from Africa to the Americas and Europe as the center of a set of complex forces: European global expansion, land expropriation, indigenous extermination and, of course African enslavement. But Africans were not solely objects of dehumanizing subjugation and property. Africans co-created this world through material practices, traditions of knowledge, and meaning making summed up in the word religion. This course will both introduce students to the themes of Black religions formed in and through the Black Atlantic, and specific communities, for example, Rastafarianism, Islam, Buddhism, and Pentecostalism. Students will read scholarly articles and engage multi-sensory sources and first-person accounts of both themes and communities. All resources will be provided in class or via Moodle.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM175F**
Prereq: **None**

RELI179F Not Like Us: Religion, Race, Pop Culture (FYS)
Starting with the work of Pulitzer Prize and Grammy award-winning, Super Bowl-performing artist Kendrick Lamar, this course examines how Black culture, and thus race, is often interpreted through religion. Afro-British theorist and cultural studies pioneer Stuart Hall famously published the article "What is this 'Black' in Black Popular Culture" in the 1990s. In that essay, Hall sought to examine the work of the signifier of race in relationship to the idea of culture. This course, following Hall, will enable students to examine the relationship between structures, practices and ideas of race, with structures, practices and ideas of religion in defining Black people in the modern world. Through Hall's lens of culture, the class will examine people, places and periods, from witches and demons to Blues and Spirituals, Martin Luther King Jr. to Malcolm X, the Black Arts Movement to Black Lives Matter, Beyoncé to Kendrick Lamar, Marlon Riggs to Michaela Coel, by considering questions of authenticity, claims of Africanity, and formations of religiosity all in the word Black. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM179F**
Prereq: **None**

RELI184 Let's Talk: Civil Disagreement and Dialogue
This class is designed to help students improve their communication and dialogue skills through character development. We will consider ways to build community and trust in order to productively engage in and facilitate difficult conversations across political and social differences. Rooted in a philosophical framework for the study of values and virtue, we will reflect upon and incorporate the moral and intellectual features of good dialogues into our everyday lives. Our goal is to become the sort of people who can communicate effectively across differences in careful, constructive, open dialogues aimed at truth and justice.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL184, PHIL185, SOC276**
Prereq: **None**

RELI185F Reasonable Disagreements: Science, Philosophy, Magic, & Society (FYS)
Much of contemporary social and political discourse revolves around science--with many assuming that science is rational, objective, true, and the ultimate source of knowledge. As a result, it would seem unreasonable to believe in things like astrology, magic, alchemy, and other non-scientific ideals, or even to suggest that science might not be as objective, rational, or true as we might think. In this class we will explore different historical and philosophical approaches to distinguishing "legitimate" forms of inquiry and knowledge, considering the ways that our contemporary perspectives on science have been shaped by a long history of philosophy, "natural" philosophy, magic, theology, and "pseudosciences." We will investigate issues and concepts within and about science, including topics such as the nature of theories, the nature of scientific progress, and the relations among science, values, and society.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL185F, PHIL185F, STS185F**
Prereq: **None**

RELI201 Introduction to the Hebrew Bible (Old Testament)
The Hebrew Bible is one of the most influential texts in the world. From antiquity to the present, it has served as a source of philosophical, literary, and artistic reflection. It is a fascinating document, combining narrative, poetry, law, prophetic proclamations, and puzzling parables. What kind of book is the Hebrew Bible? Who wrote it and why? How do we approach such a text across the distance of time? Through a systematic reading from the very beginning, we will place the Bible in its historical context while giving special attention to the philosophical and literary questions it raises: Is obedience to authority always justified? Why do good people suffer unjustly? What is God's gender? In answering these and other questions, you will gain an understanding of the ways contesting interpretations make authoritative claims.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **MDST203, CJST244, WLIT281**
Prereq: **None**

RELI202 Constructing the Human: Humans and Animals in the Hebrew Bible
How do we define "humanness" and what assumptions do we make about our own distinctions between "humans" and "animals" through this definition? This course will look at the process of constructing the human category in the ancient world and Hebrew Bible and then compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST202, ENVS202**
Prereq: **None**

RELI203 Jews & Judaism: Race, Religion, Culture
What is a Jew? Are Jews white? Must a Jew believe in God? What is at stake when defining someone as a Jew? Using sources ranging from the Hebrew Bible to contemporary films, this course examines various facets of Jewish life, paying special attention to contesting definitions of Jewishness as race, religion, and culture. Building on a chronological discussion of Jewish history, we will ask theoretical questions such as the relation between gender and biblical interpretation, the relevance of religious law in contemporary society, and the challenges of diasporic thinking to national sovereignty.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST203**
Prereq: **None**

RELI204 Invoking the Earth Mother: Ecofeminisms and Indigenous Spiritual Ecologies
Over the past 50 years, a radical reshaping of our relationship to the organic world has infused national economic strategies, United Nations discourses, indigenous land rights movements, environmental legal frameworks, and a subtle mainstreaming of neopagan ritual practices and goddess worship in the Americas. This seminar will explore the social, legal and metaphysical aspects of myriad eco-feminist and indigenous spiritual ecologies. We will explore these worldviews and ritual practices from animist, pantheist, monist, and panentheist perspectives, with a particular focus on gender constructs, implicit and explicit, within these movements. What is the relationship between the 1970s environmental movement and the rise of Goddess worship in the U.S.? Between the United Nations and Amazonian ayahuasca practitioners? Legally, Should Trees Have Standing (Stone 1972)? Politically, Is the Goddess a Feminist (Hiltebeitel & Erndl 2000)? Is Mother Earth, ultimately, empowering for LGBTQ2S folks? Engaging emerging podcasts, shamanic documentaries, social manifestos, and provocative religious studies texts, students will wrestle with a profound set of humanistic questions that may prove crucial to our survival as a species, namely: under what circumstances do we successfully invoke the gods to self-regulate the ecologically destructive practices of our late-stage capitalism? Who invokes who, how and when, shared where? To whom do we tend to listen on these matters, and why are they quaked to speak?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS213, FGSS204**
Prereq: **None**

RELI205 Dharma, Karma, and Living with the God/dess/es: Hindu Lives
Through fiction, autobiography, biography, art, a comic book, a city, and a village, this course explores some of the myriad understandings of what it is to be Hindu. In an effort to introduce students to Hindu culture and religion, a number of approaches shall engage the questions: what is Hindu dharma, and what is it to be Hindu? The class will also investigate the issue of "Hinduism," a term created in the 19th century to identify a Hindu "religion" rejected by many 21st-century Hindus. This issue expresses just one of many arising from the Indian experience of contact with the West. Overall, the course immerses students in the lives of Hindu individuals and communities so that we, as a class, can draw our conclusions about Hindu practices and meanings in different political, mythic, social, and cultural contexts.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS205**
Prereq: **None**

RELI206 Neo-Confucian Philosophy
This course presents critical discussion of issues central to Neo-Confucian (11th--19th centuries CE) philosophers that in many cases are still central in East Asian thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality. While our primary focus is on China, we will also look at distinctive Neo-Confucianism issues in Korea and Japan.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**
Identical With: **PHIL259, CEAS256**
Prereq: **None**

RELI207 Spiritual Autobiography: Building Community Through Interfaith Literacy
This course will invite students to learn about the art of spiritual autobiography (SAB) and consider the impact of one's spiritual, religious, and cultural identities and beliefs, and how they are influenced by, and influence, their context, communities, and experiences. This course carefully blends intellectual curiosity and learning with self-reflection, self-integration, and civic engagement.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CSPL207, ENGL268**
Prereq: **None**

RELI207F Who is the Dalai Lama? (FYS)
This First Year Seminar introduces the institution of the Dalai Lama of Tibet and the individuals who have filled that role from a wide range of sources and perspectives. Topics include regional histories of Buddhism; the unique Tibetan tradition of recognized reincarnations (tulkus) and the Buddhist philosophical principles that support it; and a survey of prominent Dalai Lamas from the 15th century to the present day. The seminar examines the activities of the current Dalai Lama in his role as traditional Buddhist teacher, political leader, and international superstar, through the lenses of the PRC government media, Indian exile communities, and the modern West. Later classes will also address issues of Western and Chinese forms of Orientalism and myth-making about Tibet. Readings include the writings of past and current Dalai Lamas as well as supporting secondary literature.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CEAS217F, GSAS207F**
Prereq: **None**

RELI208 Sex and Sexuality in Islam
Islamic societies have long traditions of commentary about the body and sexuality. Medieval Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body and connected understandings of sex and sexuality have been conceptualized by Muslims, both historically and in the contemporary world. Instead of essentializing the Islamic "viewpoint" on the body, we will survey the variety of opinions and ideas about the body that Muslims have held. We will draw on the Quran, early Abbasid erotic poetry and literature, Islamic medical manuals, philosophical works, belles-lettres, and contemporary sources, in order to trace how different understandings of the body and sexuality have unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct, and the references to homoeroticism, pederasty, and female same-sex desire found in Arabic and Persian love poetry and literature. While the course primarily focuses on the premodern period, it will also delve into contemporary Islamic discourses.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL202, FGSS203**
Prereq: **None**

RELI209 Anthropology and/of Islam
This course examines the relationship between the discipline of Anthropology and Islam while also surveying the development of the Anthropology of Islam. Until the middle of the 20th century, Western study of Islam was dominated by Orientalists and colonial social scientists. As the study of Islam and its social worlds entered into the field of modern anthropology alongside decolonizing processes worldwide, the anthropological study of Islam was caught up in, and crucial to, the various critical turns in the discipline that faced as it attempted to decoupled itself from colonialism. With this as the backdrop, "Anthropology and/of Islam" takes on the rich and varied, often complicated, canon of the "Anthropology of Islam" with a particular focus on the Middle East and North Africa primarily between 1975 and 2025 but with an eye to the field globally. It also also attends to the ways in which this field has been responsible for paradigmatic shifts in the Anthropology itself.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ANTH**
Identical With: **ANTH202**
Prereq: **None**

RELI209F Religion, Science, and Empire: Crucible of a Globalized World (FYS)
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism: it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **EDST209F, GSAS209F, STS209F, HIST112F**
Prereq: **None**

RELI210 Gender and Spirituality in the United States
Reclaim your goddess energy. Worship at the altar within. Celebrate your moon cycle. Good vibes only. Messages like these invite women to sanctify themselves, find meaning in the workings of their bodies, and connect to supreme natural forces. They also have powered spiritual and political movements over the past 70 years. While we might we be inclined to relegate an interest in astrology, crystals, aromatherapy, yoga, or reiki to the realm of hobbies or health practices, this course will instead provide a more nuanced view. We will learn the historical and religious contexts of contemporary American spiritualities, particularly as they have been practiced by and marketed to women. We will answer questions such as: How different is spirituality from religion? Why has spiritual practice been commodified and gendered feminine since the New Age era of the 1960s? How has women's spirituality reflected changing ideals of womanhood and the feminine over time? Throughout the class, we will read and listen to popular spiritual content and contextualize it within broader struggles over identity, sexuality, and feminism. In particular, we will interrogate issues of religious appropriation and consider the effects of contemporary movements on the communities who have cultivated sacred practices for centuries.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **FGSS232**
Prereq: **None**

RELI211 Black Women and the Sacred
This course examines how Black women engage spiritual practices, in and beyond religious traditions to remake an anti-Black world. Black women have famously been called the "mule of the world." In this role, the Black woman is beast of burden, property, ungendered, enslaved. As such the Black woman constitutes a limit for the normal, the human, and thus the religious. In the study and practice of religions in the modern, western world, Black women are included through exclusion as heretics, demons, and witches. Nevertheless, Black women and their practices across normative formations of nation, race, and religion have cultivated social practices, ideas, and communities which form a counter-poetics, a counter-mythology, and an otherwise possibility of what religion, unbounded and non-normative might be. This course examines typical accounts of Black women in different religious traditions, but more importantly, the course examines how Black women's practices upset normal accounts of nation, race, gender, sexuality, and religion. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM210, FGSS231**
Prereq: **None**

RELI212 Introduction to the New Testament
The purpose of this course is to provide an introduction to those writings of the earliest Christians that came to be included in the Bible. These writings will be examined critically with respect to their social-historical origin, religious content, and place within the development of ancient Christianity. Interpreting early Christian texts constitutes the most important task in the study of the New Testament. We will therefore focus on a close reading of the New Testament in

light of historical situations and social contexts in the Greco-Roman world, having as one of the chief aims of the course the acquisition of critical skills in reading and understanding the Bible. In the process we will necessarily engage secondary scholarship and wider theoretical interests, thereby providing students with a general introduction to the academic study of religion.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **MDST214, WLIT282**
Prereq: **None**

RELI213 Refugees & Exiles: Religion in the Diaspora
Recent years have seen the on-going tragic refugee crisis, with millions of people being displaced because of war and ecological disasters. This course deals with the meaning of refuge, exile, and diaspora through three perspectives: philosophical, historical, and literary. What does it mean to be forced to leave one's home? How is it possible to make sense of such a tragedy? What creative power can diaspora muster to the rescue of culture? In our search for answers, we will examine a variety of case studies including the contemporary refugee crises in the Middle East, the border between the United States and Mexico, the black transatlantic, and the destruction of the temple in the Hebrew Bible. This course is a project-based Service Learning in which all assignments are geared toward the final project, in which each student will produce a radio show based on an analysis of a refugee crisis of their choice. These shows will air on WESU 88.1 FM Middletown. To learn more and listen to previous seasons of last year's radio shows visit https://reli213.site.wesleyan.edu
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST214**
Prereq: **None**

RELI214 Postcolonial Religion: Pentecostalism and the Global South
This course examines the concepts and structures of the city and religion throughout the postcolonial global south through traditions and practices of Pentecostalism. The postcolonial marks both a theoretical and a historical break with the structured violence and domination imposed on most of the world through European expansion, land expropriation, indigenous extermination, African enslavement and Christian evangelization. Postcolonial religion, thus marks a reworking of the past, reforging of the present, and otherwise possibilities for communities and their sacred traditions in the future. This seminar will stretch and test this thesis through an examination of global Pentecostalism, a religion, which both marks the colonial, especially Christian evangelization, even as its rapid expansion in the global south among Latin American, sub-Sahara African and Black-descended people in the US and Europe expresses creolization, indigenization and urbanization. Perhaps, rather than a clean break, postcolonial religion, in the form of Pentecostalism indicates ongoing refusals, ruptures and relations between the metropole, and a history of subjugation and imagined utopian cities and futures of abolition. Seminar focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM214**
Prereq: **None**

RELI215 Religion and Politics in Early Christianity
The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **MDST215, CLST215**
Prereq: **None**

RELI215F Religion and Politics in Early Christianity (FYS)
The first four centuries of the Christian era illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI216 Jesus Through Jewish Eyes
In this course, we explore the visual and textual representations of the vexed relation between Jews and Christians throughout history. Looking at the various ways in which Christianity and Judaism define themselves vis-à-vis the other allows us to understand what mechanisms of cultural appropriation, subversion, and hidden polemics are at work. Special attention will be given to the figure of Jesus as a point of artistic and theological contention. How do artistic representations change our understanding of religious themes? What is at stake for each religion in the encounter with the other? What are the political implications of theological debates? Is this dialogue needed, or even possible, in our post-secular age?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST216**
Prereq: **None**

RELI217 The Environment, The Bible, and Moral Debate
The environment is a pressing concern for many people and is the center of much modern debate. Within this debate, many people draw on biblical texts for a source of religious or moral superiority. These biblical texts have been used to support many different, and often contradictory, arguments within the environmental debate. So what does the bible actually say about the environment? Is there a singular "biblical" view about what the environment is and how one should treat it? This course aims to look at how the bible has been used in environmental debate and then look at the texts cited, analyzing both in a modern and ancient context.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS217, CJST219**

Prereq: **None**

RELI218 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. After 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present. The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L226, ITAL226, MDST226, WLIT250**
Prereq: **None**

RELI219 Online and #IRL: Digital Media, Power, and Religion
From meditation apps and Zoom church to TikTok witches and spiritual influencers, religion and spirituality pervade the Internet. Yet digital media reflects social, economic, and political negotiations of power that often elude our scrolling eyes. This course critically examines digital media and religion by asking how the "power" of digital infrastructures affects religion. Together we will map different platforms and mediators (social media, material technologies, and corporate gatekeepers) that shape "power" and "religion" online. We will survey how religious practitioners navigate digital media through case studies of ex-Evangelical Twitter users, Hindu mega-temple live streams, ritual smartphone apps, and more. We will discuss "spiritual machines" and ask, "Has digital technology become a new god?" This course takes an interdisciplinary approach and engages research from technology studies, media studies, and religious studies. Students will also examine methods, ethics, and theories of studying digital religion and develop their own digital religion case studies.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI220 Modern Christian Thought
This course will provide an introduction to the field of Christian thought by exploring the relationship between conceptions of God and conceptions of selfhood, from St. Augustine through liberation, feminist, evangelical, process, and eco-theologies. How do the ways people think about God reflect, support, or interrupt the ways they think about the human subject? And what sorts of ethics, communities, and political decisions do these models underwrite?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Prereq: **None**

RELI221 Islam and Muslim Cultures: Introduction with Case Studies
This course provides an introduction to Islamic traditions and Muslim societies. No background is required. Using a variety of in-depth case studies (Black Muslims in the US, Islamist women of Egypt, and gender dynamics among Hyderabadi Shia), the course familiarizes students with many of the beliefs and practices Muslims associate with Islam and examines commonalties and diversity in how Muslims live their religion. While paying particular attention to peoples and places in South Asia, the Middle East, and the U.S., the course will demonstrate how contemporary Muslim communities exist within global networks that shape local and transnational religion, cultures, and politics.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS221**
Prereq: **None**

RELI221F Islam & Muslim Cultures (FYS)
This course provides an introduction to Islamic traditions and Muslim societies. No background is required. Using a variety of in-depth case studies, the course familiarizes students with many of the beliefs and practices Muslims associate with Islam, and examines commonalities and diversity in how Muslims live their religion. While paying particular attention to peoples and places in South Asia, the Middle East, and the US, the course will demonstrate how contemporary Muslim communities exist within global networks that shape local and transnational religion, cultures, and politics.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI222 Identity and Jewish Literature: Sexuality, Race, and Gender
What, if anything, is Jewish literature? What, if anything, does it tell us about the history of the people called Jews? This course explores those questions through a variety of sources from Jewish writers, including Sholem Aleichem, Cynthia Ozick, Franz Kafka, I.B. Singer, and others (flexible based on student interest). Through these readings, we will explore how Jewish literature relates to broader questions of sexuality, race, gender, colonialism, etc., as well as specific questions of Jewish history, like the Holocaust and the state of Israel. All works will be read in translation and no previous knowledge of Jewish studies or Judaism is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST222, FGSS222**
Prereq: **None**

RELI223 Jewish Identity in the Ancient World
Jewish Identity is not monolithic but instead, wonderfully, varied, and diverse. The Hebrew Bible gives a multitude of accounts of how many different identities within the course of history came to be and through analyzing these accounts, this course will aim to answer the questions of: What did Jewish Identity look like in the time period of ancient Israel? What variety of identities can be seen in the Hebrew Bible itself? What key historical events aided in the development of different identities in the ancient world? What was the process of identity formation in the ancient world? Is that process of identity formation different

than how one might construct identity today? Is it right to even speak of Jewish Identity in 600-700 years in which the Hebrew Bible was written?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST221**
Prereq: **None**

RELI224 Zen Buddhism Across East Asia: Teaching and Practice
In this course, we will examine Zen/Chan Buddhism in history and in its contemporary practice. We will trace how Zen Buddhism sprouted from Chinese religious traditions in the Tang Dynasty (618-907), flourished in the Song Dynasty (906-1279), and then spread to other East Asian countries such as Japan and Korea. Then, we will pay attention to the ways in which Zen Buddhism found its way to modern Western society, through figures such as D. T. Suzuki and Okakura Kakuzo since the 19th century. Course readings consist of primary sources of Zen Buddhism, which are available in English translation. A wide range of texts will be read closely, from early manuscripts discovered in Dunhuang to contemporary works inspired by Zen Buddhism, supplemented by secondary scholarship. We also investigate how Zen Buddhism has been expressed in garden designing, poetry, tea ceremony, and as a way of life in contemporary Western society. A field trip to a Zen meditation center will be organized during the course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CEAS228**
Prereq: **None**

RELI224F Zen Buddhism Across East Asia: Teaching and Practice (FYS)
In this course, we will examine Zen/Chan Buddhism in history and in its contemporary practice. We will trace how Zen Buddhism sprouted from Chinese religious traditions in the Tang Dynasty (618-907), flourished in the Song Dynasty (906-1279), and then spread to other East Asian countries such as Japan and Korea. Then, we will pay attention to the ways in which Zen Buddhism found its way to modern Western society, through figures such as D. T. Suzuki and Okakura Kakuzo since the 19th century. Course readings consist of primary sources of Zen Buddhism, which are available in English translation. A wide range of texts will be read closely, from early manuscripts discovered in Dunhuang to contemporary works inspired by Zen Buddhism, supplemented by secondary scholarship. We also investigate how Zen Buddhism has been expressed in garden designing, poetry, tea ceremony, and as a way of life in contemporary Western society. A field trip to a Zen meditation center will be organized during the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI225 Socialist Utopias: Transcendence and Religion in Communist States
Socialism is a political system predicated on building a better future by transcending the present. But what kind of utopias were imagined in and by actual socialist states like the Soviet Union? Why was atheism so central to Marx's vision of socialism, and what kinds of futures did communists imagine were possible, once religion was removed from society? What kinds of transcendence did communists imagine would exist once they transcended religion? What kinds of religious practices were enabled despite and sometimes because of the state's repression of organized religion? We will read some Marx, some Soviet science fiction as well as ethnographies, ranging from studies that explore how communism is and isn't like a religion, how former atheists became missionaries, how some religious communities survived communism, how mangos became Mao's relics, how Vietnamese spirit mediums channel Ho Chi Minh, and what kinds of imaginaries can flourish in post-socialist ruins like Moscow and Silicon Valley.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES230**
Prereq: **None**

RELI225F Socialist Utopias: Transcendence and Religion in Communist States (FYS)
Socialism is a political system predicated on building a better future by transcending the present. But what kind of utopias were imagined in and by actual socialist states like the Soviet Union? Why was atheism so central to Marx's vision of socialism, and what kinds of futures did communists imagine were possible, once religion was removed from society? What kinds of transcendence did communists imagine would exist once they transcended religion? What kinds of religious practices were enabled despite and sometimes because of the state's repression of organized religion? We will read some Marx, some Soviet science fiction as well as ethnographies, ranging from studies that explore how communism is and isn't like a religion, how former atheists became missionaries, how some religious communities survived communism, how mangos became Mao's relics, how Vietnamese spirit mediums channel Ho Chi Minh, and what kinds of imaginaries can flourish in post-socialist ruins like Moscow and Silicon Valley.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES225F**
Prereq: **None**

RELI226 American Christianities: What Do Christians Want?
The course explores contemporary Evangelical Christianity in the United States, and focuses largely on white Evangelicals and how they are shaping our current moment in profound ways. We will interrogate how ideals of the nation, civil religion, the prosperity gospel, capitalism, and the family shape Christian social action. Religion is not only what groups think and believe, but also what they do. We will examine why Christians love Wal-Mart, fund global humanitarian efforts, travel on international missions, use digital media and become influencers, support anti-abortion activism, wage spiritual warfare against demons, and more. By considering a variety of conservative Christian groups, we will critically evaluate the diverse social imaginaries, theological frameworks, and historical foundations that shape this strand of contemporary U.S. Christianities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI228 Classical Chinese Philosophy
Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-PHIL**

Identical With: **PHIL205, CEAS261**
Prereq: **None**

RELI229 Tibetan Religion
This course serves as an introduction to major themes of Buddhist thought and practice within the cultural and historical framework of Tibet and the wider Himalayan world. In doing so, it examines various approaches to the study of religion and questions traditional definitions of categories such as "religion" and "Buddhism" themselves. Beginning with a close study of Patrul Rinpoche's classic 19th-century guide to Tibetan Buddhism, the early part of the course focuses on the doctrinal foundations of the tradition. This is followed by a historical and more critical examination of Tibetan religious history, proceeding from Buddhism's Indian antecedents and its initial arrival in Tibet during the seventh century through the present day. The course will explore a wide range of Tibetan religious cultures and practices including Buddhist ethics, systems of monastic and ascetic life, ritual activities, sacred geography and pilgrimage, lay religion, as well as the status of Tibetan Buddhism under Chinese occupation and in the West. It will also examine the lesser-known communities of Tibetan Muslims and Christians inside Tibet and in exile. The majority of readings will consist of primary texts in translation, and will concentrate on Tibet's rich narrative literary tradition. These will be supplemented by secondary literature on the study of religion and Tibetan Buddhism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CEAS343, WLIT273, GSAS229**
Prereq: **None**

RELI230 Cinematic Encounters: Muslims and/in/of the West
Please note: students will be required to view all films prior to the first day of class, and to submit pre-session assignments. Examining contemporary films by and about Britons, Indians, Pakistanis, Afghans, and Black and white Americans offers the opportunity to challenge the simplistic binaries of West versus Islam upon which popular representations often rely. We will pay attention to the aesthetic choices made by directors and screenwriters as they depict themes of Muslim emigration, European imperialism and colonialism, religion and secularism, terrorism and state violence, representations of gender, and issues of multiple belonging. Particular analytic emphasis will be given to the concept of nationalism. Films that may be included are "The Outpost," "The Kingdom of God," "The Battle of Algiers," "Lagaan," "Zero Dark Thirty," "The Beauty Shop of Kabul," "Restrepo," "Khuda ke Liye," "My Name Is Khan," "Malcolm X," and "AmericanEast."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI230Z Cinematic Culture Clash?: Muslims and/in the West
London, Los Angeles, Lahore, Algiers, Kabul, Jerusalem, Rajasthan, and Chicago. Examining contemporary films set in these places by Americans, Britons, Indians, and Pakistanis offers the opportunity to challenge the simplistic binaries of West vs. Islam upon which popular representations often rely. Themes that will be explored include Muslim emigration and diaspora, European imperialism and colonialism, religion and secularism in the formation of national identity, terrorism and state violence, representation of gender differences, and the challenges of multiple identities. Films will include The Kingdom of God, The Battle of Algiers, Lagaan, The Beauty Shop of Kabul, Zero Dark Thirty, Khuda ke Liye, My Name is Khan, AmericanEast, and Brick Lane.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS230Z**
Prereq: **None**

RELI231 Greeks-Romans-Christians
Western civilization emerged, in part, out of the achievements of ancient Greeks, Romans, and Christians. Art, architecture, philosophy, and literature were all forged in a crucible of clashing cultures. This course will introduce students to the religious worlds of Greek, Roman, and Christian antiquity. Attention will be given to the mythologies of the gods and cultic practices of the people, including religious sanctuaries, festivals, and sacrifices; divination, magic, and the mysteries; philosophy, ethics, and theology. We will conclude with an assessment of the rise and eventual triumph of Christians, their appropriation and critique of Greco-Roman culture, and their obsession with martyrdom and the cult of the dead.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CLST235**
Prereq: **None**

RELI232 Rereading the Bible After the Holocaust
The Holocaust profoundly challenged traditional Jewish theological and interpretive frameworks, compelling Jewish thinkers to revisit and reinterpret biblical texts. This course examines the reinterpretation of key Hebrew Bible passages in light of post-Holocaust Jewish thought, focusing on themes of suffering, justice, covenant, and the nature of God. We will explore biblical texts alongside the writings of seminal Jewish thinkers, including Emil Fackenheim, Elie Wiesel, and others, to understand how the Holocaust reshaped Jewish approaches to scripture and theology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST232**
Prereq: **None**

RELI234 Ancient Christianity irl: Art, Objects, and Sacred Spaces in the Roman Empire
This course will introduce students to ancient Christianity through the study of a variety of sources, including textual, material, and visual. We will examine the development of Christianity in the Roman Empire during the first six centuries CE, following the rise of Christianity from a religious movement to an imperial religion. We will investigate the myriad representations of Christianity throughout the ancient Mediterranean world: amulets, magical spells, books deemed crucial for the faith and those deemed heretical, the earliest images of Jesus and his followers, and those spaces devoted to Christian cultic practices. This course requires no background and will engage topics in units diachronically so that students can understand the evolution of ancient Christianity from the Classical period through late antiquity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI235 Gods, Heroes, and Chaos!: An Introduction to Greek and Roman Mythology
This class will dive into the wild and tumultuous world of ancient Greek and Roman mythology to begin to understand its impact on culture and identity in both the ancient and modern world, reading primary source literature, looking at iconography and material culture, and studying later examples of mythological reception. Primary sources span mythical stories of the creation of the universe and the gods themselves; the dramatic exploits, interrelationships,

and depictions of the gods; the careers of major heroes and heroines; and the myth of the Trojan war and its long aftermath. While we read ancient works, we will discuss the impact of mythology on religious and cultural practices, history, cultural identity, art, politics, and day-to-day life. We will also discuss the enduring influence these myths have on modern culture -- for better and for worse -- in today's politics, culture and art. Students will acquire mythological literacy, to understand the language of myth itself in both the ancient and modern world, to be able to read the impact myth continues to have on the way we define the natural world, the divine, and humanity's place in the universe. This course counts towards the Literature and Performance track of the Classics major.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST205, WLIT253**
Prereq: **None**

RELI239 Modern Shamanism: Ecstasy and Ancestors in the New Age
The wise and mysterious native shaman has long held a particular fascination for Western scholars of religion, but does this figure even exist? What does it mean to be a practicing shaman today? Beginning with Eliade's definition of "archaic ecstasy," we examine the idea of the shaman, their role in the New Age movement, and the challenges faced by contemporary indigenous shamans, from negotiating international intellectual property rights law to Ayahuasca tourism and environmental activism. Course materials are supplemented by A/V materials from the instructor's fieldwork in Siberia.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES282**
Prereq: **None**

RELI240 Religion in the Roman Empire
This course is an introduction to the religious practices of ancient Rome, from the Republic to the Empire and its conversion to Christianity. Attention will be given to the gods and their veneration, divination and sacrifice, religion and the family, religion and the state, and official attitudes toward foreign cults.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI241 Cults, Crusades, Jihad, and Multiculturalism: On (Non)Religious (In)Tolerance
"More people have died in the name of religion than any other cause on Earth." Is this true? If not, why do so many people believe it? Even if it is not true, a great many people have died for causes propelled by religious ideologies and sentiments. Then again, a great many people have been killed because of their religious identities and associations. How do religious traditions generate emotions of empathy, suspicion, antagonism, and/or indifference? And how do secular traditions promote similar emotions toward specific religions and toward religion in general? This course will investigate what these dynamics tell us about various religions in different cultures--specifically those of South Asia and the United States--and how some social ideologies allow only for specific religions or all religions. We will explore these in the context of the so-called "cult" of the Branch Davidians in Waco, Texas; the pogrom against Muslims by Hindu nationalists in India; various jihads in Afghanistan, Pakistan, and India; and the role of imagined Muslims in the language of tolerance among the American republic's founders.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS241**
Prereq: **None**

RELI241F Cults, Crusades, Jihad, and Multiculturalism: On (Non)Religious (In)Tolerance (FYS)
"More people have died in the name of religion than any other cause on earth." Is this true? If not, why do so many people believe it so? Even if it is not true, a great many people have died for causes propelled by religious ideologies and sentiments. Then again, a great many people have been killed because of their religious identities and associations. How do religious traditions generate emotions of empathy, suspicion, antagonism, and/or indifference? And how do secular traditions promote similar emotions toward specific religions and toward religion in general? This course will investigate what these dynamics tell us about various religions in different cultures--specifically those of South Asia and the United States--and how some social ideologies allow only for specific religions or all religions. We will explore these in the context of the so-called "cult" of the Branch Davidians in Waco, Texas; the pogrom against Muslims by Hindu nationalists in India; various jihads in Afghanistan, Pakistan, and India; and the role of imagined Muslims in the language of tolerance among the American republic's founders.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI242 Introduction to Buddhist Thought and Practice
This course will introduce significant aspects of Buddhist thought and practice, primarily as it manifested through the literature of India, South Asia, and East Asia. It begins with an overview of the historical Buddha's life and the development of early Buddhist ideas and practices. The course then introduces the Mahayana or Great Vehicle tradition that began to emerge around the first century BCE, as well as later forms of esoteric Buddhism known as Tantra. The course concludes with the development of modern Buddhism in Asia and its manifestation in the West. Readings consist mainly of primary Buddhist texts in translation, which are supplemented as necessary by works of secondary scholarship. The course broadly examines the topics of Buddhist philosophy and ethics, monastic and ascetic life, meditation and ritual practices, and the material culture of Buddhist societies, including artistic traditions, architecture, and book culture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CEAS242, GSAS242, PHIL242**
Prereq: **None**

RELI250 Islamic Movements and Modernities
No background is required for this seminar. The so-called Islamic State once grabbed headlines daily with criminal acts primarily committed against other Muslims, but also against non-Muslims. Its violence overshadowed even al-Qaeda and the Taliban in media coverage. This seminar will track the development of these groups as well as the many more Islamic movements that reject violence and seek peaceful social change. Indeed, many Muslims object to the name "Islamic State" because they recognize the group as neither Islamic nor a legitimate state. The seminar examines how specific Muslim communities in the Middle East, Europe, South Asia, and the United States have engaged the modern conditions of Western imperialism, nationalism, and globalization and shaped their own forms of modernity. The seminar also investigates the increasingly digital, transnational, and intercultural realms of Muslim experiences.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS250**
Prereq: **None**

RELI251 Not Like Us: Religion, Race, Pop Culture
Starting with the work of Pulitzer Prize and Grammy award-winning, Super Bowl-performing artist Kendrick Lamar, this course examines how Black culture, and thus race, is often interpreted through religion. Afro-British theorist and cultural studies pioneer Stuart Hall famously published the article "What Is This 'Black' in Black Popular Culture" in the 1990s. In that essay, Hall sought to examine the work of the signifier of race in relationship to the idea of culture. This course, following Hall, will enable students to examine the relationship between structures, practices and ideas of race, with structures, practices and ideas of religion in defining Black people in the modern world. Through Hall's lens of culture, the class will examine people, places and periods, from witches and demons to Blues and Spirituals, Martin Luther King Jr to Malcolm X, the Black Arts Movement to Black Lives Matter, Beyoncé to Kendrick Lamar, Marlon Riggs to Michaela Coel, by considering questions of authenticity, claims of Africanity and formations of religiosity all in the word Black. Course focuses on digital humanities in learning and assignments. Books for purchase are not required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM252**
Prereq: **None**

RELI252 The Five Rachels: Jewish Women in Contemporary American Culture
The course will focus on five iconic contemporary female TV characters, actors, and creators; American, Jewish, and incidentally--or not--sharing the same name: Rachel. Rachel Green ("Friends"), Rachel Berry ("Glee"), Rachel Menken ("Mad Men"), and Rebecca Bunch ("Crazy Ex-Girlfriend"), played by Rachel Bloom, and Midge Maisel ("The Marvelous Mrs. Maisel"), played by Rachel Brosnahan. These five complement each other and offer us a panoramic view of the American Jewish female experience: discrimination, inclusion, the generational gap, and their relationship with Israel. In addition, they allow us to explore the three most common stereotypes associated with the Jewish woman: the Jewish nose, the Jewish mother, and the Jewish American princess. We will discuss the conflicts and the societal shifts these characters embody, and how they define themselves, their Jewishness, their femininity, their unique surroundings, and place in history.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CJST**
Identical With: **CJST252**
Prereq: **None**

RELI253 Rabbis and Reinterpretation
This course explores the dynamic and creative ways in which rabbinic texts, particularly the Mishnah and Talmud, reinterpret biblical passages. We will investigate the methods of rabbinic exegesis, their theological and legal motivations, and the role of these texts in shaping the larger Jewish tradition. Emphasis will be placed on close readings of primary sources in translation, contextual analysis, and critical engagement with secondary scholarship.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CJST251**
Prereq: **None**

RELI255 Heretics and Heresy
What is religion all about? Is it fundamentally about belief, truth, or God? About understanding, revelation, or salvation? Is religion about one's origins, identity, or destiny? Is it about what one does or is supposed to do? How would we ever know? And who gets to say so? This class will explore the emergence of "heresy"--notions of error--in the construction of religious belief and practice in ancient Christianity, and how "heretics" became central to the way Christianity defined itself in relation to Jewish and Greco-Roman religious traditions. We will examine these issues, in part, by reading a number of remarkable, and recently discovered "heretical" texts from antiquity and early Christianity, including the Gospel of Thomas, the Gospel of Mary, the Gospel of Judas, the Gospel of Truth, and the Cologne Mani Codex.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI260 Ancient Jewish Mysticism
This course examines how ancient Israelite/Judahite communities (Bronze Age through the Iron Age) imagined, accessed, and managed the "invisible world": the dead, hostile spirits/demons, divine messages about the future, and the binding power of spoken formulas (oaths, blessings, curses). Rather than treating "mysticism" as later contemplative tradition, we use the term in a deliberately narrow, historical sense: ritual and textual techniques meant to cross or manipulate the boundary between human and nonhuman realms -- especially under conditions of threat, uncertainty, or political pressure. Working historically and comparatively, we read biblical texts alongside contemporary ancient Near Eastern ritual and inscriptional evidence (Akkadian, Aramaic, Sumerian, Ugaritic), asking: What practices do the texts presuppose? What do polemics against "illicit" rites reveal about what people actually did? How do treaties, curses, and apotropaic objects encode beliefs about divine enforcement? And how does material culture (amulets, inscriptions, ritual installations) complicate strictly "literary" reconstructions?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CJST260, CLST270**
Prereq: **None**

RELI263 God & Guns: The History of Faith and Firearms in America
This course examines the history of firearms and religion in the United States, ultimately seeking to understand the significance of gun culture within American Christianity and the powerful "God & Guns" story at the core of many Americans' identity. Beginning with an overview of colonial and revolutionary-era views of firearms and violence, the course examines the influence of slavery, gender, and the wars of the 20th century, paying special attention to the emergence of a masculine, warrior Jesus within evangelical and fundamentalist communities during the Cold War. Students will be challenged to consider the ways in which this story helps explain one facet of popular support for Donald Trump and to reflect on how firearms are central to the identity of many conservative American Christians.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST289**
Prereq: **None**

RELI264 Theorizing Religion with Zombies
This course introduces students to theories in religious studies and other fields in order to investigate the intellectual and cultural histories of two highly influential and essentially religious ideas: the zombie and the apocalypse. We

will critically trace their representations in popular culture in order to explore writings in biblical narrative, history, modernity, monster theory, alterity, gender, capitalism, race, epidemiology, film theory, and media studies. We will begin with ancient texts, move to the history of the concept of the zonbi in Haiti, and then trace the trope of this modern monster and its various meanings into the contemporary moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI265 The History of Emotions & Religion: Feeling One's Way to the Past
When examining the lives of communities, societies, and religions, scholars tend to focus on ideas and practices such as "justice" and "salvation" or fair elections and religious discipline. But what about emotions? For reasons we will examine, Western scholars -- and, thus, students -- have often overlooked the centrality of emotions in the social interactions of and between various cultures. This seminar will consider various historical (and a few contemporary) references to emotion in written texts. It will take into account the variability of the language about emotions (indeed, does the category of "emotion" even translate into all languages?). Emotions examined in American, European, South Asian, and Middle Eastern contexts include those that might be translated into current American English as fear, love, awe, submission, dispassion, pride, and loyalty. Each will be considered in their historical context with reference to the contemporary terms used and their linguistic register. Papers will involve the use of historical dictionaries and encyclopedias in order to understand period uses of terms we might now described as "emotive." Seminar members will visit with Wesleyan's Rare Books staff in preparation for a final project that will require use of the archives of either Wesleyan or the Middlesex Historical Society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **HIST283**
Prereq: **None**

RELI266 Confucian Ethics
Is human nature fundamentally good or fundamentally bad? How do we live a good life? Is there a universally correct priority in value conflicts? This course focuses on various ethical topics that are explored within the Confucian tradition. The course will combine lecture with discussion of primary and secondary sources, as well as group and individual presentations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL266, CEAS270**
Prereq: **None**

RELI268 Black Religions in the Americas
This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santeria) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, "authenticity," commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM387, LAST268, ANTH267**
Prereq: **None**

RELI270 Magical Money and Enchanted Capitalisms
In the early days of the 20th century, Max Weber foresaw that with the rise of capitalism and modernity, the world would become increasingly disenchanted. Now, with the turn of the 21st century, people all over the world experience capitalism as a realm of enchantment. In Malaysia, ghosts possess factory workers; in South Africa, capitalism produces zombies; and in Bolivia, mines eat their miners. Instead of Weber's "iron cage," we live in a world of "voodoo economics" where Korean shamans conduct ceremonies to bless new businesses, Russian psychics curse business competitors, and prosperity theology preaches that God will make you rich. This class explores the enchantment of the financial sphere, combining theory on the disenchantment of modernity (Max Weber) and commodity fetishism (Karl Marx, Sigmund Freud, William Pietz) with ethnographic accounts of how capitalism and the economy become mystified and enchanted.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI271 Secularism: Godlessness from Luther to Lenin
Secularism is more than just the absence of religion. It is a political and ideological project with a long history that seeks to separate political and religious authority and imagines whether human life can be richer without religion. This course traces the idea and ideal of secularism as an ideological project from classic Enlightenment philosophers to contemporary critics. We begin with Martin Luther's arguments for the separation of church and state, examine utopian ideals of secular humanism in Mill, Locke, Hume, and Marx. We then trace how these philosophies were embodied in state-sponsored atheism in the Soviet Union and how secularism came to stand for religious freedom during the Cold War. Finally, we examine critiques of the secular project (such as Asad, Mahmood, and others), focusing on secularism as a realpolitik approach to governing multireligious societies and the idea of religious freedom as a universal human right. This is a seminar focused on close readings of philosophical and critical texts. Assignments include reading responses and reflective essays.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES216**
Prereq: **None**

RELI272 Ethics After the Holocaust
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human after Auschwitz. In this course, we will investigate how the Holocaust orients contemporary discussions on questions of guilt, forgiveness, and evil. What does it mean to remember, to forgive, and to forget? Can one ethically represent the Holocaust in art? We will explore these questions using various sources, including works by Hannah Arendt, Adorno, and Emmanuel Levinas, as well as museums, memorial sites, and cinematic representations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST272, GRST266**
Prereq: **None**

RELI272F Ethics After the Holocaust (FYS)
The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society,

ethics, and what it means to be human. We will engage films, graphic novels, art, and philosophical works as we try and grapple with the contemporary presence and relevance of the Holocaust. Are comparisons of other genocides to the Holocaust helpful or offensive? Was the Holocaust a lapse into barbarism or a dark side to the logic of modernity? We will see how thinkers such as Hannah Arendt, Emmanuel Levinas, and Martin Buber grappled with these and related questions such as the problem of evil, the meaning of suffering, and the presence of God in the death camps.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST272F, GRST266F**
Prereq: **None**

RELI274 The History of Science in Islam
This course will examine the intellectual legacy of the sciences in the Islamic world. Premodern Muslims cultivated various dimensions of what are today understood as the "hard sciences," including physics, mathematics, biology, and chemistry. In addition to exploring Islamic contributions to these fields during the classical period, known according to some sources as the "Golden Age of Islamic Science," we will explore Islamic medicine and medical theories, astronomy and astrological works (including tools used for astronomical observation), and the sciences of optics and alchemy. We will chart the development of these sciences while looking at the broader cultivation of scientific knowledge in Islamic societies, including the establishment of scientific institutions such as universities, observatories, hospitals, and pharmacies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL273, MDST273, STS273**
Prereq: **None**

RELI275 Moral Complexity in Islam: Origins to the Present
Ethics seem straightforward, until you need to explain your choices. How do you judge actions of truth and deception, love and hate, wealth and poverty, pain and punishment, freedom and slavery? Over the long history of Islamic cultures, how did people describe a good, full life? Is there a unique Islamic ethos of action? Do Islamic thinkers tie values and decisions to divine revelation, or to reason? How do we determine the nature of good and evil? Can God do evil, and what would that even mean? In confronting these questions along with Islamic philosophers and thinkers we will find a surprising range and diversity, and some of history's most compelling answers. Diverse and creative, these answers from the Islamic past compel us to rethink some of our basic presuppositions. Blending theory with case studies from the Islamic past and present, we will approach some of the hard ethical questions that Muslims across the world have had to deal with historically and continue to address today.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL275**
Prereq: **None**

RELI275F Religions Resisting Modernity (FYS)
Why did some Native Americans turn to dance while resisting federal troops? Why do creationists reject evolution? Why do some French Muslims wear a veil when their mothers didn't? Why did Gandhi insist that Indian nationalists spin their own thread? Throughout the last century, resistance has risen to modernity, and religion has played an increasingly important role in challenging the globalization of modern Western values. This seminar will explore how Europe transformed itself into a modern society with worldwide influence. Then it will investigate how the Lakota Sioux, Christian creationists, and Mohandas Gandhi each have used religion in an attempt to resist some aspect of modernity, either outside the Western world or within it. No background in the study of religions is necessary. Ultimately, the course will challenge our very understandings and expectations of what it means to be modern.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RL&L275F**
Prereq: **None**

RELI276 The Gospels and Jesus
In this examination of the history and literature of the earliest writings about Jesus, attention will be given to the literary forms used in the composition of gospel literature, the social and religious functions of the traditions, the role of imagination in the production of gospel texts, and the diversity of interpretations of Jesus in the early church. Readings will focus on the Gospels of Matthew, Mark, Luke, John, Thomas, and "Q."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI277 Magick and Her Practices, of Late
In this course we ask why paganism and Goddess worship have become "the fastest growing American religion," examining the tensions between science and society that so often provoke magic-infused social resistance movements. We explore the rise of Goddess worship in the Americas since the 1970s, considering its ties to ecofeminist, womanist, indigenous, and environmentalist movements. We examine the force of agency and its relation to ritual magic.

We then dive into the purported roots of several modern magic traditions, including Wicca, Dianic witchcraft, Feri traditions, and Haitian Vodou, among others, and ask how these cosmovisions define and/or transcend our gendered personhoods.

As we find our way back to a renewed understanding of modern paganisms, students will design individual or small group projects wherein they experience, ethnographically consider and/or perform extant manifestations of magic and ritual, bringing peoples lived experiences into conversation with course readings. This class is taught as a twice-weekly seminar designed around written assignments and engaged discussions, while inviting but not requiring students to engage in phenomenological experiences outside of class that may inform their written work. Students will produce ethnographic essays that are both analytical and personally reflective.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **FGSS278**
Prereq: **None**

RELI278 Magick and Her Practices, of Late: A Digital Humanities Course
As soon as you step foot into this course, you will become an active member of a podcasting production team, and the teaching modalities and weekly DH seminar format of this course are designed to promote small team engagement, pre-and post-production workshops, and an approach to aural argumentation that moves from written reflective essay to effective audio storytelling intended for public engagement.

In this course we ask why paganism and Goddess worship have become "the fastest growing American religion," examining the tensions between science and society that so often provoke magic-infused social resistance movements. We explore the rise of Goddess worship in the Americas since the 1970s, considering its ties to ecofeminist, womanist, indigenous, and environmentalist movements. Student teams will then dive differentially into case studies that explore the purported roots of these reclaiming traditions, including Wicca, Dianic Witchcraft, Feri traditions, and Haitian Vodou, among others, and produce podcast episodes for the broader University community that ponder where our human practices of magic originated, and why.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **FGSS279**
Prereq: **None**

RELI279 Christianity and Globalization
This course focuses on recent developments in global Christianity. We will look at various interlinked dynamics: the rise of spirit-filled Evangelicalism, especially Pentecostalism, faith-based humanitarianism, child-sponsorship programs, and themes of militarism such as spiritual warfare. We will pay attention to the role of U.S. power in the world and how the narratives that various Protestant Christians tell through their writings and media shape life across international spaces. We will sample a variety of methods in how one studies the field of Christianity. These will include historical, sociological, and anthropological methods, all of which challenge traditional scholarly accounts (meaning those in the field of church history) in order to expand our understandings of Christianity in the modern period.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **LAST279**
Prereq: **None**

RELI279F Christianity and Globalization (FYS)
This course focuses on recent developments in global Christianity. We will look at various interlinked dynamics: the rise of spirit-filled Evangelicalism, especially Pentecostalism, faith-based humanitarianism, child-sponsorship programs, and themes of militarism such as spiritual warfare. We will pay attention to the role of U.S. power in the world and how the narratives that various Protestant Christians tell through their writings and media shape life across international spaces. We will sample a variety of methods in how one studies the field of Christianity. These will include historical, sociological, and anthropological methods, all of which challenge traditional scholarly accounts (meaning those in the field of church history) in order to expand our understandings of Christianity in the modern period.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI280 Mixed in America: Race, Religion, and Memoir
This course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM282**
Prereq: **None**

RELI280F Mixed in America: Race, Religion, and Memoir (FYS)
This first-year seminar course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM282F**
Prereq: **None**

RELI281 Political Fantasies of Zion
Palestine, Zion, Judah, the Promised Land. A small piece of land in the Middle East has a very long and contested history full of religious meaning for Judaism, Christianity, and Islam. Some imagine the State of Israel as an island--"the only democracy in the Middle East" or the only Western state in the region--surrounded by a hostile environment. The geographical area, by contrast, has often been portrayed as a crossroad, a place where cultures clashed, merged, and exchanged ideas.

In this class, we will examine this tension between a physical and imagined space, between political reality and idea, by recovering alternative Zionist, non-Zionist, and anti-Zionist visions of the Zion. Jewish statehood is a very recent phenomenon. Throughout the modern period, the vast majority of Jews lived under empires, whether Habsburg, French, Romanov, British, or Ottoman. How did the imperial experience shape Jewish religious and political views? What role does the imagination of Zion play in today's political context? Reading political pamphlets, poetry, maps, artworks, and utopian fiction, we will pay attention to the construction of the Zionist idea not just in political Zionism but also in contrasting visions including Canaanism, cultural Zionism, diaspora nationalism, a Jewish-Arab federation, a binational state, and the rejection of statehood as heresy. In the last part of the class, we will look at recent contemporary issues from the news, e.g., the agreements between the State of Israel and the United Arab Emirates, or government corruption in Israel, in order to see how these ideas of Zion are still present in today's discourse.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM281, CJST281**
Prereq: **None**

RELI282 Religion and the Scientific Imagination
Where do we get the idea that science and religion are opposed to one another? What did Darwin do to classic proofs of the existence of God and how have those proofs bounced back? What sort of evidence do theologians marshal in support of their hypotheses, and what sort of spiritualities do scientists generate in support of theirs? What do neuroscientists think they're finding when they

measure the neural activity of meditating monks? What are the "new atheists" so annoyed about? How do cosmologists talk about the origins of the world, and how do climate scientists talk about its end? In this class we will explore the many ways "religion" and "science" have interacted, conflicted, collided, and combined with one another--in an effort to move beyond the frankly boring "debates" between them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **STS282**
Prereq: **None**

RELI283 Jesus and His Interpreters
The search for the Jesus of history -- what can be known as a matter of historical record about Jesus of Nazareth, apart from religious beliefs and commitments -- creates unending challenges. Jesus left us nothing in writing. Everything we have heard about him comes from texts written many years -- even decades -- after he lived. And indeed, the New Testament never claims that Jesus himself said and did all the things attributed to him. To understand the figure of Jesus, therefore, we must investigate what his many interpreters said about him, and why. This course will focus principally on a close reading of the Gospels in the New Testament (Matthew, Mark, Luke, and John) as well as the two earliest Gospels (the Sayings Gospel "Q" and the Gospel of Thomas) that are not included in the Christian Bible. We will seek to understand how and why these texts interpreted Jesus the way they did.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Prereq: **None**

RELI289 Indigenous Religions: Politics, Land, Healing
From wise old shamans to heroic pipeline protestors, the media is full of romantic representations of indigenous religion, but what do you really know beyond the stereotypes? If indigenous religion is just religion practiced by indigenous people, is it a category at all? Since the first days of colonialism the question of whether or not the "natives" have or are capable of having religion has had political consequences. This class introduces students to the historical and political contexts within which indigenous peoples practice their religions, and critically engages with popular stereotypes. Using ethnography, fiction, critical theory, and the instructor's own fieldwork materials, we will examine some of the criteria by which indigenous religious practices have been romanticized or judged lacking by outsiders: What does an oral tradition sound like? What does it mean to engage in place-based religion? What is a "noble savage," what are sacred sites, animate landscapes, and what are some of the ways indigenous peoples really do relate to the environment in radically different ways? What are some of the contradictions and complications of multiculturalism and the politics of recognition when it comes to indigenous populations? While this is not a survey course, students will be introduced to case studies of indigenous religious practices from North America, Australia, and Siberia.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES289**
Prereq: **None**

RELI291 From Jerusalem to Ground Zero: Muslim, Jewish, Christian, Sioux, and Hindu Notions of Sacredness
Many Jews, Christians, and Muslims view Jerusalem as a "sacred" place. But what does this mean? How does a place--or an object or person--become sacred, holy, revered? Is Ground Zero sacred? If so, how do we compare the destruction of an office building that makes part of Manhattan sacred and Native American efforts to protect venerated sites from "development" that they describe as "desecration"? Does the term "sacred" even translate in other languages? When does a stone sculpture become an embodiment of a Hindu deity?

Using examples such as Jewish, Christian, and Muslim views of Jerusalem, Lakota Sioux recognition of revered places and wicasa wakan (medicine men), and Hindu engagements with divine images, this seminar will explore these questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS291**
Prereq: **None**

RELI292 Reason and Revelation: An Introduction to the Philosophy of Religion
With the dawning of modernity, Europe's colonial and scientific adventures opened a distinction of mutual suspicion between theology and philosophy. Broadly speaking, "philosophy of religion" is the effort to evaluate the claims of revelation and reason in terms of one another. We will examine some of the major texts within this field, whose authors include deep skeptics, committed Christians, committed anti-Christians, secular and nonsecular Jews, feminists, ethicists, idealists, empiricists, Romantics, and liberationists. Themes include proofs of God's existence--along with refutations of those proofs and rebuttals to those refutations--the problem of evil, religious ethics, religious experience, the possibility of a universal religion, "divine" racism, the gender of God, the ecocidal tendencies of Abrahamic theology, and the role theology might or might not play in efforts toward ecological, sexual, and racial justice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **PHIL282**
Prereq: **None**

RELI295 Religion in Dungeons and Dragons
As a fantasy roleplaying game, Dungeons & Dragons has been prevalent for over 40 years. In this game, players partake in fantastical journeys, slaying beasts, completing quests, and interacting with divine beings. Though not often discussed, religion has played an important role in Dungeons & Dragons since its creation: clerics pray to their gods and invoke physical changes in the world, strange cults organize and perform perverse rites, summoning ancient beings for evil. There have been many different editions of Dungeons & Dragons, and each treats these religious elements in a different way. This course answers the questions, "What role does religion play within Dungeons & Dragons and how does the presentation of religion within Dungeons & Dragons map onto scholarly trends within Religious Studies?"
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST295**
Prereq: **None**

RELI299 Imagining Communities: National Religions and Political Rituals
From the Catholic-Protestant troubles in Northern Ireland, Christian nationalism in Serbia, Hindu-Buddhist conflict in Sri Lanka, and the Taliban in Afghanistan, religious nationalism often produces virulent and violent conflict. Yet the Virgin of Guadeloupe is a national symbol of Mexico, Catholicism was central to the Polish Solidarity movement, and America defines itself as "one nation under

God." How are we to understand the relationship between religion and national identity, and how do political rituals, both religious and secular, help form communities? Popular media and political science analysis define religious nationalism as dangerous and secular nationalism as good. We will investigate this claim over the course of the semester by asking what the study of religion and ritual can bring to the topic. Are religious and secular political rituals really as different as they seem? We will read and discuss the classic social theories of Samuel Huntington, Benedict Anderson, Emile Durkheim, Victor Turner, Clifford Geertz, and Talal Asad, and these readings will be interspersed with case studies that illustrate how these theories help us understand the world. Case studies include the war in Bosnia-Herzegovina, the arrest and trial of the punk band Pussy Riot in Russia, and the Yasukuni shrine in Japan, where the souls of kamikaze pilots and World War II war criminals are enshrined. In addition, students will pick a case study of their own for a research project. This project will be conducted through multiple small assignments over the course of the semester that will be combined into a final research paper and class presentation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **REES299**
Prereq: **None**

RELI300 Semiotics of al-Barzakh: The Grammars of the End of Days and Horizons of Possibility
This course builds from the Islamic eschatological concept of "al-Barzakh" as it has been taken up in anthropological theories, as well as in Islamic thought more generally, with careful attention to the term's semiotic transformations and significations. It does so in order to explore both how the term describes an earthly place and an eschatological hereafter as well as a theoretical and practical alternative to the notion of the liminal personhood.

Since at least the 12th century, thinkers have explored the Islamic concept of al-Barzakh to explore the connection between the earthly present and the heavenly hereafter and the scales of judgment in between. This term, somewhat akin to Christian notion of purgatory or limbo, appears only three times in the Qur'an. It is explained as being like the productive firmament that separates salt and sweet water. In places like Morocco, this is commonly interpreted as referring to the Strait of Gibraltar and the underwater isthmus that separates and produces the waters of the Atlantic Ocean and the Strait of Gibraltar.

We will read both contemporary scholarly apprehensions of this term and its various applications in Muslim-majority contexts such as Morocco, Egypt, Sudan, and Iran--often ethnographic--as well as Islamic philosophy that attempts to bring the concept into relation with earthly personhood. In our approach, we will move through a variety of scholarly genres and epochs in order to trace the genealogies of present-day popular invocations of the term as we contrast it with other apprehensions of the eschatological and the liminal.

We will work to understand how this term contains space for both an imagination of everyday life as well as the boundary-generating difference marking here and there, then and now, by looking at how the term is evoked by artists, scholars, religious adherents, psychoanalysts, and border crossers. As we go along, we will pay special attention to the languages of belonging and difference evoked by this term and attend to how an anthropological approach to semiotics might elucidate new grammars of community and horizons of possibility that exist alongside notions of the liminal, uncanny, dreaming, the hereafter, and the imagination of the end of days.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **ANTH305**
Prereq: **None**

RELI301 Jesus and the Gods: Christianity and the Religions of Antiquity
How did Jesus of Nazareth come to be understood as a god, who dies and rises, in a world brimming with gods? Why was he remembered as a philosopher and a martyr, like Socrates? How did early Christians understand their rituals of death and resurrection in terms of salvation and sacrifice? How--and with what motives--did writers throughout history compare Jesus with the priests and kings of ancient Israel or with the gods and goddesses of the "Mystery Religions"? This course will focus on the methods and politics of comparing Christianity and the religions of antiquity. Considering themes and theories of religion and sacrifice, wisdom and prophecy, ethics and philosophy, and mythmaking and cultural critique, we will ask how the politics of classification and comparison have shaped not only our understanding of Jesus and Judaism, and of ancient Greece and Rome, but also the construction of Judaism and Christianity as religions, and the very category of religion itself.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI302 Kierkegaard: An Advanced Seminar in Absurdity
Throughout Kierkegaard's "pseudonymous authorship"--a set of books written by different characters he dreamed up to remove the burden of authorship from himself--we encounter the possibility that, from the perspective of ethics, philosophy, and even religion, the truth will seem ridiculous. Truth, for these pseudonymous authors, takes the form of paradox, that reason and common sense can only call "absurd." Of course, it is no surprise that a paradox seems absurd; if it is not absurd, it is not a paradox. For the pseudonyms, it is therefore either the case that truth is paradoxical, exceeding the realms of ordinary thinking and existing, or that it is not. If it is not, then the absurd is simply absurd and both philosophy and religion are right to reject it. But if truth "is" paradoxical, then we are faced with the problem of thinking the unthinkable, communicating the incommunicable, and getting serious about absurdity. In this seminar, we will wrangle some of these pseudonyms' best-known, most exciting, and crankiest books, along with a few of Kierkegaard's signed, vitriolic attacks on the established church.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Prereq: **None**

RELI303 Extinction/Rebellion: Christianity and the Climate Crisis
Although this course is not devoted specifically to the subject of "XR"--the decentralized environmental activist organization and global campaign of civil disobedience--it borrows the movement's self-designation as a point of departure for an exploration of the historical, conceptual, and geopolitical significance of Christianity to the "Anthropocene." How is Christianity entangled among the "historical roots of our ecologic crisis"? What is "eco-theology"? How do ancient narratives of creation and traditional Christian teachings regarding the origin of humankind continue to shape modern, scientific, and popular assumptions about the natural world and our place in it? What does the book of Genesis have to say about commercial agriculture, ethical veganism, and the relation of divinity with the more-than-human, animal-vegetal-mineral web of

life? Whence this "planet of slums" and whither Paradise or the Promised Land? Which elements of the Christian imagination enabled colonization of the New World, indigenous displacement and genocide, the transatlantic slave trade, and capitalist globalization? Is another world still possible, and could Christian thought and practice play a pivotal part in actualizing an alternative planetarity today? We will pursue these questions together by way of readings in theology, philosophy, critical science studies, ecology, geography, political economy, Black feminism, queer theory, and Indigenous studies. Ultimately, the course analyzes aspects of Christianity's intimate involvement in the history of climate change and considers how critical attention to this history may contribute to collective acts of rebellion against mass extinction.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS302, STS313**
Prereq: **None**

RELI305 Pantheologies: Animal, Vegetable, Mineral, World
Pantheism teaches that the world itself is divine. The idea seems simple enough, yet it has suffered extraordinary ridicule at the hands of western philosophers and theologians, who have considered "matter" to be lifeless, dark, and feminine (which is to say, as different as possible from "God.") This course will explore this generalized panic over pantheism--in particular, the anxieties it encodes over gender, race, nationality, and class, and the contribution such anxieties have made to an unequally distributed attack on the "environment."

Seeking an alternative to our raced and gendered ecocidal metaphysic, the course then turns to contemporary pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, anti-racist, and ecological stakes of these theories? Properly conceived, what is pantheism; is it ultimately distinguishable from atheism; and what use are any of these platforms in developing an ethic and politic of environmental justice?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **FGSS304, STS305**
Prereq: **None**

RELI306 Animate Landscapes: Spirits and Sovereignty in Indigenous Religions
Scientific understandings of the world are grounded in a distinction between animate beings and inanimate matter, but people all over the world have understood land and landscapes as alive and filled with agency. Indigenous religious practices often include relationships with mountains, rivers, glaciers, and other powerful "other-than-human persons" who must be respected, who can protect, but who are also feared. In the eyes of early Christians and often in contemporary popular culture, these animate and agentive landscapes can seem monstrous. We will explore medieval ideas about the Wild Man of the Forest, Indigenous and Feminist theory, and draw on case studies from North America, Siberia, Mongolia, and the instructor's fieldwork materials with landscape beings in Buryatia. The class will explore the different relationships human beings have with animate and sacred landscapes, think about the ramifications these relationships have for sovereignty over and in the "natural" world and why the idea that land is alive might be threatening. The course includes a 4 day/3 night trip to Penikese Island off Cape Cod for an immersive learning experience with the Gull Island Institute during Fall Break. The trip will be fully funded with no cost to the students). The trip is required, and in order to take the class you must be available to participate in this travel during Fall Break (10/24-10/27).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS309, REES306**
Prereq: **None**

RELI307 Ritual
Religion can be defined through beliefs or traditions or texts, but it always takes physical form through ritual. Ritual is the one universal in religion, but the question of how to understand ritual is possibly the most contested question in the study of religion, and not all rituals are religious. Can a ritual be read like a text? How do symbols produce effects, and how should we understand these effects? What is performative speech and how does it work? How does ritual behavior reflect and shape social relationships? This course introduces students to the major approaches to the study of ritual. The readings draw heavily, but not exclusively, on anthropological approaches to ritual, both classic texts and recent innovative approaches focusing on language and embodiment. Students will pick a ritual that they are interested in and will attend that ritual several times over the semester, conducting practical fieldwork exercises and applying the theories we read in class. The assignments culminate in a paper in which students will be required to analyze "their" ritual using the theory we read together in class. For these assignments, students are encouraged to define ritual broadly and creatively. The goal of the class is to gain an understanding of theoretical approaches to ritual by applying these theories to the social world around them.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ANTH303**
Prereq: **None**

RELI308 Trump-Evangelicals: the History of Fundamentalism and Evangelicalism in America
This course examines the history of American evangelicalism and fundamentalism, beginning with a brief overview of Protestantism in the colonial and revolutionary eras. Then, the course examines revivalism, slavery, and the emergence of fundamentalism during the 19th century. Special attention is paid to the re-emergence of evangelicalism after World War II, the establishment of the religious right, global evangelicalism, and subcultures (such as Christian music). The course concludes by investigating the core evangelical support for the candidacy and presidency of Donald Trump. Students will be challenged to consider the ways issues of gender, race, and economics have shaped fundamentalism and evangelicalism, and reflect on how these movements' views of American history contribute to their own sense of identity and purpose.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST308, CSPL308**
Prereq: **None**

RELI309 Scoundrels, Sinners, and Saints: Approaches to Buddhist Life Writing
This seminar will examine a variety of religious biographies and autobiographies in order to evaluate the significance of life writing in the Buddhist traditions of Asia. Materials will cover a broad range of historical periods, from early medieval to modern, and geographic regions, including South Asia, East Asia, the Himalayas, and Tibet. Topics include the structure, function, style, production, and reception of biographies and autobiographies, as well as more thematic questions of religious transmission, soteriology and praxis, formations of self-identity, gender, and the relationships of biographical literature to art and pilgrimage. Readings include primary Buddhist texts in translation supplemented by secondary scholarship on hagiography and sainthood, literary theory, narrative constructions of the self, and Buddhist history.

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CEAS309, GSAS309**
Prereq: **None**

RELI311 Pain and Punishment in the Hebrew Bible
The Hebrew Bible has many graphic depictions of pain and punishment; some inflicted upon the Israelites and many inflicted by the Israelites themselves. Many of the laws of the Hebrew Bible describe the proper ways to inflict punishment and many of those same laws describe the ways in which someone might be absolved of punishment. This course aims to answer the questions of: What role did pain and punishment play in the ancient world? How was the physical experience of either connected to religious experience? In what ways was pain, and often disgust, utilized to either connect or separate someone from the divine? What is the relationship between divinity, power, physicality, and punishment? In asking these questions, this course will demonstrate that, much of the time, spirituality, devotion, and religiousness, need not be divorced from the physical world and need not be considered metaphysical qualities.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **CJST311**
Prereq: **None**

RELI312 Judaism in the Time of Jesus
This course is designed to help us understand the emergence of Judaism - its practices and beliefs, as a philosophy, a way of life, a religion -- from the formation of the Hebrew Bible (ca. 400 BCE) to the parallel development of rabbinic Judaism and early Christianity (ca. 100 CE). We will be concerned with the creation of community and its institutions, the rise of sectarianism and claims of normativity, the creation of the Bible as scripture and various modes of its interpretation, the relationship of early Judaism to ancient Israelite religion and society, and relations between Jews and Judaism to gentiles and gentile culture. Attention will be given to the creativity of Jewish literature, its common setting in times of oppression, and its place in the religious heritage of Judaism and Christianity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **CJST312**
Prereq: **None**

RELI313 Curating Religion: Museums, Monuments, and Memorials
Museums, monuments, and memorial sites have long been important sites for public reckoning with the past. But they are not only about the past, they represent present struggles about the meaning of history and the possibility of imagining different futures. In this multidisciplinary class, we will work as a group to examine diverse case studies in which religion and memorial culture intersect in acts such as curation, representation, conservation, and repatriation. Visiting exhibitions and working with Wesleyan's collections, some of the questions we will ask include: What are the ethics of the treatment of objects in museums and of repatriation? How does space shape religious experience in an arguably secular setting? How do monuments invoke religious imagery and symbolism in their construction of history? In what ways does placing something behind a glass case give it a religious aura, and in what ways does it drain an object of its sacrality?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ANTH314, CJST314**
Prereq: **None**

RELI314 Buddhist Traditions of Mind and Meditation
This seminar surveys a range of Buddhist meditation practices in the context of traditional theories of mind, perception, and cognition, with an emphasis on the traditions of South Asia, East Asia, and the Himalaya. Beginning with canonical descriptions of the mind and its variety of mental states, the course will then examine early scriptural expositions on the two principal types of meditation techniques: tranquility or concentration meditation (samatha) and insight meditation (vipasyana). Next will be an examination of techniques for cultivating compassion and the view of emptiness that were central to the later Indian traditions of the Mahayana or Great Vehicle. The course will finally turn to the elaborate systems of Tantra that developed in India and spread through Tibet, which incorporate the visualization of deities and recitation of mantras. Readings will include both primary Buddhist canonical works and commentaries by contemporary Buddhist teachers in English translation as well as secondary scholarship on the historical context of Buddhist meditation systems, cognitive theory, and ritual practice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS314**
Prereq: **None**

RELI315 Ethics and Action in the Buddhist Cosmos
We often think about nirvana, or "enlightenment," as the ultimate goal of Buddhist practice. But the reality is much more complex. Buddhist traditions imagine a huge range of positive outcomes for moral behavior: immediate material benefits, rebirth in a better body or in a wealthier family, and enjoyment of gold-paved heavens or eternally blissful Pure Lands.

In this seminar we will read Buddhist scriptures, commentaries, biographies, narrative anthologies, and scholarly works that trace the many ways of thinking about ethics, action, and rebirth in the vast Buddhist cosmos. We will tour Buddhist heavens and hells, Pure Lands and political dystopias, as well as the complex worlds of Buddhist modernity. Along the way we will begin to think about key issues in the study of religion: narrative and ethics, magic and material culture, cosmology and sacred presence, modernity and globalization.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI316 Human Rights and Spiritual Ecologies of Indigenous Peoples
This seminar will explore the social, legal, and metaphysical aspects of indigenous spiritual ecologies and their relation to United Nations discourses, indigenous community media production, and land rights movements. We will consider how indigenous peoples both respond to legal frameworks and press their positions into national and international human rights standards, on issues ranging from governance to cultural survival, from environmental management to language policy.

A particular emphasis will be put on the Andean and Amazonian regions of South America, the Mesoamerican highlands (Chiapas, Guatemala), the United States, and the United Nations Permanent Forum on Indigenous Issues, but students are encouraged to pursue their research projects across Abya Yala (the Americas).

This course focuses on developing critical thinking skills and places a special emphasis on writing and thoughtfully responding to the materials presented in class. Classes will not only consist of framework lectures and discussion questions, but also a combination of student panel presentations and writing in a collaborative environment. Participation in these activities is crucial to success in this course. Opportunities for student engagement in Manhattan at the April 2024 United Permanent Forum on Indigenous Issues are currently in development.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS328**
Prereq: **None**

RELI317 Colonizing Space: Exploration, Extraction, and Inhabitation
In his 2025 Inauguration Address, the US President promised that the nation "will pursue our manifest destiny into the stars, launching American astronauts to plant the Stars and Stripes on the planet Mars." What is "manifest destiny," and what does it have to do with outer space? Would planting a flag on Mars amount to claiming it as territory? And why is this administration setting its highest hopes on Mars? This course will track the ideological and colonial history of the Apollo era before approaching the scientific, economic, and legislative landscape of the corporate sector known as "NewSpace." It will explore the mythological underpinnings, narrative imaginings, and theological justifications for the unfettered exploitation and inhabitation of Earth, the Moon, asteroids, and Mars. Finally, it will ask whether an ethically and ecologically sustainable space program is possible.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS317, STS327**
Prereq: **None**

RELI317F Colonizing Space: Exploration, Extraction, and Inhabitation (FYS)
Under its "Artemis Mission," NASA plans to put "the first woman and first person of color" on the Moon to build a permanent outpost. This lunar base will allow NASA to mine the Moon, extract precious metals from asteroids, and eventually colonize Mars--hopefully before China and Russia do the same. Thanks to recent legislation, NASA will rely throughout this mission on the rocket and extractive technologies of private corporations like SpaceX, Blue Origin, Moon Express, and Deep Space Industries, whose CEOs proclaim they are saving the human race by expanding it into space. It will also rely on the backing of the newly-created sixth branch of the U.S. military: the Space Force.

This course will track the ideological and colonial history of the Apollo era before approaching the scientific, corporate, and legislative landscape of "NewSpace." It will explore the mythological underpinnings, narrative imaginings, and theological justifications for the unfettered exploitation and inhabitation of the Earth and its cosmic neighbors. Finally, it will ask whether an ethically and ecologically sustainable space program is possible.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ENVS317F, STS327F**
Prereq: **None**

RELI318 Awesome Cinema: Religion, Art, and the Unrepresentable
How does one represent the unrepresentable? In particular, how might a medium like cinema, founded on recording the visible world, move us to sense something beyond human experience? Various artistic, religious, and religiously artistic traditions use mystery, horror, surprise, disgust, and pleasure to evoke the uncanny, the majestic, the terrifying, and even the sublime in us. This class examines how filmmakers prompt audiences to feel awe (which might be awesome, awful, or both) and how that relates to religious engagement with the non-rational. Noting parallels in painting, ritual, architecture, and other means of expression, we consider how art structures emotion, perception, and cognition to exceed representation of the known. This class will examine how aliens, avatars, black holes, death, deities, demons, saints, saviors, superheroes, and nature have been conduits to that which appears to escape reason.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM318**
Prereq: **RELI151 OR FILM307 OR FILM304**

RELI320 Schemers and Redeemers: Capitalism and Christianity in the Early Republic
This course examines the intersection of two of the most significant themes in U.S. history: Capitalism and Christianity. Beginning with the Early Republic (1790s) and continuing through the mid-19th century, this course asks students to explore how Americans used their religious identities to negotiate and shape market activity and institutions (and in turn, how the marketplace shaped their religion). Students will investigate the varied ways in which religious women and men resolved tensions between gender, class, slavery, moral dogma, and market imperatives. Finally, this course will require students to reflect on how the early 19th-century U.S. experience informs our understanding of the relationship between capitalism and Christianity in 21st-century America.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST313**
Prereq: **None**

RELI321 Visual Worlds of Himalayan Religions
How do Tibetan Buddhists look at religious images? What do pilgrims in Nepal see when faced with sacred monuments? Why do devotees in Bhutan display erotic caricatures in public? This seminar will explore the ubiquitous role of images and imagining in the religious traditions of the Himalayan region. Readings and viewings will examine the painting, sculpture, architecture, and performing arts of the Himalaya (including Tibet, Nepal, north India, and Bhutan), placing them in the context of local religious beliefs, ritual practices, and literary canons. The seminar aims to understand how Himalayan cultures produce religious images and the ways of seeing that invest them with meaning. Classes will address specific modes of visual representation, the relationships between text and image, and the social lives of images, as well various theoretical and methodological approaches for their reading and interpretation. Particular attention will be paid to representations of Buddha Sakyamuni and visual expressions of his life.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **GSAS321, ARHA223**
Prereq: **None**

RELI322 Playing God: Race, Colonialism, and Raising Dinosaurs from the Dead
This seminar draws on the fields of religious studies, ecocriticism, philosophy of science, decolonial thought, Black studies, political anthropology, and queer

theory to examine our culture's fascination with dinosaurs. Questions discussed include: What are the ethical implications of "discovering" dinosaur fossils on stolen Indigenous land? How have "philanthro-capitalists" used dinosaurs to promote the ideology of American exceptionalism? How do fossil fuels and their extraction relate to searches for fossil animals? Why do creationists believe dinosaurs still live, and how is this a remnant of European imperialism? Is the dream of resurrecting extinct species scientific or religious? How do natural history museums benefit from and contribute towards colonialism? Is the past more like a natural resource or public utility? In the process of addressing these and many more questions, students will examine what dinosaurs can teach us about humans, non-humans, post-humans, extinction, and the end of the world.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **None**

RELI323 The Black Charismatic
In this course we will explore the interplay between black politics and popular culture in the post-civil rights era. More specifically, we will examine the aesthetics of affective (commonly called "charismatic") black political leadership by attending to Tavis Smiley's yearly "State of the Black Union" address, 2000-2010. We will rely almost entirely on film, video, and digital archives in order to trace the eleven-year-long evolution of Smiley's annual event, while focusing our hermeneutic attention on the racialized and gendered performances of Louis Farrakhan, Michael Eric Dyson, Cornel West, and others. Through close readings of their televised performances, then, this course will require students to think and write about the practice and rhetoric of the black charismatic. How might the black charismatic threaten to undermine the political opportunities afforded by the success of the modern civil rights movement? How did Smiley's yearly event create the illusion of a black public sphere? What are the unintended consequences of substituting affect for political action? Similarly, what are the potential perils of a politics that results in ephemeral catharsis without dangerous political consequences? While participating in the general discussion across the semester, students will be searching out specific research topics of their own, topics relating the seminar conversation to original research questions about: the new liberalism of black politics; the crisis of the black public intellectual; the importance of technology (particularly the ways in which new media have changed, even upended the political habitus itself); and the relationship between gender (particularly black masculinity), charismatic leadership, and respectability politics. Authors will include (in no particular order): Adolph Reed, Richard Iton, Hazel Carby, Hortense Spillers, Houston Baker, Erica Edwards, Melissa Harris-Perry, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM314, FGSS313**
Prereq: **None**

RELI324 Biopolitics, Blackness and Spirit Baptism: The Birth of American Pentecostalism
American Pentecostalism is a conservative, Protestant, Evangelical revival movement that emerges in and through Black practices that constitute an exclusion in the racialized religious, social, cultural, and political formations of early 20th-century United States. Rather than examining Pentecostalism through a single lens called "religion," this course will use the themes of Biopolitics and Blackness to examine Pentecostalism through its most commonly known feature--an experience called the baptism of the Holy Spirit. Pentecostals were narrated in popular and critical accounts in the late 19th and early 20th century as exhibiting criminality, insanity, and raced, gendered, and sexed Black pathology. These marks of abnormality were all part of a formation of power in America known as biopolitics. As an idea, biopolitics is popularized by French historian/philosopher Michel Foucault. Foucault's concept attempts to explain how different intellectual and professional disciplines emerge in nations during the late 19th and early 20th centuries to best create a thriving population, which could be made to live. The power of the nation-state had traditionally been expressed in and through the power to kill. As a revival movement, Pentecostalism rehearses these themes, as early adherents fight over what it means to be made alive when racial Blackness is almost often seen as a mark of and for death. The course will study original accounts and sources from the historical period, read critical, interpretive accounts, and use a variety of media. All resources will be provided in class or via Moodle.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM327**
Prereq: **None**

RELI325 The Black Soul: DuBois and the Practice and Grammar of Religion
W.E.B. DuBois is a foreparent in modern sociology, history, poetics, and aesthetics. DuBois was no less formidable and foundational for understanding religion in general, and Black religions in particular. This course seeks to read several of the great works of DuBois, interpreting them in light of their relevance for the study of religion. The course will also give extensive consideration to how DuBois both studied and used religious grammar and practices to build his intellectual program. The course will examine DuBois's impact on the study of religion globally in the aftermath of his work. DuBois's works will be considered, along with interpretations from Edward Blum, Hazel Carby, David Chidester, Gary Dorrien, Cheryl Sanders, Theodore Vial, Stephanie Shaw, Victor Anderson, and Rebecka Rutledge Fisher.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM328**
Prereq: **None**

RELI326 Religion and Rocks
In the last few decades, scholars have increasingly cautioned against anthropocentrism in the natural and social sciences, calling our critical and ethical attention to the worlds of nonhuman animals, vegetables, funghi, bacteria, and even quarks. Attuned as we've become to this entangled riot of agents, one might be forgiven for wanting something unquestionable (not to mention unmoving) to stand on. Nevertheless, this course will suggest we turn our attention to the literary, religious, cultural, and scientific imagination of rocks. Why do children collect rocks; what do geologists learn from them; what does industry do to them? How does a mountain become sacred; how do sages encourage stones to speak; who buys and sells crystals, and why? And why is it the case that, even though particular people hold particular stones, gems, mountains, planets to be powerful and even sacred, the category of "rocks" seems not to merit much critical (much less ethical) consideration?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **STS341**
Prereq: **None**

RELI327 How to Be a Buddha: Buddhist Philosophy in Practice
What does it mean to become a buddha? How might one lead an awakened life? This advanced seminar explores the paths of ethical practice, philosophical insight, and meditative cultivation through one of Mahayana Buddhism's most celebrated and influential texts: The Guide to the Bodhisattva's Way of Life (Bodhicaryavatara). Composed in verse by the renowned eighth-century Indian scholar Shantideva, this masterwork of Indian philosophy and Buddhist

literature sets forth in vivid detail the ideal of the bodhisattva, an individual focused on attaining the state of a buddha for the benefit of others. Through a close reading of Shantideva's work in various translations, traditional Buddhist commentaries, and secondary scholarship, we will follow Shantideva's account of the bodhisattva path, examining key points along the way including the nature of suffering and the possibility of liberation; the ethical frameworks of bodhicitta (the mind of awakening); the tension between individual agency and interdependence; the nature of mind; views of no-self and emptiness; and the unfolding of wisdom. The seminar will also consider how, in recent decades, the Guide has been recast and reinterpreted under the rubric of human flourishing and as an approach to living a "good life."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Prereq: **None**

RELI337 Missionary Mysteries: the Objects and Archives of Wesleyan's Missionary Past
This course examines the history of Wesleyan University's connections to missionary work in the nineteenth and early twentieth centuries, as seen through the university's archival and object collections. Students will spend the bulk of classroom time in hands-on learning as they engage with the archives of the Wesleyan Missionary Lyceum and cultural heritage collections obtained by missionaries and brought back to the University. Beginning with an overview of historical, archival, and museum methods, the course then will examine objects and written records from the Americas, West Africa, East Asia and the South Pacific. Students will be challenged to consider the ways in which Wesleyan has been engaged in colonialism, imperialism, and global evangelism. Topics of investigation will include: gender, linguistics, museum ethics and repatriation, the use of objects as educational tools.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST337, ANTH337**
Prereq: **None**

RELI373 Religion, Science, and Empire: Crucible of a Globalized World
The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism, it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **STS373, EDST373, GSAS373**
Prereq: **None**

RELI375 Relic and Image: The Archaeology and Social History of Indian Buddhism
This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (first to third century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts, then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodh Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA381, CEAS381, ARCP380, GSAS381, ARHA381, ARCP380, CEAS381**
Prereq: **None**

RELI377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse
This course will focus on two questions that have thwarted and enthralled scientists, philosophers, and theologians for millennia: Where have we come from? and Where are we going? By reading ancient Greek and early Christian sources alongside contemporary astrophysicists, we will witness the reconfigured resurrection of some very old debates about the creation and unmaking of the world. Is the universe eternal, or was it created? Is it finite or infinite? Destructible or indestructible? Linear or cyclical? And is ours the only universe, or are there others?

The semester will be divided into four sections. The first will explore the dominant, or "inflationary," version of the big bang hypothesis in relation to Christian and indigenous myths of creation. The second will consider the possibility that the whole universe might be a negligible part of a vast "multiverse" in conversation with the early Greek atomists, who posited an extra-cosmic space teeming with other worlds. The third will explore contemporary cyclical cosmologies--that is, theories that posit a rebirth of the cosmos out of its fiery destruction--in relation to early Stoic philosophy and cross-cultural cyclic mythologies. The fourth will explore quantum cosmologies, in which the universe fragments into parallel branches each time a particle "decides" upon a position. We will examine these varied cosmologies of multiplicity, not with a view toward adjudicating among them, but toward pointing out their mythic and ontological genealogies and consequences.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **STS377**
Prereq: **None**

RELI379 Christianity and Sexuality
This course will explore a range of Christian teachings on, attitudes toward, and technologies of sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and trans practices and identities, and reproductive justice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RELI**
Identical With: **FGSS309, MDST379**

Prereq: **None**

RELI391 Religion and the Social Construction of Race
In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) the means through which communities form collective identities. We will read a range of historical analysis and primary source materials from the U.S. and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Father Divine, the Nation of Islam, Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary U.S. relationship to the Middle East.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **AFAM280**
Prereq: **None**

RELI393 "If there is no God, then everything is permitted?" Moral Life in a Secular World
In Fyodor Dostoevsky's The Brothers Karamazov, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity.

One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French laïcité, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST395, REES344**
Prereq: **None**

RELI393Z "If there is no God, then everything is permitted?" Moral Life in a Secular World
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

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Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST395Z, REES344Z**
Prereq: **None**

RELI395 The Anthropology of Religion
What do we study when we study religion? We can observe practices, record speech, examine objects and actions--but what do these things tell us? If religion is about belief, what can we say about belief from documenting actions? Perhaps we must conclude that religion is not about belief, but if so, are in danger of "explaining away" the very phenomena we seek to understand? This course will introduce students to a cross-cultural, comparative perspective on religious practice and belief in order to critically reflect on the role of methodology and research design in the study of religion and the social sciences more broadly. How do we know what we know? How do we plan research in order to find out what we want to know? The course has a significant methods component. Students will be expected to do field research exercises in a local religious community and prepare a methodology research proposal for a fictional or real project as a final assignment. Methodological exercises will be interspersed with ethnographic texts that allow us to reflect on how religion is studied, experienced, and explained. Students planning theses or other research projects with an ethnographic component, in any social science field, may use the class and the final assignment to conceptualize and plan their projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **ANTH395**
Prereq: **None**

RELI398 Majors Colloquium in Religious Studies
This course is designed to teach us how to reflect critically upon the theories, methods, and discourses that constitute the academic study of religion. We will be concerned with current studies in history and the history of religions, classic theory on religion, ethnographic methods, and contemporary theory on secularism. Our task is to understand and assess how scholars of religion make critical judgements. And so, since the building blocks of argumentation remain constant -- definitions, classifications, data, and explanations -- we will seek to

identify and evaluate each scholar's principles of selection, means of description, stipulation of evidence, use of comparative categories, and methods and models of argumentation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Prereq: **RELI151**

RELI401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

RELI404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

RELI407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RELI408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RELI409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RELI420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

RELI466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

RELI467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

RELI468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

RELI469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

RELI491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

RELI492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

RELI495 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

RELI496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **Cr/U**

RELI501 Individual Tutorial, Graduate
Offering: **Host**
Grading: **OPT**

ROMANCE LANGUAGES AND LITERATURES

RL&L115F Italian Cinema, Italian Society (FYS)
This First Year Seminar on Italian cinema (taught in English) investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural, and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism and neorealism (as well as its contested legacy), from a consideration of the "exquisite" examples of auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with popular genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastrone, Ophuls, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others.

Major Screenings will be organized for students. Students are not responsible for purchasing the films.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L120F Tales of Resistance: Modernity and the Latin American Short Story (FYS)
Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, as well as immigration to Europe and the United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L121 Tales of Resistance: Modernity and the Latin American Short Story (In English)
Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, as well as immigration to Europe and the United States.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST121**
Prereq: **None**

RL&L122F The Little Prince and Beyond: Literature and Childhood (FYS)
This first-year seminar will explore French literature and films for and about children. At the heart of our discussions in this class will be the question of how adults construct the child's point of view. How can we define childhood? How can we evoke it through narrative? How ought we make art for children? We'll look at a variety of sources including Marjane Satrapi's graphic novel memoir Persepolis, Antoine de St. Exupéry's The Little Prince, 19th-century didactic literature, films by François Truffaut, and classic fairy tales. No knowledge of French is required; all readings will be in translation and discussions will be in English. We will work on a variety of critical writing formats and students will also have the opportunity to produce creative writing as well.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L123 Love, Sex, and Marriage in Renaissance Europe
This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to: How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FGSS123, MDST125**
Prereq: **None**

RL&L123F Love, Sex, and Marriage in Renaissance Europe (FYS)
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about homosexual love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how do contemporary (21st-century) writers reimagine Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level

research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FGSS123F, MDST125F, WLIT249F**
Prereq: **None**

RL&L123Z Love, Sex, and Marriage in Renaissance Europe
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, the Italian Peninsula, the Low Countries, Portugal, Spain, and Sweden. (N.B. Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What roles did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about "homosexual" love, same-sex unions, and depictions of dissident sexualities and genders? Finally, how have contemporary (21st-century) writers reimagined Renaissance representations of love, sex, and marriage, and why do Renaissance texts and images matter today? Other topics will include virginity and celibacy, friendship, erotic literature and pornography, religion, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL123Z, FGSS123Z, MDST125Z, WLIT249Z**
Prereq: **None**

RL&L125 Jungle and Desert Adventures
This course analyzes the constellation of images and sensations conjured up by the terms "jungle" and "desert" that are opposite but equally extreme. We will explore European adventure tales and travelogues, contemporary non-Western novels, children's books, and films in a quest to understand the imaginative power of these landscapes. Through our readings of such a wide range of texts, we will ask questions such as, What do these landscapes signify? How do descriptions of landscape convey a sense of individual and collective identity? What psychological terrain is explored when writing about extreme landscapes? And finally, how do we each see ourselves in relation to landscape? What is our own version of an "extreme" landscape?
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L126 El Greco to Picasso: Modern Art's Passion for Golden Age Spain
This course examines the life and afterlife of the Spanish artists of the Golden Age, whose achievements reached unprecedented heights in the 17th century. Centuries later, their works took on new roles as artists of other times and cultures found their own inspiration in works of the past: Manet copied Velázquez, Picasso copied El Greco, and (famously on "Project Runway") Christian Soriano copied Murillo. What allowed these complex works to resonate so strongly in another era? Is such influence automatically a sign of success? And why have the works of Francisco Goya inspired more filmmakers than any other artist? Students will be introduced to the reading of visual art for stylistic, historical, and political content and develop a critical understanding of art and society in Golden Age Spain, as well as insights into the role of art as a cultural currency.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L127 Catholicism and Ideology in the Hispanic World
Catholicism has played a number of roles in the cultural politics of the Hispanic world, appearing as a place of national being, resistance, and conservatism. In this course, we will read a number of texts from different periods and national contexts with a view to understanding how writers and intellectuals from Spain, Latin America, and the U.S. engage with Catholicism and the historical conditions under which they do so.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LAST**
Prereq: **None**

RL&L129 Writing the French Revolution
"Liberty, equality, and fraternity" was the slogan of the French Revolution and features three concepts of enduring interest. In this seminar we will explore the French Revolution and its antecedents -- and what these can mean for us today. In the process we will delve into a number of ways of thinking and modes of representation: historical thinking, of course, but we will also get a sense of the origins of sociology and political science, the power of scientific thinking, and differences between literary and visual representation (especially films). This course will also serve as a writing workshop emphasizing the nuts and bolts of good writing and experimenting with such rhetorical modes as argument, personal narrative, persuasion, and fiction-writing.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L130F If This Is an Author: Primo Levi and the Politics of Authorship (FYS)
In this First Year Seminar, we look at what makes an author to help you become a better writer. Through the case study of Primo Levi, we address questions of authorship, reception, and appropriation. From his seminal Holocaust text, "If This Is a Man" (first published in 1947, also known in the States as "Survival in Auschwitz"), to the philosophical essays of "The Drowned and the Saved" (1986), Levi was a writer of many genres (memoir, poetry, short fiction, novel, non-fiction) who confronted some of the most crucial themes of the 20th century: genocide, moral choices, the uses of science and technology, the relationship between historical truth and memory, and the power of language. In this course, we reflect on what an author is in theory (Barthes, Foucault, Sedgwick, Spivak, etc.) and in practice, engaging with and reacting to Levi's writing through such questions as: what makes a literary work authentic and why should we trust the words of an author? How do authors affirm their authority in their own country and abroad, and what is the role of publishers, translators, and critics in their reception? What happens when an author becomes a character for another author, and, more generally, what are the aesthetic and ethical implications of appropriating an author's body (of work)? As we critically read a significant portion of Levi's "Complete Works", you will hone your interpretative and writing skills through class discussion, short writing assignments, in-class presentations,

and ample feedback, understanding how questions of authorship do not pertain solely to a literary author like Primo Levi, but can also help you become a more confident writer.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L140F Van Gogh and the Myth of Genius (FYS)
This seminar will investigate in depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth-making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. We will both investigate the formation of this myth and view it critically, balancing it against the artist's own account of his career in his paintings and prodigious correspondence. Van Gogh's extensive, insightful, and fascinating writing begs the question of how one should treat an artist's statements when interpreting his works. We will also examine the role of biography in art. Finally, rather than viewing the artist as an isolated creator, we will situate his work within the artistic landscape of late 19th-century Europe, and especially France, where he spent his most productive years as an artist, 1886--1890.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA140F**
Prereq: **None**

RL&L141 Van Gogh: Modernity, Utopia, and Nineteenth-Century Art
This course will investigate in-depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized--the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of Impressionist, Neo-impressionist, and Symbolist painters before moving to the south of France, where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist and along the way develop art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist's personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA141**
Prereq: **None**

RL&L148F Responding to Political Turmoil (FYS)
"What just happened? What's going to happen? What do we do now?" Political turmoil, while disconcerting to say the least, is nothing new. This course will look at case studies from various times and regions--including the creation of the U.S.; Fascist Spain; the 1960s in the U.S., France, and elsewhere; Brazil's military dictatorship; Italy in the 1990s; the Arab Spring; contemporary Mali and D. R. Congo--to see how others have responded to periods of political oppression and upheaval. After an initial period of discussion based on readings, we will hold conversations with members of our campus community who have experienced various forms of authoritarianism. The course is both academic and project-based: as we gain perspective through academic readings and assignments on the issue of political turmoil, we will turn what we learn into well-informed, measured, concrete action. In particular, we will workshop several writing exercises related to the topic and intended to make an impact (e.g., letter to the editor, letter to an elected official, public service announcement for the radio). All students (including those whose first language is not English) are welcome in the course and will receive individualized attention to their writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L150F Undoing Gender in Medieval France (FYS)
In this course, we will go way back--before Stonewall and even Simone de Beauvoir--to depictions of gender diversity in multiple medieval literary genres including romances, songbooks, lais, and chantefable. We will dive deep into medieval French texts with an ability to hold ambiguous and complex representations of gender and sexuality. We will discuss canonical French literary works in translation and also in medieval manuscript, alongside contemporary works on gender, queer, and trans theory, in order to illuminate what medieval literature can teach us about gender identities and desire processes that trouble or even escape the gender binary, as it is commonly understood today. As will become clear from our explorations of medieval French texts and manuscripts, many identity categories that we take to be stable, eternal, or "natural," are contingent and simply "naturalized." Medieval genders are not ours, and our genders will not be those of future generations.

This is a writing-intensive course, and you will produce upwards of 20 pages of academic writing by the semester's end. In this class, we will consider writing a collaborative and ongoing process. In the first few weeks, you will be exposed to ideas about gender and sexuality that surprise you. Your first written assignment will be to describe something "weird" that intrigues you and that you would like to investigate more. Sparks of confusion and intrigue are often seeds that grow into ideas and ultimately arguments! As you investigate this topic, you will be encouraged to begin writing about it, and sharing your writing with your peers. In addition to reviewing drafts of your peers essays, you will produce abstracts, outlines, and short conference papers to practice different means of focusing your thought in writing and communicating your thoughts to an audience. Our course will culminate in a collaborative miniconference, where we will work collaboratively to trouble and undo commonsense notions of gender.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L176 Days and Knights of the Round Table
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST235**

Prereq: **None**

RL&L176F Days and Knights of the Round Table (FYS)
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **WLIT262F**
Prereq: **None**

RL&L203 Modern Europe
This course surveys the history of Europe since 1815 and is intended primarily as an introduction to decisive events and interpretation of central themes. Attention will be devoted to major political, social, economic, and cultural developments, beginning with the many dimensions of the political and industrial revolutions of the 19th century; continuing with the emergence of nation-states and nationalism, working-class movements, the consequences of imperialism and the World War I, and communism and fascism; and concluding with study of the World War II, the reassertion of Europe, the collapse of the Soviet system, and contemporary issues.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST203**
Prereq: **None**

RL&L210 Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA210, MDST210**
Prereq: **None**

RL&L210Z Romanesque and Gothic Art and Architecture
This course introduces the art and architecture of Romanesque and Gothic Europe, that is, later medieval Europe ca. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the Other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA210Z, MDST210Z**
Prereq: **None**

RL&L211 Depicting Death in Literature
This course analyzes the theme of death primarily within French and francophone writing (in English translation), tracing the evolution of death imagery over time in literary texts. The curriculum will investigate various contexts related to the environment and language usage, offering a nuanced understanding of how the portrayal of death has changed in literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **CGST141, CHUM141**
Prereq: **None**

RL&L212 Early Renaissance Art and Architecture in Italy
This course surveys key monuments of Italian art and architecture produced between ca. 1300 and 1500. Focusing on major centers such as Florence, Milan, Rome, and Venice, as well as smaller courts such as Urbino and Mantua, it considers the works and careers of the most important artists and architects of the period, among them Giotto, Brunelleschi, Donatello, Giovanni Bellini, Botticelli, and Leonardo da Vinci. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, gender, and spectatorship. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA221, MDST222**
Prereq: **None**

RL&L213 Introduction to Existentialism
This course covers the wide variety of thinkers who may be considered a part of the existentialist tradition. The political and cultural phenomenon of existentialism asks questions concerning the essence of freedom in modern society, the role of emotions and passions in subjectivity, how meaning is brought to life, and the tensions between individuality and society. We will address these questions through the writings of thinkers such as Friedrich Nietzsche, Fyodor Dostoevsky, Jean-Paul Sartre, Simone de Beauvoir, Emilio Uranga, Leopoldo Zea, Gloria Anzaldúa, and Frantz Fanon. Throughout we will investigate what lessons for political life and belonging we can draw from these thinkers in our contemporary world.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL213**
Prereq: **None**

RL&L217 Venice and the Renaissance
Venice -- a city built almost impossibly on a forest of stilts sunk into the mud of the lagoon and buttressed by powerful myths of divine origins, permanence, and prosperity - produced some of the most spectacular works of Renaissance art and architecture. This introductory-level course on the art and culture of Venice's "golden age" considers the works of artists such as Carpaccio, Bellini, Giorgione, Titian, Veronese, and Tintoretto, and architects such as Codussi, Sansovino, and Palladio in the context of the city's unique setting, social and governmental structure, cultural and political milieu, and larger geopolitical significance. It also positions Venice's artistic production within the broader framework of early

modern Europe, exploring its connections with Byzantium and the Islamic world. The course also introduces students to key issues and methods of art history.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA127**
Prereq: **None**

RL&L218 Art and Architecture of Renaissance Florence
How did Florence rebound from calamitous plague to become the self-styled locus of the Renaissance? This survey of the art and architecture of Florence evaluates its cultural achievements against the improbabilities of their success. The city had negligible Roman history but championed the revival of classical antiquity; it was repressive but pushed the boundaries of representing gender and sexuality; its government slid from a republic to an absolute monarchy but fostered creative latitude; it spawned one of Italy's most popular religious zealots and popularized secular ideals; it had no empire but became a hub of global trade and knowledge transmission. To understand how this happened, we will study famous artists like Botticelli, Leonardo da Vinci, and Michelangelo alongside their lesser-known and even nameless contemporaries. Painting, sculpture, architecture, drawing, and printmaking will come alive in lectures and by discussing related texts in translation, recreating artistic techniques, and examining original Renaissance artworks in person.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA222**
Prereq: **None**

RL&L219 Global Rome: Art and Architecture in Early Modernity
Rome has long called itself the "head of the world," but in the early fifteenth century, it was a backwater. This course surveys the art and architecture of Rome as it reclaimed the papal seat, grew its population, witnessed their deaths amid an infamous sack, and then amassed singular power through the transoceanic expansion of Catholicism. The local particulars of Rome will be considered alongside its global history, situating the accomplishments of Raphael, Michelangelo, Caravaggio, Artemisia Gentileschi, Bernini, and others in relation to Rome's ties to Europe, Africa, the Americas, and Asia. Particular attention will be given to Rome's relationship to its ancient empire, as well as the roles of female artists and patrons in a city whose population skewed increasingly male. Students will study architecture, painting, sculpture, drawing, print, tapestry, arms and armor, jewelry, clothing, and ephemeral design, as well as period texts in translation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA226**
Prereq: **None**

RL&L220 Authority and Resistance: France Since 1870
Historians suggest it may be normal for France to be always on the verge of crisis owing to the persistence of irreconcilable conflicts and a celebration and practice of resistance. They conclude that France may be ungovernable, noting that five presidents since 1981, frustrated and resisted, have accomplished very little. This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with current, sustained challenges to state authority and liberal democracy. We will survey this 150-year history, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, socialism and communism, conservative thought and action, extreme rightist movements, the degradation of rural life, the experiences of three wars against Germany, imperialism and decolonization, key personalities, and styles of authority and resistance. Times of emergency and crisis will command attention, specifically the Paris Commune of 1871; the Dreyfus Affair of the 1890s; the Great War of 1914-1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940-1944; the early years of the Fifth Republic, 1958-1969; the extraordinary career of General de Gaulle; and the "yellow vests" in 2018-2019.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST220**
Prereq: **None**

RL&L221 The Pedagogy of Second Language Teaching and Learning
This course offers a foundation for second language (L2) acquisition in the classroom and teaching approaches. Specifically:

- characteristics of L2 learning

- an understanding of the most commonly used L2 methodologies and strategies

- basic know-how for analyzing and creating materials for language learning/ teaching

- L2 teaching as a profession

Classes and readings will be in English, given that the tutorial combines students of French and Spanish. However, the development of students' target language (TL) is also considered a priority in the course, supported by looking at authentic and pedagogical materials, creating pedagogical materials of their own, and by using the language in class during volunteering hours.

This course is intended for students who, being FREN, HISP, or RMST majors or advanced learners in French or Spanish, may be considering a career in education, and who commit to volunteering at the Middletown public schools while taking this course (at the very least). There is a volunteering commitment of 2 hours/week minimum during the semester. Students must take this course concurrently with a FREN or SPAN course numbered 215 or above.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L222 Re-imagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Drawing on innovative techniques of music, dance, painting, and theater Dante denounced political corruption and social injustice in a story that has inspired artists throughout the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th century prisoners of the Inquisition. Students will read selected cantos from Dante's "Commedia," consider contemporary news accounts of modern equivalents to medieval injustices, examine previous adaptations of the poem, and devise their own responses to Dante in the art form of their choice (theater, dance, poetry, playwriting, rap, music, spoken-word, visual arts).

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222, COL235, ITAL244, MDST224**
Prereq: **None**

RL&L222Z Reimagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Combining autobiography and cinematic writing techniques Dante denounced political corruption and social injustice in a story that has inspired artists through the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th-century prisoners of the Inquisition. Students will read selected cantos from Dante's Commedia, consider contemporary equivalents of medieval injustice, examine previous adaptations of the poem, and devise their own responses to Dante in a form of their choice (prose monologue, poetry, playwriting, rap, music, song, spoken-word, drawing, painting, visual collage, epistolary dialogue, etc.).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **THEA222Z, COL235Z, MDST224Z**
Prereq: **None**

RL&L223 Second Language Acquisition and Teaching
This course introduces students to the field of Second Language Acquisition (SLA) and addresses the following questions: How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language?

We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting. Students of French and Spanish may also wish to enroll in RL&L 223L, a 0.5 credit service learning course in which students volunteer in the Middletown Public Schools.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **EDST223**
Prereq: **None**

RL&L223L Second Language Acquisition & Pedagogy - Teaching Romance Languages
How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language? This course is intended for students who may be considering a career in education. We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting.

In this service-learning course, students are required to volunteer a minimum of two hours per week in the Middletown Public Schools, assisting French, Italian, and Spanish teachers in their world language classes. Students will write weekly journal entries reflecting on their classroom experience, and will learn to evaluate, adapt, and create pedagogical materials. By the end of the semester, they will have created a portfolio of activities that can be used in a foreign language classroom.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **EDST223L**
Prereq: **None**

RL&L224 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance
In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolo Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL224, MDST223**
Prereq: **None**

RL&L225 French Literary Masterpieces in Translation and on Screen
In this First-Year Seminar students will study five novels originally written in French, from the seventeenth to the twentieth centuries, alongside and against their respective cinematic adaptations. We will begin with Marie-Madeleine de Lafayette's The Princess of Clèves (1678), one of Europe's first psychological novels, and Christophe Honoré's The Beautiful Person (2008). We will then read Choderlos de Laclos's epistolary novel Dangerous Liaisons (1782) and watch Roger Vadim's Les Liaisons dangereuses 1960, followed by Gustave Flaubert's Madame Bovary (1856) and Anne Fontaine's Gemma Bovery (2014). Moving into the twentieth century, we will discuss Colette's Chéri (1920) and Stephen Frears's Chéri (2009). We will end the course with Nobel-prize winner Annie Ernaux's Happening (2000) and Audrey Diwan's Happening (2021). Other adaptations that students may wish to explore include but are not limited to: Jean Delannoy's La Princesse de Clèves (1961), Manoel de Oliveira's The Letter (1999), Andrzej Zulawski's Fidelity (2000), and Rémy Sauder's 2011 documentary on how The Princess of Clèves has been taught in a French high school in Marseille; Miloš Forman's Valmont (1989), Stephen Frears's Dangerous Liaisons (1998), and Roger Kumble's Cruel Intentions (1999); adaptations of Madame Bovary by Vincent Minnelli (1949), Claude Chabrol (1991), and Sophie Barthes (2014); Pierre Billon's Chéri (1950). These novels and their adaptations will allow us to think about notions of canon formation (i.e., how do we define, and who decides, what a "masterpiece" is?); genre and narrative; the uses of history in fiction; censorship, controversy, and scandal; gender, sex, and class; and how these texts have been and continue to be read, used, adapted, translated, and transformed from their time of publication to the present day. Students who have sufficient knowledge of French will have the opportunity to read the texts in their original language and have discussions and written assignments in French.

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

RL&L225F Writing Biography: Denis Diderot, a Case Study (FYS)
How does one re-create someone else's life, in words? How does one conjure up the historical context that surrounds a far away existence? How does one bring together different forms of evidence--from the archive, primary sources, secondary sources, and written shreds of a life--to create the illusion of knowing the dead? In this course, we will ask these questions about the most fascinating figure of the French Enlightenment, Denis Diderot (1713--1784). In addition to editing the greatest encyclopedia of the 18th century, this would-be priest turned atheist also dreamt of natural selection before Darwin, the Oedipus complex before Freud, and a form of genetic manipulation centuries before Dolly the Sheep was born, all the while making significant contributions to art criticism, dramaturgy, natural history, and political philosophy. His private life, which includes affairs and prison, is also worthy of scrutiny and examination. While reading about his existence and studying a selection of his works, students in this class will undertake a series of biography-related written exercises that seek to resurrect various aspects of this intriguing thinker or members of his cohort. This course and readings are in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **WRCT225F**
Prereq: **None**

RL&L226 The Cosmos of Dante's "Comedy"
In 1321, Dante Alighieri completes the final cantos of the "Comedy" and breathes his last. After 700 years, the "Comedy" has not finished saying what it has to say. This course provides an in-depth introduction to Dante's masterwork as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. We examine the poem as both a product and an interpretation of the world it describes. We also observe how the "Comedy" casts its long shadow on modern culture: in Primo Levi's description of the horror of Nazi concentration camps, or in Amiri Baraka's fragmentary representation of America's infernal racist system. We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (from medieval illuminations to Robert Rauschenberg to David Fincher), continuously camouflaging and adapting to different media. Major topics of this course include: representations of the otherworld; the soul's relation to the divine; Dante's concepts of governance and universal peace; mythology and theology in Dante's Christian poetics; the role of the classics in the Middle Ages; intertextuality and imitation; genres and genders in medieval literature; notions of authorship and authority during the 13th and 14th centuries; the culture and materiality of manuscripts in the Middle Ages; and the reception of Dante's work from the 14th century to the present. The course combines a close analysis of Dante's inventiveness and literary strategies with exercises in analytical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL226, RELI218, MDST226, WLIT250**
Prereq: **None**

RL&L227 Desire, Deception, Disenchantment: Five French Novels in Translation and on Screen
This course aims to study five French novels from the 17th to the 20th centuries in translation, alongside and against their respective cinematic adaptations. We will begin with Lafayette's The Princess of Cleves (1678), one of the Western world's first psychological novels, and then move on to Choderlos de Laclos' epistolary novel Dangerous Liaisons (1782). We will then read Gustave Flaubert's Madame Bovary (1856), Albert Camus' The Stranger (1942), and Marguerite Duras's The Lover (1984). Films will include: Jean Delannoy's 1961 adaptation of Lafayette's novel, Christophe Honoré's The Beautiful Person (2008), a modern-day adaptation of the story, and Rémy Sauder's 2011 documentary on how the novel is being used in a French school in Marseille; three adaptations of Laclos's novel: Roger Vadim's cutting-edge Les Liaisons dangereuses 1960, Miloš Forman's 1989 Valmont, and Stephen Frears's 1998 acclaimed Dangerous Liaisons; three adaptations of Madame Bovary: Vincent Minnelli's film (1949), Claude Chabrol's adaptation from 1991 starring Isabelle Huppert, and Sophie Barthes's version (2014); Luchino Visconti's adaptation of Camus' The Stranger (Lo straniero, 1967); and Jean-Jacques Annaud's The Lover (1992). These novels and their adaptations will allow us to think about notions of canon formation; genre and narrative; the uses of history in fiction; censorship, controversy, and crime; gender, class, race, and (post)colonialism; translation; and how these texts have been and continue to be read, used, adapted, and transformed from their time of publication up to the present day.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L229 Political Turmoil
"What just happened? What's going to happen? What do we do now?" Political turmoil, while disconcerting to say the least, is nothing new. This course will look at case studies from various times and regions--the creation of the US; Fascist Spain; the 1960s in the U.S., France, and elsewhere; Brazil's military dictatorship; Italy in the 1990s; the Arab Spring; contemporary Mali and D. R. Congo, among others--to see how others have responded to periods of political oppression and upheaval. After an initial period of discussion based on readings, we will hold conversations with members of our campus community who have experienced various forms of authoritarianism. The goal of the course is ultimately project-based: as we gain perspective on the issue of political turmoil, we will turn what we learn into well-informed, measured, concrete action. In particular, we will workshop several writing exercises related to the topic and destined to make an impact (e.g., letter to the editor, letter to an elected official, public service announcement for the radio). All students (including those whose first language is not English) are welcome in the course and will receive individualized attention to their writing.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L230 Between Marx and Coca-Cola: European Cinema of the 1960s and 1970s
In the 1960s and early 1970s, a growing sense of alienation and social unrest spread across Europe, making their marks in both society and cinema. Borrowing the words of New Wave director Jean-Luc Godard, these years led to the emergence of "the children of Marx and Coca-Cola." This course, taught in English, will introduce students to a multi-faceted portrait of Europe in the 1960s and 70s through avant-garde and popular cinema from France, Italy, Spain, Germany, and Eastern Europe. We will focus on films that depict global capitalism, gender relations, and government control. Some of the themes we will discuss include the critique of consumerism and materialism, the changing

role of women in society, life under socialism and dictatorship, and youth counterculture. Last but not least, students will learn how New Wave directors challenged traditional approaches to narrative cinema.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-CGST**
Identical With: **CGST230**
Prereq: **None**

RL&L231 Mystics and Militants: Medieval Women Writers
In this class we will read a wide range of works written by European women between ca. 1100--1400, including courtly, devotional, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the antifeminist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical religious experience, heresies, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL232, MDST238, FGSS224**
Prereq: **None**

RL&L232 Obscure Enigma of Desire
This course is an introduction to the study of the ways we create meanings when we read texts. It will focus on several deliberately obscure literary texts from twelfth-century France and will examine them in the light of the classical and medieval concepts of enigma, the marvelous (wonderful), fabula, and allegory as well as some modern theoretical works about how we understand narratives. We will seek to understand why deliberate obscurity is an important part of literature and how medieval authors created narratives that seem particularly meaningful precisely because they are obscure. We will consider why we feel these texts have meaning and the ways in which we make them meaningful to us. This course will be co-taught in parallel with a course (in English) on the same subject offered at the Charles University in Prague by Professor Lucie Dolezalova. About half of the classes will be conducted together with the class in Prague through teleconferencing and Professor Dolezalova will teach one week of the course at Wesleyan and meet with students while she is here.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST232**
Prereq: **None**

RL&L233 Modern Italy on the Silver Screen: 1960--2015
This course is an introduction to modern Italian culture through the lens of Italian cinema. Beginning in the postwar era, we will look at the radical transformations that have shaped contemporary Italy by examining the aesthetic and narrative trends of the silver screen. Italian cinema holds an important place in global film culture, giving rise to new artistic forms (from neorealism to spaghetti westerns and arthouse slashers) that have dramatically impacted foreign and domestic sensibilities. Among the films screened are Fellini's La dolce vita, Pasolini's Mamma Roma, De Sica's Matrimonio all'italiana, Leone's Il buono, il brutto, il cattivo, Argento's Suspiria, Moretti's Caro diario, Ozpetek's Saturno contro, and Giordana's Quando sei nato non puoi più nasconderti. Each film screening is accompanied by a brief presentation of the socio-historical context in which it was produced, allowing students to situate the artistic projects within broader Italian social and political histories. By the end of the term students will have an understanding of the last half-century of Italian national history and will be familiar with key terms in film theory and analysis. This course is taught in English; films will be screened in Italian with English subtitles.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL233**
Prereq: **None**

RL&L234 Cuneiform to Kindle: Fragments of a Material History of Literature
This course provides a theoretical and historical investigation of diverse media of literary expressions from clay tablets to digital texts. We will inquire into the history of writing through different technologies and modes of composition, circulation, and reception from antiquity to the present day. By engaging in such topics as the transition from scroll to codex, from manuscript to print, and from book to Kindle, we will consider the history of literacy in relation to other forms of expression (oral, visual, networked) and analyze different practices of organizing textual materials (punctuation, paragraphing, annotation). We will scrutinize paratextual elements (title, front matter, opening information, foreword) and various forms of verbal accretions (glosses, commentaries, editorial interventions). We will examine shifting notions of authorship and originality and explore different systems of storage (libraries, archives, museums). And by questioning the multifaceted, nondeterministic interplay between literary artifacts and the media by which they are formalized and materially formed, we will provide a critical and historical reflection on the nature of textuality, writing, and media.

Readings will set essays in the history of the book and media studies alongside key literary case studies from various periods and geographical areas. Projects will engage with textual materiality (including through the creation of book-objects of our own). The course will be conducted in English.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST231, WLIT261**
Prereq: **None**

RL&L235B Curatorial Workshop: Art and the Ecological Imagination, 1840-1870
This course examines the emergence of an "ecological consciousness" in art during the mid-19th century through readings, discussion, and firsthand study of works in the Davison Art Center print collection. Although the term "ecology" was first coined in 1866, 19th-century thinkers had long been concerned with the interrelationship of organisms, including humans' place and impact on nature. This class examines how visual artists before Impressionism contributed to the 19th century's "ecological imagination" through their representations of landscapes. Known as the "Barbizon School," this group of artists left the metropolis of Paris to immerse themselves in the wild and rugged terrain of the Fontainebleau Forest while also embarking on journeys to remote regions of France. These members of the first artists' colony seceded from the French Academy of Fine Arts and pursued strategies of independence that were allied at the time with radical politics. In their works they experimented with new materials and approaches to composition that included but no longer prioritized humans, in order to foreground processes of transformation internal to nature itself. The consciousness that artists forged through painting and printmaking led them to become among the world's first conservationists; they successfully petitioned the French government to protect parts of the Forest of Fontainebleau some 20 years before the creation of the first National Park in the United States.

The first half of the course will be devoted to reading and discussion; the second half will center on the study of works in the Davison Art Collection, which includes a superb collection of original and experimental prints by Barbizon School artists. The final project will be the curation of a temporary exhibition of works from the collection, including a selection and arrangement of works, explanatory texts, and a public gallery talk.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA263B, ENVS263B**
Prereq: **None**

RL&L236 Don Quixote: How to Read the Ultimate Novel
No novel is more celebrated than "Don Quixote," albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and "life" or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for "the real world" is often as nutty as the hero himself. We will read, discuss, and write about "Don Quixote" in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL236, MDST236, WLIT247**
Prereq: **None**

RL&L237 Making New Worlds: Encounters on Turtle Island
From before the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years' War, Turtle Island (North America) was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on Indigenous homelands with deep histories. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease). Throughout, we will focus on the persistence and resistance of Indigenous nations who protected (and still protect) their homelands and lifeways.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST237**
Prereq: **None**

RL&L238 America 250: The Promises and Tragedies of Independence, 1763-1815
Independence was a process, not an event. The Declaration built on relationships and identities that formed before 1776 and its impact reverberated across the globe in the decades (and centuries) after. But what kind of world did the drafters of the Declaration imagine? What did their document actually create? What other conceivable futures were sacrificed so that Independence could succeed? Exploring the era that made Independence possible helps illuminate the paradoxes, complexities, promises, and tragedies of the North American experiences at the end of the eighteenth century. The Declaration of Independence opened one future and foreclosed on others. The Revolution required to make Independence a reality was a brutal conflict that divided families, destroyed economies, shattered kinship networks, and created not one but (eventually) two countries. Revolution and Independence looked different to women, labourers, the enslaved, loyalists, and Indigenous nations who were swept up in the American project and had to navigate the new realities it brought about. That the United States would become a super power was far from the minds of those fighting for or against American independence.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST238**
Prereq: **None**

RL&L239 Van Gogh: Modernity, Utopia, and Nineteenth-Century Art
This course will investigate in-depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth making--both in his time and today--in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. This class goes beyond the media image of the artist and looks hard at his paintings, drawings, and letters, placing them in their respective artistic, literary, and historical contexts. Van Gogh engaged with social issues, above all the plight of peasants, artisans, the poor, and the marginalized--the most vulnerable members of society. He sought to give form to their experience in ways that were mediated by Dutch and French landscape painting and French naturalist literature. Upon moving to Paris, van Gogh absorbed the lessons of impressionist, neo-impressionist, and symbolist painters before moving to the South of France, where he created his most memorable works of sun-drenched fields, bar and café interiors, and common workers. Toward the end of his life, he increasingly conceived of art as a site for utopian projections and emotional solace. We shall study the work of this immensely productive artist and along the way develop art historical skills, including visual and textual analysis, historical and contextual interpretation, how to evaluate an artist's personal correspondence in relationship to his painted oeuvre, and independent research.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA239**
Prereq: **None**

RL&L240 Revolutionary France and the Birth of Modern Art, 1789-1900
This course examines the birth of modern art in the wake of the French Revolution and traces the evolution of modern art throughout what would prove to be an extraordinary century of social transformation and formal experimentation, ending in the Dreyfus Affair and Post-Impressionism. Themes this class explores include the advent of a public sphere for art-making and the relationship between artistic advance and appeals to an ever-widening public;

painting and revolution in France and its colonies; the redefinition of history painting in light of the abolition of slavery and the Declaration of the Rights of Man; the expansion of France's colonial empire and the representation of racial difference; the rise of feminism and attempts on the part of women artists to find their own voice in a masculine practice; the destabilization of classicism in light of scientific discoveries and ideas of "primitivism"; and the conflict between the unabashed pursuit of artistic individualism and the need to define collective values and experience. Although these developments took place two centuries ago, they continue to define the field of modern art today.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA240**
Prereq: **None**

RL&L241 Introduction to European Avant-Garde, 1880-1940
This course introduces students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA241, GRST241**
Prereq: **None**

RL&L242 Italian and Italian American Cinema: Not Just Mafia Movies
The entanglements of Italian and Italian American cinema date to the medium's silent era. If the Taviani Brother's 1987 film Good Morning, Babylon is to be believed, while filming Intolerance (1916) D.W. Griffith lauded and lamented the genius of Giovanni Pastrone's colossus Cabiria (1912), doubting that his own epic film would be able to match the virtuosity of the earlier Italian example. Flash forward to 1931-32 and the trio Little Caesar (1931), Public Enemy (1931), and Scarface (1932) sear into the American imaginary the cinematic representation of the Italian mobster. Beyond Italian artistry and aesthetics of the sort Griffith ostensibly applauded, and the numerous examples of the violent, lawless gangster of Italian descent, what are some other (stereo) typical intersections between Italian and Italian American cinema?

Mapping the Transatlantic transmissions of representations, stereotypes, and aesthetic values reveals how these two cinematic traditions co-articulate and condition each other, with "Hollywood on the Tiber" offering a chief example of the ways Italian and American industrial contexts invoke and implicate each other. How do Hollywood's glamorized gangsters inform Italian representations of organized crime? How do American cinematic "Latin lovers" draw on Italian models? How have representations of masculinity, men, and fathers; femininity, women, and mothers; (large) families, food, religion, class mobility, questions of race and racism, and immigration unfolded in their respective contexts and what do intersections among them reveal?

Two non-fiction films from Scorsese help draw our parameters for our discussion: Italianamerican (1977), for socio-cultural codes; for cinematic contexts, My Voyage to Italy (1999), in which the director reviews his Italian influences and which also serves as an introduction to Italian cinema. We subsequently investigate the indicated themes and topics as they range across a corpus of texts which includes, on the Italian American side: Scarface (Hawks, 1932), Not Wanted (Lupino, 1949), The Godfather (Coppola, 1972), Mean Streets (Scorsese, 1973), Rocky (Avildson, 1977), Raging Bull (Scorsese, 1980), Moonstruck (Jewison, 1987), Married to the Mob (Demme, 1988), True Love (Savoca, 1989), Do the Right Thing (Lee, 1989), The Freshman (Bergman, 1990), Goodfellas (Scorsese, 1990), My Cousin Vinny (Lynn, 1992), Household Saints (Savoca, 1993), The Sopranos (Chase, 1999), The Departed (Scorsese, 2006), Wendy and Lucy (Reicherdt, 2008), The Miracle at St. Anna (Lee, 2008). Alongside these, we examine Italian films drawn from this list: Cabiria (Pastrone, 1912), Umberto D. (De Sica, 1952), I Vitelloni (Fellini, 1953), Rocco and His Brothers (Visconti, 1960), Eclipse (Antonioni, 1962), Amarcord (Fellini, 1974), Kaos (Taviani Brothers, 1984), Mediterraneo (Salvatores, 1990), Johnny Stecchino (Benigni, 1991), Lamerica (Amelio, 1994), Gomorra (film Garrone 2008, series 2014), The Young Pope (Sorrentino, 2016), and The Confessions (Andò, 2016). The films for group presentations will also be drawn from these lists.

This course has no prerequisites. We will work on students' capacity for formal film analysis as we go along and, at the beginning of the course, some students may have greater proficiency in this area. At the same time, other students may initially have a broader knowledge base of Italy and Italian society. Everyone has something to learn. Conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L243 Art and Culture of the Italian Baroque
This introduction to the arts and architecture of 17th-century Italy addresses one of the core paradoxes of the period: that startling innovation and creativity were not inconsistent with serving the purposes of patrons and ideologies that at first appear rigid and authoritarian. Supported by popes, cardinals, new religious orders, and private collectors, artists and architects such as Caravaggio, Artemisia Gentileschi, Pietro da Cortona, Gianlorenzo Bernini, and Francesco Borromini depicted saintly bodies in moments of divine rapture, opened up painted ceilings to elaborate illusionistic visions, and subjected the classical language of architecture to unprecedented levels of movement. Through lectures and discussions of key primary and secondary sources, we will explore the emotive and ideological power of Baroque art, considering the multitude of ways in which it shaped the visual, political, and religious worlds of its day.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA233**
Prereq: **None**

RL&L244 European Architecture and Urbanism, 1750-1910
This course considers the history and theory of architecture and urbanism in Western Europe from the mid-18th to the early 20th century. A central theme is the relationship between historicism and modernity through the period. Topics include Neoclassicism, the picturesque landscape, the Gothic Revival, the Arts and Crafts Movement, the École des Beaux-Arts, the German Rundbogenstil, international expositions, and Art Nouveau. We will focus on specific sites in major cities, including Paris, London, Berlin, Munich, Vienna, Milan, Rome, Brussels, and Barcelona, among others. New or transformed building types include museums, railway stations, apartment blocks, department stores, and theaters. Urban forms include residential squares, boulevards, arcades, and

public parks. Architectural culture will be discussed as a response to changing political, economic, technical, and ideological conditions in newly modernizing societies. Urbanism includes the transformation of early modern cities due to industrialization, housing for different social classes, new towns, suburbs, utopian communities, the Garden City, and colonial centers such as Bombay (Mumbai), Algiers, and Hanoi.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA244**
Prereq: **None**

RL&L245 Not Just Neorealism: Italian Cinema, Its History and Politics
This introductory course on Italian cinema, taught in English, investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural, and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism and neorealism (as well as its contested legacy), from a consideration of the "exquisite" examples of the auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastrone, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others. Additional material includes readings in film theory and criticism, Italian history, literary sources, screenplays, and interviews. For interested students with advanced competency in Italian, there will be a .50 credit (CLAC) discussion section, ITAL245/CGST245, at a time to be determined but very likely after our second class of the week. Italian and Romance Studies Majors, please see additional comments below.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FILM302, WLIT248**
Prereq: **None**

RL&L250 Integrative Learning Project 1: Crafting Your Digital Identity
Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you! Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT200, AFAM250, CSPL200, IDEA200**
Prereq: **None**

RL&L251 Italian Art and Architecture of the 16th Century
In addition to key monuments of 16th-century Italian art and architecture, this course seeks to introduce students to some of the most important figures of the period: artists and architects--such as Leonardo, Michelangelo, Raphael, Bronzino, Titian, and Palladio; their princely and ecclesiastical patrons--such as Cosimo I de' Medici and Pope Julius II; and their critics and biographers--such as Giorgio Vasari and Ludovico Dolce. Our aim will be to understand the complex artistic and architectural landscape of the period against the backdrop of shifting intellectual and religious trends, including the Counter-Reformation. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA224**
Prereq: **None**

RL&L252F French Literary Masterpieces in Translation and on Screen (FYS)
In this First-Year Seminar students will study an array of literary chefs-d'oeuvre originally written in French, from the seventeenth to the twenty-first centuries, alongside and against their respective cinematic adaptations. These novels and their adaptations will allow us to think about notions of canon formation (i.e., how do we define, and who decides, what a "masterpiece" is?); content and form, and how they relate to prose narrative and to the moving image; genre and narrative; the uses of history in fiction; censorship, controversy, and scandal; gender, sex, and class; and how these texts have been and continue to be read, used, adapted, translated, and transformed from their time of publication to the present day. Students will have the opportunity to write both academically and creatively. Students who have sufficient knowledge of French will be able to read the texts in their original language and have discussions and written assignments in French by enrolling in the 0.5 CR Cultures and Languages Across the Curriculum (CLAC) course linked to this seminar. (See the FREN 253F course description for the eligibility requirements to enroll in the CLAC course.)
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L254 Breaking the Waves: The Japanese and French New Wave Cinemas and Their Legacy
While the French and Japanese New Wave(s) existed as largely contemporaneous cinematic movements, rarely are they discussed together, instilling the impression of two parallel streams, never to converge or intersect. This course hopes to serve as an intervention into this perceived divide through close readings of these groundbreaking cinematic works and an examination of their revolutionary content in the interest of articulating shared philosophical concerns. In many cases, New Wave filmmakers worked as writers and critics before producing films themselves, a fact that speaks to the intensely theoretical nature of their cinema. This course will therefore examine critical writings published in the space of Cahiers du Cinema, Film Art, and other journals as a means of better understanding the thought process that underlies these films. How do these films figure as a response to that of the previous generation and how did they hope to revolutionize cinematic praxis? What was their relationship to political activism and the events of 1968? Finally, we will consider the legacy of these cinemas: What is the prevailing influence of the New Wave on Hollywood and global cinema? What aspects of the movement have been retained and what has been lost along the way?
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS254**
Prereq: **None**

RL&L261 Framed: Re/presenting Italian Women Filmmakers
This course trains on Italian films written and directed by women with women protagonists and their stories. Our explorations circulate around activities intended to anchor the course in the real and active and invite students to

reflect on the ways these activities and stories resonate in their own lives. Some activities whose filmic representations and reimaginings we will investigate include working, loving, sexing, framing, growing, thinking, collaborating, acting, and making. Our focus on filmmakers will comprise contributions by screenwriters, actors, directors, and editors and consequently we will explore the ways in which women have been "framed" by and for the camera and how women filmmakers have helped "reframe" those representations. Seen historically, our examination will reach from Elvira Notari's films (1911 to 1929) to significant post-WWII collaborations of women actors and directors (e.g., Anna Magnani [with both Luchino Visconti and Roberto Rossellini], Monica Vitti [and Michelangelo Antonioni], Sofia Loren [and Vittorio De Sica], Claudia Cardinale [Sergio Leone and Federico Fellini]). The 1970s and especially the cinema of Liliana Cavani and Lina Wertmuller, set the stage for many of Italy's contemporary women filmmakers, including Francesca Archibugi, Francesca Bertini, Laura Bispuri, Francesca Comencini, Wilma Labate, Alina Marazzi, Susanna Nicchiarelli, Costanza Quatriglio, Alice Rohrwacher, Marina Spada, and Angela Torre. Feminist film criticism and theory will also help us "frame" and "reframe" these contributions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

RL&L266 Introduction to Translation
Literary translation is popularly misunderstood to be the mechanical transfer of words from one language into the words of another. However, literary translators must also bring to life in a new language the intangibles of a text, such as the culture, the mood, the aesthetics, and the vibes. Our modern word vibes derives from an instrument often used in jazz performances called the vibraphone, a percussive instrument that produces a resonant, vibrato effect. In Sanskrit, this vibrato effect is defined by the versatile word dhwani, which is used to describe reverberations and echoes in music, poetry, and theater. In this class (taught by Distinguished Writer in Residence, Daisy Rockwell), we will try our hands at translating not just the words, but the dhwani of texts. This will help us explore what translation has entailed in various eras and cultures, and what we can learn from intermodal translation, when text is brought alive through non-linguistic media, such as sound, visual imagery, and dramatization. Students will formulate a final project halfway through the semester, such as the translation of a short story, a chapter of a book, or a set of poems.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT266, COL268, REES266, ENGL270**
Prereq: **None**

RL&L271 The Sonnet: Forms of Love, Death, and Beyond
This course explores motifs of love, death, and beyond through a single poetic form: the sonnet. We will read transhistorically from the "invention" of the sonnet in the 13th-century Sicilian School to its use in contemporary American poetry, touching on poets in a variety of languages and time periods. From individual poems to sonnet sequences, we will explore the way in which lyric poetry engages non-narrative modes of meaning-making within the formal expectations of the sonnet. Are sonnets uniquely adapted to types of experience which defy easy articulation? In what ways does the form of the sonnet make it possible to give literary representation to the ineffable? This course pays close attention to the relationship between form and content in a variety of poetic works. Poets to be read include Dante, Labé, Shakespeare, Inés de la Cruz, Barrett Browning, Yeats, Millay, Rilke, and Stallings. Writing assignments will include both creative and analytic writing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL271, ENGL237**
Prereq: **None**

RL&L275F Religions Resisting Modernity (FYS)
Why did some Native Americans turn to dance while resisting federal troops? Why do creationists reject evolution? Why do some French Muslims wear a veil when their mothers didn't? Why did Gandhi insist that Indian nationalists spin their own thread? Throughout the last century, resistance has risen to modernity, and religion has played an increasingly important role in challenging the globalization of modern Western values. This seminar will explore how Europe transformed itself into a modern society with worldwide influence. Then it will investigate how the Lakota Sioux, Christian creationists, and Mohandas Gandhi each have used religion in an attempt to resist some aspect of modernity, either outside the Western world or within it. No background in the study of religions is necessary. Ultimately, the course will challenge our very understandings and expectations of what it means to be modern.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI275F**
Prereq: **None**

RL&L279 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT280, CLST285, GRST280, RUSS281, ENGL220**
Prereq: **None**

RL&L280 Exploring Personhood in the 20th and 21st Centuries (CLAC 1.0)
The goal of this course is to provide a thorough examination of the concept of personhood in the 20th century by studying how it has been portrayed and understood in diverse cultural contexts across Arabic, English, and Francophone cultures. Through the use of comparative analysis and an interdisciplinary approach to cultural artifacts--such as works of literature, art, and religious texts as well as current debates around AI and personhood--students will explore how different cultures have approached the question of what it means to be a person and how this has evolved over time. By the end of the course, students will have a deeper comprehension of the various ways in which personhood has been created and perceived throughout different cultural and historical contexts.

The impact of historical occurrences and cultural movements on the construction of personhood, the influence of religion and politics or the fictional writing on conceptions of personhood, the representation of personhood in

literature and art, and the emergence of AI as a new frontier in the investigation of personhood are some of the major topics covered in the course. This will open up new discussion topics about posthuman beings and persona status, particularly in science fiction.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM380, CGST334**
Prereq: **None**

RL&L284 Comparative Politics of Western Europe
The leading nations of Western Europe--Great Britain, France, Germany, and Italy--have developed vibrant economies and stable democracies that differ in important ways from those of the U.S. and from each other. This course explores the ability of European economies to withstand pressures of globalization and the capacity of European democracies to integrate political newcomers such as women and immigrants. We address questions such as, Does New Labour provide a model for parties of the Left across the West, or is its success predicated on the foundations laid by Thatcherism? With the limited ability of the French people to influence politics, should we still consider that country a democracy? Has Germany definitively overcome its Nazi past, or does the strength of German democracy rely on a strong Germany economy? How can we make sense of the Italian "second republic"?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT284**
Prereq: **None**

RL&L290 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, GRST231, RUSS340, RULE340, REES340, ENGL295**
Prereq: **None**

RL&L300 The Arthurian Legend on Film
This course will serve both as an introduction to the Arthurian legend and to its cinematographic representation since the 1940s. Medieval texts will be paired with films that are "based" -- more or less closely -- on them. We will consider the ways in which these stories are told in literature and in film and the differences between them. We will also consider the ways in which the legend was used to address both medieval and modern preoccupations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **MDST302**
Prereq: **None**

RL&L301 History of Spanish Cinema
This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematics. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

For a detailed description of the objectives, materials, viewing requirements and modes of assessments, please visit the course web site at: https://span301.site.wesleyan.edu/
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FILM301, COL334**
Prereq: **None**

RL&L302 West African Literatures and Cultures in French
This course explores major texts in modern and contemporary Francophone African literature by delving into four major themes that traverse the recent cultural, literary, and political history of Francophone West Africa.

The course starts by investigating the relationships between orality and literature through the lens of often-intersecting debates around tradition and modernity; the focus will then shift to articulations of nation, liberation, and the promises of independence, war, and memory, and finally the ruptures and continuities of the post-colonial, neoliberal present.

By spending significant time with primary sources that span over a century of literary and cultural production from and about Francophone Africa, students will have a deep understanding of the urgencies animating writers wrestling with the weight of the colonial past, the violence of decolonization, the brightness of independence, and the uncertainty of the present. A thorough engagement with some of the most important authors of the last 60 years (e.g. C. H. Kane, B. Diop, Y. Ouloguem, M. Condé, among others) will allow us to deep-dive into the possibilities of literary expression, as well as questions of belonging, nation, and evolving ideas of "Africa."
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN302**
Prereq: **None**

RL&L311 Translation Workshop in Early Modern Spain: Topographies of Love, Arcadia, and History
This course takes a practical approach to the translation of early modern Spanish literature. We will begin by consulting various comments on the art and craft of translation made by 16th-century Spanish translators in their own works before we encounter the curious case of the "pastoral prosimetrum," a type of narrative fiction that reimagined the author and their contemporaries under literary pseudonyms in an updated version of an idyllic Arcadian landscape. From Spanish to English, from experience to poiesis, we'll recontextualize these topographies of love in their own literary and historical moment in order to translate those imaginaries into contemporary English. Readings will be in English and Spanish. Discussions and translations will be in English. There are no prerequisites, but reading knowledge of Spanish is required. Please consult the instructor if you have questions about your language ability.

Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL311**
Prereq: **None**

RL&L321 Dialogues of Love: A Close Reading
Towards the end of the fifteenth century amidst the burgeoning cultures of the Italian Renaissance in Naples, Genova, and Venice, the exiled Ibero-Sephardic philosopher and physician Judah Abravanel (Leone Ebreo) composed a philosophical work on erotic ethics as a dialogue between love (Philone) and wisdom (Sophia). "The Dialogues of Love" (1535) presented early modern readers with an erotic cosmology which drew upon Ancient and Medieval texts including Plato, Neo-Platonism, Neo-Aristotelianism, Kabbalah, and scriptural commentary. Widely translated, read, and reprinted throughout the sixteenth century, this text animated literary and cultural life throughout sixteenth-century Europe, finding its way into the work of poets and fiction writers such as Miguel de Cervantes. This course engages this unique and breathtaking work of early modern philosophy through a close reading of a Renaissance cosmos staged as a lovers' courtship.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL321, MDST321, CJST321**
Prereq: **None**

RL&L325 Eloquent Forms: Topics in Italian Renaissance and Baroque Sculpture
Early modern Italy was a site of vibrant and far-reaching innovation in the plastic arts. Driven by intense artistic competition, sustained by lavish patronage, and produced for religious, commemorative, and decorative purposes in both public and private settings, sculpture reached an unprecedented peak of creative ambition, material experimentation, and theoretical reflection during this period. From monumental urban commissions such as fountains to small-scale precious objects prized by elite collectors, sculptural works profoundly shaped the visual and sensory worlds of early modern Italy. This seminar explores the making and meaning of sculpture in the Renaissance and Baroque periods through close engagement with the works and careers of key artists, including Lorenzo Ghiberti, Donatello, Andrea del Verrocchio, Niccolò dell'Arca, Francesco Laurana, Properzia de'Rossi, Michelangelo, Benvenuto Cellini, Giambologna, Leone Leoni, Gianlorenzo Bernini, and Alessandro Algardi, among others. Readings and discussions are organized around thematic issues such as the making and viewing of early modern sculpture; the rhetoric of sculptural materials; verisimilitude and animation; sculpture and the senses; fragmentation and the non finito; touch, desire, and the nude; representations of force and violence; antiquarianism and collecting; tombs and sculptural commemoration; and monsters and monstrosity in garden sculpture.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA325**
Prereq: **None**

RL&L327 Criticism and Psychoanalysis
This course introduces some classical psychoanalytic methods of reading and interpretation, with accent on the four concepts Jacques Lacan identified as foundational: the unconscious, repetition, the transference, and the drive. We will approach psychoanalysis as a style of close reading whose influence on forms of interpretation--especially literary interpretation--has been immeasurable. One central concern will be the capacity of psychoanalysis to enable us to read ourselves reading, to make the interpretive situation itself the object of our analysis. Students with an interest in literary-critical methods will benefit from the course, as will students with an interest in the internal logic of an important body of thought.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL327, GRST227**
Prereq: **None**

RL&L333 Appeasement and the Origins of the Second World War
In this study of Europe's crisis, 1933-1939, from Hitler's appointment as chancellor of Germany to the outbreak of the Second World War, attention will focus upon the reassertion of German power and its effects upon the diplomacy and politics of Great Britain and France. Specific topics will include Hitler's aims and actions; critical events concerning the Rhineland, Spain, Czechoslovakia, and Poland; pacifism and the French Left; Neville Chamberlain and British conservatism; and the debate over the immediate origins of the war in 1939. Readings will include memoirs and contemporary diplomatic documents, newspapers, and journals.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST333**
Prereq: **None**

RL&L339 Modernism and the Total Work of Art
The term "total work of art" refers to the German concept of the Gesamtkunstwerk, which took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in Impressionist painting and German Expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ART**
Identical With: **ARHA339, GRST239, GELT239**
Prereq: **None**

RL&L350 Integrative Learning Project 2: Website Incubator
Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you! Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design

principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **WRCT300, AFAM320, CSPL300, IDEA300**
Prereq: **None**

RL&L351 Deconstruction and Politics
Following the later work of Jacques Derrida, we will investigate the significance of the concepts of sovereignty and democracy in some important texts of 20th-century continental philosophy. We shall attempt to understand why these notions are taken at face value and yet still pose many problems for that tradition. Why did democracy and sovereignty give rise to many complications and paradoxes while, at the same time, they continue to hold a vital conceptual import within the political as such. We will thus ask why are political philosophies so invested in sovereignty and democracy? Ultimately, we will consider the possibility of a close affinity between the political and the rhetorical, and will try to understand why democracy and sovereignty tend to exceed conceptual grasp. Because our approach will be primarily deconstructive, we shall also attempt to compare it to other modern and contemporary approaches.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL351**
Prereq: **None**

RL&L377 Comparative French Revolutions
This course makes a systematic, comparative analysis of the causes, patterns, and consequences of revolutionary activities in France, examining the revolutions of 1789, 1830, 1848, and 1870. The course will emphasize revolutionary movement organizations, political and social goals, ideology, and industrialization.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST377**
Prereq: **None**

RL&L382 Politics, Revolutions and Visual Culture in the Post-Revolutionary Arab Societies
The course "Politics, Revolutions, and Visual Culture in Post-Revolutionary Arab Societies" critically investigates the interaction of politics, social revolutions, and visual culture in the aftermath of the Arab Spring. This course examines the dynamic interaction between political transformation, revolutionary movements, and the various forms of artistic expression in Arab countries.

Students will delve into the complex interplay between politics and visual culture through a combination of theoretical discussions, case studies, and visual analysis, gaining a nuanced understanding of how images, art, photography, film, and other visual media have shaped and reflected sociopolitical changes in post-revolutionary Arab contexts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM382, CGST335**
Prereq: **None**

RL&L383 French Existentialism and Marxism
This course is a study of French thinkers of the 20th century who challenged and reevaluated the principles upon which Western society was based, with an emphasis on the problems and theories concerning the standards of moral action, the nature of political knowledge, political engagement, ethical relativity, free will, and determination.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST383**
Prereq: **None**

RL&L390 Directed Research in European Studies
This course is intended for students who wish to undertake a significant research project or get a head start on a senior essay or thesis devoted to any aspect of European civilization from 500 to 2021. The course will begin with three weeks of regular meetings devoted to the purpose of academic research in the humanities and social sciences, developing and refining a research topic, organizing one's research, bibliographies and sources, the construction of an argument, and the organization of a research paper. Students will work on their research projects individually during the rest of the semester, although the class will meet as a group from time to time so students can present and discuss the state of their work. Students will also have weekly tutorials with the instructor to discuss their progress and plan their next steps. Students who are able to do so are encouraged to engage with research materials in languages other than English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL393, GRST291, MDST390, FREN390**
Prereq: **None**

RL&L401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RL&L402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RL&L407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RL&L408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RL&L409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

RL&L410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **A-F**

RL&L411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RL&L491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

RUSSIAN (RUSS)

RUSS101 Elementary Russian I
This beginning course in Russian teaches basic grammar while providing extensive practice in speaking and listening to contemporary Russian. Because of the intensive workload, the student earns 1.5 credits for this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-REES**
Prereq: **None**

RUSS102 Elementary Russian II
The course continues to develop basic skills in speaking, writing, and listening to contemporary Russian, as well as the knowledge of basic grammar. Because of the intensive workload, the student earns 1.5 credits for this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.50**
Gen Ed Area: **HA-REES**
Prereq: **RUSS101**

RUSS201 Intermediate Russian I
This course presents a continued study of Russian grammar with an emphasis on a complete analysis of the verb system. Exercises in class develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Prereq: **(RUSS101 AND RUSS102)**

RUSS202 Intermediate Russian II
This course presents a continued study of Russian grammar with an emphasis on a complete analysis of the verb system. Exercises in class develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Prereq: **RUSS101 AND RUSS102 AND RUSS201**

RUSS205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel
The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, EUGENE ONEGIN, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES205, RULE205, WLIT241**
Prereq: **None**

RUSS208F Otherness & Belonging (FYS)
One of the many haunting utterances of Fyodor Dostoevsky's most famous antihero, the Underground Man, is "I am alone, I thought, and they are everyone." Like him, the other protagonists of this course are outcasts, dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and "enemies of the state" - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES208F, RULE208F, WLIT245F**
Prereq: **None**

RUSS220 Speak, Memory: The Russian Memoir
Memoirs offer a chance for individuals to make sense of their relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3-5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES220, RULE220, WLIT243**
Prereq: **None**

RUSS221 Queering Russian Music
How have the sexuality of a Russian composer Pyotr I. Tchaikovsky and international success of a popular music duo t.A.T.u. shaped the understanding of gender, sexuality, and queerness in the Russian context? This entry-level course introduces a variety of theoretical and journalistic approaches and presents a historical overview of Russian music centered around queerness, gender, sexuality, and power. Using methodologies of queer studies and queer theory, we will examine a variety of musical genres and musicians ranging from

Imperial Russia to the present-day Russian popular and film music. The topics will focus on women composers, queer genres, queer sexual and musical identity.

Selected personalities examined in the course:

Catherine II (the Great), Pyotr I. Tchaikovsky, Vaslav Nijinsky, Sofia Gubaidulina, Galina Ustvolskaya, Alla Pugacheva, Zemfira, t.A.T.u, Pussy Riot, AIGEL, Little Big, Manizha, Oxxxymiron, ICEPEAK
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC121, REES221**
Prereq: **None**

RUSS223 After Communism: Animals, Avatars, Hybrids
During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities--all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **REES223, RULE223, WLIT256**
Prereq: **None**

RUSS224 Performing Russian Culture: From Peter the Great to the Russian Revolution
This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of "Russianness." The course will explore ever-relevant questions of belonging, display of power, and ideology, and ask how, why, and by whom cultural identities are contrived and performed. The course is conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **REES224, WLIT257, RULE224**
Prereq: **None**

RUSS226 Documentary Fictions
How stable is the binary distinction between the documentary and the fictional? Is fiction's claim to representing reality any less valid than that of nonfiction? How does creative nonfiction conjure the sense of the Real? Can an archival document convey the depth of spiritual, emotional, and aesthetically infused intimacy on its own? What happens when the documentary and the fictional overlap to produce competing versions of the Real? What is at stake in such an overlap when the competing versions of the Real vie for a definitive, true account of events past and present? This class investigates various genres of storytelling that appeal to the documentary and the factual in pursuit of authenticity: propaganda, counter-propaganda, conspiracy theories, political and artistic manifestos, historical fiction and cinema, diary writing, autobiography and memoir, and documentary photography and film. Focusing geographically on East-Central Europe and Russia and chronologically on the last 100 years, the class will take up such thematic units as civil war, socialist realism, capitalist realism, the deaths of dictators, revolutionary hagiography, homefront narratives, and survivor testimony.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **REES226**
Prereq: **None**

RUSS233 Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia, Ukraine, and Armenia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233, RULE233, FILM333, WLIT255**
Prereq: **None**

RUSS233Z Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Russian Empire, the Soviet Union, and contemporary Russia and Ukraine. Students will learn the key works, names, events, and concepts of the Russian and Soviet cinematic traditions. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film and media studies. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. No knowledge of Russian is expected or required. All films have English subtitles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233Z, FILM333Z, RULE233Z, WLIT255Z**
Prereq: **None**

RUSS234 Introduction to Russian and Soviet Cinema (CLAC.50)
This course provides an introduction to the history and poetics of Soviet and Russian cinema--in Russian. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia. Students will learn the key works, names, events, and concepts of the Russian cinematic tradition. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film studies in Russian and English. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. This class consists of lectures and focused discussion of films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **CGST234, FILM234, REES234**
Prereq: **RUSS202**

RUSS235 Queer Russia
Russia is accustomed to playing the role of the "evil empire." The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called "gay propaganda"--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES235, RULE235, FGSS234**
Prereq: **None**

RUSS240F Russian Masterpieces: Great Short Works (FYS)
This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work being discussed. These discussions, along with work on building logical arguments and polishing grammar and style, will inform students' own writing. We will read works from the 19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Nikolai Gogol's surreal comedies and urbanistic fantasies; Anton Chekhov's subtle psychological tales; Ivan Bunin's reflections from exile on a lost Russia; Mikhail Bulgakov's sketches of life as a country doctor; Evgeny Kharitonov's experimental narratives of queer experience in a totalitarian society; and Lyudmila Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period. All readings in English translation. No knowledge of Russian is expected.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES240F, RULE240F, WLIT240F**
Prereq: **None**

RUSS251 Dostoevsky
Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES251, RULE251, WLIT244**
Prereq: **None**

RUSS252 Tolstoy
During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES252, COL262, RULE252, WLIT252**
Prereq: **None**

RUSS254 Nobel Laureates: The Politics of Literature
The course examines key cultural and socio-historical moments in the development of twentieth-century literature written in Russian by focusing on the prose and poetry of authors awarded the Nobel Prize in Literature: Ivan Bunin (1933), Boris Pasternak (1958), Mikhail Sholokhov (1965), Alexander Solzhenitsyn (1970), Joseph Brodsky (1987), and Svetlana Alexievich (2015). Additionally, the students will read Leo Tolstoy, who refused the nomination for the prize, as well as Vladimir Nabokov and Anna Akhmatova, who arguably merited the award but never received it. On the broader level, the class will ponder literature's relevance for shaping public discourse on cultural policies,

national identities, and international relations. This class will also consider the role (and craft) of literary criticism. Pierre Bourdieu's and other theorists' writings on "cultural capital" will inform our discussions.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES254, RULE254**
Prereq: **None**

RUSS255 Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe
This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's Radetzky March, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's I Served the King of England, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Volodymyr Rafeyenko's Mondegreen is an experimental narrative told through the eyes of a refugee from the Ukrainian Donbas region in Kyiv who struggles with language and identity; Nobel Prize-winner Olga Tokarczuk's Flights provides a constellation of short narratives that attempt to capture the place of the body in the world of travel and migration; in Witold Gombrowicz's Trans-Atlantyk and Aleksandar Hemon's The Question of Bruno, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES255, RULE255, WLIT259**
Prereq: **None**

RUSS256 The Soviet Century
This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries. The Soviet project raises fundamental questions about political systems, economics, and human nature -- questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will move beyond the cliched view of the Soviet Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovsky, Akhmatova, Platonov, Pasternak, Tsvetaeva, Berggolts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES256, RULE256, WLIT246**
Prereq: **None**

RUSS260 Dostoevsky's BRAT'IA KARAMAZOVY
A seminar devoted to close reading of the original text of Dostoevsky's 1879-80 novel. All students will be required to read the entire text in English, and each week specific passages will be read in Russian. In class we will analyze and discuss the text in Russian. Students will give presentations about critical works related to the novel and to Dostoevsky's work in general. Dostoevsky's novel enters into a great dialogue with the political, historical, philosophical, and religious discourses that were prevalent in 19th-century Russia. Study of the novel entails learning the various languages of 19th-century Russian culture. Close reading of THE BROTHERS KARAMAZOV in Russian will teach the genres and styles that Dostoevsky weaves together in his great novel. Class will be conducted in Russian.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES260**
Prereq: **None**

RUSS265 When the Empire Strikes Back: (Post) Colonial Theory and Fiction
Throughout its history, the rulers of Russia--the tsarist Russian Empire, the USSR, and now the Russian Federation--have been focused on the expansion of Russia's territory via the conquest, subjugation, and/or assimilation of neighboring peoples. Russia's colonial condition, expressed in fiction, film, and other media, will be the focus of this course. We will discuss global postcolonial theory (Chinua Achebe, Edward Said, Gayatri Spivak) and critical works with a focus on Russian, East European, and Eurasian Studies (Ewa Thompson, Vitaly Chernetsky, Alexander Etkind), in order to see how Russia's colonial being can be compared to other empires. We will discuss such topics as The Empire and the Other, Culture and Imperialism, Language Politics, and strategies of resistance to imperial hegemony. Via specific cases in literature and art, we will see how Russian culture processes the colonization of Alaska, Siberia, and the Caucasus. We will pay special attention to the discourses of Chukchi, Tartar, Chechen, Khanty, and Ukrainian authors who write back to the Empire. The readings will include the writings of J.M. Coetzee, Joseph Conrad, Mikhail Lermontov, Yuri Rytkheu, Guzel Yakhina, Yeremey Aipin, and Viktor Astafiev. The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES265, RULE265, WLIT268, COL285**
Prereq: **None**

RUSS267 Parody: Humor, Artistic Evolution, and Restoration of the Sacred
Parody is a form of artistic expression that has played a major role in literary history, largely through its power of critical revision. According to Russian formalist theorists of the early 20th century, parody is a driving force in literary evolution. Linda Hutcheon's formulation, that parody is "repetition with critical distance, which marks difference rather than similarity," provides perhaps the broadest and most fruitful point of departure. The course will consider various definitions of parody offered by Russian and Western theorists. After examining parody as pure humor (MAD magazine and Hot Fuzz) and parody as a tool of literary evolution (Gogol and Dostoevsky), we will study the more complicated case of "restorative parody," as exemplified in the medieval practice of parodia sacra (sacred parody), discussed by theorists Mikhail Bakhtin and Olga Freidenberg. We will look at the modern manifestation of parodia sacra in Andrew Lloyd Webber and Tim Rice's Jesus Christ Superstar, and of restorative

parody in Lin-Manuel Miranda's Hamilton. The course will also include discussion of legal issues raised by parody, in the case of 2 Live Crew / Roy Orbison (which led to a 1994 Supreme Court decision, Campbell v. Acuff-Rose Music, in which Justice David Souter offered his own definition of parody). At the end of the semester, students will present their own research or creative projects related to parody.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES267, RULE267**
Prereq: **None**

RUSS276 Contemporary Russian Literature
The course offers a survey of contemporary Russian literature, with a focus on the post-Soviet period. We will discuss how Russian literature relates, aesthetically and anthropologically, to the dynamic historical period roughly starting in 1985: perestroika, the collapse of the Soviet Union, the liberal 1990s and the emerging market economy, ethnic conflicts, and the era of Putinism. We will read works written in different aesthetic modes: documentary genre (Svetlana Alexievich, Maria Stepanova), Russian postmodern prose (Liudmila Petrushevskaya, Viktor Pelevin, Vladimir Sorokin), realist writers (German Sadulaev), as well as the most recent popular best-sellers and movies.

The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES276, RULE276, WLIT266**
Prereq: **None**

RUSS277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses
Nikolai Gogol (1809-1852), hailed as one of Russia's greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol's interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol's reception by modern Russian and Western writers and critics. The course is conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES277, RULE277, WLIT242**
Prereq: **None**

RUSS279 Chekhov: Prose vs. Drama
This course explores the oeuvre of Anton Chekhov (1860-1904), one of the most influential modern dramatists¿the author of such classic plays as The Seagull, Uncle Vanya, Three Sisters, and The Cherry Orchard. Chekhov also wrote profound prose works, such as "Ward No. 6," "The Black Monk," "Rothschild¿s Violin," and "The Lady with a Lapdog."

As one of Chekhov¿s biographers put it, "Of all the Russian 'classics' he is, to non-Russians especially, the most approachable and the least alien, whether on the stage or the printed page. He lets his reader and spectator react as they wish, draw their own conclusions. He imposes no philosophy" (Donald Rayfield).

Poetic, dense, and elusive, Chekhov¿s writing continues to attract readers, spectators, and theater-makers of all kinds. Some of Chekhov's admirers believe that the quality of his fiction surpasses that of his most famous plays. This course approaches Chekhov by focusing on the tension between his prose and drama: what can a Chekhov short story accomplish that a Chekhov play cannot, and vice versa? After all, a concern with the purpose of human existence undergirds his short stories and plays alike. More specifically, studying Chekhov enables a fresh understanding of happiness and joy, of grief and sorrow in a relentlessly brutal world. An extraordinary storyteller capable of spotting dramatic conflict in the most mundane situations, Chekhov allows for rich discussions of the passage of time, conflict between generations, professional failure, the pressures of gender norms, and the costs of colonialism in late Russian Imperial society.

In addition to literary analysis, the course offers an opportunity to get acquainted with the basics of Chekhov's influence on contemporary performance. Expert guest lecturers will facilitate workshops on acting and directing Chekhov.

Film adaptations and recordings of stage performances will supplement readings. All readings and discussion are in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES279, WLIT265, RULE279**
Prereq: **None**

RUSS281 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT280, CLST285, GRST280, RL&L279, ENGL220**
Prereq: **None**

RUSS290 Tolstoy: War and Peace and Other Works
Lev Tolstoy (1828-1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. This course will deal with the first half of Tolstoy's career, beginning with his experiments in the narration of consciousness ("A History of Yesterday" and Childhood) and in the narration of the experience of war (Sevastopol Stories). The main part of the course will be devoted to his epic War and Peace, in which the Napoleonic invasion of 1812 serves as the vehicle for considering the nature of Russian nationhood, the place of the individual in large historical events, and the very essence of how history should be narrated. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES290, COL276, RULE290, WLIT263**
Prereq: **None**

RUSS291 Tolstoy Part Two: Anna Karenina and Later Works
Lev Tolstoy (1828 -1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. His influence in Russia went far beyond literature. By the end of his life, he was the leader of a moral movement known as Tolstoyanism, the major tenets of which were pacifism, vegetarianism, and a resistance to state power verging on anarchism. This course begins with Tolstoy's mid-career masterpiece Anna Karenina, in which Tolstoy explores the problematic nature of the Russian family through the experiences of two main characters: an adulterous wife, for whom the novel is named, and an autobiographical stand-in, Konstantin Lyovin, who is a mouthpiece for many of Tolstoy's own concerns about the post-emancipation Russian economy and the pernicious influence of the West. We will also read Tolstoy's final major novel, Resurrection, which calls into question all the bases of modern society, with the prison system as the primary embodiment of societal evil. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES291, COL277, RULE291, WLIT264**
Prereq: **None**

RUSS297 Music of Central Asia: From Throat-singing to Heavy Metal
The music of the Hu was chosen as the soundtrack to Star Wars Jedi: Fallen Order because it sounded otherworldly to Western audiences. In fact, the Hu draw on ancient musical traditions from Central Asia, one of the most culturally and musically diverse areas of the world. This course introduces students to a wide range of music practices, genres, and styles in historically nomadic and sedentary regions of Central Asia: throat-singing, sounds of shamanic and Sufi Islamic rituals, epic performance, narrative instrumental playing, oral poetry competitions, folk and art singing, Western-influenced classical and popular music genres, including Central Asian repertoires of opera and symphony, Azerbaijani jazz, Uzbek estrada, Kazakh Q-pop and crossover music, Mongolian heavy metal, and hip hop. The roles and meanings of music are discussed in relation to wider aspects of culture and social life, the impact of Soviet culture policies, post-Soviet national revival, and globalization. The course includes a performance component. Students learn to play a variety of Kazakh and Kyrgyz musical instruments, including plucked and bowed lutes, a plucked zither, clay ocarinas, jaw harps, and percussion instruments. Previous musical training is not necessary. The course draws on extensive audiovisual materials and is open to students of all levels.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC297, REES297, COL298**
Prereq: **None**

RUSS301 Third-Year Russian I
This course focuses on the development of speaking and writing skills, and reviews and reinforces grammar.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Prereq: **RUSS202**

RUSS302 Third-Year Russian II
This course continues to develop advanced skills in speaking and writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Prereq: **RUSS301**

RUSS320 Post-Soviet Cultures: from Chernobyl to Zelenskyy
In this course, we will explore short fiction, documentary prose, films, poems, and songs that embrace the period from the collapse of the Soviet Union to Russia's war on Ukraine. Many of these works reflect on the major events of the post-Soviet era and sometimes even influence the course of history. For example, the comedy series, Servant of the People, in which Volodymyr Zelenskyy starred as a history teacher who becomes the president of Ukraine, helped him win the presidency in reality. We will discuss works that address the Chernobyl disaster, the collapse of the Soviet Union, transformations of Putinism, the Revolution of Dignity in Ukraine, and Russia's full-scale invasion of Ukraine. We will explore some of the most famous Russophone authors of the contemporary period (Svetlana Alexievich, Liudmila Petrushevskaia, Viktor Pelevin, Vladimir Sorokin) and different aesthetic trends and genres: from Siberian punk in music to postmodern dystopia in literature. We will pay special attention to contemporary Ukrainian culture, reading Andrei Kurkov's Ukraine Diaries and watching the Oscar-winning 20 Days in Mariupol. All the readings, films, and songs will be studied in Russian. The course is open to students who have completed four semesters of Russian language or more (or an equivalent). It is also open to heritage and native speakers of Russian. We will work with advanced Russian grammar and vocabulary. The assignments will be diversified and adjusted to students' individual language levels.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Prereq: **RUSS202**

RUSS321 Moscow/Berlin: Dreamworld and Catastrophe
The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause

proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an "off-modern" path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES321, GRST221, RULE321, WLIT341**
Prereq: **None**

RUSS330 Reading Tolstoy in Russian (CLAC .50)
In this half-credit course, students will read excerpts from works by Lev Tolstoy in Russian. Class will be devoted both to translating the Russian texts and to discussing them in Russian. Non-native speakers should have studied Russian for at least four semesters.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **CGST330, REES330**
Prereq: **None**

RUSS340 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, RL&L290, GRST231, RULE340, REES340, ENGL295**
Prereq: **None**

RUSS350 Twentieth-Century Russian Poetry (CLAC .50)
Taught in Russian, this course is dedicated to the reading of 20th-century Russian poetry in the original (Blok, Mayakovsky, Mandesltam, Akhmatova, Brodsky, Prigov, etc.). The course is appropriate for native speakers, heritage speakers, advanced and intermediate learners (with the minimum of four semesters of Russian).
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **CGST350, REES350**
Prereq: **RUSS202**

RUSS360 Siberia
Siberia has been a charged concept in world culture, mostly associated with the cold climate, exile, and prisons. Our course will pay tribute to these aspects of Siberia, grounded in historical and geographical reality, but it will also focus on an exploration of the region that goes beyond the stereotypes. We will explore Siberia as a place with diverse cultures, studying the folklore, literature, and films of its indigenous peoples. We will discuss how Russian literature and films conceptualize the colonization of Siberia, as well as the region's history of dissent and separatism, for example, oblastnichestvo and its aspiration to become "The United States of Siberia." We will explore modern Siberian authors and artists who became influential Russian classics while keeping their distinct Siberian roots, including Siberian punk as one of the most influential movements in late-Soviet and post-Soviet music. The readings will include writings by Nikolai Yadrintsev, Varlam Shalamov, Nikolai Klyuev, Yeremei Aipin, and Viktor Astafiev. The course is taught entirely in Russian. It is open to students who have completed four semesters of Russian or their equivalent, as well as for heritage and native speakers of the Russian language. The assignments will be diversified and adjusted to the individual levels of Russian. Students will get an opportunity to hone their listening, writing, reading, and speaking skills in Russian.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES360**
Prereq: **None**

RUSS401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RUSS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

RUSS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**

Grading: **OPT**

RUSS465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

RUSS466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

RUSS491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

RUSS492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

RUSSIAN LITERATURE IN ENGLISH (RULE)

RULE205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel
The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, EUGENE ONEGIN, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS205, REES205, WLIT241**
Prereq: **None**

RULE208F Otherness & Belonging (FYS)
One of the many haunting utterances of Fyodor Dostoevsky's most famous antihero, the Underground Man, is "I am alone, I thought, and they are everyone." Like him, the other protagonists of this course are outcasts, dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and "enemies of the state" - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES208F, RUSS208F, WLIT245F**
Prereq: **None**

RULE220 Speak, Memory: The Russian Memoir
Memoirs offer a chance for individuals to make sense of their relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3-5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS220, REES220, WLIT243**
Prereq: **None**

RULE223 After Communism: Animals, Avatars, Hybrids
During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities--all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **RUSS223, REES223, WLIT256**
Prereq: **None**

RULE224 Performing Russian Culture: From Peter the Great to the Russian Revolution
This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of "Russianness." The course will explore ever-relevant questions of

belonging, display of power, and ideology, and ask how, why, and by whom cultural identities are contrived and performed. The course is conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **RUSS224, REES224, WLIT257**
Prereq: **None**

RULE233 Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia, Ukraine, and Armenia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233, RUSS233, FILM333, WLIT255**
Prereq: **None**

RULE233Z Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Russian Empire, the Soviet Union, and contemporary Russia and Ukraine. Students will learn the key works, names, events, and concepts of the Russian and Soviet cinematic traditions. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film and media studies. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. No knowledge of Russian is expected or required. All films have English subtitles.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES233Z, FILM333Z, RUSS233Z, WLIT255Z**
Prereq: **None**

RULE235 Queer Russia
Russia is accustomed to playing the role of the "evil empire." The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called "gay propaganda"--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES235, RUSS235, FGSS234**
Prereq: **None**

RULE240F Russian Masterpieces: Great Short Works (FYS)
This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work being discussed. These discussions, along with work on building logical arguments and polishing grammar and style, will inform students' own writing. We will read works from the 19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Nikolai Gogol's surreal comedies and urbanistic fantasies; Anton Chekhov's subtle psychological tales; Ivan Bunin's reflections from exile on a lost Russia; Mikhail Bulgakov's sketches of life as a country doctor; Evgeny Kharitonov's experimental narratives of queer experience in a totalitarian society; and Lyudmila Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period. All readings in English translation. No knowledge of Russian is expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS240F, REES240F, WLIT240F**
Prereq: **None**

RULE251 Dostoevsky
Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS251, REES251, WLIT244**
Prereq: **None**

RULE252 Tolstoy
During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This

course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS252, REES252, COL262, WLIT252**
Prereq: **None**

RULE254 Nobel Laureates: The Politics of Literature
The course examines key cultural and socio-historical moments in the development of twentieth-century literature written in Russian by focusing on the prose and poetry of authors awarded the Nobel Prize in Literature: Ivan Bunin (1933), Boris Pasternak (1958), Mikhail Sholokhov (1965), Alexander Solzhenitsyn (1970), Joseph Brodsky (1987), and Svetlana Alexievich (2015). Additionally, the students will read Leo Tolstoy, who refused the nomination for the prize, as well as Vladimir Nabokov and Anna Akhmatova, who arguably merited the award but never received it. On the broader level, the class will ponder literature's relevance for shaping public discourse on cultural policies, national identities, and international relations. This class will also consider the role (and craft) of literary criticism. Pierre Bourdieu's and other theorists' writings on "cultural capital" will inform our discussions.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES254, RUSS254**
Prereq: **None**

RULE255 Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe
This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's Radetzky March, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's I Served the King of England, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Volodymyr Rafeyenko's Mondegreen is an experimental narrative told through the eyes of a refugee from the Ukrainian Donbas region in Kyiv who struggles with language and identity; Nobel Prize-winner Olga Tokarczuk's Flights provides a constellation of short narratives that attempt to capture the place of the body in the world of travel and migration; in Witold Gombrowicz's Trans-Atlantyk and Aleksandar Hemon's The Question of Bruno, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS255, REES255, WLIT259**
Prereq: **None**

RULE256 The Soviet Century
This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries. The Soviet project raises fundamental questions about political systems, economics, and human nature -- questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will move beyond the cliched view of the Soviet Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovsky, Akhmatova, Platonov, Pasternak, Tsvetaeva, Berggolts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES256, RUSS256, WLIT246**
Prereq: **None**

RULE265 When the Empire Strikes Back: (Post) Colonial Theory and Fiction
Throughout its history, the rulers of Russia--the tsarist Russian Empire, the USSR, and now the Russian Federation--have been focused on the expansion of Russia's territory via the conquest, subjugation, and/or assimilation of neighboring peoples. Russia's colonial condition, expressed in fiction, film, and other media, will be the focus of this course. We will discuss global postcolonial theory (Chinua Achebe, Edward Said, Gayatri Spivak) and critical works with a focus on Russian, East European, and Eurasian Studies (Ewa Thompson, Vitaly Chernetsky, Alexander Etkind), in order to see how Russia's colonial being can be compared to other empires. We will discuss such topics as The Empire and the Other, Culture and Imperialism, Language Politics, and strategies of resistance to imperial hegemony. Via specific cases in literature and art, we will see how Russian culture processes the colonization of Alaska, Siberia, and the Caucasus. We will pay special attention to the discourses of Chukchi, Tartar, Chechen, Khanty, and Ukrainian authors who write back to the Empire. The readings will include the writings of J.M. Coetzee, Joseph Conrad, Mikhail Lermontov, Yuri Rytkheu, Guzel Yakhina, Yeremey Aipin, and Viktor Astafiev. The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES265, RUSS265, WLIT268, COL285**
Prereq: **None**

RULE267 Parody: Humor, Artistic Evolution, and Restoration of the Sacred
Parody is a form of artistic expression that has played a major role in literary history, largely through its power of critical revision. According to Russian formalist theorists of the early 20th century, parody is a driving force in literary evolution. Linda Hutcheon's formulation, that parody is "repetition with critical

distance, which marks difference rather than similarity," provides perhaps the broadest and most fruitful point of departure. The course will consider various definitions of parody offered by Russian and Western theorists. After examining parody as pure humor (MAD magazine and Hot Fuzz) and parody as a tool of literary evolution (Gogol and Dostoevsky), we will study the more complicated case of "restorative parody," as exemplified in the medieval practice of parodia sacra (sacred parody), discussed by theorists Mikhail Bakhtin and Olga Freidenberg. We will look at the modern manifestation of parodia sacra in Andrew Lloyd Webber and Tim Rice's Jesus Christ Superstar, and of restorative parody in Lin-Manuel Miranda's Hamilton. The course will also include discussion of legal issues raised by parody, in the case of 2 Live Crew / Roy Orbison (which led to a 1994 Supreme Court decision, Campbell v. Acuff-Rose Music, in which Justice David Souter offered his own definition of parody). At the end of the semester, students will present their own research or creative projects related to parody.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS267, REES267**
Prereq: **None**

RULE276 Contemporary Russian Literature
The course offers a survey of contemporary Russian literature, with a focus on the post-Soviet period. We will discuss how Russian literature relates, aesthetically and anthropologically, to the dynamic historical period roughly starting in 1985: perestroika, the collapse of the Soviet Union, the liberal 1990s and the emerging market economy, ethnic conflicts, and the era of Putinism. We will read works written in different aesthetic modes: documentary genre (Svetlana Alexievich, Maria Stepanova), Russian postmodern prose (Liudmila Petrushevskaya, Viktor Pelevin, Vladimir Sorokin), realist writers (German Sadulaev), as well as the most recent popular best-sellers and movies.

The course is taught in English. No knowledge of Russian is required.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES276, WLIT266, RUSS276**
Prereq: **None**

RULE277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses
Nikolai Gogol (1809-1852), hailed as one of Russia's greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol's interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol's reception by modern Russian and Western writers and critics. The course is conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS277, REES277, WLIT242**
Prereq: **None**

RULE279 Chekhov: Prose vs. Drama
This course explores the oeuvre of Anton Chekhov (1860-1904), one of the most influential modern dramatists¿the author of such classic plays as The Seagull, Uncle Vanya, Three Sisters, and The Cherry Orchard. Chekhov also wrote profound prose works, such as "Ward No. 6," "The Black Monk," "Rothschild¿s Violin," and "The Lady with a Lapdog."

As one of Chekhov¿s biographers put it, "Of all the Russian 'classics' he is, to non-Russians especially, the most approachable and the least alien, whether on the stage or the printed page. He lets his reader and spectator react as they wish, draw their own conclusions. He imposes no philosophy" (Donald Rayfield).

Poetic, dense, and elusive, Chekhov¿s writing continues to attract readers, spectators, and theater-makers of all kinds. Some of Chekhov's admirers believe that the quality of his fiction surpasses that of his most famous plays. This course approaches Chekhov by focusing on the tension between his prose and drama: what can a Chekhov short story accomplish that a Chekhov play cannot, and vice versa? After all, a concern with the purpose of human existence undergirds his short stories and plays alike. More specifically, studying Chekhov enables a fresh understanding of happiness and joy, of grief and sorrow in a relentlessly brutal world. An extraordinary storyteller capable of spotting dramatic conflict in the most mundane situations, Chekhov allows for rich discussions of the passage of time, conflict between generations, professional failure, the pressures of gender norms, and the costs of colonialism in late Russian Imperial society.

In addition to literary analysis, the course offers an opportunity to get acquainted with the basics of Chekhov's influence on contemporary performance. Expert guest lecturers will facilitate workshops on acting and directing Chekhov.

Film adaptations and recordings of stage performances will supplement readings. All readings and discussion are in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES279, RUSS279, WLIT265**
Prereq: **None**

RULE290 Tolstoy: War and Peace and Other Works
Lev Tolstoy (1828-1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. This course will deal with the first half of Tolstoy's career, beginning with his experiments in the narration of consciousness ("A History of Yesterday" and Childhood) and in the narration of the experience of war (Sevastopol Stories). The main part of the course will be devoted to his epic War and Peace, in which the Napoleonic invasion of 1812 serves as the vehicle for considering the nature of Russian nationhood, the place of the individual in large historical events, and the very essence of how history should be narrated. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type

of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES290, COL276, RUSS290, WLIT263**
Prereq: **None**

RULE291 Tolstoy Part Two: Anna Karenina and Later Works
Lev Tolstoy (1828 -1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. His influence in Russia went far beyond literature. By the end of his life, he was the leader of a moral movement known as Tolstoyanism, the major tenets of which were pacifism, vegetarianism, and a resistance to state power verging on anarchism. This course begins with Tolstoy's mid-career masterpiece Anna Karenina, in which Tolstoy explores the problematic nature of the Russian family through the experiences of two main characters: an adulterous wife, for whom the novel is named, and an autobiographical stand-in, Konstantin Lyovin, who is a mouthpiece for many of Tolstoy's own concerns about the post-emancipation Russian economy and the pernicious influence of the West. We will also read Tolstoy's final major novel, Resurrection, which calls into question all the bases of modern society, with the prison system as the primary embodiment of societal evil. The course will be conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES291, COL277, RUSS291, WLIT264**
Prereq: **None**

RULE321 Moscow/Berlin: Dreamworld and Catastrophe
The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an "off-modern" path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **REES321, RUSS321, GRST221, WLIT341**
Prereq: **None**

RULE340 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, RL&L290, GRST231, RUSS340, REES340, ENGL295**
Prereq: **None**

RULE401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RULE402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES (REES)

REES121F Queering Russian Music
How have the sexuality of a Russian composer Pyotr I. Tchaikovsky and international success of a popular music duo t.A.T.u. shaped the understanding of gender, sexuality, and queerness in the Russian context? This entry-level course introduces a variety of theoretical and journalistic approaches and presents a historical overview of Russian music centered around queerness, gender, sexuality, and power. Using methodologies of queer studies and queer theory, we will examine a variety of musical genres and musicians ranging from Imperial Russia to the present-day Russian popular and film music. The topics will focus on women composers, queer genres, queer sexual and musical identity.

Selected personalities examined in the course:

Catherine II (the Great), Pyotr I. Tchaikovsky, Vaslav Nijinsky, Sofia Gubaidulina, Galina Ustvolskaya, Alla Pugacheva, Zemfira, t.A.T.u, Pussy Riot, AIGEL, Little Big, Manizha, Oxxxymiron, ICEPEAK
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC121F**
Prereq: **None**

REES200 Histories of Ukraine
Over the course of its history, Ukraine has been a site of multiple political projects and diverse historical experiences. As a concept that encompasses

a specific territory, it has also been a space where multiple communities--Ukrainians, Russians, Jews, and Poles--have histories. This course will look at how these histories have been shaped by and alongside one another, and the kind of political programs, obstacles, and possibilities that have emerged through these encounters. It will ask why Ukraine and its history have been the subject of so much confusion and controversy, and examine the concepts (nation, state, people, culture) that transform a space into a place, a land into a home.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST282**
Prereq: **None**

REES204 Entangled Sounding Objects: Musical Instruments of Central Asia
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they are at once tangible and symbolic sounding objects that hold significant meanings for the communities they serve. This course will explore the social roles and cultural meanings of musical instruments in Central Asia, a region once traversed by the Silk Road, which extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south.

Drawing on theories and ideas derived from interdisciplinary studies of material and sound culture, the course will examine how instrument making and performance are shaped by and entangled with social systems of value and cosmology, political ideology, ecology, and economy. Class meetings will focus on case studies of bowed and plucked lutes, zithers, mouth harps, end-blown flutes, and frame drums among historically nomadic and sedentary peoples of Central Asia. Through these case studies, students will learn about the origins and historical trajectories of individual musical instruments from the pre-modern period to the Soviet and post-Soviet eras; consider the social and political connotations of various performance configurations and repertoires; discuss the status of instruments in Islam and indigenous spiritual belief-systems, and the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM304, ANTH304, FGSS346**
Prereq: **None**

REES205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel
The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, EUGENE ONEGIN, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS205, RULE205, WLIT241**
Prereq: **None**

REES206 Entangled Sounding Objects: The Social Life of Musical Instruments
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they serve as both tangible and symbolic objects that hold significant meanings for the communities they serve. This course examines the social lives of musical instruments worldwide, focusing on Central Asia, a region that extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south. Students explore theories and concepts derived from interdisciplinary literature on material and sound culture and apply them to case studies of a variety of musical instruments -- lutes, flutes, zithers, harps, and drums -- in Central Asia and beyond. Through these case studies, students learn about the historical trajectories and cultural significance of individual instruments in various societies; consider how instrument making and performance are influenced by indigenous religious beliefs and cosmology, political ideology, ecology, and economy; and interrogate the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC260, ARCP270, ANTH260, COL255, MDST260**
Prereq: **None**

REES208F Otherness & Belonging (FYS)
One of the many haunting utterances of Fyodor Dostoevsky's most famous antihero, the Underground Man, is "I am alone, I thought, and they are everyone." Like him, the other protagonists of this course are outcasts, dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and "enemies of the state" - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE208F, RUSS208F, WLIT245F**
Prereq: **None**

REES216 Secularism: Godlessness from Luther to Lenin
Secularism is more than just the absence of religion. It is a political and ideological project with a long history that seeks to separate political and religious authority and imagines whether human life can be richer without religion. This course traces the idea and ideal of secularism as an ideological project from classic Enlightenment philosophers to contemporary critics. We begin with Martin Luther's arguments for the separation of church and state, examine utopian ideals of secular humanism in Mill, Locke, Hume, and Marx. We then trace how these philosophies were embodied in state-sponsored atheism in the Soviet Union and how secularism came to stand for religious freedom during the Cold War. Finally, we examine critiques of the secular project (such as Asad, Mahmood, and others), focusing on secularism as a realpolitik approach to governing multireligious societies and the idea of religious freedom as a universal human right. This is a seminar focused on close readings of philosophical and critical texts. Assignments include reading responses and reflective essays.
Offering: **Crosslisting**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI271**
Prereq: **None**

REES219 Russian and Soviet History, 1881 to the Present
Reversals of fortune have defined Russian history perhaps more so than for any other nation. Though the Russian Empire began the 19th century as an emerging European superpower that defeated Napoleon, it ended that same century as a backward state plagued by political, economic, and social strife that ultimately brought the Romanov dynasty to a revolutionary collapse. A similar trajectory describes the "short" Soviet 20th century that began with the promise of a qualitatively new political order that sought to transform social relations and human nature and concluded with a spectacular implosion that some heralded as the end of history itself.

This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world's first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity's greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia's revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a socialist empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as a Cold War superpower; the country's historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system's collapse.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST219**
Prereq: **None**

REES220 Speak, Memory: The Russian Memoir
Memoirs offer a chance for individuals to make sense of their relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3-5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS220, RULE220, WLIT243**
Prereq: **None**

REES221 Queering Russian Music
How have the sexuality of a Russian composer Pyotr I. Tchaikovsky and international success of a popular music duo t.A.T.u. shaped the understanding of gender, sexuality, and queerness in the Russian context? This entry-level course introduces a variety of theoretical and journalistic approaches and presents a historical overview of Russian music centered around queerness, gender, sexuality, and power. Using methodologies of queer studies and queer theory, we will examine a variety of musical genres and musicians ranging from Imperial Russia to the present-day Russian popular and film music. The topics will focus on women composers, queer genres, queer sexual and musical identity.

Selected personalities examined in the course:

Catherine II (the Great), Pyotr I. Tchaikovsky, Vaslav Nijinsky, Sofia Gubaidulina, Galina Ustvolskaya, Alla Pugacheva, Zemfira, t.A.T.u, Pussy Riot, AIGEL, Little Big, Manizha, Oxxxymiron, ICEPEAK
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC121, RUSS221**
Prereq: **None**

REES223 After Communism: Animals, Avatars, Hybrids
During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities--all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **RUSS223, RULE223, WLIT256**
Prereq: **None**

REES224 Performing Russian Culture: From Peter the Great to the Russian Revolution
This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of "Russianness." The course will explore ever-relevant questions of belonging, display of power, and ideology, and ask how, why, and by whom cultural identities are contrived and performed. The course is conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-REES**
Identical With: **RUSS224, WLIT257, RULE224**
Prereq: **None**

REES225F Socialist Utopias: Transcendence and Religion in Communist States (FYS)
Socialism is a political system predicated on building a better future by transcending the present. But what kind of utopias were imagined in and by actual socialist states like the Soviet Union? Why was atheism so central to Marx's vision of socialism, and what kinds of futures did communists imagine were possible, once religion was removed from society? What kinds of transcendence did communists imagine would exist once they transcended religion? What kinds of religious practices were enabled despite and sometimes because of the state's repression of organized religion? We will read some Marx, some Soviet science fiction as well as ethnographies, ranging from studies that explore how communism is and isn't like a religion, how former atheists became missionaries, how some religious communities survived communism, how mangos became Mao's relics, how Vietnamese spirit mediums channel Ho Chi Minh, and what kinds of imaginaries can flourish in post-socialist ruins like Moscow and Silicon Valley.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI225F**
Prereq: **None**

REES226 Documentary Fictions
How stable is the binary distinction between the documentary and the fictional? Is fiction's claim to representing reality any less valid than that of nonfiction? How does creative nonfiction conjure the sense of the Real? Can an archival document convey the depth of spiritual, emotional, and aesthetically infused intimacy on its own? What happens when the documentary and the fictional overlap to produce competing versions of the Real? What is at stake in such an overlap when the competing versions of the Real vie for a definitive, true account of events past and present? This class investigates various genres of storytelling that appeal to the documentary and the factual in pursuit of authenticity: propaganda, counter-propaganda, conspiracy theories, political and artistic manifestos, historical fiction and cinema, diary writing, autobiography and memoir, and documentary photography and film. Focusing geographically on East-Central Europe and Russia and chronologically on the last 100 years, the class will take up such thematic units as civil war, socialist realism, capitalist realism, the deaths of dictators, revolutionary hagiography, homefront narratives, and survivor testimony.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **RUSS226**
Prereq: **None**

REES227 Central Asian Music Ensemble
The Central Asian Music Ensemble is dedicated to the study and performance of music from a region at the crossroads of Eurasia, encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan. Established in Fall 2023, the ensemble currently comprises Kazakh and Kyrgyz plucked and bowed lutes, plucked zithers, end-blown flutes, clay ocarinas, jaw harps, frame drums, and other percussion instruments. Students learn the basic techniques of playing the instruments and singing in a variety of regional styles while exploring the history and cultural significance of music in nomadic and sedentary Central Asian societies through individual tutorials, group rehearsals, and engagement with visiting artists from Central Asia. In addition to playing traditional and contemporary repertoires from the region, students are encouraged to compose and improvise with ensemble instruments. Previous experience with string or wind instruments such as the guitar, violin, cello, or flute is desirable but not required. Students from diverse backgrounds are welcome to participate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC427, MDST427, ENVS427**
Prereq: **None**

REES230 Socialist Utopias: Transcendence and Religion in Communist States
Socialism is a political system predicated on building a better future by transcending the present. But what kind of utopias were imagined in and by actual socialist states like the Soviet Union? Why was atheism so central to Marx's vision of socialism, and what kinds of futures did communists imagine were possible, once religion was removed from society? What kinds of transcendence did communists imagine would exist once they transcended religion? What kinds of religious practices were enabled despite and sometimes because of the state's repression of organized religion? We will read some Marx, some Soviet science fiction as well as ethnographies, ranging from studies that explore how communism is and isn't like a religion, how former atheists became missionaries, how some religious communities survived communism, how mangos became Mao's relics, how Vietnamese spirit mediums channel Ho Chi Minh, and what kinds of imaginaries can flourish in post-socialist ruins like Moscow and Silicon Valley.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI225**
Prereq: **None**

REES233 Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia, Ukraine, and Armenia.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE233, RUSS233, FILM333, WLIT255**
Prereq: **None**

REES233Z Introduction to Russian and Soviet Cinema
This course provides an introduction to the history and poetics of imperial Russian, Soviet, and post-Soviet Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of film from the Soviet and post-Soviet periods as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Russian Empire, the Soviet Union, and contemporary Russia and Ukraine. Students will learn the key works, names, events, and concepts of the Russian and Soviet cinematic traditions. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film and media studies. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema

has served the interests of the state, and how it has defied them. No knowledge of Russian is expected or required. All films have English subtitles.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **FILM333Z, RULE233Z, RUSS233Z, WLIT255Z**
Prereq: **None**

REES234 Introduction to Russian and Soviet Cinema (CLAC.50)
This course provides an introduction to the history and poetics of Soviet and Russian cinema--in Russian. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia. Students will learn the key works, names, events, and concepts of the Russian cinematic tradition. They will develop skills in analyzing and interpreting films and will acquire the basic critical terminology of film studies in Russian and English. They will also learn how film form and aesthetics are conditioned by technology, ideology, economics, theory, tradition, and culture. The overarching goal is to see how cinema in Russia and the Soviet Union has created and contested narratives of history and identity, how cinema has served the interests of the state, and how it has defied them. This class consists of lectures and focused discussion of films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS234, CGST234, FILM234**
Prereq: **RUSS202**

REES235 Queer Russia
Russia is accustomed to playing the role of the "evil empire." The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called "gay propaganda"--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE235, RUSS235, FGSS234**
Prereq: **None**

REES240F Russian Masterpieces: Great Short Works (FYS)
This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work being discussed. These discussions, along with work on building logical arguments and polishing grammar and style, will inform students' own writing. We will read works from the 19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Nikolai Gogol's surreal comedies and urbanistic fantasies; Anton Chekhov's subtle psychological tales; Ivan Bunin's reflections from exile on a lost Russia; Mikhail Bulgakov's sketches of life as a country doctor; Evgeny Kharitonov's experimental narratives of queer experience in a totalitarian society; and Lyudmila Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period. All readings in English translation. No knowledge of Russian is expected.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS240F, RULE240F, WLIT240F**
Prereq: **None**

REES249 Is History True?: The Genealogies and Genres of Facts
History, as both genre and discipline, has a complicated relationship with truth. As a genre, it is popularly understood to be factual -- a reflection of what really happened; as a discipline, it constructs the very reality that it claims to represent. History, in short, is based on the "facts" that it constitutes as real. This is not to say that our world is "post-truth" or unreal or that all "facts" are equally true. Rather, it is to suggest that to access historical reality we need to investigate the genealogies and genres of "facts," since facts (even "alternative facts") are the building blocks that make reality politically, socially, and culturally meaningful. So how does a "fact" become real? What genres of proof are used to constitute historical truth, and by whom? In this class, we will use historical approaches to understand how "facts" gain meaning and agency and analyze the (often porous) boundaries between history, memory, myth, rumor, and conspiracy. To do this, we will consider case studies -- political tropes like "Godless Communism" or "Judeo-Bolshevism"; legal categories such as "genocide" and "crimes against humanity"; and historical frameworks like "the Holocaust" and the "end of history" -- to consider how they structure our worldviews. The format of the course will combine discussion seminar with independent research projects.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST349, CHUM386**
Prereq: **None**

REES251 Dostoevsky
Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS251, RULE251, WLIT244**
Prereq: **None**

REES252 Tolstoy
During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly

assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS252, COL262, RULE252, WLIT252**
Prereq: **None**

REES254 Nobel Laureates: The Politics of Literature
The course examines key cultural and socio-historical moments in the development of twentieth-century literature written in Russian by focusing on the prose and poetry of authors awarded the Nobel Prize in Literature: Ivan Bunin (1933), Boris Pasternak (1958), Mikhail Sholokhov (1965), Alexander Solzhenitsyn (1970), Joseph Brodsky (1987), and Svetlana Alexievich (2015). Additionally, the students will read Leo Tolstoy, who refused the nomination for the prize, as well as Vladimir Nabokov and Anna Akhmatova, who arguably merited the award but never received it. On the broader level, the class will ponder literature's relevance for shaping public discourse on cultural policies, national identities, and international relations. This class will also consider the role (and craft) of literary criticism. Pierre Bourdieu's and other theorists' writings on "cultural capital" will inform our discussions.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE254, RUSS254**
Prereq: **None**

REES255 Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe
This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's Radetzky March, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's I Served the King of England, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Volodymyr Rafeyenko's Mondegreen is an experimental narrative told through the eyes of a refugee from the Ukrainian Donbas region in Kyiv who struggles with language and identity; Nobel Prize-winner Olga Tokarczuk's Flights provides a constellation of short narratives that attempt to capture the place of the body in the world of travel and migration; in Witold Gombrowicz's Trans-Atlantyk and Aleksandar Hemon's The Question of Bruno, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS255, RULE255, WLIT259**
Prereq: **None**

REES256 The Soviet Century
This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries. The Soviet project raises fundamental questions about political systems, economics, and human nature -- questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will move beyond the cliched view of the Soviet Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovsky, Akhmatova, Platonov, Pasternak, Tsvetaeva, Berggolts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE256, RUSS256, WLIT246**
Prereq: **None**

REES257 The Soviet Century (CLAC.50)
This course begins and ends with two crucially important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the Russian government with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to remake the world. On December 26, 1991, the Soviet Union collapsed into 15 countries. The Soviet project raises fundamental questions about political systems, economics, and human nature--questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will explore the ways in which socialist modernity offered an alternative to its capitalist twin. In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the course will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider key theoretical writings in addition to poetry and prose by major Russian and Russophone authors. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. This class consists of lectures and focused discussion of essays and films. It will be taught in Russian and is open to students who have successfully completed RUSS202, as well as to

heritage and native speakers. Students can expect to practice speaking Russian and honing their writing skills. Credit: 0.5
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-REES**
Identical With: **CGST237**
Prereq: **RUSS202**

REES260 Dostoevsky's BRAT'IA KARAMAZOVY
A seminar devoted to close reading of the original text of Dostoevsky's 1879-80 novel. All students will be required to read the entire text in English, and each week specific passages will be read in Russian. In class we will analyze and discuss the text in Russian. Students will give presentations about critical works related to the novel and to Dostoevsky's work in general. Dostoevsky's novel enters into a great dialogue with the political, historical, philosophical, and religious discourses that were prevalent in 19th-century Russia. Study of the novel entails learning the various languages of 19th-century Russian culture. Close reading of THE BROTHERS KARAMAZOV in Russian will teach the genres and styles that Dostoevsky weaves together in his great novel. Class will be conducted in Russian.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS260**
Prereq: **None**

REES263 Queering Russian Music
This course takes Russian and Russophone music out of its usual frames and asks what happens when we listen through the lenses of gender, sexuality, and power. Using methodologies of queer studies and queer theory, we consider how music both reflects and reshapes ideas of "Russianness." From imperial ballet to Soviet pop, from Tchaikovsky to contemporary queer artists in media, the course highlights intersections of music, identity, and politics. Special attention is given to the 2000s wave of Ukrainian musicians (Ivan Dorn, 5'nizza, and others) whose presence redefined the sound and style of Russian pop music in the 21st century. Students develop tools for critical listening, music analysis, and cultural interpretation while engaging broader debates about identity, politics, and belonging in today's Russian cultural sphere.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC263**
Prereq: **None**

REES265 When the Empire Strikes Back: (Post) Colonial Theory and Fiction
Throughout its history, the rulers of Russia--the tsarist Russian Empire, the USSR, and now the Russian Federation--have been focused on the expansion of Russia's territory via the conquest, subjugation, and/or assimilation of neighboring peoples. Russia's colonial condition, expressed in fiction, film, and other media, will be the focus of this course. We will discuss global postcolonial theory (Chinua Achebe, Edward Said, Gayatri Spivak) and critical works with a focus on Russian, East European, and Eurasian Studies (Ewa Thompson, Vitaly Chernetsky, Alexander Etkind), in order to see how Russia's colonial being can be compared to other empires. We will discuss such topics as The Empire and the Other, Culture and Imperialism, Language Politics, and strategies of resistance to imperial hegemony. Via specific cases in literature and art, we will see how Russian culture processes the colonization of Alaska, Siberia, and the Caucasus. We will pay special attention to the discourses of Chukchi, Tartar, Chechen, Khanty, and Ukrainian authors who write back to the Empire. The readings will include the writings of J.M. Coetzee, Joseph Conrad, Mikhail Lermontov, Yuri Rytkheu, Guzel Yakhina, Yeremey Aipin, and Viktor Astafiev. The course is taught in English. No knowledge of Russian is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE265, RUSS265, WLIT268, COL285**
Prereq: **None**

REES266 Introduction to Translation
Literary translation is popularly misunderstood to be the mechanical transfer of words from one language into the words of another. However, literary translators must also bring to life in a new language the intangibles of a text, such as the culture, the mood, the aesthetics, and the vibes. Our modern word vibes derives from an instrument often used in jazz performances called the vibraphone, a percussive instrument that produces a resonant, vibrato effect. In Sanskrit, this vibrato effect is defined by the versatile word dhwani, which is used to describe reverberations and echoes in music, poetry, and theater. In this class (taught by Distinguished Writer in Residence, Daisy Rockwell), we will try our hands at translating not just the words, but the dhwani of texts. This will help us explore what translation has entailed in various eras and cultures, and what we can learn from intermodal translation, when text is brought alive through non-linguistic media, such as sound, visual imagery, and dramatization. Students will formulate a final project halfway through the semester, such as the translation of a short story, a chapter of a book, or a set of poems.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT266, COL268, RL&L266, ENGL270**
Prereq: **None**

REES267 Parody: Humor, Artistic Evolution, and Restoration of the Sacred
Parody is a form of artistic expression that has played a major role in literary history, largely through its power of critical revision. According to Russian formalist theorists of the early 20th century, parody is a driving force in literary evolution. Linda Hutcheon's formulation, that parody is "repetition with critical distance, which marks difference rather than similarity," provides perhaps the broadest and most fruitful point of departure. The course will consider various definitions of parody offered by Russian and Western theorists. After examining parody as pure humor (MAD magazine and Hot Fuzz) and parody as a tool of literary evolution (Gogol and Dostoevsky), we will study the more complicated case of "restorative parody," as exemplified in the medieval practice of parodia sacra (sacred parody), discussed by theorists Mikhail Bakhtin and Olga Freidenberg. We will look at the modern manifestation of parodia sacra in Andrew Lloyd Webber and Tim Rice's Jesus Christ Superstar, and of restorative parody in Lin-Manuel Miranda's Hamilton. The course will also include discussion of legal issues raised by parody, in the case of 2 Live Crew / Roy Orbison (which led to a 1994 Supreme Court decision, Campbell v. Acuff-Rose Music, in which Justice David Souter offered his own definition of parody). At the end of the semester, students will present their own research or creative projects related to parody.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS267, RULE267**
Prereq: **None**

REES268 Nabokov
Vladimir Nabokov--brilliant writer, outrageous literary gamesman, and cosmopolitan exile--is a towering figure of 20th-century literature. His most famous novel, "Lolita," propelled him to international stardom and changed the transnational literary landscape. Child of a turbulent century, Nabokov

wrote exquisite and at times disturbing prose in Russian and English, balancing between imaginary worlds and harsh realities. This seminar offers a sustained exploration of Nabokov's major Russian and American writings as well as film adaptations of his "Despair" (Rainer Werner Fassbinder) and "Lolita" (Stanley Kubrick). We will consider memory, exile, trauma, nostalgia, and identity as we read Nabokov, who saw existence as a "series of footnotes to a vast, obscure, unfinished masterpiece."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **COL368**
Prereq: **None**

REES276 Contemporary Russian Literature
The course offers a survey of contemporary Russian literature, with a focus on the post-Soviet period. We will discuss how Russian literature relates, aesthetically and anthropologically, to the dynamic historical period roughly starting in 1985: perestroika, the collapse of the Soviet Union, the liberal 1990s and the emerging market economy, ethnic conflicts, and the era of Putinism. We will read works written in different aesthetic modes: documentary genre (Svetlana Alexievich, Maria Stepanova), Russian postmodern prose (Liudmila Petrushevskaya, Viktor Pelevin, Vladimir Sorokin), realist writers (German Sadulaev), as well as the most recent popular best-sellers and movies.

The course is taught in English. No knowledge of Russian is required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RULE276, WLIT266, RUSS276**
Prereq: **None**

REES277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses
Nikolai Gogol (1809-1852), hailed as one of Russia's greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol's interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol's reception by modern Russian and Western writers and critics. The course is conducted in English.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS277, RULE277, WLIT242**
Prereq: **None**

REES279 Chekhov: Prose vs. Drama
This course explores the oeuvre of Anton Chekhov (1860-1904), one of the most influential modern dramatists¿the author of such classic plays as The Seagull, Uncle Vanya, Three Sisters, and The Cherry Orchard. Chekhov also wrote profound prose works, such as "Ward No. 6," "The Black Monk," "Rothschild¿s Violin," and "The Lady with a Lapdog."

As one of Chekhov¿s biographers put it, "Of all the Russian 'classics' he is, to non-Russians especially, the most approachable and the least alien, whether on the stage or the printed page. He lets his reader and spectator react as they wish, draw their own conclusions. He imposes no philosophy" (Donald Rayfield).

Poetic, dense, and elusive, Chekhov¿s writing continues to attract readers, spectators, and theater-makers of all kinds. Some of Chekhov's admirers believe that the quality of his fiction surpasses that of his most famous plays. This course approaches Chekhov by focusing on the tension between his prose and drama: what can a Chekhov short story accomplish that a Chekhov play cannot, and vice versa? After all, a concern with the purpose of human existence undergirds his short stories and plays alike. More specifically, studying Chekhov enables a fresh understanding of happiness and joy, of grief and sorrow in a relentlessly brutal world. An extraordinary storyteller capable of spotting dramatic conflict in the most mundane situations, Chekhov allows for rich discussions of the passage of time, conflict between generations, professional failure, the pressures of gender norms, and the costs of colonialism in late Russian Imperial society.

In addition to literary analysis, the course offers an opportunity to get acquainted with the basics of Chekhov's influence on contemporary performance. Expert guest lecturers will facilitate workshops on acting and directing Chekhov.

Film adaptations and recordings of stage performances will supplement readings. All readings and discussion are in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS279, WLIT265, RULE279**
Prereq: **None**

REES280 Russian Politics
The course begins with a brief review of the dynamics of the Soviet system and the reasons for its collapse in 1991. The traumatic transition of the 1990s raised profound questions about what conditions are necessary for the evolution of effective political and economic institutions. The chaos of the Yeltsin years was followed by a return to authoritarian rule under President Putin, although the long-run stability of the Putin system is also open to question. Students will study the political dynamics of modern-day Russia, Putin's regime and the opposition to the regime, as well as the logic of the events that led to Putin's full-scale aggression against Ukraine. Topics include political institutions, social movements, economic reforms, and foreign policy strategies.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-GOVT**
Identical With: **GOVT274**
Prereq: **None**

REES282 Modern Shamanism: Ecstasy and Ancestors in the New Age
The wise and mysterious native shaman has long held a particular fascination for Western scholars of religion, but does this figure even exist? What does it mean to be a practicing shaman today? Beginning with Eliade's definition of "archaic ecstasy," we examine the idea of the shaman, their role in the New Age

movement, and the challenges faced by contemporary indigenous shamans, from negotiating international intellectual property rights law to Ayahuasca tourism and environmental activism. Course materials are supplemented by A/V materials from the instructor's fieldwork in Siberia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI239**
Prereq: **None**

REES286 Ukraine at War
This course will survey Ukraine's contentious history with its Russian neighbors and then track the origins and course of the current war. Each week we will have one meeting devoted to discussion of assigned readings and one meeting led by a Ukrainian lecturer speaking on Zoom. Topics to be covered include history and politics but also economics, social impacts, the plight of refugees, and cultural life.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **GOVT286, CSPL286**
Prereq: **None**

REES289 Indigenous Religions: Politics, Land, Healing
From wise old shamans to heroic pipeline protestors, the media is full of romantic representations of indigenous religion, but what do you really know beyond the stereotypes? If indigenous religion is just religion practiced by indigenous people, is it a category at all? Since the first days of colonialism the question of whether or not the "natives" have or are capable of having religion has had political consequences. This class introduces students to the historical and political contexts within which indigenous peoples practice their religions, and critically engages with popular stereotypes. Using ethnography, fiction, critical theory, and the instructor's own fieldwork materials, we will examine some of the criteria by which indigenous religious practices have been romanticized or judged lacking by outsiders: What does an oral tradition sound like? What does it mean to engage in place-based religion? What is a "noble savage," what are sacred sites, animate landscapes, and what are some of the ways indigenous peoples really do relate to the environment in radically different ways? What are some of the contradictions and complications of multiculturalism and the politics of recognition when it comes to indigenous populations? While this is not a survey course, students will be introduced to case studies of indigenous religious practices from North America, Australia, and Siberia.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI289**
Prereq: **None**

REES290 Tolstoy: War and Peace and Other Works
Lev Tolstoy (1828-1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. This course will deal with the first half of Tolstoy's career, beginning with his experiments in the narration of consciousness ("A History of Yesterday" and Childhood) and in the narration of the experience of war (Sevastopol Stories). The main part of the course will be devoted to his epic War and Peace, in which the Napoleonic invasion of 1812 serves as the vehicle for considering the nature of Russian nationhood, the place of the individual in large historical events, and the very essence of how history should be narrated. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms. The course will be conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **COL276, RULE290, RUSS290, WLIT263**
Prereq: **None**

REES291 Tolstoy Part Two: Anna Karenina and Later Works
Lev Tolstoy (1828 -1910) lived longer than any of the other major nineteenth-century Russian writers. His career began in the 1850s, as Russian literature was moving out of the age of Romanticism, and extended into the twentieth century, as modernism was becoming the dominant mode of Russian literature. His influence in Russia went far beyond literature. By the end of his life, he was the leader of a moral movement known as Tolstoyanism, the major tenets of which were pacifism, vegetarianism, and a resistance to state power verging on anarchism. This course begins with Tolstoy's mid-career masterpiece Anna Karenina, in which Tolstoy explores the problematic nature of the Russian family through the experiences of two main characters: an adulterous wife, for whom the novel is named, and an autobiographical stand-in, Konstantin Lyovin, who is a mouthpiece for many of Tolstoy's own concerns about the post-emancipation Russian economy and the pernicious influence of the West. We will also read Tolstoy's final major novel, Resurrection, which calls into question all the bases of modern society, with the prison system as the primary embodiment of societal evil. The course will be conducted in English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **COL277, RULE291, RUSS291, WLIT264**
Prereq: **None**

REES296 Soundscapes of Islam
From the melodious recitation of the Qur'an and Sufi-inspired sung poetry to popular soundtracks of religious revival and resistance, the world of Islam has generated myriad sonic expressions across its diverse historical and geocultural milieus. While recognized for its affective and transformative powers, music has also been the subject of a longstanding polemic in Islamic societies, its moral and ethical status being debated and contested. This course will survey the soundscapes and ideoscapes of Islam, exploring the manifold roles and meanings assigned to music among Muslim communities. It will examine a range of sound practices and related discourses to discover the ways in which locally distinct religious and social customs have shaped concepts of music and sonic articulations of Muslim identity. We will locate the varied and shifting attitudes toward music and musicians within the context of political censorship, colonialism, nationalism, and cosmopolitan modernity, and consider the impact of current conflicts and migratory processes on the local-global circulation of religious ideologies and sounds. Drawing from selected case studies of sacred and secular performance, we will explore the musical construction of gender, place, and architecture; the role of media in the formation of Muslim 'counterpublics'; and the mediation of aesthetic sensibilities through style. Topics covered will include: views on music within the Islamic tradition (the Qur'an and Sunna, shari'a law, theology, and Sufism); philosophies and cosmologies of music in Islam; music at the courts of Islamic rulers; religious chant and art singing in the Middle East; sound, healing, and exorcism in North Africa; ritual, devotional, and mystical practices in Central Asia; Islamic performing arts in Indonesia; Sufi world music and Muslim pop and hip-hop across Asia and Africa, and among immigrants and refugees in Europe and North America. Throughout the course, Islam will be encountered as a widely diverse spiritual and sociocultural system

that has been a source and stimulus for creativity among Muslim peoples worldwide.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC296, COL294**
Prereq: **None**

REES297 Music of Central Asia: From Throat-singing to Heavy Metal
The music of the Hu was chosen as the soundtrack to Star Wars Jedi: Fallen Order because it sounded otherworldly to Western audiences. In fact, the Hu draw on ancient musical traditions from Central Asia, one of the most culturally and musically diverse areas of the world. This course introduces students to a wide range of music practices, genres, and styles in historically nomadic and sedentary regions of Central Asia: throat-singing, sounds of shamanic and Sufi Islamic rituals, epic performance, narrative instrumental playing, oral poetry competitions, folk and art singing, Western-influenced classical and popular music genres, including Central Asian repertoires of opera and symphony, Azerbaijani jazz, Uzbek estrada, Kazakh Q-pop and crossover music, Mongolian heavy metal, and hip hop. The roles and meanings of music are discussed in relation to wider aspects of culture and social life, the impact of Soviet culture policies, post-Soviet national revival, and globalization.

The course includes a performance component. Students learn to play a variety of Kazakh and Kyrgyz musical instruments, including plucked and bowed lutes, a plucked zither, clay ocarinas, jaw harps, and percussion instruments. Previous musical training is not necessary. The course draws on extensive audiovisual materials and is open to students of all levels.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC297, RUSS297, COL298**
Prereq: **None**

REES299 Imagining Communities: National Religions and Political Rituals
From the Catholic-Protestant troubles in Northern Ireland, Christian nationalism in Serbia, Hindu-Buddhist conflict in Sri Lanka, and the Taliban in Afghanistan, religious nationalism often produces virulent and violent conflict. Yet the Virgin of Guadeloupe is a national symbol of Mexico, Catholicism was central to the Polish Solidarity movement, and America defines itself as "one nation under God." How are we to understand the relationship between religion and national identity, and how do political rituals, both religious and secular, help form communities? Popular media and political science analysis define religious nationalism as dangerous and secular nationalism as good. We will investigate this claim over the course of the semester by asking what the study of religion and ritual can bring to the topic. Are religious and secular political rituals really as different as they seem? We will read and discuss the classic social theories of Samuel Huntington, Benedict Anderson, Emile Durkheim, Victor Turner, Clifford Geertz, and Talal Asad, and these readings will be interspersed with case studies that illustrate how these theories help us understand the world. Case studies include the war in Bosnia-Herzegovina, the arrest and trial of the punk band Pussy Riot in Russia, and the Yasukuni shrine in Japan, where the souls of kamikaze pilots and World War II war criminals are enshrined. In addition, students will pick a case study of their own for a research project. This project will be conducted through multiple small assignments over the course of the semester that will be combined into a final research paper and class presentation.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI299**
Prereq: **None**

REES306 Animate Landscapes: Spirits and Sovereignty in Indigenous Religions
Scientific understandings of the world are grounded in a distinction between animate beings and inanimate matter, but people all over the world have understood land and landscapes as alive and filled with agency. Indigenous religious practices often include relationships with mountains, rivers, glaciers, and other powerful "other-than-human persons" who must be respected, who can protect, but who are also feared. In the eyes of early Christians and often in contemporary popular culture, these animate and agentive landscapes can seem monstrous. We will explore medieval ideas about the Wild Man of the Forest, Indigenous and Feminist theory, and draw on case studies from North America, Siberia, Mongolia, and the instructor's fieldwork materials with landscape beings in Buryatia. The class will explore the different relationships human beings have with animate and sacred landscapes, think about the ramifications these relationships have for sovereignty over and in the "natural" world and why the idea that land is alive might be threatening. The course includes a 4 day/3 night trip to Penikese Island off Cape Cod for an immersive learning experience with the Gull Island Institute during Fall Break. The trip will be fully funded with no cost to the students). The trip is required, and in order to take the class you must be available to participate in this travel during Fall Break (10/24-10/27).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-RELI**
Identical With: **RELI306, ENVS309**
Prereq: **None**

REES318 The Politics of Death: The Living, the Dead, and the State
This course will explore the intersections between the living, the dead, and the state, focusing on the ways that death and the dead body raise particular questions and problems for different kinds of political regimes. The course will examine the collisions between the state and the dead, both symbolic and material, by investigating spaces where the state and death intersect in revealing ways: cemeteries, cremation, monuments, rituals, and religious institutions and cultures. The course will also follow, borrowing anthropologist Katherine Verdery's term, "the political lives of dead bodies," the ways in which states mobilize dead bodies to reconfigure the political order.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **HIST318, ENVS318**
Prereq: **None**

REES321 Moscow/Berlin: Dreamworld and Catastrophe
The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the

transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an "off-modern" path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS321, GRST221, RULE321, WLIT341**
Prereq: **None**

REES330 Reading Tolstoy in Russian (CLAC .50)
In this half-credit course, students will read excerpts from works by Lev Tolstoy in Russian. Class will be devoted both to translating the Russian texts and to discussing them in Russian. Non-native speakers should have studied Russian for at least four semesters.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS330, CGST330**
Prereq: **None**

REES340 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **COL339, CLST393, CEAS340, RL&L290, GRST231, RUSS340, RULE340, ENGL295**
Prereq: **None**

REES344 "If there is no God, then everything is permitted?" Moral Life in a Secular World
In Fyodor Dostoevsky's The Brothers Karamazov, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity.

One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French laïcité, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST395, RELI393**
Prereq: **None**

REES344Z "If there is no God, then everything is permitted?" Moral Life in a Secular World
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

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Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST395Z, RELI393Z**
Prereq: **None**

REES350 Twentieth-Century Russian Poetry (CLAC .50)
Taught in Russian, this course is dedicated to the reading of 20th-century Russian poetry in the original (Blok, Mayakovsky, Mandesltam, Akhmatova, Brodsky, Prigov, etc.). The course is appropriate for native speakers, heritage speakers, advanced and intermediate learners (with the minimum of four semesters of Russian).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-REES**
Identical With: **RUSS350, CGST350**
Prereq: **RUSS202**

REES352 The Communist Experience in the Soviet Union (CLAC.50)
Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST352, CGST352**
Prereq: **None**

REES353 The Communist Experience in the 20th Century
Two decades have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism's answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST353**
Prereq: **None**

REES353Z The Communist Experience in the Twentieth Century
More than thirty years have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the Communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism's answer to capitalist modernity from the 1917 revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union but also beyond it (in Eastern Europe and Asia). In the global conflict between Capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes? This course is an intensive reading, research, and writing seminar.

- This course is held entirely online and is a hybrid synchronous and asynchronous format.

- You should be prepared to spend at least 4-6 hours/day on class work.

- There is a class every day: on Mondays and Thursdays we will meet synchronously on Zoom at our regular class time (3:30-5:10 pm); on Tuesdays, Wednesdays, and Fridays, the format will be asynchronous (meaning you can engage with the day's materials at your own pace within a 24-hour window).

- You are expected to participate in each class having read the assigned material and reflected on them in your forum comments. Each day's online discussion will cover the topic and materials of the day.

- Each day you are expected to post at least one original comment of your own, and to respond to at least one comment by a classmate.

- The questions will be posted by 12 pm the day of the class, and the forum will be open for 24 hours, until 12 pm the following day.

- Be prepared to engage with the sources critically--to raise important issues, ask for clarification, and/or propose alternative interpretations, and to bring your own questions into the discussion. When possible, point to specific examples in the text and reference sources/page numbers to make the discussion easier to navigate for the class.

- Your active engagement in the seminar--both on the forum and in the synchronous sessions--is absolutely essential.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-HIST**
Identical With: **HIST353Z**
Prereq: **None**

REES360 Siberia
Siberia has been a charged concept in world culture, mostly associated with the cold climate, exile, and prisons. Our course will pay tribute to these aspects of Siberia, grounded in historical and geographical reality, but it will also focus on an exploration of the region that goes beyond the stereotypes. We will explore Siberia as a place with diverse cultures, studying the folklore, literature, and films of its indigenous peoples. We will discuss how Russian literature and films conceptualize the colonization of Siberia, as well as the region's history of dissent and separatism, for example, oblastnichestvo and its aspiration to become "The United States of Siberia." We will explore modern Siberian authors and artists who became influential Russian classics while keeping their distinct Siberian roots, including Siberian punk as one of the most influential movements in late-Soviet and post-Soviet music. The readings will include writings by Nikolai Yadrintsev, Varlam Shalamov, Nikolai Klyuev, Yeremei Aipin, and Viktor Astafiev. The course is taught entirely in Russian. It is open to students who have completed four semesters of Russian or their equivalent, as well as for heritage and native speakers of the Russian language. The assignments will be diversified

and adjusted to the individual levels of Russian. Students will get an opportunity to hone their listening, writing, reading, and speaking skills in Russian.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-REES**
Identical With: **RUSS360**
Prereq: **None**

REES401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

REES402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

REES407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

REES408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

REES409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

REES410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

REES411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

REES412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

REES465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

SCIENCE IN SOCIETY PROGRAM (SISP)

SISP127F War and Technology (FYS)
In this class, we will discuss technological changes caused by war and accompanying social changes and ethical debates in both militaries and civilian societies. Topics will include technological changes in warfare and weapons, as well as the ways in which societies have responded to new injuries and health issues resulting from war. Subjects may include the development of machine guns, trench warfare, chemical warfare, nuclear warfare, drones, cyber-warfare, and surveillance technologies, in addition to the professionalization of nursing, military psychiatry, medical experimentation, environmental contamination, and disability and health issues for veterans and civilians. We will also talk about the implementation in the civilian world of technologies developed or expanded during war. We will discuss cases from across the globe, focusing chronologically on 1850 to the present. Readings may include selections from Margaret Humphreys, John Ellis, Carol Byerly, Warwick Anderson, Beth Linker, Paul Lerner, Jessica Adler, Edmund Russell, Charles Perrow, Susan Smith, Susan Lindee, Jessica Wang, Kelly Moore, Janet Abbate, Stephen Graham, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP135F Skin, Sex, State, Software: Surveillance & Society (FYS)
Scopophilia is the derivation of pleasure from looking. What pleasures does the surveillance state gain from looking at us? From feeling and documenting us? How do privacy activists fight back against such surveillance, and what might be wrong with privacy rights discourse? Which groups are always already surveilled? In this class, students will play with notions of surveillance--including sousveillance, lateral surveillance, and counter surveillance--as engaged by queer and feminist studies, the cultural anthropology of expertise, and social studies of science and technology. We will draw on case studies ranging from police technologies, facial recognition software, PornHub's data collection projects, TSA airport body scanners, Facebook ads, science fiction like Black Mirror, and more to understand how bodies, races, genders, and sexualities are made known and contested by activists, artists, corporations, and governments. Students will also collect data for a creative personal surveillance project culminating at the end of the quarter.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP201 Critical Global Health
This course explores the medical, social, political, and economic dimensions of the global health enterprise. Topics covered include (1) the history of the term "global health" and the field of science and practice to which it refers; (2) struggles over expertise, ethics, and governance that characterize the enterprise; (3) the unintended consequences of global health interventions for health and social life; and (4) alternative, decolonial epistemologies for fostering a healthier world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP208 Technologies of Time
Tracking the rhythms, cycles, and ruptures of collective life is essential for studies of sociocultural and environmental dynamics. Yet such studies are mostly undertaken with the unquestioned assumption that Western apparatuses of time reckoning and historical periodization can be applied as universal and stable frames of reference for all kinds of phenomena. Temporal units of years, months, days, minutes are used, rendering insensible relations that do not align with such metrics. These simplifying moves limit our capacity to sense and understand continuity and change; they place many lives and landscapes at risk.

This course draws from the social and ecological sciences, humanities, and arts to reimagine such simplifications. Through readings, creative exercises, and field trips, students are invited to notice, record, and engage with multiple temporalities of more-than-human worlds. For final projects, students will research and design speculative timekeeping devices or time machines for worlds otherwise.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **IDEA301**
Prereq: **None**

SISP213 Calderwood Seminar in Public Writing: Writing Science, Writing Science Studies
This Calderwood Seminar in Public Writing will give students practice writing about science, technology, and medical studies for general audiences. It will also function as a capstone experience for SISP majors: students will have a chance to reflect on the methodologies and theories they have learned during their time in the program, while also using those methodologies and theories to analyze issues and texts in our world today. Students will work collaboratively, editing each other's work, and significant class time will be spent workshopping student writing. The aim will be to produce publishable pieces of cultural analysis for the popular press.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **ENGL211**
Prereq: **None**

SISP215 Metabolism and Technoscience
This course will investigate the scientific idea of metabolism through the lens of technoscience. Metabolism is a flexible and mobile scientific idea, one that has been applied at the micro-level of analysis within biological organisms, at the meso-level of social collectivities, and at the macro-level of global ecologies. Metabolism encompasses all of the biological and technosocial processes through which bodies (both human and not human) and societies (again, human and not) create and use nutrients, medicines, toxins, and fuels. The lens of technoscience enables us to investigate the technological and scientific practices that define and drive metabolic processes within sciences, cultures, and political economies. These processes implicate forces of production, consumption, labor, absorption, medicalization, appropriation, expansion, growth, surveillance, regulation, and enumeration. Accordingly, as we will learn, metabolism is also a profoundly political process that is inextricably linked to systems that create structural and symbolic violence as well as modes of resistance and struggle. In these contexts, we will interpret some of the most pressing metabolic crises facing human societies, including ecological disaster, industrial food regimes, metabolic health problems, and industrial-scale pollution.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **ENVS222**
Prereq: **None**

SISP236 Race, Gender, and Medicine in U.S. History
This course will examine the intersections of race, gender, public health, and medicine in the United States, largely focusing on the 20th century. Topics will include the racialization of certain diseases, race and health care access, and the history of African Americans in health care professions and health care activism. Students will learn about the history of medicine and public health in the United States, African American history, and historical research methods. We will consider the built environment, the law, and federal and local politics as they relate to medical care in the United States. By the end of this course, you will gain further understanding of some of the major currents in the history of medicine and public health in the United States; you will make connections between race and health care experiences in the U.S.; you will be able to discuss historical research methods and appraise the values and limitations of various kinds of sources. Possible readings may include selections from Sowande' Mustakeem, Rana Hogarth, Sharla Fett, Deirdre Cooper Owens, Jim Downs, Tera Hunter, Samuel K. Roberts, Susan L. Smith, Natalia Molina, Nayan Shah, Wendy Kline, Vanessa Gamble, Jonathan Metzl, Susan Reverby, Alondra Nelson, Keith Wailoo, Jennifer Nelson, and Jennifer Brier.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP240 Research Methods in Science Studies
This seminar exposes students to qualitative research methods in science studies including ethnography, archival and discourse analysis, social worlds analysis, comparative historical analysis, narrative analysis, visual culture and media analysis. The course will survey methodological traditions in science and technology studies, sociology and cultural studies, and feminist and critical race studies that guide the collection of evidence about scientific knowledge and practices, the relationships between users and technologies, and broader sociotechnical infrastructures. Coursework will culminate in small-scale individual and group research projects utilizing qualitative research methods.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP243 Commodities and Addiction
This course will examine several commodities that have often been described as addictive. We will use a case study approach and focus on the following substances: tobacco, sugar, opiates, and alcohol. We will also consider the history of the concepts of addiction and addiction treatment. The course will be largely focused on United States history but will also consider the global history of the production of these substances and the development of global consumer markets. Some of the subjects that we will discuss include colonization, slavery, agricultural and environmental history, advertising, public health, and criminalization of substance use.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP245 Ethnography and Design
Exercising humility and developing methods of meaningful engagement are essential to becoming an effective ethnographer and designer. Collaboration with users provides knowledge that allows designers to imagine artifacts, places, and systems that are thoughtfully enhanced or radically new. This course rethinks power dynamics to better understand how to design both for and with other people. With successful completion of this course students will be able to demonstrate competence in developing, refining, and communicating research interests in a committed, reflexive manner. They will gain an understanding of the strategic and tactical value of design and a sense of the practical problems involved in realizing design solutions and responses that are attuned to the needs of both an institution and individual users. Students will gain experience not only in theoretically framing social and political issues as these are expressed through design, but also in understanding the methodological tools needed to translate problems into creative interventions that are user-centered and compassionate.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **CSPL245**
Prereq: **None**

SISP250 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **EDST251, SOC255**
Prereq: **None**

SISP264 Social and Cultural Studies of Science
This course provides a survey of theories and methods attending the social and cultural study of science and technology. Students will consider the role of design (such as by engineers) and use (such as by consumers), and will learn historical perspectives that frame the question of whether scientific and technological innovation, and the social and cultural configurations involved, are really "new."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP300 Black Phoenix Rising: Death and Resurrection of Black Lives
The Black Lives Matter Movement has renewed our collective need to theorize the value of black lives within a deluge of death and disappearance in black communities. This movement is part of a deep transnational tradition in black radical praxis that aims to transform scholarly, activist, and public discourse and public policies concerning the systemic and epistemic effects of institutional racisms and the prospects for antiracist futures. How might we envision a black radical praxis that simultaneously recognizes the vitality of black lives and challenges the cultural ideas and social practices that generate and justify black people's death and suffering? This seminar traces a genealogy of black radical praxis that interrogates the necropolitics of race and positions this system of power against the prospect of thriving black people. In doing so, the course erects an interdisciplinary theoretical framework that features scholarship in critical race science studies, intersectionality, and transnational cultural studies as they inform how a black radical praxis can contribute to the uprising and raising up of black communities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM300**
Prereq: **None**

SISP306 Precision Medicine: A Biomedical Revolution
Drawing insights from history, sociology, and anthropology, this course will examine the rise of precision medicine and its sociomedical implications. An emerging biomedical paradigm, the aim of precision medicine is to develop individually tailored approaches to disease prevention and treatment through the integration of genomic and other molecular sciences into research and practice. The course will explore the promises that have underpinned major worldwide investments in the precision approach, interrogate the concept of "precision" and the semantic work it performs within medicine and beyond, investigate the paradigm's implications for understandings of race and other key forms of human difference, and examine the challenges it presents for the pursuit of health justice.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP309 Multispecies Worldbuilding: The Chestnut Project
How do forests think (Kohn)? Do rocks listen (Povinelli)? Can insects speak (Mitchell)? How do fungi make history (Tsing)? Should trees have rights (Stone)? These are some of the most exciting questions percolating in the humanities, arts, and social/natural sciences today. They disrupt Western colonial notions of what it means to be human, while also calling for methods, theories, and apparatuses that might imagine and build more livable multispecies worlds.

This course has two goals: (1) introduce students to key texts on more-than-human, more-than-Western ontologies, particularly from the fields of multispecies/cyborg anthropology, science and technology studies, biology, and environmental humanities; (2) engage students in transdisciplinary research on the American chestnut (Castanea dentata), a tree species once known as the "queen of forests" from the Appalachian mountains to the Mississippi river until fungi wiped them out in the early twentieth century. This course will lay the groundwork for students to participate in current debates and projects to restore a transgenic version of the American chestnut in the eastern United States within the next five years.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-SISP**
Prereq: **None**

SISP310 Botanical STS: Plants as Nature, Capital, Empire
Interest in the social and technoscientific lives of plants has been rising. Described as the Plant Turn or Critical/Transnational Plant Studies, this multidisciplinary field of study encompasses the social and environmental

sciences, experimental humanities, and visual/sonic/literary arts. In this course, we will delve into contemporary works that situate the relationship between plants and botanical studies at the center of critical analysis and creative practice. What happens to notions of agency/intelligence, property/exchange, and power/knowledge when we think with and about plants? We will explore answers to these questions by engaging in three types of activities: readings and film screenings, field visits to botanical collections and agricultural stations, and online use of global plant databases.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP311 Media and Environment: In/Sensible Worlds
In this seminar, we will examine the relationship between media technologies, sensory apparatuses, and changing environments. How do various kinds of media shape perceptions and interactions with our surroundings, multispecies ecologies, and planet Earth? How might we study the environment AS media? These seemingly simple questions matter because, like never before, media and environment co-produce who/what becomes sensible or insensible--and, ultimately, available or not available for life. This seminar will include readings from the fields of Critical Media and Communication Studies, Feminist/Postcolonial Science, and Technology Studies, Environmental/Digital Arts, and Humanities. Importantly, we will examine a range of creative media projects that explore ecology, environment, and earthly survival: films, games, sensors, and web projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP317 Sexuality, Gender, and Science
This course will consider how the concepts of gender and sexuality have been treated in scientific fields, focusing primarily on the 19th and 20th centuries. We will examine the history of ideas about gender and sexuality as reflected in the development of sexology, theories of homosexuality, psychology, and endocrinology. We will also discuss contraceptive and reproductive technologies, the inclusion of women in clinical trials, women in scientific professions, and recent studies that use algorithmic predictions of sex or sexual orientation. Readings may include selections from Sigmund Freud, Siobhan Somerville, Emily Martin, Sarah Igo, Laura Briggs, Ronald Bayer, Sandra Morgen, David Serlin, Allan Bérubé, Dorothy Roberts, Johanna Schoen, Jennifer Terry, Carolyn Herbst Lewis, Steven Epstein, Riley Snorton, Rebecca Jordan-Young, Mar Hicks, and Safiya Noble.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **FGSS317**
Prereq: **None**

SISP325 TechnoPrisons: Corrections, Technology, and Society
The United States currently incarcerates more of its citizens than any other nation, and most of them are members of disadvantaged social groups. How does our government practically accomplish mass incarceration? This first-year seminar (FYS) examines prisons as technologies and the role that specific technologies play in the U.S. prison system. To say that prisons are technologies means that prisons operate as an architectural system that is designed to hold people captive within enclosed social spaces. At the same time, prisons are the location for multiple kinds of technological systems including surveillance systems, biomedical technologies, classification and administrative technologies, and military technologies. This seminar introduces basic concepts within science and technology studies (STS), criminology, and sociology to investigate how prison happens.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP331 Decolonizing Ecocinema: Aesthetics and Politics of Disaster
This seminar will focus on twelve experimental documentary films as critical texts that situate, theorize, and decolonize representations of disaster. What the films share is an insistence that struggles for social and environmental justice are deeply entangled and thus require "new figures and tactics" (Povinelli). We will consider how representation is composed from choices made at two levels: aesthetic forms and specialized languages articulated through the camera and editing software; and political calls for accountability and embodied, embedded, inherited praxis. We will unpack how the medium of film alters and stylizes engagements between subjects positioned behind, in front of, prior to, and after the camera frames, records, and plays back images and sounds.

The films will take us to more-than-human worlds, questioning how we engage with species and landscapes, history and technology, power and language. A partial list of characters includes wild bees in Hawaii (Swarm Season, Christman 2019); steel mines in Mongolia (Behemoth, Liang 2015); colonial waters in Tierra del Fuego (Pearl Button, Guzman 2015); shepherds in Montana (Sweetgrass, Barbash and Castaing-Taylor 2010); farmers in Thailand (Agrarian Utopia, Raksasad 2009); and stray cats in Istanbul (Kedi, Torun 2016). As companions to the films, we will read essays from post/decolonial media/science studies, visual anthropology, and environmental humanities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Prereq: **None**

SISP356 Afro-Caribbean Philosophy
This seminar focuses on the philosophical production of Afro-Caribbean thinkers since the middle of the twentieth-century. We focus on close readings of Frantz Fanon, Édouard Glissant, and Sylvia Wynter alongside others to consider a Caribbean approach to questions and problems of modernity, relationality, space, race, belonging, the human, creolization, language, anti-colonialism, and liberation. We consider the roots of some of these questions in the work of earlier thinkers such as Aimé Césaire, as well as contemporary influences of their work across and beyond the Caribbean. We will work beyond the linguistic divisions of the Francophone, Hispanophone, or Anglophone Caribbean to consider conversations in common across the archipelago, in a multiplicity of languages.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Prereq: **None**

SISP357 AI, Algorithms, & Power
This course explores artificial intelligence (AI) as a cultural, sociopolitical, and literary object. Course readings will begin with the observations of anthropologists at the post-WWII Macy Conferences on cybernetics. Students will put algorithmic data mining and machine learning in historical context, exploring classification systems and intelligence testing. Students will also examine the reanimation of the artificial human in newer discourses of AI, such as big data and predictive policing, virtual reality and drone strikes in commercial

and military operations, health and assistive technology, and play and labor on platforms like Mechanical Turk. Course texts will include speculative fiction on artificial life, social theories of simulation and virtuality, and new work from queer studies and critical race studies interrogating algorithmic bias and the testing and classification of humanity.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

SISP366 Bodies, Machines, and Meaning: Cultural Studies of the Sciences
Cultural studies of the sciences shift the focus of interdisciplinary science studies from understanding the sciences as producing and justifying knowledge to understanding them as meaning-making and world-transforming practices. Cultural studies attend to scientific meaning-making at multiple levels, and to the interactions among them: concrete material relations among bodies, technologies, and their settings or situations; verbal, visual, corporeal, mathematical, and other expressive performances; and social, cultural, or political institutions, practices, boundaries, and movements across and within them. Cultural studies of science also emphasizes political engagement with scientific practices and their broader cultural entanglements. This course explores what it means to do cultural studies of science, with a focus on three interrelated themes: alternative conceptions of what it means to make claims and reason about what happens in "nature"; case studies in how scientific meaning and understanding are embodied and prosthetically extended technologically; and some specific conceptual and material relations among scientific understandings of life, bodies, sex, reproduction, and being human.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-PHIL**
Identical With: **PHIL366**
Prereq: **None**

SISP401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SISP402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SISP403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SISP404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SISP407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

SISP408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

SISP409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SISP410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SISP411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SISP412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SISP419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

SISP420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

SISP420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

SISP465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

SISP466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

SISP469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

SISP491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

SISP492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

SOCIOLOGY (SOC)

SOC151 Introductory Sociology
This course is an introduction to the systematic study of the social sources and social consequences of human behavior, with emphasis on culture, social structure, socialization, institutions, group membership, social conformity, and social deviance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC151Z Introductory Sociology
This course is an intensive introduction to the systematic study of the social sources and social consequences of human behavior, with emphasis on culture, social structure, socialization, institutions, group membership, social conformity, and social deviance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC202 Social Analysis
This course is an introduction to the major components of sociological analysis: the language of sociological inquiry, research techniques and methodology, types of explanation, and the relationship between theory and research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC206 Introduction to Journalism: Constructing the News
Champions of journalism are fond of talking about bedrock values: fairness, objectivity, transparency. But like any idea -- or ideology -- these keywords have their own genealogies, and their own constructed natures; in other words, they came from somewhere. This course aims to pull apart our received notions of facticity, objectivity, and transparency in news/journalism/nonfiction, tracing their roots, understanding their historical context, and considering how we deploy them in our own work.

Students will learn the fundamentals of reporting in hands-on assignments that pull them out into the world to gather stories. This journalistic work will occur alongside class discussions of canonical (and neglected) strands of journalism history, drawn in part from Bruce Shapiro¿s anthology Shaking the Foundations: 200 Years of Investigative Journalism in America. These include readings from early Black press pioneers (Ida B. Wells; Marvel Cooke); muckrakers and investigative journalists (Lincoln Steffens; Vera Connolly); and pathbreaking science journalism (Rachel Carson¿s Silent Spring). Readings will also include criticism that examines our present media situation, including selections from Raven Lewis Wallace¿s The View from Somewhere: Undoing the Myth of Journalistic Objectivity and Ben Smith¿s, Traffic: Genius, Rivalry, and the Billion-Dollar Race to Go Viral.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT288, COL288, CSPL288**
Prereq: **None**

SOC212 Social Theory
Through close reading, discussion, and active interpretation, this course will critically examine the basic writings of classical and contemporary social theorists who have influenced the practice of sociology.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC231 Sociology of Crime and Punishment
This course provides an introduction to the sociological study of crime and punishment. Crime is rarely far from news headlines or the public imagination. Every day, reports of drug dealing, muggings, and homicide fuel anxiety and debate about the problems of law and order. Here, we consider such debates in the context of both a vision for a just society and the everyday workings of the criminal justice system. The course is divided into three sections. We begin with an introduction to the historical meanings and measures of crime in society and then situate the modern U.S. within this history. In part two, we become familiar with the major ways that social scientists think about criminality and crime prevention. In part three, we turn to considerations of punishment. We ask how punishment is conceptualized in the U.S. and other nations, whether the American system of mass imprisonment is effective, and how we might envision improvements and alternatives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC234 Media and Society
This course offers an introduction to the study of media, with a focus on critical social perspectives and controversies. A variety of media formats will be considered, with particular attention to print and visual images. The course takes up questions of representation, participation, consumerism, pleasure, and power that have dominated sociological and cultural studies approaches to media since the Frankfurt School. Topics will include advertising and branding, pornography, photojournalism, alternative media, social control, stereotypes, and objectification. Students will engage historical and theoretical texts and will be asked to participate in media processes, including production, interpretation, and critique.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC240 Comparative Race and Ethnicity
This course is an introduction to the sociological study of race and ethnicity in comparative and historical perspective. This is not a course about the experiences of particular races or ethnic groups in any particular part of the world. Rather, this course explores how ideas about racial difference take hold in different parts of the world in different ways and with very different

consequences. Through comparisons of Western and non-Western societies, we will investigate how race and ethnicity operate as markers of social exclusion in distinctive ways.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC241 Mental Illness and Society
Psychiatric disorders are commonly viewed through a purely biomedical and/or a psychological framework. In this course, we will apply a sociological imagination to the topic and interrogate the ways in which mental illness, often seen as a supremely private "personal trouble," is also a public issue. We will read the works of classic and contemporary scholars, but we will also use memoirs and films to sensitize us to the experience of mental illness itself. We will explore mental illness as a social construction, stigma, and labeling theory and explore issues of gender, race, class, and sexual orientation in mental illness.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC243 Being Together: Affect, Care and the Politics of Experimental Kinship
This course looks at unique and experimental forms of kinship, community, and intimacy through the implicit and explicit challenges they offer to the foundational role of the privatized family unit to civic and economic life. We will look at historical examples of collectives, communes, and intentional communities to explore the challenges and possibilities of alternative forms of being, living, and working together. This course will also focus on college as a perhaps unique context for work about and involving friendship and collaboration, and will involve students in creative and analytical projects. There will be a specific focus on digital culture and social media, aging and vulnerability, interspecies companionship, and the politics of affect.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC244 Feminist and Queer Theories of Social Reproduction
This course will introduce students to the study of social reproduction and power with an emphasis on feminist, queer, and transnational approaches to inquiry and action. We will begin by exploring key methodologies and theoretical framings for understanding contemporary "American" cultural, social, and political formations both within and beyond the territorial U.S., focusing on the effectiveness of discursive and historical modes of critical analysis. The subsequent sections of the course will turn to three case studies of the historical routes and transnational implications of U.S.-based political discourses around (1) population control and reproductive justice, (2) abolition and the prison-industrial complex, and (3) debt and higher education. By engaging with each area of inquiry through theoretical, historical, and grounded activist texts, we will think through the possibilities for utilizing academic work in concert with movement-based engaged scholarship to address the uneven distribution of life chances and the potential of imagining the world otherwise.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **FGSS244**
Prereq: **SOC151**

SOC245 Intersectionality and Identity (FGSS Gateway)
Intersectionality has emerged as a central motif within both social analysis and political debate. We will examine the origins of this framework within black feminism and women-of-color activism, as well as the way this framework traveled to, and is used within, sociology and other disciplines. The course will also address critiques of intersectionality that have emerged within and outside of feminist theory, and extends the concept of intersectionality to think through intersections between various social identities and social institutions such as capitalism and colonialism.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **FGSS245**
Prereq: **None**

SOC246 Social Movements
How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce some of the major ways scholars have approached such questions and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including racial justice, class, gender, and sexuality-based activism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **FGSS256**
Prereq: **SOC151**

SOC247 Drugs, Culture, and Society
This course addresses a variety of issues ranging from the social variation in and construction of drug experiences; the nature of scientific knowledge regarding drug use and the brain; the global trade in drugs and its relationship to histories of colonialism and contemporary forms of Western hegemony; notions of health, harm, and rehabilitation; and the various strategies that contemporary states rely upon in addressing issues pertaining to drug use (particularly criminal justice measures and interventions focused on harm reduction). The course places particular emphasis on the ways drug use is framed in relation to questions of freedom, justice, and the self, ultimately forming a part of a disciplinary apparatus that impacts everyone, whether we directly use drugs or not.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC255 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge,

and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **SISP250, EDST251**
Prereq: **None**

SOC256 Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences that form sex work, as well as the way in which prostitution is used as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS255**
Prereq: **SOC151**

SOC256Z Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences which form sex work, as well as the way in which prostitution is utilized as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationships? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world. The course will be taught synchronously, but students who are in time zones that would make participation difficult will have an asynchronous option.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **FGSS255Z**
Prereq: **None**

SOC259 Cultural Studies of Health
Nothing is more fundamental to the human condition than our most basic right--the right to healthy life. Tragically, this right is inequitably distributed across human bodies and populations, especially along axes of race, gender, class, disability, age, and nationality. In fact, persons residing in the U.S. do not have a right to healthy life. Issues of health and illness are, quite literally, matters of life and death that are shaped by broader political and economic institutions in human societies. In neoliberal nation states like the U.S., the guardian of the right to live a healthy life is a highly bureaucratic and technological form of corporate medicine. Medicine comprises a network of social institutions and technoscientific practices that people have created and use to diagnose and heal our bodily and psychic ills. While the practice of medicine has produced dramatic improvements in life expectancy and quality of life for billions of people, most people on the planet do not have access to basic medical care. Who thrives, who gets sick, who dies, and why constitute core questions for social justice. This course investigates the complex embroidery of biosocial and cultural processes that shape the unequal experiences and meanings of health. Cultural studies of health document the role of medicine as a great instrument of power that both generates and alleviates suffering. As more and more areas of social life and parts of bodies are falling under the control of medicine (a process called medicalization), we must ask, What are the dynamics and implications of medicalization for human societies and cultures? Drawing on provocative readings and media from diverse fields in sociology and cultural studies of science, technology, and medicine, this course will investigate these questions and more with an emphasis on the answers to them might contribute to social justice and improve the conditions necessary for human thriving.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS262**
Prereq: **None**

SOC260 Sound and Screen
This course explores contemporary developments in the study of media, focusing on three primary areas--music, video games, and the Internet--that depart from and sometimes challenge earlier frameworks rooted in visual and narrative forms. In the first unit of the course, we will examine the relation of music to identity formation, as well as revisit media scholars' longstanding interest in questions of meaning in light of music's particular characteristics. In the second unit of the course, we will investigate the social dimensions of video game play, focusing on the often-overlooked seriousness of play and on the unique properties of games as rule-bound systems. In the third unit, we will review and "unpack" some of the social, psychological, economic, and bodily transformations thought to be instigated by Internet use. Overall, the course aims to revisit sociologists' and media scholars' preoccupation with power, inequality, freedom, autonomy, and agency in light of the contemporary prevalence and particular characteristics of sonic and interactive media.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC262 The Rise and Fall of the Nuclear Family
In the United States, the "American Dream" family has often been thought to include a heterosexual, two-parent household with 2.5 kids, a house in the suburbs, and a white picket fence. While this is no longer the dominant family form, this "ideal" still holds great symbolic meaning, and non-normative family forms continue to be stigmatized and pathologized or rendered illegitimate and not considered as family. This course will examine the changing dynamics of families in the US and worldwide. We will consider how families function both within and beyond the context of the nuclear family as well as the political, legal, and social implications of who counts as family. We will focus on how race, class, gender, and sexuality shape family life and we will explore themes including marriage promotion policy, the division of household labor, gender inequality, intergenerational families, non-biogenetic kinship, families of choice, and more. Course texts will include sociological, historical, and queer theory approaches, in addition to sources from popular media. Through reading and engaging with literature on diverse family forms, this course aims to use a critical

lens to approach the concept of the nuclear family and to consider the future possibilities of the family as a social institution.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC265 From Shirtwaists to Hoodies: Fashion and Public Life
Pictured prevalently and worn close to the body, fashion is a powerful and personal means of expression and documenting public life. With a focus on the United States, this course presents a loose chronology of fashion, from the late nineteenth century to today, through a selection of themes that will allow students to consider it in terms of its social, political, economic and aesthetic impact. Through the interplay of image, clothing, and text, each week, we will explore the fashion industry from various perspectives, examining the key role makers and consumers play in constructing fashion both historically and today. Guest speakers and museum visits will enhance these perspectives. Specifically, we will question the ways we deploy dress and style to document public life, from the personal to the political, and how it informs our material and visual relationships with the world. In addition to lectures and readings discussion, class time will be allotted to students' fashion documentation projects. Fashion theory will also be introduced to ground our explorations of fashion, variously as a pictured and cultural entity, embodied practice, site of technological innovation, and tool for shaping one's identity.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL187, FGSS187, IDEA187**
Prereq: **None**

SOC266 The Social Life of Data
All over the world, actions, feelings, and thoughts are becoming data. Divining future desires and anxieties, promiscuous digital networks collect and collate a wide variety of everyday data, marking populations as risky or profitable. Participation in these networks is frequently mandatory in order to access a wide variety of political, social, and economic opportunities. Even if you manage to delete your account or withdraw from these networks, digital systems leave ghostly activity traces or zombie profiles waiting to come back to life. The rise of these data systems offers profound sociological and philosophical challenges to how we understand social life, power, control, memory, conscious thought, and even the nature of humanity and the environment. This course engages with the impact of data infrastructures and digital technologies in a non-deterministic fashion, which is to say that technical systems and structures, while powerful, do not fully determine social possibility. Focusing on historical, established, and emergent data systems, we look to understand technology as a field of affordance and prohibition, with feelings, thoughts, and politics dynamically interacting with rapidly modulating standards, norms, and methods. Course themes address a variety of theoretical topics that have been central to the social study of science and technology, including the efficacy of critique in encountering information processing systems.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC269 Bad Sex
In a 2003 op-ed in support of same-sex marriage, conservative New York Times columnist David Brooks writes, "Anybody who has several sexual partners in a year is committing spiritual suicide. He or she is ripping the veil from all that is private and delicate in oneself, and pulverizing it in an assembly line of selfish sensations." Brooks is far from alone in this critique of promiscuity. What is it about "casual encounters" and hookup culture that so disturbs? Why is sex a magnet for anxieties about selfishness and irresponsibility? Why do we think of anonymity and intimacy in sex as mutually exclusive? What do we make of desires that are politically troubling? On what basis are particular forms of sex and sexuality vilified or valued? Is love the antidote to sexual hedonism, or hedonism in disguise? This course will consider widespread cultural anxieties about sex, sexuality, desire, and pleasure from sociological and psychoanalytic perspectives.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **FGSS271**
Prereq: **SOC151**

SOC270 Urban Societies
This course is a study of the social construction of the city focused primarily on the U.S. context. It examines various themes related to the development of modern cities beginning with the consolidation of capitalism during the industrial revolution. The class will consider the distinct experience of urban life as opposed to other modes of existence, or what Louis Wirth calls "Urbanism as a Way of Life." In addition, students will look at forms of stratification such as race and class inequality and their relationship to spatial issues such as suburbanization and revitalization. Also considered are contemporary issues such as globalization, the revival or renewal process of many American cities, environmental issues, as well as the effect of new media on how we conceptualize the city. All of this will be done by focusing on the relationship between individual experiences and the effect of the urban environment on issues of identity construction and interpersonal relations. In order to develop critical thinking and engagement around these urban issues, the course emphasizes weekly writings and class participation in development towards a final paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC274 Accessible Writing: Disability, Language, and Media
Journalists (and indeed most writers who want a wide readership) must take the messy, complicated situations and systems the world presents us with -- an economic downturn, a yearslong war, a rapper's career, a new field of science -- and explain them in terms that are faithful to the facts of the situation, rendered in language that remains understandable to a reader who may not have considered the subject before. Writers from Aristotle to the editors of Wesleyan's new website (where all text is now required to be written at a seventh-grade reading level) have worked to apprehend the mechanisms that make a text understandable. But there is one group of thinkers that is perhaps more invested in the problem of "accessibility" than any other: people with disabilities. We tend to think of disability access -- such as captions on a film, or image descriptions for the blind -- in terms of legal compliance: you'd better make your project accessible or you'll get sued. But in recent years, a range of disabled artists, thinkers, and activists have expanded the field of accessibility beyond compliance into the realm of imagination and interpretation. This course adopts these emerging practices as creative-writing prompts, exploring them with a view toward sharpening our own practice as writers (and journalists, screenwriters, artists, and poets). Course materials will include work by writers engaged in the problem of literary accessibility (Strunk & White, Dr. Seuss, Garielle Lutz), disability-studies scholars (Mara Mills, Mel Y. Chen), activists (Alice Wong, Leah Lakshmi Piepzna-Samarasinha), artists (Christine Sun Kim, Finnegan Shannon, Joseph Grigley), poets (Jjjjjerome Ellis, Latif Askia Ba), and institutions (ProPublica, the New York Times, Harvard's Digital Accessibility initiative). The course will encourage students to pull their writing out of the classroom, with

an emphasis on publication, from newspapers and magazines to collaborative projects with Wesleyan's College of Film and Moving Image, Digital Design Commons, Davidson Art Center, and elsewhere.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT218, CSPL218, STS218, COL208**
Prereq: **None**

SOC275 The Hair Class
Hair does things. It covers and expose us. We pluck, conceal, wax, curl, and otherwise manage it. Its presence and absence serve as sites of critical engagement, personal and cultural expression, and political strife. This course will explore the social significance of hair, wherever, and on whomever it grows (or fails to grow). We will discuss daily practices, politics, histories, and legends about the manipulation of human and animal hair. We will draw on social theory, visual and social analyses, and cultural commentary to understand hair follicles as both incredibly ordinary and fantastically bizarre. This is an advanced discussion-based research seminar that is writing-intensive.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC276 Let's Talk: Civil Disagreement and Dialogue
This class is designed to help students improve their communication and dialogue skills through character development. We will consider ways to build community and trust in order to productively engage in and facilitate difficult conversations across political and social differences. Rooted in a philosophical framework for the study of values and virtue, we will reflect upon and incorporate the moral and intellectual features of good dialogues into our everyday lives. Our goal is to become the sort of people who can communicate effectively across differences in careful, constructive, open dialogues aimed at truth and justice.
Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL184, PHIL185, RELI184**
Prereq: **None**

SOC278 Bored in the House: Work, Leisure, and the Domestic Mundane
At the beginning of the COVID epidemic, Detroit rapper Curtis Roach released an instant classic on TikTok, a fifteen second ditty capturing the zeitgeist of the coming wave of domestic isolation: "Okay I'm bored in the house, and I'm in the house bored." The recent waves of mass quarantine, both forced and quasi-voluntary, have crystallized our focus on the domestic, and its attendant crises. More than ever, we must confront the vanishing material and psychic separations between work and leisure, the badly needed reimagining of public and private not anchored in a spectral domestic privacy, and the foundational dynamics of class, race, sexuality, gender, capacity, and institutionalized violence that structure where we can live, work, and play. This course has a special focus on the exhausting digital, which sucks up ever more energy (both in terms electric power--see the astounding energy use to train and deploy generative AI--and human attention and engagement) while leaving us with sleeping problems, carpal tunnel, and phantom vibrations. This course seeks to be not just an academic study of the themes of this course, but an ongoing experiment in boredom praxis. We will think about what we do when we are bored, and why, and we will try to sit with and direct our boredom in gently investigational ways. This also extends to critically thinking about how we do work in this class, and our techniques and tactics of maintaining leisure time in academia.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM396**
Prereq: **None**

SOC279 Displaying Clothes: Fashion in the Museum
What are clothes doing in the museum and why do they attract so much public attention? This course explores fashion exhibitions in history and the practice of fashion curation today, a key component of critical cultural analysis. Part curatorial workshop, part seminar, in this class students consider issues that influence professional curatorial practices through readings, discussions, and site visits. Topics include the origins of museums, museum architecture, the ethics and cultural impact of collecting and display practices, the role of dress and textile objects in art, history, and science museums, visitor experience research, and the challenges facing museums in the twenty-first century. As a group the students will work on an exhibition project, developing its organization and design, object selection and research, and accompanying texts and label writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-CSPL**
Identical With: **CSPL289, IDEA289, FGSS284**
Prereq: **None**

SOC280 Abolition and Social Praxis
This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM374, FGSS374**
Prereq: **None**

SOC281 Sociology of Knowledge
To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SISP**
Identical With: **STS250, CHUM250, EDST250**

Prereq: **None**

SOC284 The Way We Remember
This course explores how we think about the past collectively and personally. We will study what makes memory collective from a variety of perspectives including memorialization, memoir, biography, and the production of historical knowledge. We will also focus on the material and popular culture of memory, as well as the politics surrounding these cultures of memory. We will discuss struggles around how to remember and represent the past, including debates about memorials and monuments, and truth commissions. Our objective is to better understand how the past is constructed as a mix of truth, confession, and story that is meant to help anchor and orient us moving forward.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC285 The Sociology of Reality TV: Race, Colorism, and Xenophobia
The course will explore the ways in which reality television can help us reflect on how different social identifiers such as race, skin complexion, and ethnicity operate within American culture. For many, reality TV can be easily dismissed as a guilty pleasure, escapism, or "trashy" (e.g., Dehnart, n.d.). While reality television can be labeled as an innocuous pastime, its importance and impact in American culture cannot be overlooked or denied. Moreover, the way this form of entertainment reflects American behaviors and shapes or reaffirms thinking within our society around sociological descriptors like race and culture should be studied. Through a critical lens, we will delve into the ways this genre of television portrays women of color, the audiences who watch reality TV, and whether responsibility exists on the networks who help create these shows.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **AFAM284, CSPL285**
Prereq: **None**

SOC288 The Medium and the Message
Do you like to draw autobiographical comics, record bedroom pop songs, make queer zines, write ChatGPT poetry, choreograph burlesque performances, design and print ugly posters, sew avant-garde garments, create absurdist TikToks, or produce niche podcasts? This seminar is for students who want to think through the sociological content, implications, and impact of their creative work. In the course, students will develop and make substantial progress on a creative project that addresses sociological themes in its form and/or content. Students need not have any formal training, but should have demonstrated experience in their preferred medium. Course texts will address sociological issues surrounding cultural production, including representation, dissemination, and professionalization. Class sessions will be divided between discussion of readings and example work, experimental exercises, workshopping, and student presentations.

To apply for the seminar, students should submit the following: 1) a description of the specific project they wish to develop over the semester, keeping in mind that they will be expected to make and share progress each week; 2) a sample of previous work that demonstrates familiarity with any necessary technology (software, instruments, tools, recording devices, etc.); and 3) a "bibliography" of personal influences (including any relevant readings, creative work, etc.).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC292 Death and Dying at the End of the World
Death looms large over life. The digital has given people unprecedented access to global media focused on death and dying, from far-flung calamities killing thousands to intimate gofundme pages for your friends' cancer treatments. In an age of data-enabled prediction and preemption, death is capricious and untimely, remaining stubbornly resistant to scientific and philosophical certainty, despite ever more complex systems for death management. Meanwhile, circulating discourses of ecological and political catastrophe have proliferated thoughts of genocide, extinction, and planetary death. In this course, we look at contemporary encounters with death and dying at a variety of scales, from the search for death's meaning/a meaningful death, to understanding death as a public feeling and inspiration for political imagination.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC294 Techno-Latinidad: Science, Technology, Institutions and the Making of Latino Identity (FYS)
The growth of the US Latina/o population in the United States has prompted intense study of the experiences of this heterogenous and multifaceted community. Scholars, scientists, pollsters, activists, artists, entrepreneurs, and policymakers are all currently asking numerous questions about the present realities, impact, and future opportunities of Latinas/os in this country. But as we amass knowledge about Latinas and Latinos, it is critical to also ask how it is that Mexicans, Puerto Ricans, Cubans, Dominicans, and many others came to be known and often to know themselves as "Hispanics" and as "Latinas/os" in the first place? When and how has the Latina/o identity category shape-shifted, been contested, strategically employed, maligned, and also celebrated in the United States and beyond? What are the stakes and the prospects for future representation, unity, belonging, and equality in American social life for all those who comprise this complex category? These questions and the histories that they urge us to keep present root our ways of knowing and living the category of Latino/a in the United States today. In this course, we will explore these questions, focusing on the sociological processes of identity formation and racialization, through the lens of Latinidad across the 20th and 21st centuries. While the history of Latinidad in the United States is conventionally narrated through stories of social movements, bureaucratic negotiations, and strategies of media and marketing, this course will update and expand this repertoire in important ways. Incorporating theory and research from science and technology studies, the course will place fresh emphasis on Latina/o bodies to excavate lesser-known histories of and emerging developments in medical, forensic, and surveillance technologies to track the accelerating technoscientific construction of Latinindad.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-STS**
Identical With: **STS111F**
Prereq: **None**

SOC295 Narrative Nonfiction and the Archive
Journalists, narrative historians, and biographers all work to reconstruct past events from interviews, archives, and in-person investigation before writing up their findings in an immersive and engaging form. This series of practical writing workshops with Distinguished Writer in Residence Cal Flyn will challenge its participants to produce nonfiction accounts of past events from decades ago, right into the present day -- and to grapple with the technical difficulties that come with uncertain histories, gaps in documentary evidence, and unreliable memories. We will also undertake close reading of carefully selected extracts

from writers including Katherine Boo, Sadiya Hartman, Truman Capote, and Patrick Radden Keefe, and practice our research skills using Wesleyan's own archives.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT282, COL382**
Prereq: **None**

SOC296 Drugs: Mysticism, Optimization, Oblivion
Drugs are central to the American story. Many take drugs to wake up, drugs to keep focused at work, drugs to calm down, drugs to party, drugs to understand the self and the world, drugs to mitigate pain and drugs to fall asleep. American drug consumption is a significant driver of global production in both licit and illicit markets, while the 50+ year American "war on drugs" has violently reshaped global political economies at a massive human and economic cost, while failing to curb usage or trafficking. In recent years, piecemeal legalization of marijuana and psychedelic mushrooms, the integration of MDMA and ketamine into pharmacological research and various therapeutic modalities, and the opioid crisis spillover from doctors offices to city streets have further frayed the already blurred distinctions between legal and illegal drugs. Especially since the middle of the twentieth century, drugs have also been deeply intertwined with American art and cultural production, with all manner of media, youth culture, nightlife, spiritual and religious practices and even sports entangled with, enhanced by, and responsive to substances. In this course we focus on three impulses that drive drug use in the contemporary moment; the desire to expand or alter consciousness, to sharpen, heighten and optimize the mind and body, and to escape from the body and the world. While these impulses might be neatly segmented into archetypes like the hippie/psychonaut, office worker/student and junkie/slacker, we will explore the sometimes surprising overlaps and bleed between these different visions, reflected, for example, by the South American psychedelic ayahuasca's spread in America from countercultural ceremonies for mind-expansion to quick fix wellness retreats for tech workers. This course is focused on the American experience, while grounded in an increasingly global context, and takes neither a judgemental nor celebratory orientation to drug use.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC297 Journalism and Human Rights
This course explores the experiences of journalists in covering crisis, war, and conflict. It examines their ability to continue reporting on human rights issues and expose war crimes against humanity. Together, we will learn about the challenges and risks facing journalists in their written, audio, visual, and electronic work, as well as the forms of restrictions imposed on journalists in various countries. This class will draw on live testimonies, documentation, and new stories from Palestine, Sudan, Syria, Ukraine, and Russia.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT259**
Prereq: **None**

SOC298 How to Write about Pop Music and Why
What does it mean to write critically about a pop song or album at a time when anyone can listen to it with minimal effort? What is the value of an artist profile when artists' careers and lives are so publicly intertwined? How does a critic derive the aesthetic or moral authority to comment on music made by performers with dissimilar backgrounds, lifestyles, and values? In this class we'll look at the way the critical discourse around popular music has evolved in terms of immediacy, accessibility, scope, and purpose, paying attention to both "classical" pop journalism and ways of engaging with music that, while not quite reviews, nonetheless contribute significantly to the discourse around it. Most of all we'll listen to music together and explore different forms of interpreting and making sense of it.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT286, COL384**
Prereq: **None**

SOC299 The Future Perfect
Sociology is typically preoccupied with the present and, to a lesser extent, the past, favoring empirical methods that aim to reveal a variety of truths: for example, the logics underlying social structures and systems, the causes of social inequality, and the mechanisms by which inequality is reproduced. Where does this leave the future? Despite the persistence of patterns of social life, the future remains always and ultimately undetermined. We cannot know it; we can only imagine, speculate, and fantasize. The future, it seems, belongs to the world of fiction: to novels, films, television shows, and music that offer visions of what it might hold. These visions are sometimes suffused with hope for a changed world and sometimes with anxiety at the prospect of change. What can we learn about the present from images of the future? Might they offer an antidote to suspicions that we are headed toward a future of increased inequality and scarcity and looming environmental catastrophe? What traps might we find ourselves in when we treat the future as a distinct category of time? This course pairs social theory with works of fiction in addressing these questions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151 AND SOC212**

SOC300 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course's animating (and unfixable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as "queer" or "trans"? What constitutes a "queer" or "trans" reading of visual culture? How might various formulations of "queer" and "trans" relate to, put pressure on, and/or resist "aesthetics"? What is the relationship between an artist's self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences' efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist's "identity" (asserted and/or imposed) have to do with their art? And what does a viewer's "identity" (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS331, THEA311, AFAM331**
Prereq: **None**

SOC302 Paternalism and Social Power
This course will consider the construction of caring and helping in the structuring of social relations. What does helping entail? How does power operate in the velvet glove? What, if anything, lies beyond paternalism? How does social

change occur? Competing perspectives on paternalism from within social and political theory will be considered as vehicles for tracing power dynamics in a survey of U.S. social formations related to family, gender, sexuality, race, labor, class, medicine, criminal justice, religion, environmentalism, and international relations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC307 Authenticity and Perversity in Contemporary American Movies
This course will examine scholarly and popular conceptions of sincerity & perversity; authenticity & inauthenticity in contemporary American movies. How do notions of authenticity function within contemporary culture? What are the various inauthentic others to which authenticity is juxtaposed?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC308 Baby Got Back: Embodiment, Gender, and Sexuality in Black Music
This multimedia course uses a sociocultural approach to explore how black bodies continue to be sized, classed, sexed, and gendered through black musical expression. We will examine black music as a cultural object, both embedded in and responsible for steering national cultures, to argue that black music is indeed a lens through which to examine the struggles, contradictions, and triumphs of black peoples in the U.S. and abroad. Connecting theoretical frameworks of race, embodiment, socioeconomic status, gender, and sexuality with: (1) visual cultures of black bodies in motion (stemming from minstrelsy and chitlin' circuits to musicals and music videos) and (2) a variety of songs written, produced, and/or performed by black musicians (that include but are not limited to: the blues, jazz, rock and roll, rhythm & blues, soul, afrobeat, hip hop, dancehall, pop, soca, hip life, and reggaeton), this class will seek to interrogate how black music creates, replicates, regulates, packages, and distributes identity through a paradigm of production and consumption. We will discuss topics such as commodification, resistance, and representation while listening to artists such as Nina Simone, Sir Mix-A-Lot, Las Crudas, former 2 Live Crew member Luke, Biggie Smalls, Mr. Killa, De La Soul, Lil' Kim, Outkast, Jill Scott, Ayisoba, Big Freedia, Alison Hinds, Nicki Minaj, and Fela Kuti to attempt to understand exactly what type of power (and magic) that music possesses.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC309 America's Lure: The Politics of the Transnational US University
Over the course of the last decade the number of international students traveling to the United States has more than doubled. As of 2016, over a million students travel annually to U.S. campuses. In popular culture, governmental rhetoric, and statements from university administrators, this movement has been ascribed to the "lure" of American institutions of higher education and the knowledge, prestige, and futures they are thought to provide access to while simultaneously providing evidence of the successful internationalization of the U.S. university. Students will engage queer, feminist, postcolonial, indigenous, and critical race studies as we historicize and theorize this phenomenon while grappling with the transnational dynamics of the U.S. university from its founding as a central institution of settler colonialism in the 17th century through to the current moment of the so-called global, neoliberal university.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC313 Time, Masks, Mirrors: Aging in America
Longevity is almost universally wished for, but its actual accomplishment may also invite fear, even dread, depending on the context in which it occurs. We will study the sociocultural meanings of aging in the US as they are informed by history (collective and personal), cultural background, social scripts, caregiving relationships, institutional support/constraint, and current conceptualizations of the life course and the "aging" mind and body that often rely heavily on categorization and vocabulary associated with biomedicine. In addition, we will explore the idea of age in relation to sustainability and disposability as it is applied to dwellings, objects, the natural environment, and even persons. Enrolled students will be introduced to qualitative methods and analysis of qualitative data through conducting a series of interviews with an elder living in the local community that focus on the relationship between place and well-being over the life course, culminating in a record that can be shared with others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Identical With: **STS326**
Prereq: **None**

SOC315 The Health of Communities
Our focus will be on understanding the role of social factors (e.g., income, work environment, social cohesion, food, transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the contemporary community health center model of care in response to the needs of vulnerable populations. In this overview, we explore the history of social medicine, the importance of language in public health efforts to conceptualize and frame health concerns, the complexity of any categorization of persons in discussions of health and illness, ethical issues related to the generation and utilization of community-based research, the role of place and the importance of administrative and cultural boundaries in the variability of health risk, and the idea of just health care. Enrolled students serve as research assistants to preceptors at Middletown's Community Health Center (CHC) & Moses Weitzman Research Institute.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.25**
Gen Ed Area: **SBS-SOC**
Identical With: **CSPL314, STS315**
Prereq: **None**

SOC316 Community Research Seminar
Small teams of students will carry out research projects submitted by local community groups and agencies. These may involve social science, natural science, or arts and humanities themes. The first two weeks of the course will be spent studying the theory and practice of community research. Working with the community groups themselves, the teams will then design and implement the research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.50**
Gen Ed Area: **SBS-SOC**
Identical With: **ENVS316**
Prereq: **None**

SOC318 Social Science, Black Life: Wells-Barnett, Du Bois, and Hurston's Empirical Experiments
This class has two interrelated areas of focus: first, the racist habits of imag(in)ing blackness's presumed racial-sexual difference that preoccupied social science

in the late 19th and early 20th centuries; and second, the formative role that social scientific research and methods played in black people's quests for institutional inclusion during this same period. In their early years, canonical sociology and anthropology consistently proved unable to capture the beauty and complexity in black life, instead lending empirical authority to cultural ways of seeing blackness as inherently pathological. A counter-discourse of black expression took shape, attempting to overcome the negative impact that dominant empirical thought might have on black peoples' struggle for normative citizenship. Focusing particularly on the careers of Ida B. Wells-Barnett, W.E.B. Du Bois, and Zora Neale Hurston, we will explore the contradictory relationship that subsequently emerged between blackness and institutional power--discernible in empiricism's primacy during the long era of postbellum black inclusion. Rather than seeking evidence of black intellectuals' departure from empiricism and its attendant violences, we will explore the messiness of their efforts to experiment with and imagine beyond their misrepresentation and erasure in dominant empirical discourses. Indeed, black artists and intellectuals sometimes recapitulated the violence of empiricist paradigms and their enabling truth claims despite their sound political intentions. In considering the nexus of social science and black life in this period, then, we will also consider the intramural politics of racialized gender, the myriad costs of institutional incorporation, and the stubborn durability of epistemological authority. Secondary texts include works by Hazel Carby, Roderick Ferguson, Kevin Gaines, Julian Go, Avery Gordon, Saidiya Hartman, Katherine McKittrick, Reiland Rabaka, Michel-Rolph Truillot, Autumn Womack, Alexander Weheliye, Sylvia Wynter, and others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS354, AFAM354**
Prereq: **None**

SOC319 Theories of Capitalism
Capitalism has profoundly shaped world history, acting as one of the primary drivers of social change, and working to shape a tremendous variety of social institutions ranging from colonialism to our sense of time. This course takes a critical approach to the study of capitalism, looking at the ways capitalism has intersected with and transformed the nature of social oppression (particularly in relation to nation, race, gender, and sexuality), as well as the ways it works to shape everyday consciousness. Historical changes within capitalism will be explored, considering particularly the rise of corporate capitalism and of contemporary neoliberalism. We will examine a wide variety of theoretical approaches to capitalism, taking Marx's thought as a jumping-off point for elaboration and critique. We will conclude by considering alternatives to capitalism that have been proposed in both historical and contemporary contexts, together with an examination of practical efforts to implement these possibilities.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151 OR AMST174 OR AMST178**

SOC321 Disgusting? Revolting!
Who or what do we find utterly repugnant? Are we the nasty, vile ones? Is it possible that we are unconsciously attracted to that which disgusts us? What might it take to turn disgust into desire, and vice versa? In what ways might disgust indicate not only disruption or transgression, but some kind of threat and alternative to the status quo? What might be lost or gained when the disgusting clean up their acts, or are shown to have been respectable all along? In this course we will explore the politics of filth, particularly in terms of the desires, attitudes, identities, and behaviors that elicit disgust. We will consider how disgust infuses political ideology--i.e., how people understand and approach the social groups that disgust them (for example, racialized immigrants, queers, fat people, and drug addicts), but also the wealthy, the privileged, the "basket of deplorables." We will also explore the psychoanalytic relation of disgust to desire.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Prereq: **None**

SOC322 The Sociology of Nina Simone
An artist, activist, and visionary, Nina Simone possessed both a talent and political platform that continues to permeate discussions inside and outside the walls of academia. Born Eunice Kathleen Waymon, Simone was trained as a classical pianist that would eventually travel the world to perform music that encompassed the struggles of black life. This course acknowledges that her music, with pieces such as "Mississippi Goddam" and "To Be Young, Gifted and Black" undoubtedly made social, cultural, and political contributions to American society. However, much of Simone's personal life, including her battles with racism, sexism, and mental illness, as well as her relationships with her contemporaries, like Lorraine Hansberry and Miriam Makeba, is often eclipsed by and not considered alongside with her body of work. This course will examine Nina Simone as a whole person, wrought with contradictions, that poured her life experiences into her music, often at the expense of her own success. This class will: sociologically examine the emergence of such a person by interrogating the social environments that impacted her views on social justice; deploy black feminist and womanist analytical frameworks to deeply understand how white supremacist capitalist patriarchy may have taken a toll on Simone's career, but ignited her passion to speak truth to power; and utilize cultural and sociological paradigms of framing, stratification, and symbolic interaction to fully understand the sociology of Nina Simone.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC323 "Racing" Across Africa
Is Africa post-racial? Have you wondered how someone becomes Black/African, white, ethnic, and/or native and its implicit hierarchies, which scholars refer to as racialization? When you think about race and racism, does Post-Independence (PI) Africa come to mind? If not, why is PI Africa removed from our understanding of race? How can we think about Africa today as always undergoing processes of racial imperialism and how does it intersect with sexuality, gender, and class? Lastly, how do we conceptualize Post-Independence Africa in relation to the African diaspora?

We will go from Ghana to Kenya, Nigeria to South Africa, to understand how race is articulated in these spaces during colonization and after formal colonization has ended. We will also gain theoretical language needed to refute raceless logic. These processes will help us recognize why PI Africa is perpetually marginalized within a globally racialized capitalist economy. This course will contribute to thinking about forms of solidarity in our own lives toward visions of decoloniality, equity, and justice for those racialized as Black, especially in Africa.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC324 Black Girl Magic?: Survival and Speculative Fiction in the Social World
"Black Girl Magic?" explores and examines the sociological origins, usages, and deployments of the now-popular hashtag. Shortened from "#BlackGirlsAreMagic," coined by CaShawn Thompson in 2013, #BlackGirlMagic has seen its share of celebration and controversy. Used by and for figures such as former First Lady Michelle Obama and Janelle Monae, the hashtag appears almost everywhere to provide exemplars for the resilience of Black women and girls. However, some critics have questioned trending characteristics among those who have been branded with the hashtag -- cisgender, well-to-do, fit/thin, non-disabled, and/or famous -- and have asked since the beginning: To whom exactly does this phrase belong? Who does it include? And why should we use it? This course aims to survey all those questions and more. It will highlight Black women, trans and gender non-conforming writers, as well as sociologists and those not officially affiliated with the field, to deepen our understanding of Black life experiences in a global social world. We will dive into and deconstruct what we know about concepts such as "survival," "joy," "imagination," and "community" via Black feminist thought, queer/quare studies, popular culture, political science, speculative fiction, and cultural sociology.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **AFAM322**
Prereq: **SOC151 OR AFAM151**

SOC326 Race, Fantasy and Fetish
What role do fantasy and fetish play in the making and unmaking of race? How might fantasy and fetish disrupt and reinforce power differentials in surprising or unexpected ways? From comic book heroes to `race play¿, this course explores how bodies, relationships, and space itself are fetishized in the racial imagination. It moves beyond the basic observation that race is socially constructed to consider how fantasy, desire, and fetish render such constructions volatile and spectacular, yet also banal and predictable.

We will discuss the historical and social context of race as both imagined and imaginary in relation to western fantasies of the self and object others. This course draws on texts from race, queer, and postcolonial theory, along with popular material, including fantasy fiction and film, to highlight the fantastical underpinnings of the everyday realities of racial difference.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **SOC151 AND SOC240**

SOC328 Experiments in Public Life: Creating and Presenting Socially Conscious Music
This course will revolve around examining and participating in this realm of music-making through different lenses. We will examine varied relationships a creator can have to the issue/stance to which the art relates, varied ways the art can be presented, varied ways of identifying and reaching different target audiences, and varied potential outcomes. Students will create work in response to a diverse set of prompts designed both to refine their individual goals of artistic and community engagement and to challenge them to create outside of those zones. In addition to individual and collaborative creative work, there will be readings and listening assignments encompassing a genre-diverse array of music (ranging from Olivier Messiaen to Charles Mingus to Nina Simone to Public Enemy, to name just a few) accompanied by some brief reflective writing assignments. Work created in the course will be shared with the community (defined multifacetedly) in a variety of ways online and in person, with the students bearing much of that organizational and curatorial responsibility.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CSPL**
Identical With: **CSPL208**
Prereq: **None**

SOC333 Take Care/Say No
Situated between Maxine Waters's "reclaiming my time" and Nikole Hannah Jones's "I refuse," Take Care/Say No is a course designed to interrogate how Black womxn make decisions regarding their own survival in the face of overwhelming sociocultural, political, and economic commitments and obligations. Tagged as universal caretakers, Black womxn around the world often confront not only the legacies of colonialism, slavery, and imperialism through tropes like "mammy" or "superwoman," but also local definitions of womanhood, laced with misogynoir, that outline what they should do, how little space they should take up, and how grateful they should be for even the smallest leisure time. Paying attention to how the Covid-19 pandemic blurred lines between public and private life, students will closely read Black feminist/womanist texts to critically engage with the fields of cultural sociology, medical sociology, psychoanalysis, and political science. Throughout this course, we will 1) decipher the meaning of Black womxn's labor and leisure practices in their families, communities, and workplaces, and 2) challenge our understanding of terms like "care-work," "self-care," and "rest" to fully reimagine a world where Black womxn are free to say no and take care of themselves.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151 OR AFAM101**

SOC352 Race, Immigration, and the U.S. Empire
Did we all enter this country on equal grounds? How do our racialized ethnicities, immigration histories, gender, sexuality, and class impact our position in the United States? When you think about immigration, do black immigrants come to mind? This course provides an overview of critical assessments of immigrant communities within the U.S. empire. Theories of institutional racism, white supremacy, and ethnic fallacies are placed at the center of the conceptual framework of the course. Its aim is to demystify immigrant success narratives by relaying the historical, legal, political, and capitalist structures that affect access to upward mobility for immigrant groups and their descendants. Students will learn how black American, black immigrant, Latinx, Asian, indigenous, white eastern European, and white western European communities (including white colonial oppressors), and those at the intersection are grafted within an anti-black, global racial hierarchy that informs their current position in a settler-colonial empire.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC355 The Personal Is Social
How do social forces show up in our everyday lives? Which forces grab our attention, and why? When are we more inclined to see something as individual rather than social? What kinds of conclusions can we reasonably draw about the social world based on our individual experiences? In this seminar, students will read texts that use personal experience as a foundation for sociological observation, reflection, and insight. We will spend time thinking about the appeal and limitations of various methods, surveying a range of approaches to incorporating personal experience into scholarship, including memoir, autotheory, and autoethnography. Students will practice these kinds of writing throughout the semester, culminating in a final paper that blends personal writing with sociological analysis.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC364 Cultural Politics of Capitalism
This course will explore intersections between capitalist political economy and socio-cultural trends in contemporary everyday life. This includes a focus on various, often competing, theoretical formulations that seek to interpret cultural trends and cultural politics and discern the degree to which such trends undergird and/or undermine so-called "logics" of capitalist political economy.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **SOC151**

SOC399G Advanced Research Seminar: Introduction to Critical University Studies
The university is in crisis, or so we are often told. With college and university budgets rapidly shrinking, tuition and student debt are increasing exponentially, especially for women and students of color. And yet, we're here. Students, instructors, and staff continue to look to the university as a productive space for thinking and working. As an academic field dedicated to a collective engagement with the ways power constitutes bodies, knowledge, and ways of being in the world, sociology is a key venue for contending with these processes. This course will introduce students to the emerging field of critical university studies through a feminist, queer, and anti-racist frame. What, we will ask, does it look like to think in and about the university at this historical moment? What does it mean to consider the university's history in relationship to power and the nation-state? What are the gender, sexual, class, and racial politics of knowledge production? And how can we most productively take up the university itself as an object of scholarly inquiry?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC399H Hot Mamas: Black Women, Sexuality, and Body Size
Black women, no matter where they were born or currently live in the world, deploy survival strategies that propel them past perceived deviances and into discursive spaces of dynamic personhood. This is especially true for fat Black women and how they navigate their respective identities in the areas of social, physical, and mental health; socioeconomic status; and beauty culture. In this class, we will interrogate these areas alongside Blackness, womanhood, and sexuality to fully consider the implications of body size as a substantial category of intersectional analysis. By bringing medical and sociological studies into conversations with political and feminist theory, while also engaging with literary pieces and popular culture, this interdisciplinary course aims to equip all of us with a deeper understanding of sexuality and body size and their significance in the lives of Black women. We will journey our way through this course using the works of Black feminists such as Patricia Hill Collins, theorists such as Michel Foucault, sociologists such as Samantha Kwan, political scientists such as Cathy Cohen, lawyers such as Dorothy Roberts and Paul Campos, and writers such as Lucille Clifton and Alice Walker. In addition, we will bring our lived experiences and proximity to popular culture (magazines, music, films, and online resources such as personal blogs) to stake out our own truths and fill out any gaps that we believe are present in the literature. The class will mix lecture, class discussion, group presentations, and small-group work to advance mastery of the material.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC399I Advanced Research Seminar: Assembling the Self
This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year and fulfills the capstone requirement for the major. The course is divided in two halves. In the first half, we will read a variety of autoethnographic texts, in which the authors use personal experience as a foundation for sociological reflection and insight. We will spend time thinking about the political and methodological benefits and limitations of autoethnography, surveying a range of approaches to incorporating one's experience into scholarship, and attending to the ways that autoethnographic texts respond to existing research and theory. In the second half of the class, students will develop a substantial and original autoethnographic essay, with class sessions focused on workshopping and presenting writing in progress.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **SOC151**

SOC399K Advanced Research Seminar: Law & Society
In this course we will explore law from a sociological perspective, in relation to the historical, political, and cultural contexts within which it exists.

- We will tackle the question, what is law?

- We will talk about the relationship between law and justice.

- We will discuss social phenomena as legal constructions. Who is a person? What constitutes a religion? What is gender? What is commerce? What is free speech? These questions find myriad answers in different bodies of thought, are understood and acted upon in a variety of ways by different social groups, and gain different levels of political salience in different societies and at different times. As matters concerning the organization of public life, they are also, and inevitably, framed as "legal problems" and make their way to courts. We will examine how courts construct social phenomena through the lens of several historical cases.

- We will talk about law and American government--the historical evolution of the relationship between the branches of government, and the changing role and politicization of the Supreme Court.

- We will learn about courtroom exchanges, and how race, gender, and class play out in a typical American courthouse.

- We will explore law as a professional field, and discuss the educational and professional formations of its major actors.

This course will involve writing a research paper.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC399L Advanced Research Seminar: The Social Body
This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year and fulfills the capstone requirement for the major. The course is divided in two halves. In the first half, we will survey topics, perspectives, and approaches within the sociology of the body--a disciplinary subfield that examines the human body as a site where the social materializes and is rendered legible--as well as considering more generally the craft of academic scholarship. Substantive topics will include ADHD, anorexia, pain/pleasure and disability, and racial/ethnic cosmetic surgery. This overview will serve as a foundation for the second half of the course, in which students will develop a substantial and original research essay, with class sessions focused on workshopping and presenting writing in progress.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC399M Abolitionist University Studies
This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten's provocation to reinterpret abolitionism as "not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society." Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-CHUM**
Identical With: **FGSS311, EDST399**
Prereq: **None**

SOC399R Advanced Research Seminar: I Write What I Like
Love letters, propaganda, admission essays, manifestos, research papers, memoir, profiles, invitations, journaling, tweets, and texts. We write a lot. Whether it's grammar and syntax or word counts and page limits, we do so with rules in mind that help shape what gets said. We fret over whether to write in first or third person, what type of citations to use, and whether we have enough evidence. Too often rules are imposed before we've sorted through our thoughts, let alone what we want to say about them. As we think about these formal and informal rules, we'll consider the specificities and usefulness of various forms of writing, and how each presents constraints that open up or foreclose different kinds of thoughts about society.

We'll think about how writers, activists, and academics approach writing to move us in different ways. We'll experiment with and repurpose diverse genres as we develop our own approaches to writing as an essential tool of social analysis.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **None**

SOC401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

SOC404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

SOC405 Sociology Thesis Seminar
The purpose of the seminar is to help senior sociology majors develop their senior thesis projects by introducing them to the conceptual challenges and practical problems of sociological research. The seminar meetings will be devoted primarily to helping students advance their own research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **(SOC151 AND SOC212 AND SOC202)**

SOC406 Sociology Thesis Seminar
The purpose of the seminar is to help senior sociology majors develop their senior thesis projects by introducing them to the conceptual challenges and practical problems of sociological research. The seminar meetings will be devoted primarily to helping students advance their own research projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-SOC**
Prereq: **(SOC151 AND SOC202 AND SOC212)**

SOC407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

SOC408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

SOC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SOC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

SOC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

SOC420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Crosslisting**
Grading: **Cr/U**

SOC465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

SOC466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**

SOC467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

SOC468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**

SOC469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

SOC491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

SOC492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

SPANISH LANGUAGE AND LITERATURE (SPAN)

SPAN101 Elementary Spanish I
This introductory course is designed for students without prior Spanish language study. Students will develop basic receptive and productive language skills (reading, listening, writing, and speaking) along with an awareness of the various cultures of the Spanish-speaking world, including the United States. Note that Span 101 and Span 102 are designed as a year-long course, with each course covering half of the textbook, along with other materials. Completion of Span 102, or evidence of appropriate level, will be required to continue onto Intermediate Spanish (111-112).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN102 Elementary Spanish II
This course is the continuation of SPAN101, though students may place directly into 102 via the Wesleyan Language Placement Exam. The course further develops basic language skills (reading, listening, writing, and speaking) and incorporates readings and media from a variety of sources, allowing students to explore the cultures of the Spanish-speaking world.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN101**

SPAN103 Elementary Spanish for High Beginners
SPAN103 is intended for students with prior experience in Spanish (and is considered the same level as SPAN 102). This language course places emphasis on the development of speaking, listening, reading and writing, within a cultural framework, so students can attain an intermediate level in the language (and subsequently enroll in SPAN 110 or 111).

To enroll in this course students must have placed into SPAN 102 or SPAN 103 on Wesleyan's Placement exam. Enrollment for Juniors and Seniors is contingent upon space availability during drop/add period. This course is not linked to another class.
Offering: **Host**
Grading: **A-F**

Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN110 Spanish for High Beginners
Intermediate-level language course following SPAN103, with emphasis on the development of four basic language skills (reading, listening, writing, and speaking) within a cultural framework.

This course is comparable to SPAN111 and can be followed by SPAN112. Those seeking to follow with SPAN113 require permission of instructor. A weekly electronic journal is required for this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN102 AND SPAN103**

SPAN111 Intermediate Spanish I
This intermediate language course places continued emphasis on the development of reading, listening, writing, and speaking skills within a strong cultural framework. The sequence SPAN111 and SPAN112 seeks to expand students' active and passive control of vocabulary and grammar and for students to gain experience in using formal and informal registers of Spanish. Note that Span 101 and Span 102 are designed as a year-long course, with each course covering half of the textbook, along with other materials. Completion of Span 112, or evidence of appropriate level, will be required to continue onto Advanced Spanish - Introduction to Hispanic Literatures (Span 221).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN112 Intermediate Spanish II
This course leads students through a review and in-depth examination of advanced Spanish grammar issues and vocabulary expansion within a cultural framework that explores an array of topics connecting to other academic disciplines. Students will experience working with written texts and other media materials and produce a variety of written pieces. The course is a continuation of Span 111, though students may place directly into the course via the Wesleyan Placement exam or an appropriate AP score.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN111 OR SPAN 110**

SPAN113 Intermediate-Advanced Spanish
Within a cultural framework focused on the Spanish-speaking world--especially Latin America--this course leads students through a review and in-depth examination of advanced Spanish grammar issues and vocabulary expansion while providing the experience of working with written texts and other media materials. Students will explore an array of topics that connect to other academic disciplines.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN110 OR SPAN111**

SPAN201 Spanish Play
Students will be in charge of directing and staging a play in Spanish with the assistance of a Spanish professor. The workshop will take place over 10 weeks. Minimum one hour per week, which will increase to 2 as the day of the opening approaches. Rehearsals will be split between activities including reading and commenting on the dramatic text and working on diction, which can be done collectively or in smaller groups, and workshopping and rehearsing the play. Although the play will be in Spanish, we will try to allow for a wider audience by providing a brief English translation of the plot.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN203 Spanish for Heritage Speakers
This course is designed to meet the specific needs of students who are heritage speakers of Spanish to increase their language skills and confidence. Students who take this course must have placed into SPAN112 or above. Emphasis is placed on the following: development of linguistic strategies that advance students' written and oral expression beyond the colloquial level, grammatical and orthographic norms of Spanish, critical reading (reading for understanding and analyzing what is read), and expansion of vocabulary. The linguistic work will be conducted through course materials that explore, through a variety of literary and nonliterary texts, the use of Spanish in the U.S. Materials include a textbook or manual and topics related to the experience of Spanish speakers in the U.S.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN204 Teaching Spanish K-12: Second Language Pedagogy (CLAC 0.5)
This is a community engagement course in which students learn basic principles of language pedagogy and language acquisition to inform their teaching of Spanish to children at one of the Middletown public schools. Readings in English and Spanish; class discussion and assignments in Spanish. Students will familiarize themselves with characteristics of second language (L2) learning and teaching, a basic know-how on analyzing and preparing materials for language learning/teaching, and L2 teaching as a profession.

Language and course requirement: Students must have recently taken a SPAN course numbered 221 or above. Preference will be given to EDST and HISP majors, as well as juniors and seniors.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST218, EDST204**
Prereq: **None**

SPAN221 Introduction to Hispanic Literatures and Advanced Practice in Spanish
Poems, plays, essays, short stories, and films representative of various Spanish-speaking countries and different periods of literary history are used to improve speaking and writing skills and to introduce students to the fundamentals of literary analysis. It includes a formal review of recurring grammatical and rhetorical problems students have at this level in Spanish. The course is conducted exclusively in Spanish. Besides the three hours of class sessions with the professor, all students are required to attend a weekly one-hour conversation section with a Colombian or Spanish TA.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN112 OR SPAN113**

SPAN225 Creative Writing in Spanish
Taught by renowned Mexican writer Cristina Rivera Garza, Distinguished Writer in Residence for 2024-25, this seminar will offer students the tools to articulate their ideas and experiences in Spanish in narrative forms. The course is designed to achieve this in two ways: learning specific techniques through readings of prose in Spanish and by working throughout the semester on crafting at least one short piece. The professor will make in-class observations and written suggestions on student texts as drafts of their work are presented. During the semester students will practice extensive writing, critical reading, and peer editing. The course introduces students to literary terminology and places significant emphasis on vocabulary building.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **WRCT225**
Prereq: **None**

SPAN227 Writing Short Fiction in Spanish
This course will be both an examination of the short story form in Latin American letters, a genre that has been crucial to the region's intellectual traditions and its ruptures, and a deep exploration of the act of writing short fiction in Spanish. By examining diverse aspects of the craft of fiction writing, and through a discussion of their own writing and that of their peers, students will search for their (multilingual) voice to explore some of their philosophical, affective and linguistic concerns, become stronger writers and storytellers and improve their skills in Spanish. They will also familiarize themselves with some of the most captivating fiction produced by Latin American and Latinx short story writers over a century.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST227, WRCT277**
Prereq: **SPAN221**

SPAN230 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History
This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic EL CID (12th-13th century); the bawdy and highly theatrical prose dialogue known as LA CELESTINA (1499); the anonymous LAZARILLO (1554), the first picaresque novel; and María de Zayas's proto-feminist novella THE WAGES OF VICE (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL229, MDST228**
Prereq: **None**

SPAN231 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage
From 1580 to 1690, Spanish and Latin American playwrights created one of the great dramatic repertoires of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. A distinguishing feature of this theatrical tradition is the unusual prominence it lent to actresses (and roles written for them), as well as to women in the paying audiences. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists. Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us. We will examine five of the greatest of these plays by Cervantes, Lope de Vega, Calderón de la Barca, Tirso de Molina, and Sor Juana Inés de la Cruz (in Mexico or "New Spain") in a variety of genres and modes (history, epic, romantic comedy, tragedy, Islamic borderland, metatheater, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso; Calderón's "Spanish Hamlet" Segismundo; Lope's spitfire diva Diana, the Countess of Belflor; and Sor Juana's cross-dressing comic virtuosi) and their spirited dialogue, inventive plots, and dazzling metrical variety. We will look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to the shaping influence of women on the professional stage (in contrast to England) and to performance spaces and traditions. Organized around the careful reading of five key play-texts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with literary analysis. However, an interest in engaging these wonderful plays closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation. This counts as a Theater Method course for the Theater Major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL313, THEA231**
Prereq: **None**

SPAN232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America
This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is organized around four primary dialogues: (1) the creative reception by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti) of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (jarchas) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic-American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read,

and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST232, COL226**
Prereq: **SPAN221**

SPAN236 Cervantes
Cervantes is known chiefly for DON QUIXOTE, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. DON QUIXOTE also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about DON QUIXOTE, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL327, MDST254**
Prereq: **SPAN221**

SPAN239 Rebels and Rebellions in Early Modern Spain
What does it mean to be a rebel? This course examines literary, visual, and historiographical representations of rebels and rebellions in early modern Spain. Students will examine the uprisings of aggrieved comuneros (proto-bourgeois revolutionaries) in Castile and of outraged moriscos (Muslims converts to Christianity) in Granada and Aragon, the covert spiritual rebellions of crypto-Jewish conversas (Jewish converts to Christianity) and crypto-Muslim moriscas, as well as texts composed by women writers who rebelled against gender norms and Spain's most famous playwright's classic rebellion play. We will analyze the scathing testimonies of expelled moriscos and paintings that reimagine the pre-expulsion revolts of Valencian moriscos alongside gripping examples of local resistance to the moriscos' banishment, an astonishing and unprecedented tragedy in Spanish history. The seminar will introduce students to a critical framework for analyzing visual and multilingual texts. Close readings of "rebellious" texts will acquaint students with both known and nameless rebels of Spain, as well as with the unresolved legacies they left behind.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL239**
Prereq: **None**

SPAN240 Writings from the Abyss: Andean Women Authors Between Territory, Memory, and Body
This course explores literature written by Andean women through a lens that centers the body, gender, and territory as key axes of resistance writing. We will ask ourselves how authors from regions such as Peru, Bolivia, and Ecuador -- from the mid-20th century to the present -- articulate their experiences and genealogies from positions that engage with ancestral knowledge, Indigenous worldviews, Andean spiritualities, and political memory. The selected texts highlight representations of the female body as a site of conflict, pleasure, maternity, trauma, and rebellion. Topics will include the coloniality of gender, state violence, language and orality, racialization, and sexual dissidence. The course is organized thematically and combines literary analysis with approaches drawn from cultural studies, Andean feminisms, and decolonial theory. Readings will include texts written in Spanish as well as bilingual or translated works from Quechua, Aymara, or Kichwa, alongside visual materials, interviews, and digital archives when relevant.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FGSS241, LAST239**
Prereq: **SPAN221**

SPAN241 Contested Archives: Power and Memory in Latin American Archival Practices
This course explores the histories and politics of archiving in Latin America, from colonial record-keeping and imperial control to contemporary community-led, feminist, and dissident archival projects. What counts as an archive? Who decides what is preserved and erased? How are bodies, languages, and stories made (in)visible through archival dynamics? What alternative archival imaginaries emerge from Latin America's colonial and postcolonial contexts? We will analyze how archives have functioned both as instruments of domination and as tools of resistance, central to the construction of national histories, racial hierarchies, and cultural identities, but also capable of challenging erasure and reclaiming marginalized memories. Through an interdisciplinary and decolonial lens, we will engage with both historical texts and cultural and artistic interventions that challenge dominant archival logics, including literary works, films, visual art, performance, and digital media that interrogate, fictionalize, or subvert archival practices. We will examine a variety of materials, including state archives, ecclesiastical records, truth commissions, community memory projects, and speculative/fictional texts based on archival material. By reading across genres and media, the course highlights how cultural production can both expose and reimagine the power of the archive. Works include texts by Diamela Eltit, Horacio Castellanos Moya, Cristina Rivera Garza, Patricio Guzmán, Diana Taylor, Silvia Rivera Cusicanqui, Aníbal Quijano, installation and performatic art by Regina José Galindo and diverse materials from archives and memory projects throughout Latin America.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST241**
Prereq: **SPAN221**

SPAN242 Cycles of Resistance: Indigenous Voices in Latin American Literature and Culture
This course explores the richness and diversity of Indigenous voices in Latin America, from early colonial records to contemporary expressions. Using a transhistorical methodology, we will examine how socio-political issues and topics like land defense, cultural resilience, gender violence, hybrid identity, and political resistance persist and evolve through diverse perspectives in Indigenous discourse and cultural production. We will analyze and compare foundational texts like the Popol Vuh and Nueva corónica y buen gobierno, as

well as original manuscripts alongside contemporary voices such as those of Humberto Ak'abal, Yana Lucila Lema, and Sonia Guiñansaca. Special attention will be given to the writings of indigenous women, exploring how they have challenged hegemonic narratives and reclaimed their bodies and territories. Additionally, we will explore multimedia expressions and digital activism to understand how indigenous individuals and communities adapt and resist in a globalized world. This course invites students interested in literature, cultural studies, gender studies, and human rights to engage critically with indigenous perspectives, fostering a deeper understanding of the complexities of Latin American cultures.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST251**
Prereq: **SPAN221**

SPAN243 Latin American Philosophies of Education
This course offers an intellectual inquiry into educational thought situated firmly within the historical and cultural realities of Latin America. It asks how thinkers and educators from the region -- which includes Brazil and the Caribbean -- critique eurocentric models and affirm local traditions of schooling and knowledge. Thinking from the American university, we will explore what it means to consider the classroom a site of epistemic resistance that challenges the coloniality of power permeating teaching and learning across the hemisphere. Topics studied include colonial and decolonial pedagogy; feminist and ecofeminist pedagogies; popular education in campesino, indigenous, labor, and transnational movements; liberation theologies and pedagogies; rural teaching and teacher training; education and land dispossession; debt; schooling in times of war, climate disaster, and incarceration; and the crisis of the modern university. Readings include materials from Paolo Freire, Leopoldo Zea, José Vasconcelos, Ochy Curiel, the Landless Workers Movement (MST), Enrique Dussel, Yuderkys Espinosa, Emma Chirix, Mumia Abu-Jamal, Willy Thayer, Silvia Rivera Cusicanqui, Verónica Gago and Lucí Cavallero.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN244 Boomerang and Back: The Central American Civil Wars in Hemispheric Perspective
The violence and wreckage long imposed on the Global South is now plainly felt in the United States, from its streets and schools to its places of work and worship. The "imperial boomerang," first theorized by Aimé Césaire, has returned home. This seminar draws on archival material from Central America to critically reflect back on the civil wars in Nicaragua, Guatemala, and El Salvador from a contemporary hemispheric lens. We will examine, among other topics, the colonial legacies of 20th-Century agricultural dispossession; theories of revolutionary Marxism and feminism; religion and liberation theology; discourses and ethics of survivor testimony; carceral aftermaths of counterinsurgency; and the politics of postwar reconciliation under neoliberalism. This course incorporates a wide range of cultural objects produced during and after the civil wars, including radio, poetry and literature, photography, children's drawings, artisan crafts, and fiction and documentary film. Alongside published works from Roque Dalton, Rigoberta Menchú, Susan Meiselas, Gioconda Belli, Otto René Castillo, Pamela Yates, and others, students will also study unpublished archival materials, such as broadcasts from Radio Venceremos, songs and embroidered testimonies from the Honduran refugee camps, and international solidarity art from Cuba, the US, Vietnam, and Spain.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN221**

SPAN250 Defiant Echoes: Resistance and Reinvention in the Spanish Canon
Can the literary canon be both a tool of oppression and a space for rebellion? In this course, we will challenge traditional notions of the Spanish canon, exploring how voices of dissent have reshaped it from the 18th century to today. Through literature, comics, memoirs, theater, and essays, we will uncover how writers and artists have resisted imposed identities and fought for a more inclusive cultural landscape. From the groundbreaking works of Emilia Pardo Bazán and Federico García Lorca to contemporary creators like Quan Zhou Wu, Ana Penyas, and Desiree Bela-Lobedde, we will analyze how these voices question authority, identity, and belonging. Through engaging discussions and critical analysis, students will examine the evolving definition of Spanish identity and consider how narratives of power, exclusion, and resistance continue to shape the literary world. Whether you are interested in literature, history, cultural studies, or activism, this course will give you new perspectives on the power of storytelling as a force for change.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL219**
Prereq: **SPAN221**

SPAN252 Tracing Identities: Graphic Narrative in the Hispanophone World
This course traces the construction of identities in Hispanophone graphic novels by focusing on how they build alternative spaces. Graphic novels have become highly popular in Spain, in part, for how they have created a space of dissent, a space where predominant discourses on identity, migration, memory, race, and gender are being reexamined, questioned, and (re)constructed. After an introduction to key concepts in comic studies, students will engage with relevant works by artists from Spain, Equatorial Guinea, or Argentina, such as Ana Penyas, Pere Ortín y Nzé Esono Ebale, Paco Roca, Quan Zhou Wu, Marcela Garcés, or Pepita Sandwich among others. By discussing the content of these graphic novels, students will develop crucial humanistic skills such as critical thinking, communication, teamwork, and cultural competencies and become familiar with a broad range of human experiences as well as major global events. Materially speaking, we will focus on their unique textual/visual medium and how they dialogue with other media, especially photography, but also cinema, and literature. Coursework includes critical readings, visual and textual analysis, and creative writing/drawing. This class is taught in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN221**

SPAN254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde
This course focuses on one of the most charismatic authors of the 20th century. Known primarily as a poet, playwright, and public intellectual, Federico García Lorca cultivated a literary language whose allure has proven to be timeless. By exploring the reasons for this, we will heighten our sensitivity not only to the magical power of Lorca's writing but to the potentially transformative power of language and literature in general.

Lorca's writing (1919-1936) spans a pivotal historical crossroads, when avant-garde artists sought to forge a new, revolutionary style representative of the profound social and political changes sweeping the world. Lorca, like so many others of his day, did so fully cognizant of the national traditions within which

he worked, and with a keen desire to modernize those traditions. We aim to develop a deep understanding of how Lorca's verse, plays, and high-profile initiatives intersect with his context in these terms.

Please visit the course web site at http://span254.site.wesleyan.edu/ to review in detail the materials, objectives, and modes of assessment for this course.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA254**
Prereq: **None**

SPAN255 Barcelona Beyond the Tourist Gaze: Margins, Memory, and Modernity
How do the margins of a city shape its identity? This course explores Barcelona beyond its iconic landmarks, focusing on how its cultural and physical landscapes have been constructed, contested, and reimagined over time. Through literature, film, photography, maps, and performance, we will examine how Barcelona's history of modernization, political struggles, and cultural production reflect broader tensions in contemporary Spanish and Catalan identity. Special attention will be given to the role of slavery, the city's penitentiary past, and the voices often left out of dominant narratives. By engaging with these complex histories, students will gain a deeper understanding of how the margins -- both literal and figurative -- reveal the layered realities of nationhood, memory, and artistic expression.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN221**

SPAN256 City, Mobility, and Technology: Towards the Modern City in Spain
Movements, itineraries, encounters--these are some of the elements that have characterized modern literature. From the Baudelairean figure of the flâneur to the car chases of popular movies like Bullit, the city is described from a series of journeys that create a representation of urban space. However, these narratives reveal more than a personal account of the city: they show the urban architectures that allow the movement in those spaces (ie, paths, roads, lighting) and in doing so they portray the development of the modern city.

With this framework in mind, in this course we will analyze the construction of the modern city in Spain through literary and filmic texts. We will pay special attention to Barcelona and Madrid, but we will also look at how other international cities are perceived and represented in Spanish literature. In doing so, we will explore how these authors understand the modern city and the international connections and influences that shaped it at specific historical moments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN257 Performing Ethnicity: Gypsies and the Culture of Flamenco in Spain
In this course, we will analyze how Gypsies and flamenco are associated, in fact and in fiction, and how and why they have emerged into the limelight of Spanish national cultural discourses. Although they represent discrete realities -- not all Gypsies identify with flamenco and not all flamenco artists are Gypsies -- correlations between the two have nonetheless been exploited by the media and by artists as an often unwanted emblem of Spanishness. The tensions surrounding this practice seem related to an undisputed fact of Spanish cultural history: Flamenco is unique within European culture; with a population of nearly one million, Gypsies are Spain's dominant minority; yet recognition of the artistic value of the former and acceptance and assimilation of the latter have been slow to congeal within Spanish society. Our practical aim will be to analyze these important aspects of Spanish culture in their historical context. We will study how the connection between Gypsies and flamenco has emerged; we will evaluate the extent to which it is valid; and we will attempt to assess what seems to be at stake in the struggles between those who promote and those who resist this connection as distinctive of Spanish national culture. In doing so, we seek to foster a deeper understanding of the importance of the Roma community within the framework of European and Spanish culture and a deeper appreciation for flamenco as a unique form of cultural expression. On the theoretical plane, we seek to understand how music, dance, literature, cinema, performance, and art can give expression to ethnicity; how cultural hegemonies emerge; and what role artists play in supporting or contesting those hegemonies. In general, this course is designed to help students develop critical skills of cultural analysis while increasing their proficiency in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN259 Detective Fiction: Procedure and Paranoia in Spanish Narrative
The detective genre is the point of departure for an investigation that will lead us to solve a mystery: How do fictions about the detective--a person who is generally outside the law and sometimes crazy or paranoid--help us to understand the social construction of Spain? We will follow this figure through time (from the 19th century to the present) and space (visiting many Spanish cities) to build a theory of the genre in Spain and a panorama of Spanish society and culture. Following the trail left by novellas, novels, and short stories, together with critical texts, our investigation will allow us to unravel the mysteries of a multidimensional society.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL260**
Prereq: **None**

SPAN260 Between Word and World: Major Spanish Poets of the 20th Century
Our goal in this course is to study how the leading poets in 20th-century Spain use the lyric mode to negotiate the relationship between themselves and their community at key junctures in the nation's history. In doing so, we will also identify and assess the various notions of community that arise in modern Spanish poetry, attempting to evaluate how those notions evolve or are affected by such events or movements as (1) the avant-garde and the second Republic (1920-1936), (2) the Civil War and the Franco regime (1939-1975), and (3) sweeping political and social transformations of the past 30 years as signaled by the country's democratization, integration into the European Union, economic development, and by the massive influx of immigrants from Africa, Latin America, and Eastern Europe (1977-present). Key essays (critical and theoretical), some by the poets themselves, are included in the syllabus to provide critical tools for discussing how the public experience is lyricized through the intimate filter of the poet's own sensitivity. We will seek to understand the role played by context in conditioning the decisions poets make in adopting the epic, elegiac, didactic, or testimonial mode of expression, to name just a few. The image of the poet standing at the crossroads of lyrical creativity--word--and historical circumstance--world--will be central to our critical inquiry.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN261 Sites of Resistance & Memory: Theater, Performance & Political Consciousness in Contemporary Spain
Compared to other literary genres, and given its essentially social (public) format, theater is an especially vulnerable mode of cultural expression and, therefore, can easily fall victim to both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the state censorship that prevailed under Franco (1939-1975) and that prompted Spanish playwrights to develop subtle strategies for resisting authority and for addressing the crucial social and political concerns of the day. The parliamentary regime born in the aftermath of the dictator's death in 1975 ushered in an era of experimentation unprecedented in recent Spanish cultural history. During these years, playwrights have increasingly embraced the struggle against more covert (social, market-driven) forms of censorship in attempting to craft a new social order for a new political context: a democratic mindset that will serve to solidify the foundations of the young democratic state. Our goal in this course is to trace these trends through a close reading of key works by the major Spanish playwrights active since 1950. We will focus on context, on how theater, society, and politics are intertwined, by evaluating both works of dramatic literature themselves and the place and meaning of the public, commercial, and alternative theater circuits where many of these plays were premiered. Our aim, broadly, is to understand the extent to which collective memory and national identity, as staged over the past three-quarters of a century, have become a battleground where Spaniards either seek or resist reconciliation with legacies of repression.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA261**
Prereq: **None**

SPAN262 Through Foreign Eyes: The U.S. in Spain in the 20th Century
Although the relationship between Spain and the U.S. has a long history that can be traced back to colonial times, during the 20th century, an extensive corpus of literature in which Spanish authors portray the U.S. prominently becomes visible. The appearance of this body of work gives rise to a series of questions: How do Spaniards see the U.S.? What are the consequences of this understanding? Why is there such interest in portraying the U.S. from a Spanish point of view? Of course, cultural and social definitions are constructions always limited to historic, social, and cultural events, be they of a military, political, or purely commercial nature. One could think that these portraits dwell on stereotypes; nonetheless, we are before a literary production that uses the U.S. to create a narrative about how Spain enters a global economic market through a cultural exchange. These are texts about traveling, the construction of the individual, and the shaping of a nation; texts that cross the boundaries of literary genres to define Spanish identity. We are before the construction of a narrative that questions the building of alterity and shapes the identity of modern Spain. In our approach to the main historic events that define the relationship between Spain and the U.S. during the 20th century, we will examine novels, poems, and movies that result from such events to analyze questions related to identity, globalization, localism, modernity, and nation. What we will engage in is, in fact, a debate about how we define ourselves, whether we are Spanish or American, through foreign eyes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN263 Mythic & Modern: Reappropriating Classical Themes in Contemporary Drama and Performance
What does it mean to defy the authority of the patriarch, of family, or of government? How do these structures of authority intersect in contemporary society? How do we, today, understand "destiny"? How do we challenge it, and what are the consequences for doing so? How do we break the patterns of shame and disenfranchisement inherited from the shared past? These are just some of the social, political, and ethical concerns transmitted over time by playwrights, stage and performance artists, and film directors who treat classical myths as valuable constructs for interrogating our contemporary world and society.

In this collaborative, project-based course we explore how classical myths have been appropriated within the modern Hispanophone cultural context. Just as important as our study and discussion of modern adaptations of classical models are the staged readings of key scenes incorporated strategically throughout the semester that help us develop an organic understanding of the material from the inside. Our overarching aims include: 1) exposing what persists in modern adaptations of classical myths, 2) tracking the kernels of change that the adaptations present, and 3) understanding why performers over time, working in disparate cultural milieus, continue to seek and derive inspiration from classical myths. The mythic figures we examine may include any of the following: Sophocles' Antigone, Euripides' Oedipus and Medea, Aeschylus' Agamemnon, as well as figures from the Oresteia and from such epics as Homer's Iliad and Virgil's Aeneid. This course is taught in conjunction with Italian 263 and French 263. The final collaborative performance, scheduled during the Final Exams period, will involve students from across the Romance Languages and offers the unique opportunity for cohort building among students of French, Italian, and Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN264 Orientalism: Spain and Africa
Over the past several decades, North African and Middle Eastern cultures have become conspicuously important within the Spanish cultural arena. Translations of writers from Lebanon to Morocco abound in Spanish bookstores. Spanish writers have begun addressing North African and Middle Eastern issues with greater frequency, especially in their novels. The dramatic rise in the African immigrant population in Spain during the 1980s and 1990s, meanwhile, has been matched by a rise in press coverage of issues pertaining to Africa and the Middle East. These factors constitute the point of departure for our historical overview of the treatment of Islamic cultures in modern Spain, from early 19th century to the present. Guided by Edward Said's seminal essay, Orientalism, we will assess the extent to which (and the process by which) Spain passes from the Orientalized subject of European Romanticism (painting, literature, music) to an Orientalizing European power in the late 20th century. In doing so, we will seek to relate the representation of Islamic cultures in Spanish literature and painting to social, political, and economic factors, most important of which was Spain's military invasion into Morocco in the late 19th and early 20th centuries. We will also survey changing attitudes among Spanish intellectuals with regard to the Islamic world and toward Spain's Islamic heritage, the result, perhaps, of 20th-century modernization and, most recently, of Spain's full integration, after Franco's death, into Europe's military and political structures. The tools for this study include works of literature primarily, but we will also focus on painting, historical essays, newspaper articles, and film.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN265 History of Spanish Cinema for Spanish Speakers (CLAC.50)
Spanish 265 is designed as a discussion section for students who are enrolled simultaneously in SPAN 301 and who have advanced proficiency in Spanish. This half-credit course offers students the opportunity to master the critical vocabulary and tools of film analysis in Spanish.

Weekly student-led discussions will provide students with the unique opportunity to exercise these tools regularly and gain greater fluency in the language. Students will be responsible for the same material included on the SPAN 301 website at: https://span301.site.wesleyan.edu/. Students will submit their assignments in Spanish and contribute weekly posts to a blog set up for SPAN 265.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST265**
Prereq: **None**

SPAN267 Image/Word: Narrative and Photography in Contemporary Spain
The objective of this course is to analyze the relationship between literature and photography, questioning the idea of representation that usually unites them. This relationship goes further than the simple representation of the environment that surrounds us: literature and photography modify not only the perception of, for example, urban space, but also its organization; that is, they have a direct effect on the built environment. This effect creates a productive linkage that challenges the limits of these disciplines and the worlds in which they are created, proving how their work aims not exclusively to describe or represent but also to build. This idea of creating is the base for this seminar, where students will develop a photographic and a narrative/analytic project in which they will test firsthand the relationships and skills seen in the class. Thus, they will be able to see the connections between disciplines and cultures that guide our everyday life. In this seminar we will work with Cuban artist and writer Jacqueline Herranz-Brooks, who will work with students in their creative project.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL280**
Prereq: **SPAN221**

SPAN269 Appearing Acts: Visual Histories and Identity Construction Through Photography in Spain
In her reading of Plato's "Allegory of the Cave," Susan Sontag finds a close bond between photography and the world, our cave. Photography, she says, shows us a new visual code that constructs narratives that "alter and enlarge our notion of what is worth looking at," and in doing so can influence, guide, and condition our knowledge of the world. Keeping this in mind, when it comes to Spain, what kind of world does photography construct? How does the visual field influence and guide our knowledge of modern Spain? In this seminar, we will reflect on how photography has conceptualized social and national identities in Spain from the 19th century to the present, asking how images create, shape, and question the cultural and social archive. Through the examination of photographs, theories, and methods, we will draw a contextualized history of photography that will help us to consider its role in the interdisciplinary construction of Spanish identity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **COL209**
Prereq: **None**

SPAN270 Survey of Latin American Literatures, Cultures, and Ideas
A close study of texts from the colonial period to the present will serve as the basis for a discussion of some of the major ideas and cultural and political debates that have emerged in modern Latin America to this day. Thinkers include Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Neruda, Borges, García Márquez, Menchú, and Bolaño, among others. For purposes of understanding context, students will also read selected chapters from works by historians and cultural critics and will watch several films. (Please note that this course was previously called "Spanish American Literature and Civilization.")
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST226**
Prereq: **SPAN221**

SPAN271 Against Epistemicide: Latin American Critical Thought
This class explores seminal social and political texts that reconceptualize America Latina against the legacies of colonialism and Eurocentrism. We will focus on Liberation and Decolonial Latin American Thought in order to move from the idea of Latin America to that of Abya Yala. We will begin with the triad: La ciudad letrada by Ángel Rama, Culturas híbridas by Néstor García Canclini, and Colonialidad del poder, eurocentrismo y América Latina by Aníbal Quijano. We will then decolonize their own theories through the work of women thinkers such as María Lugones, Yuderkis Espinosa, Ofelia Schutte, Mary Louise Pratt, Linda Martín Alcoff, and Catherine Walsh.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN272 Cubanidad: Diaspora, Exiles, and Cultural Identity in Cuban Literature and Film
This course will examine shifting notions of Cubanness, or "cubanidad," from the 19th century to the present times from a diasporic framework. We will discuss writings by/about African slaves, Chinese indentured laborers and migrants, and Spanish immigrants in Cuba, as well as Cuban exiles in the U.S. and Spain from the 19th century to the beginning of the 20th century. Through a variety of literary texts and films, we will then study select cases of European exiles who visited Cuba in the 1930s and '40s, the later massive waves of Cuban migration to the U.S. after the Revolution, and the more recent immigrants who have settled in Cuba.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST272**
Prereq: **None**

SPAN273 Beyond Machu Picchu & Macondo: Real and Imaginary Worlds in Latin American Letters
Latin American writers and intellectuals have long conceived of their particular literary and cultural practices in connection to individual spaces and sites, both real and imagined. In this course we will examine why and how they have done so, looking not only at well-known if not legendary ones such as Machu Picchu and Macondo, invented, respectively, by Neruda and García Márquez in certain moments of their careers, but also the América and Gran Colombia of Simón Bolívar, the New York City of the Cuban intellectual José Martí (1880s) and Nuyorican writer Tato Laviera (1970s), as well as Violeta Parra's other Chile,

César Aira's Colón (Panamá), Fernando Vallejo's Medellín (Colombia), and Mayra Montero's eroticized Caribbean. In each case we will be concerned with understanding the relationship between local, national, and hemispheric history and the new imaginarios created by the author/intellectual in question in the context of north-south relations. Topics to be considered within this critical framework will include the Wars of Independence, industrialization in the late 19th-century, the construction of the Panama Canal (1904--1914), the Cold War (1947--1991), Latino identity in the context of Puerto Rico and New York City, the drug wars, and sexual identity. When possible, films and short videos will be used to help build knowledge of historical context.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST273**
Prereq: **None**

SPAN274 Insular Borders of Latin(x) America
Before and at the same time the United States established itself throughout the 19th century as a major power in the Americas and the world, various Latin American republics inherited and acted upon a similar imperialist agenda to expand their borders not only to neighboring territories but also across oceans. In this class, we will study and compare these imperialist gestures, among them the Spanish Empire's control of its remaining insular colonies in the 19th century (e.g., Cuba, Puerto Rico, the Philippines, and Guam) and the United States' successive claim to these very same islands. We will analyze literary works and films that interrogate these imperialist claims as well as the trajectories of islanders: for instance, the forced migration of the Rapanui (Easter Island people) in the second half of the 19th century (first as slaves to Peru and then to the town of Hanga Roa in Easter Island) and the island-to-island "intra-colonial" (Joanna Poblete) recruitment of Filipino and Puerto Rican laborers in sugar plantations in Hawai'i at the beginning of the 20th century. Some of the questions we will explore are: Why are islands so coveted by old and new empires? How have Rapanui, Filipino, and Puerto Rican migrants and their descendants resisted authorities on the insular borders of empire? How do writers and artists tell these silenced histories? Can we speak of Latinidad and Edouard Glissant's concept of Poetics of Relation in a Pacific Ocean context? Readings will be in Spanish and English. All discussions and assignments will be in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **LAST274**
Prereq: **None**

SPAN275 Multilingual Aesthetics in Latin America
This course examines writings by Latin American authors who are multilingual or have an intercultural awareness as a result of colonization, cosmopolitanism, migration, or bicultural upbringing. First, students will learn about a variety of Spanish American movements, such as "modernismo," "creacionismo," "negrismo," "indigenismo," "neoindigenismo," and "indianismo," all of which dialogued with diverse cultures and languages other than Spanish. Then, we will examine a series of collaborative projects, such as a quadrilingual poem co-written by Octavio Paz (Mexico), Jacques Roubaud (France), Edoardo Sanguineti (Italy), and Charles Tomlinson (UK); a selection of English-Spanish poems by Marjorie Evasco (Philippines) and Alex Fleites (Cuba); and the "Festival de poesía: lenguas de América," a bi-annual event that gathers poets from diverse multilingual regions in the Americas. Lastly, we will examine literary and scholarly work by/about Latin American writers of indigenous descent, as well as works in Spanish, English, and "Spanglish" by Chicano, U.S. Latino, and Filipino American writers. Throughout the semester students will reflect on how multilingualism can serve as a medium for aesthetic experimentation, intercultural dialogue, and/or political resistance. All discussions will be held in Spanish, and all readings will be in their original Spanish or in Spanish/English translation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST265**
Prereq: **SPAN221**

SPAN276 Body, Voice, Text: Theater and the Transmission of Experience
Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on reading, study, research, and interpretation) and also as an art form (built on reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **THEA276, LAST276**
Prereq: **None**

SPAN277 The Secret Life of Waste: Trash in Latin American Art & Literature
From space junk to microplastic particles found in human blood, man-made waste and pollution are ubiquitous. What are the effects of waste on the environment? What can the decomposition of waste create and/or undo? What is the afterlife of waste? Is waste apocalyptic? Through figures such as rottenness, radioactivity, mutation, and zombies, we will explore the ways in which Latin American art and literature try to answer some of these questions by imagining living amidst the remnants of hyperconsumption and by exploring the unforeseen effects that coexisting with waste could have upon the land and the body. We will study a wide range of visual and literary engagements with trash from novels, poetry, comics, and films to environmental art projects. Artists and writers may include Cecilia Vicuña, Daniel Lie, Samanta Schweblin, Fernanda Trías, Vik Muniz, H. G. Oesterheld, Javier Campos, and Alejandro Durán, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST277**
Prereq: **SPAN221**

SPAN278 Narratives of the Latin American Jungle
This course is a critical exploration of the ways in which forests and its plurality of beings, and particularly the tropical territories marked as jungle or rainforest in South America (the Amazon, the Darién), have been narrated, imagined, and contested in cultural production and in indigenous and peasant ontologies and place-based practices for more than a century. We will investigate the construction of jungle as a territory of dwelling shaped by the relational condition between human and other-than-human beings (plants, animals, water) and as a place where diverse anxieties about sovereignty, politics, race, development, gender, and subversion collide. We will examine this cultural geography in relation to diverse histories of modernization, development and extractivism, the global angst over the environment and its destruction, local processes of (cosmopolitical) resistance, and the various political and environmental conflicts that have shaped the region over the past century.

Attending to Amazonian indigenous thought and to political ecology and other intellectual practices emerging from Latin America, as well as to literature, film, popular culture and visual art, we will discuss the potential to disavow modern/colonial binaries like nature-culture, human-nonhuman and civilization-barbarism, in a place that has been central to the way in which Latin America has been imagined for centuries.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST278, ENVS274**
Prereq: **None**

SPAN280 Screening Youth in Contemporary Latin American Cinema
This course will examine some of the most important Latin American films from the past three decades that also happen to cast children and teenagers as protagonists. We will analyze a large body of films that address issues of historical memory, economic inequality, social conflict, political activism, education, sexuality and gender, cultural identity, and citizenship through the lens of youth. These films question the roles of minors in relation to politics and resistance, and reflect upon the cultural constructions of childhood that operate at a social level with important political implications. Students will explore the aesthetic and social dimensions at play in these films and develop interpretative filmic skills through an exploration of the connections between the technical composition of the works and the social, political, and cultural contexts that they address. Besides the varied cultural, theoretical, formal, and historical elements that this course will examine, this course includes a creative project by which students will develop an idea for a short film based on their own personal coming-of-age narrative.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST280**
Prereq: **SPAN221**

SPAN281 Labor in Latin America and the Caribbean: Pedestals and Veils of Disposability
This course examines the racialized and gendered exploitation of labor that has long structured everyday life across the Western hemisphere. It asks how shifting productions of race and gender mediate the distinction between productive and disposable humanity. We will examine a variety of materials from the region spanning the colonial period to the present, including literature, film, visual and performance art, economic theory, political philosophy, grassroots activism, testimonials, chronicles, and journalism. Through these texts, we will problematize a range of interdisciplinary issues, such as the veiled continuities of conquest and enslavement, the accelerated pace of capitalist extraction of human and non-human value, and state responses to forced migrations of populations considered criminal, undesirable, or superfluous. We will also study aesthetic and lived examples of resistance from Latin America, the Caribbean, and their diasporas, with particular interest in how collective organizing has taken on new forms in the face of work's increasing informalization and precaritization. Building off these examples, students will develop an accessible final project that applies their research and analytical skills not only to produce knowledge, but to cultivate critical consciousness for the reader, listener, or viewer.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST281**
Prereq: **SPAN221**

SPAN282 Narratives of Crisis: Violence and Representation in Contemporary Latin American Culture
How have Latin American literature, film, and performance of the past three decades articulated the many forms of violence in a region facing complex armed conflicts, wars deployed around the drug trade, and diverse forms of political unrest? Focusing on Colombia, Peru, Central America, and Mexico, we will investigate how contemporary cultural artifacts reflect on the linguistic, ethical, and social dimensions of subjectivity in times of crisis and provide productive analytical frameworks to examine violence, history, and memory in the region.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST285**
Prereq: **None**

SPAN283 The Other 9/11: Dictatorial and Post-Dictatorial Films and Literature in Chile
This course explores how poetry, novels, and films, produced during and after Chile's military regime (junta de gobierno), try to make sense of state violence and cruelty. This class suggests that by actively performing the work of memory, of remembering the violent past and the forcefully disappeared ones (detenidos desaparecidos), films and literature oppose the politics of oblivion instantiated by the post-dictatorial state while claiming for and imagining social justice. We will understand films and literature as active, ethical memory technologies which we will read against the grain of Chilean politics and history (políticas de los acuerdos).

Some of the poets we will read include Eugenia Brito, Carmen Berenguer, Teresa Calderón, Malú Urriola, Rosa Betty Muñoz, and Raúl Zurita. In addition, we will watch films by Patricio Guzmán, Cecilia Vicuña, and Pablo Larraín. Finally, we will read novels by Alejandro Zambra, Roberto Bolaño, and Nona Fernández.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST283**
Prereq: **None**

SPAN284 Tales of Resistance: Modernity and the Latin American Short Story
Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization, both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, and immigration to Europe and the U.S.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST254**
Prereq: **None**

SPAN285 Racial Capitalism and Resistance in Central America
In modern-day Central America and its diasporas, the most precarious communities are descendants of colonized, enslaved, and dispossessed populations. Yet while the fact of race and class intersecting is evident, why and

how they have evolved together is not. This course examines the relationship between race formation and economic dispossession across the region through a transnational perspective. Through a wide range of Central American and hemispheric cultural objects, theoretical frameworks, and grassroots praxes, we will meditate on the theoretical paradigm of racial capitalism, which holds that racialism and capitalism are co-constituting and have evolved together to produce an economic world order dependent on colonialism, violence, exploitation, and containment. Students will develop their interpretive and analytical skills by collaboratively examining issues of whiteness, mestizaje, and multiculturalism; resource extraction; economic exploitation and expulsion; rage, resistance, and revolution; policing, counterinsurgency, and criminality; migration; identity and ethno-politics; and education. Beyond these cultural, theoretical, historical, and aesthetic concerns, a central component of the course is a creative or community engaged project that students will develop in close collaboration and in stages throughout the semester.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST286**
Prereq: **SPAN221**

SPAN286 Bolívar's Interpreters: Nation Construction in the Americas
No figure has been seized upon more as a symbol of cultural and political unity in Latin America than the liberator Simón Bolívar. In this course, we will examine not only the case of contemporary Venezuela with its cult-like tradition but also several of the countless appropriations of Bolívar that have occurred across the Americas and in Europe in the 180 years since his death. From the Cuban José Martí to the Colombian García Márquez, from the Spaniard Miguel de Unamuno to the U.S. socialist Waldo Frank, from, to be sure, the powerful tradition of the Latin America essay with its identity politics to the U.S.-led Pan Americanism of the 1920s, '30s, and '40s, Bolívar has been made to serve complex and important functions in discourse about national and continental identity. To consider all this, we will study a number of rewritings of Bolívar's life and works, focusing on the dynamic process in which literary, cultural, and political traditions have been formed around him, while giving special attention to issues bearing on race, gender, and modernization. A wide range of texts will be examined, including letters, essays, poems, novels, screenplays, and films.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST258**
Prereq: **None**

SPAN287 Constructions of the Self
How does one define oneself? What forces are active in the creation of our personal identities? How much control do we exercise over these processes? What role do writing and literature play in the construction of notions of the self? While these questions are timeless and know no geographical boundaries, we will examine how several different Latin American and U.S. Latino authors have addressed these concerns in their art, with an eye toward understanding the cultural specificity of each of their propositions, as well as how writing itself becomes the subject of writing in the search for subjectivity.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN288 Territories of Dwelling, Desire and Resistance in Latin America
What does it mean to dwell in a place? How are spatial orders and more-than human dimensions conceived of and what is the symbolic and material weight of these conceptions? This course seeks to examine the ways in which diverse spaces categorized as rural or as "natural frontiers" in Latin America have been inhabited, negotiated, and contested in the 20th and 21st centuries. How have cultural practices constructed them as territories of dwelling, desire, possession, dispossession, and resistance? How does narrative and art reflect on local modes of dwelling and on the relationships between community, embodiment, desire, memory and the materiality of place? We will focus on texts and artistic practices--literature, film, performance, and the visual arts--that, in thinking about mountains, rivers and other bodies of water, plants, more-than-human beings, seek to destabilize the hegemonic (colonial) gaze that has been projected onto rural spaces for centuries and complicate extractivist and other capitalist logics that have sought to transform them. We will trace how these texts intervene in urgent debates about extractivism, the destiny of rural lands, the uses, abuses and rights of nature, the struggles for peasant and indigenous rights, environmental justice, and the defense of alternative ontologies. We will focus particularly on the Andean and Amazon regions of South America, with specific attention to Colombia and Perú.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST288**
Prereq: **None**

SPAN289 Contact Zone: Introduction to Amazonian Narratives
Often, the Amazonian region has been considered a marginal space within the territorial limits of Perú, Colombia, Venezuela, and Brazil. However, this territory is and has been key for these nations' past, present, and future. Beyond its outstanding biodiversity, the Amazon rainforest has housed for various centuries multiple and diverse native and non-native linguistic and ethnic groups. From the original Yanomami inhabitants to the contemporary European descendant citizens of Iquitos, the Amazonian territory has been a zone of contact where multiple cultural and cosmological views interact. In this class students will engage with a variety of materials, including literary works, travel diaries, films, and photographs that explore the Amazon rainforest: modern odysseys (La Vorágine), shape-shifting ghost stories (Las tres mitades de Ino Moxo), accounts of guerrilla warfare in the jungle (Naturaleza común), and apocalyptic prophecies (A queda do céu). By analyzing the literary and audiovisual archive resulting from multiethnic and multilingual interactions in the region, students will examine the role of the Amazon and its inhabitants in shaping the modern Latin American nations surrounding it. They will acquire a comprehensive understanding of the Amazonian region, its cultural diversity, and the complex issues it faces, such as racial and ethnic clashes, resource extraction, and the existential threat this poses to both human and non-human beings inhabiting it.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **None**

SPAN290 From the Muralists to the Narconovela: The Public Intellectual in Mexico
Mexican writers, intellectuals, and artists, both male and female, have long been recognized for the brilliance with which they have used their work to comment on and shape the direction of the Mexican state and to engage with the multiple traditions (indigenous, European, and mestizo) that define them. In this course, we will examine the writings and artistic and filmic work of several major figures with the goal of understanding how they see and imagine Mexico in particular historical moments. The course will cover the entirety of the 20th-century and the beginning of the 21st, extending from the Mexican Revolution (1910--1917) and the Muralists (1920s--40s), through the post-1945 period including 1968, and to the drug wars and the Zapatista movement (since 1994). Students will analyze novels, essays, art, poetry, and film.
Offering: **Host**

Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST291**
Prereq: **SPAN221**

SPAN291 Spanish American 'Modernismo' in a Global Context
The publication of Nicaraguan Rubén Darío's AZUL... in 1888 is often considered to be the inaugural event of "modernismo," the first Spanish-language literary movement that originated in Spanish America and spread thereafter throughout the Hispanophone world. In March 1916, about a month after Darío's death, a magazine in the Philippines claimed that Darío also belonged--at least "spiritually"--to the Philippines. Inspired by this statement, in this course students will read poems, short stories, and crónicas (short journalistic articles) by canonical Spanish American modernista writers, such as Darío, Julián del Casal, José Martí, Amado Nervo, José Enrique Rodó, Leopoldo Lugones, and Delmira Agustini, in conjunction with Filipino modernistas, including Fernando María Guerrero, Jesús Balmori, Manuel Bernabé, and Evangelina Guerrero. We will also read a selection of works of Spanish writers, such as Salvador Rueda, who visited Cuba and the Philippines in the 1910s. Some of the salient characteristics of modernismo that we will cover are the rejection of immediate reality and materialism, the search for linguistic renovation and cosmic harmony, and the celebration of Hispanism. When focusing on this last aspect, we will assess how modernismo helped to keep Spanish America connected not only to Spain but also to the Philippines, which became a U.S. territory in 1898, alongside Cuba and Puerto Rico. Thus, we will explore to what extent modernista writers responded to the spread of U.S. imperialism.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST292**
Prereq: **None**

SPAN292 The Abya Yala Connection: Latin American Ecological Literature and Art
This course will examine the role that literature and the visual arts have played in imagining and suggesting ecological relations between humans and more-than-humans during our ecological crisis. Through the analysis of literary and visual aesthetic strategies, we will identify forms of resistance, endurance, and solidarity between feminist, queer, and indigenous bodies and the planet.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST289**
Prereq: **None**

SPAN293 Writing Women's Bodies: Gender and Sexuality in Latin America
This class explores the narrative fiction of 21st century Latin American women. Through an analysis of visuality, art, ecology, nanotechnology, sexuality, and memory, among other themes, we study the ways in which women construct their bodily experience and forge ethical relations with the world through linguistic and aesthetic innovation. We will read authors such as Samanta Schweblin, Gabriela Wiener, Brenda Navarro, María Gaínza, Gabriela Cabezón Cámara, Juliana Javierre, and Lina Meruane.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST293, FGSS291**
Prereq: **SPAN221**

SPAN294 Queering Latin America: Contemporary Gay, Lesbian, and Transgender Literature and Film
This course studies important and groundbreaking films, novels, and poetry by contemporary gay, lesbian, and transgender artists. It focuses on their strategies to survive, respond to, and defy the changing socio-political Latin American landscape of the last 80 years. We will introduce some key critical concepts and debates from queer theory to guide our discussions. Some of the artists we will study include: Alejandra Pizarnik, Lucía Puenzo, Manuel Puig, Pedro Lemembel, Karim Aïnouz, Lorenzo Vigas, Rosamaría Roffiel, and Norma Mosgrovejo, among others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FGSS294, LAST294**
Prereq: **None**

SPAN295 Voices, Noises, and Son: Modern Sounds in Hispanic Caribbean Cultures
What happens to our understanding of Hispanic Caribbean cultures if we think about it through the category of sound? From the recorded voices of indigenous Caribbean peoples denouncing the atrocities of neo-colonialism to the contemporary Afro-Caribbean reggaeton rhythms in San Juan, sound has been a key component for this region's expressions and literatures. In this course, students will explore how multiple kinds of sound-voices, noises, music, and rhythms-shape and define the literatures and cultures of the Caribbean basin. We will read literary works and pay attention to the "sounds" described in them in order to examine how diverse ethnic groups have contributed to the production, perception, and transformation of various Caribbean "sonorous" landscapes.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST295**
Prereq: **SPAN221**

SPAN296 Cuban Literature and Film: Imagination, Revolt, and Melancholia
This course surveys the major aesthetic and socio-historical movements in modern and contemporary Cuba. Since the late 19th century, the island of Cuba has been at the center of a number of key epochal disputes: between colonialism and independence, racism and racial justice, neocolonialism and revolution, liberalism and socialism, isolationism and globalization. In the arts, the turn of the century launched a period of great imaginative invention. Considering the singular place of Cuba in Latin America, the Caribbean, and the globe, this course addresses some of the most representative works of Cuban literature and film since independence until the present time. Imagination, revolt, and melancholia are the three concepts that will orient our discussion. Imagination refers both to artistic creation and to the collective capacity of projecting new worlds, utopias, or impossible realities. Revolt, as opposed to revolution, is not restrained to politics as usual but relates rather to a deep experience of discontent and a return (from the Latin revolvere) to ancient psycho-social strata. Finally, melancholia serves as a point of view to understand what happens when history does not live up to emancipatory expectations. Special attention will be given to Afrocubanismo, ethnographic literature, the avant-garde aesthetics of the group Orígenes, Marvelous Realism, testimony, revolution, socialist experimental film, diaspora, the Special Period, and post-Soviet life.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **CGST324, COL314, LAST315**
Prereq: **SPAN221**

SPAN297 Caribbean Rebels and Revolutionaries: Modern and Contemporary Cuban, Dominican, and Puerto Rican Lit
This course offers an introduction to Hispanic Caribbean literature and cultural productions from the nineteenth century to the present with an emphasis on gender, sexuality, race, and politics. We will study works by representative writers, artists, and filmmakers from the Spanish-speaking insular Caribbean. They may include Julia de Burgos, Luis Palés Matos, Mayra Santos-Febres, Eduardo Lalo, and Noelia Quintero Herencia from Puerto Rico; Juan Francisco Manzano, Gertrudis Gómez de Avellaneda, José Martí, Nicolás Guillén, Lydia Cabrera, Severo Sarduy, Tomás Gutiérrez Alea, Sarah Gómez, Reinaldo Arenas, Nicolás Guillén Landrián, and Tania Bruguera from Cuba; and Salomé Ureña, Aída Cartagena Portalatín, José Zacarías Tallet, Rita Indiana, Elizabeth Acevedo, and Lorgia García-Peña from the Dominican Republic.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Prereq: **SPAN221**

SPAN298 "Un pedacito de la historia negra": Afro-Latin American Literature and Culture
The significant contributions of Afro-descendent individuals to the development of Latin American culture have been frequently overlooked or torn to pieces. Yet, the experiences and bodies of racialized people have been key in shaping and transforming the region's culture. Beyond their representation in early colonial and republican works, Afro-descendent writers and characters have been crucial in the modern aesthetics of Latin American literatures. Along with musicians and other artists, they have provided a continuous challenge to the idea of Latin America and its cultural production as a product of a homogeneous cultural and racial miscegenation. Inspired by Colombian artist Joe Arroyo's opening to a famous salsa song, wherein he sets out to tell "un pedacito de la historia negra," in this seminar we will study short stories, novels, poetry, music, and film, including works that explore the experience of being racialized in Latin America, poetic experimentalism through orality, and the retelling of the history of Black resistance in the Caribbean through modern media. Engaging with historical and contemporary issues such as racial discrimination, social inequality, and cultural pride and preservation, this course invites students to critically analyze the fundamental role of Afro-Latin Americans in shaping Latin American cultures and histories.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-LAST**
Identical With: **LAST297**
Prereq: **SPAN221**

SPAN299 Decolonizing Speculative Fiction in Latin America
This course interrogates what it means to imagine alternative futures in colonial and postcolonial settings. As the writings of conquistadors, explorers and missionaries show, Europe envisioned the New Continent as the land of the future or utopia, to the point that contemporary decolonial theorists have observed that nothing was "discovered" by the first European travelers to America but the idea of discovery itself. Modern temporalities of progress became thus inseparable from the image of the Americas as a frontier of imperial expansion, religious conversion, and economic exploitation. If European SF (science fiction/speculative fiction) emerged hand-in-hand with positivist notions of progress and civilization, Latin American SF contested Eurocentric epistemologies by claiming the ability to imagining the future and fictionalizing worlds otherwise. The course will center on three key moments of Latin American literary history: 1) the early to mid-twentieth century experiments in fantastic literature from the Southern Cone, which broke with realist mimesis from the margins of modernity; 2) post-1989 SF novels from Bolivia, Guatemala and Chile, that address the making of neoliberal globalization from the vantage point of the Global South; and 3) contemporary Dominican and Cuban works in which Afro-Caribbean religions and gender formations engage in productive conversations with digital technologies, biomedical engineering, game cultures, and climate change.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **LAST299**
Prereq: **None**

SPAN401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

SPAN404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

SPAN407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

SPAN408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

SPAN409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

SPAN420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

SPAN466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

SPAN491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

SPAN492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

THEATER (THEA)

THEA105 Production Laboratory
This course focuses on the technical aspects of stage and costume craft: scenery and prop building, lighting execution, and costume building. It offers a hands-on experience where students participate in making theater productions happen. All sections will participate in the backstage work of the Theater Department's productions. Forty to 60 hours (to be determined) of production crew participation outside of the regular class meetings are required. While this course is required of theater majors, it is also recommended for students wishing to explore an aspect of theatrical production and is excellent preparation for theater design courses.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA109 Introduction to Drafting for Theater
This course provides an introduction to drafting as a means for communicating design ideas for theater. Students will explore the basic principles of hand drafting before transitioning to 2D and 3D CAD modeling via Vectorworks. Students will become familiar with theater industry drafting standards and will learn to use technical drawings as a way to understand space, volume and scale. Assignments will be largely project-based, and students will share and discuss their work in class. For Theater Majors, this course counts towards the Technical Practice requirement.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA110 Drafting for Theatrical Design
This course is intended to provide students with a basic knowledge of computer drafting, for theatrical design and other performative arts. Students will learn the language of the line, the drafting standards for theater, as codified by the United States Industry of Theatre Technology (USITT), and the means to create accurate, measured drawings. We will cover topics including, geometry, line weights, scale, theatrical drafting conventions and symbols, ground plan drawings, elevation drawings, section drawings, dimensioning, page layout, and printing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA114 Incarcerated Stories: Documenting In/Justice
Students in "Incarcerated Stories: Documenting In/Justice" will collaborate with formerly incarcerated individuals and their families to create performances of theater and music based on interviews, trial transcripts, prison memoirs, and other texts related to mass incarceration. Students will learn how to apply their skills as writers, performers, or musicians to community service and activism as they learn about the United States' criminal justice system and its position at the heart of systemic racism in America. The class will be taught remotely and the performances generated by the students and their formerly incarcerated collaborators will be disseminated as widely as possible, with the objective of amplifying marginalized voices to raise awareness of mass incarceration's social impact and the need for carceral reform. Due to the collaborative nature of this course, and its dependence on interaction with formerly incarcerated individuals and their family members who will be visiting the class remotely via Zoom, weekly online attendance is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA114Z Incarcerated Stories: Documenting In/Justice
Students in "Incarcerated Stories: Documenting In/Justice" will collaborate with formerly incarcerated individuals and their families to create performances of theater and music based on interviews, trial transcripts, prison memoirs, and other texts related to mass incarceration. Students will learn how to apply their skills as writers, performers, or musicians to community service and activism as they learn about the United States' criminal justice system and its position at the heart of systemic racism in America. The class will be taught remotely and the performances generated by the students and their formerly incarcerated collaborators will be disseminated as widely as possible, with the objective of amplifying marginalized voices to raise awareness of mass incarceration's social impact and the need for carceral reform. Due to the collaborative nature of this course, and its dependence on interaction with formerly incarcerated individuals and their family members who will be visiting the class remotely via Zoom, weekly online attendance is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA115 America in Prison: Theater Behind Bars
This course will give students the opportunity to study theater as a tool for social activism and to apply that knowledge to practical work in institutions that are part of the American criminal justice system. No previous experience in theater is necessary. Students will be encouraged to use their own skills in music, art, and drama as they devise ways to use the arts as catalysts for individual and social transformation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA118F Off-Broadway: Contemporary American Playwriting (FYS)
This writing course focuses on plays by contemporary American writers from 1995 to the present and asks students to begin thinking deeply about how plays work. How are they constructed? How can story, plot, character, dialogue, spectacle, and theme work together to create magic onstage? What are plays trying to do? Focusing on work by women, queer artists, and writers of color, we will respond to plays that have appeared Off-Broadway in recent years. Playwrights we consider will include Suzan-Lori Parks, Branden Jacobs-Jenkins, Kristoffer Diaz, Lucy Thurber, Adam Bock, Hansol Jung, Mashuq Mushtaq Deen, Jaclyn Backhaus, Thomas Bradshaw, and Diana Son.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT118F**
Prereq: **None**

THEA125F Performing Contemporary Playwrights (FYS)
This course will explore performance/close readings of classic and contemporary writers, specifically BIPOC artists. Plays by Migdalia Cruz, Dominique Morisseau, Luis Alfaro, Chay Yew, Sarah Ruhl, Quiara Alegria Hudes, Lynn Nottage, Lorca, the Greeks, and Shakespeare, are currently under consideration. No performance experience is required.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

THEA135F Documentary Performance: Theater and Social Justice (FYS)
This course will introduce students to theater as a medium for exploring issues related to social justice and political activism. We will examine techniques used by documentary theater artists such as Emily Mann, Doug Wright, Moises Kaufman, Anna Deavere Smith, and Jessica Blank, who create plays based on interviews, newspaper articles, memoirs, and other documents related to controversial social issues. The course will begin with an investigation of the issue of mass incarceration and will include visits from formerly incarcerated individuals who have agreed to recount their experiences in prison. These prison stories will be the primary sources for the course's initial writing assignments, which will consist of short performance scripts and analytical papers. Subsequent weekly assignments will include performance scripts and analytical papers based on issues that will range from gay rights and racism to sexual violence and the stereotyping of Muslim women.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA143 Gospel, Rap, and Social Justice
Students in this course will explore the creation of theater and music inspired by a collective reading of Dante's Divine Comedy, Michelle Alexander's The New Jim Crow, Anna Deavere Smith's Notes from the Field, and a range of texts examining the impact of mass incarceration on communities of color. The course will examine how activists and artists have drawn on gospel, rap, spirituals, and other musical and theatrical forms to survive, heal, and advocate for social change. Through creative and analytical work, students will consider the contemporary relevance of Dante's poem to issues of justice, voice, and power, with an emphasis on amplifying marginalized perspectives and interrogating the structures of the carceral state.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA145F Clash of the Titans: Classical vs. Contemporary Voices in Theater and Film
This course will explore how classic texts have informed and inspired contemporary writers of theater and film, and how seemingly disparate parts of the canon enrich and illuminate one another. We will dive into close readings of plays, exploration of scenes from an actor's point of view, supplemental viewings and reflections/critical analyses of films and plays, and an original adaptation. Plays by Euripides, Luis Alfaro, James Ijames, Shakespeare, Ibsen, and Lucas Hnath are currently under consideration. Film viewings include Black Orpheus and Hamlet.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA150 Introduction to Performance Studies
What is performance? Is it an event or an action? Is it what happens on a stage or in your living room? Furthermore, what does performance have to do with our understanding of how race, gender, sexuality or community function both historically and in the present? This course approaches theater and performance as both a critical lens for viewing social and cultural life, and as a creative practice of worldmaking. Students will be introduced to the theoretical, critical, and creative field of performance studies. Pulling from anthropology, theater, dance, queer studies, critical race theory, and linguistics, we will look at performances ranging from the play "Fairview" by Jackie Sibblies Drury, to "Fires in the Mirror" by Anna Deveare Smith, to the punk performance work of Sister Spit, and the story weaving work Spiderwoman Theater. In this writing-intensive course we will pay particular attention to queer artists and artists of color.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA150F Introduction to Performance Studies (FYS)
What is performance? Is it an event or an action? Is it what happens on a stage or in your living room? Furthermore, what does performance have to do with our understanding of how race, gender, sexuality or community function both historically and in the present? This course approaches theater and performance as both a critical lens for viewing social and cultural life, and as a creative practice of worldmaking. Students will be introduced to the theoretical, critical, and creative field of performance studies. Pulling from anthropology, theater, dance, queer studies, critical race theory, and linguistics, we will look at performances ranging from the play Fairview by Jackie Siblies Drury, to "Fires in the Mirror" by Anna Deveare Smith, and the story weaving work Spiderwoman Theater. In this writing-intensive course we will pay particular attention to queer artists and artists of color. In this class we will explore writing as process, writing as personal and political, writing as a social and rhetorical activity, writing as cognitively complex work, and writing as thinking. At the end of this course you should have an understanding of key debates in performance studies and be familiar with a range of contemporary performance practices.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA172F Staging America: Modern American Drama (FYS)
Can modern American drama -- as cultural analysis -- teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between

the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers' theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL175F, AMST125F, AFAM152F, FGSS175F, COL125F**
Prereq: **None**

THEA175F August Wilson (FYS)
During his lifetime, the world-renowned African American playwright August Wilson graced stages with award-winning plays from his "Century Cycle." This course examines the cycle's 10 plays in the order in which the playwright wrote them, from Jitney (1982) to Radio Golf (2005). In all cases, we pay special attention to the playwright's presentation of language, history, memory, religion, visual art, and music within his oeuvre.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL176F, AFAM177F**
Prereq: **None**

THEA180 Reading Plays for Production: Conceiving for Performance
Propose, read, and discuss plays in consideration for production for Theater Department Mainstage. Reading a script is different than reading a novel: in this class, we will examine how to read a text for performance. Over the course of the semester, we will consider a range of plays and approaches to performance--from classics to contemporary plays to devised work. In the course, students will explore plays and performance ideas recommended by the community with an emphasis on examining how they might operate as productions within the Theater Department's Mainstage. Students will lead discussions, gain skills in text analysis, dramaturgy, and creative and practical thinking as they consider what type of work the Theater Department might produce. This class will result in a slate of scripts and performance ideas that will be offered to the Theater Department faculty for consideration for one of the Mainstage productions. This course counts towards the Theater Arts category for the THEA major. This course may count (one time only) towards the Performance Practice credit requirement for the THEA major.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA183 The Actor's Experience
The Actor's Experience is an introduction to the practices of acting in rehearsal with a director. It is held in conjunction with THEA281- Intro to Directing; students will be working directly with the student directors in that class. Basic aspects of staging, collaboration, script, and character analysis will be covered. Commitment to attending scheduled rehearsals is vital. Each actor will have the opportunity to perform in both a short-form scene (mid-term) and long-form scene (final), performed in front of the class and invited guests. This class is a chance to be in community with other students interested in theater, and practice collaboration and care. Together students will consider why theater matters, and how theater-makers can offer more care to themselves, each other, and our audience. Students will participate in in-class staging exercises, outside rehearsals with peers, reading discussions, and viewing plays. The Actor's Experience is a half-credit class intended for majors and non-majors at varying levels of experience and is held in conjunction with the Intro to Directing class.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA185 Text & Visual Imagination: Introduction to Eco Design for Performance
Eco-scenography is an introduction to design for performance. In this course, students will learn the core principles of design for performance while exploring sustainability and environmental practices with an emphasis on understanding of materials, such as production cycle and manufacturing process, as well as integrating environmental justice paradigms by analyzing specific case studies. Through three specific project-based assignments--1. object design, 2. garment design, and 3. environmental design--students will train their visual imagination, as well as develop an aesthetic literacy and knowledge of performance design concepts and practice within eco-sustainable practices.

This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **IDEA186**
Prereq: **None**

THEA199 Introduction to Playwriting
This course provides an introduction to the art and craft of writing for theater. In the course of the semester, students will create plot and characters, as well as compose, organize, and revise a one-act play for the final stage reading. The course will help students develop an artistic voice by completing additional playwriting exercises, as well as reading and discussing classic and contemporary plays. The instructor and students' peers will provide oral and written feedback in workshop sessions. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **ENGL269**
Prereq: **None**

THEA202 Greek Drama: Theater and Social Justice, Ancient and Modern
This course introduces students to Greek drama as produced in its original setting in ancient Athens and then adapted in modern times. The majority of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, and Euripides, comedies by Aristophanes, and selections from Aristotle's Poetics and Plato's Republic. We will look at production practices, acting and audience experience, and the role of theater in shaping cultural values. Questions will include: How does theater as art reflect the personal, social, and political life of the Athenians? What is the connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy ¿ for its mythic characters and for its real audience? And why have we been talking about catharsis for centuries? What is the relationship between emotions, drama, and social justice? For the last part of the semester, we will turn to adaptations of Greek tragedy in the 20th and 21st centuries by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber. We will discuss how the

dilemmas and emotions of tragedy are replayed in response to World War II, the South African Truth and Reconciliation Commission, PTSD, and consumer culture, among others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST202**
Prereq: **None**

THEA203 Playing in the Theater Archive: An Introduction to Performance Studies
This class will serve as an introduction to theatricality, performance studies, and aesthetic theories. We will analyze plays and performances as we examine classical and contemporary conceptions of the theatrical. Given the complex and varied roles theater has played throughout history, we will begin by placing pressure on the terms "theater" and "history." We will pay particular attention to the intersections between theater history, dramatic literature, cultural performance, and the role of the theater archive as we explore key moments in theatrical development. Readings will be organized geographically and diachronically, giving us a mobile and flexible account of theater, theory, and practice across a variety of cultures. At the end of this course, students will be familiar with touchstones in theater history; be able to write a critical and descriptive performance paper; demonstrate a knowledge of critical performance and aesthetic theories; and use performance as research methodology.

This counts as a Theater Methods course for the theater major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA204 A Nation and its Theater: Cultural and National Identity in Performance
In the wake of Black Lives Matter, the insurrection in January 2021 on our nation's capital, a global pandemic, and the Trump presidency, the very notion of what "America" is, has been, or ever was is being grappled with on a global scale. The nation is fractured in its sense of national and cultural identities and is struggling to imagine a collective future. This course examines the concept/model of a "national theater" and interrogates the cultural, historical, and political role these institutions play within their countries. It examines what role the theater can, should, or should not play within the formation, reinforcement or dismantling of national and cultural identities.

Through an examination of models such as the Teatro Nacional de Venezuela, the National Theater Company of China, the Uganda National Cultural Center, Ireland's Abbey Theater, and France's Comédie-Française, this course looks at: (1) how politics, history, and culture give rise to/craft the shape of national theater agendas; (2) the role of national theaters in building/challenging/reinforcing national and cultural identities; (3) how government agendas and public funding can affect the role that national theaters play; and (4) how the colonial legacy of a European national theater model has influenced non-Western models.
Students will engage with theoretical and non-western notions of "nation," and debate the role/responsibility of a "national theater" to provide representation and inclusive/pluralist notions of cultural identity. Students will then look at historic attempts in the United States to create national theater concepts such as the Federal Theater Project, the Living Newspaper, and the American National Theater and Academy. For their final project, students will be asked to imagine/craft a proposal for a "National Theater" for the United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA210 Shakespeare
This lecture course is designed to introduce students to the often-demanding texts of Shakespeare's plays, their major genres (comedy, history, tragedy, and romance or tragicomedy), and the contexts in which they were produced. Shakespeare's career spanned a period of remarkable social, political, religious, and economic change, including the Protestant Reformation, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the rise of the first purpose-built, commercial theaters. Innovations in dramatic form and genre, which Shakespeare helped craft, sought to make sense of these momentous shifts for a diverse public theater. The lectures assume no prior knowledge of Shakespeare or his times and are designed to illuminate the texts of the plays by examining their cultural contexts.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL205**
Prereq: **None**

THEA211 Pitch It: Persuading Diverse Audiences to Support Original Theater Projects
You have a script, some songs, and a production design...but you need support to make your project happen. Inspiring people to support original ideas requires research, skill, and craft. This course will offer students the insight, skills, and judgment needed to pitch their projects to writers, producers, donors, designers, and audiences. We will examine a range of creative projects launched in New York City and smaller arts communities to answer the questions: Where did these start? What made them captivating? And who brought them to life? We will then discuss best practices for communicating future projects orally and in writing.

Ideally, students should come to the first class with several ideas for arts projects that they would like to pitch. These can be students' own creations or others' work that students believe should be seen by a wider audience. The first half of the semester will focus on successfully-launched theater projects. In the second half of the semester, students will conceptualize and develop an arts idea they are passionate about. They will learn what makes arts proposals competitive, and will practice pitching to classmates and others. Students will have the opportunity to revise and expand their ideas and work. Students will be graded on a written portfolio and an end-of-semester pitch to the class.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WRCT213**
Prereq: **None**

THEA213 Performing Arts Videography
This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing and discussion of works such as Wim Wenders's Pina, Elliot Caplan's Cage/Cunningham, John Cohen's The High Lonesome Sound, and Peter Greenaway's Four American Composers.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC231, DANC231**
Prereq: **None**

THEA215 Latinx Theater in the U.S.: Analysis & Performance
This Latinx theater study and performance class will examine American-born playwrights of the Latinx Diaspora. Playwrights who are of Mexican, Cuban, Puerto Rican, and Dominican descent are just a few of the many Latinx identities in the United States. The goal will be to examine the specific cultural identities within the United States, their origins, experiences, and stories in this country. We will analyze and explore the universal resonance of these plays as well as their current relevance to contemporary American culture, both politically and socially. Students will be required to do monologue work and scene study for the performance portion of this course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA216 Performance Curation as Relational Praxis
When we hear the word "curator" we might think of the iconic fictional character of Bette Porter--someone who works in a museum or gallery with a vision for how paintings, sculptures, and wall texts are put together for a show. In this class we will expand on this idea of the curator to explore what happens when we add performance to the task of curation. Or, put differently, we will ask what happens when we remove performance from the more theatrical tradition to add it into the gallery and museum space. Thinking between performance studies, visual art, and museum studies, this course explores the role of the performance curator. Connecting performance curation to community engagement, social practice, and transformative justice, we will explore the ways in which performance might address questions of racial inequality, gender variance, class access, and dis/ability. We will ask: How does performance live in art institutions? How do you compensate a performer for a fleeting piece of work? How does performance help us reimagine the space of the art institution itself? Does performance curation make possible new genres of performance? Can, and how, might we apply its practices back to more traditional theater contexts at the university, in the art world, and beyond?

In this class students will explore theories of performance curation as a practice of not only selecting and choosing, but of building relationships. We will look at museum shows, arts organizations, and performance scholars to eventually build individual proposals for our own performance events. Artists and scholars to be discussed include Nivald Acosta, Mariana Valencia, Justin Allen, Morgan Bassichis, Jamie Shearn Coan, Ralph Lemon, Thomas Lax, Adrienne Edwards, Tourmaline, Carolyn Lazard, The Poetry Project, Center for Experimental Lectures, Wendy's Subway, Adult Contemporary, and more.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **FGSS226**
Prereq: **None**

THEA217 Performing Democracy: Theater, Activism, and Community Engagement
This course will give students the opportunity to use theater as a tool for community engagement and social activism. No theater experience is required, but students will be asked to make informal presentations of texts related to issues of social justice, climate change, health care, and economic equality in a variety of community settings that may include senior citizen homes, public schools, or political campaign rallies. During election years these presentations may involve re-enactments of presidential debates and political speeches by figures from Greta Thunberg, Chief Joseph, James Baldwin, and Barack Obama to Richard Nixon, William F. Buckley, Emma Goldman, and Donald Trump. These presentations will be designed to elicit discussion and debate from community audiences and encourage those community members to vote and participate in the democratic process as advocates for the principles they believe in most strongly. Students will collaborate with their community partners in creating new performances that give voice to their experience and concerns.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA220 Performing Indonesia
This course will examine the theater, dance, and puppetry of Indonesia in the context of its cultural significance in Indonesia and in the West. Students will read a variety of texts related to Indonesian history, myth, and religion. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts are integrated into the overall life of the island archipelago. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that are the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Indonesian texts will be analyzed and adapted for performance. The direct and indirect influence of Indonesian performance and history on the West will be discussed by examining the work of theater artists such as Robert Wilson, Arianne Mnouchkine, Lee Breur, and Julie Taymour, who have all collaborated with Balinese performers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **CEAS229, DANC220**
Prereq: **None**

THEA221 Adaptation for Performance Theater
This is a writing course for students interested in the study and practice of adapting texts for performance from a variety of non-conventional sources (fiction, poetry, oral history, biography, memoir, newpapers, etc.). The models we will examine include Anna Deveare Smith's adaptation of interviews related to social justice ("Notes from the Field") and Lee Breuer's modern musical adaptation of Sophocles ("Gospel at Colonus"). Initially, students will work with fragments from Dante's "Inferno" and move on to adapting a text of their choice for a final script. The course will be useful for students considering performance adaptations as part of their capstone and honors projects.

This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA222 Re-imagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Drawing on innovative techniques of music, dance, painting, and theater Dante denounced political corruption and social injustice in a story that has inspired artists throughout the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th century prisoners of the Inquisition. Students will read selected cantos from Dante's "Commedia," consider contemporary news accounts of modern equivalents to medieval injustices, examine previous adaptations of the poem, and devise their own responses to Dante in the art form of their choice (theater, dance, poetry, playwriting, rap, music, spoken-word, visual arts).
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **COL235, ITAL244, MDST224, RL&L222**
Prereq: **None**

THEA222Z Reimagining Dante's Inferno: Social Justice and the Arts
Sentenced to death for crimes he did not commit, Dante Alighieri wrote his epic poem about a journey from hell to heaven in an impoverished state of exile. Combining autobiography and cinematic writing techniques Dante denounced political corruption and social injustice in a story that has inspired artists through the world to create new work about the search for freedom, including the Russian dissident poet Osip Mandelstam, Black revolutionary playwright Amiri Baraka, the Chinese artist/activist Wei Wei, and 17th-century prisoners of the Inquisition. Students will read selected cantos from Dante's Commedia, consider contemporary equivalents of medieval injustice, examine previous adaptations of the poem, and devise their own responses to Dante in a form of their choice (prose monologue, poetry, playwriting, rap, music, song, spoken-word, drawing, painting, visual collage, epistolary dialogue, etc.).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **COL235Z, MDST224Z, RL&L222Z**
Prereq: **None**

THEA223 Femme Fashion and Culture in America: 18th to 21st century
In this course, students will explore through a hands-on design approach the history of women's fashion and clothing in America and Europe. This history is long and diverse, with dress styles changing rapidly as the world and its expectations of women adapted and developed. In this course, you will study how social and economic change affected women's fashion in America--from the societal distinctions and separations of classes in the 18th century to the ready-to-wear era through the 21st century and the way it has shaped the female experience. We will analyze this through plays from each period, visual research, costume renderings, and materials research.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA229 Theory of Pop Music
This class endeavors to introduce students to fundamental music theory topics through analysis of popular music from the 20th and 21st centuries. We will use the work of such artists as The Beatles, Radiohead, Lauryn Hill, Beyoncé, Kendrick Lamar, Prince, etc., to teach scales and modes, basic jazz fundamentals, chord progressions, secondary functions, and song form. Besides discussion and in-class analysis, students will build their compositional "toolkit" by studying and discussing compositional techniques, learn how genre is created using theoretical principles, and will be asked to write in those genres through templated compositional exercises. Students will demonstrate theoretical analysis of pop songs in essay form and will learn to transcribe pop songs by ear, notating the chord progressions and melodies. As students progress in their theoretical knowledge, they will practice analyzing their own -- and each other's -- music.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **MUSC103T**
Prereq: **None**

THEA231 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage
From 1580 to 1690, Spanish and Latin American playwrights created one of the great dramatic repertoires of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. A distinguishing feature of this theatrical tradition is the unusual prominence it lent to actresses (and roles written for them), as well as to women in the paying audiences. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists. Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us. We will examine five of the greatest of these plays by Cervantes, Lope de Vega, Calderón de la Barca, Tirso de Molina, and Sor Juana Inés de la Cruz (in Mexico or "New Spain") in a variety of genres and modes (history, epic, romantic comedy, tragedy, Islamic borderland, metatheater, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso; Calderón's "Spanish Hamlet" Segismundo; Lope's spitfire diva Diana, the Countess of Belflor; and Sor Juana's cross-dressing comic virtuosi) and their spirited dialogue, inventive plots, and dazzling metrical variety. We will look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to the shaping influence of women on the professional stage (in contrast to England) and to performance spaces and traditions. Organized around the careful reading of five key play-texts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with literary analysis. However, an interest in engaging these wonderful plays closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation. This counts as a Theater Method course for the Theater Major.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN231, COL313**
Prereq: **None**

THEA232 Instrument-Body
The ancient Greek word organon meant both instrument and sense organ, hence the development of a shared word in English for organ (as in a Hammond B3 organ) and organ (as in a kidney). This etymological overlap opens onto a set of generative questions into the nature of instruments: Are they inside or outside the body? Is the body an instrument? If the body is an instrument, who plays it? If an instrument is outside the body, what kind of object is it--a fetish? a prosthetic? an enhancement? an extension? a tool? a commodity? a technology?--and what does it do to the player? Can experimenting with new body-instrument relations become a pathway towards re-organ-izing the body and its relations? Instrument-Body is both a seminar and a studio course that takes these questions as a point of departure for creative and critical experimentation. We will read widely across the fields of musicology, art history, performance studies, queer studies, and critical race studies to investigate questions of instrumentality, embodiment, and technology. In addition, we will create performances across three units: "make an instrument," "break an instrument," and "make yourself an instrument." Students who already play instruments are encouraged to enroll, as are students that have no preexisting relationship to musical instruments.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC232**
Prereq: **None**

THEA233 All Ah We: Contemporary Afro-Caribbean Drama & Performance
What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present "Caribbean" and/or "West Indian" subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL233, AFAM233, CHUM233**
Prereq: **None**

THEA235 Writing on and as Performance
This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and staging live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Toni Morrison, Lidia Yuknavitch, Oliver Baez Bendorf, Glenn Ligon, Eve Sedgwick, Fred Moten, and Billy Ray Belcourt, this course will challenge students to craft ideas and arguments by enhancing critical and creative writing skills. We will experiment with style and form from academic arguments, to performance lectures, artist interviews, and free-form creative prose essays. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists. Students will also be asked to complete hybrid creative writing assignments in response to prompts that imagine writing as always in conversation with performance. More specifically, students will write pieces about embodiment, sound, and the visual. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for "insurrection" (Moten) and "listening in detail" (Vazquez).

This course encourages students to experiment with their writing practices. Over the course of the semester students will be asked to write four separate creative/critical pieces, all of which will be workshopped in the space of the classroom.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **ENGL278, FGSS235**
Prereq: **None**

THEA235Z Writing On and As Performance
This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and doing live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Hilton Als, Glenn Ligon, Claudia Rankine, Eve Sedgwick, Fred Moten, and Ann Pellegrini, this course will challenge students to craft ideas and arguments by enhancing critical reading skills, creative thinking, and clear writing. We will experiment with style and form from academic essays to performative writing, performance lectures, artist interviews, and free-form prose. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for "insurrection" (Moten), "gaps, overlaps, dissonances" (Sedgwick), and "listening in detail" (Vazquez). Online course. Special schedule: 11am - 4pm (EST) January 10-13, 16-19.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **ENGL278Z**
Prereq: **None**

THEA236Z Writing the Body
How does the body write? Do we trace our words with fingers and toes, with a pen and paper, with flour or glitter or dust or the soles of our feet? Can the written word remind us that we are more than our eyes or our heads? Writing the body is an attempt to link the worlds of the written and the somatic through the act of writing. This class is both a generative creative writing course and a theoretical exploration of the ways in which the body has been rendered in literature, poetry, and philosophy. Putting queer studies, disability studies, Black studies, and Indigenous studies into conversation with prose, plays, and poetry, students will explore different strategies of embodied writing. Looking to the work of Maggie Nelson, Jean-Luc Nancy, Eileen Myles, Christina Sharpe, Aisha Sabatini Sloan, Melissa Febos, Hortense Spillers, Eve Tuck, Billy Ray Belcourt, Torrey Peters, Wendy Ortiz, Lidia Yuknavitch, Jordy Rosenberg, Gabrielle Civil, Ursula Le Guin, adrienne maree brown, and Frank O'Hara students will produce a written work that moves promiscuously between theory and creative nonfiction.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **FGSS233Z, ENGL255Z, DANC236Z**
Prereq: **None**

THEA237 Performance Art
This course can be understood as an ephemeral, time-based art, typically centered on an action or artistic gesture that has a beginning and an end, carried out or created by an artist. It also contains the elements of space, time, and body. This hands-on course explores the history and aesthetics of performance art and how it relates to the performing arts (dance and theater). In a project-

based format, students conduct performance assignments and conceptual research within the gaps that exist between performative art forms. The course focuses on analyzing and studying artists who used the concepts of chance, failure, or appropriation in their work.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **DANC237**
Prereq: **None**

THEA239 Songwriting Workshop
In this course, students will learn the basics of songwriting including form, lyric writing, chord progression, rhythm, storytelling, etc. We will focus first on "traditional" song form and its component parts (verse, chorus, bridge), and then branch out to less traditional and freer forms. We will discuss lyrics in depth and analyze lyric-writing techniques in various genres such as pop, rock, rap, musical theater, and others. As time, interest, and abilities allow, we will also delve into the world of music theory with an emphasis on function and structure. Students will be guided through practical matters such as transcription, recording, and publishing on social media platforms, so that they can apply the principles and guidelines discussed in class under real world circumstances. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA243 Chinese Theater and Drama
This seminar examines Chinese theater and drama from their beginnings to the late 20th-century. We engage dramatic texts as well as performance practices; thus, the course draws on material from theater history, performance and acting conventions, and the literary history of drama. Readings and discussions span major genres of dramatic writing and their different modes of performance, including the dramatic genres of zaju, chuanqi, and modern/contemporary spoken drama, and performance styles of Beijing opera, Kun opera (Kunqu), and huaju (spoken drama). Play topics range from ghost stories to romances, historical/political dramas to comedy. We explore the legacies of specific actors, including the famous Mei Lanfang; consider experiments in modern Chinese drama; and compare Chinese and "Western" ideas of theater (such as those put forth by Stanislavsky and Brecht). To the greatest extent possible, we will engage materially and physically with Chinese theater and drama history through archive visits and performance workshops.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CEAS**
Identical With: **CEAS243, WLIT222**
Prereq: **None**

THEA245 Acting I
This studio course will explore the fundamentals of acting and how they are applicable to all areas of life, regardless of vocation. A wide range of exercises will be used to develop relaxation, concentration, and the imagination, and to free the body and voice of tension. Students will examine the creative process practically and theoretically, through exercises including games, improvisation, monologues, and scene work. Emphasis will be placed on building confidence, cultivating each artist's individual voice, and approaching the work with a deep sense of curiosity, generosity, joy, and serious play. For more information on Acting I, please visit: https://youtu.be/lKS7g1DMD58
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA248 Ethical Design for Stage and Fashion
Now more than ever we must look at the way we as consumers and large businesses are impacting our planet as well as the future of our planet. It has been estimated that 85 percent of our clothing ends up burned or in landfills each year and that the average American throws away about 81 pounds of clothing every year, and that's just America! In this class students will tackle a variety of hands-on projects that will explore clothing, wig, hat and accessory construction using unconventional materials. Students will explore their personal habits as a consumer of "fast fashion" and the implications fast fashion has on our economy and planet, as well as inspecting the fashion, theater and film industry participation in fashion waste. Students will also explore ways in which society can embrace sustainability and become more eco-friendly. By the end of the semester students will have a new or broader understanding of ethical and sustainable fashion and how to apply it to their everyday lives moving forward as well as a range of projects to demonstrate these learned skills. Some of the questions we will explore in this class: What does sustainable fashion mean? What is ethical fashion? Do we need ethical fashion? What are small and large ways we as individuals and large businesses can lesson our fashion waste?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde
This course focuses on one of the most charismatic authors of the 20th century. Known primarily as a poet, playwright, and public intellectual, Federico García Lorca cultivated a literary language whose allure has proven to be timeless. By exploring the reasons for this, we will heighten our sensitivity not only to the magical power of Lorca's writing but to the potentially transformative power of language and literature in general.

Lorca's writing (1919-1936) spans a pivotal historical crossroads, when avant-garde artists sought to forge a new, revolutionary style representative of the profound social and political changes sweeping the world. Lorca, like so many others of his day, did so fully cognizant of the national traditions within which he worked, and with a keen desire to modernize those traditions. We aim to develop a deep understanding of how Lorca's verse, plays, and high-profile initiatives intersect with his context in these terms.

Please visit the course web site at http://span254.site.wesleyan.edu/ to review in detail the materials, objectives, and modes of assessment for this course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN254**
Prereq: **None**

THEA259 Face the Blank Page
A 13-week course for the beginning playwright. Students will read 12 plays and write essays on each one, in which they will explore the creation of the play. The why of it. Who is the main character, what do they want, what's stopping them from getting it, and finally, what is the point of no return? Students will look at the time and society in which the play is placed. What obstacles were

part of their world; what did they have to overcome, and what did they have to accept? Every play will also serve as a prompt for a writing exercise that students will be responsible for. Students will take a character or situation from the play and make it their own. Also, as a group, the class will write an original play. Each student will be assigned a scene, and week by week the play will come together. This collective creation will be inspired by a song; everyone will have the same song, and each student will continue the play based on the scene that preceded it. Each student will be a part of building the structure of the play and will be able to put their own stamp on it.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA261 Sites of Resistance & Memory: Theater, Performance & Political Consciousness in Contemporary Spain
Compared to other literary genres, and given its essentially social (public) format, theater is an especially vulnerable mode of cultural expression and, therefore, can easily fall victim to both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the state censorship that prevailed under Franco (1939-1975) and that prompted Spanish playwrights to develop subtle strategies for resisting authority and for addressing the crucial social and political concerns of the day. The parliamentary regime born in the aftermath of the dictator's death in 1975 ushered in an era of experimentation unprecedented in recent Spanish cultural history. During these years, playwrights have increasingly embraced the struggle against more covert (social, market-driven) forms of censorship in attempting to craft a new social order for a new political context: a democratic mindset that will serve to solidify the foundations of the young democratic state. Our goal in this course is to trace these trends through a close reading of key works by the major Spanish playwrights active since 1950. We will focus on context, on how theater, society, and politics are intertwined, by evaluating both works of dramatic literature themselves and the place and meaning of the public, commercial, and alternative theater circuits where many of these plays were premiered. Our aim, broadly, is to understand the extent to which collective memory and national identity, as staged over the past three-quarters of a century, have become a battleground where Spaniards either seek or resist reconciliation with legacies of repression.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN261**
Prereq: **None**

THEA263 Mythic & Modern: Reappropriating Classical Themes in Contemporary Drama and Performance
What does it mean to defy the authority of the patriarch, of family, or of government? How do these structures of authority intersect in contemporary society? How do we, today, understand "destiny"? How do we challenge it, and what are the consequences for doing so? How do we break the patterns of shame and disenfranchisement inherited from the shared past? These are just some of the social, political, and ethical concerns transmitted over time by playwrights, stage and performance artists, and film directors who treat classical myths as valuable constructs for interrogating our contemporary world and society. In this collaborative, project-based course we explore how classical myths have been appropriated within the modern Italian and Italophone cultural context. Just as important as our study and discussion of modern adaptations of classical models are the staged readings of key scenes incorporated strategically throughout the semester that help us develop an organic understanding of the material from the inside. Our overarching aims include: 1) exposing what persists in modern adaptations of classical myths, 2) tracking the kernels of change that the adaptations present, and 3) understanding why performers over time, working in disparate cultural milieus, continue to seek and derive inspiration from classical myths. The mythic figures we examine may include any of the following: Sophocles' Antigone, Euripides' Oedipus and Medea, Aeschylus' Agamemnon, as well as figures from the Oresteia and from such epics as Homer's "Iliad" and Virgil's "Aeneid." This course is taught in conjunction with ITAL263 and FREN263. The final collaborative performance, scheduled during the final exams period, will involve students from across the Romance Languages and offers the unique opportunity for cohort building among students of French, Italian, and Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **ITAL263**
Prereq: **ITAL221**

THEA265 Acting for the Camera: Film, Theater, and Television in the "Post"-Pandemic World
This studio course will explore the fundamentals of acting for the camera. A wide range of exercises and techniques will be used to cultivate a sense of ease and freedom and to develop the imagination, relaxation, concentration, focus and technical skills required to create life in front of the camera. The course will explore both film and television, and include auditioning and current industry film/tv practices, as well as how to navigate Zoom and other online platforms in professional readings, workshops, livestreams, and auditions. By the end of the course, students will have honed techniques enabling them to bring their full selves to the camera with confidence and a lack of self-consciousness, and be familiar with self-tapes, auditioning, and current industry practices and protocols in the film/TV/theater industry.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA265Z Acting for the Camera: Techniques in Securing Work in Film, Television and Theater
This studio course will explore the fundamentals of acting for the camera. A wide range of exercises and techniques will be used to cultivate a sense of ease and freedom and to develop the imagination, relaxation, concentration, focus and technical skills required to create life in front of the camera. The course will explore film, television and theater, and include auditioning and current industry film/TV practices via self-tapes and Zoom. By the end of the course, students will have honed techniques enabling them to bring their full selves to the camera with confidence and a lack of self-consciousness, and be familiar with self-tapes, auditioning, and current industry practices and protocols in the film/TV/theater industry. There will also be a unit of finding job opportunities in the industry.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA266 Black Performance Theory
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheilye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai

Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **AFAM266, ENGL263, FGSS276**
Prereq: **None**

THEA267 Revolution Girl-Style Now: Queer Performance Strategies
Looking to the rich cultural history of queer and feminist performance in the U.S, this course examines performances of gender, sexuality, obscenity, and refusal. In this class, we will ask how the terms "feminist" and "queer" come to determine a specific piece of theater or performance art. Is it the author's own political affiliation that establishes the work as feminist? Is it the audience's reading that gathers a work of art under a queer rubric? Furthermore, where does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing in on strategies for engaging the many meanings of the words "queer," we will pair theoretical readings with theatrical sites.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **FGSS267**
Prereq: **None**

THEA269 Introduction to Performance Studies
Performance Studies is an interdisciplinary field (brushing up against anthropology, theater studies, and linguistics, critical race studies, psychoanalysis & queer theory) that orbits around conceptions of the live. This course will introduce students to the history of performance studies by looking at key texts that have defined the field. We will use the "performance" as a concept and lens to discuss art, theater, dance, music, everyday performances, and presentations of the self. Through close reading of theoretical texts, visual art works, and live performances will explore the social and cultural importance of performance and performativity, especially as they come to bear upon queer and minoritarian lives and dreams.

This counts as an Expanded Field of Theater course for the Theater Major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA275 All Together Now: Theater and Theatricality
In 1967, critic Michael Fried famously declared that "theater is the death of art." Fried never clarified what kind of theater, nor did his widely influential text cite specific theater artists. Rather, his indictment was against the condition of theater in general -- its association with spectacle, commercialism, an appeal to popular culture and mass media. But above, Fried's concern was with the way in which, in the postwar period, social forces were increasingly part of modern art practices, including a growing international exchange of artists shifting the paradigm of art away from Western tenets to which Fried (and other like him) desperately clung. This course will examine the relationship between theater, performance, and the visual arts from the postwar period to the present -- paying close attention to what the notions of "theater" and "theatricality" as artists grappled with an increasingly political and global field of practice, in which the boundary between art and everyday life was continually blurred. We will consider the way visual artists embraced time-based and embodied practice, the way theater and performance artists explored objectified and material relations to the body, and the influence of art practices from across the world in which such dichotomies held little sway. We'll draw our cast studies from the canons of performance art and theater from throughout the world (including the US, France, Mexico, Argentina, Japan, India, Senegal, and more). Students will gain critical language for understanding performance in the context of the visual arts, and visual arts in the context of performance. We'll discuss contemporary case studies and meet with practicing artists to understand the way they relate to the concept of "theater" and "theatricality." And we'll develop our own critical and creative approaches to rethinking what being an interdisciplinary artist might look like in the future.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA276 Body, Voice, Text: Theater and the Transmission of Experience
Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on reading, study, research, and interpretation) and also as an art form (built on reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN276, LAST276**
Prereq: **None**

THEA279 Music Theater Workshop
This class will be a collaborative, hands-on workshop for playwrights and composers who will work together throughout the semester, simulating the real-world process of writing a piece of musical theater. Students will explore standard works in the musical theater canon as well as less traditional pieces, concentrating on dramaturgical elements specific to the form (opening numbers, "I Want/I Am" songs, extended musical sequences, act one finales, 11 o'clock numbers, etc.). Students will then apply this knowledge to their own work as they generate scenes, songs, and outlines for libretti. Students will leave the class with a grasp of the classic components of this art form, hopefully inspired to follow or bend the "rules" to suit their own creative instincts. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **MUSC230**
Prereq: **None**

THEA280 Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of

reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL281, AFAM279**
Prereq: **None**

THEA280Z Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first third of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL281Z, AFAM279Z**
Prereq: **None**

THEA281 Introduction to Directing
Intro to Directing provides an entryway into the mechanics and ethos of directing. Basic aspects of staging, script analysis, and planning the rehearsal process will be covered, as well as leading a room, working with actors, and developing the director's voice and vision. This class is also a chance to deeply consider together the role of theater in the context of our current social, political, and environmental realities. Why take this class, NOW? Why choose to direct theater, NOW? How does theater as an industry need to change, and how can theater-makers offer more care to themselves, each other, our audiences? As a director, what role do we have to play in righting wrongs, providing alternate realities, creating new futures? This course is part of the Sustainability and Environmental Justice course cluster, and we will look at these questions in part through a sustainability lens, using Adrienne Maree Brown's Emergent Strategy as our guide. D1 is taught in conjunction with The Actor's Experience. Majors and non-majors welcome. The class is not open to first years. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA245**

THEA284 Dressing the Imagination: From Page to Stage
What does it mean to create a character in an imaginary world? How do your favorite fictional characters go from imagination and concept to the costume you see on the screen or the stage? And how does the collaborative process impact a costume designer's vision, as well as the costume maker's execution? In this course we will answer all of these questions. Throughout the semester we will look at a variety of scenes and characters from plays and musicals. Students will then apply research and design to create half-scale costumes. Working in a collaborative design environment students will have the opportunity to explore their ideas in a safe space, gain confidence in leadership, oral communication, presentation, self-management, and costume creation.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA285 Acting II: It's All Greek to Me
This studio course will explore performance and adaptation of classical text. A wide range of exercises and techniques will be used to cultivate a sense of ease and freedom, and to develop the imagination, relaxation, concentration, focus, and technical skills required for heightened language and text. We will be utilizing Greek myths and characters as archetypes. The course will also include a devising portion, whereby the students will offer up an original contemporary take on their chosen archetype/myth via any style of performance, including song, poetry, monologue, scene, and film. Independent writing and attendance at Hadestown in Hartford is also required, and the course will end on March 8, 2023.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA245**

THEA285Z Scene Study: Acting Across Adaptations in Theater and Film
This course will explore how classic texts have informed and inspired contemporary writers of theater, film, and television, and how seemingly disparate parts of the canon enrich and illuminate one another. We will dive into close readings of plays, exploration of scenes from an actor's point of view, supplemental viewings and reflections/critical analyses of films and plays, and an original adaptation. We will be taking a non-traditional dive into these texts, using free-writes, and exercises including breathwork, stretching, movement and music. The class will have asynchronous work as well and requires rehearsal hours. Content might include Hamlet/Haider, Medea/Mojada, Vanya/Uncle Vanya/Vanya on 42nd Street, Hadestown, Euridyce, Original Myths, and The Taming of the Shrew/Ten Things I Hate About You/Kiss Me Kate.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA286 Solo Performance
This course focuses on the expansive ways we can tell stories through our own voice and body. Over the course of the semester, students will explore and create solo performance through a generative process of creative research, prompts, and experiments. We will read and view the work of historic and contemporary solo performance artists to connect with lineage and learn about various elements they utilize including autobiographical material, found text, visuals, sound, and movement. Students will draw from personal, familial, cultural histories, and contemporary conditions, bringing their own embodied archive into the room. Each student will be supported in finding and strengthening their unique voice as performer and maker, and the class itself will function as a rehearsal room, a collective space of dramaturgy for each person's work. The course will culminate in final showings of each student's work. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA291 French and Francophone Theater in Performance
This course introduces students to the richness of the French and Francophone dramatic repertories, on the one hand, and, on the other, invites them to discover acting techniques (such as movement, physicalization, memorization,

mise en scène, and so forth). Students will thus put their language skills into motion, and the course will culminate in a public performance at the end of the semester. (Special accommodations will be made for students who do not wish to perform publicly). Taught exclusively in French, the course will place particular emphasis on the improvement of students' oral skills through pronunciation and diction exercises, all the while polishing their written expression and enhancing their aural comprehension.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.25**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN281**
Prereq: **None**

THEA292 Spectacles of Violence in Early Modern French Tragedy
The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts--many of which staged physical violence--not only reflected but also actively participated in the debates surrounding the 'troubles civils.' In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN306, COL306**
Prereq: **None**

THEA301 Immersive Theater: Experimental Design, Material Culture and Audience-Centered Performance
This course offers a comprehensive exploration of Third Rail Projects' approach to crafting and performing in immersive performance formats. Students will work closely alongside Co-Artistic Director Tom Pearson to explore Third Rail's toolbox of techniques, including:

- Developing presence and clarity around audience engagement

- Remaining spontaneous and responsive to the changing landscape of an active audience

- Generating game play for crafting immersive scenes

- Understanding ritual, narrative, and audience initiation through the study of a scene from one of our immersive productions
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **DANC311**
Prereq: **None**

THEA302 Contemporary Theater: Theories and Aesthetics
This class will serve as an introduction to Theater & Performance Studies, interdisciplinary fields that brush against anthropology, linguistics, critical race studies, psychoanalysis, queer theory, and art history. We will approach "performance" as a practice and a lens. Students will explore close reading strategies for both textual and live performance events and examine live art, theater, everyday performances, and presentations of the self. This course will pay particular attention to the social and cultural importance of performance and performativity, especially as they come to bear upon queer, black, Latinx, and indigenous lives and dreams.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA105 OR THEA150 OR THEA245 OR [THEA199 or ENGL269] OR THEA185**

THEA305 Lighting Design for the Theater
This course will introduce students to the history, basic principles, and practical application of lighting design through lecture, discussion, demonstration, and practical application. Students will develop a deeper understanding of the methodology and applications of light in storytelling, which will help them communicate with collaborators. Students will have the opportunity to develop skills in computer drafting, lighting console programming, and script analysis for design. This course counts towards the Theater Arts category for the THEA major as a design course and towards the concentration category for the IDEAS Performance Design minor.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **IDEA305**
Prereq: **THEA105 OR DANC105**

THEA306 Techniques of the Liar: Performance, Artifice, Fraud
This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. We will explore both specific performance practices as well as theorizations of artifice, fraud, and authenticity. Topics will include illusion, ventriloquism, and sleight of hand; mimetic acting and the manufacture of "emotion"; dance technique and the concealment of effort; and musical improvisation and the politics of invention. We will also consider the complexities of drag, camp, and minstrelsy and historicize their surrounding discourses, centering the contributions of feminist, queer, and critical race studies. Looking at a range of (predominantly U.S.-based) practices from the mid-19th century to the present, we will consider how artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; how "authenticity" is both gendered and racialized; and how hiding, fabulation, exaggeration, and duplicity have also offered means of freedom or resistance.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS305**
Prereq: **None**

THEA308 Composition in the Arts
Composition, the manner in which elements are combined or related to form a whole in space and time, is a basic practice in all the arts. This course brings together practitioners from diverse art forms and traditions to address the basic issue of composition.

In this seminar, we will explore the compositional process through assignments that address the interacting concepts of site and information. By "site," we mean a semantic field extending through corporeal, environmental, and social dimensions. By "information," we mean representations abstracted from sites, "meaningless" when independent of any specific semantic interpretation. Participants will compose individual and collaborative interventions in a wide range of sites--public, private, physical, and electronic--in response to the problems posed.

This course is permission-of-instructor, and is intended for upper-level majors in Art, Dance, Film, Music, and Theatre, and others with sustained compositional practices suitable to the course.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC308, ARST308**
Prereq: **None**

THEA310 Shakespeare's Macbeth: From Saga to Screen
A close reading of Shakespeare's play that will position the play in terms of its historical and political contexts and its relation to early modern discourses on the feminine, witchcraft, and the divinity of kings. We will begin with a consideration of the historical legends that constitute Shakespeare's "sources," then read the play slowly and closely, coupling our discussions with readings from the period, exploring how Shakespeare's contemporaries thought of the political and cultural issues raised in the play. We will then compare how our contemporaries have recast these concerns by comparing scenes from films of MACBETH from 1948 to the present.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL305**
Prereq: **None**

THEA311 Queer and Trans Aesthetics
This seminar will consider contemporary trans and queer theory foregrounding race, class, disability, migration, diaspora, indigeneity, and colonization alongside the work of BIPOC queer and trans artists in particular. The course's animating (and unfixable!) questions include: How do artists produce and intervene in understandings of gender and/or sexuality through their work? What does it mean for an artist or viewer to describe an image, object, or performance as "queer" or "trans"? What constitutes a "queer" or "trans" reading of visual culture? How might various formulations of "queer" and "trans" relate to, put pressure on, and/or resist "aesthetics"? What is the relationship between an artist's self-identification and/or their resistance to categorization (e.g., in terms of race, gender, sexuality, disability, class, nationality) on the one hand, and audiences' efforts to engage and interpret their art on the other? Put another way: What, if anything, does an artist's "identity" (asserted and/or imposed) have to do with their art? And what does a viewer's "identity" (asserted and/or imposed) have to do with how they approach and interpret visual culture? Several artist talks and/or class visits (all virtual) are being organized in conjunction with the seminar.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS331, SOC300, AFAM331**
Prereq: **None**

THEA315 Stage Management
This course is intended to provide students with a basic knowledge of stage managing for theater. Students will learn the core essentials to theater collaboration: interpersonal relationships, time and self-management, industry standards, union practices, leadership roles, effective communication and observation. The role of the stage manager is foundational to every theater production. This role has the potential to lift up any collaborative work or hinder it. Specific topics covered will include working with a director and actors, dramaturgy, managing auditions and rehearsals, props, effective communication tools across many types of theater making, stage management paperwork, technical rehearsals, and running/calling a show. Potential projects include: Creation of a prompt book, and templates to use while stage managing, calling a pre-produced theatrical piece, and interviewing a professional working Stage Manager This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA316 Advanced Topics in Performance Studies
What does "theory" have to do with "performance"? Furthermore, what is the relationship between thinking and doing ("theory" and "praxis")? If performance studies shifts the frame from an emphasis on being to one of doing, then what does it mean to "do" theory? In this class we will engage works that orbit "the live." We will use performance as a lens to explore questions of liveness, presence, the body, and affect. We will look to both live/recorded performances and recent work in the field of performance studies to explore the cultural significance of performance in our current moment and location. This version of Advanced Topics in Performance Studies is particularly interested in intersectional work between performance and queer of color critique, Indigenous studies, black studies, environmental justice, and transformative justice. In class students will read new work in the field of performance studies, and should be prepared to engage with the activist potential of performance.

While we will engage performance in a number of creative and experimental ways, student projects will take the shape of semester-long critical research papers. Come with or without an idea you want to work on, and we will spend the semester workshopping that idea into a developed paper. This class is especially recommended for anyone interested in doing an honors thesis in theater.

Readings and viewings will include: José Muñoz, Ashon T Crawley, Tavia Nyong'o, Sandra Ruiz, Lou Cornum, Vick Quezada, Judit Butler, Ivan Ramos, Eve Sedgwick, Emily Johnson, The Forge Project, Walter D. Mignolo, Billy Ray Belcourt, Marquis Bey, Christina Sharpe, Morgan Bassichis, Jeremy O. Harris, Miranda Haymon, and others.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA319 Advanced Acting: Shakespeare/Shakespeare Deconstructed
How can acting classical text fuel and feed contemporary performance? Through embodied exploration and physical and vocal exercises, student actors will

engage both with Shakespeare's plays and with texts that re-imagine, draw inspiration from, and deconstruct Shakespeare in response to today's world.

Scene study may include: Twelfth Night; Hamlet; Winter's Tale; Othello; Fat Ham; The American Moor; Thrive, Or What You Will; 16 Winters and other possibilities
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA245**

THEA322Z Sounding Stories: Developing Contemporary Radio Drama
This course will examine the almost-150-year-old form of the radio drama and ask what its future might sound like. In the 20th century, radio dramas held a place of great influence in entertainment, politics, and revolutionary action. Streaming media of the 21st century has transformed the modern listening landscape, and with it, revitalized the prominence of audio storytelling while opening access to its development. Over the summer session, we will listen to modern approaches to radio drama production, explore their themes and inspirations, and create our own new works of audio theater.

Students will be introduced to sound recording and editing, the specificities of narrative development for audio, as well as experimental applications in the medium. Students will learn to use software (Adobe Audition) and the university's foley/sound studio to craft their projects. Throughout the session, guest practitioners (WNYC, Audible, Spotify, Oral History Association) will visit the class to discuss their unique perspectives on the craft.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA323 Staging Blackness: African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. We begin with a deep historical examination of 19th century blackface minstrelsy that then progresses into a long-view of how black American dramatists and theater-makers have self-fashioned black dramatic narratives, black aesthetics, and black representations into the twenty-first century. In all cases, we are interested in surveying the ways in which these artists work within varying modes of dramatic expression and focus their plays and performances on such topics as class, ethnicity, era, fragmentation, gender, history, region, revolution, nationality, race, sexuality, and spectatorship.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL385, AFAM323, FGSS323**
Prereq: **None**

THEA327 Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern
The first plays in the history of theater feature transgressive acts: murder, illicit sex, violence, and torture. Action-packed, gory, and heart-wrenching, these spectacles of mass entertainment were also staged specifically to ¿train¿ citizens to be thoughtful legislators, jurists, and policy makers. They were deliberately crafted to make audiences grapple with demanding questions -- legal, social, and ethical: the ¿laws¿ of war; discrimination (based on gender, class, ethnic background); privacy and political participation; confession, guilt, and punishment; anger and sympathy in decision-making, and much more.

In this course, we will read a selection of Greek plays, ancient and modern critical works, and modern adaptations to consider the role of theater in politics, aesthetics, and social and emotional conditioning.

Readings from antiquity will include plays by Aeschylus, Sophocles, Euripides, and Aristophanes and readings from Plato and Aristotle. Modern works will include plays and writings by Jean-Paul Sartre, Bertolt Brecht, Sara Uribe, and Luis Alfaro, and movie adaptations.

This course will fall under the Literature and Performance & and History/Social Justice tracks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **CLST327**
Prereq: **None**

THEA328 Breaking New Ground Residency: The Masses Are Asses Radio Play
As the inaugural recipient of the Breaking New Grounds Development Residency, WesTheater Alum Miranda Haymon '16 will workshop and direct a radio play version of Pedro Pietri's 1984 play "The Masses Are Asses." As part of this course, students will have the opportunity to work with Miranda Haymon and further explore the work of Nuyorican poet Pedro Pietri. For their production team, Haymon is looking for one assistant director, two actors, one dramaturg, and one stage manager.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA329 Technical Practice A
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester. Students will work under the tutelage of a faculty member, learning skills and techniques through a hands-on, project-based production process.

Student stage managers will have the opportunity to lead or assist the rehearsal process. Student technical directors and master carpenters will assist in bringing the production from the idea and scenic design phase into reality and construction. Student scenic charges will be responsible for the painting of sets. Student master electricians will execute the lighting design of a production. Student prop managers will acquire, build, and source properties for a production. Student assistant costume shop supervisors will assist the costume shop manager with the daily running and operations. Student lead wardrobe and lead run crew positions will supervise the wardrobe and run crews of productions. Student crew members will work on the run crew for projects, such as light board operations, scenic run crew and fly persons, wardrobe, and sound board operations. Student house managers will work with the stage

manager and ticket sales to run the front of house for productions. Student program designers will build and maintain digital programs for productions.

The students interested in enrolling in this class should apply for team positions in the production such as stage manager, technical director, master electrician, or crew.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-THEA**
Prereq: **THEA105**

THEA331 Technical Practice B
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester. Students will work under the tutelage of a faculty member, learning skills and techniques through a hands-on, project-based production process.

Student stage managers will have the opportunity to lead or assist the rehearsal process. Student technical directors and master carpenters will assist in bringing the production from the idea and scenic design phase into reality and construction. Student scenic charges will be responsible for the painting of sets. Student master electricians will execute the lighting design of a production. Student prop managers will acquire, build, and source properties for a production. Student assistant costume shop supervisors will assist the costume shop manager with the daily running and operations. Student lead wardrobe and lead run crew positions will supervise the wardrobe and run crews of productions. Student crew members will work on the run crew for projects, such as light board operations, scenic run crew and fly persons, wardrobe, and sound board operations. Student house managers will work with the stage manager and ticket sales to run the front of house for productions. Student program designers will build and maintain digital programs for productions.

The students interested in enrolling in this class should apply for team positions in the production such as stage manager, technical director, master electrician, or crew.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **THEA105**

THEA335 Technical Practice C
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester. Students will work under the tutelage of a faculty member, learning skills and techniques through a hands-on, project-based production process.

Student stage managers will have the opportunity to lead or assist the rehearsal process. Student technical directors and master carpenters will assist in bringing the production from the idea and scenic design phase into reality and construction. Student scenic charges will be responsible for the painting of sets. Student master electricians will execute the lighting design of a production. Student prop managers will acquire, build, and source properties for a production. Student assistant costume shop supervisors will assist the costume shop manager with the daily running and operations. Student lead wardrobe and lead run crew positions will supervise the wardrobe and run crews of productions. Student crew members will work on the run crew for projects, such as light board operations, scenic run crew and fly persons, wardrobe, and sound board operations. Student house managers will work with the stage manager and ticket sales to run the front of house for productions. Student program designers will build and maintain digital programs for productions.

The students interested in enrolling in this class should apply for team positions in the production such as stage manager, technical director, master electrician, or crew.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA105**

THEA337 Insubstantial Pageants: Late Shakespeare
This seminar examines the Center for the Humanities' Spring 2020 theme of "Ephemera" through the lens of four late plays by Shakespeare ("Hamlet," "King Lear," "The Winter's Tale," "The Tempest") and their preoccupation with the time, temporality, belatedness, and the ephemerality of theater (and the world-as-stage).

In addition to considering the mutability of the play-texts themselves (several of which exist in multiple versions), we will consider how they refashion their sources, and how they are themselves refashioned in later productions and adaptations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM337, ENGL321**
Prereq: **None**

THEA338 French Renaissance Theater Lab
In this seminar students will explore a variety of dramatic texts written and performed during the French Renaissance (c. 1500-1610). The first two-thirds of the semester will provide an overview of the poetics, rhetoric, and performance of early French theater, followed by discussions about gender, religion, politics, violence, and other topics as they arise within each play. Authors will include Marguerite de Navarre, Jean de La Péruse, Étienne Jodelle, François d'Amboise, Louise Labé, Robert Garnier, and Catherine Des Roches. During the last third of the semester, students will participate in a collaborative digital (online) critical edition of one of the plays studied. Emerging technologies in the field of digital humanities will be integrated into this lab portion of the seminar, as well as more conventional methods of establishing critical editions. Readings, written assignments, and class discussions will be in French.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **FREN318, COL318**
Prereq: **None**

THEA341 Social Media for Theater Marketing
The use of social media in today's arts industry is ubiquitous and ever-changing. The study of this communication medium through this course will involve current

trend research, content creation, assessment of impact and application of lessons learned. Students will research relevant topics for weekly discussion and apply findings to content creation, which will be subject to critical analysis through quantitative and qualitive assessments. Through this study and field work at events and interviews, students will gain basic working knowledge of this interactive arts marketing and its effectiveness. In addition to regular class meetings (schedule to be determined), the majority of the work for this course will be through field work, including researching and attending events, interviewing faculty and students, photo/video editing, and collaborating with graphic design team members. Students will work in Canva or Adobe Design Suite.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA345 Advanced Scene Study: Modern Times and the Old School World
This studio course will explore how classic texts and traditional acting methodology can inform and illuminate our contemporary work. We will dive into this conversation via scene work and creating a piece based on a classical play. We will specifically be focused on contemporary BIPOC artists and their adaptations.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA346 Shakespeare's Islands
How did England's insularity and expansionist ambitions on the world's stage shape Shakespearean dramaturgy in his many plays with island settings? This course, taught in conjunction with the Center for the Humanities' spring 2022 theme of "Islands as Metaphor and Method" considers how Shakespeare's island locales (e.g., in ancient and medieval Britain, the Mediterranean, and the Americas) transformed the Globe theater into a physical and conceptual site for imagining the utopian and dystopian potential of early English nation-building and colonial expansion, and for exploring the poetics of relation and alterity, peripherality and centrality, archaism and futurity. In addition to studying the play-texts themselves, we will consider how their island settings are explored in subsequent theatrical and film productions and adaptations.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM364, ENGL377**
Prereq: **None**

THEA347 Plague and Care-Work in Shakespeare's England
Plague exerted an enormous influence on the plays of Shakespeare and his contemporaries, and indeed on theater as a commercial enterprise. Pandemic theater closures and quarantines were frequent throughout his career, and it is likely that his son Hamnet died of plague. This seminar examines four Shakespeare plays (Romeo and Juliet, Hamlet, King Lear, The Winter's Tale) and their preoccupations with time, temporality, belatedness, mortality and ephemerality (of theater and the world-as-stage) and with an ethics and recognition of the work of care, as these are shaped by the recurrence of plague- a perspective that will allow us to draw connections and discern differences between Shakespeare's time and our own.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM348, ENGL345**
Prereq: **None**

THEA348 Music and Theater of Indonesia
Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A portion of the course is devoted to demonstrations and workshops, including instruction of an Islamic frame drum ensemble, singing, and Gamelan (percussion ensemble of Java and Bali).
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **MUSC111, GSAS211**
Prereq: **None**

THEA350 Calderwood Seminar in Public Writing: Arts Journalism
Arts Journalism will give students the opportunity to write about the arts in a variety of short forms that put performance in context for general readers. Students will work in pairs, serving in alternate weeks as either writers or editors. The writing assignments will include live performance reviews, book reviews, program notes, op-eds, feature articles, artist profiles, interviews and grant proposals.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA351 Melodrama Since 1700
Although today melodrama calls up ideas related to film, the term has musical origins: it originally indicated a work in which melos (music) and spoken drama were united in one multimedia format. Eighteenth-century melodrama admitted of many manifestations, encompassing everything from comic operas (like Mozart's Magic Flute, which alternated singing with spoken dialogue) to experimental symphonic works (in which a narrator's declaimed monologue was emotionally painted by the accompanying orchestra). Melodrama in this musical sense persisted through to the twentieth century, and included notable works such as Schoenberg's Pierrot Lunaire. But slowly melodrama as a term began to take on connotations relating to one of comic opera's central conceits: hyperbole and exaggeration. Melodrama became synonymous with comic excesses of emotional portrayal. Eventually, during the twentieth century, this meaning fastened onto a constellation of generic implications within the domain of film (think, for example, of Joan Crawford in Mildred Pierce). In its afterlife during the twenty-first century, melodrama has sometimes been used pejoratively: it can be employed as an epithet to disqualify the performance of emotion as inappropriately intense, or to designate emotion connected to an ostensibly inappropriate subject. But even in this new sense, melodrama retains an element of its early history insofar as it can be appropriated within subcultures in order to comically mock the traditions of mass culture. This course examines the long history of melodramatic art forms from the eighteenth century through to the present day. Together we will perform close readings of the objects within this rich tradition, supplemented by readings in queer theory, critical theory, and performance studies.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Prereq: **MUSC201 OR MUSC202**

THEA352 Following Fornés: Creativity, Intimacy, and Imagination
This course undertakes an investigation and application of the creative process of visionary iconoclast Maria Irene Fornés: a queer, Latinx playwright whose

wildly idiosyncratic plays defied both convention and categorization. Fornés' legendary workshops shaped a generation of playwrights, including Nilo Cruz, Caridad Svich, and Sarah Ruhl. Students will engage with Fornés' own creative process via her published plays and unpublished ephemera, including the spoken fragments, outtakes, and audio marginalia left behind from the filming of her documentary collaboration with director Michelle Memran, "The Rest I Make Up," applying what we discover to the conception and creation of individual performance works. Our work will be contextualized by assigned readings and research into Fornés as a key figure of the American theater. Syllabus includes daily journaling, weekly reading, a group research project, and ongoing work on individual creative projects. This class welcomes an interdisciplinary cohort of students. Those who are interested in writing/creating live works of performance of all kinds are best suited to this class. No experience necessary.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Prereq: **None**

THEA353 Destroying the Audience: Limits of Performance and Representation in the Theater of (Non) Being
Young Jean Lee's Theatre Company, active between 2003 and 2016, is most known for a series of "racial-identity plays," written and directed by Lee, which adopt an experimental approach to the critique of racial politics, driven by the motto "destroy the audience." On the one hand, this course will explore literary and artistic works that express an ambivalent, if not antagonistic, relationship to the presence of an audience. On the other hand, this course will consider the role and function of the audience as a social category by considering how the concept of audience (broadly understood) contributes to cultural production about race and gender as a potentially active element in the creative process. Students can expect to read and/or view drama, visual art, performance, film, and self-writing (autobiography and memoir) which, explicitly or implicitly, address the presence of the audience as a way of tackling larger social and cultural problems related to race and ethnicity. The goal will be to foster an understanding of the politics of gender, sexuality, ability, language, and class that determine how these issues are conceptualized and articulated. This course will employ an interdisciplinary approach to the discussion of primary and secondary texts, engaging audience studies, performance studies, ethnic studies, and disability studies, in addition to queer/trans of color, postcolonial, and legal theory, to historically contextualize and theoretically ground a cultural understanding of the relation between audience and racial performance.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-FGSS**
Identical With: **FGSS353, ENGL364**
Prereq: **None**

THEA354 Improvisation: Diasporic Modalities
Freestyle, groove, jam: Improvisation has always been a key tool in the creation and evolution of dances of the African Diaspora. This movement-based course will deepen the inquiry of the Africanist aesthetic in dance through an improvisatory experiential framework. What movement conversations are created through a deep listening to self and our impulses to engage with sound/music, the environment, and our community? How do we honor the self in collective experiences? Students will embody explorations of the improvisatory concepts, sequences, and modalities that are rooted in the dances of: West African, Afro-Beats, Afro-Brazilian, Jamaican Dancehall, Capoeira, Jazz, African American Social Dances, House, and Bomba. We will use the foundational improvisational principles of these dance forms through a balance of play, investigation, and rigor. Studio work will be supplemented with readings, video, and homework assignments geared toward creating new improvisational scores. The course will also include visits from guest artists.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC354**
Prereq: **None**

THEA355 Voice & Movement for Actors: Embodying Imagery and Language into Acting Text
In this advanced acting course students will approach acting text through a physical theatre lens, engaging with voice and movement pedagogies involving abstract imaginative use of the voice and body. These techniques will be used to connect the voice and body to image and text, and to build a physical vocal practice as a tool for professional actors. Personal exploratory and imaginative work will be applied to poetry and to contemporary scene work. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA245**

THEA357Z Space and Materiality: Performing Place
Scenography explores and shapes the material world in and through the performative event. In site-specific performances, it transforms place and time to create an alternative reality in which the materiality of the artistic design and the performer's body intervene in the architecture of a place and the spectator's reception of meaning. In this course, we will study site interventions through the lens of street performance, immersive theater, and the theatrical apparatus to build a theoretical and direct understanding of the material potential and limitations of the four key elements involved in the scenographic project -- artistic design, the actor's body, local architecture, and time.

This course is divided into three units: (1) site-specific; (2) street performance; and (3) immersive theater. Each unit includes scholarly readings, assignments in performance and scenography, and specific showings. There will be two written responses for the course (5-to-7-page papers) on two of the works experienced at the festival that demonstrate the student's cumulative grasp of site specificity, scenography, and materiality. There will also be a final media journal showing.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC357Z**
Prereq: **None**

THEA359 Space Design for Performance
In this course, students will study, construct, and deconstruct the performative space, whether in the theater or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including close reading, concept development, visual research, renderings or drawings, model making and drafting. In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models

and drawings and integrating the notions of design and environmental principles and elements. Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **DANC359, ENVS359, IDEA359**
Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

THEA360 Media for Performance
This course examines the use of media and technology as it relates to dramaturgy and design for performance. Class time will be used for lecture, discussion, and experimentation, during which we will explore new technologies used in the industry, including projections, motion tracking, and software such as After Effects and Isadora. Throughout the semester, students will use the skills learned to create their own digital performances.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **DANC364, IDEA360**
Prereq: **None**

THEA363 (Un)Popular Performances/Performances (Im)Populaires
In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular "study-abroad destination" for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 "season" are preserved in his personal papers in the National Library of Scotland. This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FREN363, COL363, MDST363**
Prereq: **None**

THEA364 Friendship and Collaboration: In Theory, In Practice
How do we conceive of friendship, collaboration, love, and collectivity? In an interview, Michel Foucault stated that the relational task of the homosexual was to "invent, from A to Z, a relationship that is still formless, which is friendship: that is to say, the sum of everything through which they can give each other pleasure." This course considers theories and performances of relationality, queer belonging, and friendship with an emphasis on forms of belonging and recognition that exceed normative protocols. We will ask how queer practices, Black thought, and Indigenous epistemologies inform our own imaginings of collaborative projects. Beginning with philosophical determinations of friendship, we will branch out to imagine ways in which artists, lovers, friends, and/or co-habitators enact togetherness. This class will focus on theoretical readings and creative exercises and will culminate in a collaborative project.

This counts as an Expanded Field of Theater course for the Theater Major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **ENGL362**
Prereq: **None**

THEA365 Greek Tragedy: Euripides
Euripides is well known for being experimental and controversial, in his own time and beyond. Aristophanes famously accuses him of corrupting his audience by bringing too much of a democratic sentiment to his plays--women and slaves having way too much to say. Nietzsche much later will attribute to him the very death of tragedy. In this course, we will explore this legacy by reading one of his plays in the original along with diverse approaches to his work. The selection of the play will be determined by the composition of the student-group and previous exposure to Greek drama.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CLST**
Identical With: **GRK365**
Prereq: **None**

THEA369 Performance Remains: Slavery in the Black Dramatic Imagination
As sociologist Orlando Patterson notes, "In the absence of historical records, one way to explore the inner lives of slaves is to exercise one's literary imagination" (Slavery and Social Death, 2018). Taking direction from Patterson, this course is interested in mining the literary imagination of contemporary Black playwrights who are interested in recovering, reconstructing, rewriting, repairing and, in some cases, revolting against the fragmented and muted histories of the African slave trade and the lost experiences of the Black lives therein. From Aimé Césaire's A Tempest (1969), a bold postcolonial adaptation of Shakespeare's Tempest, to Winsome Pinnock's Rockets and Blue Lights (2020), an examination of British history inspired by two 19th-century paintings by the English romantic painter J.M.W. Turner, our plays originate from the Caribbean, England, and the United States. As African diasporic texts, these plays are exercises in the dramatic power of Sankofa, a principle derived from the Akan people of Ghana, meaning that the plays become the vessels through which audiences, readers, and characters return to the past in order to better understand and move forward in the present. We will engage in a thorough exploration of form, region, dialect, adaptation, and aesthetics, among other aspects, as we align lost and documented histories with dramatic conjuring.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL369, AFAM369**
Prereq: **None**

THEA371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater.

At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL371, FGSS371, AFAM371**
Prereq: **None**

THEA372 Site-Specific Choreography
This course addresses the construction of contemporary performance in alternative, nontheatrical spaces. Students will create, design, and structure movement and image metaphors; design and realize scenic objects; and integrate technologies that enhance performance at large. Daily practice will focus on developing compositional tools to trigger events, to set off the performance space, and to create optimal conditions for audience and performer participation. Skills in movement observation, critical reading, and video analysis will inform the course's practical and historical frameworks.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-DANC**
Identical With: **DANC371**
Prereq: **None**

THEA373 Afro-pessimism, Gender, and Performance
This class engages African and African diaspora critical thought and aesthetic production (dance, visual art, performance art, installation, film) to think about colonial dispossession, objectification, and reparation. We will address topics such as the repatriation of artifacts and other ephemera taken from Europe's colonies that are housed in the archives of European cultural institutions. The objects in question have been described as either artwork, artifacts, or anthropological fetish objects (depending on which field one engages with). How can we rethink our understanding of objecthood as irreducible to "inanimate" things but as also signaling a regime of imperial domination and enslavement that violently turned African personality into a status of objecthood? What does it mean to think about the object (broadly defined) in relation to loss and the (im)possibilities of repatriation and reparation? How does the Black performer's body's disappearance/remains endow the Western art institution? The course will encourage students to think about repatriation as well as certain losses that can neither be repaired/repatriated nor evidenced in conventional ways. In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, as well as the promises and ends of reparation? The assigned readings offer ways to think about colonial archives not merely as neutral repositories of past events, but also as performances; as enactments of power, aesthetic value judgment, and hierarchical arrangements of knowledge production. The theoretical, art historical, psychoanalytic, philosophical, and creative reading materials engage contemporary scholars', artists', and activists' response to both the recorded and ephemeral archives of Black dispossession. Students are encouraged to engage in events and workshops outside of the classroom, such as visiting library archives, attending performances, gallery exhibits, and film screenings.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **CHUM371, FGSS381**
Prereq: **None**

THEA376 The Artist in the Community: Civic Engagement and Collaborative Dancemaking
Through both theoretical analysis and practical application, students will grow their understanding of community-based performance and collaborative art-making. Grounded in readings and seminar discussions about the practice and process of community-based art, students will apply their learning through community-engaged research. Through direct practice, students in the course will explore how collaborative performance can address local issues, spark community dialogue, and encourage civic participation--whether on a college campus, in a neighborhood, or across a city.

Class meetings will take place virtually during the semester. Student research and project development will be conducted in person. Note: This course includes required Spring Break travel to work on a Forklift Danceworks project. Travel expenses for the trip are paid by the University.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-ENVS**
Identical With: **ENVS376, DANC376**
Prereq: **None**

THEA381 Directing II
This course, the continuation of THEA281, presents a further investigation of the elements of directing: script selection, research, production concept, orchestration of that concept, casting and coaching actors, and development of a ground plan. Elements of set, lights, costumes, props, music, etc. will be developed within a shared laboratory approach. This is an advanced directing course in studio format. Students will develop all work in a focused, workshop environment; additional research and written description of ideal design elements will accompany the studio project. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **(THEA245 AND THEA281)**

THEA383 Introduction to Costume Design for Performance
This course is an exploration of costume design concepts for contemporary performance including theater and other genres. The class will include beginning elements of costume design, including character/script analysis, research, costume lists, action charts, visual design concepts and techniques, and collage and drawing skills. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **IDEA383**
Prereq: **THEA105 OR THEA185 OR ARST131 OR ARST445**

THEA384 Advanced Costume Design & Construction
In this course students will work in a collaborative environment exploring costume construction and costume design. Students develop designs that emerge through a process of character analysis, based on the script and directorial concept. Period research, design, and rendering skills are fostered through practical exercises. Instruction in basic costume construction, including drafting and draping, provides tools for students to produce final projects.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA105 OR THEA383 OR ARST131**

THEA385 The Working Theatermaker: Acting Beyond the University
This course is geared toward those students venturing into the earliest stages of an acting career. Emphasis will be placed on auditioning for film, television, and theater, finding opportunities in NYC, LA, and regional markets, cultivating a network, self-tapes, clarifying a mission statement, and logistics of the business (headshots, agents, casting directors, unions). The course will include talks with industry professionals, and students will leave the course with a tentative plan of action, including audition material and resources to facilitate the transition from the classroom into the professional world. If interested, please contact the instructor via email ASAP to set up individual conferences. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **(THEA245 AND THEA285) OR (THEA245 AND THEA309) OR (THEA245 AND THEA318) OR (THEA245 AND THEA319)**

THEA385Z The Working Actor: Acting Beyond the University
This course is geared toward those students venturing into the earliest stages of an acting career. Emphasis will be placed on auditioning for film, television, and theater; finding opportunities in NYC, LA, and regional markets; cultivating a network; self-tapes; clarifying a mission statement; and logistics of the business (headshots, agents, casting directors, unions). The course will include modules that address the industry shift to online, including voice-over, radio plays, Zoom-specific plays, and auditioning via Zoom/self-tapes. Schedule: Monday through Friday; A mix of asynchronous and synchronous class time, to be determined based on student enrollment/time zones.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA386 Musical Theater Performance
This studio course will explore the fundamentals of musical theater performance: how to analyze a script and song applying concepts such as given circumstances, actions, objectives, etc., based in Michael Chekhov and Stanislavski techniques; how to use dramaturgical research and original context to illuminate and create character; and how to prime the instrument for optimal performance. A wide range of vocal and physical exercises will be used to develop relaxation, concentration, and the imagination, and to free the body and voice of tension. We aim to expand the performer's potential for transformation and expression, so that they may enter into any genre, style, or period of musical theater with ease and confidence. Emphasis will be placed on building confidence, cultivating each artist's individual voice, and approaching the work with a deep sense of curiosity, generosity, joy, and serious play. This course will include exploring, analyzing, and performing solo songs and duets, and a module on the current state of the industry--including talks with professional artists, casting directors, and musical theater collaborators--culminating in a showcase, with potential collaborations with original work by fellow students and guest artists. Course will also require supplemental viewings, independent rehearsals, and attendance at two live performances TBD. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA390 Performance Ensemble
Since theater is an act of collaboration, this course will offer advanced acting, directing, design, and playwriting students an opportunity to practice collaborative creation in an ensemble environment. Using impactful American ensembles (Tectonic Theater, Rude Mechs, the Team, PearlDamour) as a guide, students will experiment with techniques of research, generation, storytelling, and performance. We will explore dynamic use of space, negotiate differences in communication, and create text, action, image, and object as we collaboratively develop a coherent theatrical event to be shared for an invited audience in a workshop setting.

This course will NOT fulfill an advanced directing requirement for students interested in pursuing senior theses in directing. This course provides an additional level of performance training beyond the core courses in acting, directing, and playwriting.

NOTE: Ensemble creation is rigorous play. Come prepared to be physical, take risks, step into the unknown, and make discoveries

This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA281 OR THEA199 OR THEA245**

THEA391 The Live Event: Politics and Practice of Creating Site-Specific Performance
In this course students will consider the role of site in performance-making. We start the semester with the assumption that there is no site that is not specific: every place carries with it a political, social, and historical identity, as well as an aesthetic and an architecture. At the same time, we as artists and makers are driven by our own values and interests. How do we enter into a collaboration with a site to create a live event with meaning and impact, both for ourselves and for our audiences? From architect Maya Lin, whose interactive Vietnam War Memorial rewrote the function of a monument to be about personal encounter and shared reckoning, to artist Paul Ramirez Jonas, whose "Key to the City" project gave thousands of people access to private spaces across New York, to "Haircuts by Kids," a project of the Canadian theater company Mammalian Diving Reflex, in which third-graders are trained to offer haircuts to adults, artists across disciplines are devising diverse answers to this question.

This class combines seminar-style discussion with studio-style making. Students will engage with scholarship by Miwon Kwon, Paul Smith, Tania Bruguera, Claire Bishop, and Shannon Jackson among others, in order to contextualize the making of our own sited live event works that explore how space, place, and architecture play into questions of narrative, performance, and community. Short written responses to reading will be turned in throughout the semester. The class culminates in either a final paper or final, sited project (individual or collaborative) on campus or in Middletown.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA393 Afterparty: End Times, Pleasure, and Clean Up
What do we do in end times, or "after the party" as Joshua Chambers Letson would have it? Already exhausted, with streamers and confetti scattered on the ground, what happens after the party is over? How do we pick up the pieces and move on? Can narratives of perpetual end times create new beginnings and new horizons? Beginning at the end, this course will engage conversations in science fiction, Black studies, art and performance, Indigenous studies, queer of color critique, and environmental justice to explore the work of endings and beginnings, of hope and hopelessness, of destruction and desire. We will pay particular attention to questions of futurity and pleasure as they are manifest in the aesthetic. Writers and artists to be discussed will include N.K. Jemisin, Sylvia Winter, Ursula Le Guin, Katherine McKittrick, Ohan Breiding, Franny Choi, Saeed Jones, Calvin Warren, Joshua Chambers Letson, Dana Luciano, David Wojnarowicz, adrienne maree brown, Autumn Brown, José Esteban Muñoz, Nick Estes, Dionne Brand, Samuel Delany, Tourmaline, Allison Akootchook Warden (AKU MATU), Jordan Peele, and M.E. O'Brien & Eman Abdelhadi. Students will be invited to craft both creative and theoretical responses to class assignments.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-CHUM**
Identical With: **FGSS395**
Prereq: **None**

THEA395 Voice & Movement II: Character-Driven Transformation
Furthering the integrated continuum of Voice & Movement I, this advanced acting course will emphasize character building to expand into complex characterization through sounding, moving, and speaking. There will be experimentation with diverse sources to stretch the actor's organism, such as vocal and body energies, universal archetypes, rhythm work, and group composition, in tandem with acting texts to approach character-driven physical/vocal transformations. How do you maintain the actor values you have developed while stretching your own voice and movement patterns to the extent of being "unrecognizable"? How do you interpret complex text challenges presented by a playwright with physical/vocal choices? How can these choices honor what the playwright has created while at the same time "make it yours"? This course aims to expand your expressive potential to create dimensional characters in plays.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **THEA355**

THEA399 Advanced Playwriting: Long Form
This is an immersive workshop for students working at a rigorous, committed level of playwriting. We will focus on long form as students begin, develop, and rewrite full-length plays, challenging themselves to expand their technique as they articulate their creative vision. This course counts towards the Theater Arts category for the THEA major.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Identical With: **ENGL399**
Prereq: **[THEA199 or ENGL269]**

THEA401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

THEA404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **A-F**

THEA407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

THEA408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **A-F**

THEA409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

THEA419 Student Forum
This is a student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

THEA420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: **Host**
Grading: **Cr/U**

THEA427 Mainstage Production - Performance Practice
This course offers students the opportunity to participate in the fully-produced Mainstage Theater production each semester. Student performers will work under a faculty director, learning skills and techniques through a hands-on, project-based rehearsal process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty mentoring. Student assistant directors will hone their skills by close collaboration with the Mainstage director, providing valuable preparation for their own senior projects or future directing endeavors. Student dramaturges will embark in a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor. Assigned work done under faculty supervision in the department production program working toward the creation of the Mainstage

Production. Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **A-F**
Credits: **0.25**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA428 Theater Projects - Performance Practice
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester, such as projects approved as part of our Senior Capstone program. This usually includes both single-semester senior projects, Honors Thesis productions, and guest artist collaborations.

Student performers will work under a project director, learning skills and techniques through a hands-on, project-based process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty advisement. Student assistant directors will hone their skills by close collaboration with the project directors. Student dramaturges will embark in a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor. This is a recommended course for students that are considering pursuing their own capstone projects in theater.

Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA430 Theater Projects - Performance Practice
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester, such as projects approved as part of our Senior Capstone program. This usually includes both single-semester senior projects, Honors Thesis productions, and guest artist collaborations.

Student performers will work under a project director, learning skills and techniques through a hands-on, project-based process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty advisement. Student assistant directors will hone their skills by close collaboration with the project directors. Student dramaturges will embark in a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor. This is a recommended course for students that are considering pursuing their own capstone projects in theater.

Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA431 Mainstage Production - Performance Practice
This course offers students the opportunity to participate in the fully-produced Mainstage Theater production each semester. Student performers will work under a faculty director, learning skills and techniques through a hands-on, project-based rehearsal process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty mentoring. Student assistant directors will hone their skills by close collaboration with the Mainstage director, providing valuable preparation for their own senior projects or future directing endeavors. Student dramaturges will embark in a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor.

Assigned work done under faculty supervision in the department production program working toward the creation of the Mainstage Production. Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA432 Theater Projects - Performance Practice
This course offers students the opportunity to participate in a wide variety of Theater Department produced works each semester, such as projects approved as part of our Senior Capstone program. This usually includes both single-semester senior projects, Honors Thesis productions, and guest artist collaborations.

Student performers will work under a project director, learning skills and techniques through a hands-on, project-based process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty advisement. Student assistant directors will hone their skills by close collaboration with the project directors. Student dramaturges will embark on a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor. This is a recommended course for students that are considering pursuing their own capstone projects in theater.

Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA433 Mainstage Production - Performance Practice
This course offers students the opportunity to participate in the fully-produced Mainstage Theater production each semester. Student performers will work under a faculty director, learning skills and techniques through a hands-on, project-based rehearsal process. Student stage managers will have the opportunity to lead or assist the rehearsal process, with faculty mentoring. Student assistant directors will hone their skills by close collaboration with the Mainstage director, providing valuable preparation for their own senior projects

or future directing endeavors. Student dramaturges will embark on a variety of deep-research tasks and close-reading of the production materials and/or text(s), as guided by the instructor. Assigned work done under faculty supervision in the department production program working toward the creation of the Mainstage Production. Students interested in enrolling in this class should audition for acting roles, or apply for stage management, dramaturge, or assistant directing positions.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA434 Applied Scenography: From Idea to the Stage
This course may be repeated for credit. In this course, students will develop a specific design for the stage by doing close reading and analysis of the text for their specific projects. Students will be guided through each step of these processes in a formal approach: concept development, visual research, renderings or drawings, model-making, and/or drafting. The course will have a special emphasis on the collaborative process and on the designer's role to fulfill the needs for the actual construction of their projects. Students will create and design set, media, or costumes for their projects, integrating the notions of design principles and performance elements. This course counts toward the Theater Major as Performance Practice (in Design) only.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **THEA359 OR THEA383**

THEA435 Performance Practice in Design A
Assigned advanced work in technical theater. Program A entails commitment of 60 hours of time.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA437 Performance Practice in Design B
Assigned advanced work in technical theater. Program B entails a commitment of 120 hours of time.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-THEA**
Prereq: **None**

THEA465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

THEA466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**

THEA469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

THEA470 Independent Study, Undergradua
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **None**
Prereq: **None**

THEA491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

THEA492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

THEA502 Individual Tutorial, Graduate
Offering: **Host**
Grading: **OPT**

UNIVERSITY (UNIV)

UNIV401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

UNIV402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

UNIV403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

UNIV404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

UNIV407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: **Host**
Grading: **OPT**

UNIV408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**
Grading: **OPT**

UNIV409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

UNIV410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRITING (WRCT)

WRCT105F Literature and Memory in Contemporary Latin America: Creative Writing Workshop
For many Latin American authors, personal memory is also a collective memory. Delving into childhood, family secrets, or past trauma in their literary works reveals how writing may become a form of personal reparation and a way to participate in a general sentiment experienced in the social fabric. In this course, students will analyze contemporary Latin American authors in translation to compare different approaches to memory as a resource for imagination and social commentary. This class, designed as a seminar and a creative writing workshop, will encourage students to experiment with their writing and develop a conversation with Latin American authors about memory through direct experience with creativity and the crafting of a literary text. Authors include Reinaldo Arenas, Camila Villada Sosa, and Diamela Eltit, among others. Two US-based Latin American authors will visit the class at different times to discuss their work and their experience with writing and memory as source of inspiration. This course is a creative writing workshop.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT107 American English Pronunciation and Idioms
This course is designed for anyone who would like to explore American English at a deeper level. We will look at the sounds and speech patterns of various American English dialects, practice difficult-to-pronounce words, discuss the issues of one's first language transferring into their other languages, and the oddities of idioms and colloquialism that don't translate literally. This course is recommended for those wanting to learn more about American English as well as those who are planning to teach it.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT108F Real Reels: Exploring Documentary Film (FYS)
Since the early days of film, the documentary form has grown and evolved as an attempt to capture the "real" onscreen. This course offers exposure to a broad array of documentary films and poses questions on topics ranging from story modes to spectatorship, criticism to ethics, propaganda to audio design. What can an immersion in the form teach us about the meaning of truth? What can it teach us about ourselves?
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT109F Writing About Your First Year in the United States (FYS)
This course is designed for incoming international students who would like to reflect on their first year in the United States while exploring U.S. academic writing formats, the philosophies of liberal arts education, their own bilingual identities, and other topics related to U.S. academia. Assignments will involve keeping a journal, reading and writing a variety of essays, pre-writing activities, academic vocabulary exercises, and advanced grammar analysis. The reading will focus on essays about immigrant experiences. Authors such as Amy Tan, Maxine Hong Kingston, Alain Mabanckou, and Ariel Dorfman will be included as examples of excellent essay writing and to provide materials for discussion. The workshop-style format of the class will encourage academic exchanges, critical analysis, and peer editing. The course is recommended for international students, students who immigrated to the U.S. after middle school, and students whose dominant language is not English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT110F Academic Writing in the US for International Students (FYS)
This course explores United States culture and history through the art of writing essays. Students will analyze renowned works by US authors while concurrently writing their own essays and focusing on essay structure, analytical writing, cohesiveness, conciseness, and the mechanics of grammar. The course is designed to prepare international students for the expectations their US professors will have for their academic writing. Assignments will involve reading and writing a variety of essays, pre-writing activities, journal entries, academic vocabulary exercises, and advanced grammar analysis. As models for their own work, students will study exemplary essays from a variety of essay genres by authors such as Martin Luther King Jr., Thomas Jefferson, Abraham Lincoln, and Reginald Rose. The workshop-style format of the class will encourage academic exchanges, critical analysis, and peer editing. The course is recommended for international students, students who immigrated to the US after middle school, and students whose dominant language is not English.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Prereq: **None**

WRCT111F Writing About Culture (FYS)
In the age of social media, pithy critiques and quick reads circulate quickly. Whether on Twitter, Facebook, Instagram, or Reddit, the Internet provides a space for everyone to share their opinions on popular culture and current events. This course asks us to slow down and rewind a bit to consider what scholars in cultural studies might teach us when it comes to writing about culture. We will ask the following: What is culture? What can culture teach us about the powerful structures and ideologies that shape our worlds? How might this understanding of culture help us fashion our selves and imagine new realities and ways of being?

To address these questions, students will read theory alongside contemporary cultural criticism both for content and for style and method of analysis. In addition to reading and discussion, students will practice writing about culture through multiple lenses, discovering and developing their own writerly values

in order to produce a publishable piece of cultural criticism to be submitted to a publication of their choice by the end of the semester.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT112F The Logistics of Climate Change (FYS)
According to the World Bank, an increase in global temperatures of more than 2°C by the year 2100 will likely submerge coastal cities from New York to Shanghai beneath rising seas. Yet as many theorists note, the global supply chains the World Bank helps facilitate also fuel global warming. How do we make sense of economic institutions warning us of disasters their actions may hasten? Why is there so much disagreement among scholars concerning the quickening pace of climate change alongside the emergence of supposedly postindustrial economies in the developed world? And what can we do about that pace today? This class surveys two sweeping transformations of social life in recent decades to pose such questions. Climate change, we will wager, can't be understood apart from the logistics revolution that made globalization possible: The massive freeway systems, ports, algorithms, microprocessors, and container ships transporting goods and money from one corner of the globe to another. Along the way we will pay particular attention to the uneven racial and gender dynamics governing who lives where, who acquires what they need to survive, and how they survive in a world arranged by the logistics revolution driving climate change today.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT113 A Nation of Immigrants?
America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL113**
Prereq: **None**

WRCT113F A Nation of Immigrants? (FYS)
America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL113F**
Prereq: **None**

WRCT114F Why You Can't Write (FYS)
Institutions of higher education have required first-year students to take writing courses for well over a century. In doing so, they have made it clear that educational and professional success are deeply tied to writing skills. But why is this? This class asks what it means to teach students how to write by probing seemingly stable concepts and practices like language and communication. We will discuss the history of writing studies in higher education before taking up debates over literacy, language standardization, education as imperialism and colonialism, theories of writing instruction, assignment design, and assessment practices. In addition to introducing students to the field of composition, rhetoric, and writing studies, so, too, will this course center the practice of writing. As such, students can expect to write, revise, and comment on classmates' writing regularly. Assignments will include a personal literacy narrative, response papers, weekly journals, and creative projects like assignment and rubric design.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST114F**
Prereq: **None**

WRCT115 Writing Mentoring
This course may be repeated for credit. Have you ever wanted a personal writing collaborator? Someone who would meet with you privately to help you with your writing? Your writing mentor will work with you on your particular writing concerns, whether you need help generating ideas, structuring your essay, improving sentence clarity and grammar, or managing your time. As mentors and mentees meet on a weekly basis, this program is designed for students who enjoy regular collaboration. If you participate, you will enroll in a 0.25-credit tutorial and have a peer assigned to meet with you throughout the semester. We work with students of all writing abilities and in all disciplines. All services are free. Please apply here: https://forms.gle/1K1tQKf382AV57vL8. Applications are due Tuesday, February 3, 2026 at noon. For more information, contact the Ford Fellow at writingworks@wesleyan.edu. Students will be selected based on their applications and enrolled in the course after add/drop.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT115F Diffusion of Innovation (FYS)
Most inventions never make it out of the laboratory. Few reach the public. Why? Innovations and great ideas are not self-evident. Rather, inventors must persuade their fellow citizens that their ideas have merit and are worth adopting. This course will survey the broad field of "Diffusion of Innovations." Through case studies from around the globe and discussions of diffusion theory, students will learn how innovations ranging from vaccines to the world's largest particle accelerator gained acceptance through analog and digital communication. Students will also learn about diffusion failures ranging from water boiling to the DVORAK keyboard. They will then design a strategy for disseminating an existing but underappreciated scientific or technological innovation to United States adopters. The strategy will demonstrate a keen appreciation of scientific merit, diffusion of innovation theory, and the nuances of U.S. culture. This first year seminar course will also familiarize students with the methods used to collect, interpret, analyze, and present evidence in the social sciences, particularly in the field of communication.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL115F**

Prereq: **None**

WRCT116F The Literature of Travel (FYS)
Travel literature has been one of the most fundamental subgenres of writing since humans first began to explore and record their thoughts. Much of what was first known about the world as we know it comes down to us from travelogues of early explorers, and this rich subgenre explores issues of identity and race, knowledge and power, while also often being alternately infused with longing for home or longing for difference. The literature of travel, exploration, and foreign milieus actually falls under various categories including journalism, nonfiction writing, and fiction. Any study of travel literature prompts us to ponder the theoretical problem of understanding people and places that are alien to us. This seminar will expose students to a wide variety of 'travel literature,' including novels, essays, travelogues, and documentaries. Throughout this course, we will compare received, conventional notions of particular places with what we discover through our readings. Come prepared to read and write intensively.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT117F Instances of Collective Memory (FYS)
Both history and fiction tell stories. They evaluate facts, construct contexts, and foreground patterns and associations--all using language as their primary tool. In this course, we will analyze key moments in the formation of collective and cultural memories in 20th-century history, philosophy, and literature. We will think about how individual memory and collective remembrance connect, how larger stories are built up from archives and personal stories, and how these narratives are shaped by changes in the world around them. We'll pay special attention to how the World Wars and the Cold War are memorialized and to the importance of these narratives to contemporary Jewish identity and remembrance in Germany, Israel, and the United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CJST234F, GRST234F**
Prereq: **None**

WRCT118F Off-Broadway: Contemporary American Playwriting (FYS)
This writing course focuses on plays by contemporary American writers from 1995 to the present and asks students to begin thinking deeply about how plays work. How are they constructed? How can story, plot, character, dialogue, spectacle, and theme work together to create magic onstage? What are plays trying to do? Focusing on work by women, queer artists, and writers of color, we will respond to plays that have appeared Off-Broadway in recent years. Playwrights we consider will include Suzan-Lori Parks, Branden Jacobs-Jenkins, Kristoffer Diaz, Lucy Thurber, Adam Bock, Hansol Jung, Mashuq Mushtaq Deen, Jaclyn Backhaus, Thomas Bradshaw, and Diana Son.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **THEA118F**
Prereq: **None**

WRCT120F Uncertainty and the Future (FYS)
The world we live in is full of risk and uncertainty. Science, politics, and economics all tell us that this is a hazardous era in which great changes are inevitable and catastrophes are possible. How do people manage living in such an uncertain world? This first-year seminar introduces students to research and writing in the social sciences by studying a driving factor in the human search for knowledge: the uncertainty of the unknown future. We will consider how the ways in which humans define, relate to, and experience uncertainty influence social well-being and the production of the future. We begin with the anthropological study of uncertainty, which is rooted in the study of ritual and magic, and then consider perspectives in psychology, economics, and ecology. While we will reflect on the "negative" side of uncertainty, such as risk, precariousness, and insecurity, we will also examine the way the creative management of uncertainty is sometimes romanticized and consider the opportunities for creativity, adaptation, resilience, and imagination in uncertain times.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **STS120F**
Prereq: **None**

WRCT121F Are You a Feminist? (FYS)
Taking our cue from Beyoncé and the debates her music has produced, this First Year Seminar investigates the meaning of feminism by considering how writers, artists, activists, academics, and public intellectuals discuss the topic. Students' curiosity about feminism - as topic, politics, identity, and practice - will guide class meetings where we will discuss readings by prominent feminist writers, scholars, and critics. Students will leave the course with a clear sense of themselves as writers and thinkers, as well as an understanding of the ways in which gender and sexuality intersect with race, class, and other social identities and of the multiplicities of feminisms in our contemporary moment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL121F, FGSS121F**
Prereq: **None**

WRCT130F Living within the Bio-Logical (FYS)
How do biology and society relate to each other? This first-year seminar provides an introductory overview of how the biosciences have been entangled in social contexts, from the Enlightenment to the current technoscience era. We will examine contemporary case studies where society impacts biology and biology impacts society, particularly those that show the complex interplay between the body and the environment. We will look at how rates of obesity relate to inequality and insecurity, consider the impact of toxins on the body and environment, and discuss emergent research that challenges longstanding beliefs about medical science. This anthropologically informed course provides ethnographic accounts that give crosscultural context to the questions posed. Throughout the course, students will learn to discuss the interrelation of the biological with the social, political, and economic, and we will critically reflect on the influence of politics and economics on human biological agency.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **STS121F**
Prereq: **None**

WRCT133F Race and Representation (FYS)
This first-year seminar will introduce students to theories and understandings of race, racism, and racial inequality as debated in the academy and the public (US) sphere. So, too, will the course consider race as it is lived and represented in cultural objects such as film, literature, law, television, and music. Reading and writing will be heavily emphasized. Through regular writing activities, students will find comfort with and a voice for discussing a range of cultural texts, preparing them for everyday discussions about race in US culture.
Offering: **Host**
Grading: **OPT**

Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT135 Writing about Research: U.S. Style
This course is designed to prepare non-native speakers of English to write about research in U.S. academia. Students will focus on the structure, cohesive devices, citation styles, and academic vocabulary commonly used in literature reviews, theoretical papers, and primary research studies. As a topic of common interest, example readings will focus on language research including statistical analyses of language learners; anthropology studies of how gender, race, and socioeconomic group affect language; and overviews of theories about language acquisition. Throughout the course, students will learn organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL135**
Prereq: **None**

WRCT135F How Language Works: The Beliefs and Bias that Affect our Social World (FYS)
This first-year seminar takes an in-depth look at how we communicate. What do we believe about language? How does that affect our interactions on personal and societal levels? Drawing on readings from the fields of linguistics and anthropology, we will challenge common language myths and beliefs related to multilingualism, language and dialectal stereotypes, gendered language, and language learning. To synthesize those ideas, students will write reflectively and discuss their own oral and written language, conduct short research projects, and synthesize their ideas into a final paper related to a topic in the course.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CGST213F**
Prereq: **None**

WRCT136F TV as Cultural Touchstone (FYS)
Why do we watch TV? What makes a good show good? What does television do for us? This writing course focuses on television as a sociocultural phenomenon. We will scan TV history, from its precursors and twentieth-century origins through the present moment. Areas of focus will include the game show, the MTV music video, the soap opera, the half-hour sitcom, the late-night show, the hour-long drama, and reality TV (Real Housewives, RuPaul's Drag Race). We'll read some accompanying cultural and anthropological writing as well as story theory and TV criticism.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT137 Public Speaking
This course is designed to help students understand the key aspects of public speaking and increase their confidence with speaking in front of audiences. Each section of the course will be dedicated to preparing for and practicing different forms of public speaking, including presentations, speeches, debates, and more. This course will be led by the Kim Frank Multilingual fellow, Cyn Le.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT140L Introduction to TESOL
This Community-Engaged Learning course will explore social issues, classroom management, and current debates related to Teaching English to Speakers of Other Languages (TESOL), as well as learning languages in general. The course introduces the "best practices" of TESOL through current research, practical assignments, and students' reflection on their experience teaching English over the course of the semester. Students will critique existing materials, create their own lesson plans and activities, and conduct teaching demonstrations for our class. Working with community partners, students will also complete 20 hours of teaching/tutoring English Language Learners. This course fulfills both the pedagogy and practicum requirements for the Education Studies major and minor.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST140, ENGL143L**
Prereq: **None**

WRCT142F Writing about Research: U.S. Style (FYS)
This course is designed to prepare non-native speakers of English to write about research in U.S. academia. Students will focus on the structure, cohesive devices, citation styles, and academic vocabulary commonly used in literature reviews, theoretical papers, and primary research studies. As a topic of common interest, example readings will focus on language research including statistical analyses of language learners; anthropology studies of how gender, race, and socioeconomic group affect language; and overviews of theories about language acquisition. Throughout the course, students will learn organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT145F Bad Ideas About Writing: Introduction to Writing Studies
Writing can be a divisive subject. Some people love writing poetry, fantasy, or romance in their free time but start biting their nails at the mention of an assigned writing project in class. Many have grown up hearing their writing is not good enough, that they need to "learn proper English," or that they "can't say that" in a school paper. Bad Ideas About Writing: An Introduction to Writing Studies provides a venue for reflection on writing education and personal literacy. We will analyze attitudes and practices around writing that stem from cultural movements and systemic discrimination. Additionally, students can expect to participate in peer review sessions to develop skills in giving and receiving feedback. This course is ideal for students interested in writing/literacy education as well as those who seek a better understanding of the process and theory of writing to benefit their own practice.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST116F**
Prereq: **None**

WRCT155F Writing in the Age of Generative AI (FYS)
Why does anyone need to learn how to write if we have generative AI? In this course, we will take up this commonly asked question, exploring the evolving role of generative AI, particularly large language models (LLMs), in the teaching and practice of writing in higher education. Together, we will consider why we need to learn to write and how we have been taught to write and the ways these

educational approaches have shaped what we think writing is in order to imagine what the work of writing might look like in the age of generative AI. By critically examining the intersection of AI technology and writing pedagogy, the course addresses foundational philosophical and conceptual questions such as: What is intelligence? What does it mean to learn and to educate? What constitutes authenticity and voice in writing? We will investigate these questions through the lens of various writing education theories and juxtapose them with how LLMs function, learn, and generate text. In addition to these conceptual questions, the class will also be a testing ground for the ways in which generative AI dis/engages writers with our writing processes and practices. We will experiment with different generative AI tools at various stages of the writing process. This hands-on approach will help us explore complex questions about the ethics of AI, particularly around individuality and collaboration.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT157 Translation as Worldmaking
This course introduces translation as a creative, ethical, and collaborative practice that shapes literature, culture, and the movement of ideas across languages and media. Students will explore translation as history, theory, and craft through readings by translation scholars and practicing translators, alongside examples from literary, audiovisual, and digital contexts, including machine translation and AI. Each week combines discussion with hands-on translation activities, emphasizing choice, responsibility, and perspective. The course treats translation as a way to think about power, identity, and how meaning changes across contexts. Knowledge of a second language is encouraged, but not required.
Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT200 Integrative Learning Project 1: Crafting Your Digital Identity
Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you! Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **RL&L250, AFAM250, CSPL200, IDEA200**
Prereq: **None**

WRCT201 Writing Theory and Practice
Writing is central to education in the U.S., but how does someone learn to write? In this course, students will consider this question by reading theories of composition, debating key concepts of writing such as reflection, transfer, and translanguaging, as well as discussing scholarship out of cultural studies, literacy studies, genre studies, technical and professional writing, and public writing. Together we will explore the potential of writing education, carefully considering how we, as educators, can foster just and innovative writing education. As we read about writing instruction, literacy, and assessment, students will be expected to bring scholarship in dialogue with lived experience. To do so, they will engage in a number of praxis-based assignments, including group work to develop assignments, assessment practices, and curricular recommendations. The course will culminate in a final project of each students' design, that tackles the practicalities of teaching writing.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST201**
Prereq: **None**

WRCT201Z Teaching English as a Foreign Language (TEFL)
This course is designed for students that are considering teaching English outside of the United States in the future. It may be particularly useful for those considering applying for a Fulbright English Teaching Assistant, the JET program, the Peace Corps, or continuing after Wesleyan to get a TEFL or TESOL certificate or master's degree. The course will include basic language acquisition theory, TEFL teaching techniques, readings by sojourners in various programs, and opportunities to reflect on personal reasons for choosing to teach abroad.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CGST201Z, EDST201Z**
Prereq: **None**

WRCT202 Pedagogy for Teaching English to Speakers of Other Languages Tutors
This course offers an introduction to pedagogical techniques and theories for teaching English to Speakers of Other Languages (TESOL). The class is ideal for students considering a career in K-12 education, as the number of students whose first language is not English is rising in the US every year. Students enrolled in this course will gain practical experience by committing to volunteer with an organization working with English Language Learners (options will be provided). They are encouraged, but not required, to continue their service afterward with the Wes ELL Program. There is a volunteering commitment of two hours/week, or 20 hours a semester, minimum during the semester.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST202**
Prereq: **None**

WRCT203 Investigative Storytelling
This creative writing workshop is designed for students who aim to craft new narrative work through investigative or documentary research. Students might create a play, a screenplay, poetry, fiction, creative nonfiction, a digitally driven project, or something else. We will study some existing investigative artworks--dramatic pieces by Moises Kaufman, nonfiction by Leslie Jamison, poetry by Robin Coste Lewis, documentary film by the Maysles brothers, long-form journalism by Nikole Hannah-Jones, and podcasts by Brian Reed. We will cover interview techniques, research strategies, issues of rights and intellectual property use, and structure/dramaturgy as we plan, research, write, and workshop material together. Class members will regularly share work-in-progress and offer feedback to one another. By the end of the semester, students will be well acquainted with best practices for crafting investigation-based pieces and will have completed full or partial drafts of their projects, depending on project scope. Students are expected to have some workshop experience.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**

Identical With: **ENGL202**
Prereq: **None**

WRCT205 Multilingual Language Policy
This course explores how explicit and implicit language policies in institutions of power affect businesses, schools, and the legal system. More specifically, the course investigates how language choices, translations, and the policies regarding both affect education, the languages spoken in a country and the policies to preserve or suppress them, bilingual businesses, immigration policies, and the US legal system. We will also discuss the recommendations of scholars for increasing multilingualism in the USA and changing the attitudes toward it, improving education for English-language learners, and efforts to improve non-native English speakers' ability to navigate the legal system. The course is recommended for anyone considering working with English-language learners such as teachers, tutors, NGO personnel, and legal or business professionals.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST205**
Prereq: **None**

WRCT206 Writing in Multiple Languages
This course explores the theories and practices of writing in languages other than your native language(s). The course will cover additional language writing development theory, translanguaging (using more than one language at a time), multilingual writing identity, and ample opportunities to explore these topics while writing in multiple languages. In order to adequately participate in this class, you must be able to write in a language other than English at at least a low intermediate level. All additional languages are welcome!
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT207 Multilingual Learners Literacy Development
In 2021, in the state of Connecticut, approximately 14% of the K-12 population were English Language Learners (ELL) (https://portal.ct.gov/-/media/SDE/Performance/Research-Library/EL-DEMOGRAPHICS-10012020.pdf). This growing population includes students whose written languages vary considerably from English, students whose education has been interrupted due to the chaos of war and resettlement in the U.S., and students who have undiagnosed learning disabilities. This service-learning course focuses on an area of great need for this population -- English literacy. This course will offer students an opportunity to tutor ELLs for 20 hours during the semester while studying and applying the theories and best practices of ELL literacy development. In addition, this course will discuss best practices for teaching math to ELLs, lesson planning, classroom management, and other necessary skills for successful teachers in any field.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST307**
Prereq: **None**

WRCT208Z Art and Practice of Literary Publishing
The Art and Practice of Literary Publishing is an introduction to the editorial and acquisitions process in academic and literary publishing. Students will gain hands-on experience with the life cycle of a book -- from submission and review to production, marketing, and distribution -- while learning how publishers shape literary and scholarly cultures. The course combines practical exercises with discussions of publishing theory and contemporary industry challenges.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL215Z**
Prereq: **None**

WRCT209 Learning to Write
Ask any writer and they'll tell you: writing is a process. In college, however, writing is often reduced to a rapid act of drafting before an imminent deadline. The question for most college writers, then, is this: If you want to learn to write, and if writing is a process, when do you get to practice your process? In this course, students will do just that: practice, practice, practice. We will read what scholars and practitioners say about writing to frame our own thinking about our relationships to writing and our practices as writers. Most importantly, students will write regularly, revise often, and review/workshop their peers' work just as often as they process feedback from the instructor. This course is especially appropriate for students who want to develop their writing skills and bolster their agency as writers particularly in academic settings. Assignments will include weekly reflections, a variety of writing assignments including personal writing, response papers, and two formal argumentative essays, regular writing workshops (peer review), and final writing project based on each student's individual disciplinary interests.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT210 Translation in Theory and Practice
This seminar is a workshop devoted to helping students from a range of disciplines and departments hone their practices of translation. Translation is part of a wide range of academic, publishing, and creative activities: humanities and social science scholars read texts in translation, translate while doing field work and archival research, and include translations in their articles and books; translation is an engine of creativity for many writers, bilingual or not. This course will begin by looking at various alternate translations of the same texts, to expand our sense of options and possibilities. The next five weeks of reading will introduce students to some of the main debates, theories, and practices of translation into English.

The second half of the course will focus on students' own translation projects. While you are welcome to pursue a project you already have in mind, most students will be choosing and starting a new project, guided by the discussions and topics in the first half of the course. The scope can be small (a single short story, a chapter of a novel or biography, a few poems or song lyrics), or you can have an eye to a bigger project you want to pursue after the end of the semester (a senior thesis, a short-story submission for publication, a book pitch). Week by week, all students will respond in class and in writing to translations-in-progress. In the last week, we will get to see and respond to everyone's revisions.

Facility in a language other than English is required; perfect fluency is not required.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL308, ENGL273**
Prereq: **None**

WRCT210Z Contemporary Short Stories in Translation
This course will introduce students to a wide range of contemporary short stories from around the world, translated into English. We will read fiction from four geographical clusters--Nordic Europe, Latin America, East Asia, Western Europe--as well as from outside these relatively well-defined categories. Along with exploring the fiction itself, we will consider how the English-language publishing industry treats these different zones, as we acknowledge the risk of ending up with national or regional stereotypes. We will also keep in mind the translator's role as an active creator of the works we are reading. In week two, we will pay special attention to the crucial professional role of the translator in getting these authors published and recognized, and there will be in-class visits from one translator in each cluster. The objective of the course is to get a basic overview of different contemporary trends and traditions, and their various paths to publication in English, as well as hopefully finding one or two new favorite writers.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL308Z, ENGL202Z**
Prereq: **None**

WRCT211 Calderwood Seminar in Public Writing: Legal Advocacy for Disabled Veterans
The public rarely understands what it takes to fight for one's legal rights or benefits. Good writers can translate those battles in ways that teach, empower, and (re)build community support for struggling individuals. This course is a study in the translation of legal challenges into civic advocacy.

In this course, students will write about real plaintiffs and legal cases for public audiences. As part of their journey, students will delve into the military and medical files of a disabled veteran applying for a discharge upgrade from the military. Most discharge upgrade applicants suffer from addiction and/or mental health issues, the same issues that cut short the veterans' military careers. Using academic legal writing, news sources, and confidential personnel and medical files, students will describe issues facing veterans in general, and our veteran client specifically. Students will write for a disability blog, a legal services organization (LSO) website, a middle school social studies magazine, a podcast, and a newspaper. Students' writings will inform the instructor's writing--as the veteran's pro bono legal counsel--of a discharge upgrade brief.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL211**
Prereq: **None**

WRCT212 Introduction to Fiction
This course introduces students to the craft of short-story writing. In the first half of the course, we'll read and discuss stories by Joyce Carol Oates, Edward P. Jones, Kazuo Ishiguro, Akhil Sharma, and other successful writers as a means of exploring the conventions (and contentions) of the short-story form. In the second half of the course, students will use their newly filled "writer's toolbox" to plan, draft, and ultimately share their own stories with the rest of the class, while also learning to provide focused, supportive feedback for each other along the way.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL299**
Prereq: **None**

WRCT213 Pitch It: Persuading Diverse Audiences to Support Original Theater Projects
You have a script, some songs, and a production design...but you need support to make your project happen. Inspiring people to support original ideas requires research, skill, and craft. This course will offer students the insight, skills, and judgment needed to pitch their projects to writers, producers, donors, designers, and audiences. We will examine a range of creative projects launched in New York City and smaller arts communities to answer the questions: Where did these start? What made them captivating? And who brought them to life? We will then discuss best practices for communicating future projects orally and in writing.

Ideally, students should come to the first class with several ideas for arts projects that they would like to pitch. These can be students' own creations or others' work that students believe should be seen by a wider audience. The first half of the semester will focus on successfully-launched theater projects. In the second half of the semester, students will conceptualize and develop an arts idea they are passionate about. They will learn what makes arts proposals competitive, and will practice pitching to classmates and others. Students will have the opportunity to revise and expand their ideas and work. Students will be graded on a written portfolio and an end-of-semester pitch to the class.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **THEA211**
Prereq: **None**

WRCT214 Art Criticism
As a young critic, the art historian Hal Foster wrote: "I do not demystify the work which I discuss so much as I am demystified by it." Beyond criticism's primary object -- the artwork to be judged, rejuvenated, revealed -- what does it let slip about its own function as a social and cultural practice? This course will introduce students to art criticism while also attempting to understand the rapidly changing economic conditions that make it possible (or not). Students will be invited to write pieces of criticism on a range of media -- sculpture, photography, painting, print, video, and performance -- with assignments modeled on different genres of art writing (e.g., the exhibition review, the "critic's pick," the single artwork study, and the "hybrid" review-essay). The course will give students a chance to work closely with the Davison Art Collection and the Zilkha Gallery.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ARHA215, COL211**
Prereq: **None**

WRCT215 Fact into Fiction
Although we think of literature as the realm of the imagination, many works of fiction are inspired by facts. A Kentucky slave's attempt to murder her child rather than let it grow up in bondage; a bombing in Saigon that ushered the U.S. invasion of Vietnam; the transformation of the Congo in the years after its independence from Belgium; and the epic journey of the bank robber Ned Kelly in Australia: all these are true events that have inspired the novels we might read in this seminar. How do novelists take history and turn it into story? How do they fashion characters out of real people? And how do they create fully realized worlds none of us who are alive have seen? We will examine aspects of characterization, point of view, plot, narrative time, setting, dialogue, language, structure, themes, imagery, and subtext. We will also read some theoretical texts

to help us expand the language we use to describe and discuss novels. The goal of this seminar is to teach you to read like a writer.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL215, ENGL259**
Prereq: **None**

WRCT216 Sports Writing: The World Cup
Soccer is a near-universal sport that separates itself from other sports because of its accessibility and inclusivity. Because of this global reach and popularity, soccer also acts as a platform for different people around the world, on an individual and national level, to play out and construct their identities. This course is an opportunity to look at the many ways that soccer is not just a game but a stage where different ideas of politics, identity, race, nationalism, gender, labor, beauty, style, and grand human narratives are formed, explored, and contradicted. This is for lovers of the sport as much as it is for those who don't see themselves as such but are interested in exploring those different areas as manifested in soccer. Through the creation of and contribution to a World Cup-specific soccer magazine for the semester, each student will be able to interrogate the game of soccer and what it reveals about the greater human society off the field.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT217 Reporting for Narrative
Narrative nonfiction--a.k.a. feature writing, or literary journalism--deploys exhaustive reporting and research in a form that draws on the tools and traditions of literature: character, plot, and scene, along with essayistic inquiry and lyric attention to the line. This course, structured as a weekly writing seminar, will provide an editorial and critical scaffolding for students to produce a final work of long-form nonfiction of their own, which will go through a rigorous process of development and revision. Workshopped peer critique of writing in progress will be supplemented by discussions of readings in the craft of nonfiction, the theory of narrative, and classic and contemporary examples of the form, from magazine features to book-length dispatches.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL237, ENGL227**
Prereq: **None**

WRCT218 Accessible Writing: Disability, Language, and Media
Journalists (and indeed most writers who want a wide readership) must take the messy, complicated situations and systems the world presents us with -- an economic downturn, a yearslong war, a rapper's career, a new field of science -- and explain them in terms that are faithful to the facts of the situation, rendered in language that remains understandable to a reader who may not have considered the subject before. Writers from Aristotle to the editors of Wesleyan's new website (where all text is now required to be written at a seventh-grade reading level) have worked to apprehend the mechanisms that make a text understandable. But there is one group of thinkers that is perhaps more invested in the problem of "accessibility" than any other: people with disabilities. We tend to think of disability access -- such as captions on a film, or image descriptions for the blind -- in terms of legal compliance: you'd better make your project accessible or you'll get sued. But in recent years, a range of disabled artists, thinkers, and activists have expanded the field of accessibility beyond compliance into the realm of imagination and interpretation. This course adopts these emerging practices as creative-writing prompts, exploring them with a view toward sharpening our own practice as writers (and journalists, screenwriters, artists, and poets). Course materials will include work by writers engaged in the problem of literary accessibility (Strunk & White, Dr. Seuss, Garielle Lutz), disability-studies scholars (Mara Mills, Mel Y. Chen), activists (Alice Wong, Leah Lakshmi Piepzna-Samarasinha), artists (Christine Sun Kim, Finnegan Shannon, Joseph Grigley), poets (Jjjjjerome Ellis, Latif Askia Ba), and institutions (ProPublica, the New York Times, Harvard's Digital Accessibility initiative). The course will encourage students to pull their writing out of the classroom, with an emphasis on publication, from newspapers and magazines to collaborative projects with Wesleyan's College of Film and Moving Image, Digital Design Commons, Davidson Art Center, and elsewhere.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **SOC274, CSPL218, STS218, COL208**
Prereq: **None**

WRCT219 Introduction to Podcasting
This course is an introduction to the fundamentals of audio reporting, applicable to broadcast or podcast: how to find and generate story ideas, how to conduct effective interviews, and, most importantly, how to use our critical faculties to produce stories in sound. We'll explore a variety of audio forms, from the "vox pop" to the feature. We'll also think about the mission, history, and aesthetics of broadcast media (with an emphasis on public radio and the podcast ecosystem it helped, in part, to spawn) and the ways it's changing in the current podcast boom-bust cycle (and its present co-optation and disruption by right-wing ideologues and generative AI). Finally, we'll explore the ways in which radio journalism connects with other genres, forms, and traditions, such as oral history, documentary, and sound art.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT224 Writing the Internet
How has online culture seeped into creative writing and restructured our understanding of narrative? In this course, we will examine texts that have been stylistically and philosophically influenced by the internet and contrast them with short works (essays and stories) from pre-internet periods. The aim of this study is to discern shifts in the representation of human experience, and to discover what these shifts suggest about the more delicate facets of existence: emotion, embodiment, and cognition. This knowledge will then be put to practical use in weekly writing assignments geared towards dissecting, enhancing, and vivifying the writing process. Readings will include "Pattern Recognition," "Letters to a Young Poet," "Information Age," "IMAGE MUSIC TEXT," "No One is Talking About This," "The Gay Science" and "Something Speaks to Me." Essays include, "Three Ways of Being-With Technology," "A Global Neuromancer," and "The White Album."
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT225 Creative Writing in Spanish
Taught by renowned Mexican writer Cristina Rivera Garza, Distinguished Writer in Residence for 2024-25, this seminar will offer students the tools to articulate their ideas and experiences in Spanish in narrative forms. The course is designed to achieve this in two ways: learning specific techniques through readings of prose in Spanish and by working throughout the semester on crafting at least one short piece. The professor will make in-class observations and written suggestions on student texts as drafts of their work are presented. During the

semester students will practice extensive writing, critical reading, and peer editing. The course introduces students to literary terminology and places significant emphasis on vocabulary building.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN225**
Prereq: **None**

WRCT225F Writing Biography: Denis Diderot, a Case Study (FYS)
How does one re-create someone else's life, in words? How does one conjure up the historical context that surrounds a far away existence? How does one bring together different forms of evidence--from the archive, primary sources, secondary sources, and written shreds of a life--to create the illusion of knowing the dead? In this course, we will ask these questions about the most fascinating figure of the French Enlightenment, Denis Diderot (1713--1784). In addition to editing the greatest encyclopedia of the 18th century, this would-be priest turned atheist also dreamt of natural selection before Darwin, the Oedipus complex before Freud, and a form of genetic manipulation centuries before Dolly the Sheep was born, all the while making significant contributions to art criticism, dramaturgy, natural history, and political philosophy. His private life, which includes affairs and prison, is also worthy of scrutiny and examination. While reading about his existence and studying a selection of his works, students in this class will undertake a series of biography-related written exercises that seek to resurrect various aspects of this intriguing thinker or members of his cohort. This course and readings are in English.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **RL&L225F**
Prereq: **None**

WRCT226 Ethnographies in Medicine
Biomedicine looks different in different places. Biotechnologies change under new moral frameworks. The same pharmaceutical pill can offer freedom to some and evoke colonialism in others. And in some contexts hunger is more pressing than curing a specific disease. How do we go about challenging our biomedical assumptions and understanding medicine in context? Medical anthropologists have relied on the art and science of ethnography to provide cross-cultural accounts of health and healing that are accessible, provocative, and timely. In this writing-intensive course, we will read exemplary ethnographies in medical anthropology to explore the intersection of medicine, culture, and narrative text. We will explore four themes that cover provocative discourses in the field: the challenges of participant observation during vulnerable encounters with sickness and disease; regimes of power; local-global encounters; and food, eating, and the gendered body.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ANTH227**
Prereq: **None**

WRCT227 Life Writing: Writing About the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include Shadd Maruna, William Styron, Mary Karr, Donna Tartt, James Joyce, and many others.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL227, ENGL228**
Prereq: **None**

WRCT227Z Life Writing: Writing about the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include William Styron, Mary Karr, Ta-Nehisi Coates, Malcolm X, Donna Tartt, and others.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL227Z, ENGL228Z**
Prereq: **None**

WRCT228Z The Art of the Personal Essay
We all have stories to tell. But there is hard work in the act of transforming our intimate experiences into meaningful and captivating stories. This course dives into this labor by focusing on the craft of essay writing. Quite specifically, students will practice a variety of creative nonfiction writing techniques as a means of critically reflecting and analyzing personal experiences in order to produce essays that speak to readers in and outside of our immediate communities and contexts. Course assignments will include a writer's journal, workshop letters to classmates, two micro/flash essays, a longer essay whose subject and style is decided by the writer, and a reflective collage essay. Readings will include essays published notable essayists and memoirists such as (but not limited to) Kiese Laymon, Jose Antonio Vargas, Zadie Smith, and Gloria Anzaldúa. We will also read chapters from Mary Karr's book on writing craft, The Art of Memoir.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-ENGL**
Identical With: **ENGL259Z**
Prereq: **None**

WRCT229 Introduction to Writing Fiction
Fiction is a lie--a beautiful lie that holds inside it a human truth. In this class, we will explore this apparent contradiction and learn how to craft truthful lies. Over the course of the semester, we will read selected contemporary fiction, with a special emphasis on the craft of writing. We'll discuss characterization, point of view, plot, structure, dialogue, fictional time, and fictional space. You'll write one short story and bring it to class for your peers to critique, in a format commonly known as the "workshop." You will also revise this story, using techniques discussed in class. The aims of this course are: (a) to refine your understanding of the attributes, techniques, and styles of fiction; and (b) to help you improve your own writing through effective use of reader feedback and revision strategies. Readings may include work by Franz Kafka, Alifa Rifaat, J.M. Coetzee, Louise Erdrich, Julie Otsuka, Gabriel García Márquez, and others.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**

Identical With: **ENGL275**
Prereq: **None**

WRCT230 Writing Across Languages: Multilingual Identities, Literatures, and Translation
"To speak a language is to take on a world, a culture" -- Frantz Fanon, Black Skin White Masks, 1952 If we enter and inhabit different worlds and cultures through language, how does writing across languages form unique multilingual voices, identities, and politics? In this course, students will gain confidence and skills in writing in multiple languages or multiple dialects of Englishes. The class will read multilingual and transnational authors in various genres -- including creative fiction and nonfiction, poetry, and journalistic forms. We will practice writing through short writing prompts and translations, etc. We then discuss the experience of doing so in conversations with theories on translanguaging, translation, and multilingual identity. Along with writing, students will be able to critically examine multilingual and/or transnational experiences and the politics of translation and transnational literature, thereby shedding new light on the relationships with our language(s). Intermediate level of a language other than English or an English dialect other than American academic English is preferred for full participation in class. If you have questions about other qualifying experiences, contact the Kim-Frank Multilingual Writing Fellow, Xiran Tan, at xtan01@wesleyan.edu.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Prereq: **None**

WRCT235 Calderwood Seminar in Public Writing: Radical Sustainability
The environmental challenges widely known and discussed for the past 50 years not only remain: they have grown. Maybe we haven't worked hard enough, or maybe we've been going about sustainability the wrong way. Radical sustainability explores the intersection of these now-critical challenges--extinction, climate change, and many others--as well as the physical and social constraints on action to address them. Our aim is to identify the pressure points for an effective response within the geo-ecosystem and the human systems embedded within it, and then to focus on making change through writing.

Calderwood Seminars in Public Writing are writing-intensive courses that emphasize writing for general audiences about expert subject matters. Students work with their peers to hone the skills that enable them to translate scientific understanding of sustainability for the public. Using an intensive author/editor model, students will explore public communication in a variety of forms, including news articles, radio features, and editorials. The goal is prose that is polished and persuasive. Course readings are chosen to highlight the physical nature of human systems as they relate to natural systems. While there is no prerequisite, the course is intended for upper-level students with experience in environmental and sustainability studies.
Offering: **Crosslisting**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **NSM-PHYS**
Identical With: **PHYS105, ENVS235**
Prereq: **None**

WRCT237 Communicate for Good: Public Speaking and Persuasion for Social Mobilization and Change
The world needs more...democracy, justice, equality, civility, love. Diagnosing that need is only the first step in changing society. To achieve social good, you must persuade your fellow citizens that the change is worthwhile and the path to change is worth it. In this public speaking and persuasion seminar, you will learn how to communicate for good. In the first half of the seminar, you will adopt the persona of a public organizer and develop mass media messages and public speeches to promote your public good. In the second half of the seminar, you will assume the mantel of leadership and produce a short speech and video storyboard for the leader of a nonprofit organization closely associated with your public good. In both halves of the course, you will be graded on your speech preparation and implementation (i.e., writing and speech).
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL237**
Prereq: **None**

WRCT242 The Sociological Imagination: Poverty, Inequality, and Ethnography
In this course, we will examine the history of poverty, incarceration, racial and economic inequality, and other issues in the United States through critical works of ethnography and narrative journalism. Drawing on readings from Charles Wright Mills, Alex Kotlowitz, Katherine Boo, Alice Goffman, Matthew Desmond, Victor Rios, and other scholars and journalists, we will examine sociological concepts, public policies, and ethnographic methodologies and understand how social structure shapes agency and the dramas of everyday life.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL242**
Prereq: **None**

WRCT243 Writing Your Own Poetry Collection
This half-credit course will offer an introduction to the practice of writing and editing a short cohesive collection of original poetry. The class will be half classic writing seminar focusing on the reading and constructive discussion of poetry brought in by members of the class, and other half group discussions on what makes a collection effective not only on the individual poem level, but as a thematically focused piece of art. The final project for the class will be the creation of a small collection (10-20 pages) of poems. This course is being led by Oliver Egger, Kim-Frank Fellow.
Offering: **Host**
Grading: **A-F**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT249 Calderwood Seminar in Public Writing: Music Journalism and Public Musicology
The internet has revolutionized how people consume music, and how they read and write about it. This course will offer an introduction to music journalism as a practice of public musicology, one that has become central to contemporary life. Students will analyse and apply techniques used to write about music for the wider public, learn how to develop ideas, sharpen critical skills, and complete a series of reporting assignments. We will look at the history and function of music criticism, assess different kinds of music writing, discuss changing perceptions of music as a public art form, and the role of journalism in cultural preservation. The class will write and collaboratively edit a series of reviews, and make a short radio feature in collaboration with WESU (88.1FM). The reviews will focus on recordings, live events, and books on musical cultures. Students will have the opportunity to engage with professional music writers, which will help to prepare them for later work in music journalism, or in arts or media organizations.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-MUSC**
Identical With: **MUSC249**

Prereq: **None**

WRCT250 An Introduction to Data Journalism
This course is designed to familiarize students with the basic principles and tools of data journalism and to provide a wider understanding of the role of basic data analysis in society. To that end, the course will focus on developing a solid familiarity with basic data analysis and visualization software. It will also focus on developing the tools of journalism: retrieving public data, interviewing people and databases, and the basic principles of journalistic writing. By the end of the course, students will be able to analyze data, identify stories within the data, and create a news story complete with data visualizations of publishable quality--a skill transferable to many fields and disciplines. Both online and traditional print platforms will be covered.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-QAC**
Identical With: **QAC250, CSPL250**
Prereq: **None**

WRCT250M Science Journalism: Why Animals Matter
This is a writing intensive course on journalistic and nonfiction writing about animals. The reading will cover the importance of animals in the study of climate change, disease and environmental degradation, and the evolution of human nature. It will also consider animals as independent beings worth attention as subjects in their own right. Writing projects will emphasize basic journalistic skills and the techniques needed to translate technical material on science and public health to make it accessible and appealing to the public.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CSPL250M**
Prereq: **None**

WRCT250N Writing Reality: Journalism in an Era of Polarization and "Fake News"
How should the news media cover Donald Trump? How did the Internet, the 24-hour news cycle, and rising polarization help change the nature of journalism itself, but also lead to an era of "Fake News" accusations in which Americans exposed to different sources of information come away with completely different sets of facts? This class will explore our new digital and highly partisan media landscape, grounded in a close study of current events. We will study the impact and consequences of today's media -- both how to consume it, and how to write for it.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CSPL250N**
Prereq: **None**

WRCT250P "It's a Mess": An Academic and Practical Look at Digital Media in the Late 2010s
Hot mess. Dumpster fire. Steaming turd pile. Commentators, journalists, and the public have all used these terms to describe the state of American digital media in 2018. While the profession of journalism is more noble in this era than in previous decades, the world of media creation and consumption is far more complicated than ever before. For young people hoping to get their start in the world of digital media in the late 2010s, catching a break is even harder. The purpose of this class is twofold: It will introduce students to the larger issues spanning digital media--from a lack of diversity and inclusion to problems with monetization and "Fake News"--while also giving them the chance to walk through what it's actually like to pitch, write, and edit for an internet publication. Students will have the opportunity to write for a class blog using strategies that the digital media world uses today, and they'll spend time giving and receiving feedback on writing.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL250P**
Prereq: **None**

WRCT250Q The Journalist as Citizen
In this weekly writing seminar, we will explore how journalists exercise their roles as citizens and, in turn, how journalism affects the functioning of our democracy. Using historic and contemporary examples, we will examine how, at its best, the media exposes inequity, investigates wrongdoing, gives voice to ordinary people, and encourages active citizenship.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT250R First Person Singular
This course will examine the techniques and skills of first person reportage, where the writer is present and part of the story. We will find and hone your own voices and points of view. We will examine the myth of objectivity; issues of fairness, accuracy, and moral relativity; the perils of cultural appropriation; the savior complex; and exoticism.

The course will include several short essays and one longer final project. It will draw on readings from The London Review of Books, The New York Times magazine, National Geographic magazine, Granta, Paris Review, The New Yorker, and the following authors: Lyn Freed, Rian Malan, Jonny Steinberg, Doris Lessing, Ryszard Kapuscinski, W.G. Sebold, Bruce Chatwin, VS Naipaul, Justice Malala, George Orwell, Zawe Ashton, Julian Sayararer, Cathy Renzenbrink, Sisonke Msimang, Thomas Paige McBee, Ahmet Altan, and Peter Godwin.

This course is offered by 2019 Koeppel Journalism Fellow, Peter Godwin. He is the author of five nonfiction books and is an award-winning journalist, war correspondent, and documentary filmmaker. Godwin's bio can be found here: https://petergodwin.com/about/
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **CSPL250R**
Prereq: **None**

WRCT250T First Person Singular
This course will examine the techniques and skills of first person reportage, where the writer is present and part of the story. We will find and hone your own voices and points of view. We will examine the myth of objectivity; issues of fairness, accuracy, and moral relativity; the perils of cultural appropriation; the savior complex; and exoticism.

The course will include several short essays and one longer final project. It will draw on readings from The London Review of Books, The New York Times Magazine, National Geographic Magazine, Granta, Paris Review, The New Yorker, and the following authors: Lyn Freed, Rian Malan, Jonny Steinberg, Doris Lessing, Ryszard Kapuscinski, W.G. Sebold, Bruce Chatwin, V.S. Naipaul, Justice Malala, George Orwell, Zawe Ashton, Julian Sayararer, Cathy Renzenbrink, Sisonke Msimang, Thomas Paige McBee, Ahmet Altan, and Peter Godwin.

This course is offered by 2020 Koeppel Journalism Fellow Peter Godwin. He is the author of five nonfiction books, and is an award-winning journalist, war correspondent, and documentary filmmaker. Godwin's bio can be found here: https://petergodwin.com/about/.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT250V The Voice(s) of Expertise: How Podcasting Is Changing the Way We Listen and Learn
In this course, students will examine the changing nature of audio news and storytelling, and the extent to which traditional understanding of the voice of expertise is being disrupted by the rise of podcasting and other on-demand audio forms. The evolving digital media landscape has brought about an historic shift in the delivery of news and information. The shift has been celebrated--"the media has been democratized"--and reviled--"the media is too fractured and people are living in information bubbles." The shift is, at the very least, unsettling, in particular for journalists who find themselves working in an environment where the old rules and training seem outdated. But it also presents significant opportunities, especially in audio and broadcast journalism. The rise of podcasting, in particular, may challenge norms on how journalists explore and explain complex issues, and on who we hear as voices of expertise. This course will be a combination of media criticism, a study of best practices in journalism, and design thinking. As students examine the impact of new media on news and journalism, they will also develop their own ideas for on-demand audio (including podcast design) throughout the semester, working on an individual project, and in collaboration with other students.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL319**
Prereq: **None**

WRCT250W Topics in Journalism: The Art and Craft of Journalistic Nonfiction
Journalistic nonfiction uses the tools of the newsroom to create long-form stories that read like novels. Students will learn the skills to ensnare readers in any medium of narrative nonfiction writing, from articles and books to screenplays and teleplays. Journalists excel in conducting interviews and marshaling facts. But few journos ever master the art of narrative storytelling. Nonfiction book writers can wield a narrative arc to tell a story. But many book writers are weak on basic reporting. We will read the work of newspaper reporters who learned to write long-form narratives, and magazine writers who learned the skills of the newsroom. By semester's end, students will know tools of both trades. We will hear from some of the writers about their work. To keep the focus on journalism, we will mostly skirt the genres of history and memoir. Students will write mostly in the third person, and primarily about events in living memory.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CSPL250W**
Prereq: **None**

WRCT256 Writing for Television
This demanding, writing-intensive course focuses on (1) the creative development of a script, individually and collaboratively; (2) scene structure, character development, plot, form and formula, dialogue, and the role of narrative and narrator; and (3) understanding the workings and business of television. Each student will conceive of, synopsize, and pitch a story idea with their "producing partners" to "network executives." Each student will also serve as producer and as an executive for others. After absorbing the feedback, students will construct a detailed beat outline and will turn in an original script at the end of the semester.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-FILM**
Identical With: **FILM455**
Prereq: **None**

WRCT259 Journalism and Human Rights
This course explores the experiences of journalists in covering crisis, war, and conflict. It examines their ability to continue reporting on human rights issues and expose war crimes against humanity. Together, we will learn about the challenges and risks facing journalists in their written, audio, visual, and electronic work, as well as the forms of restrictions imposed on journalists in various countries. This class will draw on live testimonies, documentation, and new stories from Palestine, Sudan, Syria, Ukraine, and Russia.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **SOC297**
Prereq: **None**

WRCT262 Practical Criticism
In the early twentieth century, I.A. Richards, an instructor in English Literature at Cambridge, ran an experimental class he called "practical criticism." Each week, he distributed a single poem to his students without revealing the poem's title, author, and date of publication. He asked students to take the poem home, read it as many times as they felt necessary, and write a brief essay that simultaneously judged and interpreted the poem. This course revives Richards's experiment for the twenty-first century. We will follow Richards's protocols for a different set of twelve poems, which students must read, judge, and interpret. (Students must vow not to use Google to identify the authors.) The first half of seminar will be spent discussing the poems and the students' judgments of them; the second half will be spent reflecting on the discussions in the first half, with the help of theoretical writings by Immanuel Kant, Jeremy Bentham, Theodor Adorno, Frank Sibley, John Guillory, and Sianne Ngai.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-COL**
Identical With: **COL267, ENGL297**
Prereq: **None**

WRCT263 What Will She Do?
In his preface to The Portrait of a Lady, Henry James recalled the challenge presented to him by the novel's main character, Isabel Archer. "By what process of logical accretion was this slight 'personality,' the mere slim shade of an intelligent but presumptuous girl, to find itself endowed with the high attributes of a Subject?" he wondered. "What will she do?" This seminar takes James's

question -- "What will she do?" -- as crucial to the novel, a genre of fiction that is particularly interested in how young women determine what to do with their lives. Reading across five novels -- Jane Austen's Emma, George Eliot's Middlemarch, Henry James's The Portrait of a Lady, Nella Larsen's Quicksand, and Toni Morrison's Beloved -- we will trace the history of the novel through its evolving representations of sex, desire, race, gender, class, and consciousness.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT264 Writing the Eco-Crisis
There has never been a more urgent time in which to write about the environment. Our planet faces rapid global warming, deforestation, ocean acidification and dramatic biodiversity loss as a result of our reckless exploitation of Earth's resources. In this class (taught by Distinguished Writer in Residence, Cal Flynn), we will discuss how best to approach such topics in writing: how to marshal accurate information, form convincing arguments, inspire others to action, or evoke the beauty of the natural world and all that might -- if we do not mend our ways -- be lost. Together we will read and analyze nonfiction work by writers including Rebecca Solnit, Elizabeth Kolbert, David Wallace-Wells, Rachel Carson, E.O. Wilson, and Robin Wall-Kimmerer. Students will also be expected to write and revise an essay on or investigation into an environmental issue of their choice, as well as to offer creative critique to others' works-in-progress within a supportive class environment.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT265 Creating Children's Books I
The goal of the course is to develop the skills necessary to create stories and sequential art specifically aimed at young readers. In an industry that welcomes unique voices and styles, there are underlying guidelines that inform children's literature and typically apply to most picture books. The course covers the creation, style, layout, and pacing of sequential art as well as the structure, content, and specific considerations for writing manuscripts for children.

In addition to studying the craft of effective storytelling and visual narration, we'll take a look at the business of publishing that will familiarize students with practices in the industry.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT266 Introduction to Translation
Literary translation is popularly misunderstood to be the mechanical transfer of words from one language into the words of another. However, literary translators must also bring to life in a new language the intangibles of a text, such as the culture, the mood, the aesthetics, and the vibes. Our modern word vibes derives from an instrument often used in jazz performances called the vibraphone, a percussive instrument that produces a resonant, vibrato effect. In Sanskrit, this vibrato effect is defined by the versatile word dhwani, which is used to describe reverberations and echoes in music, poetry, and theater. In this class (taught by Distinguished Writer in Residence, Daisy Rockwell), we will try our hands at translating not just the words, but the dhwani of texts. This will help us explore what translation has entailed in various eras and cultures, and what we can learn from intermodal translation, when text is brought alive through non-linguistic media, such as sound, visual imagery, and dramatization. Students will formulate a final project halfway through the semester, such as the translation of a short story, a chapter of a book, or a set of poems.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL268, REES266, RL&L266, ENGL270**
Prereq: **None**

WRCT267 Reporting on Global Issues: International Journalism in Action
This course is designed to introduce students to various mediums of international reporting beyond the traditional print format, like video and podcasting. Visual and auditory formats have gained widespread prominence, making journalism more accessible to diverse audiences. After delving into sourcing, research, and reporting techniques, students will engage in discussions with accomplished innovative journalists, hosts, and reporters who possess extensive experience in covering international issues. Throughout the semester, students will gain valuable insights from these conversations and collaborate in teams to produce a podcast episode for a class series focused on migration.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **CSPL268, CGST261**
Prereq: **None**

WRCT270 Writing Fiction
Chinua Achebe was famous for his quote "If you don't like another person's story, write your own." Although disliking another's story could inspire creative writing, there are various reasons why people write, ranging from the basic human desire to understand the world through storytelling down to the desire to respond to the issues of the day--be it moral, political, religious--through fiction. The course is designed to help students gain skills in writing fiction; recognizing the literary conventions of fiction; reading and critiquing published work from a writer's perspective; making deliberate creative choices; engaging the work of others in a workshop setting; and revising their work using feedback from their peers and other writing strategies. As such, our reading list will be diverse in scope, cutting across various continents, races, and creeds. We will hope to use the work on the reading list as stepping points for creating our own stories whether in response to various prompts or as original stories to be discussed in workshops. At the end of the semester, you will not only have read a good chunk of fiction and have a good sense of how fiction works, you will also have produced--and substantially revised--some of that writing.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **AFAM281, COL370, ENGL277**
Prereq: **None**

WRCT272 Knowing Their Place: Two Centuries of Women Generating Wonder in the Natural World
This seminar will examine the intersection of natural science, women's history, and poetic prose through the writings of Rachel Carson and the female nature writers who both preceded and succeeded her, including Mary Treat, Anna Botsford Comstock, Mabel Osgood Wright, Annie Dillard, Terry Tempest Williams, Robin Wall Kimmerer, Camille Dungy, and others. These women looked closely at the natural world and wrote intimately on botany, birdwatching, and the ecology of their local landscapes, teaching their readers to feel wonder and a sense of connection with place. What does it mean to know a landscape or an ecosystem intimately? How does a sense of place become political? How does gender affect perspective on the natural world and environmental stewardship?

Each student will put these ideas into play in a portfolio of place-based personal essays.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-ENVS**
Identical With: **ENVS272, FGSS272**
Prereq: **None**

WRCT277 Writing Short Fiction in Spanish
This course will be both an examination of the short story form in Latin American letters, a genre that has been crucial to the region's intellectual traditions and its ruptures, and a deep exploration of the act of writing short fiction in Spanish. By examining diverse aspects of the craft of fiction writing, and through a discussion of their own writing and that of their peers, students will search for their (multilingual) voice to explore some of their philosophical, affective and linguistic concerns, become stronger writers and storytellers and improve their skills in Spanish. They will also familiarize themselves with some of the most captivating fiction produced by Latin American and Latinx short story writers over a century.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-RLAN**
Identical With: **SPAN227, CGST227**
Prereq: **SPAN221**

WRCT280 The Translation Circuit
In "The Translation Circuit," students will read twelve works in translation from around the world. The course will be taught by just as many instructors -- twelve Wesleyan professors and guests, each teaching a single text that has been translated into English from a language that we know or translate from ourselves. The course proceeds chronologically and traces, via translation history and practice, the lines of influence among major works of world literature, possibly including Sappho's fragments, Ovid's¿"Ars Amatoria," Ibn Hazm's "The Ring of the Dove," Nikolai Gogol's and Gabriel Garcia Marquez's short stories, Paul Celan's poems, Bertolt Brecht's plays, Oguz Atay's¿"Korkuyu Beklerken,"¿and Elena Ferrante's "Days of Abandonment."¿No prior knowledge of any specific language would be required, although we imagine that the student cohort collectively will have some knowledge of all the languages from which our texts have been translated.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CLST285, GRST280, RL&L279, RUSS281, ENGL220**
Prereq: **None**

WRCT282 Narrative Nonfiction and the Archive
Journalists, narrative historians, and biographers all work to reconstruct past events from interviews, archives, and in-person investigation before writing up their findings in an immersive and engaging form. This series of practical writing workshops with Distinguished Writer in Residence Cal Flyn will challenge its participants to produce nonfiction accounts of past events from decades ago, right into the present day -- and to grapple with the technical difficulties that come with uncertain histories, gaps in documentary evidence, and unreliable memories. We will also undertake close reading of carefully selected extracts from writers including Katherine Boo, Sadiya Hartman, Truman Capote, and Patrick Radden Keefe, and practice our research skills using Wesleyan's own archives.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **SOC295, COL382**
Prereq: **None**

WRCT284 Literary It Girls: Joan Didion, Eve Babitz, and the Personal Essay
This reading-intensive seminar explores the personal essay as a form of public-facing literature through the iconic work of Joan Didion and Eve Babitz. Both writers turned lived experience into sharp, stylish cultural critique -- crafting essays that are as much about perception and voice as they are about events. Reading essays each week, students will closely analyze how Didion and Babitz shape persona, modulate tone, and render the personal legible within larger social and political landscapes. Topics include the aesthetics of cool detachment, intimacy as a rhetorical strategy, and the role of the "literary it girl" in shaping 20th-century literary culture. Throughout, the course asks what it means to write personally for a public audience, and how voice becomes both self-expression and social commentary. The semester culminates in a critical-creative essay on a contemporary literary figure of the student's choosing who continues this legacy.

Offering: **Host**
Grading: **OPT**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT286 How to Write about Pop Music and Why
What does it mean to write critically about a pop song or album at a time when anyone can listen to it with minimal effort? What is the value of an artist profile when artists' careers and lives are so publicly intertwined? How does a critic derive the aesthetic or moral authority to comment on music made by performers with dissimilar backgrounds, lifestyles, and values? In this class we'll look at the way the critical discourse around popular music has evolved in terms of immediacy, accessibility, scope, and purpose, paying attention to both "classical" pop journalism and ways of engaging with music that, while not quite reviews, nonetheless contribute significantly to the discourse around it. Most of all we'll listen to music together and explore different forms of interpreting and making sense of it.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **SOC298, COL384**
Prereq: **None**

WRCT288 Introduction to Journalism: Constructing the News
Champions of journalism are fond of talking about bedrock values: fairness, objectivity, transparency. But like any idea -- or ideology -- these keywords have their own genealogies, and their own constructed natures; in other words, they came from somewhere. This course aims to pull apart our received notions of facticity, objectivity, and transparency in news/journalism/nonfiction, tracing their roots, understanding their historical context, and considering how we deploy them in our own work.

Students will learn the fundamentals of reporting in hands-on assignments that pull them out into the world to gather stories. This journalistic work will occur alongside class discussions of canonical (and neglected) strands of journalism history, drawn in part from Bruce Shapiro¿s anthology Shaking the Foundations: 200 Years of Investigative Journalism in America. These include readings from early Black press pioneers (Ida B. Wells; Marvel Cooke); muckrakers and investigative journalists (Lincoln Steffens; Vera Connolly); and pathbreaking science journalism (Rachel Carson¿s Silent Spring). Readings will also include criticism that examines our present media situation, including selections from Raven Lewis Wallace¿s The View from Somewhere: Undoing the Myth of

Journalistic Objectivity and Ben Smith¿s, Traffic: Genius, Rivalry, and the Billion-Dollar Race to Go Viral.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL288, SOC206, CSPL288**
Prereq: **None**

WRCT300 Integrative Learning Project 2: Website Incubator
Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you! Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **None**
Identical With: **RL&L350, AFAM320, CSPL300, IDEA300**
Prereq: **None**

WRCT301 Promoting Early Civic Engagement: The Middle School Debate Project
Civic participation starts early. Students begin to find their place in public life in middle school. Debate can provide students with tools and a platform for expressing their ideas in public. Through debate, students learn to critically analyze texts, see multiple perspectives, and advocate for change to the status quo. This service-learning course pairs civically-engaged Wesleyan students with middle and high school teachers and students. Wesleyan students will design and test parliamentary debate training materials on our campus. Then, the class will help to implement the training materials at public schools in Middletown and Hartford. Our class will also mentor high school student apprentices who will help to run two interscholastic debate competitions. Wesleyan students will be assessed on their: 1. contributions to training materials, 2. preparation for mentoring and coaching sessions, 3. contributions to middle school debate competitions and campus trips, 4. reflection papers/presentations on effectiveness in working with public school partners, and 5. contribution to the class report: "Supporting Middle School Debate Collaborations in Connecticut."
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT301Z Writing 21st Century Science
Twenty-five years ago, the landscape of biology looked very different. As the century began, the "rough draft" of the Human Genome was nearly complete, a year ahead of schedule. Biomedical scientists envisioned an era of unparalleled progress, leading in a straight line from the new DNA sequence data to human health and behavior. At the same time, new technologies were expected to produce genetically modified crops that would end global hunger. Any evolutionary impacts of climate change on animals and plants in nature were thought to be far in the future. Instead, molecular insights have uncovered unexpected factors in development and disease including epigenetics and the microbiome. Genetically modified crops have led to unforeseen threats to their wild relatives, while constructed ecosystems are providing completely new ways of farming. For natural populations, twenty-first century biologists are scrambling to understand the human-caused evolutionary changes taking place within our lifetimes. Tools are available not just to decode genes but to edit them, at once raising new possibilities and urgent ethical questions.

This course invites students to grow as writers by engaging with these new areas of scientific investigation in an intensive workshop format. Drawing on common content from recent journal articles, Q&A sessions with guest researchers, and a virtual field trip to an innovative farm, students will unpack contemporary biology by explaining the basic science in their own voices, while considering the science in larger societal contexts through connections to their own knowledge and experience. Through science journalism pieces, blogposts, Powerpoint slideshows and researcher profiles, students will learn to communicate cutting-edge scientific findings in clear, non-specialist language. The course will build strengths in communication and collaboration through individual writing and revising, active peer editing, and in-class workshopping of each piece, in a collective student-led format. In place of a final exam, students submit a final essay reflecting on their experience in the course.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-BIOL**
Identical With: **BIOL365Z, ENVS365Z, STS369Z**
Prereq: **None**

WRCT304 Love and Other Useless Pursuits
What is love? Is it an emotion? A judgment? A way of coming to know ourselves or others? What is the point of love? Does it have a defined object, a purpose, or an end? Does it have a logic or does it defy logic? What good or evil can it do in the world? "Love and Other Useless Pursuits" is an upper level seminar that approaches these questions through a comparative history of literature, literary theory, and philosophical aesthetics. The authors we read will likely include Plato, Andreas Capellanus, Tullia d'Aragona, Margaret Cavendish, Immanuel Kant, Stendhal, Johann Wolfgang von Goethe, Ralph Waldo Emerson, Marcel Proust, Djuna Barnes, James Baldwin, Simone de Beauvoir, bell hooks, and Lauren Berlant.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL312**
Prereq: **None**

WRCT305 The Critic and Her Publics
The critic and her public are difficult concepts to define or fix. The critic is not a creative writer, an academic, a journalist, or a reporter, yet criticism borrows from the protocols of all four professions. The critic's publics are not made up exclusively of scholars, specialists, artists, or lay readers, but span these divisions. The aim of this course is to trace the evolution of the critic, her function, her style, and her publics from the seventeenth century to the present. Readings will include essays by Jane Anger, Margaret Cavendish, Joseph Addison, Richard Steele, Eliza Haywood, John Dryden, Samuel Johnson, Matthew Arnold, Henry James, T.S. Eliot, Virginia Woolf, Walter Benjamin, José Ortega y Gasset, Jorge Luis Borges, Clement Greenberg, James Baldwin, Mary McCarthy, Roland Barthes, Susan Sontag, Elizabeth Hardwick, Edward Said, Toni Morrison, Renata Adler, Michael Warner, Anne Carson, Margo Jefferson, and Elif Batuman. The class will be linked with the Shapiro Center talk series, "The Critic and Her Publics," and the Shapiro Center Master Classes.
Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **HA-COL**
Identical With: **COL305**
Prereq: **None**

WRCT306 Foundations of Playwriting from the Global South
Cimientos (Spanish for "foundations") is a play development program run by NYC-based Latinx theater company IATI Theater. Since 2001, this program has showcased authors from around the world. However, in most recent years, the experience of working with playwrights from Argentina, Chile, Colombia, Mexico, Kenia, and Uganda has opened up the possibility of addressing playwriting as a deterritorialized praxis in which political, thematical, and historical discussions intertwine with shared aesthetics and new forms to understand theater in the Global South. In this workshop-seminar, students will analyze canonical texts and unpublished plays from contemporary authors based in the Global South to participate in the discussion of decolonizing playwriting. Students will analyze critical scholarship on the Global South to trace a contemporary South-South relationship within playwriting as a literary and political device. Authors from the Cimientos program will join the class as guest speakers to prompt students to develop creative writing techniques. Students will present a draft of a short play that integrates the material covered in class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WLIT376**
Prereq: **None**

WRCT308 Ancestral Writings: (Re)Tracing AfroCaribbean and Indigenous Frameworks for Creative Writing
Coined by Puerto Rican author Mayra Santos-Febres, "ancestral writing" elicits a reconceptualization of creative writing and its techniques from the point of view of our ancestors in Latin America, more particularly, the Afro-diasporic and indigenous. In this course, students will explore theoretical, literary, and cinematic material that encourages decentralizing creativity and writing as a political praxis. Concepts such as the ch'ixi in Aymara culture and biocultural memories from Andean indigenous nations will work as points of departure to develop decolonizing, anti-imperialist, and anti-racist writing techniques. Guest speakers, who include specialists in the Quechua language and Afro-Caribbean folklore, will encourage students to (re)formulate techniques for their creative writing. Students will analyze texts by Silvia Rivera Cusicanqui, Mayra Santos-Febres, Odi Gonzales, Frantz Fanon, Guaman Poma, Elicura Chihuailaf, and Solimar Otero, among others. Students will present a creative writing piece that puts into practice the material studied in class.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **WLIT377**
Prereq: **None**

WRCT309 The 21st Century Novel
This course is designed to introduce you to some great works of contemporary fiction. The reading list is not meant to be comprehensive, nor do I claim that these are the very best of all the contemporary novels in the world, but the course should provide an orienting overview of various contemporary styles and themes, as well as, ideally, give you one or two new favorite books. We will experiment with organizing our study by time rather than nation or language (Does the category of "the 2010s novel" make as much or more sense than, say, "the American novel" or "the Francophone novel"?)--the reading list includes work from eight countries, half in translation. In exploring what if anything makes the 21st Century novel different, I don't have a particular theoretical perspective in mind, but if you are interested in one you can bring it up in discussion and apply it in your final paper.

We will neither ignore nor treat as an unfortunate if indispensable crutch the fact that four of our books will be read in translation. No one can read all books in their respective original languages; translation is how we experience international literature--we always read books from language contexts outside our own with a double focus, as texts produced by a doubled authorship. This dynamic is worthy of attention and appreciation in its own right. I am a translator, including of one book on the reading list; I will bring my translation experience into our discussions, but even when none of us knows the original language, we can engage more fully with the work by remembering the translator's role in the creation of what we're reading and considering the translator's choices.
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT310 Literary Movements: Conceptual and Experimental Fiction
The course seeks to examine the modern novel by focusing on fiction structured around a concept ("conceptual fiction") and fiction which deviates from the traditional modes of storytelling in a coherent enough way ("experimental fiction"). Together, we will examine novels and short stories in which an idea, an image, or metaphor directly informs the structure, plot, characterization, or all of the above of the work. We will also look at works of formal invention and/or subtle experimentation as far as they are constructed around a discernible and coherent pattern. There have been countless such works in the modern/contemporary period and some of the notable practitioners include Virginia Woolf, Moshin Hamid, George Saunders, Cormac McCarthy, Carlos Fuentes, Toni Morrison, and John McGregor, amongst others have work in this "movement." We will also look at critical essays around these books including from David Lodge, James Baldwin, and Victor Schlovsky, amongst others.

We will study texts from some of these writers (Woolf, Hamid, Saunders, McCarthy) closely and try to determine what it means to create fiction around a "concept." Implicit in this inquiry would be the broader question of form, formal invention, and the vagaries of experimentation. What makes a novel unique? What new grounds does this novel or story break? Does the experimental mode help or hinder meaning? What makes a novel unique? How does structure distinguish a novel rather than plot or characterization, or, for that matter, ideas? What are the ways by which a novel can subvert the traditional form of the novel? What are the strictures of genre and how do they constrain or help expand the art of storytelling?
Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL326**
Prereq: **None**

WRCT317 Writing and Drawing Comics
This is an intensive workshop course for students interested in making comics. We will read comic strips and books that vary widely in genre and style, and learn to identify and emulate cartooning techniques. This is a permission of instructor course. No comic experience is necessary, but students will be expected to create work each week, so some comfort with drawing/artmaking is encouraged. To apply, please email srwarren@wesleyan.edu with 2-3 samples that show both writing and drawing/artmaking (e.g., a creative essay and a selection of sketches, a painting and a poem, etc.).

Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT330 The Craft of Criticism
This seminar will explore the craft of writing criticism for magazines and newspapers. Over the course of the semester, we will look at different genres of the form--the book review and the "briefly noted," the 4,000-word review-essay and the blurb, memorial essays and "braided" criticism--to consider the protocols of writing for different publications and publics. Students will be assigned to write four works of criticism of varying lengths and will be asked to select a different object for each assignment (e.g. novel, film, album, exhibition). A series of shorter reflections will also be assigned on questions of rhetoric, affect, and style in response to weekly readings. The course will be offered in conjunction with the Shapiro Center's "The Art of Editing" series and its master classes on editing and fact-checking taught by members of The New Yorker staff.
Offering: **Host**
Grading: **Cr/U**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **COL330**
Prereq: **None**

WRCT350 Literature in the Age of Social Media
What does it mean to write, and to read, when the predominant form of self-expression for many of us resides in social media? What does it mean to construct a digital self, separate and apart from the selves that exist IRL? To interact primarily through the mediation of screens? In what ways do we commodify ourselves, and are we commodified? What risks do we run in revealing our inner most thoughts and feelings in an age of autocratic and capitalist surveillance, in which algorithms direct the attention once guided by more organic social forces? And how do all these issues affect the core mission of literature, which is to tell stories that reflect both the public self and the private one? We'll examine all these questions through a collection of texts, ranging from novels (Megha Majumdar's A Burning, Patricia Lockwood's No One Is Talking About This, Tao Lin's Taipei), essays (Jia Tolentino's Trick Mirror, Samantha Irby's wow, no thank you), and poems (Emily Berry's "Paris," Tommy Pico's "Junk"). We'll also consider these questions through some short writing assignments that ask students to engage in the creative act through the lens of social media.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **ENGL374**
Prereq: **None**

WRCT357 Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **HA-WRCT**
Identical With: **CSPL357, GOVT357**
Prereq: **None**

WRCT357Z Saving the Republic: Lessons from Plato for our Time
More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in The Republic, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of The Republic, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on The Republic, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing The Republic's relevance for contemporary United States.
Offering: **Host**
Grading: **OPT**
Credits: **1.00**
Gen Ed Area: **SBS-ALLB**
Identical With: **GOVT357Z, CSPL357Z**
Prereq: **None**

WRCT400 Ford Seminar
The Ford Seminar continues the training and professional development of the Writing Workshop staff.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Identical With: **EDST400**
Prereq: **None**

WRCT400A Ford Seminar: Writing and AI Research Lab
Students in this course will work collaboratively to develop a research agenda for writing in the age of generative AI. Students will compile a list of major readings in the field, complete a digital literature review, learn about research methods in writing studies, and develop a research project to run at Wesleyan. This course is POI and is currently available only to Writer's Room staff.
Offering: **Host**
Grading: **Cr/U**
Credits: **0.50**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

WRCT413 The Fact: Master Class on Fact Checking
How do you identify a fact? How do you verify it? In this master class, the head of the fact-checking department at The New Yorker, Fergus McIntosh, introduces students to the bizarre, delightful, and contentious world of fact checking. Across three sessions, students will learn what the roles and responsibilities of a fact checker are, how to approach the practice of checking, sourcing, and editing, and where to draw the line between fake news and the truth.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Identical With: **COL319**
Prereq: **None**

WRCT414 Science Broadcasting: Master Class
How can scientists communicate their methods and insights to non-specialist audiences? "Broadcasting Science" will be taught by Joseph Palca, who worked for over three decades as NPR's science correspondent. The course will cover practical topics, such as how to record and edit audio and how to get comfortable with hearing your own voice on a recording. It will also cover editorial concepts, including how to frame a science story and how to simplify complex science. By the end of the class, students are expected to produce a 1-to-3-minute audio piece on a topic of their choosing.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT415 Magazine Editing: Master Class on Editing Print Media
This master class will introduce students to the theory and the practice of editing a long-form magazine piece. Each class will focus on the structure of a different genre of magazine writing: the reported piece, the profile, and the review-essay. It will also cover important (and often controversial) topics in magazine writing, ranging from the practicalities of line editing to the idea of a "house style," the difference between writing for the web and writing for print, and navigating relationships with writers. "Magazine Editing" will be taught by Leo Carey, Senior Editor at The New Yorker. Master classes meet three times per term in the evening at the Shapiro Center.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT416 The Art of Interviewing: Crafting the Flow Master Class
When people speak, they interrupt, they falter, they repeat themselves -- they stumble their way to articulacy. As editors, how can we prune back all of that excess language in order to discover what someone is really trying to say, and what they really mean? How can we create a satisfying feeling of an arc out of a conversation, while preserving its digressions? In this course, which will be taught by Michele Moses, a veteran audio editor at The New Yorker, students will learn interview and to edit audio interviews. Unlike editing for print, this requires paying attention not only to what is said but to what is conveyed through tone and delivery. We will use a style of listening that is part theater director, part psychoanalyst, and part script supervisor. This class will include a workshop component, in which we will conduct and record interviews and then edit them. We will use Descript, so no hard audio skills are required.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT417 Master Class - Public Speaking
Public speaking is something that freaks out most human beings -- sweaty palms, shaky knees, the stuff of nightmares. We have all found ourselves on the other side of a public address, bored out of our minds, listening to a speaker drone on. But public speaking doesn't have to be terrifying or dull. In this masterclass, we'll tackle the challenge of speaking in public: finding a topic, building credibility, writing to engage an audience, and what to do about the nerves that come from standing in front of other people. At the end of the class, each student will deliver a three-to-five-minute talk (standing ovations only). The class will be taught by Corey Hajim, a writer, story editor, and speaking coach who spent seven years at TED, curating hundreds of talks for the mainstage.
Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **HA-WRCT**
Prereq: **None**

WRCT419 Student Forum
Offering: **Host**
Grading: **Cr/U**

WRCT491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

WRCT492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: **Host**
Grading: **OPT**

WRCT500 Writing as a Multilingual Graduate Student
This course is designed to support graduate students who do not speak English as their first language while writing about research in their graduate programs. Students will learn about the process of writing academic journal articles including writing an abstract, literature review, and methods, results, and discussion sections. They will also focus on sentence- and paragraph-level issues

in their writing and elements of writing style such as conciseness, ambiguity, and clarity. Throughout the course, students will review and practice organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.
Offering: **Host**
Grading: **Cr/U**

PRIZES

George H. Acheson and Grass Foundation Prize in Neuroscience • Established in 1992 by a gift from the Grass Foundation, this prize is awarded to an outstanding undergraduate in the Neuroscience and Behavior Program who demonstrates excellence in the program and who also shows promise for future contributions in the field of neuroscience.

Alumni Prize in the History of Art • Established by Wesleyan alumni and awarded to a senior who has demonstrated special aptitude in the history of art and who has made a substantive contribution to the major.

American Chemical Society Connecticut Valley Section Award • Awarded for outstanding achievement to a graduating chemistry major.

American Chemical Society Undergraduate Award in Analytical Chemistry • Awarded for excellence in analytical chemistry.

American Chemical Society Undergraduate Award in Inorganic Chemistry • Awarded to an undergraduate student in inorganic chemistry to recognize achievement and encourage further study in the field.

American Chemical Society Undergraduate Award in Organic Chemistry • Awarded to a senior who has displayed a significant aptitude for organic chemistry.

American Chemical Society Undergraduate Award in Physical Chemistry • Awarded in recognition of outstanding achievement by undergraduate students in physical chemistry, and to encourage further pursuits in the field.

American Institute of Chemists Award • Awarded for outstanding achievement to a graduating chemistry major.

American Society for Biochemistry and Molecular Biochemistry Honor Society • The ASBMB Honor Society recognizes exceptional undergraduate juniors and seniors pursuing a degree in the molecular life sciences. Students are recognized for their scholarly achievement, research accomplishments, and outreach activities in the molecular life sciences.

Ayres Prize • The gift of Daniel Ayres, Class of 1842, to the first-year student who attains the highest academic standing in the first semester.

Baden-Württemberg—Connecticut Sister State Exchange • A grant for one academic year's study at a university in the German state of Baden-Württemberg, administered by the Connecticut Department of Higher Education.

Baldwin Fellowship • Established in 1952 by family and friends of Horace Reed Baldwin, Class of 1947, and awarded annually for study at law school to the member of the senior class who, in the opinion of the committee, shows the most promise of becoming an outstanding lawyer and public-spirited citizen.

Beinecke Scholarship • Awarded by the Sperry Fund for graduate study in the arts, humanities, and social sciences.

Bertman Prize • Established in memory of Bernard T. Bertman, associate professor of physics, by gifts from his colleagues, family, and friends, in 1970. Awarded to a senior majoring in physics who displays a particularly resourceful and creative approach to physics research.

Best Honors Thesis in Sociology Award • Established by the Department of Sociology to honor Herbert H. Hyman, distinguished scholar, pioneer in survey research methodology, and Professor Emeritus in the Department of Sociology. Awarded annually to students, whether sociology majors or not, who in the opinion of the faculty have written outstanding theses on a sociological topic.

Best Paper Prize in Sociology • Awarded annually to students who have written the best scholarly papers in sociology in the previous year.

Blankenagel Prize • Income from the John C. Blankenagel Fund, established in 1970, awarded at the discretion of the Department of German Studies to enrich educational offerings in the area of humanistic studies, or to assist a superior student in completing a project in German studies.

Boylan Award • Given by Jennifer Boylan in honor of her classmate, Annie Sonnenblick, the award recognizes an outstanding piece of creative nonfiction, journalistic work, or writing for general readers.

Bradley Prize • The gift of Stanley David Wilson, Class of 1909, in memory of Professor Walker Parke Bradley, to the senior or junior who excels in chemistry and particularly in special original work.

Bridge Builder Award • Awarded to a student and student group who have succeeded in strengthening the relationship between Wesleyan and the greater Middletown community.

Briggs Prize • Established in 1900 by the gift of James E. Briggs, to the student who has done the most effective work in intercollegiate debating.

Professor Samuel Hugh Brockunier Prize • Awarded for the best final essay on a social studies topic by a student in the Graduate Liberal Studies program.

Christopher Brodigan Fund Award • Established in memory of Christopher Brodigan, a Wesleyan student who died in an accident in his freshman year. The fund pays tribute to Christopher's deep interest in Africa and to the public service he provided through teaching in Botswana prior to entering Wesleyan. Awarded to graduating seniors and recent graduates who plan to pursue public service or research in Africa.

Erness Brody Prize • Established in 2002 by Ann duCille in honor of Professor Erness Bright Brody, former chair of the African American Studies Program. Awarded annually to a senior African American Studies Program major for excellence in written expression.

Bruner Freshman Improvement Prize • The gift of William Evans Bruner, Class of 1888, to the student whose second-semester first-year record shows the greatest relative improvement over that of the first semester.

Butler Prize • The Butler Prize, established in 1991 in honor of retiring colleague Jeffrey D. Butler, is awarded for the best Honors thesis in African, Asian, or Latin American history.

Butterfield Prize • Established by the Class of 1967 and awarded to the graduating senior who has exemplified those qualities of character, leadership, intellectual commitment, and concern for the Wesleyan community shown by Victor Lloyd Butterfield, eleventh president of the University.

Camp Prize • Established in 1905 by the Board of Trustees in memory of Samuel T. Camp, trustee 1880–1903. Awarded for excellence in English literature.

Nancy Campbell/National Trust for Historic Preservation Summer Internship Program • Established by friends and admirers in honor of Nancy Campbell, wife of former Wesleyan University President Colin Campbell, in recognition of her national leadership in historic preservation, and awarded to rising juniors or rising seniors.

Frank Capra Prize • Established in 1983 to honor Frank Capra, Hon. 1981, the great American film director whose collected papers are in the Wesleyan Cinema

Archives. Best film to exemplify Capra's skill in telling a human story that contains both humor and pathos.

Cardinal Crest Award • Awarded to the member of the WSA who has given honor to his/her post on the WSA or one of its committees through his/her leadership, and has selflessly served the greater interest of the Wesleyan student body.

Chadbourne Prize • The gift of George Storrs Chadbourne, Class of 1858, to that member of the first-year class outstanding in character, conduct, and scholarship.

Citation of Citizenship in the Department of Mathematics and Computer Science • Recognizes those students studying mathematics or computer science, whose contributions both aid the educational mission of the department and foster a sense of community that encourages and supports all members of the department.

Clark Fellowship • Established in memory of John Blanchard Clark by his parents, Mr. and Mrs. Donald L. Clark of Pittsford, New York; his sister, Catherine; relatives; and friends. Awarded annually to a qualified graduating senior of Wesleyan University for graduate study in a school of medicine. Recipients are judged by members of the Health Professions Panel on their potential for outstanding achievement, their promise of community leadership and public-spirited citizenship, and their scholastic record at Wesleyan.

Clee Scholarship • Established by friends and associates of Gilbert Harrison Clee, Class of 1935, late president of the Board of Trustees. Awarded annually to a member of the junior class, who will remain a Clee Scholar throughout his or her junior and senior years, who will have demonstrated high standards of leadership, a deep commitment to Wesleyan University, an interest in the broad implications of multinational business enterprises, a sensitivity to the need for a creative balance between the public and private sectors, and an intention to pursue a career in business. A specific objective will be to select individuals who exemplify the qualities that characterized Gilbert Harrison Clee as a humane person and as a leader.

Cole Prize • Established through the gift of George Henry Walker, Class of 1881, in the memory of Charles Edward Cole. Awarded to the first-year student who shows the greatest ability in fiction or nonfiction writing.

Congress-Bundestag Youth Exchange for Young Professionals • This fellowship funded by the German Bundestag and U.S. Department of State, that annually provides 75 American and 75 German young professionals, between the ages of 18 -24, the opportunity to spend one year in each other's countries, studying, interning, and living with hosts on a cultural immersion program.

Connecticut Higher Education Community Service Award • Established in 1993 by the Connecticut Department of Higher Education to promote community service leadership and activities by students at Connecticut's institutions of higher education. This award recognizes outstanding student contributions to the promotion of community service through projects that increase student participation in their college community and projects that develop a unique approach to effective community service.

Herbert Lee Connelly Prize • Given in 1980 by Mabel Wells Connelly in the name of her husband, a member of the Class of 1909 and alumni secretary, 1924–56. Supplemented by friends, relatives, and sons Hugh Wells and Theodore Sample '48, the fund provides income to be awarded annually to a deserving undergraduate who demonstrates an interest in English literature and an unusual ability in nonfiction writing.

CRC Award for Outstanding First-Year Chemistry Students • Awarded to an outstanding first-year chemistry student, based on grades in organic chemistry over the interval of the current academic year.

Critical Language Scholarship • An intensive summer program of overseas language and cultural immersion in one of 15 languages deemed critical to U.S. national security.

Christina Crosby Award for Social Justice Feminism • Awarded each year to a FGSS major who epitomizes Christina's dedication to social justice activism and scholarship (expressed in multiple ways - through thesis or essay writing, through activism on and/or off campus etc.).

Davenport Prize • Established in 1948 by the gift of Ernest W. Davenport in honor of his brother, Frederick Morgan Davenport, Class of 1889, for excellence shown by seniors in the field of government and politics.

Dorchester Prize • Established through the gift of Daniel Dorchester IV, Class of 1874. Awarded for the best thesis submitted to the English department.

W. E. B. Du Bois Prize • Awarded annually for academic excellence to a student majoring in African American studies.

Dutcher Prize • Established by gift of Arthur A. Vanderbilt, Class of 1910, in honor of Professor George Matthew Dutcher, for highest excellence in the history department.

Kevin Echart Memorial Book Prize • Awarded to the graduating College of Letters senior who best exemplifies the intellectual curiosity and range, the pleasure in colloquy, the capacity for admiration and skepticism, and the moral seriousness and love of books that we honored in our late colleague Kevin Echart and seek to foster in the students of the College of Letters.

Exceptional Program of the Year Award • Awarded to the coordinator(s) of an exceptional program, cultural event, speaker, or production that has had positive campus-wide impact.

William Firshein Prize • Awarded to the graduating MB&B student who has contributed the most to the interests and character of the Molecular Biology and Biochemistry Department.

First-Year Leadership Award • Awarded to a first-year student who has demonstrated outstanding leadership or involvement in the Wesleyan community.

Susan Frazer Prize • Awarded annually to the student (or students) who has done the most distinguished work in the elementary and intermediate French language sequence.

Freeman Prize • Established in 1975 by Mansfield Freeman, Class of 1916. Awarded annually to a senior for excellence in East Asian studies.

French Government Teaching Assistantship • One-year assistantship for teaching English at a *lycée* in France, administered by the Institute for International Education (New York).

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

Friends of the Wesleyan Library Undergraduate Research Prize • Established in 2017 to recognize research projects in any field (besides honors theses) in any field that demonstrate outstanding and creative use of Wesleyan's library collections and resources.

Fulbright Fellowship • These grants are funded by the United States government under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) and by many foreign countries. The grants, administered by the Institute for International Education, provide for one year of study at a university abroad.

Fulbright-Hays Doctoral Dissertation Research Abroad Grant • Awarded by the United States Department of Education to fund individual doctoral students to conduct research in other countries in modern foreign languages and area studies for periods of six to twelve months.

Fulbright Teaching Assistantship • Placement abroad providing classroom assistance to English-language teachers who also serve as cultural ambassadors for the United States.

Gay, Lesbian, and Sexuality Studies Prize • Donated by the Wesleyan Gay and Lesbian Alumni Association (GALA), this prize is awarded annually to the undergraduate who has done the best research and writing on a subject in gay, lesbian, and sexuality studies.

German Academic Exchange Service Fellowship • At least one fellowship per year for study at a German university. The German Academic Exchange Service is a private, self-governing organization of German universities, which promotes international exchange among institutions of higher learning.

German Pedagogical Exchange Service Assistantship/Fulbright Grant • A one year teaching apprenticeship in Germany.

Giffin Prize • Established in 1912 by a gift of Mrs. Charles Mortimer Giffin, in memory of her husband, an honorary graduate of the Class of 1875. Awarded for excellence in the Department of Religion.

Akiva Goldsman Prize in Screenwriting • Awarded to the graduating film studies major who has written the best full-length screenplay in the Department of Film Studies.

Barry M. Goldwater Scholarship • Awarded by the Barry M. Goldwater Scholarship and Excellence in Education Foundation to a college student who has outstanding potential and intends to pursue a career in mathematics, the natural sciences, or engineering.

Graduate Student of the Year Award • Awarded to a graduate student who has proven to be a vital and dynamic member of the Wesleyan community through taking on an active leadership role in campus life.

Graham Prize • The gift of James Chandler Graham, Class of 1890, awarded to a member of the graduating class for excellence in natural science.

Grant/Wilcox Prize • Awarded in honor of Connecticut filmmakers Ellsworth Grant and Roy Wilcox to the senior whose work in film and video best addresses significant environmental, social, or artistic issues.

James T. Gutmann Field Studies Scholarship • Established in 2007 by Lisette Cooper ’81, to honor her former professor and mentor, James T. Gutmann. Awarded to an especially promising major in earth and environmental sciences to support geologic field research expected to lead to a senior honors thesis.

Hallowell Prize • Established by friends and associates of Burton C. Hallowell, Class of 1936, former professor of economics and executive vice president of the University. Awarded annually to an outstanding senior in the study of social science, as determined by the governing board of the Public Affairs Center.

Sarah Hannah Prize • Offered in memory of Sarah Hannah '88, in association with the Academy of American Poets, and awarded for an outstanding poem.

Hawk Prize • The gift of Philip B. Hawk, Class of 1898, as a memorial to his wife, Gladys, to the students who have done the most effective work in biochemistry.

Health Education Prize • Awarded annually to the graduating senior who best exemplifies the goals of Wesleyan’s Health Education Program, which are the promotion of healthy lifestyles and disease prevention. The student who is chosen for this prize has demonstrated commitment not only to his or her personal well-being but has also served as a role model to peers in the Wesleyan community and beyond.

Heideman Award • Established in 1972, in honor of Enid and Walter Heideman. Awarded annually to an undergraduate who has helped others in the Wesleyan community, in the tradition of the Heidemans.

Rachel Henderson Theater Prize • Awarded annually to that student who, in the estimation of the theater faculty, has contributed most to theater at Wesleyan over the course of his or her undergraduate career.

Holzberg Fellowship • Established in memory of Jules D. Holzberg, professor of psychology, by gifts of his colleagues and friends. Awarded to a senior who intends to pursue graduate study in clinical or community psychology in recognition of the commitment to research and applied work on the resolution of social problems on the individual and collective level that is consistent with Professor Holzberg’s lifelong professional interests and humanitarian concerns.

Horgan Prize • Established by the Department of English in honor of Paul Horgan, professor emeritus and writer-in-residence. Awarded to the student who has written the best short story of the year.

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

Jessup Prize • Awarded to two undergraduates each year who are deemed to show the greatest talent and promise for even greater excellence in sculpture, printmaking, architecture, photography, painting, or drawing. The prize is given in memory of Pauline Jessup, a noted interior designer, who practiced her craft for over 60 years throughout the United States. Mrs. Jessup was noted for her unerring eye, her extraordinarily refined taste, and her steadfast commitment to her clients—many of whom she served over three generations. The award is determined by the Department of Art and Art History.

Johnston Prize • The gift of David George Downey, Class of 1884, in memory of Professor John Johnston. Awarded to those first-year students or sophomores whose performance in their first two semesters of physics shows exceptional promise.

Keasbey Memorial Scholarship • Awarded by the Keasbey Memorial Foundation on the basis of academic excellence and a strong record of extracurricular participation for two years of graduate study in England.

Barry Kiefer Prize • In memory of Barry I. Kiefer to celebrate outstanding graduating PhD students in biology and molecular biology and biochemistry.

Leavell Memorial Prize—Film • Awarded annually to a senior film student who has done outstanding work in the major, and who best reflects the departmental goals of citizenship, scholarship, and the wedding of theory and practice.

Leavell Memorial Prize—Music • Awarded annually to a senior who has done outstanding work in music, and whose work manifests the ideals of the World Music Program in the Department of Music.

Lebergott-Lovell Prize • In honor of Professors Emeritus of Economics Stanley Lebergott and Michael Lovell. To be awarded to the best paper written in the

current academic year that uses econometric techniques to analyze an economic problem. Established in 2011 by Bruce Greenwald; first awarded in 2012.

Leonard Prize • Given in 1917 in memory of William Day Leonard, Class of 1878, by his friends. Awarded annually to the member of the WSA who has given honor to his or her post on the WSA or one of its committees through his or her leadership, and has selflessly served the greater interest of the Wesleyan student body.

Levy-Spira Prize • Awarded for distinction in Latin American studies. Established in 1992 in memory of Eduardo Levy-Spira '82, by his family and friends.

Limbach Prize • Established in 1966 by Russell T. Limbach, professor of art, in memory of his wife, Edna Limbach. Awarded annually to the student who has contributed the most imaginative, generous, thoughtful, and understanding social service to the people of the city of Middletown and/or the Wesleyan community.

Lipsky Prize • The gift of the Reverend and Mrs. Bailey G. Lipsky in memory of their son, Francis Jules Lipsky, Class of 1931, to the member of the choir possessing in the highest degree unfailing kindliness, quiet dignity, and brilliant scholarship.

Littell Prize • The gift of Franklin Bowers Littell, Class of 1891, for excellence in one or more advanced courses in astronomy.

Luce Scholarship • The Henry Luce Foundation selects 18 graduates to spend a year in an Asian country and provides an experience that will broaden the participant's perspective on his or her chosen career field.

Macmillan Scholar of Saint Andrew's Society of the State of New York • Awarded by the Saint Andrew's Society of the State of New York, this scholarship enables outstanding college graduates of Scottish descent to engage in a year of graduate study in Scotland.

John W. Macy Summer Internship in Public Administration • Established by friends and colleagues of John W. Macy, Class of 1938. Awarded to the junior who most clearly exemplifies, in the decision of the selection committee, the characteristics associated with John Macy: high intellectual ability, a capacity for sustained effort in difficult tasks, strong ethical standards, an ingrained sense of duty, and a commitment to public service as a worthy career.

Mann Prize • Established in memory of Albert Mann, Class of 1906, devoted alumnus and faculty member, by his daughters and their families. Awarded annually to the senior(s) showing the most outstanding achievements in the Romance languages.

George C. Marshall Scholarship • Awarded annually for two years of study at any university in the United Kingdom, on the basis of distinction of intellect and character as evidenced by both scholastic attainments and other activities and achievements; strong motivation and seriousness of purpose; and the potential to make a significant contribution to one's own society.

Martius Yellow Award • Awarded for excellence in organic synthesis.

Roger Maynard Award • A memorial award to that senior scholar-athlete who best exemplifies the spirit, accomplishments, and humility of Roger Maynard, Class of 1937, former trustee.

James L. McConaughy Writing Prize • Awarded for a piece of nonfiction writing, on a topic in the social sciences or sciences, that is designed to interest general readers. Funds for this award were given originally by members of the Class of 1936 in honor of their classmate, James L. McConaughy, a former governor of Connecticut and president of Wesleyan University.

Richard McLellan Prize • Awarded annually to a junior who exemplifies those qualities that characterize the late Richard McLellan, director of the Career Planning Center and associate dean of the college: character, leadership, commitment to public service and diversity, wide cultural interests, and a sense of humor.

Priscilla Meyer Fund • Established in honor of Professor Priscilla Meyer's teaching career at Wesleyan. Awarded to Wesleyan students who are the most dedicated to the study of topics related to Russia, Eastern Europe, or Eurasia.

Meyer Prize • Established in 1991 in honor of retiring colleague Donald A. Meyer, and awarded for the best honors thesis in American History.

Joan W. Miller Prize • Established by Professor Miller in 2008. It is awarded for the outstanding honors thesis in the College of Social Studies.

Richard A. Miller Summer Internship Grant • Awarded in honor of Woodhouse/Sysco Professor of Economics Richard A. Miller to students pursuing summer internships related to potential business careers.

George J. Mitchell Scholarship • Awarded annually for one year of graduate study in any discipline offered by an institution of higher learning in Ireland or Northern Ireland on the basis of superior records of academic excellence, leadership, and public service.

Monroe Prize • Established in 1985 by the Center for African American Studies in memory of John G. Monroe, director, scholar, and teacher in the Center for African American Studies and in the Theater Department. This prize is to be awarded annually to the Wesleyan sophomore or junior who, in the opinion of the review committee, submits the best scholarly essay in the field of African American studies.

David Morgan Prize • To be awarded annually to the senior major or majors in the College of Social Studies (CSS) and/or the history department who best demonstrated the integrity and commitment to community that characterized David's 37 years of service to the CSS, his department, and to the University.

Peter Morgenstern-Clarren Social Justice Award • Awarded to a sophomore or junior with a demonstrated commitment to social justice issues.

Mosaic Award • This award recognizes the contribution(s) of a person or organization that has brought about cultural awareness and education on one or more of the following issues: race, ethnicity, culture, and/or sexual orientation.

Geraldine J. Murphy Prize • Established in memory of Geraldine J. Murphy, who was the first woman hired as a full-time instructor at Wesleyan (1957), the first woman promoted to a tenured position, and the first woman promoted to the rank of full professor. The prize is endowed by alumni of the Wesleyan Master of Arts in Teaching program. Awarded to a student who has written an outstanding critical essay that focuses on short fiction or novels.

Needler Prize • Established by Sophie Needler, in memory of her husband, Bennett Needler. Awarded annually to one or two graduating seniors who have demonstrated excellence in Hebrew or Jewish studies.

NNK Award • Awarded for the best screenplay for an undergraduate film.

Carol B. Ohmann Memorial Prize • Awarded for excellence in feminist, gender, and sexuality studies.

Olin Fellowship • Founded in 1854 by the wife of Stephen Olin, president, 1839–41 and 1842–51. Later increased by gifts of their son, Stephen Henry Olin, Class of 1866 and acting president, 1922–23, and his wife, Emeline. Awarded in recognition of achievement in English. The fellowship supports supervised work in English outside of the Wesleyan course structure.

Outreach and Community Service Award • Awarded to the senior theater major who, through his or her work in the Theater Department, has done a significant service in the community.

Outstanding Collaboration Award • Awarded for a program that was successfully planned in the spirit of partnership and teamwork.

Parker Prize • Established in 1870 by the Reverend John Parker, trustee 1859–71. Awarded to a sophomore or junior who excels in public speaking.

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

Emily White Pendleton Scholarship • Established in 1979 by Ralph Darling Pendleton, founder of the Theater Department, in memory of his wife. Awarded annually to a dance major or to a student who is significantly involved in dance and who shows outstanding promise in the field.

Peterson Fellowship • Established in 1963 by bequest of William Harold Peterson, Class of 1907, for graduate study in biochemistry at Wesleyan.

Plukas Prize • Established in 1986 by John Plukas, Class of 1966, this prize is awarded to graduating economics seniors to be applied toward summer expenses, during which period each student will work under the supervision of a faculty advisor to convert an honors project into a publishable article.

Plukas Teaching Apprentice Award • Established in 1986 by John Plukas, Class of 1966, this prize is awarded for excellent service to the economics department as a teaching apprentice.

Gwen Livingston Pokora Prize • Established in 1993, awarded annually to the outstanding undergraduate student in music composition.

Prentice Prize • The gift of Mrs. Elizabeth Brooks Prentice in memory of Professor George Prentice to that junior or senior who excels in German. This prize is given in alternate years.

The Wallace C. Pringle Prize for Research in Chemistry • Gift of Eleanor and Wallace Pringle and their family and friends. This prize is to be awarded annually by the chemistry department to a student for excellence in research.

Sophie and Anne Reed Prize • Established in 1968 by Leon Reed and his sons, S. Chadwick '41 and Dr. Victor Reed, in memory of Mrs. Sophie Reed, for the best poem or group of poems.

Damain Garth Reeves Memorial Book Prize • Awarded to the first-year student who best embodies the personal and intellectual qualities of Damain Reeves, Class of 2000.

Rhodes Scholarship • Two years of study at Oxford University, awarded on the basis of high academic achievement, integrity of character, a spirit of unselfishness, respect for others, potential for leadership, and physical vigor.

Rice Prize • Awarded for excellence in mathematics to a senior.

Michael Rice Prize in Computer Science • Endowed in 2008 by the Fernando and Appapillai families in honor of Dr. Michael D. Rice and awarded to a senior for excellence in computer science.

Rich Prize • The gift of Isaac Rich, trustee 1849–72, in memory of his wife, and later supplemented by appropriations from the Board of Trustees. Awarded to those seniors whose orations are judged best in composition and delivery.

Robertson Prize • Awarded to a sophomore for excellence in mathematics.

Robins Memorial Prize • Established in 1969, in memory of George D. Robins (Class of 1898), by Frank D. Robins '34 and Douglas H. Robins '66, for excellence in history.

Steven J. Ross Prize • Established in 1979 as a gift of Steven J. Ross of Warner Communications. Awarded annually for the best undergraduate film, digital and/or virtual, made in the Film Studies Department.

Juan Roura-Parella Prize • Established in 1984 to be awarded annually to an undergraduate whose work represents the kind of catholic curiosity and general learning that Professor Juan Roura-Parella exemplified.

Rulewater Prize • Awarded for outstanding reflection and writing on an interdisciplinary topic in the Graduate Liberal Studies program.

Robert Schumann Distinguished Student Award • Established in 2007 by a gift from the Robert Schumann Foundation. Awarded to an outstanding student who demonstrates academic accomplishment and excellence in environmental stewardship through work at Wesleyan or the greater Middletown community.

Scott Biomedical Prize • Awarded to a member(s) of the molecular biology and biochemistry senior class who has demonstrated excellence and interest in commencing a career in academic or applied medicine.

Scott Prize • Established by Charles Scott Jr., MA, Class of 1886, and trustee 1905–22, in memory of John Bell Scott, Class of 1881, for excellence in modern languages.

Mary and John Sease Prize • Awarded for outstanding work in environmental science.

Sehlinger Prize • Established by the Class of 1965 in memory of Charles Edward Sehlinger III, who died in 1964. The award of a medical dictionary is given to a premedical student for excellence of character, community spirit, and academic achievement.

Senior Legacy Award • Awarded to a senior who has consistently demonstrated outstanding leadership throughout his or her four years in the Wesleyan community.

Frances M. Sheng Prize • Awarded for excellence in Chinese language and excellence in Japanese language.

Sherman Prize—Classical Studies • Established by David Sherman, DD, Class of 1872. Two prizes awarded annually, one for excellence in first-year mathematics and the other for excellence in classics.

Sherman Prize—Math • Established by David Sherman, DD, Class of 1872. Two prizes awarded annually, one for excellence in first-year mathematics and the other for excellence in classics.

Rae Shortt Prize • Established in memory of Rae M. Shortt. Awarded to a junior for excellence in mathematics.

Samuel C. Silipo Prize • Awarded annually for the most valuable player(s) of the Wesleyan orchestra.

Silverman Prize • Established by gift of Elisha Adelbert Silverman, Class of 1922, and awarded to a member of the junior or senior class for excellence in chemistry.

Skirm Prize • Established by members of the Class of 1931 in memory of their classmate, Thomas H. Skirm, this prize is awarded to a government major early in his or her senior year, to recognize the best research or writing project done during the junior year.

Social Activist Award • Awarded to the individual or student group who best exemplifies the spirit of social activism and through whose efforts constructive social change ensued.

Annie Sonnenblick Writing Award • Established by the family of the late Annie Sonnenblick, Class of 1980, in 1992 as a complement to the annual Annie Sonnenblick Lecture. The prize provides financial support for a student who wishes to undertake an independent writing project during the summer between his or her junior and senior years.

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

Spurrier Award • The William A. Spurrier Ethics Award, established by Dr. James Case, given to the student who demonstrates in the field of ethics: sensitivity, insight, depth, and humor. Given in memory of William Spurrier III, chaplain and Hedding Professor of Moral Science and Religion.

Student Organization of the Year • Awarded to a student organization that has excelled in sustaining leadership, an active membership, and programmatic efforts that contribute to the larger Wesleyan community.

Studio Art Program Prize • Awarded to one or more students who show particular promise for success as demonstrated through performance in classes and general contributions to the department.

Taylor Scholarship • Awarded to a history major based on outstanding academic achievement and other qualities such as fine character, good fellowship, leadership, and service to the Wesleyan community.

Thorndike Prize • Established by a gift of Elizabeth Moulton Thorndike in memory of her husband, Edward Lee Thorndike, Class of 1895, for excellence in psychology.

Tishler Teaching Award • Established by the family and friends of Dr. Max Tishler, professor emeritus of chemistry and University Professor of the Sciences, emeritus. Awarded annually in his memory to the best graduate teaching assistant in chemistry.

Elizabeth Verveer Tishler Prize—Art • Established in 1981 by a gift from Mrs. Tishler. Awarded annually for an outstanding senior exhibition in painting, drawing, printmaking, sculpture, photography, or architecture.

Elizabeth Verveer Tishler Prize—Music • Established in 1981 by a gift from Mrs. Tishler. Expanded in 1989 for excellence in piano performance. Two prizes are given annually: one for Western classical piano performance and the other for jazz piano performance.

David A. Titus Memorial Prize • Established by family, friends, and students in memory of Professor David Titus to support the summer studies of a deserving Wesleyan junior majoring in government, East Asian studies, or the College of Social Studies.

Tölölyan Fund for the Study of Diasporas and Transnationalism • Established in 2008 by Bruce Greenwald, professor of economics at Columbia Business School, in honor of Wesleyan Professor Khachig Tölölyan. The award funds the summer research of a junior with the best proposal for a thesis on the study of diasporic or transnational issues.

Trench Prize • The gift of Miss Grace A. Smith, in memory of William James Trench, trustee 1835–67, for excellence in the Department of Religion.

Truman Scholarship • A national competition funded by the United States government that provides scholarships for graduate study to juniors who have outstanding leadership potential and intend to pursue careers in public service.

Kenneth W. Underwood Prize in Social Ethics • Awarded to the College of Social Studies (CSS) student selected to discuss a paper on the subject of social ethics delivered by a guest scholar at one of the two annual CSS banquets.

United States Teaching Assistantship in Austria • One-year assistantship for teaching English in Austria, funded by the Austrian government.

Karl Van Dyke Prize • Awarded each year to one or more students majoring in physical science or having a predominant interest in physical science and technology and who show outstanding achievement in academic work and a promise of productivity in a professional career.

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

Walkley Prize • Two prizes, the gift of Webster Rogers Walkley, Class of 1860, in memory of David Hart Walkley, Class of 1878, for excellence in psychology. Awarded to those juniors and seniors who present the best reports or work embodying original research.

Watson Fellowship • Awarded by the Thomas J. Watson Foundation, to enable college graduates of unusual promise to engage in an initial postgraduate year of independent study and travel abroad.

Weidenfeld Scholarship • The Weidenfeld Scholarship supports all tuition fees and living costs associated with graduate study at Oxford University. It fosters European networks and promotes the post-university careers of its scholars through work placements, long-term mentoring, and engagement in leadership and conferences.

Weller Prize • The gift of Mrs. LeRoy Weller, in memory of her husband, LeRoy Weller, Class of 1899, to the student having the highest academic average for the sophomore year.

Wesleyan Animal Studies Prize • Awarded for the best thesis or senior essay on a subject in animal studies.

Wesleyan Black Alumni Council Memorial Prize • Established in 1986 by the Wesleyan Black Alumni Council in memory of deceased black alumni. The prize provides a summer stipend to support a deserving student engaged in independent study or community service related to the concerns of black people.

Wesleyan Fiction Award • A gift from Norman Mailer to the Wesleyan Writing Program, this award recognizes an outstanding piece of fiction written by a Wesleyan student.

Wesleyan Global Fellowship • Funded and administered by the Fries Center for Global Studies, this pilot one-year program supports several weeks of independent exploration in one or two countries outside the U.S. The prizes go to graduating seniors whose passion, imagination, and independence led to their being selected as university-wide nominees for the Watson Fellowship.

Wesleyan Memorial Prize • The gift of undergraduates in the Class of 1943 in memory of fellow students who made the supreme sacrifice in the Second World War, to the members of the junior class outstanding in qualities of character, leadership, and scholarship.

White Fellowship—Government • Awarded for excellence in government to a graduate or an advanced undergraduate in government.

White Fellowship—History • Awarded for excellence in history.

White Prize • Established in 1942 by Horace Glenn White Jr., Class of 1933, and increased in 1943 by friends in his memory. Awarded for advanced undergraduate study in economics.

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

Wilde Prize • Established in 1963 by Frazer B. Wilde, LLD, Class of 1958, awarded to a junior or senior for excellence in economics.

Winchester ENGL 201 Essay Prize • In honor of Caleb Thomas Winchester, this prize is awarded to the best essay written in a section of ENGL 201 in the preceding calendar year.

Winchester Fellowship • Established in 1938, in memory of Professor Caleb Thomas Winchester, by his widow. Awarded to Wesleyan graduates for postgraduate work in English.

Winchester First-Year Essay Prize • In honor of Caleb Thomas Winchester, this prize is awarded to the best scholarly essay written by a first-year student in any English department course in the preceding calendar year.

Wise Prize • The gift of Daniel Wise, DD, Class of 1859, for excellence in the philosophy department; for the best essay on moral science or on some subject in the field or values.

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